

Shenandoah Elementary



2014-15 School Improvement Plan

Shenandoah Elementary

4827 S CONWAY RD, Orlando, FL 32812

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
55%

Alternative/ESE Center
No

Charter School
No

Minority
54%

School Grades History

| Year | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | A | A | A | B |

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 8 |
| 8-Step Planning and Problem Solving Implementation | 19 |
| Goals Summary | 19 |
| Goals Detail | 19 |
| Action Plan for Improvement | 21 |
| Appendix 1: Implementation Timeline | 26 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 27 |
| Professional Development Opportunities | 28 |
| Technical Assistance Items | 30 |
| Appendix 3: Budget to Support Goals | 31 |

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-------------------------------|
| Not In DA | 3 | Ella Thompson |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

Our vision is to be the top producer of successful students in the nation.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school learns about students' cultures in many ways. One of those ways is through the celebrations and PTA sponsored family events that we have during designated times during the year such as Hispanic Heritage Month and Black History Month. This helps to build relationships at our school with teachers, students, and families. The Change Starts With Me character education program also builds and fosters relationships.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Shenandoah creates an environment where students feel safe and respected through the implementation of a supervision plan which includes adults strategically placed throughout campus before school, throughout the school day, and after school. Staff members are placed before school at all of the arrival areas, computer lab, and the cafeteria so students have adult support and supervision while waiting for class to begin. During the school day, classroom teachers implement classroom management plans, school wide Bobcat expectations, and the faculty and leadership team are visible throughout the campus. The leadership team and guidance counselor have an open door policy. To promote a safe environment at dismissal, the faculty follows a dismissal plan to ensure all dismissal areas are supervised. To build student leadership through respected positions and promote safe activities before and after school, fifth grade students are invited to become safety patrols, teacher assistants, and news crew members. In addition, multiple after school programs are offered on campus to provide a safe environment including extended day, drama, Kids Art, and gymnastics.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our school wide behavior plan follows the CHAMPS Program. This summer, our leadership team collaborated with teachers to develop a visual reference of an acronym that matches our mascot representing behavior expectations for all areas throughout the campus. Teachers discussed these expectations and the Code of Conduct with their students during the first week of school and the posters are visible in all areas of the campus. All new students will be introduced to the school wide management plan and the Code of Conduct. Both documents will be reviewed quarterly with all students.

To reinforce school wide behavior and limit distractions in the learning environment, each teacher

created and submitted a classroom management plan to administration which includes a verbal warning, reteaching of the expected behavior, time out to reflect in the classroom, and limiting time out of classroom experiences as a consequence to maximize learning time. Visual aids are used to track behavior interventions/action steps during the school day and a school wide tracking form is used to monitor behavior incident occurrences and provide support through the MTSS process or coaching.

Our school Guidance Counselor does a five minute "talk show" on our morning announcements each week to share character education with the students. In addition, she visits classrooms weekly to encourage use of that highlighted character trait and reinforce the Change Starts With Me program.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school is continuously working to ensure that the social-emotional needs of all students are being met to provide a safe and positive learning experience. All classes had a lesson at the beginning of the year regarding social-emotional needs, via our school counselor. Through this lesson, students were encouraged to self-advocate as much as possible regarding these needs and were advised of different support systems throughout the school. In addition, the counselor provides weekly character education lessons and resources for teachers to implement in the classrooms. Through-out the year teachers are encouraged to contact the school counselor in regards to any student social-emotional needs. The counselor provides support through one:one discussions, small group sessions, or class lessons. If a student's needs are beyond that of the school we reach out to our district resources which may include outside counselors or family resources.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The attendance clerk and teachers monitor student's attendance. Teachers and the registrar and front office clerk contact parents in regards to absences and tardies. If there are any students with five or more unexcused absences within a calendar month or 10 unexcused absences within ninety calendar days, the principal and guidance counselor are contacted to follow up with the social worker and/or child study team to determine next steps, solutions, and support. Students with 15 unexcused absences are reported to the Case Review Team which may include outside agencies to find next steps, solutions, and support.

Through weekly grade level collaboration PLC meetings with administration, we identify students who need additional support and plan for intervention instruction for English Language Arts and Mathematics. In addition, the guidance/MTSS coach works closely with teachers to ensure that students are provided with Tier I,II, and III interventions as needed and given appropriate support through coaching, resources, and materials.

