Stranahan High School

2020-21 Schoolwide Improvement Plan

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Stranahan High School

1800 SW 5TH PL, Fort Lauderdale, FL 33312

[no web address on file]

Demographics

Principal: Michelle Padura   Start Date for this Principal: 7/5/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (46%) 2017-18: C (42%) 2016-17: C (44%) 2015-16: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Stranahan High School

1800 SW 5TH PL, Fort Lauderdale, FL 33312

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	75%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Stranahan High School is to empower students with the academic, social, and career decision-making skills to prepare them to become productive, responsible citizens in a global society and to pursue a career plan to meet the challenges of the workplace.

Provide the school's vision statement.

The vision of Stranahan High School is through positive reinforcement, a rich cultural diversity and an innovative curriculum with quality instruction, Stranahan graduates will have acquired the necessary knowledge and skills needed to make positive decisions and to assume civic responsibility in a more diverse world.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Padura, Michelle	Principal	Provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment.
Ward, Kenneth	SAC Member	SAC Chair - The chair is responsible for notifying members of upcoming meetings and votes. The chair, or designee, will facilitate the SAC meetings and inform the SAC of relevant issues related to school improvement activities. They also ensure that a quorum is present before an action item on the agenda comes to a vote and works in collaboration with the SAC secretary to ensure minutes are recorded and filed promptly.
Brown, Chukwunyerem	Instructional Coach	The goal of the Instructional Math Coach is to improve and sustain student achievement by promoting a culture of guidance and support around professional capacity systems that support the systemic use of data, accelerated student learning and engagement with teachers in deliberate dialogue around targeted groups of students.

1. Support instructional coach and teacher collaboration to ensure planned lessons are aligned with Florida standards and reflect evidence of student learning.
2. Provide support in the development of effective grade/subject level lesson plans.
3. Observe classroom lessons, collect instructional practice data, and effectively communicate feedback.
4. Assist coaches in examining student data through the inquiry process to work toward student learning goals.
5. Oversee collection, analysis and use of data to identify student learning assets and needs and support instructional improvement for accelerated growth.
6. Support coaches and teachers in setting instructional outcomes, and designing and using formative assessments to inform instruction and accelerate student learning.
7. Collaborate in the development of opportunities to deepen teachers' knowledge of culturally responsive instructional strategies and their effective use.
8. Plan and facilitate data analysis meetings with teacher collaboration teams (PLC's).
9. Provide professional learning on understanding and implementing the Florida standards and aligned to the instructional practice framework. |

Name	Title	Job Duties and Responsibilities
		10. Provide background and leadership on the instructional practices rubric to staff; assist teachers in understanding elements, support teachers in effectively implementing instructional practices in the classroom and ensure they are aligned to the Florida Standards. 11. Collaborate with principals to ensure school goals are being met. 12. Collaborate with the Office of Academics and the Office of School Performance and Accountability to ensure seamless instruction of content. 13. Facilitate instructional rounds as planned by the school leadership team. 14. Maintain and submit required documentation, including but not limited to, coaching logs, data analysis for coach and teacher development and calendar reflecting support activities and scheduled meetings 15. Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida. 16. Participate in professional learning to enhance individual skills and proficiency related to the job responsibilities. 17. Review current developments, literature and technical sources of information related to job responsibilities. 18. Ensure adherence to safety rules and procedures. 19. Follow federal and state laws, as well as School Board policies. 20. Perform other duties as assigned.
Brown, Samantha	Instructional Coach	The goal of the Instructional Literacy Coach is to improve and sustain student achievement by promoting a culture of guidance and support around professional capacity systems that support the systemic use of data, accelerated student learning and engagement with teachers in deliberate dialogue around targeted groups of students. 1. Support instructional coach and teacher collaboration to ensure planned lessons are aligned with Florida standards and reflect evidence of student learning. 2. Provide support in the development of effective grade/subject level lesson plans. 3. Observe classroom lessons, collect instructional practice data, and effectively communicate feedback. 4. Assist coaches in examining student data through the inquiry

