MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

6841- Shenandoah Middle School

Principal (Last Name, First Name)

Calzadilla, Bianca

Assistant Principal(s) (Last Name, First Name; Last Name, First Name)

De la Osa, Paulo; Mclaughlin, Tamieka

MTSS Coordinator (Last Name, First Name)

Wexler, Evan

Demographic Overview

Shenandoah Middle School Museums Magnet is a multicultural and diverse educational institution that is 87.3% Hispanic, 9.7% Black, 2.2% Caucasian, .54% Multi-Racial, and .2% Asian. Of this population of students, 99.5% of students are eligible for free or reduced lunch. 131 students are classified as SPED, which translates into 16% of the population of the school. ELL students make up 21.4% of the total population.

Current School Status

a. Provide the School's Mission Statement

The Shenandoah Middle School stakeholders believe that the students deserve a positive learning environment to nourish the growth and mastery of intellectual, social, cultural, and emotional skills. The improvement and enhancement of academic performance will be accomplished through programs that increase students' proficiency levels in reading, mathematics, science, social studies, humanities, and academic excellence. Additionally, our Museums Magnet Program strives to use instructional strategies founded in humanities, to allow students to develop flexible and rigorous thinking skills based on individual experiences and interactions with object-based learning resources. We will continue to emphasize and increase the use of technology and the active support of community resources such as businesses, industries, universities, cultural partners, and parents to support our academic programs, thereby preparing students to enter post-secondary education and employment in the 21st century.

b. Provide the School's Vision Statement

Shenandoah Middle School students can and will achieve educational standards when they are made to feel important, when they are expected to do well, when they are engaged in challenging and meaningful work, and when they are supported by a unified community of teachers and parents. Through our Museums Magnet Program, Shenandoah Middle School will combine the resources and collections of Miami-Dade's museums and cultural institutions to create innovative, multidisciplinary educational experiences for students, parents and teachers. Our goal is to enable all students to be lifelong learners, productive workers, responsible citizens, and thoughtful participants in their families and global community.

School Narrative

1. Provide a brief description of the community the school serves as well as highlighting the unique features and programs within the school.

Shenandoah Middle School Museums Magnet has a great history and great traditions. Our school first opened its doors in 1926, but it was not located where it is today. Our school began as a three-story building built to house 700 students in the ever-growing Southwest Miami area. As time progressed and the city grew, Shenandoah's population increased creating a need for a new, state of the art building. By 1940, land was purchased on 19th Street and 19th Avenue, construction workers were hired with the help of the Works Progress Administration (WPA), and the construction began. Students were then moved in as soon as it was completed. Shenandoah became one of the most modern and well-equipped schools in the South. Meanwhile, the "old" building became Shenandoah Elementary. On December 11, 1942, the beautiful new building was formally dedicated with great fanfare. Since then, the school has been slightly modified with the addition of an auditorium, locker rooms for physical education, and air conditioning. An original walkway is no longer in existence since the library was expanded, as was the main office. A pond (with fish and everything!) which was in the original patio, was covered up in the 1970's. In 2001, a new building (with modern science labs, art and dance studio, and a computer lab) was dedicated. Our patio was also converted into a courtyard for all to enjoy. In 2002, students, faculty, and community members further beautified our school by donating plants for a new landscape and adding a fountain that sits between both buildings. In 2005, our school was awarded a Magnet Schools of America grant to start the only middle school Museums Magnet program in the State of Florida. In 2019, that status was elevated to Magnet School of Excellence as well as a certification as a National Demonstration School. The Museums Magnet program combines the resources and collections of local museums and cultural institutions to create innovative, multidisciplinary educational experiences for students, parents and teachers. The program strives to use instructional strategies, founded in the humanities, which allow students to develop critical and rigorous thinking skills based on individual experiences and interactions with object-based learning resources. Today, with a population of 1300 students, Shenandoah Middle continues to possess a pedigree and backstory dedicated to helping people and preparing children to be productive and effective members of society. As this school continues to develop and mature, our long pageantry of student excellence, teacher dedication and community involvement will progress, ensuring that the basic objectives and principles upon which this institution was founded upon are preserved.

Are you a Title I School?

yes

Please confirm the following. School Improvement Plan (SIP) district coordinated educational interventions to be selected by schools implementing the Title I Schoolwide Program

Participate in district coordinated efforts to improve student outcomes at the schoolsite through educational services (Such as extended learning opportunities, summer services, before or after school tutorials, intersection and spring recess tutorial sessions, etc.), in accordance with the approved SIP/Title I Plan.

Participate in discretionary educational services provided by the school district generated from the proportionate share of this school's Title I Schoolwide Program allocation. Such services are tailored in accordance to the educational needs of the students as depicted within the SIP/Title I Plan.