All students scoring a level one on state wide assessments are automatically included in our MTSS intervention support groups to receive daily Tier II interventions using both the teacher led Ready intervention instruction and the computer i-Ready remediation and instruction. In addition, specific Tier III instruction is provided for those students who are two or more years below grade level or are needing additional support.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | | Total |
|---------------------------------|-------------|---|----|----|----|-------|
| | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 11 | 6 | 8 | 3 | 6 | 34 |
| One or more suspensions | 0 | 0 | 1 | 1 | 1 | 3 |
| Course failure in ELA or Math | 0 | 0 | 7 | 10 | 19 | 36 |
| Level 1 on statewide assessment | 0 | 0 | 29 | 11 | 14 | 54 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | Total |
|--|-------------|---|---|-------|
| | 3 | 4 | 5 | |
| Students exhibiting two or more indicators | 7 | 4 | 8 | 19 |

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The students identified as exhibiting two or more early warning indicators will receive intensive interventions during the school day including three Tiers of instruction. The students will receive the Tier I standards based instruction including teacher led small group instruction in ELA and Math. In addition, the students will receive teacher led Tier II and Tier III interventions focusing on remediation reading and math strategies. The students indicating more than one early warning indicators will also receive additional computer interventions through i-Ready three times a week and will be encouraged to participate in after school tutoring two days a week.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Our two way communication during SAC, PTA, and quarterly parent conferences help build and maintain relationships with families and focus on collaborative approaches for increasing academic achievement. Currently we have families participating in PTA, SAC, Parent Leadership Council, and serving as Addition volunteers in various capacities. Our goal this year is to not only increase involvement but also parent engagement in supporting learning among our sub groups. We would like to see more parents participate in our Parent University and develop additional ways for our families to support instruction at home and school.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Building and maintaining close partnerships with the surrounding community is vital to our school. Shenandoah Elementary prides itself in the engagement of local businesses and community groups who partner with us to achieve mutual goals which not only benefit the school but the community as well. Business partners and community groups serve as role models for students by providing personal and professional guidance. As a result, students gain confidence, self-esteem and pride. These positive influences motivate students to succeed and work toward becoming productive citizens. They support our school with time, resources, volunteers, and even financial contributions.

At Shenandoah our local community groups and partners are invited to school-wide events, encouraged to participate in the annual Teach-In Event, and to serve on the School Advisory Council. In turn we encourage students and families to support the local businesses by recognizing these groups in our weekly community brief. We also show appreciation by displaying their pictures throughout our main hallway and showing recognition on our school marquis. Bringing the community in to the school and taking the school to the community has been mutually beneficial to both Shenandoah Elementary and its valuable partners.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|-----------------|---------------------|
| McCloe, Robert | Principal |
| Andersen, Jamie | Assistant Principal |
| Gardner, Diane | Instructional Media |
| Peters, Lynette | Other |
| Robinson, Staci | Other |
| Wilson, Donna | Other |
| Thomas, Lauren | Guidance Counselor |

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Principal and Assistant Principal lead the staff as instructional leaders through implementing standards based instruction, implementing school wide and district initiatives, facilitating teacher and student growth, monitoring the effectiveness of instruction, interventions, SAC, and data based decision making in regards to instruction, assessment, and professional development.

The guidance counselor/MTSS coach collaborates with other leadership team members to provide support for teachers and students including, but not limited to, classroom management strategies, instructional delivery support, clothing and community resources, character education, and leads teachers through analyzing data to identify students in need of additional academic intervention services and recommends resources and strategies.

The Staffing Specialist and School Psychologist collaborate to ensure that the instructional environment and expectations are met for all of our Exceptional Education students. In addition, they ensure that data is used to monitor student growth and serve as the liaison and communicators with families and staff to ensure each child is receiving the services he/she needs in the appropriate setting. Both the Staffing Specialist and School Psychologist work with the guidance/MTSS coach and the administration to provide support, resources, and assistance through the MTSS process.

The media specialist and resource teacher provide leadership with facilitation and guidance for teacher led data analysis and planning effective instruction during PLC meetings, modeling lessons, providing feedback for teacher growth, and creating instructional and behavioral plans with staff to ensure children have a rigorous and safe learning environment.