Name	Title	Job Duties and Responsibilities
		process to work toward student learning goals.
		5. Oversee collection, analysis and use of data to identify student learning assets and needs and support instructional improvement for accelerated growth.
		6. Support coaches and teachers in setting instructional outcomes, and designing and using formative assessments to inform instruction and accelerate student learning.
		7. Collaborate in the development of opportunities to deepen teachers' knowledge of culturally responsive instructional strategies and their effective use.
		8. Plan and facilitate data analysis meetings with teacher collaboration teams (PLC's).
		9. Provide professional learning on understanding and implementing the Florida standards and aligned to the instructional practice framework.
		10. Provide background and leadership on the instructional practices rubric to staff; assist teachers in understanding elements, support teachers in effectively implementing instructional practices in the classroom and ensure they are aligned to the Florida Standards.
		11. Collaborate with principals to ensure school goals are being met.
		12. Collaborate with the Office of Academics and the Office of School Performance and Accountability to ensure seamless instruction of content.
		13. Facilitate instructional rounds as planned by the school leadership team.
		14. Maintain and submit required documentation, including but not limited to, coaching logs, data analysis for coach and teacher development and calendar reflecting support activities and scheduled meetings
		15. Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
		16. Participate in professional learning to enhance individual skills and proficiency related to the job responsibilities.
		17. Review current developments, literature and technical sources of information related to job responsibilities.
		18. Ensure adherence to safety rules and procedures.
		19. Follow federal and state laws, as well as School Board policies.
		20. Perform other duties as assigned.

Name	Title	Job Duties and Responsibilities
Dawkins, Ester	Administrative Support	To facilitate efficient and effective services for students living in Broward County who enroll in the Home Education program. Cooperative planning with parents, home schools and district departments on the delivery of services, programs and placements for meeting the special needs of Home Education students and in meeting state requirements. 1. Create an infrastructure to manage and ensure that Broward County Public Schools are in compliance with Florida Statutes legislating Home Education rules. 2. Review student records and ensure compliance with Home Education Laws. 3. Serve as a consultant for school personnel, parents, colleges and other agency personnel in regard to home education students. 4. Create inter and intra departmental linkage to ensure that Home Education students receive appropriate support services. 5. Develop/implement electronic tracking systems to facilitate school district personnel's ability to see student status in home education. 6. Coordinate with parents to incorporate their participation in the home education program. 7. Develop and implement procedures to notify parents of pertinent and relevant information. 8. Facilitate a seamless process to allow students on home education to be able to take standardized tests and participate in sports. 9. Maintain accurate monthly data of students enrolled in and withdrawn from the program. 10. Review and analyze enrollment data to determine trends to inform programming decisions. 11. Train administrative personnel on the protocols and policies governing the Home Education Program. 12. Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County. 13. Participate, successfully, in the training programs offered to increase the individual skills and proficiency related to the assignments. 14. Ensure adherence to safety rules and procedures. 15. Follow federal and state laws, as well as School Board policies. 16. Perform other duties as assigned by Director, Student Services.
Humphrey, Linda	Assistant Principal	To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human

Name	Title	Job Duties and Responsibilities
		and material resources, including time and space, available for a successful and safe school program for students, staff and community.
Orris, Dalia	Administrative Support	1. Demonstrate relentless commitment to academic achievement of all students. 2. Demonstrate effective customer service strategies to all district patrons. 3. Foster collegiality and team building among staff; encourage their active involvement in the decision-making process. 4. Communicate and promote expectation for high-level performance from staff and students; hold staff and students accountable for high performance; recognize excellence and achievement. 5. Articulate a clear direction for all students and staff; articulate a positive image of the school district and school district personnel. 6. Demonstrate exemplary classroom literacy and math practice and possess a deep understanding of literacy and math theory. 7. Help improve instruction by engaging teachers in intensive professional development and promote a school-based professional community. 8. Provide demonstrations of literacy and math components. 9. Observe and coach classroom teachers in effective practices. 10. Provide sustained mentoring to classroom teachers. 11. Plan and conduct professional learning community meetings. 12. Provide workshops related to the magnet project. 13. Manage and evaluate the school's magnet program to ensure the highest level of quality. 14. Collect data, analyze results, and report findings. 15. Evaluate student achievement and assist with placing students in appropriate intervention and support services. 16. Evaluate effectiveness of the overall magnet program. 17. Identify needs and make recommendations for appropriate reading and writing materials. 18. Provide leadership for literacy and math across the school community. 19. Meet regularly with the principal to report on progress and to evaluate the magnet program. 20. Network with other magnet coordinators in developing, implementing, and researching the information needed for a successful magnet program. 21. Organize a record keeping system to monitor progress of program goals and objectives.

