

Stranahan High School

2018-2019

SCHOOL IMPROVEMENT MID-YEAR REFLECTION

Directions for School Leadership Team: We are asking all school-based leadership teams engage in collaborative conversation to complete the Mid-Year School Improvement Reflections. After input from the leadership team, each school is asked to upload the form the SAC Upload Center.

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?*

The 2018 FSA ELA Scores revealed a 2% decreased in achievement levels for both 9th and 10th grade students (From 37% on the 2017 FSA ELA Assessment to 35% on the 2018 FSA ELA Assessment.) Due to our sliding scores in both Reading and Writing, Stranahan High School provided the following support to meet our new goal of 44% proficiency on the 2019 FSA ELA Assessment:

- ELA Instructional Support was provided through visitation, emails and/or telephone conference at least 4 times a month. This instructional support facilitator provided instructional strategies trainings, including reviewing resources provided via Canvas and Collections Digital Tools, as well as FSA Writing Rubric sessions to all 9th and 10th grade ELA teachers during their common planning periods.
- An updated Instructional Focus Calendar was created for Semester 1 and Semester 2 based on ELA Standards based the PSAT and FSA benchmarks
- ELA, Social Studies, and Science teachers incorporated weekly PSAT/SAT Reading and Writing preparation into their student activities. ELA teachers also provided PSAT/SAT Question of the Week and Words of the Day to be incorporated within instructional activities
- Reading teachers utilize Achieve 3000 at least once a week to all Level 1 and Level 2 students.
- School-wide incorporation of the RACE strategy (Restate the question, Answer the question, Cite textual evidence, Explain citation of textual evidence).

In mathematics, students have been placed in appropriate courses based on priors' years' assessment data and grades. Teachers work in common planning and PLC groups to monitor student progress a plan remediation after reviewing mini-assessment data.

The United States History Department has created and is using County approved benchmark assessments to test our students' knowledge on state standards. We see gaps with our low-level readers and our ELL students. To address these gaps, we are using remediation activities, English-Spanish workbooks, and are in the process of scheduling afterschool and Saturday workshops for students to attend.

In science, Biology teachers have created a culture of having student-centered lessons. We hope that this transition will aid in creating a culture of student ownership of knowledge and content material. Moreover, we are seeing that students understand the content material when presented on DOK level 1, however, are unable to grasp the concept when asked on a DOK 3 level. Teachers are increasing the rigor of types of common formative assessment questions in hopes of minimizing the EOC questions on the EOC.

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?*

Barriers were identified through collaboration with our school leadership team (curriculum leaders/department chairs) as well as teacher feedback. Our teachers indicated barriers such as lack of access to technology and resources. Stranahan High School addressed these concerns in the following ways:

- Additional laptop carts and a computer lab were provided to assist teachers in receiving access to online/digital resources
- Achieve 3000 was purchased to provide our students who scored low on benchmark assessments with access to resources based on their current reading levels, which would then scaffold their learning to meet the benchmark proficiency level.
- In addition to Canvas use and Collection Digital Tools, PSAT/FSA/SAT/ACT preparatory books were also purchased to assist teachers in providing additional support for student learning

In mathematics, students' attendance data is monitored closely to ensure students are attending class. Push-in and pull-out plan will be implemented, and an April Math Camp is planned for struggling students.

The United States History Department meets regularly to create EOC style questions and we met with District Instructional Facilitator to upload practice tests in CANVAS. Teacher attendance is not an issue, but ELL student attendance will need to be addressed. (Guidance and social workers have been notified.) Our low achieving students have spent time deconstructing questions to help with their understanding of the standards.

In science, we have identified that students lack a strong science background and are low-level readers.

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?*

FSA data (as administered in March/April 2018) and PSAT data (as administered in October 2018) continued to indicate that most of our 9th and 10th grade students were not meeting benchmark standards. Both data, in addition to classroom observations and monthly common assessment data during Semester 1 of the 2018-2019 SY, revealed that our ELA teachers needed to increase rigor in instruction/instructional activities as well as provide more specific student feedback based on the FSA Writing Rubric. Our plan is to both continue in areas that have shown some student progress (Writing Skill Development) as well as intensify instruction to ensure our students are exposed to more critical thinking PSAT/FSA reading questions.

In mathematics, teachers collaborate during PLC meeting to review practice and instructional strategies.

For each benchmark assessment, The United States History Department practices the C.A.R.E, Cycle procedure. We focus on the standards of the curriculum. We assess according to our plans. We focus on remediation with students that do not achieve mastery. We have met continually to modify questions and create activities to encourage growth. All of this has been documented in our PLC group.

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?*

The ELA departments at Stranahan High School participate in monthly Common Assessments, RACE activities and PSAT Questions of the Week. Additionally, ELA students will participate in 2 Writing Workshops and 2 Mock Essays designed to expose students to the FSA/PSAT questions and essay. Each ELA teacher also reviewed individual student data and provided students with a "Report Card" tracking sheet as means for students identify and then progress monitor their own achievement growth on the Common Assessments, FSA, PSAT, SAT and ACT. During common planning periods, ELA teachers discuss best practices and student data results as means to provide specific and poignant remediation and

enrichment activities. Teachers also provide a copy of their lesson plans to administration for review to ensure an increase in rigorous assignments and incorporation of RACE/PSAT/SAT and Achieve 3000 activities.

In mathematics, 70% proficiency on mini-assessments; students' average is 50%.

According to our PLC goal for the United States History Department, we would like to see an increase from 52% to 55%. Our plans to create a crunch time starting in February and begin reviewing for 30 minutes each class period. We would like to see those students who are currently low-level and struggling with the standards achieve level 3 or a passing rate on the scheduled assessments. To eliminate these gaps, we will continue to practice and remediate when needed.