

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Our school has decided to focus on standards-aligned instruction as our area of focus based on Administration/ ILT observation data as well as our students' performance on state assessments.

In July of 2022, our goal is to earn 550 points. Below are the outcomes that each content area is hoping to meet.
ELA- 50/50/45

Algebra - 25% proficiency, up 10% BQ

Measureable Outcome: Geometry - 40% proficiency, up 10% BQ

US History -80% proficiency, up 18%

Acceleration - 400 certs, 120 seniors (60%), 100 Juniors (50%), 100 Sophmores (45%), All Freshman

Biology - 65% proficiency, up 22%

Monitoring: Through Wildly Important Goal (WIG) sessions, admin/ILT walkthroughs, PLCs, ILT meetings, and student scoreboards we will be monitoring for our desired outcome.

Person responsible for monitoring outcome: Dina Langston (dina.langston@hcps.net)

Evidence-based Strategy: 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. Get Better Faster will be used as a book study to help instructional leaders provide feedback and coaching to all teachers to improve their practices. We will also continue to stay focused on WIG/ Scoreboard implementation through PLCs.

Rationale for Evidence-based 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

1. Summer training for DH's on Instructional Leadership

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

2. Every 4 weeks provide a sub and have teachers review student work/mini assessments and plan with reading coach can be done as individual or as a PLC based on need

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3. Purchase and utilize standards based grading book by Marzano to ensure what is in the grade book aligns to what students know

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4. Attend a webinar for Marzano's standards based grading

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5. Bring teachers on campus during summer for PD on PLC's and build out the curriculum map for their mini assessments

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6. Utilize USAtestprep software to help teachers track student progress and also utilize as a bank of assessments for teachers that correlate to state assessments

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7. Utilize Wizer.me software

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8. Track data for students-sub groups ESE,ELL

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9. Bring in PLC leaders to work on curriculum mapping and assessments, learn how to run an effective PLC

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Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

In comparing the discipline data of Armwood HS to the discipline data across the state we identified two primary areas of concern. Armwood ranks "Very High" in Violent Incidents, finishing 422 out of 505 high schools in the state of Florida; in Hillsborough county, Armwood ranks 17 out of 33 schools. This data suggests the school is struggling with teaching students how to handle conflict in a constructive, non-violent manner. This is a primary area of concern given the significance of the safety and well-being of our children.

Another area of concern for Armwood HS are the Property Incidents, which also ranks "Very High". Armwood ranks 450 out of 505 schools in the state; further, it ranks 26 out of 33 schools in Hillsborough County. The data suggests that the school struggles in providing supervision beyond the coverage of students, likely due to lack of personnel. This would constitute a secondary area of concern, as it does not directly affect the health and safety of students.

Armwood HS has established several initiatives to address the concerns, primarily using Tier 1 interventions centered on building school culture. One important initiative is the House System, which splits the school- students, teachers, administration, and support personnel- into four teams, or Houses. This initiative should create opportunities for students to become familiar with one another and learn social, cultural, and emotional differences amongst their peers. This type of socio-emotional learning will undoubtedly help students build social connections that mitigate conflict.

Another important initiative is the use of the Crime Watch established by our school resource officer, Deputy Baker. She has spearheaded an initiative that allows students to serve as an extra set of eyes, warning administration when there are students breaking school rules or posing a hazard to others. One of the Crime Watch's objectives is mitigating property loss by patrolling areas such as the locker room, parking lot, and gym- areas that are prime for property theft.

These two initiatives will provide a positive impact on the behavior and discipline data. We will use the data derived from referrals and teacher feedback to guide these two programs in order to improve the culture and climate of Armwood High School.