Name	Title	Job Duties and Responsibilities
		22. Maintain accurate records. 23. Implement annual student recruitment activities designed to reach the program enrollment goal and to attract a diverse population. 24. Follow district magnet recruitment policies and procedures. 25. Confer with prospective students and parents. 26. Work with individual teachers to improve classroom instruction. 27. Assist principal in maintaining the magnet instructional program. 28. Identify curriculum needs in collaboration with staff. 29. Write curriculum and/or monitor curriculum writing. 30. Coordinate enrichment experiences such as field trips, guest speakers, or special presentations. 31. Establish and maintain open communication with the community. 32. Assist principal in coordinating the magnet program with that of the regular schools instructional program. 33. Assist with technology implementation in the building. 34. Perform other duties as assigned.
Sanon, Kamara	Assistant Principal	To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.
Smith, Brooke	Administrative Support	1. Demonstrate relentless commitment to academic achievement of all students. 2. Demonstrate effective customer service strategies to all district patrons. 3. Foster collegiality and team building among staff; encourage their active involvement in the decision-making process. 4. Communicate and promote expectation for high-level performance from staff and students; hold staff and students accountable for high performance; recognize excellence and achievement. 5. Articulate a clear direction for all students and staff; articulate a positive image of the school district and school district personnel. 6. Demonstrate exemplary classroom literacy and math practice and possess a deep understanding of literacy and math theory. 7. Help improve instruction by engaging teachers in intensive professional development and promote a school-based professional community. 8. Provide demonstrations of literacy and math components. 9. Observe and coach classroom teachers in effective practices.

Name	Title	Job Duties and Responsibilities
		10. Provide sustained mentoring to classroom teachers. 11. Plan and conduct professional learning community meetings. 12. Provide workshops related to the magnet project. 13. Manage and evaluate the school's magnet program to ensure the highest level of quality. 14. Collect data, analyze results, and report findings. 15. Evaluate student achievement and assist with placing students in appropriate intervention and support services. 16. Evaluate effectiveness of the overall magnet program. 17. Identify needs and make recommendations for appropriate reading and writing materials. 18. Provide leadership for literacy and math across the school community. 19. Meet regularly with the principal to report on progress and to evaluate the magnet program. 20. Network with other magnet coordinators in developing, implementing, and researching the information needed for a successful magnet program. 21. Organize a record keeping system to monitor progress of program goals and objectives. 22. Maintain accurate records. 23. Implement annual student recruitment activities designed to reach the program enrollment goal and to attract a diverse population. 24. Follow district magnet recruitment policies and procedures. 25. Confer with prospective students and parents. 26. Work with individual teachers to improve classroom instruction. 27. Assist principal in maintaining the magnet instructional program. 28. Identify curriculum needs in collaboration with staff. 29. Write curriculum and/or monitor curriculum writing. 30. Coordinate enrichment experiences such as field trips, guest speakers, or special presentations. 31. Establish and maintain open communication with the community. 32. Assist principal in coordinating the magnet program with that of the regular schools instructional program. 33. Assist with technology implementation in the building. 34. Perform other duties as assigned.
Thurston, Alice	Assistant Principal	To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.

Name	Title	Job Duties and Responsibilities
Hazell, Elvin	Assistant Principal	To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.
Cope, Robin	Teacher, ESE	ESE Specialist and Program Coordinator This position does not have any supervisory responsibilities. 1. Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually. 2. Coordinate required ESE meetings. 3. Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. 4. Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. 5. Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities. 6. Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student. 7. Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard. 8. Assist in identifying, reporting and correcting IDEA compliance concerns identified internally. 9. Shall report all compliance concerns directly to the school-based leadership. 10. Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures. 11. Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity. 12. Utilize the electronic management system to generate IEP documents. 13. Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida. 14. Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. 15. Review current developments, literature and technical sources of

Name	Title	Job Duties and Responsibilities
		information related to job responsibilities. 16. Ensure adherence to safety rules and procedures. 17. Follow federal and state, as well as School Board policies. 18 Perform other duties as assigned by the school principal.

Demographic Information

Principal start date

Tuesday 7/5/2016, Michelle Padura

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Total number of teacher positions allocated to the school

70

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (46%)

	2017-18: C (42%)
	2016-17: C (44%)
	2015-16: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	484	371	326	291	1472
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	72	67	57	66	262
One or more suspensions	0	0	0	0	0	0	0	0	0	75	58	41	25	199
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	231	135	105	97	568
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	143	124	1	0	268

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	11	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	22	22

Date this data was collected or last updated

Thursday 10/1/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	400	355	356	322	1433
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	109	108	138	114	469
One or more suspensions	0	0	0	0	0	0	0	0	0	136	102	60	48	346
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	130	101	137	50	418
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	127	119	0	0	246

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	151	136	107	62	456

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	20	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	14	22	14	13	63

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	400	355	356	322	1433
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	109	108	138	114	469
One or more suspensions	0	0	0	0	0	0	0	0	0	136	102	60	48	346
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	130	101	137	50	418
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	127	119	0	0	246

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	151	136	107	62	456

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	20	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	14	22	14	13	63

