Shenandoah Elementary School

2014-15 School Improvement Plan

Shenandoah Elementary School

1023 SW 21ST AVE, Miami, FL 33135

http://ses.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	97%

Alternative/ESE Center	Charter School	Minority
No	No	99%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	C	C

School Board Approval

This plan is pending approval by the Dade County School Board.

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.

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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	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Shenandoah Elementary School's mission statement strives on build a community of literate readers. developing lifelong effective writers, producing real world problem solvers, encouraging learners in scientific inquiry, expanding students' knowledge base of history, culture, geography and government, incorporating the fine arts to promote cultural appreciation, utilizing technology to facilitate knowledge acquisition, implementing authentic assessments to establish comprehensive and continuous evaluation of students' performance and implementation of appropriate instructional strategies.

Provide the school's vision statement

Shenandoah Elementary School vision is to build committed relationships in which all stakeholders collaborate to provide students with the opportunity to achieve academic success in preparation for their role as responsible, respectful, literate, and productive members of society who will appreciate their past, embrace their present, and enrich their future.

School Environment

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

Shenandoah Elementary School provides teachers with continued professional support. Data drives instruction and provides teachers, parents, and students with information on the ongoing progress monitoring of each student's achievement. Weekly collaborative and common planning sessions with coaches and administration take place to assist teachers in the development of rigorous critical thinking lessons that motivate and educate our students. Monthly data chats are held where teachers meet with coaches and administration, students meet with coaches and administration, and parents meet with teachers and administration to discuss student data and implement plans to help each student achieve proficiency.

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

Shenandoah Elementary School follows the Miami Dade County Public School Code of Student Conduct and the TRUST curriculum. Upon entering Shenandoah Elementary, students and parents/guardians feel a sense of welcoming where all students and parents feel at home. All students, teachers, parents/guardians are given a copy of the Code of Student Conduct for their review. The school guidance counselor provides weekly small group sessions in order to build positive social relations amongst our students.

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

Shenandoah Elementary School created an Alternate to Suspension Plan that is aligned to the Miami Dade County Code of Student Conduct. It provides students and teachers with the opportunity to SPOT success and reinforce students continuously for good behavior and citizenship skills. The DO the Right Thing Program is also implemented monthly along with the character education and Student

of the Month. These programs highlight positive behavior displayed by students all around the school and in all settings.

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

At Shenandoah Elementary School, the social-emotional needs of all students are addressed with developmental counseling sessions as needed, which include, but re not limited to, school-wide presentations utilizing community resources. Students are also involved with the school-wide behavior management program which includes a system of positive reinforcement. The student of the month program recognizes students in each class for positive character and citizenship educational values. We also participate in the Do The Right Thing program and the PRIDE project (Promoting Respect in Diversity Education). Kindergarten students receive the Smarter, Safer Kids curriculum. Shenandoah Elementary School also partners with community mental health agencies to provide support services to students and families both on site and off. Referrals for individual needs are also made and community mentoring agencies are utilized.

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

At Shenandoah Elementary School, there are several warning systems in place to ensure that we are meeting the needs of every student. Attendance reports are monitored on a daily basis and an attendance review committee has been created to monitor students' attendance and tardiness to school. Students scoring level 1 in English Language Arts and Math are placed in Tier 2 interventions with monthly ongoing progress monitoring. Students not making adequate progress at Tier w, are then referred to the Problem Solving Team / School Support Team and provided Tier 3 Intensive Interventions.

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
	K	1	2	3	4	5	
Attendance below 90 percent	15	12	11	13	14	14	79
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	47	28	36	111
Level 1 in Math	0	0	0	31	22	42	95

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Students with two or more early warning indicators at Shenandoah Elementary School are monitored throughout the school year. Students who score a level 1 are placed in interventions for both English Language Arts and Mathematics. Students who are English Language Learners (ELL) receive a morning tutorial program as needed. Communication between students, teachers, and parents are established via conferences to ensure students are making progress. Students are refereed to the Problem Solving Team / School Support Team to provide students services.

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?
Yes

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

Description

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

At Shenandoah Elementary School administrators, teachers, and parents/guardians are active participants in the pursuit of attaining community partners. Community leaders and agencies are invited to attend SAC meetings, PTA meetings, Open-House, and school-wide events. Shenandoah Elementary School currently partners with Home Depot, McDonalds, The Kiwanis Club of Little Havana, Christ Fellowship Church, and the YMCA as well as a variety of community agencies to provide support to our students and increase student achievement.

