Stranahan High School

2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (48%) 2018-19: C (46%) 2017-18: C (42%)
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	ATSI
* 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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	100%

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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 educate all students to the highest levels of academic achievement, to empower them to reach and expand their potential, and to prepare them to become productive, responsible, ethical, creative, and compassionate leaders in a global society.

Provide the school's vision statement.

Stranahan High School is committed to transforming all students into lifelong learners and leaders in a global society.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position 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.
Goodwin, Robert	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. Mr. Goodwin is responsible for the progress monitoring and accountability for Social Studies and U.S History EOC. In addition, Mr. Goodwin oversees ESE, Testing, and the progress monitoring of the attendance plan. Mr. Goodwin is the 11th Grade administrator
Smith, Brooke	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. Ms. Smith is responsible for the progress monitoring and accountability for Algebra I, Geometry, and Learning Gains.
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. Mr. Hazell oversees the PASL program, the school SEL, Safety and Security, and Athletic programs, and the 9th Grade Administrator.
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. Ms. Sanon is responsible for monitoring progress for accountability for Biology and English Language Arts, Acceleration, and Graduation Rates. She also oversees Student Services and the School Advisory Council and is the school's Master Scheduler. She is the 10th Grade Administrator.
Jenoure, Ellis	Teacher, K-12	Mr. Jenoure is the school's SAC Chair and is responsible for notifying members of upcoming meetings and votes. He facilitates the SAC meetings and informs the SAC of relevant issues related to school improvement activities. He ensures 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. Mr. Jenoure is responsible for the progress monitoring of the ESAA subgroup reporting categories and the progress monitoring of the

Name	Position Title	Job Duties and Responsibilities
		SIP. As the Family and Community Engagement Chair, Mr. Jenoure is responsible for building successful community partnerships.
Tyson , Amanee	Reading Coach	Ms. Tysonis the school reading coach and is responsible for the creation and implementation of the school literacy plan.
Brown, Chukwunyerem	Math Coach	Mr. Brown is the school Math coach and is responsible for our progress monitoring data and working to support the Geometry and Algebra 1 PLCs. He provides pull-out support and remediation to our 12-grade students.
Brown, Sebrina	Curriculum Resource Teacher	Ms. Brown is the Curriculum Leader for Math and is responsible for the progress monitoring data for Algebra 1 and Geometry. She will also be assuming the duties as the ESSA support coordinator for MAth and will be overseeing the pull-out support and remediation of our non-AAP students.
Wallace, April	Curriculum Resource Teacher	Ms. Wallace is the Curriculum Leader for Science and is the PLC Leader for the Biology EOC. In addition, she is the SEL Liason and leads the efforts for schoolwide SEL through the creation and implementation of the SEL Plan.
Fiore , Scott	Curriculum Resource Teacher	Mr. Fiore is the Social Studies Curriculum Leader and is the PLC Leader for U.S. History. He is responsible for the progress monitoring data for the U.S. History EOC.
Cope, Robin	Staffing Specialist	Ms. Cope is the school ESE director and is responsible for the creation and implementation of the BPIE Plan. She oversees the support of our school's ESE and SWD population by progress monitoring student IEPs and ensuring students receive academic, social, and emotional support for success.
Chiappelli , Ricky	Behavior Specialist	Mr. Chiappelli is responsible for the behavior and social and emotional support of students. In addition, he oversees student activities throughout the year. He also supports the administration to ensure the culture and environment are safe throughout the year.

Demographic Information

Principal start date

Tuesday 7/5/2016, Michelle Padura

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

10

Total number of teacher positions allocated to the school

75

Total number of students enrolled at the school

1,438

Identify the number of instructional staff who left the school during the 2021-22 school year.