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	39%	57%	56%	37%	56%	53%
ELA Learning Gains	47%	52%	51%	38%	51%	49%
ELA Lowest 25th Percentile	36%	45%	42%	28%	43%	41%
Math Achievement	35%	51%	51%	33%	50%	49%
Math Learning Gains	38%	44%	48%	39%	43%	44%
Math Lowest 25th Percentile	37%	43%	45%	34%	38%	39%
Science Achievement	47%	66%	68%	46%	62%	65%
Social Studies Achievement	48%	71%	73%	43%	68%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				**Total**
	9	**10**	**11**	**12**	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
09	2019	39%	57%	-18%	55%	-16%
	2018	32%	55%	-23%	53%	-21%
Same Grade Comparison		7%				
Cohort Comparison						
10	2019	35%	53%	-18%	53%	-18%
	2018	32%	53%	-21%	53%	-21%
Same Grade Comparison		3%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State
2019	47%	67%	-20%	67%	-20%
2018	36%	62%	-26%	65%	-29%
Compare		11%			

CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State
2019	48%	67%	-19%	70%	-22%
2018	50%	66%	-16%	68%	-18%
Compare		-2%			

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State
2019	34%	61%	-27%	61%	-27%
2018	26%	63%	-37%	62%	-36%
Compare		8%			

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State
2019	34%	56%	-22%	57%	-23%
2018	27%	51%	-24%	56%	-29%
Compare		7%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	12	28	27	16	34	35	14	36		78	6
ELL	18	36	30	26	27	18	26	28		90	50
BLK	38	45	37	33	39	40	46	46		92	43
HSP	36	47	36	36	31	30	46	44		80	56
MUL	50	60									
WHT	58	63		52	48		62	56		78	56
FRL	37	46	33	33	35	35	46	50		87	46

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	29	22	16	44		29	20		52	8
ELL	10	25	22	10	34	56	18	15		71	44
ASN	56	25		27							
BLK	33	39	28	27	34	38	37	49		88	35
HSP	34	33	20	25	27	38	44	42		81	71
MUL	50	53		33	9		45	77			
WHT	43	42		36	35		44	83		92	18
FRL	33	36	27	26	30	36	38	50		86	39

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	23	18	7	20		17	24		86	24
ELL	9	25	21	22	43	50	11	13		84	41
ASN	64	46		80	67						
BLK	36	39	27	30	36	30	45	41		90	44
HSP	30	37	29	36	44	39	40	34		86	55
MUL	45	33		22	40		58				
WHT	50	38		43	39		79	62		96	45
FRL	34	36	26	31	39	36	46	41		89	45

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	522

ESSA Federal Index	
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to the 2019 School Data, the lowest-performing component identified is Math Achievement with a proficiency of 35%. In addition, the subgroup students with disabilities (SWD) depicts a 16% proficiency for the Math Achievement component. A new program, Math Nation, was introduced and possibly contributing to low proficiency. In addition, inconsistency in monitoring the students with disabilities (SWD) and English language learners (ELL) subgroups to insure student deficiencies are being met. Other contributing factors might include students having more support for receiving and completing make-up assignments due to absenteeism or transportation barriers that might exist that need investigating. Additional data trends for lowest performance include a proficiency of 12% for ELA Achievement and 14% Science Achievement within the students with disabilities (SWD) subgroup. In addition, data also show the proficiency of 18% for ELA Achievement within the English language learners (ELL) subgroup. When taking a closer look at the data for subgroups, the students with disabilities (SWD) subgroup shows 6 points for College & Career Acceleration in 2016-17.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

According to the Components by Subgroup 2019 data, the Math Learning Gains Lower 25% component showed a 38 point decline in proficiency for the English language learners (ELL) subgroup. Some students are correctly placed in that subgroup and some are not. If the number of testers is low for a given year then a few doing well or poorly will make a tremendous difference

proficiency rate. Due to the way classes where scheduled for students, it could be possible that more ELL students were assessed in 2019. Another factor is the teacher schedule itself. Some teachers likely produce better results in the ELL subgroups than others. Although students should be placed in a teacher's class based on that fact alone, it would interesting to see which teachers had what ELL students, how many students and whether those students passed or not. During the 2018/19 school year, there was an influx of new and inexperienced teachers within the math department assigned to teach Algebra I.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

