Armwood High School

2023-24

Schoolwide Improvement Plan (SIP)

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Armwood High School

12000 E US HIGHWAY 92, Seffner, FL 33584

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

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.
Steele, Nikol	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.
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.
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.
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.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Based on our assessment data and input from teachers, parents and students through a microsoft form survey, what we started as a school last year is working. We have increased our school grade points and have shifted the culture and climate on our campus. Because our way of work has created a positive shift, we have decided to maintain the same areas of focus from last year.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored through conversations surrounding our areas of focus at weekly instructional leadership team meetings, through MTSS meetings, with our PTSA members, through data analysis in Professional Learning Communities, and lastly through alignment meetings with district personnel. Our SIP will be revised as needed each semester to ensure continuous improvement.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	76%
2022-23 Economically Disadvantaged (FRL) Rate	74%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	37	51	50	40	52	51	38		
ELA Learning Gains				48			41		
ELA Lowest 25th Percentile				33			36		
Math Achievement*	28	42	38	27	39	38	28		
Math Learning Gains				42			31		
Math Lowest 25th Percentile				52			32		
Science Achievement*	47	64	64	51	46	40	43		
Social Studies Achievement*	61	69	66	63	49	48	62		
Middle School Acceleration					41	44			
Graduation Rate	90	89	89	88	64	61	82		
College and Career Acceleration	52	62	65	58	72	67	47		
ELP Progress	23	39	45	44			48		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	338
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	98
Graduation Rate	90

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	546
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	88

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	4	
ELL	41			
AMI				
ASN	69			
BLK	45			
HSP	49			
MUL	55			
PAC				
WHT	60			
FRL	45			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	3	
ELL	38	Yes	3	
AMI				
ASN	81			
BLK	46			
HSP	48			
MUL	65			
PAC				
WHT	55			
FRL	46			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	37			28			47	61		90	52	23
SWD	21			17			29	33		25	6	
ELL	20			21			38	46		47	7	23
AMI												
ASN	69										1	
BLK	29			18			39	52		41	6	
HSP	37			33			50	58		55	7	19
MUL	48			29			59	64		50	6	
PAC												
WHT	47			37			49	75		66	6	
FRL	31			24			43	55		47	7	25

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	40	48	33	27	42	52	51	63		88	58	44
SWD	17	36	26	17	38	50	17	36		75	36	
ELL	13	38	33	12	34	60	15	39		81	46	43
AMI												
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	35
MUL	63	51		46	57		68	64		85	82	
PAC												
WHT	50	54	30	40	45	41	64	72		80	76	
FRL	34	43	33	24	39	50	44	59		87	52	46

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	38	41	36	28	31	32	43	62		82	47	48
SWD	16	35	35	18	32	33	22	30		74	29	
ELL	11	38	44	18	33	42	25	47		80	36	48
AMI												
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	51
MUL	53	45	27	35	23		50	57		95	67	
PAC												
WHT	48	43	31	38	35	34	55	72		79	63	
FRL	33	37	34	25	29	30	37	57		79	39	48

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	35%	50%	-15%	50%	-15%
09	2023 - Spring	38%	48%	-10%	48%	-10%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	23%	55%	-32%	50%	-27%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	35%	49%	-14%	48%	-13%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	62%	-16%	63%	-17%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	65%	-8%	63%	-6%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Last year was the first year that our students have taken the new FAST assessment as well as the number of times that they were tested in one year. We had hoped that our History and Biology numbers would have maintained but they dropped lower than we expected. Some of the contributing factors are that both Biology and History tested at the end of our assessment cycle so it's possible our students did not have the endurance to give their 100% effort that late in the school year. The only trend we continue to see is that our ELL and SWD continue to need additional support in their core subjects.

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

It's difficult to compare a decline from the previous year as this was the first year with the new FAST assessment. Our students did not score as we had hoped in Biology. We think this is due to the Biology test falling at the end of our testing calendar. By the time the bio kids tested, they had already taken AP tests, the reading FSA and their math EOC. Its possible that they were all tested out. We showed a significant decrease from PM2 to PM3 in all sub groups including ELL, SWD and FRL.

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

State averages have not yet been released.