Phase I: Data Analysis (July 15 – August 14, 2020)

Phase I of the School Improvement Process will begin at the 2020 Synergy Summer Institute. The School Leadership Team (SLT) will participate in a Strategic Planning Course to initiate the yearlong School Improvement Process. During the Synergy Summer Institute, the SLT will analyze a comprehensive set of quantitative and qualitative data within the areas of School Culture and Academic Programs from the previous school year.

After Synergy the SLT will continue the completion of Phase I by reflecting on the current practices and processes contributing to the data results during a Systems Review. The SLT will review and consider Essential Practices utilized in M-DCPS and identify practices within School Culture and Academic Programs to sustain or enhance the implementation of the school's continuous improvement process. The SLT will develop overarching Outcome Statements for the 2020-2021 school year.

Phase I will conclude with the design of an Opening of Schools Professional Development Agenda that will serve to: present the findings to the faculty to gain stakeholder involvement/feedback, build consensus and develop a collective understanding of how the school's plan will address, and be aligned to, the school's unique opportunities for improvement.

Phase I includes:

- Data and Systems Review
- School Culture and Academic Programs Data Map via Power BI: SIP Dashboard
- School Culture Data and Systems Review Organizer
- Academic Programs Data and Systems Review Organizer
- Essential Practices Selection
- School Leadership Core Competencies
- Priority Actions Development
- Outcome Statements
- Opening of School Professional Development

Phase I

Data Analysis

Analyze - Reflect - Identify

Phase I will be completed during the 2020 Synergy Summer Institute.

July 15 - August 14, 2020

During the Synergy Summer Institute, SLTs will collaborate in trainings led by District staff designed to analyze, reflect and identify the components that contributed to the previous year's data outcomes. The series of professional development courses will assist schools in developing and implementing the School's Improvement Process with a high degree of fidelity to maximize the impact and investment by stakeholders into all school improvement initiatives.

Through data disaggregation, reflection and discussion, the SLT's goal will be to identify and agree on the Essential Practices that would need to be sustained or enhanced during the 2020-2021 school year to ensure improvement in School Culture and Academic Programs.

Phase I will conclude with each school:

- *Identifying the Priority Actions for each Essential Practice selected*
- *Identifying the Outcome Statements for School Culture and Academic Programs*
- *Creating a plan to provide the faculty with professional development and garner feedback from all stakeholders on all Phase I content during the 2020-2021 Opening of Schools*

PART ONE - Synergy Summer Institute

DATA AND SYSTEMS REVIEW

School Leadership Teams will access and review all 2019-2020 data points provided on the SIP Dashboard located on Power BI. Systems Review Organizers will assist the school to further examine and align results to the Essential Practices.

<u>*Data and Systems Review*</u>

1. *SLTs will analyze the School Culture and Academic Programs Data on the SIP Dashboard (i.e. student level data and teacher level data) and discuss findings.*
2. *Within the Data and Systems Review Organizer, classify data findings into the second column titled:*

"Data Findings & Area" based on their appropriate rating (input no more than three data points for each rating):

- ***Significantly Improved Data Findings****: Data findings that indicate substantial increases as compared to previous years. Also, data findings that, when compared to schools with similar demographics, indicate above the norm performance. Select the three data points that have had the greatest positive impact on the school's overall success.*
- ***Neutral Data Findings****: Data findings that have remained constant, with little to no improvement/decline from previous years. Also, data findings that, when compared to schools with similar demographics, indicate with-in the norm performance. Select the data points that, if improved, could have the greatest impact on the school's overall performance.*
- ***Significantly Decreased Data Findings****: Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.*

3. *Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled "Rationale for Selection of Data" for School Culture and Academic Programs.*
4. *Within the Data and Systems Review Organizer, the SLTs will review each data point selected and after the Systems Review will determine which Essential Practices contributed the most or had the greatest impact for each data finding (positive, neutral, and/or negative). The School Leadership Team will enter the Essential Practices into the fourth column titled "Connected Essential Practices". Input no more than three Essential Practices for each data finding (only one per each data finding is required).*

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the factors that have had the greatest impact on their school's performance.