According to the 2019 School Data, the Social Studies Achievement component showed the greatest gap compared to the state average with a 25 point deficit differential. Data trends show that the school's gap differential is about 20 points below the state average for all statewide assessments.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement from the previous year were attendance and the number of suspensions. Student attendance below 90 percent decreased by 207 students from the previous year. Students with one or more suspensions decreased by 147 suspensions from the previous year. Attendance and behavior data were monitored more closely while student supports were implemented with more fidelity.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Analysis of the Early Warning Signs data showed a direct correlation between the number of students in 9th and 10th grades with attendance and suspension issues and the number of failures in either ELA or Math proficiency and a Level 1 on the statewide assessment from the previous year. These correlation numbers are most likely affecting the student achievement data within Math and ELA. With this said, the 2020 school year was impacted by the COVID-19 crisis. Because our school's attendance and behavior showed considerable improvements, it is believed that this correlation with ELA and Math student performance outcomes would have proved to be an increase if the students were able to take these state assessments.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Students with disabilities (SWD) subgroup proficiency of 41% within the ESSA Federal Index.
2. English language learners (ELL) subgroup proficiency of 41% within the ESSA Federal Index.
3. All students increasing proficiency in Achievement, Learning Gains, and Learning Gains Lower 25% in ELA state assessment.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	The Every Student Succeeds Act (ESSA) uses an equity lens in developing high-quality education goals that further the outcomes of all students. Through equity, diversity, access, and inclusion data is needed to measure progress and identify best practices. Our ESSA federal index for the subgroup of SWD is 29%, which is below the 41% for the federal index threshold.
Measurable Outcome:	By June 2021, the ESSA federal index for SWD will increase to 41% through the implementation of evidence-based instructional strategies, professional development for all general education teachers and ESE teachers and staff to enhance the quality of instructional practices, and parental/community involvement.
Person responsible for monitoring outcome:	Alice Thurston (alice.thurston@browardschools.com)
Evidence-based Strategy:	The following evidence -based strategies will be implemented with fidelity. Florida Continuous Improvement Model (FCIM) will allow teachers will to dissaggregate student assessments, follow instructional calendars, and deliver rigorous and relevant lessons, while conducting ongoing common assessments, provide tutoring for non-mastery students and providing enrichment for mastery students. Leadership will conduct classroom walk-through (CWT) and data chats to ensure progress monitoring. A Multi-Tiered System of Support (MTSS) that is inclusive of both explicit and differentiated instruction throughout the tiered model of support to address the variance of learning needs of ALL students in an engaging and rigorous learning environment. Family and Community Engagement, (FACE), by developing and maintaining relationships with parents, municipalities, business partners, and non-profit organizations leading to an increase in the motivation of our staff and students, creating opportunities to celebrate student and employee success, and bringing our community together.
Rationale for Evidence-based Strategy:	Our school's annual needs assessment, which is administered to our internal stakeholders (teachers, staff, and families), noted that there was an identified need to increase the rigor within our subjects by providing students with more challenging assignments, differentiating instructional strategies, and providing additional homework. Our data also indicates that our instructional efforts needs to be more efficient in the core instruction (Tier 1) and the instruction in Tier 2 and 3 should support core by addressing the academic needs of the student. Families identified a need for additional communication from teachers on their child's progress and have a better understanding of how their child is graded. In addition, parents would like to have more support services such as counseling, tutoring and/or career planning.

Action Steps to Implement

Stranahan's teachers will be actively collaborating with each other through common planning and authentic PLCs. Within our departmental Professional Learning Communities, the district's Curriculum, Assessment, Remediation, and Enrichment (C.A.R.E) cycles are being used to help teachers with meeting the academic needs of their students. District Instructional Focus Calendars (IFC) are being used to help teachers facilitate Florida State Standards. During PLCs, teachers collaborate to create Instructional Cycle/ Assessment calendars that meet the needs of specific departments and are aligned to the dates of the End-of-Course (EOC) and Florida State Assessment, (FSA). PLCs are using common formative assessment data to monitor student achievement. The data is being used to drive remediation and enrichment strategies. Instructional coaches and department chairs are facilitating PDs for unwrapping the Florida Standards with the teaching staff during common planning and PLCs.

Person Responsible   Robin Cope (robin.cope@browardschools.com)

Administrative data chats will be conducted for the 1st half of the year according to content-area PLCs. Math, English, Reading, and Biology PLCs are using this data to help drive their instruction by identifying students' success and deficiency to help facilitate student remediation and enrichment through pullouts and extended learning opportunities such as Saturday Camps.

Person Responsible   Alice Thurston (alice.thurston@browardschools.com)

Lower quartile (LQ) student data aligned with gain predictions toward proficiency were provided to instructional staff to help in targeting students' strengths and weaknesses. In addition, Level 2 student data aligned with gain predictions toward proficiency were also provided. Administration, instructional coaches, and department chairs will continue to provide on-going support, monitoring of the fidelity of implementation on the FCIM lessons, and student response to mini-lessons. Stranahan's authentic PLCs will continue to identify strengths and weaknesses of students, utilize data to drive discussion with PLC's and/or department meetings, and utilize data to target, differentiate, and drive instruction for students within content-specific areas.