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
Garcia, Gloria	Principal
Coto-VIltre, Michelle	Assistant Principal
Ugarte-Torre, Krisdhal	Assistant Principal
Gonzalez-Gomez, Tania	Instructional Coach
Saldana, Jareth	Teacher, PreK
Tiffany, Arce	Instructional Media
Pinero, Ana	Attendance/Social Work
Leila, Dopazo	Teacher, K-12
Maria, Lara-Rodriguez	Psychologist
Santana, Gisela	Teacher, K-12
Jones, Taranetha	Teacher, K-12
Semet, Raquel	Psychologist
Valenzuela, Guillermo	Teacher, ESE

Duties

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

The principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

The Assistant Principal coordinates and facilitates the SST process and SST Intervention Plan. Provides support to the principal to ensure that the instructional personnel successfully implements all MTSS/RtI goals as it relates to student achievement, interventions, professional development, and all other school based decisions.

The Reading Coach(s) and Math/Science coach develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Select general education teachers for primary and intermediate grades provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Student services personnel provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. School Social Worker: Our school social worker provides interventions as well as links child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

The school psychologist participates in collection, interpretation, and analysis of data; facilitates

development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Exceptional Student Education Teachers: Participate in data collection and identification of specific strategies targeting areas in need of improvement, integrating core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers to meet the academic needs of the students.

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

The role of the MTSS/RtI Leadership Team at Shenandoah Elementary is to analyze data to provide feedback for the needs assessment and to develop objectives and strategies to be implemented to achieve the school improvement goals. The MTSS/RtI team will meet with the Educational Excellence School Advisory Council (EESAC) and administrators to develop the School Improvement Plan. The MTSS team helps set clear expectations for instruction and implementation of Florida's Continuous Improvement Model and facilitated the development of a systematic approach to teaching.
MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:
• administrator(s) who will ensure commitment and allocate resources;
• teacher(s) and Coaches who share the common goal of improving instruction for all students; and
• team members who will work to build staff support, internal capacity and sustainability over time.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• School Guidance Counselors
• Special Education Personnel
• School Psychologist
• School Social Worker
• EESAC Chair
• Community Stakeholder
3. MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral support to groups of targeted students who need additional instructional and/or behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.
Services for students at Shenandoah Elementary School are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. Curriculum Coaches develop, lead, and evaluate school core content

standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Anthony Davis	Teacher
Taranetha Jones	Teacher
Lilian Rangel	Teacher
Henry Gonzalez	Business/Community
Jhandel Linares	Student
Geraldine Leon	Teacher
Maria	Student
Gloria I. Garcia	Principal

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

The School Advisory Council meets on a monthly basis with teachers, parents/guardians, students, and community liaisons to make decisions that affect instruction and delivery of programs at Shenandoah Elementary. The SAC reviews and evaluates the strategies listed on the School Improvement Plan. The SAC also makes decisions on how funds will be allocated at the school site.

Development of this school improvement plan

The EESAC Committee is involved in developing the goals and objectives for the School Improvement Plan based on the feedback provided by each grade level/department on the End of Year SIP Recommendations/Review. Once the School Improvement Plan is drafted by the SIP Writing Team, the EESAC Committee carefully reviews the document and makes suggestions to the SIP Writing Team. The SIP is once again reviewed and approved by the EESAC Committee and implemented school wide.

Preparation of the school's annual budget and plan

The School Advisory Council reviews the annual budget and discusses ways to allocate funds. Funds are allocated based on immediate needs that benefit all students and impacts student achievement.

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

EESAC Funds will be used to purchase supplies for technology infused classrooms.

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
Garcia, Gloria	Principal
Coto-VIltre, Michelle	Assistant Principal
Ugarte-Torre, Krisdhal	Assistant Principal
Gonzalez-Gomez, Tania	Instructional Coach
Semet, Raquel	Psychologist
Valenzuela, Guillermo	Teacher, ESE
Saldana, Jareth	Instructional Coach
pinkerton, thomas	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives this year for Shenandoah Elementary's LLT will include correlating the existing Instructional Focus Calendar to the Florida Standards and to develop a strong school wide Reading program focused on vocabulary. The LLT will continue to monitor intervention groups and adjust curriculum as needed in order to target all subgroups successfully.