All members of the leadership team collaborate together to analyze data and identify trends in classrooms, grade levels, and school wide during weekly meetings. The team identifies areas of success and concern and then develops and implements plans of action based on the formative assessment data and leads teachers through collaborative planning, data analysis, and professional growth.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

In addition to classroom teachers providing intervention and enrichment instruction, state budget funding provides the leadership team and paraprofessionals to implement grade level intervention Tier II or Tier III support and/or enrichment based on classroom experience to meet the needs of our learners through MTSS. Ms. Wilson and Ms. Portillo provide kindergarten intervention support. Ms. Riccaboni and Mrs. Perez-Perez work with first grade students to provide intervention instruction. In addition, Ms. Perez Perez and Ms. Thomas work with the second grade students to provide intervention. In third grade, Mrs. Peters and Ms. Gibson provide intervention and enrichment instruction. Mrs. Robinson, Ms. Raney, and Ms. Gardner provide intervention instruction support for fourth grade. Fifth grade intervention and enrichment instruction is supported by Mrs. Gardner, Ms. Raney, Mrs. Seaver, Ms. Grant, and Mrs. Holman.

State budget funding was also used to send selected teachers to Kagan training and to provide collaborative PLC planning Bobcat days. The Kagan training provided methods for teachers to increase the student collaboration, discourse, and higher level 21st century learning skills in the classroom. The PLC Bobcat planning days provided common planning sessions for teachers to deconstruct standards, develop lesson plans, and analyze the data to create plans for reteaching standards as needed.

District funds were provided for teachers to attend Core Connections training to implement effective literacy instruction and integrate writing instruction throughout all curriculum areas. SAI and SRI funds are utilized to provide after school tutoring and Saturday school.

State funds were used to purchase additional curricular resources for interventions, teaching, diagnostic assessments, and tutoring including the purchase of: Florida Ready, i-Ready, Voyager, DRA, and Core Progress.

The MTSS coach inventories and monitors the check out and usage of intervention materials.

The media specialist and CRT inventories and monitors the check out and usage of core instructional materials and textbook resources.

The MTSS coach will meet with each teacher during the first marking period to identify students in need of services and provide support with planning interventions and completing the documentation for progress monitoring and the collection of data. In addition, the MTSS team will meet every other month to review and discuss implementation and progress. Individual MTSS student concerns will also be brought to the attention of the MTSS team and additional meetings will take place as needed. Student data and progress will be reviewed during biweekly grade level collaboration meetings with the administration team to analyze student growth and make adjustments in instruction and interventions based on data and root cause analysis.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Jeff Walker | Parent |
| Diane Lorber | Parent |
| Tanya Selito | Parent |
| Stephanie Krick | Parent |
| Allison White | Parent |
| Shelly Gaither | Parent |
| Kristen Valsor | Parent |
| Julie Alexander | Parent |
| Melinda Phillips | Teacher |
| Susan Howard | Teacher |
| Melissa Valenzuela | Parent |
| Robert McCloe | Principal |
| Glorimar Diaz | Education Support Employee |
| Cindy Negrón | Education Support Employee |
| Maria Carballo | Teacher |

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

After the overview of the School Improvement Plan last year, the SAC continued to readdress the School Improvement Plan each month. The principal reviewed the goals and shared monthly data to facilitate the SAC with analyzing how data demonstrated progress towards the School Improvement Plan goals. Following the analysis of data, strategies that were submitted in last year's plan were reviewed for effectiveness. This process was used in order to determine future use of the same or similar strategies.

Development of this school improvement plan

The SAC will help Shenandoah develop the School Improvement Plan through collaborative communication and suggestions for modifications and data driven decisions. The SAC reviewed the previous year's FCAT data and the new FSA requirements and state standards to collaboratively develop a School Improvement Plan focused on the needs of our students.

Preparation of the school's annual budget and plan

Last year when the school site budget came out, the principal reviewed categories with SAC and reviewed the weighted and un-weighted projected categories within the FTE budget.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The school improvement funds allocated were used for funding teachers to attend the Professional Learning Community conference. A total of \$1827.00 was spent to send three people to the conference.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

| Name | Title |
|-------------------|---------------------|
| Gardner, Diane | Instructional Media |
| Atkinson, Tamara | Teacher, K-12 |
| Babir, Melanie | Teacher, K-12 |
| Chavana, Meghan | Teacher, K-12 |
| Corum, Michele | Teacher, K-12 |
| Hickle, Tiffany | Teacher, K-12 |
| Horning, Melissa | Teacher, K-12 |
| Howard, Susan | Teacher, K-12 |
| Jones, Rhonda | Teacher, K-12 |
| Phillips, Melinda | Teacher, K-12 |
| Rock, Mary | Teacher, K-12 |
| Simpson, Robin | Teacher, K-12 |
| Supernaw, Laurie | Teacher, K-12 |
| Ursic, Kimberly | Teacher, K-12 |
| Andersen, Jamie | Assistant Principal |
| McCloe, Robert | Principal |