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

We are unable to determine where true improvement was made as this was the first year with a new test. However, we spent last year focusing on alignment from middle school to high school, aligning within a PLC and aligning through data. We grew stronger in our use of scoreboards and tracking our students' progress. We used small groups during class to target our students based on their classroom assessment data. We held bootcamps to review key concepts previous to testing. We provided rewards to our students for attending class, review sessions and improving their testing data.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

N/A

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

Standards Based Instruction, Culture & Climate, Support ESE, SWD, FRL students

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 30% 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:

Kyle Worden (kyle.worden@hcps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Response to Intervention through PBIS

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

We will incentive students through lunch incentives, positive referrals, after school incentives, work with SGA, athletic events, event incentives, HOCO Prom, quarterly academic and behavior events and milestones, honor roll, state and grad benchmark rewards

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

By When: On-going throughout school year

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: Kyle Worden (kyle.worden@hcps.net)

By When: On-going throughout school year

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA Achieve-45, ELA Gains-50, ELA BQ-50, Math Achieve-45, Math Gains-50, Math BQ- 50, Science-60, History 63, Grad Rate-90, Acceleration-70

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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 scoreboard implementation and data driven instruction through PLCs.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

We are focusing on the use of scoreboards to ensure that data drives our instruction. Through PLCs teachers will use data to create lessons and analyze student growth. The Four Principles of Excellent Instruction provides questions for teachers to check as they are planning rigorous and engaging lessons.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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)

By When: On-going through graduation

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: Nikol Steele (nikol.steele@hcps.net)

By When: on-going throughout the school year

All faculty were trained on the scoreboards and data driven instruction during pre-planning. Follow up data analysis and PLC conversations will be held monthly during "Deep Dives with Dina" meetings.

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

By When: Monthly through May 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

To support our ELL and ESE subgroups, we have used Title 1 funds to purchase subscriptions to various technology programs. Our ESE students now have access to Unique Learning Systems, our struggling math students are using IXL, our social student and science teachers have full access to nearpod and our advanced academic teachers have access to Uworld. Additionally, our funds are being used pay for substitute teachers so our core teachers can meet to plan and analyze data for an extended period of time uninterrupted. This year we will ne sending a core team of teachers to a conference that will directly impact our academic performance and area of focus. We are also using out Title 1 funds to upgrade the technology in the building so all teachers will have Newline panels in their classrooms as well as more computers carts for classroom needs and online testing.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Each month our budget is reviewed by our faculty steering committee. Our schoolwide program plan is shared through our bilingual parent newsletter which is shared via our school website, social media channels, and via parent link to parents' emails and via text messaging. Our SIP is posted on our school website once it is approved by the school board-https://www.hillsboroughschools.org/armwood. Orr parent newsletters are archived on our website so families and other stakeholder can review previous months' information.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

To build positive relationships with parents, families and stakeholders we have various events to engage our Hawks! We have been growing our PTSA to include teachers and students, so more voices are incorporated into programming and service events. Our PTSA is being included in more on campus events. We have shifted our conference nights to become Hawk Nights so parents can get more than just a conference. Instead, they can attend workshops, receive assistance with setting up or troubleshooting Canvas, they can meet with counselors, attend College & Career Info sessions, and visit our CTE classes to see what great things our students are working on! We have ongoing programs with our feeder schools such as attending their schools' pep rallies with our band and cheerleaders, volunteered at math and reading nights and fall festivals. Our middle school core teachers came to our school to vertical align with our core teachers. We are also using the global announcements feature in Canvas to blast our important dates and messages to students and families.
https://www.hillsboroughschools.org/domain/3563

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Our Accelerated Programs include an opportunity for students to earn their AA degree on our campus through our partnership with Hillsborough Community College and the Collegiate Academy Magnet program, a newly added Cambridge AICE diploma, several AP classes, including the newly add AP Pre-Calculus and a variety of STEM electives. We were awarded a $20,000 grant from Pilot to transform a classroom into a STEM and Robotics lab which is currently under construction. This will provide opportunities for our students to have meaningful, hands-on experiences in a field that is growing daily.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Because we have so many students who stay after school for athletics and extra curriculars, we are able to offer after school, nutritious snacks for those students. We offer free breakfast and lunch to all students on campus based on our community school eligibility. We have partnered with AMI Kids to bring both Construction and Culinary pre apprenticeship programs and certification opportunities available to our seniors through an after school program.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our school counselors, social workers, school psychologist, and success coaches serve students and families in offering academic support, graduation planning, mental health and emotional support, crisis intervention and attendance interventions. Additionally, our student services team helps to connect families with community resources as well as referrals to mental health counselors that are partnered with our school district. Our counselors visit classrooms to keep students updated on their graduation progress as well as offer small group support services and field trips.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

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.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

If the student already has an IEP plan, the student's case manager works with the intervention teams to provide a variety of accurate services specific to the student's disabilities and IEP goals/objectives. Interventions can include Functional Behavioral Assessment/Positive Behavior Intervention Plans, IEP counseling, Check-in/Check-out, behavior contracts, reward systems, point sheets, and direct instructions in Social Emotional Learning.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

This year our Magnet Lead and AVID Coordinator will be serving as school professional development coaches to develop, create and deliver professional development opportunities. One Monday a month teachers, paraprofessionals and other school personnel will engage in learning that will target instructional gaps to benefit our subgroup students such as our ELL and SWD students. Additionally, we will continue to utilize scoreboards and data chats to encourage data to drive classroom instruction. The positive and supportive culture we have created for teachers on our campus will help is to recruit and retain effective teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A