DATA AND SYSTEMS REVIEW ORGANIZER

SCHOOL CULTURE

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	According to the 2019-2020 School Climate Survey Student Feedback, 43% of students believe the adults at Shenandoah care about them as individuals as compared to the 2018-2019 survey. The number of students participating in	This data point is important because it illustrates that as students realize the adults in the building are invested in them,	Positive Behavior Support (PBS)

this survey increased by 466 when compared to the 2018-2019 school year.	they too become invested in their own education.	Staff-Student Connections Social and Emotional Learning (SEL)
According to the 2019-2020 School Climate Survey Staff Feedback, 91% of the staff feel that the school building is kept clean and in good condition, which helps students feel comfortable and help students learn as compared to the 2018-2019 survey where only 64% thought that the school building was kept clean and in good condition. This is a 27-percentage point increase.	This data point is important because it illustrates that our staff perceives the learning environment as inviting and conducive to learning. Student performance is positively impacted when everyone is invested in a comfortable and inviting school.	School Spirit, Pride and Branding Consistent Protocols to Maintain a Clean and Welcoming School Environment Welcoming Spaces
According to the 2019-20 School Climate Survey Staff Feedback, 124 staff members (82%) feel that administrators solve problems adequately as compared to the 2018-2019 survey where 23 staff members (88%) felt administrators solve problems adequately.	This data point is important because it illustrates that the faculty feels supported by the administration in that they correct problems in a timely manner and prevent recurrent conflicts and problems.	Team Building Activities Promoting Growth Mindset Restorative Justice Practices (RJP)

Essential Practice for Significantly Improved Data Findings (Sustained)

Positive Behavior Support (PBS)

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to the 2019-2020 School Climate Survey Staff Feedback, 91% of teachers feel safe at Shenandoah Middle as compared to the 2018-2019 survey, where only 90% felt safe; a 1 percentage point difference.	This data point is important because it illustrates the faculty consistently feels safe and secure at Shenandoah Middle. The faculty functions at an optimal level when	Consistent Protocols to Maintain a Healthy and

			Safe School Environment
			Communicate With Stakeholders
	they are assured safety protocols are in place.		Communicate With Stakeholders
	According to the 2019-2020 School Climate Survey Student Feedback, 76% of students felt that teachers know a lot about their subject matter. Although the percentage points went down by 10, the number of students participating went from 96 to 550.	This data point is important because it illustrates our students, not only feel comfortable about stating their opinion, but that they have the confidence in their teacher's knowledge and abilities to present in their subject area.	Staff-Student Connections Empower Teachers And Staff Shared Leadership
	According to the 2019-2020 School Climate Survey Student Feedback, 79% of the teachers at SMS "require hard work for their grades". Although this is a decrease in percentage points when compared to the 2018-2019 School Climate Survey, the number of students participating in the survey increased by 454 students.	This is an important data point as it illustrates teachers are consistently demanding hard work from their students through quality assignments and assessments.	Effective Use of School and District Support Personnel Empower Teachers And Staff Staff-Student Connections

Essential Practice for Neutral Data Findings (Secondary)

Empower Teachers And Staff

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	According to the 2019-2020 Data Map for Shenandoah Middle School, 46% of teachers missed 10.5 or more workdays as compared to 2018-2019 Data Map where 35% missed 10.5 or more workdays. This is a 11-percentage point increase from the previous year.	This is an important data point because if teachers are not present, they cannot cover standards and thus impact student learning in a positive manner. Overall, this affects the environment of the entire school adversely, as substitutes are not always available which causes other teachers to take in students during their instructional time leading to distractions.	Attendance Initiatives Empower Teachers And Staff Rewards/Incentives
	According to the 2019-2020 Data	This data point is relevant because if	Attendance

	Map for Shenandoah Middle School, 8% of students missed 31 or more school days as compared to 2018-2019 Data Map where 0% of students missed these amounts of days. This is an 8-percentage point increase from the previous year.	students are not present, they cannot obtain information and learn. Overall, this affects the environment of the entire school adversely as students who are not present will not be able to gather strategies, critical curriculum, and tested standards, which will assist them in working on grade level and becoming successful.	Initiatives Family Engagement Response to Early Warning Systems (EWS)
	According to the 2019-2020 School Climate Survey Feedback from the students, 49% of the teachers "make them want to learn" as compared to 2018-2019 which reported 54%. This is a 5-percentage point decrease from last year and a 2-percentage point drop from the 2017-2018 school year.	This data point is important because it illustrates when students are not engaged and are not interested because of the presentations and the way teachers instruct. If students cannot relate and do well on the subject matter, there will be a disconnect in why students see a purpose for learning.	Promoting Growth Mindset Social and Emotional Learning (SEL) Staff-Student Connections

Essential Practice for Significantly Decreased Data Findings (Primary)

Social and Emotional Learning (SEL)

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	According to the Academic Programs tab (on Power BI), the 2018 ELA proficiency was 43%, the 2019 ELA proficiency was 47%, and the 2020 Predicted proficiency is 54%. This shows a potential 11 percentage point increase over a three year period.	This is a significant data point because it demonstrates a strength within the ELA Department and their ability to provide a strong educational foundation related to reading, writing, and comprehension skills.	Collaborative Learning / Structures Establishing and Implementing Instructional Frameworks Standards-Aligned Instruction
	According to the Academic Programs tab (on Power BI), the 2018 Social Studies (Civics) proficiency was 59%, the 2019	This is a significant data point because as a magnet school, the Social Studies department continues to provide students opportunities to acquire vocabulary instruction, participate	Collaborative Data Chats Academic Vocabulary