Duties

Describe how the LLT promotes literacy within the school

Our Literacy Team actively involves more than 40% of our teaching staff. The three areas of focus that the LLT will strategically implement this year to increase academic achievement are: collaboratively planning and sharing vertically aligned ELA lessons, increasing the amount of non-fiction texts read through the promotion of the school wide Accelerated Reader challenge, and developing family relationships and at home support, through the annual Literacy Night.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

To encourage positive working relationships between teachers, we will implement a common planning day and time for each grade level to meet and collaboratively plan their units of instruction aligned to the standards and the Marzano framework. The leadership team will provide weekly meetings to support the teachers with planning and data analysis. In addition, we will provide interactive professional

development, deliberate practice professional learning community experiences, literacy team committee meetings, and math/science committee meetings where different grade level teachers will be able to collaborate together to learn best practices and research based strategies to accomplish our School Improvement goal.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

In order to recruit and retain teachers, Shenandoah offers quality working conditions and builds on relationships within the staff to create a culture of collaboration and a family atmosphere. New technology is being brought into classrooms on a three year plan. The administration and leadership team work hard to offer both intrinsic and extrinsic rewards for a job well done. Additionally, we partner with area universities and colleges in order to work with College of Education Interns and demonstrate the daily instructional routines and procedures of the school. The partnerships, technology, recognition, and relevant professional development, help ensure that we grow and retain our highly qualified teachers as well as appeal to potential teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Shenandoah has five beginning teachers and several additional teachers that will benefit from the use of a mentor. We selected teachers that are either new to a grade level or need to continue with a prolonged mentorship from last year. The rationale for pairing was to select a mentor who will build a strong relationship with the mentee and someone who had previous success in the subject or grade level taught. The teachers will meet weekly to review lesson plans, plan peer coaching/observations, review classroom management issues and address other questions and concerns. The Instructional Coach also hosts monthly meetings to provide additional support related to the Marzano Evaluation system, Deliberate Practice, state certification requirements, and Standards-based, student-centered learning.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Shenandoah ensures its core instructional programs and materials align to the Florida Standards by following the Orange County Public School's literacy and math framework. The professional learning communities will plan using the Language Arts Florida Standards and the Mathematics Florida Standards. The PLC will then find the district approved digital and print resources provided through launch.ocps.net and the Instructional Management System to ensure that the resources being implemented in the classroom match the standards and the Florida State Assessment item specifications.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Shenandoah uses the beginning of the year assessments, diagnostic assessments, i-Ready formative assessment data, and teacher created standards based mini assessments to monitor academic progress and analyze areas of progress and deficiencies. Through this ongoing data

analysis, the leadership team and teachers collaboratively plan which standards need additional time for core instruction, which students need additional support for intervention through re-teaching of specific reading and math standards during and after each mini assessment, and which students are in need of enrichment in the different academic areas. Through implementing the core during the whole group English Language Arts block, all students receive Tier I instruction. The teachers collaboratively plan how to differentiate and address the needs of all learners during their whole group and small group reading instruction and centers. In addition, all students will receive a Tier II intervention using i-Ready to provide individualized instruction based on the areas of need and enrichment for each child. Last, students who need additional differentiated support are provided Tier III intervention focused on reading development using the Voyager program or additional intervention materials that meet their individual developmental needs.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 7,380

The lowest 30 percent of our third, fourth and fifth grade students and additional English Language Learners who are below grade level are selected using previous year's data and current assessment and diagnostic scores. These students are offered after school tutoring from October to April for one hour on Tuesday and Thursday afternoons.

Strategy Rationale

The lowest 30% of our students and our English Language Learners are selected for tutoring based on academic need to reinforce the standards based core instruction and close the achievement gap.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Andersen, Jamie, jamie.andersen@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

A pre and post assessment for tutoring will be used to determine the effectiveness of tutoring. In addition, formative ongoing assessments and i-Ready computer data will also be analyzed to determine the effectiveness of tutoring.