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

At Shenandoah Elementary School, teachers, instructional leaders, and administrators work together to ensure that students are provided with a comprehensive curriculum. Teachers and instructional professionals meet on a weekly basis to collaborate on lesson plans, effective teaching strategies, and rigorous instruction. Instructional leaders support teachers and instructional coaches. Modeling and conducting coaching cycles and weekly classroom walk-throughs are all a part of the cohesive and collaborative feeling at Shenandoah Elementary School.

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

The administration at Shenandoah Elementary School communicates with local universities to increase the number of internships at Shenandoah Elementary School consequently increasing the number of Highly Qualified candidates for employment at Shenandoah Elementary School.

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

Beginning teachers are assigned a mentor teacher who has been trained by the district's MINT program. Teachers meet during their planning time, before and after school to discuss classroom management strategies and share instructional tips with their mentees. In addition, time is allotted for peer classroom visits and observation. We continue to implement proven techniques and research based strategies for improving teacher morale which will consequently retain highly qualified teachers. We recognize and reward outstanding teacher performance throughout the school year during faculty meetings.

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 Elementary School's instructional program and materials are aligned to the Florida Standards (LAFS and MAFS). District pacing guides are used for instructional focus. District adopted instructional books and materials are also being used by the school. All instructional supplemental material purchased is aligned with the Florida Standards. Instructional technology programs and software used at Shenandoah Elementary are also aligned with the Florida STandards.

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 Elementary School provides students' with differentiated instruction in the English Language Arts and Mathematics blocks through he use of data driven instruction to individualize instruction. Classroom, district, and state assessment data are analyzed and instruction is differentiated to meet individual student needs. Students meeting grade level standards are provided with enrichment activities to maintain high academic achievement.

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: Before School Program

Minutes added to school year: 1,800

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III funds are used to supplement and enhance the programs for English Language Learners and immigrant students by providing funds to implement and/or provide before and after-school tutorial programs. In addition, the majority of the grade levels have common planning time allotted to facilitate collaborative planning and planning across the curriculum.

Strategy Rationale

Assist our ELL population to meet the rigorous standards on state and District assessments.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Coto-VIltre, Michelle, mcotoviltre@dadeschools.net

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

Data collected to ensure the effectiveness of the strategies discussed above include the administration of a pre and post test to determine student academic growth, web-based research program reports are generated by the instructional coaches and assistant principals monthly and data chats take place after every District Assessments to discuss student progress. Instructional strategies are then aligned to drive instruction.

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

Title I Administration assists Shenandoah Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that will provide them opportunities to create knowledge through initiatives shared with supportive adults.
At Shenandoah Elementary School, all incoming Kindergarten students are assessed in order to ascertain individual needs and to assist in the development of interventions. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing through the school's core program. Furthermore, the Florida Kindergarten Readiness Screener (FLKRS) is administered within the first 30 days of school. The FLKRS is made up of the Early Childhood Observation System (ECHOS). The ECHOS measures benchmarks in seven domains. It provides a simple, uniform method for observing and measuring the progress of young readers. In addition, the Indicadores Dinámicos del Exito en la Lectura (IDEL) Letter Naming Fluency is administered to Spanish-speaking students, who may be

identified as English Language Learners after having answered "yes" to at least two of the three Home Language Survey questions. IDEL measures beginning reading skills in Spanish to English Language Learners. All new kindergarten students are assessed for school readiness with these instruments. Additional screening data will be collected through the administration of the District Interim Assessments and Florida Assessments for Instruction in Reading (FAIR) and its three specific measures: Broad Screen, Broad Diagnostic Inventory, and Targeted Diagnostic Inventory. This data will be analyzed and disaggregated in order to diagnose and prescribe appropriate Tier 1 core instruction, as well as Tier 2 and Tier 3 interventions.

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

N/A

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

Shenandoah Elementary School infuses career awareness throughout the curriculum. Students participate in Career Day activities where volunteers, community members, and parents join forces to expose students to their careers in a variety of presentations.

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

N/A

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

N/A

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

 1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by improving core instruction in all content areas.

G2. The EWS dashboard will be used to identify at risk students and provide them with support and intervention to increase student achievement.

G3. During the 2013-2014 school year, our students participated in one STEM activity. During the 2014-2015 school year, our students will increase their STEM participation to two events throughout the school year.