	ELA proficiency was 62%. This shows a 3-percentage point increase over a two-year period.	with visual learning strategies and object based learning which help students improve comprehension and writing skills both in Social Studies and ELA.	Instruction Inquiry-based Learning (Project based/Problem based learning)
	According to the 2019-2020 SIP Climate Survey tab (on Power BI), 86% of the faculty felt that "collaboration takes place among the different department/grade levels to improve student outcomes" as compared to the 83% in the 2018-2019 school year. This shows a 3-percentage point increase.	This is a significant data point because it highlights the importance of collaboration and planning. Departments through their planning sessions, have the time to reflect, collaborate and communicate the expectations set forth for themselves and for their respective departments. It also allows the opportunity for teachers to discuss concerns and provide solutions to a variety of academic obstacles.	Blended Learning Standards-Based Collaborative Planning Vertical Planning

Essential Practice for Significantly Improved Data Findings (Sustained)

Standards-Based Collaborative Planning

Data Rating	Data Findings & Area *Be specific in defining each data element below.*	Rationale for Selection of Data *Why was this data finding selected as being most impactful?*	Connected Essential Practices *Which Essential Practice(s) contributed most to the data findings?*
Neutral Data Findings	According to the 2019-2020 Academic Programs tab (on Power BI), although the data shows a 3-percentage point increase in the Social Studies assessment over a two-year period, 39% of the ELL subgroup attained proficiency. This is 2-percentage points lower than the 41% state threshold.	ELL students in Level 1-4 represent over 22% of the whole school population and 1/3 of those students attained proficiency. Targeted strategies for ELL students can significantly increase student performance and help students acquire academic language, improve Reading and Writing skills, and improve the school's proficiency in Social Studies to allow the school to surpass the subgroup's threshold.	English Language Learners (ELL) Strategies Differentiated Instruction Academic Vocabulary Instruction
	According to the 2019-2020 Academic Programs tab (on Power BI), although middle school acceleration component shows a 5-percentage point decrease from the 2018-2019 school year, it is predicted to increase by 5-percentage points which does not yield a significant enough change.	This is a significant data point because it demonstrates the importance and need of having students be college and career ready. Implementing higher order thinking strategies, inquiry approach and problem solving skills in these classrooms, is a focus that needs to be targeted and applied to both CTE and advanced / honor courses. This data also reflects areas of concerns as it relates to our low EOC scores in this component.	Inquiry-based Learning (Project based/Problem based learning) Differentiated Instruction Goal Oriented Learning

			Differentiated Instruction
	According to the 2019-2020 Academic Programs tab (on Power BI), the math section of the middle school acceleration component shows a proficiency level of 85% which is lower than that of the science section that shows 92%. This was a 7-percentage point decline.	This is a significant data point because it demonstrates how there is a discrepancy on how students acquire knowledge and how they implement that knowledge in the areas of math and science. The students who are participating in these high level courses are the same and yet are exhibiting very different concepts of understanding as it relates to these subject areas.	21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking) Establishing and Implementing Instructional Frameworks

Essential Practice for Neutral Data Findings (Secondary)

Differentiated Instruction

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	According to the Academic Programs tab (on Power BI), the 2017 Science proficiency was 43%, the 2018 Science proficiency was 35%, and the 2019 Science proficiency was 26%. This shows a 17-percentage point decrease over a three-year period.	This data is significant because it demonstrates a deficiency in vertical planning. It seems that students are not retaining what they learned from the previous years and are not applying the concepts acquired. 66% of the science test is derived from concepts taught in 6th and 7th grade science.	Standards-Based Collaborative Planning Vertical Planning 21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)
	According to the Academic Programs tab (on Power BI), the 2017 Math proficiency was 47%, the 2018 Math proficiency was 31%, and the 2019 Math proficiency was 28%. This shows a 19-percentage point decrease over a three-year period.	This data is impactful because it demonstrates that our math instruction needs to focus on meeting the needs of all of our students, regardless if student is classified as high performing or in need of improvement.	Differentiated Instruction 21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)

		Effective Curriculum and Resource Utilization
According to the 2019-2020 Academic Programs tab (on Power BI), 24% of the ELL subgroup attained proficiency. This is 17-percentage points lower than the 41% state threshold.	ELL students in Level 1-4 represent over 22% of the whole school population and less than a third of those students attained proficiency. Targeted strategies for ELL students can significantly increase student performance and help students acquire academic language, comprehension of informational texts, and improve the school's proficiency in Science to allow the school to surpass the subgroup's threshold.	21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking) English Language Learners (ELL) Strategies Differentiated Instruction

Essential Practice for Significantly Decreased Data Findings (Primary)

21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)

ESSENTIAL PRACTICES REVIEW

School Leadership Teams will examine the "Connected Essential Practices" column within the Data and Systems Review Organizer for School Culture and Academic Programs. SLTs will identify and come to a consensus on which continuing Essential Practices lead to, and/or had the greatest impact on, overall school improvement.