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	435	462	354	273	1524
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	180	175	152	111	618
One or more suspensions	0	0	0	0	0	0	0	0	0	18	13	0	4	35
Course failure in ELA	0	0	0	0	0	0	0	0	0	195	171	159	53	578
Course failure in Math	0	0	0	0	0	0	0	0	0	140	103	139	58	440
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	148	138	105	84	475
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	144	135	40	103	422
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	229	225	178	126	758

Using current year data, complete the table below with the number of students identified as being "retained.":

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	9	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	1	4	6	13

Date this data was collected or last updated

Thursday 9/1/2022

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	435	462	354	273	1524
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	180	175	152	111	618
One or more suspensions	0	0	0	0	0	0	0	0	0	18	13	0	4	35
Course failure in ELA	0	0	0	0	0	0	0	0	0	195	171	159	53	578
Course failure in Math	0	0	0	0	0	0	0	0	0	140	103	139	58	440
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	148	138	105	84	475
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	144	135	40	103	422
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	229	225	178	126	758

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	9	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	1	4	6	13

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	435	462	354	273	1524
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	180	175	152	111	618
One or more suspensions	0	0	0	0	0	0	0	0	0	18	13	0	4	35
Course failure in ELA	0	0	0	0	0	0	0	0	0	195	171	159	53	578
Course failure in Math	0	0	0	0	0	0	0	0	0	140	103	139	58	440
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	148	138	105	84	475
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	144	135	40	103	422
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	229	225	178	126	758

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	9	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	1	4	6	13

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	36%	52%	51%				39%	57%	56%
ELA Learning Gains	44%						47%	52%	51%
ELA Lowest 25th Percentile	30%						36%	45%	42%
Math Achievement	23%	41%	38%				35%	51%	51%
Math Learning Gains	46%						38%	44%	48%
Math Lowest 25th Percentile	67%						37%	43%	45%
Science Achievement	37%	35%	40%				47%	66%	68%
Social Studies Achievement	46%	51%	48%				48%	71%	73%

Grade Level Data Review - State Assessments
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

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
2022					
2019	47%	67%	-20%	67%	-20%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	48%	67%	-19%	70%	-22%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	34%	61%	-27%	61%	-27%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	34%	56%	-22%	57%	-23%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	17	25	19	17	39	47	14	35		84	33
ELL	17	35	29	26	61	77	26	36		93	44
BLK	34	42	24	18	43	70	33	43		95	50
HSP	35	44	33	29	49	57	40	48		92	61
WHT	47	55		41	53		47	73		100	64
FRL	32	39	27	20	46	69	33	44		95	52

2021 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 2019-20	C & C Accel 2019-20
SWD	23	33	22	23	34	47	37	42		93	32
ELL	25	43	30	18	20	21	26			94	52
BLK	33	41	36	11	23	42	30	48		99	58
HSP	42	46	30	29	30	24	42			94	65
WHT	43	47		44	41		64			83	73
FRL	34	43	36	17	24	36	36	32		98	63

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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	516
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	46
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	48
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	60
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

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trends in the Early Warning Indicators show 618 students having attendance below 90%, contributing to the number of students failing ELA and Math. The same can be said for students scoring at level one on the state assessments in Math and ELA. Student performance data in ELA, Algebra and Geometry, Biology, and US History are still considerably low compared to the state and district. This information provides evidence that our student demographics, comprised of 68% Black and 30% Hispanic populations, are underserved and require additional attention. Although our school has excellent Progress Monitoring Assessments, the progress monitoring data suggests departments need to progress monitor with additional fidelity moving forward as there are substantial deficits in Math and ELA. According to the Subgroup Data, many of our SWD and ELL student populations demonstrate low proficiency in all reporting assessment categories, which are considered underserved populations. According to research, underserved and vulnerable students have more barriers to success than their affluent counterparts. The ESSA Data shows SWD students are currently at 33, which is considerably below the accepted Federal Index of 41. The SWD remained consistently low in Math despite making decent gains last year, contributing to a ten-point ESSA Index increase. Looking at the data, it appears that this area was the only category with significant declines.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data reveals the need for more accurate progress monitoring across all reporting categories in Economically Disadvantaged, SWD, and ELL subgroups with a continued effort for all students. For the SWD subgroups, the areas of learning gains, the learning gains of the lower 25%, and achievement are critical and need improvement. Although the ELL subgroup made substantial gains, the proficiency level remained low and will require additional attention. , underserved and vulnerable student populations tend to have more barriers to success than their affluent counterparts. The ESSA Data shows SWD students

