

Hillsborough County Public Schools

Spoto High School



2020-21 Schoolwide Improvement Plan

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Spoto High School

8538 EAGLE PALM DR, Riverview, FL 33578

www.sdhc.k12.fl.us

Demographics

Principal: Jazrick Haggins

Start Date for this Principal: 5/20/2019

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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	2018-19: C (45%) 2017-18: C (42%) 2016-17: C (43%) 2015-16: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* 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.

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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www.sdhc.k12.fl.us

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2019-20 Title I School</p> <p>Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>76%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>85%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Spoto High School provides a safe, supportive environment for all students to reach their highest potential and become productive citizens.

Provide the school's vision statement.

Spoto High School is a learning community where every student is successful.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Haggins, Jazrick	Principal	Directs and coordinates educational, administrative, and counseling services. Demonstrates principal standards, serves as the instructional leader, and develops and evaluates educational programs to ensure conformance of state, national, and school board standards.
Ramos, Dietrich	Assistant Principal	Assistant Principal for Student Affairs assists with the provision of instructional, administrative, and operational leadership of a high school
Beauford, Rory	Assistant Principal	Assistant Principal for Administration assists with the provision of instructional, administrative, and operational leadership of a high school
Stern, Shelby	Assistant Principal	Assistant Principal for Curriculum assists with the provision of instructional, administrative, and operational leadership of a high school
Ramos, David	Assistant Principal	Assistant Principal for Student Affairs assists with the provision of instructional, administrative, and operational leadership of a high school
Bradford, Antonio	Administrative Support	Student Success Coach

Demographic Information

Principal start date

Monday 5/20/2019, Jazrick Haggins

Number of teachers with a 2019 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.*

30

Number of teachers with a 2019 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.*

10

Total number of teacher positions allocated to the school

77

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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Year	
Support Tier	
ESSA Status	TS&I
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Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

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	0	442	427	374	352	1595
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	145	165	180	153	643
One or more suspensions	0	0	0	0	0	0	0	0	0	0	7	4	3	0	14
Course failure in ELA	0	0	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	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	139	145	135	119	538
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	134	107	118	15	374
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	5	4	2	0	11

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	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	0	0

Date this data was collected or last updated

Thursday 10/29/2020

Prior Year - As Reported

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	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0

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

Prior Year - Updated

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	523	450	437	448	1858
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	59	58	77	59	253
One or more suspensions	0	0	0	0	0	0	0	0	0	83	81	77	60	301
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	173	182	171	101	627
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	61	80	100	58	299

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

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	30%	56%	56%	31%	52%	53%
ELA Learning Gains	34%	54%	51%	40%	50%	49%
ELA Lowest 25th Percentile	28%	41%	42%	39%	39%	41%
Math Achievement	31%	49%	51%	37%	51%	49%
Math Learning Gains	41%	48%	48%	42%	47%	44%
Math Lowest 25th Percentile	43%	45%	45%	37%	38%	39%
Science Achievement	58%	69%	68%	45%	62%	65%
Social Studies Achievement	57%	75%	73%	48%	74%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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
09	2019	24%	55%	-31%	55%	-31%
	2018	30%	53%	-23%	53%	-23%
Same Grade Comparison		-6%				
Cohort Comparison						
10	2019	31%	53%	-22%	53%	-22%
	2018	28%	52%	-24%	53%	-25%
Same Grade Comparison		3%				
Cohort Comparison		1%				

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
2019	56%	66%	-10%	67%	-11%
2018	41%	62%	-21%	65%	-24%
Compare		15%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	55%	73%	-18%	70%	-15%
2018	53%	70%	-17%	68%	-15%
Compare		2%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	18%	63%	-45%	61%	-43%
2018	16%	63%	-47%	62%	-46%
Compare		2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	39%	57%	-18%	57%	-18%
2018	36%	56%	-20%	56%	-20%
Compare		3%			

Subgroup Data

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	18	34	25	21	21	25	50	29		76	17
ELL	11	28	21	25	44	47	44	40		83	36
ASN	47	53		54							
BLK	18	27	23	24	36	38	41	49		89	22