Sustained Essential Practice

To identify the Sustained Essential Practice, SLTs will review the Essential Practices listed within the "Significantly Improved Data Findings" section. The SLT will agree on the Essential Practice which had the greatest impact on overall school improvement. This observed practice can exist school-wide or be grade-level or department/content specific.

Primary Essential Practice

To identify the Primary Essential Practice, SLTs will review the Essential Practices listed within the "Significantly Decreased Data Findings" section. The SLT will determine which Essential Practice needs the greatest enhancements to have a positive impact on the school's overall performance during the 2020-2021 school year.

Secondary Essential Practice

To identify the Secondary Essential Practice, SLTs will review the Essential Practices listed within the "Neutral Data Findings" section. The SLT will determine which Essential Practice needs enhancements to have a positive impact on the school's overall performance during the 2020-2021 school year.

The selection of each Essential Practice (Sustained, Primary and Secondary) and Priority Actions will drive the school's action plans for the 2020-2021 school year.

SCHOOL CULTURE

Sustained Essential Practice

Positive Behavior Support (PBS)

Primary Essential Practice

Social and Emotional Learning (SEL)

Secondary Essential Practice

Empower Teachers And Staff

ACADEMIC PROGRAMS

Sustained Essential Practice

Standards-Based Collaborative Planning

Primary Essential Practice

21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)

Secondary Essential Practice

Differentiated Instruction

PART TWO

SCHOOL LEADERSHIP CORE COMPETENCIES

The School Improvement Process begins with identification of Essential Practices within a school to sustain or enhance to improve the school's overall performance during the 2020-2021 school year. The next step in the process is to assess and develop the School Leadership Team's skills to successfully lead and support the implementation of the plan.

The School Leadership Core Competencies identified below include patterns of thinking, feeling, acting, or speaking that are directly connected to a leader's ability to affect change within a school. SLTs will assess their current skill level in each of the Core Competencies and determine how they will be applied throughout the School Improvement Process.

Competency 1: Commitment to Students *A relentless pursuit and commitment to student learning as evidenced by a belief in one's own capability, and the courage to take a stand on behalf of students.*

Commitment to Students includes certain behaviors such as:

- *taking ownership for students' learning*
- *setting high expectations for all learners*
- *believing in students' ability to learn regardless of barriers*
- *relentlessly pursuing the implementation of what is right for the students*
- *supporting decisions and policies to improve instruction and advance learning for all students*

Development in Commitment to Students prioritizes the students' learning as the foundation of the School Improvement Process.

Competency 2: Focus on Sustainable Results *The deliberate actions and continuous drive to set challenging goals and reach a high standard of performance despite barriers.*

A Focus on Sustainable Results includes certain behaviors such as:

- *prioritizing activities*
- *implementing initiatives*
- *regularly tracking progress*
- *demonstrating perseverance*
- *considering innovative actions*
- *taking courses of action to achieve desired results and minimize risks*

Developing in the area of Focusing on Sustainable Results will provide short and long-range goals for successful implementation of School Improvement Process.

Competency 3: Developing Others *The act of influencing others, with the specific intent, to increase their short and long-term effectiveness, perceptions, thinking, and actions.*

Developing Others includes certain behaviors such as:

- *setting positive expectations*
- *personally providing instruction*
- *providing developmental feedback*
- *choosing the timing and delivery of information*
- *selecting training and work assignments to build other's capabilities*
- *fully delegating so that others may learn from their own successes and mistakes*

Growth in Developing Others will provide opportunities to influence and improve the skills of all stakeholders throughout the School Improvement Process.

Competency 4: Engages the Team *A group of adults working collectively to leverage their input, to develop actionable and tangible goals, and to implement change in the school.*

Engaging the Team includes certain behaviors such as:

- *empowering others*
- *keeping people on the team informed*
- *ensuring that the team produces as planned*
- *promoting the morale and performance of a team*
- *obtaining resources that the team needs to perform*
- *motivating the team with a compelling vision and enthusiasm*

Development in Engaging the Team allows for a collaborative and comprehensive effort by all stakeholders throughout the School Improvement Process.