G4. "See Title 1 PIP"

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. To increase student achievement by improving core instruction in all content areas. `1a`

Targets Supported `1b`

G047399

Indicator	Annual Target
AMO Reading - All Students	64.0
AMO Math - All Students	64.0
FCAT 2.0 Science Proficiency	43.0
FSA - Mathematics - Proficiency Rate	50.0
FSA - English Language Arts - Proficiency Rate	40.0
ELA/Reading Gains	76.0
ELA/Reading Lowest 25% Gains	79.0
Math Gains	70.0
Math Lowest 25% Gains	83.0

Resources Available to Support the Goal `2`

- Instructional Coach, District Support Staff, District Pacing guides, McGraw Hill Wonders Reading Series, My On Reader, iReady, HM Go Math Series, computer lab, manipulative kits. promethean boards, Discovery Education, GIZMOS, Scott Foresman Science Series with classroom kits, Essential Labs, JJ Bootcamp, NGSS Item Specifications, MAFS Item Specifications, LAFS Item Specifications, classroom computers, Think Central, Professional Development

Targeted Barriers to Achieving the Goal `3`

- Lack of rigor in instructional delivery.

Plan to Monitor Progress Toward G1. `8`

Following the FCIM, Instruction will be adjusted as needed following review of District Interim Assessment data reports.

Person Responsible
Gloria Garcia

Schedule
Monthly, from 8/18/2014 to 10/8/2014

Evidence of Completion
Data from Thinkgate and PMRN will be monitored and disaggregated. Ongoing progress monitoring of data from the Wonder Works Intervention program.

G2. The EWS dashboard will be used to identify at risk students and provide them with support and intervention to increase student achievement. 1a

G050166

Targets Supported 1b

Indicator	Annual Target
Attendance rate	
2+ Behavior Referrals	
Level 1 - All Grades	60.0

Resources Available to Support the Goal 2

- Counselor, Social Worker, and Assistant Principal(s) will provide parents with support

Targeted Barriers to Achieving the Goal 3

- Create an intervention plan with counselor, social worker, and assistant principal(s)

Plan to Monitor Progress Toward G2. 8

Data from attendance bulletin and truancy reports will be collected and compared.

Person Responsible

Gloria Garcia

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance bulletins, Truancy reports

G3. During the 2013-2014 school year, our students participated in one STEM activity. During the 2014-2015 school year, our students will increase their STEM participation to two events throughout the school year. 1a

🔍 G050167

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	43.0

Resources Available to Support the Goal 2

- Provide students in grades K-5 an opportunity to visit and conduct hands-on essential science labs that correlate to the District Pacing Guides.

Targeted Barriers to Achieving the Goal 3

- Materials and Teacher training

Plan to Monitor Progress Toward G3. 8

Student achievement on state science assessments will be monitored through the use of the weekly lab and district formative assessments.

Person Responsible

Krisdhal Ugarte-Torre

Schedule

Monthly, from 10/13/2014 to 6/4/2015

Evidence of Completion

Progress monitoring will be conducted through the use of the district formative science assessments. Data will also be collected through student lab sheets and student science journals.

G4. "See Title 1 PIP" 1a

🔍 G050169

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

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. To increase student achievement by improving core instruction in all content areas. `1`

🔑 G047399

G1.B1 Lack of rigor in instructional delivery. `2`

🔑 B118025

G1.B1.S1 Effective planning and Instructional Delivery `4`

🔑 S129784

Strategy Rationale

Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Teachers will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. Teachers will take part in regular embedded professional development that will be provided (i.e., unwrapping the benchmarks, Gradual Release model, Differentiated Instruction, Technology).

Action Step 1 `5`

Provide Professional Development focusing on the use of the Gradual Release Model of Instruction through grade level meetings and/or common planning sessions.

Person Responsible

Michelle Coto-VIItre

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Agenda, Sign-in Sheets, Lesson Plans, Observations, Handouts

Action Step 2 `5`

Provide Professional Development focusing on implementing rigorous instructional activities through the use of technology .

Person Responsible

Michelle Coto-VIltre

Schedule

Evidence of Completion

Agenda, Sign-in-Sheets, Handouts

Action Step 3 `5`

Implement the use of the gradual release model and rigorous instructional activities.

Person Responsible

Michelle Coto-VIltre

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, Walk-throughs, Observations

Action Step 4 `5`

Monitor the implementation of the gradual release model and rigorous instructional delivery of activities.

Person Responsible

Gloria Garcia

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Classroom Walkthroughs, Debriefing Notes, Observations, Lesson plans

Action Step 5 `5`

Provide support through debriefing with identified teachers.

