Armwood High School

2022-23 Schoolwide Improvement Plan

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Armwood High School

12000 E US HIGHWAY 92, Seffner, FL 33584

[no web address on file]

Demographics

Principal: Dina Langston

Start Date for this Principal: 6/9/2020

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	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	74%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: C (48%) 2017-18: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Hillsborough 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.](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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Armwood High School

12000 E US HIGHWAY 92, Seffner, FL 33584

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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	Yes	74%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

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

School Board Approval

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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.

Believe, Achieve, Succeed

Provide the school's vision statement.

Armwood High School will work with our families and community to provide an atmosphere that challenges our students to be college and career ready.

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
Langston, Dina	Principal	The Principal is responsible for the instructional direction and vision of the school, inclusive to all programs and initiatives. The Principal will provide a common vision for the use of data based decision-making; shape a vision of academic success for all students; create a climate hospitable to education; cultivate leadership in others; manage people; review data and action plans; as well as improve school leadership.
Johnson, Matthew	Assistant Principal	Assistant Principal is responsible for supporting the vision and instructional goals established, support teachers, participate in community/parent outreach, directly supervise and evaluate teachers and effective instruction and all other duties assigned by the Principal. The Assistant Principal(s), under the direction of the Principal, implement(s) and enforce(s) school board policies, administrative rules and regulations. In the absence of the Principal, the Assistant Principal(s) shall assume the duties and responsibilities of the Principal. The Assistant Principal(s) will work cooperatively with the District, support district-wide goals and initiatives, and be held directly accountable to the Principal.
James, Stacey	Magnet Coordinator	Support Collegiate Academy students and classroom teachers, provides information and supports students in their college applications and career choices, recruits for the Magnet Program, and assist in all areas requests and duties assigned by the Principal.
Alfonso, Julie	Instructional Coach	Instructional coach meets weekly with department heads and PLC leaders to support the vision and instructional goals established by the Principal. Support classroom teachers, creates and participates in staff development, assist in all areas requests and duties assigned by the Principal.
Worden, Kyle	Other	Culture and Climate Resource Teacher (CCRT) meets weekly with administration to support the vision and goals established by the administration team. Implements incentives based on culture and climate surveys, attendance and behavior data, meets with PBIS and RTI teams to support Tier 1,2, and 3 students.

Demographic Information

Principal start date
Tuesday 6/9/2020, Dina Langston

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.*
3

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.*

17

Total number of teacher positions allocated to the school

119

Total number of students enrolled at the school

2,384

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

22

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

21

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	749	581	545	506	2381
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	301	239	221	252	1013
One or more suspensions	0	0	0	0	0	0	0	0	0	205	240	198	193	836
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	102	0	103
Course failure in Math	0	0	0	0	0	0	0	0	0	6	14	66	0	86
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	297	221	178	99	795
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	18	110	120	158	406
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	56	39	37	10	142
	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/22/2022

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	608	583	541	467	2199
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	157	167	214	166	704
One or more suspensions	0	0	0	0	0	0	0	0	0	27	42	56	26	151
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	175	152	148	1	476
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	14	83	0	97
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	33	21	8	0	62

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	18	30	49	30	127

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	97	96	91	82	366
Students retained two or more times	0	0	0	0	0	0	0	0	0	13	12	7	7	39

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	608	583	541	467	2199
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	157	167	214	166	704
One or more suspensions	0	0	0	0	0	0	0	0	0	27	42	56	26	151
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	175	152	148	1	476
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	14	83	0	97
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	33	21	8	0	62

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	18	30	49	30	127

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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	97	96	91	82	366
Students retained two or more times	0	0	0	0	0	0	0	0	0	13	12	7	7	39