Person Responsible   Alice Thurston (alice.thurston@browardschools.com)

The RTI process is in place and teachers are currently implementing interventions for all TIER II or TIER III students with Early Warning Signs. Teachers are provided with updates on their students being serviced through the RTI process. Based on Admin feedback from classroom walkthrough (CWT) data.

Person Responsible   Linda Humphrey (linda.humphrey@browardschools.com)

Professional Development will focus on the following areas for improving quality of instruction – Marzano Framework (Providing Rigorous Learning Goals and Performance Scales (Rubrics), Establishing Classroom Routines, and Helping Students Practice Skills, Strategies, and Processes), Effective Instructional Grouping, Effective Data-Driven Instruction, and Effective Technology Integration.

Person Responsible   Kamara Sanon (kamara.sanon@browardschools.com)

#2. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	The Every Student Succeeds Act (ESSA) uses an equity lens in developing high-quality education goals that further the outcomes of all students. Through equity, diversity, access, and inclusion data is needed to measure progress and identify best practices. Our ESSA federal index for the subgroup of ELL is 37%, which is below the 41% for the federal index threshold.
Measurable Outcome:	By June 2021, the ESSA federal index for ELL will increase to 41% through the implementation of evidence-based instructional strategies, professional development for all general education teachers and ELL teachers and staff to enhance the quality of instructional practices, and parental/community involvement.
Person responsible for monitoring outcome:	Linda Humphrey (linda.humphrey@browardschools.com)
Evidence-based Strategy:	The following evidence-based strategies will be implemented with fidelity. Florida Continuous Improvement Model (FCIM) will allow teachers will to disaggregate student assessments, follow instructional calendars, and deliver rigorous and relevant lessons while conducting ongoing common assessments, provide tutoring for non-mastery students and providing enrichment for mastery students. Leadership will conduct classroom walk-through (CWT) and data chats to ensure progress monitoring. A Multi-Tiered System of Support (MTSS) that is inclusive of both explicit and differentiated instruction throughout the tiered model of support to address the variance of learning needs of ALL students in an engaging and rigorous learning environment. Family and Community Engagement (FACE) by developing and maintaining relationships with parents, municipalities, business partners, and non-profit organizations leading to an increase in the motivation of our staff and students, creating opportunities to celebrate student and employee success, and bringing our community together.
Rationale for Evidence-based Strategy:	Our school's annual needs assessment, which is administered to our internal stakeholders (teachers, staff, and families), noted that there was an identified need to increase the rigor within our subjects by providing students with more challenging assignments, differentiating instructional strategies, and providing additional homework. Our data also indicates that our instructional efforts need to be more efficient in the core instruction (Tier 1) and the instruction in Tier 2 and 3 should support core by addressing the academic needs of the student. Families identified a need for additional communication from teachers on their child's progress and have a better understanding of how their child is graded. In addition, parents would like to have more support services such as counseling, tutoring, and/or career planning.

Action Steps to Implement

Stranahan's teachers will be actively collaborating with each other through common planning and authentic PLCs. Within our departmental Professional Learning Communities, the district's Curriculum, Assessment, Remediation, and Enrichment (C.A.R.E) cycles are being used to help teachers with meeting the academic needs of their students. District Instructional Focus Calendars (IFC) are being used to help teachers facilitate Florida State Standards. During PLCs, teachers collaborate to create Instructional Cycle/ Assessment calendars that meet the needs of specific departments and are aligned to the dates of the End-of-Course (EOC) and Florida State Assessment, (FSA). PLCs are using common formative assessment data to monitor student achievement. The data is being used to drive remediation and enrichment strategies. Instructional coaches and department chairs are facilitating PDs for unwrapping the Florida Standards with the teaching staff during common planning and PLCs.

Person Responsible Linda Humphrey (linda.humphrey@browardschools.com)

Administrative data chats will be conducted for the 1st half of the year according to content-area PLCs. Math, English, Reading, and Biology PLCs are using this data to help drive their instruction by identifying students' success and deficiency to help facilitate student remediation and enrichment through pullouts and extended learning opportunities such as Saturday Camps.

Person Responsible Linda Humphrey (linda.humphrey@browardschools.com)

Lower quartile (LQ) student data aligned with gain predictions toward proficiency were provided to instructional staff to help in targeting students' strengths and weaknesses. In addition, Level 2 student data aligned with gain predictions toward proficiency were also provided. Administration, instructional coaches, and department chairs will continue to provide on-going support, monitoring of the fidelity of implementation on the FCIM lessons, and student response to mini-lessons. Stranahan's authentic PLCs will continue to identify strengths and weaknesses of students, utilize data to drive discussion with PLC's and/or department meetings, and utilize data to target, differentiate, and drive instruction for students within content-specific areas.