Strategy: Weekend Program

Minutes added to school year: 1,440

A Saturday school program will be utilized for additional tutoring and enrichment purposes for students in grades three through five. The program will include rigorous reading support and instruction, hands-on and real world science inquiry and experiments, and real world problem solving in mathematics.

Strategy Rationale

The Saturday school program is implemented to provide additional instruction for learners below, at, and above grade level to close the achievement gap and increase learning gains.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McCloe, Robert, robert.mccloe@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Formative data including project based learning evidence, exit slips, and literacy activities will be analyzed to determine student growth in literacy, math, and science.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Shenandoah offers families of enrolling kindergarten students the opportunity to attend an orientation prior to the start of the school year to learn school information and take a tour of the kindergarten classrooms, cafeteria, and the main areas of the campus. Administration offers tours of the school to new students and families upon registration throughout the year. To ensure academic success, all students are assessed using the i-Ready reading and math diagnostic assessment to identify learning strengths and areas of need immediately so instructional time and interventions/enrichment can be provided immediately upon entering Shenandoah. In addition, our leadership team works closely with teachers and parents to identify students who need additional academic, behavior, or community supports when they enroll and throughout the year to provide resources as needed.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

To advance college and career awareness, Shenandoah provides multiple exposures to college and career options for students including providing a college bound atmosphere campus wide. The first exposure is a featured college bulletin board that highlights a staff member's previous college or university and describes the academic highlights of the college which is updated monthly to showcase different educational options. Shenandoah also has a college shirt day monthly where staff

and students are encouraged to wear collegiate apparel to bring attention and support towards college readiness. The fifth grade students participate in a research study to learn more about a college of their choice and integrate reading, writing, and speaking skills to present the demographics, academics available, admission criteria, highlights, and specialties to their peers and school staff. In addition independent learning and leadership is fostered to prepare students for college and career readiness through the implementation of teacher assistants, safety patrols, and the MAGIC program.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

To prepare our students for 21st century careers with technology and industry, Shenandoah has increased access to digital curriculum and access through the use of i-Ready Reading, i-Ready Math, Accelerated Reader, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Additional Smart Boards and technology integration in the classroom is implemented to prepare 21st century learners for careers involving computers, virtual manipulatives and labs, and safe searches on the internet for research projects. Students also work with learning how to utilize and monitor technology through the news production crew which rotates throughout the year to provide fifth grade students with the opportunity to learn and experience the multimedia production process.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

STEM inquiry investigations and experiments are taking place weekly within the academic instruction to provide hands on experience with science, math, engineering, and technology integration and problem solving in real world situations. Virtual manipulatives and science labs are used to expose students to technical alternatives for problem solving. In addition, we are utilizing computer based intervention and motivation programs such as i-Ready, Accelerated Reader, and Skype chats with authors to build academic achievement and increase motivation.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

The strategies implemented at Shenandoah for improving student readiness based on the annual analysis of the High School Feedback report include immediate assessments, intensive interventions, and strategic fluid instructional groups. Beginning of the year diagnostic assessments provided through DRA, Journeys and Go Math will be used to identify deficiencies. Teachers will form fluid and strategic intervention groups to provide remediation and enrichment support starting in September and continuing throughout the school year to increase reading and math proficiency to prepare students for on grade level or above coursework in their later academic career. In addition, STEM activities are embedded in the instruction to provide real world problem solving integration and prepare 21st century learners for future academics in science, math, engineering, or technology fields. Another strategy is the implementation and digital access through the use of computer programs and digital curriculum to prepare learners for communicating and demonstrating knowledge with technology as a means of communication. Besides strategies for instruction, recognition strategies are in place to honor academic achievement and motivate student goal setting, The quarterly honor roll award ceremonies recognize academic achievement for K-5 students earning A and B letter grades. The Sunshine State Reader sleepover features a ceremony, dinner, and virtual author chats for students who read all of the Sunshine State books and earn high scores on the Accelerated Reader assessment for each book motivating students to set independent reading goals. The Bridging Ceremony recognizes students accomplishments in elementary school and prepares them for their middle school experience by honoring students and creating a vision of learning for future years in front of their families at the middle school campus.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase as a result of teachers' understanding and implementation of the Florida Standards and the Instructional Framework of English Language Arts and Math.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Student achievement will increase as a result of teachers' understanding and implementation of the Florida Standards and the Instructional Framework of English Language Arts and Math. 1a

G039992

Targets Supported 1b

| Indicator | Annual Target |
|-------------------|---------------|
| AMO Reading - ELL | 53.0 |
| AMO Math - ELL | 51.0 |

Resources Available to Support the Goal 2

- Resources that will assist with this goal are the leadership team, Language Arts Florida Standards, Math Florida Standards, CCT, Florida State Assessment Item Specifications, and the Instructional Management System.