Competency 1: Commitment to Students

Describe the School Leadership Team's current reality regarding Commitment to Students.

The School Leadership Team's current reality regarding Commitment to Students is evident in the implementation of academic practices and curricular methods. These methods include, but are not limited to, Project Based Learning, Visual Thinking Strategies, and Object Based Learning. These practices emphasize high expectations, critical thinking, problem solving, encountering real world experiences, and fostering academic responsibility to advance learning for each and every student, regardless of ethnicity or background.

As evidenced by:

As evidenced by the 2020 School Climate Survey Section where 95% of teachers feel that they are provided with the appropriate resources to address the needs of all of their students creating an environment that fosters academic success.

Describe how the School Leadership Team will use the Commitment to Students competency in the School Improvement Process.

The School Leadership Team will continue to advocate for students by differentiating activities, instruction, and events that promote success, regardless of the student. Strategies that are specific, relevant, and purposeful will be implemented to help the whole child and not the one size fits all philosophy, as seen in our use of MAWI, RJP, and SEL methodology. Targeted instruction will help students overcome areas of deficiencies and expand their areas of strength. Our school culture exemplifies this instruction in our culminating Exhibit Night, where students demonstrate their capabilities and through the expansion of our technology program through the Verizon Innovative Learning Schools (VILS) initiative.

Competency 2: Focusing on Sustainable Results

Describe the School Leadership Team's current reality regarding Focusing on Sustainable Results.

The School Leadership Team's current reality regarding Focusing on Sustainable Results is to set goals that are both related to results that are sustainable in both the long and short term. The goals created are realistic, relevant, monitored, and revised when necessary.

As evidenced by:

As evidenced by the 2020 School Climate Survey section where 96% of the staff reported that school wide data, school improvement initiatives, and progress was shared and discussed adequately through appropriate meetings, planning sessions, and data chats. Additionally, 85% of teachers reported that progress monitoring data is utilized throughout the school year to ensure students received appropriate remediation and enrichment.

Describe how the School Leadership Team will use the Focusing on Sustainable Results competency in the School Improvement Process.

The School Leadership Team will implement programs and strategies that help emphasize content related vocabulary concepts and terms across all disciplines. In addition, the strategies implemented will be monitored and revised to help students acquire success. In all school wide initiatives, the School Leadership Team will provide activities that will help emphasize initiatives that "begin with the end in mind" philosophy and will provide students with innovative and relevant activities directly correlated to student growth.

Competency 3: Developing Others

Describe the School Leadership Team's current reality regarding Developing Others.

The School Leadership Team's current reality regarding Focusing on Sustainable Results is to build capacity within each other and develop or strengthen one's skills or attributes. By promoting these effective practices and allowing for staff members to take initiatives, we will provide others to participate in experiences and training needed to develop skills and levels of capability.

As evidenced by:

As evidenced by the 2020 School Climate Survey section where 73% of teachers reported that they felt supported by teacher leaders on a weekly basis. Following a PD opportunity, 65% of teachers reported that they were provided with support and resources to implement newly learned strategies. The survey also reported that the administration sets high standards for teaching, learning, and improvement. This is accomplished by school site collaborative planning sessions, discussing instructional strategies at faculty meetings, sharing best practices, and providing feedback on instructional delivery.

Describe how the School Leadership Team will use the Developing Others competency in the School Improvement Process.

The School Leadership Team provides a variety of opportunities for the staff to voice academic opinions and expectations by having them answer reflective questions and complete surveys. Allowing staff members the autonomy to create supportive environments and positive settings will create a forum where constructive feedback is stated, reflective thinking occurs, and revisions to teaching and academic implementation can take place. The School Leadership Team will continue to emphasize shared leadership, a shared vision, and the notion that working together and collaboratively towards the same expectation will lead to student success. Continuing to provide opportunities where everyone feels important, valued, heard, and respected will always be a top priority of the leadership team.

Competency 4: Engages the Team

Describe the School Leadership Team's current reality regarding Engages the Team.

The School Leadership Team's current reality regarding Engaging the Team is to collectively work together to leverage input, develop actionable and tangible goals which can cause positive changes in the school.

As evidenced by:

As evidenced by the 2019 School Climate Survey where 80% of staff members reported that there is an opportunity to be considered for leadership roles. The School Leadership Team further engages the faculty as reported by 88% of teachers who reported "professional learning opportunities on Non-Opt days were designed to meet my instructional needs".

Describe how the School Leadership Team will use the Engages the Team competency in the School Improvement Process.

The School Leadership Team creates different arenas, such as collaborative forums, planning sessions, team meetings, and professional circles, where individuals can participate and become fully engaged in a positive environment. Open forums are highly encouraged and the constructive feedback from these meetings are ways in which staff members share information, discusses best practices, and overcomes obstacles. The School Leadership Team will continue to emphasize sessions that promote collaboration, working together, growth mindset changes, and innovative ideas to help achieve the goal of student success.

