

SCHOOL IMPROVEMENT MID-YEAR REFLECTION

Directions for School Leadership Team: As part of the School Improvement Process, schools are asked to engage in collaborative conversation with all stakeholders to complete the Mid-Year School Improvement Reflection. After reviewing the document with SAC, the reflection needs to be uploaded to the SAC upload section of the SIP. DA Schools must enter information in the FLDOE SIP located of Florida CIMS.

1. Has your school made progress towards achieving the goal?

- A. *How do the structures and systems in place at your school ensure all facets of the school culture create predictable? environments and a school climate that supports your SIP goal?*
- B. *What are the gaps that exist between your current state and your desired state?*
- C. *How will you address them between now and the end of this school year?*

During the 2017-2018 school year, Stranahan focused on literacy, as statistic proved students struggled most with reading and writing as determined by FSA data. Literacy initiatives were implemented cross-curriculum. Achieve3000 was also executed along with other online supplemental resources such as Vocabulary.com and Khan Academy. In order to fully facilitate literacy growth and overall reading readiness, each department is employing their own "Crunch Time" plan, whereby teachers are reviewing content expediently with students in order to give students an accurate expectation of both EOCs and FSA. As the year progresses, Stranahan will facilitate student achievement by empowering teachers with professional development in a myriad of specialties such as PSAT score analysis and data aggregation.

2. Have alterable barriers been eliminated or reduced? (Alterable barriers are in-house infrastructure mechanisms such as scheduling, class structures, teacher attendance, student attendance, staff development plan, etc.)

- A. *What evidence do you see that a barrier has been reduced or eliminated?*
- B. *What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?*
- C. *If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?*
- D. *Did you identify other barriers that could serve as effective re- entry points into the plan?*

In order to better serve students, teachers participated in Achieve3000 Professional Development Trainings as well as regular Professional Learning Communities. As a collective unit, Stranahan employees focused on Social Emotional Learning in Broward's Listen Initiative. Students who are in special programs will continue to receive individual accommodations, including RtI (Response to Intervention), in order to best support their needs. Moreover, the Guidance Department has assisted teachers with monitoring student attendance and arranging parent/teacher conferences with chronically absent students.

3. Are your strategies being implemented with fidelity?

- A. *Were decisions to continue, intensify, modify, or terminate strategies or action steps based on specific evidence?*

An emphasis was placed on data analysis to improve student performance. All departments are implementing Common Formative Assessments in order to execute their academic plan. Teachers were trained how to utilize the CARE Cycle, (Curriculum, Assessment, Remediation, Enrichment), when creating student-centered lessons. Furthermore, teachers reviewed Webb's Depth-of-Knowledge, (DOK), in order to ensure that instruction is being scaffolded for the students.

4. What are your benchmarks for success?

- A. *How will you progress towards your goal impact student achievement?*
- B. *What is your desired state?*
- C. *What gaps exist between your current state and your desired state?*

We currently have implemented school-wide literacy instructional strategies such Frayer's Model, Vocabulary Improvement Strategy, Reciprocal Teaching, and Accountable Talk. Teachers are working within Professional Learning Communities to create rigorous lessons.