Person Responsible Chukwunyerem Brown (chukwunyerem.brown@browardschools.com)

The RTI process is in place and teachers are currently implementing interventions for all TIER II or TIER III students with Early Warning Signs. Teachers are provided with updates on their students being serviced through the RTI process. Based on Admin feedback from classroom walkthrough (CWT) data.

Person Responsible Linda Humphrey (linda.humphrey@browardschools.com)

Professional Development will focus on the following areas for improving quality of instruction – Marzano Framework (Providing Rigorous Learning Goals and Performance Scales (Rubrics), Establishing Classroom Routines, and Helping Students Practice Skills, Strategies, and Processes), Effective Instructional Grouping, Effective Data-Driven Instruction, and Effective Technology Integration.

Person Responsible Kamara Sanon (kamara.sanon@browardschools.com)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Passing the ELA assessment is a graduation requirement. Increase student proficiency on the ELA state assessment to 47%
Measurable Outcome:	By June 2021, 47% of the students in grades 9 and 10 will score a level 3 or higher on the Florida Standards Assessment through the implementation of evidence-based instructional strategies, professional development for all general education teachers and staff to enhance the quality of instructional practices, and parental/ community involvement.
Person responsible for monitoring outcome:	Linda Humphrey (linda.humphrey@browardschools.com)
Evidence-based Strategy:	The following evidence-based strategies will be implemented with fidelity. Florida Continuous Improvement Model (FCIM) will allow teachers will to disaggregate student assessments, follow instructional calendars, and deliver rigorous and relevant lessons while conducting ongoing common assessments, provide tutoring for non-mastery students, and providing enrichment for mastery students. Leadership will conduct classroom walk-through (CWT) and data chats to ensure progress monitoring. A Multi-Tiered System of Support (MTSS) that is inclusive of both explicit and differentiated instruction throughout the tiered model of support to address the variance of learning needs of ALL students in an engaging and rigorous learning environment. Family and Community Engagement (FACE) by developing and maintaining relationships with parents, municipalities, business partners, and non-profit organizations leading to an increase in the motivation of our staff and students, creating opportunities to celebrate student and employee success, and bringing our community together.
Rationale for Evidence-based Strategy:	Our school's annual needs assessment, which is administered to our internal stakeholders (teachers, staff, and families), noted that there was an identified need to increase the rigor within our subjects by providing students with more challenging assignments, differentiating instructional strategies, and providing additional homework. Our data also indicates that our instructional efforts need to be more efficient in the core instruction (Tier 1) and the instruction in Tier 2 and 3 should support core by addressing the academic needs of the student. Families identified a need for additional communication from teachers on their child's progress and have a better understanding of how their child is graded. In addition, parents would like to have more support services such as counseling, tutoring, and/or career planning.

Action Steps to Implement

Stranahan's teachers will be actively collaborating with each other through common planning and authentic PLCs. Within our departmental Professional Learning Communities, the district's Curriculum, Assessment, Remediation, and Enrichment (C.A.R.E) cycles are being used to help teachers with meeting the academic needs of their students. District Instructional Focus Calendars (IFC) are being used to help teachers facilitate Florida State Standards. During PLCs, teachers collaborate to create Instructional Cycle/ Assessment calendars that meet the needs of specific departments and are aligned to the dates of the End-of-Course (EOC) and Florida State Assessment, (FSA). PLCs are using common formative assessment data to monitor student achievement. The data is being used to drive remediation and enrichment strategies. Instructional coaches and department chairs are facilitating PDs for unwrapping the Florida Standards with the teaching staff during common planning and PLCs.

Person Responsible Samantha Brown (samantha.l.brown@browardschools.com)

Administrative data chats will be conducted for the 1st half of the year according to content-area PLCs. Math, English, Reading, and Biology PLCs are using this data to help drive their instruction by identifying students' success and deficiency to help facilitate student remediation and enrichment through pullouts and extended learning opportunities such as Saturday Camps.

Person Responsible Linda Humphrey (linda.humphrey@browardschools.com)

Lower quartile (LQ) student data aligned with gain predictions toward proficiency were provided to instructional staff to help in targeting students' strengths and weaknesses. In addition, Level 2 student data aligned with gain predictions toward proficiency were also provided. Administration, instructional coaches, and department chairs will continue to provide on-going support, monitoring of the fidelity of implementation on the FCIM lessons, and student response to mini-lessons. Stranahan's authentic PLCs will continue to identify strengths and weaknesses of students, utilize data to drive discussion with PLC's and/or department meetings, and utilize data to target, differentiate, and drive instruction for students within content-specific areas.