PART THREE

PRIORITY ACTIONS DEVELOPMENT

School Leadership Teams will review the Essential Practice Enhancements to create Priority Actions necessary to ensure the successful implementation of the Sustained, Primary, and Secondary Practices by the end of the 2020-2021 school year.

Sustained Essential Practice

SLTs will identify the Priority Actions for the Sustained Essential Practice by determining a list of actions necessary to successfully sustain the identified practice by the end of the 2020-2021 school year.

Secondary and Primary Essential Practices

SLTs will identify the Priority Actions for the Secondary and Primary Essential Practices by reviewing the selected enhancements for each and determining a list of actions necessary to successfully implement the identified enhancements by the end of the 2020-2021 school year.

Priority Actions

Schools will reflect on the implementation of the Sustained Essential Practice, the Primary Essential Practice and the Secondary Essential Practice in the previous year(s) to identify what specific actions are necessary to sustain and/or enhance the practices during the 2020-2021 school year. These actions will be captured under Priority Actions.

The Priority Actions will assist in prioritizing the detailed action plans to be developed throughout the School Improvement Process during the 2020-2021 school year.

<p align="center">SCHOOL CULTURE</p>

Sustained Essential Practice

Positive Behavior Support (PBS)

Priority Actions for the Sustained Essential Practice

1. The school will review previous success with students through grade level orientation. 2. Students will be asked to develop goals and incentives to achieve those goals with the guidance of their instructors. 3. Students, through grade levels, will be recognized throughout the year for their success in achieving goals as it relates to positive behaviors. 4. Opening of school meeting includes workshops on a variety of topics to assist teachers in buying in to a shared vision.

Primary Essential Practice

Social and Emotional Learning (SEL)

Priority Actions for the Primary Essential Practice

The school will continue to focus on Restorative Justice Practices (RJP) and other previously implemented strategies to meet the physical, as well as social-emotional needs of our students. The school will continue to communicate our commitment to the safety of the Shenandoah community with all stakeholders through a variety of forums that are in place. This process will be monitored and modified for improvements as necessary throughout the year. This will occur through the following steps: 1. We will review the school-wide safety action plan with all stakeholders. 2. We will review and integrate RJP into all school activities. 3. We will conduct regular safety drills to ensure awareness of protocols and procedures in case of an emergency. 4. Training from the School Resource Officer (SRO) and Counselors on Active Shooter protocols and active shooter awareness. 5. Review and implement safety practices and recommendations related to the COVID-19 pandemic.

Secondary Essential Practice

Empower Teachers And Staff

Priority Actions to Enhance the Secondary Essential Practice

Shenandoah will strive to improve teacher attendance through the following actions: 1. The staff will communicate about the impacts of potential absences and the effect they have on learning. 2. A contingency plan will be prepared for where students are to attend for a teacher absence. 3. Celebrate perfect attendance, improvement in attendance for both students and teachers. 4. Through conferences and communication protocols, teachers and administrators will create a plan regarding absences and potential concerns that may result in lost instructional time. 5. Administration will every nine week period recognize those staff members who have 100% attendance.

<p align="center" style="color:blue">**ACADEMIC PROGRAMS**</p>

Sustained Essential Practice

Standards-Based Collaborative Planning

Priority Actions for the Sustained Essential Practice

The school will continue to provide time for teachers to gather, plan and work together by creating collaborative planning time. These collaborative planning sessions will promote targeted lessons, differentiated instruction, standards based activities, data chats and accountability talks. Within these planning sessions, all stakeholders will also be able to participate in discussions, creation of lesson planning which will continue to emphasize student successes and areas of concern.

Primary Essential Practice

21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking)

Priority Actions for the Primary Essential Practice

The school as whole is adopting the 4C's of 21st Century Learning. When it comes to maintaining successes, a focus on Critical Thinking within classroom activities will be the key. Higher order questioning, students collaboration and academic vocabulary will be included in all lessons and classrooms. 1. Communication of data points during opening of schools workshops and throughout the school year. 2. Collaboration in common planning sessions weekly which include by department, by subject area and cross curricular. 3. Sharing of best practices during planning sessions, faculty meetings and grade level sessions. 4. Create an academically positive environment for students by differentiating activities, instruction, and events that promotes success for all students.

Secondary Essential Practice

Differentiated Instruction

Priority Actions to Enhance the Secondary Essential Practice

The school will analyze assessments and use the findings and data to help drive instruction and implement targeted lessons emphasizing both strengths and areas of concerns. In addition, holding all stakeholders accountable through data chats, accountability talks, and the use of Power Bi, will provide teachers the opportunities to differentiate instruction, remediate, and enrich students regardless of subject matter.