are currently at 33, which is considerably below the accepted Federal Index of 41. The SWD remained consistently low in Math despite making decent gains last year, contributing to a ten-point ESSA Index increase. Looking at the data, it appears that this area was the only category with significant declines.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Each department will progress monitor the FRL, SWD, ELL, and overall student proficiency with more fidelity. The Literacy Coach and Math Coach, along with the specific Curriculum Leaders, will provide additional support to those teachers who need extra help due to the progress monitoring data. The lack of instructional support at home for the SWD and ELL subgroups and the language barrier between teachers and ELL students contribute to math. To address these factors, interventions such as pull-out and push-in may improve the overall achievement of both groups. In addition, a bilingual interventionist can assist with the language barrier that exists with ELL instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Progress monitoring data for Math achievement, learning gains, and lower quartile, along with Social Studies, showed substantial increases in proficiency among all students. In addition, ELA and Science also showed increased proficiency from 2021 to 2022, which resulted from rigor within teacher instruction.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our schoolwide PLCs focused on the learning cycles using CARE. English Language Arts - The progress monitoring tools provided by 9th and 10th grade are CommonLit assessment, FSA, Fair testing, and NEWSELA articles. In addition, the ELA department uses the program Achieve3000 to measure students' Lexile reading levels. These tools gauge our students' proficiencies in multiple areas and demographics. Mathematics - The Mathematics Department used six Common Formative Assessments (CFA's) as progress monitoring tools to determine student proficiency for the FSA Algebra and Geometry End of Course Exams. The Algebra CFA's covered topics from Algebra and Modeling, Functions and Modeling, and Statistics. The Geometry CFA's covered Congruence and Similarity, Right Triangles and Trigonometry, and Circles. The CFA's included problems with achievement level descriptions from levels 1 to Biology utilizes Common Formative Assessments and the Broward Standards Assessment to Track data. Unfortunately, Mastery Connect does not disaggregate data according to ESSA subgroups, but this is our overall CFA Data. US History - The progress monitoring tool for the 11th grade US History EOC was district-created benchmark assessments. Each department implemented SIOP for our ELL population.

What strategies will need to be implemented in order to accelerate learning?

The school will continue to implement SIOP strategies for ELL students and increase efforts to improve the proficiency of SWD students. In addition, the school will continue to incorporate standards-based lesson planning, equity-centered practices incorporating culturally responsive pedagogy, culturally relevant leadership, and caring culture and environment.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

All teachers will implement the schoolwide Literacy Initiative using Cornell Note-taking in their classes. This initiative is known as Literacy In Action. All teachers will use Cornell Note-taking to organize and systematically record notes. It will also be an easy method for students to format and review concepts

and ideas. Teachers will utilize standard-based questions using the B.E.S.T. question stems for each response.

Moreover, teachers will incorporate rubric-based scoring to provide feedback on student progress and have one-on-one data chats. Administrators will monitor this initiative by checking student samples of Cornell Notes from teachers and conducting informal observations during daily lessons. Professional development will be directed toward building capacity and improving instructional practices among teachers. In addition to providing our faculty professional development and training opportunities, including- Project-Based Learning, Standards-based (well-planned lessons), Using data to drive instruction, and DOK Levels/Question Stems, all of which fortify our culture of high expectations.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