Targeted Barriers to Achieving the Goal 3

- Teachers are unfamiliar with the new Florida standards and the Florida State Assessment.
- Teachers need additional support with the literacy and math framework.
- Teachers are lacking consistent strategies for success for English Language Learners.

Plan to Monitor Progress Toward G1. 8

The leadership team and teachers will analyze student data including common mini assessment data, i-Ready trend data, and benchmark assessment data to determine progress towards the goal of increasing academic achievement.

Person Responsible

Robert McCloe

Schedule

Biweekly, from 8/27/2014 to 6/3/2015

Evidence of Completion

The iObservation data, assessment tracker spreadsheet, and student data reports will be evidence of monitoring progress towards the goal.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Student achievement will increase as a result of teachers' understanding and implementation of the Florida Standards and the Instructional Framework of English Language Arts and Math. **1**

 G039992

G1.B1 Teachers are unfamiliar with the new Florida standards and the Florida State Assessment. **2**

 B096594

G1.B1.S1 Provide professional development for deconstructing standards and the Florida State Assessment item specs to plan instruction aligned to the rigor level of the standards and framework for instruction. **4**

 S107855

Strategy Rationale

The standards and assessment are new this year. Teachers will need to become proficient in their understanding in order to scaffold instruction.

Action Step 1 **5**

The leadership team will facilitate grade level collaboration (PLC) meetings and Bobcat Planning Days focused on deconstructing the LAFS and MAFS standards, analyzing data, and data driven collaborative planning to prepare standards based lessons.

Person Responsible

Robert McCloe

Schedule

Weekly, from 8/28/2014 to 6/3/2015

Evidence of Completion

PLC agendas and minutes and lesson plans will be used as evidence.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will observe classroom instruction, participate and monitor in grade level collaboration meetings, review lesson plans and professional development exit slips to monitor the implementation of standards based instruction and framework professional development. Grade level teams will create and implement formative assessments to monitor the effectiveness of the LAFS and MAFS based instruction.

Person Responsible

Robert McCloe

Schedule

Weekly, from 8/27/2014 to 6/3/2015

Evidence of Completion

iObservation, standards based lesson plans, and grade level collaboration (PLC) minutes will be used to demonstrate the fidelity of implementing content and strategies learned during standards based professional development.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administration will analyze iObservation data and lesson plans to determine the effectiveness of the standards based instruction professional development implementation in classroom instruction.

Person Responsible

Robert McCloe

Schedule

Biweekly, from 8/26/2014 to 6/3/2015

Evidence of Completion

iObservation data, grade level collaboration (PLC) meeting minutes, and lesson plans will be the evidence collected/used to demonstrate monitoring the effectiveness of the meetings and professional development implementation.

G1.B2 Teachers need additional support with the literacy and math framework. **2**

 B096595

G1.B2.S1 Provide professional development for implementing effective literacy and math instruction following the Instructional framework. **4**

 S107967

Strategy Rationale

Teachers need to understand how to maximize instructional time and deepen students understanding of the ELA and Math content through teacher led instruction, cooperative grouping and centers, and independent learning activities to increase student achievement.

Action Step 1 **5**

The leadership team will facilitate professional development meetings and grade level collaboration (PLC) meetings focused on ELA and math instructional strategies for core instruction, guided instruction, and centers.

Person Responsible

Jamie Andersen

Schedule

Monthly, from 8/28/2014 to 6/3/2015

Evidence of Completion

Professional development agendas, exit slips, PLC minutes, and lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

The leadership team will monitor classroom instruction, professional development sessions, and lesson plans to monitor the fidelity of implementing effective literacy and math instruction following the framework.

Person Responsible

Jamie Andersen

Schedule

Biweekly, from 9/9/2014 to 6/3/2015

Evidence of Completion

iObservation data, professional development exit slips, and lesson plans will be used to monitor that the instructional strategies learned through the professional development are implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The administration will analyze iObservation data and student data to identify trends and increases in teacher proficiency and student achievement as a result of the framework professional development.

Person Responsible

Jamie Andersen

Schedule

Monthly, from 9/9/2014 to 6/3/2015

Evidence of Completion

iObservation data and common mini assessment data will be used to monitor if the framework professional development is being implemented with effectiveness.