OUTCOME STATEMENTS

The School Leadership Team will create an overarching Outcome Statement in the areas of School Culture and Academic Programs. The School Improvement Process Outcome Statement is the goal the school aims to accomplish by the end of the 2020-2021 school year. SLTs will:

- *Participate in a protocol to assist in creating the overarching School Improvement Process vision for their school.*
- *Consider the predicted results if effective implementation of the identified Essential Practices (Sustained, Primary, and Secondary) occur.*

Develop a statement that encompasses the intended outcome as a result of having successfully implemented the Sustained Practice and Primary/Secondary Essential Practice Enhancements at the end of the 2020-2021 school year.

SCHOOL CULTURE

OUTCOME STATEMENT

School Culture

If we celebrate success by implementing Positive Behavior Strategies, provide support, continue to incorporate SEL practices, empower all stakeholders, the staff will improve their attendance, feel safe, and view the overall school climate as positive.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If we continue to participate in standards based collaborative planning, incorporate 21st century learning strategies, analyze date, implement data driven instruction, then we will continue to increase percentage points in all of the FSA and EOC assessments.

OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

School Leadership Teams will design a professional development (PD) to be provided during the Opening of Schools Mandatory PD Day. In the plan below, specify the following: morning or afternoon sessions, topics to be shared, protocols being used in both small and large groups, and the facilitator(s) leading the group sessions. The purpose of the professional development will be to share what was realized, acknowledged, learned, and planned during Phase I of the School Improvement Process with teachers and staff to garner feedback.

The professional development should include a summary of the:

- *Data and Systems Review Summary*
- *School Leadership Core Competency Course Reflections*
- *Sustained Essential Practice and Priority Actions*
- *Primary & Secondary Essential Practice Selections*
  - *Priority Actions*
- *Outcome Statements*
- *Key content and strategies from Synergy courses*

The professional development should include opportunities to gather teachers' and staff input/feedback on the following:

- *Essential Practice Selections and Priority Actions*
- *Brainstorm possible Implementation Steps*
- *Identify possible roles/resources*

Opening of School Professional Development Agenda

Opening of School Date	Phase I Topic	Process Description	Activity Lead
	What topic will be shared?	What process/protocol will be used to share the topic and garner feedback from all stakeholders?	Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?
(08/20/20) AM-PM	- *Data and Systems Review Summary* - *School Leadership*		

	Core Competency Course Reflections • *Sustained Essential Practice* • *Primary & Secondary Essential Practice Selections* • *Priority Actions* • *Outcome Statements*		
08-20-2020 8:30AM - 9:30AM	Museum strategies	Presentations on VTS and OBS instructional strategies which highlight the foundation of being a Museums magnet. Participants will practice strategies and learn how virtual study trips (through the use of iPads) link to lessons in their respective disciplines.	Maria Jimenez, Magnet Lead Teacher; Paulo De la Osa, Assistant Principal; Beatriz Alvarez, ELA/Reading Department Chairperson; Teresita Herrera, Social Studies Department Chairperson
08-20-2020 9:30AM - 10:30AM	Planning and Collaboration	Through interactive PowerPoint presentations with activities, participants practice effective strategies that evoke collaboration and reflect on their current professional practice as it relates to their educational aspirations/goals.	Michelle Tellez, ELL Department Chairperson; Evan Wexler, PD Liaison
08-20-2020 10:30AM - 11:30AM	VILS Initiative	PowerPoint explaining how the use of ipads, data, and the recommended virtual platforms has implications on the different subjects. Participants then complete hands-on activities using the data to demonstrate their understanding.	Jessica Nardo, VILS Coach; Melany Araguez, Mathematics Department Chairperson; Leticia Diaz, Test Chair
08-20-2020 12:30PM - 1:30PM	Ethics and Safety	PowerPoint presentation with role playing activities and scenario discussions as it relates to safety, COVID-19, and ethical procedures.	Ana Flores, RJP and PBS Coordinator; Calvina Clay, Trust Specialist; Dianne Palermo, Guidance Counselor
08-20-2020 1:30PM - 2:30PM	Virtual My School Online Platform	Powerpoint, handouts, panel discussions, and role-playing scenarios will provide various examples of disciplinary actions and positive behavior support and strategies.	Katheen Bravo, Science Department Chairperson; Frank Ventura, STEAM Classroom Teacher
08-20-2020 2:30PM - 3:30PM	Virtual My School Online Platform	Through interactive PowerPoint presentations with activities, participants practice how to utilize the My Online School Platform.	Bianca Calzadilla, Principal