For the 2022-2023 school year, one ESSA teacher will have been funded for mathematics to help support those students identified as not making adequate academic progress (AAP). This master teacher will conduct push-in and pull-outs of our targeted ESSA subgroup (SWD). By incorporating additional remediation and enrichment opportunities for our ESSA subgroup, targeted students will receive the needed attention, increasing student achievement in all tested areas. In addition, ESE support facilitators will be monitoring students with IEPs and those with 504 plans. Teachers will be given a database identifying those students as SWD and ELL.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Currently, the student achievement is below average in Key Ideas and Details and Integration of Knowledge and Ideas, resulting in an overall student achievement of 41% at Level 1. Therefore, it is necessary to develop a cohesive instructional strategy across all content areas to address the targeted Reading Domains and provide student achievement of 70% on Level 3 or higher in the overall Reading FSA for 2023. Cornell Notes allows additional practice in summarizing, creating DOK level 3 and 4 question stems, and identifying the main idea and details of notes taken. These skills translate to the targeted Domains such as Key Ideas and Details and Integration of Knowledge and Ideas.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June of 2023, 41% of the students in grades 9 and 10 will score three or higher on the ELA Statewide Assessment. Our Students with Disabilities (SWD) subgroup will increase their English Language Arts proficiency to 23%, and English Language Learners (ELL) subgroup will increase proficiency to 23%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The ELA administrator meets with the English and Reading teachers and Literacy Coach to review results from common formative assessments for students in each ESSA subgroup. After each common formative assessment, teachers review results and, based on data, remediate/reteach and retest as necessary. The ELA department leader and Literacy Coach will create an instructional focus calendar for the teachers to follow. The ELA administrator monitors the implementation of instruction. Ensure that all instruction in foundational reading skills is systematic and explicit and all reading instruction is evidence-based. Progress monitor students receiving targeted and supplemental (Tier 2) and intensive reading interventions (Tier 3).
Person responsible for monitoring outcome:	Kamara Sanon (kamara.sanon@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being	Using MTSS, the ELA department will implement formative and summative assessments on a weekly/quarterly basis. This data is used to direct classroom instruction as well as plan the curriculum and provide necessary interventions. As a formative assessment, ELA uses school platforms such as HMH and MasteryConnect to deliver quarterly common formative assessments (CFA's). The data from these assessments are then analyzed during Common planning and PLC meetings with the department. Once weak areas are identified, the Reading Coach and Curriculum facilitator then meet to adjust the Instructional Focus Calendar accordingly. Summative data are FAST scores given at the

implemented for this Area of Focus.	end of the year, which help determine remediation, above average and on-level students. Common instruction strategies used and practiced throughout ELA are the P.E.E.L. method used for open-response questions, as well as Annotation, which helps students read with a purpose when pertaining to any informational text.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The school-wide literacy plan will implement these evidence-based strategies and monitor them for success each quarter, and make any adjustments as needed. A Multi-Tiered System of Support (MTSS) that includes 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.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ensure literacy instruction is incorporated into content areas to build text discussions to deepen understanding.
Provide and Monitor Differentiated Professional Development opportunities for teachers, including Professional Learning Communities and reading instruction.

Person Responsible	Amanee Tyson (amanee.tyson@browardschools.com)

The administrator responsible for the ELA departments will conduct periodic classroom walk-throughs (CWT), quarterly data chats with the ELA, 9th, and 10th ELA PLC and perform instructional, evaluative reviews to ensure the progress data is being monitored with fidelity. The data will be disaggregated according to the FRL, ELL, and SWD populations. The overall proficiency will determine if the achievement gap is closing.

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

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The review of the ESSA data indicates the school is below the ESSA Index of 41, although the school has been improving in this area. The ELL increased to above the index of 41, but the school has decided to continue to focus on this vulnerable population.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June of 2023, the ESSA federal index for SWD will increase to 41 on the 2023 statewide assessments through the implementation of evidence-based instructional strategies and professional development for all general education teachers and SWD teachers and staff to enhance the quality of instructional practices and parental/community involvement. The ELL Subgroups will continue to be monitored to ensure the data index stays above 41.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	School administrators assigned to each reporting category will monitor the progress during each grading quarter. The Algebra 1, Geometry, Biology, US History, and ELA PLCs will progress monitor their respective CFA data according to the disaggregation of the SWD subgroup quarterly. Students identified within Math and ELA as not making adequate academic progress will be pulled out by the school's ESSA Math positional teacher for added intensive academic support, weekly.
Person responsible for monitoring outcome:	Ellis Jenoure (ellis.jenoure@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	A Multi-Tiered System of Support (MTSS) that includes 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. The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments and learning spaces that can accommodate individual learning differences.

for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Many of our students encounter social and emotional barriers due to their socioeconomic position. MTSS helps to provide tiered interventive support for those identified areas of student need. Our SWD population has IEP and UDL, allowing differentiated instructional practices to meet our SWD needs.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The administrator responsible for the ESSA subgroups will conduct periodic classroom walk-throughs (CWT) and quarterly data chats with the ELA, Math, SS, and Science Assistant Principals responsible for the PLC and perform instructional, evaluative reviews to ensure the progress data is being monitored with fidelity. The data will be disaggregated according to the FRL, ELL, and SWD populations. The overall proficiency will determine if the achievement gap is closing.