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	40%	52%	51%				44%	56%	56%
ELA Learning Gains	48%						49%	54%	51%
ELA Lowest 25th Percentile	33%						36%	41%	42%
Math Achievement	27%	39%	38%				31%	49%	51%
Math Learning Gains	42%						34%	48%	48%
Math Lowest 25th Percentile	52%						25%	45%	45%
Science Achievement	51%	46%	40%				62%	69%	68%
Social Studies Achievement	63%	49%	48%				73%	75%	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	59%	66%	-7%	67%	-8%
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	71%	73%	-2%	70%	1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	15%	63%	-48%	61%	-46%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	34%	57%	-23%	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	36	26	17	38	50	17	36		75	36
ELL	13	38	33	12	34	60	15	39		81	46
ASN	85	78		70			100			100	50
BLK	31	43	36	17	41	55	41	57		95	48
HSP	38	47	33	27	38	57	45	62		87	56
MUL	63	51		46	57		68	64		85	82
WHT	50	54	30	40	45	41	64	72		80	76
FRL	34	43	33	24	39	50	44	59		87	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	16	35	35	18	32	33	22	30		74	29
ELL	11	38	44	18	33	42	25	47		80	36
ASN	64	62		64	50						
BLK	32	37	33	20	25	28	36	55		86	34
HSP	34	43	43	27	35	38	40	63		80	42
MUL	53	45	27	35	23		50	57		95	67
WHT	48	43	31	38	35	34	55	72		79	63
FRL	33	37	34	25	29	30	37	57		79	39

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	15	32	29	21	22	21	54	56		79	10
ELL	14	36	38	15	33	27	55	40		74	38
ASN	67	60		58							
BLK	37	48	38	25	31	23	50	61		90	26
HSP	39	46	38	27	31	25	58	66		86	41
MUL	64	46		32	35		80	91		68	40
WHT	54	57	34	40	36	25	76	87		80	43
FRL	36	45	37	26	29	25	56	67		84	30

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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	546
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	38
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	81
Asian Students Subgroup Below 41% in the Current Year?	NO
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	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	55
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?

Some of the trends that we have identified is that our ESE and ELL students are still in need of additional support. Our ESE students in the ELA bottom quartile dropped 9 points, while making tremendous gains in math bottom quartile. Our ELL ELA bottom quartile dropped 11 points, but made huge gains in math. Our FRL students have maintained the same averages for the last three years.

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

Our greatest need for improvement is ELA bottom quartile and achievement and math achievement.

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

Our students were lacking rigor during online and hybrid learning due to covid. We need to enhance rigor in the classrooms and engage students in grade level appropriate work.

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

Math bottom quartile, graduation rate continues to climb, focus on acceleration points through DE, AP and CTE offerings,

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

Support from Math Resource Teacher, small group and one on one tutoring opportunities for students, Strong CTE PLC for acceleration points.

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

Focusing on alignment of instructional priorities, four principals of instruction, and new instructional evaluation tool, standard based lesson planning and rigorous practices in the classroom.

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.

Based on walkthrough and informal data collection. Marzano's Best practices framework, proficiency scales in the classroom

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

stick to same focus, consistency and clarity in alignment of four principles and evaluation tool

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 Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on a review of our data, our area of focus will be to support teachers in delivering focused lessons that align with grade level standards, strengthen students' understanding of content and include conceptual, procedural or application knowledge practice. This area of focus was identified as we would like to gain points in ELA Achieve, ELA BQ, Math Achieve, Science, History, Acceleration Points, and Graduation Rate.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	ELA Achieve-50, ELA Gains-50, ELA BQ-45, Math Achieve-40, Math Gains-40, Math BQ, 40, Science-63, History-70, Grad Rate-90, Acceleration-52
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	PLC logs, designated admin to specific PLCs, walkthough data, coaching and instructional support, progress monitoring, scoreboard review and reflections weekly basis
Person responsible for monitoring outcome:	Dina Langston (dina.langston@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will provide quality instruction daily. Quality instruction is designed using the Four Principles of Excellent Instruction and will be measured using walkthrough data to then determine teacher PD as well as the student scoreboards. We will also continue to stay focused on WIG/Scoreboard implementation through PLCs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Everything that we are doing is to improve teacher practice. Using Get Better Faster will be used as a tool to help improve instruction. The Four Principles of Excellence will help teachers focus on best practices. The WIG sessions and student scoreboards will help hold both teachers and students accountable for their learning and growth.