G1.B3 Teachers are lacking consistent strategies for success for English Language Learners. 2

 B096807

G1.B3.S1 Provide language acquisition and instructional strategies for English Language Learners integrated into professional development and grade level collaboration (PLC) meetings. 4

 S120433

Strategy Rationale

The AMO targets that we will be focusing on this year are the ELL subgroups for ELA and math. Teachers need to learn and implement additional strategies for ELL achievement with consistency within the ELA and Math block.

Action Step 1 5

The leadership team and Curriculum Compliance Teacher (CCT) will provide ELL strategies integrated into the ELA and Math framework professional development to prepare our ELL learners for writing responses.

Person Responsible

Donna Wilson

Schedule

Monthly, from 9/17/2014 to 6/3/2015

Evidence of Completion

Professional development agendas, exit slips, lesson plans, and iObservation are evidence used for documentation.

Action Step 2 5

Teachers will collaboratively plan scaffolded instruction and implement ELL strategies to support student proficiency with writing responses within their ELA and Math lessons.

Person Responsible

Jamie Andersen

Schedule

Weekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

iObservation, lesson plans, PLC minutes, student writing response samples, and assessment data are all evidence used for documentation.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The leadership team will observe implementation of strategies for English Language Learners being implemented during the ELA and Math block.

Person Responsible

Robert McCloe

Schedule

Monthly, from 9/17/2014 to 6/3/2015

Evidence of Completion

iObservation data and lesson plans will be collected as evidence of implementing ELL strategies.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The leadership team will analyze iObservation data and student assessment data to determine if achievement is increasing due to effective implementation of ELL strategies within the ELA and Math block.

Person Responsible

Robert McCloe

Schedule

Monthly, from 9/17/2014 to 6/3/2015

Evidence of Completion

iObservation data, common mini assessment data, and benchmark data will be collected as evidence to monitor the effectiveness of implementation.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|-----------------|-------------------------------|---|--------------------|
| G1.B1.S1.A1 | The leadership team will facilitate grade level collaboration (PLC) meetings and Bobcat Planning Days focused on deconstructing the LAFS and MAFS standards, analyzing data, and data driven collaborative planning to prepare standards based lessons. | McCloe, Robert | 8/28/2014 | PLC agendas and minutes and lesson plans will be used as evidence. | 6/3/2015 weekly |
| G1.B2.S1.A1 | The leadership team will facilitate professional development meetings and grade level collaboration (PLC) meetings focused on ELA and math instructional strategies for core instruction, guided instruction, and centers. | Andersen, Jamie | 8/28/2014 | Professional development agendas, exit slips, PLC minutes, and lesson plans. | 6/3/2015 monthly |
| G1.B3.S1.A1 | The leadership team and Curriculum Compliance Teacher (CCT) will provide ELL strategies integrated into the ELA and Math framework professional development to prepare our ELL learners for writing responses. | Wilson, Donna | 9/17/2014 | Professional development agendas, exit slips, lesson plans, and iObservation are evidence used for documentation. | 6/3/2015 monthly |
| G1.B3.S1.A2 | Teachers will collaboratively plan scaffolded instruction and implement ELL strategies to support student proficiency with writing responses within their ELA and Math lessons. | Andersen, Jamie | 9/8/2014 | iObservation, lesson plans, PLC minutes, student writing response samples, and assessment data are all evidence used for documentation. | 6/3/2015 weekly |
| G1.MA1 | The leadership team and teachers will analyze student data including common mini assessment data, i-Ready trend data, and benchmark assessment data to determine progress towards the goal of increasing academic achievement. | McCloe, Robert | 8/27/2014 | The iObservation data, assessment tracker spreadsheet, and student data reports will be evidence of monitoring progress towards the goal. | 6/3/2015 biweekly |
| G1.B1.S1.MA1 | Administration will analyze iObservation data and lesson plans to determine the effectiveness of the standards based | McCloe, Robert | 8/26/2014 | iObservation data, grade level collaboration (PLC) meeting minutes, and lesson plans will be the evidence | 6/3/2015 biweekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|---|-----------------|-------------------------------|--|-------------------|
| | instruction professional development implementation in classroom instruction. | | | collected/used to demonstrate monitoring the effectiveness of the meetings and professional development implementation. | |
| G1.B1.S1.MA1 | Administration will observe classroom instruction, participate and monitor in grade level collaboration meetings, review lesson plans and professional development exit slips to monitor the implementation of standards based instruction and framework professional development. Grade level teams will create and implement formative assessments to monitor the effectiveness of the LAFS and MAFS based instruction. | McCloe, Robert | 8/27/2014 | iObservation, standards based lesson plans, and grade level collaboration (PLC) minutes will be used to demonstrate the fidelity of implementing content and strategies learned during standards based professional development. | 6/3/2015 weekly |
| G1.B2.S1.MA1 | The administration will analyze iObservation data and student data to identify trends and increases in teacher proficiency and student achievement as a result of the framework professional development. | Andersen, Jamie | 9/9/2014 | iObservation data and common mini assessment data will be used to monitor if the framework professional development is being implemented with effectiveness. | 6/3/2015 monthly |
| G1.B2.S1.MA1 | The leadership team will monitor classroom instruction, professional development sessions, and lesson plans to monitor the fidelity of implementing effective literacy and math instruction following the framework. | Andersen, Jamie | 9/9/2014 | iObservation data, professional development exit slips, and lesson plans will be used to monitor that the instructional strategies learned through the professional development are implemented with fidelity. | 6/3/2015 biweekly |
| G1.B3.S1.MA1 | The leadership team will analyze iObservation data and student assessment data to determine if achievement is increasing due to effective implementation of ELL strategies within the ELA and Math block. | McCloe, Robert | 9/17/2014 | iObservation data, common mini assessment data, and benchmark data will be collected as evidence to monitor the effectiveness of implementation. | 6/3/2015 monthly |
| G1.B3.S1.MA1 | The leadership team will observe implementation of strategies for English Language Learners being implemented during the ELA and Math block. | McCloe, Robert | 9/17/2014 | iObservation data and lesson plans will be collected as evidence of implementing ELL strategies. | 6/3/2015 monthly |