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

Math

The ESSER Math Teacher and SWD/ELL Support Personnel will push into classes and pull out students to support content instruction and to remediate standards that need mastery.
Strategies
(1) The math teachers will post the title, the objective, and the learning scale for lessons to encourage the students' awareness and responsibility in learning.
(2) The math teachers will use Cornell Notes and DOK Question Stems to help students assimilate new knowledge and summarize lesson content.
(3) The math teachers will use graphic organizers during instruction, such as Concept Maps, Venn Diagrams, Frayer Models, or Comparison Charts to model mathematical concepts.
(4) The math teachers will use vocabulary-building activities to improve student comprehension and support content retention.
(5) The math teachers will implement cooperative learning activities, using both homogeneous and heterogeneous grouping, to encourage discussion of content, analysis of content, and collaboration to produce results.

Person Responsible   Ellis Jenoure (ellis.jenoure@browardschools.com)

Science

Science teachers will implement a form of KWL using claim-evidence-reasoning to increase proficiency in reading and writing skills from 33% to >41% on the Florida Assessment of Student Thinking, or FAST. Teachers will use the Cornell note-taking strategy that analyzes the point of a text or topic (claim), highlights evidence within the text, and explains (reasoning), linking to the main idea or making

predictions.

The Science Department will also utilize the Cornell note-taking tool to support the ELL population in combination with the SIOP model and ELLevation strategies like "Total Physical Response" (TPR). Students will place themselves as researchers using the scientific method to answer questions about natural phenomena through experimentation and technical report writing (PEELs/CER).

Science will also combine general academic words/prefixes/suffixes from the FL BEST Standards for ELA with content area terms to reinforce writing, speaking, and reading skills in science with all populations.

Person Responsible   Ellis Jenoure (ellis.jenoure@browardschools.com)

Social Studies

SWD/ELL support personnel will push into classes to assist selected students during independent work and/or group activities and pull students out to support content instruction and to remediate standards that need mastery.
Strategies
(1) Teachers will post the title, the objective, and the
learning scale for lessons and reference them in each class.
(2) Teachers will use Cornell Notes and DOK Question
Stems per the schoolwide initiative to help students organize content.
(3) Teachers will use graphic organizers during instruction,
such as Timelines, Venn Diagrams, and Frayer Models.
(4) Teachers will use vocabulary-building activities that are evident in the standards.
(5) Teachers will implement cooperative learning
activities, using both homogeneous and heterogeneous groups when needed.
(6) Teachers will provide extra time and meet all the IEP and 504 accommodations.
(7) Teachers will encourage the use of dictionaries and interpreting assistant apps and computer
programs to help with ELL.

Person Responsible   Ellis Jenoure (ellis.jenoure@browardschools.com)

English Language Arts

Language Enrichment Camp (LEC) is an afterschool learning camp that consists of our targeted ELL students who have shown a deficiency in targeted standards, as evident in the FSA and current English Common Formative Assessment. The camp is twice a week on Tuesdays and Thursdays; students utilize resources such as "Action Magazine" to read articles and work on suggested skills needed to gain proficiency on the FSA and common formative assessments. The Extended Opportunities Program is designed to increase proficiency in our targeted ESE student population, such as our Students with Disabilities and students receiving Free and Reduced Lunch. The program occurs twice a week during school hours, with the ESSA teacher pulling out identified students to work in small groups on identified standards they showed a deficiency in, as evident in FSA and on the common formative assessments.