Person Responsible Samantha Brown (samantha.l.brown@browardschools.com)

The RTI process is in place and teachers are currently implementing interventions for all TIER II or TIER III students with Early Warning Signs. Teachers are provided with updates on their students being serviced through the RTI process. Based on Admin feedback from classroom walkthrough (CWT) data.

Person Responsible Linda Humphrey (linda.humphrey@browardschools.com)

Professional Development will focus on the following areas for improving quality of instruction – Marzano Framework (Providing Rigorous Learning Goals and Performance Scales (Rubrics), Establishing Classroom Routines, and Helping Students Practice Skills, Strategies, and Processes), Effective Instructional Grouping, Effective Data-Driven Instruction, and Effective Technology Integration.

Person Responsible Kamara Sanon (kamara.sanon@browardschools.com)

Our school will be using Achieve3000, a digital supplemental literacy programs for our at-risk struggling readers in 9th and 10th grades. Accheive3000 will provide differentiated content to build students' fluency, vocabulary, comprehension, and writing across content areas. The student instructional routine is designed to build key literacy capacities and college and career level critical thinking skills. A study involving suburban and urban districts across the U.S. compared students who used Achieve3000 and those who did not. The study found significant positive effects for the combined sample of sixth graders (effect size =+0.22) and ninth graders (effect size = +0.44) for a weighted average of +0.29 on Total Reading Scores. This qualifies Achieve3000 for the ESSA "Strong" category.

Person Responsible Samantha Brown (samantha.l.brown@browardschools.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

As a result of the impact of the COVID-19 pandemic, students were required to start the 2020-2021 school year in e-Learning. These challenges posed a great concern for the school's Leadership Team along with the Faculty and Staff. Stranahan High School is committed to providing an equitable, diverse, all-access, and inclusive quality of instruction to every student enrolled. Our Leadership Team will utilize and implement the various support programs within the school's structures. The school support action plans include Response to Intervention (MTSS/RtI) Plan, Attendance Plan, K-12 Comprehension Reading Plan, Family & Community Engagement (FACE) Plan, School-wide Positive Behavior Plan (SPBP), Social-Emotional Learning (SEL) Plan, School Counseling Plan, Equity and Diversity Plan, and the Best Practices in Inclusive Education (BPIE). Each member of the Leadership Team is responsible for the implementation and progress-monitoring of each action plan. Through systems learning, the Leadership Team will collaborate during weekly meetings to review the data provided from each of these action plans. Communication is important to ensure that these action plans work together in concert in turn leading to improved student and school, and community outcomes.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The goal of Stranahan High School is to embed a Caring Culture throughout the school. In response to the COVID-19 pandemic, Stranahan's Faculty, Staff, and Leadership have committed to meeting the social and emotional well-being of every student and teacher. In efforts to improve a caring culture, a Social-Emotional Learning (SEL) Team has been created. The SEL team will meet monthly to create communication protocols to involve all stakeholders. Quarterly surveys will be used to determine the needs of all stakeholders. The SEL team will create a plan based on the results from the surveys. The SEL team will collaborate with all stakeholders to create a shared vision. The SEL team will review evidence-based SEL programs and practices aligned with the shared vision. The SEL team will collaborate with the Leadership Team to develop and promote high-quality SEL professional learning for school staff. The SEL team will continue to involve, promote, and elevate student's voices. Finally, the SEL team will create structured, ongoing processes to collect, reflect on, and use the data to inform school-level decisions for continuous school improvement.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$3,114.33
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0211 - Stranahan High School	School Improvement Funds		$3,114.33
			Notes: Notes: Accountability Funds- Function 5652 Funds will be used for extended learning opportunities (ELO) such as after school tutoring and Saturday tutoring camps. Funds will be used to pay for students to take the SAT.			
2	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				$3,114.33
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0211 - Stranahan High School	School Improvement Funds		$3,114.33
			Notes: Notes: Accountability Funds- Function 5652 Funds will be used for extended learning opportunities (ELO) such as after school tutoring and Saturday tutoring camps. Funds will be used to pay for students to take the SAT.			
3	III.A.	Areas of Focus: Instructional Practice: ELA				$16,539.33
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0211 - Stranahan High School	School Improvement Funds		$16,539.33
			Notes: Notes: Accountability Funds- Function 5652 Funds will be used for extended learning opportunities (ELO) such as after school tutoring and Saturday tutoring camps. Funds will be used to pay for students to take the SAT. Acheive3000 reading support program.			
					Total:	$22,767.99