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.

All faculty were trained on the new instructional evaluation tool, four principles of instruction and instructional priorities during pre planning

Person Responsible   Matthew Johnson (matthewr.johnson@hcps.net)

Time was provided to all PLC groups to collaborate on common assessments, planning calendars and testing dates

Person Responsible   Matthew Johnson (matthewr.johnson@hcps.net)

Instructional Leadership Team calibrated with Administration for walk through data collection

Person Responsible   Dina Langston (dina.langston@hcps.net)

Department Heads will begin coaching cycles as the needs are identified by administration walkthroughs.

Person Responsible   Dina Langston (dina.langston@hcps.net)

Postsecondary Readiness-
Through a partnership with English 4 and Economics, our seniors are exposed to Career Cluster/interest inventories, career pathways, resume and cover letter activities, interview protocols, college application assistance and financial aid information. Additionally, our seniors and juniors have opportunities to attend post secondary representatives visits to our campus, field trips to colleges and for careers. When selecting classes for programming, students can choose electives based on interests or even take dual enrollment courses on our campus or at HCC to save on cost of college. Our College and Career Coordinator holds FAFSA info sessions for parents, College Wednesday Workshops for students each week to assist with the admissions process, and visits Senior Classes to talk to students about options. Lastly, our school has partnered with AMIKids to provide pre-apprenticeship opportunities to seniors who plan on entering the work force.

Person Responsible   Stacey James (stacey.james@hcps.net)

ELL and ESE resource teacher will be assisting teachers with accommodations during PLC process while also supporting ELL and ESE students in small groups and as needed in the classroom.

Person Responsible   Dina Langston (dina.langston@hcps.net)

#2. Positive Culture and Environment specifically relating to PBIS	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students and parents were given a survey in July on what they wanted from their school both academically and culturally. We used the data from these surveys as well as attendance, behavior data and trends from the previous year to work through with the PBIS team. Based on the large number of absences, tardies and office referrals, we identified that our policies need to be clearly defined and enforced within the school.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By utilizing students and teacher led PBIS teams, we will create a school and classroom culture that supports both teaching and learning. We are aiming for a 28% decrease in the number of students who miss 10% of the school days or more.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration staff and ILT will walk through to observe and identify trends as they relate to culture and climate. monitoring behavior and attendance data, surveys-TELL, Panorama, Insight, Pulse surveys, lunch incentives
Person responsible for monitoring outcome:	Matthew Johnson (matthewr.johnson@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Response to Intervention through PBIS
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Response to Intervention (RTI) has seen widespread use in schools as an effective way to promote student learning. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed. Through the use of PBIS we can implement strategies and incentives that will impact not only our Tier 1 but also our Tier 2 and 3 students.

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.

During preplanning, administration and PBIS team will share clearly defined classroom expectations and presenters will model explicit instruction, procedural and applicational instruction so teachers will see how to implement the expectations into their daily lessons.

Person Responsible   Matthew Johnson (matthewr.johnson@hcps.net)

During preplanning, admin and PBIS team will explain and demonstrate the 3 core action steps as well as share the walk through form for each action step and how it connects to the observation rubric and the 4 principles of learning (our focus is on culture for learning and rigorous content).

Person Responsible   Kyle Worden (kyle.worden@hcps.net)

Soaring Hawks (our peer to peer mentoring program) will be meeting with at-risk students who have 2 or more EWS indicators

Person Responsible   Kyle Worden (kyle.worden@hcps.net)

We will incentive students through lunch incentives, positive referrals, after school incentives, work with SGA, athletic events, event incentives, HOCO Prom, quarterly events and milestones

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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.