Person Responsible   Ellis Jenoure (ellis.jenoure@browardschools.com)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The past Algebra and Geometry EOC Exam data shows that the students are not achieving at the average district and state levels. To improve student achievement, the area of focus for the mathematics department will be to implement various strategies of Differentiating Instruction. Differentiating Instruction will improve equity and efficiency in instruction by providing various modalities of teaching content to students with varied capabilities, needs, and proficiencies.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The outcome that the mathematics department plans to achieve, using this area of focus, is to (1) improve the Algebra EOC Exam Proficiency Score from 27%, in May of 2022, to 35%, in May 2023 and (2) to improve the Geometry EOC Exam Proficiency Score from 19%, in May of 2022, to 35%, in May of 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Common Formative Assessments (CFA's) for specific Algebra and Geometry standards will be used to measure the effective implementation of the strategies of Differentiating Instruction. The mathematics administrator will monitor the administration of the CFA's and the data analysis for the CFA's.
Person responsible for monitoring outcome:	Brooke Smith (brooke.smith@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The use of CFA's is an evidence-based strategy for assessing student learning. The CFA's will be administered in three cycles, each with a Part A and a Part B assessment. First, the Part A assessment will be administered. Then, the results will be analyzed, and the low-performing standards will be remediated. Next, the Part B assessment will be administered. Finally, the Part A and Part B results will be compared to measure the proficiency improvement for each CFA cycle's specific standards.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Many educational researchers such as Marzano and Hattie identified the strategy of using CFA's as a high yield strategy. CFA's can be used to provide students with specific feedback on their learning, and the analysis of the results of the CFA's can provide teachers with the efficacy of instructional strategies.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

(1) To address the area of focus, the teachers will implement instructional strategies for Identifying Critical Content. These strategies will include notetaking strategies (such as using Cornelle Notes, Guided Notes, and the Mapping Method) and effective questioning strategies (such as using DOK Question Stems, Effective Wait Time, and Question Scaffolding).

Person Responsible	Brooke Smith (brooke.smith@browardschools.com)

(2) To address the area of focus, the teachers will collect, disaggregate, and analyze the results of the CFA's to assess the mastery of specific Algebra and Geometry standards. The teachers will conduct data chats with the students to encourage awareness in learning. The teachers will also have the students complete individualized data forms to encourage responsibility and motivation in learning.

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

(3) To address the area of focus, the teachers will implement project-based learning activities to encourage student engagement. These activities will also deepen student learning and provide the teachers with alternative assessment methods.

Person Responsible	Ellis Jenoure (ellis.jenoure@browardschools.com)

(4) To address the area of focus, the teachers will implement SIOP and ESE Support Strategies such as using manipulatives, graphing organizers, and academic games. These strategies will be specifically helpful in providing a broader base of learning for the ESSA SWD and ELL subgroups students.

Person Responsible	Ellis Jenoure (ellis.jenoure@browardschools.com)

(5) To address the area of focus, selected students will receive small group and individualized instruction during pullout sessions by the ESSER Math Support Teacher. The students will be homogenously grouped and will receive specialized remediation and enrichment for deeper learning.

Person Responsible	Sebrina Brown (sebrina.brown@browardschools.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Stranahan High School provides a high-quality education that is safe, equitable, and inclusive for all students regardless of their race, class, gender, ability, sexuality, language, immigration status, or religious preference. Stranahan relies on parents, community members, and business partners' active involvement to promote and enrich students' academic success. Responsibility, citizenship, kindness, respect, honesty, self-control, tolerance, and cooperation are character traits that help produce productive members of

society. Through positive reinforcement and an innovative curriculum, including quality instruction, Stranahan combines state-of-the-art career training with a rigorous academic foundation. Rich cultural diversity broadens the scope of learning, enhances interpersonal relationships, and better prepares students to assume civic responsibility in a world that is becoming more diverse every day. The following programs help to support the positive school culture and environment at Stranahan.

Athletics has a profound impact on Stranahan High's culture and environment. Winning back-to-back state championships in basketball created positive energy and fostered pride amongst the student population. Our cheerleading program continues to compete at an elite level, and our football program is now a playoff-contending program. Athletics was the first on-campus activity to return to campus after the start of the COVID-19 pandemic. This gave many student-athletes a sense of normalcy that had been missing and helped them reacclimate to school.