Person Responsible

Michelle Coto-VIltre

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Debriefing Notes, Sign-in-Sheets

Action Step 6 `5`

Monitor the effectiveness of the gradual release model of instruction and rigorous instructional activities.

Person Responsible

Gloria Garcia

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Data Chats, District Fall Interim Assessment Results, Collaborative Conversations, Classroom Walk-throughs, Debriefing Notes

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

Instruction will be data driven in order to increase student achievement.

Person Responsible

Michelle Coto-VIltre

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign-in sheets from common planning time, Coaches log, Teachers' lesson plans, Data binder with data disaggregated

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

Classroom Walk-throughs to review what was planned the week before during common planning time and to make sure the gradual release model is included.

Person Responsible

Gloria Garcia

Schedule

Evidence of Completion

Lesson plans, activities, questions, and assessments that were created with coaches

G2. The EWS dashboard will be used to identify at risk students and provide them with support and intervention to increase student achievement. 1

🔑 G050166

G2.B1 Create an intervention plan with counselor, social worker, and assistant principal(s) 2

🔑 B126900

G2.B1.S1 Review attendance bulletin daily and district truancy reports 4

🔑 S138876

Strategy Rationale

School will send social worker or community involvement specialist (CIS) to do a home visit after reviewing truancy and daily attendance bulletin reports.

Action Step 1 5

Student attendance is below 90%

Person Responsible

Gloria Garcia

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Grade book grid of missing grades, daily attendance bulletin, truancy reports,

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Instill in parents the importance of the impact student attendance has on student achievement.

Person Responsible

Gloria Garcia

Schedule

Quarterly, from 8/18/2014 to 10/8/2014

Evidence of Completion

Monitor attendance bulletin, grades, and assessments to show the impact of student attendance on student achievement.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Improvement in attendance and grades

Person Responsible

Gloria Garcia

Schedule

Quarterly, from 8/18/2014 to 10/8/2014

Evidence of Completion

Review grades and assessments. Use attendance bulletin and truancy reports.

G3. During the 2013-2014 school year, our students participated in one STEM activity. During the 2014-2015 school year, our students will increase their STEM participation to two events throughout the school year. 1

G050167

G3.B1 Materials and Teacher training 2

B126895

G3.B1.S1 The Science school leader will implement a weekly essential lab schedule and prepare the lab in order for students conduct hands-on lab experiments that correlate with district pacing guides. 4

S138868

Strategy Rationale

Provide students with hands-on essential labs.

Action Step 1 5

Utilize the science lab in weekly science activities.

Person Responsible

Krisdhal Ugarte-Torre

Schedule

Monthly, from 10/13/2014 to 6/4/2015

Evidence of Completion

Progress monitoring will be conducted through the use of the district formative assessments. Student progress will be monitored through student lab sheets and science journals/ notebooks.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

The use of the science lab and the implementation of essential labs.

Person Responsible

Jareth Saldana

Schedule

Evidence of Completion

Weekly lab sheets and lab requests, science journals.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Review weekly lab sheets and science journals.