We are implementing PBIS and Renaissance to create a more positive school climate and culture. As part of PBIS and Renaissance, we have scheduled Pep Rallies to recognize different clubs, sports teams and faculty to encourage student participation and pride in our school. For the first time in our school history, we will have tailgates for every home football game as well as other sporting events to further increase support and foster a positive culture throughout our school. Leading these events to improve the student experience and positively impact our school culture will be a student organization called the "Blue Crew". Building on our incentives program from last spring, we have organized more incentives quarterly, to engage our student body and create a more positive climate. Included this year will be incentives to reward students for Behavioral, Academic and Attendance milestones which will help support a more positive environment in our classrooms. These incentives will include lunches, snacks, athletic event passes, complimentary tickets to homecoming and prom, school swag and more. We have in place incentive areas during our lunches things such as: outdoor games incentives, gaming room incentives, Wednesday competitions through our

lunch periods, student/Faculty competitions and school-wide competitions. Our SGA has already identified organizations that the student body would like to support and will be organizing fundraisers so that we can positively impact our entire community. We will be recognizing students and faculty weekly to reward them for their positive contributions to our school. All students and Staffulty will have the opportunity to nominate and recognize anyone on our school campus who represents our school's values and impacts our school climate and culture in a positive manner. We are revamping our adaptation of the Ron Clark Academy "House System" to help foster a more positive school climate and culture. Each grade level has been assigned a House with faculty and student leaders. Throughout each quarter, the four grade levels and their houses will be competing with one another to earn House points as well as the rewards that are attached to them. This healthy competition will not only increase the pride in our school community, but also the pride in each specific grade level and their individual achievements. Students will be rewarded points for things such as: fundraisers, pep-rallies, spirit weeks, hall decorations, Langston's Weekly Rewards, quarterly attendance, quarterly behavior, quarterly academics, achievement reports and more.

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

Our stakeholders that are vital in creating a positive school climate and culture are our Students, Staffulty and Parents/Guardians. Our students are the main voice behind our school creating a positive climate and culture. We have utilized Insight Survey Data, Panorama Data and Student Input Data to create programs and organizations that will meet the needs of our students to create a positive school experience for our students. Our SGA students participated in the Jostens Global Renaissance Conference and have organized and created student support systems, incentive programs and events to help build a climate and culture that meets the wants and needs of our students. Our students will be helping to promote a positive school climate and culture by organizing: Pep-rallies, tailgates, color runs, movie nights, dodgeball tournaments, March Madness basketball tournament, Wednesday lunch competitions, car washes on campus for faculty, a school store, Holiday events and student-faculty competitions. Our Soaring Hawks mentoring program has created a Peer Mediation Leadership Team to help bridge the gap between our students and faculty and serve team to help create more positive interactions throughout our campus. Our Peer Mediation Leadership Team has been trained and will be administering Restorative Circles between students, students and faculty and will be assisting in other ways to help promote a positive school climate and culture. Using Insight data to help identify how to best reach our families and community, we will be hosting back to school nights and specific grade level activities for different grade levels. A senior Spaghetti night is in place, which will promote a positive climate and families will be encouraged to come in, partake in a free dinner and receive information that will benefit their children as they progress throughout their senior year. Bringing awareness to all different programs, activities and services that our school provides will improve our school climate as we increase communication to two of our largest stakeholders. Utilizing school newsletters and positive referrals, we will also increase our level of communication to parents and promote the great things our students are doing on our campus as we recognize them weekly for these achievements. Implementing PBIS and Renaissance, we have listened to the voice of our Staffulty as we know they are the lynchpin that holds this school together. Using Insight Survey Data, and an Armwood Teacher Survey we have created programs, PD Sessions, and School Expectations that are all driven to support specific wants and needs of our faculty. This will help us to promote a more positive school culture and ensure that our Staffulty has an active voice in the direction that our school is going. Considering Staffulty input, we have rebuilt our general school expectations, planned specific PD sessions to meet the needs of our faculty, and honored their desire for more time built into their school day when possible. Each Department on our campus is also taking on a leadership role within our house system to bridge the gap between students and faculty to create a more positive environment across our campus.