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Student achievement will increase as a result of teachers' understanding and implementation of the Florida Standards and the Instructional Framework of English Language Arts and Math.

G1.B1 Teachers are unfamiliar with the new Florida standards and the Florida State Assessment.

G1.B1.S1 Provide professional development for deconstructing standards and the Florida State Assessment item specs to plan instruction aligned to the rigor level of the standards and framework for instruction.

PD Opportunity 1

The leadership team will facilitate grade level collaboration (PLC) meetings and Bobcat Planning Days focused on deconstructing the LAFS and MAFS standards, analyzing data, and data driven collaborative planning to prepare standards based lessons.

Facilitator

Team leaders and the leadership team will facilitate.

Participants

All instructional staff will participate.

Schedule

Weekly, from 8/28/2014 to 6/3/2015

G1.B2 Teachers need additional support with the literacy and math framework.

G1.B2.S1 Provide professional development for implementing effective literacy and math instruction following the Instructional framework.

PD Opportunity 1

The leadership team will facilitate professional development meetings and grade level collaboration (PLC) meetings focused on ELA and math instructional strategies for core instruction, guided instruction, and centers.

Facilitator

The leadership team, literacy committee, and math committee will facilitate.

Participants

All instructional staff will participate.

Schedule

Monthly, from 8/28/2014 to 6/3/2015

G1.B3 Teachers are lacking consistent strategies for success for English Language Learners.

G1.B3.S1 Provide language acquisition and instructional strategies for English Language Learners integrated into professional development and grade level collaboration (PLC) meetings.

PD Opportunity 1

The leadership team and Curriculum Compliance Teacher (CCT) will provide ELL strategies integrated into the ELA and Math framework professional development to prepare our ELL learners for writing responses.

Facilitator

The leadership team will facilitate.

Participants

All instructional staff will participate.

Schedule

Monthly, from 9/17/2014 to 6/3/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

| Summary | |
|--|--------------|
| Description | Total |
| Goal 1: Student achievement will increase as a result of teachers' understanding and implementation of the Florida Standards and the Instructional Framework of English Language Arts and Math. | 6,200 |
| Grand Total | 6,200 |

| Goal 1: Student achievement will increase as a result of teachers' understanding and implementation of the Florida Standards and the Instructional Framework of English Language Arts and Math. | | |
|---|--------------|--------------|
| Description | Source | Total |
| B1.S1.A1 - Substitutes for teachers to collaborate. | General Fund | 6,200 |
| Total Goal 1 | | 6,200 |