Person Responsible

Jareth Saldana

Schedule

Weekly, from 10/13/2014 to 6/4/2015

Evidence of Completion

the data collected from the science lab sheets and student journals

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	Provide Professional Development focusing on the use of the Gradual Release Model of Instruction through grade level meetings and/or common planning sessions.	Coto-VIltre, Michelle	8/18/2014	Agenda, Sign-in Sheets, Lesson Plans, Observations, Handouts	6/3/2015 weekly
G3.B1.S1.A1	Utilize the science lab in weekly science activities.	Ugarte-Torre, Krisdhal	10/13/2014	Progress monitoring will be conducted through the use of the district formative assessments. Student progress will be monitored through student lab sheets and science journals/notebooks.	6/4/2015 monthly
G2.B1.S1.A1	Student attendance is below 90%	Garcia, Gloria	8/18/2014	Grade book grid of missing grades, daily attendance bulletin, truancy reports,	6/4/2015 weekly
G1.B1.S1.A2	Provide Professional Development focusing on implementing rigorous instructional activities through the use of technology .	Coto-VIltre, Michelle	10/8/2014	Agenda, Sign-in-Sheets, Handouts	one-time
G1.B1.S1.A3	Implement the use of the gradual release model and rigorous instructional activities.	Coto-VIltre, Michelle	8/18/2014	Lesson Plans, Walk-throughs, Observations	6/3/2015 weekly
G1.B1.S1.A4	Monitor the implementation of the gradual release model and rigorous instructional delivery of activities.	Garcia, Gloria	8/18/2014	Classroom Walkthroughs, Debriefing Notes, Observations, Lesson plans	6/3/2015 weekly
G1.B1.S1.A5	Provide support through debriefing with identified teachers.	Coto-VIltre, Michelle	8/18/2014	Debriefing Notes, Sign-in-Sheets	6/3/2015 biweekly
G1.B1.S1.A6	Monitor the effectiveness of the gradual release model of instruction and rigorous instructional activities.	Garcia, Gloria	8/18/2014	Data Chats, District Fall Interim Assessment Results, Collaborative Conversations, Classroom Walk-throughs, Debriefing Notes	6/3/2015 monthly
G1.MA1	Following the FCIM, Instruction will be adjusted as needed following review of District Interim Assessment data reports.	Garcia, Gloria	8/18/2014	Data from Thinkgate and PMRN will be monitored and disaggregated. Ongoing progress monitoring of data from the Wonder Works Intervention program.	10/8/2014 monthly
G1.B1.S1.MA1	Classroom Walk-throughs to review what was planned the week before during common planning time and to	Garcia, Gloria	8/18/2014	Lesson plans, activities, questions, and assessments that were created with coaches	one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	make sure the gradual release model is included.				
G1.B1.S1.MA1	Instruction will be data driven in order to increase student achievement.	Coto-VIltre, Michelle	8/18/2014	Sign-in sheets from common planning time, Coaches log, Teachers' lesson plans, Data binder with data disaggregated	6/5/2015 weekly
G2.MA1	Data from attendance bulletin and truancy reports will be collected and compared.	Garcia, Gloria	8/18/2014	Attendance bulletins, Truancy reports	6/4/2015 quarterly
G2.B1.S1.MA1	Improvement in attendance and grades	Garcia, Gloria	8/18/2014	Review grades and assessments. Use attendance bulletin and truancy reports.	10/8/2014 quarterly
G2.B1.S1.MA1	Instill in parents the importance of the impact student attendance has on student achievement.	Garcia, Gloria	8/18/2014	Monitor attendance bulletin, grades, and assessments to show the impact of student attendance on student achievement.	10/8/2014 quarterly
G3.MA1	Student achievement on state science assessments will be monitored through the use of the weekly lab and district formative assessments.	Ugarte-Torre, Krisdhal	10/13/2014	Progress monitoring will be conducted through the use of the district formative science assessments. Data will also be collected through student lab sheets and student science journals.	6/4/2015 monthly
G3.B1.S1.MA1	Review weekly lab sheets and science journals.	Saldana, Jareth	10/13/2014	the data collected from the science lab sheets and student journals	6/4/2015 weekly
G3.B1.S1.MA1	The use of the science lab and the implementation of essential labs.	Saldana, Jareth	10/13/2014	Weekly lab sheets and lab requests, science journals.	one-time

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 Opportuntities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Lack of rigor in instructional delivery.

G1.B1.S1 Effective planning and Instructional Delivery

PD Opportunity 1

Provide Professional Development focusing on the use of the Gradual Release Model of Instruction through grade level meetings and/or common planning sessions.

Facilitator

Tania Gonzalez-Gomez, Reading Coach

Participants

All Teachers / Instructional Staff

Schedule

Weekly, from 8/18/2014 to 6/3/2015

G3. During the 2013-2014 school year, our students participated in one STEM activity. During the 2014-2015 school year, our students will increase their STEM participation to two events throughout the school year.

G3.B1 Materials and Teacher training

G3.B1.S1 The Science school leader will implement a weekly essential lab schedule and prepare the lab in order for students conduct hands-on lab experiments that correlate with district pacing guides.

PD Opportunity 1

Utilize the science lab in weekly science activities.

Facilitator

Elena Escobar / Krisdhal Ugarte-Torre

Participants

All Science TEachers

Schedule

Monthly, from 10/13/2014 to 6/4/2015

Technical Assistance Items

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Lack of rigor in instructional delivery.

G1.B1.S1 Effective planning and Instructional Delivery

PD Opportunity 1

Provide Professional Development focusing on implementing rigorous instructional activities through the use of technology .

Facilitator

Elizabeth Lazo, Promethean Staff

Participants

All Teachers / Instructional Staff

Schedule

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**