Personalization for Academic and Social-Emotional Learning (PASL) allows teachers to build and cultivate strong and meaningful relationships with students based on compassion, respect, and understanding. With this foundation, PASL positively impacts the Stranahan High School culture and environment. Teachers and students develop shared interests, moral values, and communication that permeates the classroom, school environment, and surrounding community.

Mentoring Tomorrow's Leaders (MTL) is a peer-to-peer mentoring, successful school graduation, and student leadership program at every high school and some middle and elementary schools. It comprises five pillars that focus on Academic Achievement, Mentoring, Family Involvement, Community Support, and Incentives. From these five pillars, whether a student is a Mentee, Role Model, Mentor-In-Training, or Mentor, they are provided and receive such benefits as Peer-to-Peer Tutoring, Leadership skills, Life Skills Training, Community Outreach, and Civic Engagement. We added another component on Mental Wellness where all board members (officers) are trained at Youth Mental Health Ambassadors (YMHA) to facilitate classroom presentations on various topics such as the Start With Hello initiative through the Sandy Hook Promise, time management, and managing stress, among other topics. The supportive and healthy relationships between mentors and mentees are both immediate and long-lasting. In addition, they have numerous opportunities to visit colleges locally and out of state, exposed to cultural events and networking opportunities. This is just a small caption of the wonderful benefits for mentors and mentees. We have 180 members, and 95% of our MTL seniors are accepted to colleges and universities. Five percent are going into the vocational track, entering the workforce, or serving in the military. From 2018 to currently, MTL seniors have earned 4 million dollars in scholarship offers with 3000 community hours volunteered at hospitals, schools, peer mentoring, harvest drives, and cancer walks.

The Dragon Heat program at Stranahan High School provides after-school services to 9th and 10th-grade students. The program is geared towards complementing the school curricula, offering additional learning opportunities for personal growth and social enrichment. In addition, The Dragon Heat program provides an exclusive course recovery pathway for students in grades 9-12. Through the program, students will experience virtual learning opportunities for personal growth and social enrichment. Students are provided with engaging activities that connect to life beyond the classroom.

The Student Government Association has relished the opportunity to be back in school to create community service and spirit events for our Mighty Dragons. We have realized what has been missing over the last year and a half. The ability to make new friends, care for one another, and help those students that need that social component of high school. We have started reaching out to those students who need us, and we feel confident we will make Stranahan High that hidden gem in Broward County again.

During the 2020-2021 COVID-19 school year, Stranahan implemented the Health Information Program (HIP). HIP's purpose is to educate teenagers about their health issues and to encourage and assist them in accessing existing community health resources. HIP educates high school students through a school-based, peer-to-peer comprehensive health education model. HIP empowers high school students to tackle the health crises of their generation.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Teachers have been implementing 10-minutes of daily mindfulness for our students. Our community stakeholders have been committed to the remodeling and beautification of the school. The community

construction stakeholders have rallied together in the push to build a new school cafeteria. The family and community engagement committee has been instrumental in reaching out to local community businesses to create partnerships to promote a positive culture and environment at the school. Many of our teachers are coaches and club sponsors who are instrumental in helping to instill leadership and social-emotional well-being in our students. Our teachers are working to build trusting and caring relationships with students leading to improved student engagement and attendance. Our security specialists work tirelessly to ensure our students and staff have a culture and environment that is safe and secure for teaching and learning. The custodial staff works feverishly to keep every aspect of Stranahan clean year-round while doing it with a smile. Many of the logistical processes could not be sustained at such a high level of success if it were not for our administrative support staff. These incredible individuals ensure tasks are completed promptly and remind all staff when information is needed. Many of the clerical staff are who parents or community stakeholders speak to first when calling Stranahan while providing quality customer service. Our cafeteria staff ensures our students receive a quality breakfast and lunch daily. Most important are our student stakeholders, who are involved in every activity on campus, as mentioned above. In addition, several of our students attend and participate in our monthly SAC meetings. Some of them participated on our recent vision oversight committee to help rewrite our new school vision and mission statements.