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
HSP	27	35	29	30	41	46	61	61		88	53
MUL	48	42		48	56		78	72		90	
WHT	52	42	37	44	45		74	61		84	42
FRL	25	31	25	28	38	42	54	53		87	34
2018 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 2016-17	C & C Accel 2016-17
SWD	14	34	34	19	26	27	28	31		55	29
ELL	18	36	36	14	24	23	24	39		69	43
ASN	54	31		70				80			
BLK	25	38	37	23	31	37	42	44		83	26
HSP	29	36	31	28	31	26	37	58		74	43
MUL	50	55		41	47		61	76		100	45
WHT	41	45	33	44	37	40	61	72		82	55
FRL	26	38	33	25	31	34	39	54		76	32
2017 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 2015-16	C & C Accel 2015-16
SWD	9	25	29	18	40	43	10	20		63	12
ELL	13	27	28	25	40	33	20	12		56	35
ASN	72	47		72	53					71	70
BLK	21	36	36	27	33	37	36	39		78	23
HSP	35	43	47	40	47	38	46	51		74	36
MUL	38	38		52	63		82			84	50
WHT	36	41	32	47	46	42	56	74		84	50
FRL	27	37	37	34	40	37	41	45		76	30

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	487
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	51
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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
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	62
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	
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	53
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that showed the lowest performance was our ELA Gains for lowest 25th percentile students. The contributing factors that resulted in the lowest performance of ELA BQ is students not being properly identified and teachers did not have proficient PD and resources to support BQ students. In addition, there was not a clear focus and direction on student data.

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

The largest decline from 2018 to 2019 was 6% for our ELA Gains for lowest 25th percentile students. Within certain subgroups of the bottom quartile, Hispanic students (31% made learning gains), Students with Disabilities (34% made learning gains), English Language Learners (26% made learning gains).

Students were not being supported appropriately. At the time of data, there was not a dedicated writing coach, lack of dedicated (full release) Student Success Coach, lack of on-site literacy supports for content area teachers.

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.

ELA Achievement had the largest gap compared to the state average. Only 30% of students met proficiency.

At the time of the data, there was an administrative turnover that limited the accountability for the staff. There was not a full-time reading coach for the second half of the year. There was a new curriculum rollout specifically in the ninth grade.

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

Science Achievement increased 12% from 2018 to 2019. Factors that may have contributed to the success could be: regular analysis of formative assessment data, a comprehensive reteaching/remediation plan, and an effective ELP plan.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The number of course failures for ELA and Math is a total of 627. ELA and Math credits are necessary for graduation so this will also impact the graduation rate.

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

1. ELA Achievement
2. Providing additional support for our Black/African American students, ELL, and Students with disabilities
3. ELA Bottom Quartile
4. Math Achievement
5. Graduation Rate

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus ELA achievement has consistently remained low, with 9th Grade ELA demonstrating the lowest performance.
Description and Rationale: On average, proficiency rates have held steady around 30%. Literacy impacts student learning across all content areas. It was identified as a need based on three year data trends.

Measurable Outcome: The goals are to increase ELA Achievement to 40%, and ELA Learning Gains (including BQ) to 55%.

Person responsible for monitoring outcome: Jazrick Haggins (jazrick.haggins@hcps.net)

Evidence-based Strategy: There is a literacy focus in Biology, Environmental Science, Pre-AP World Culture/ Geography, and World History. The writing coach will support our school-wide writing plan. The reading coach will support literacy across all content areas. In addition, we will use Achieve 3000 as a baseline assessment and progress monitoring in all the areas previously listed. As we move into semester 2, the goal is for all areas previously mentioned to begin incorporating literacy standards into their content.

Rationale for Evidence-based Strategy: Literacy across content areas will help to improve content specific vocabulary and reinforcement of literacy standards, and improve students overall ability to read with comprehension and fluency. Achieve 3000 allows collection of multiple literacy data points. The coaches will provide support to the teachers on implementing the writing and literacy goals.

Action Steps to Implement

1. Weekly PLCs to support standards-based planning and implementation. Additionally, provides opportunities to analyze common assessments as well as other formal and informal data points to drive standards-based instruction.
2. Monthly common assessments will be used within content area, grade-level specific classes to monitor student progress on content-area standards/literacy. In addition, Achieve 3000 will be a tool to measure student Lexile growth
3. Professional Development and coaching cycles will take place in order to provide teacher level support.

Person Responsible Jazrick Haggins (jazrick.haggins@hcps.net)

#2. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale: Supportive leadership and teacher feedback directly relates to the climate and culture of the school. Teacher feedback is important as we improve instruction and accelerate Spoto High School. In addition, having open conversations about instruction helps sustain environment of respect and rapport where teachers feel supported; and in turn, teachers become more effective within the classroom across all content areas.

Measurable Outcome: Continue to see improvement in formal and informal observations--particularly in domain 1 and domain 3. Continuously improvement ASQI data as it pertains to teacher involvement/support, high academic expectations, a shared vision, and mutual respect/rapport amongst all stakeholders.

Person responsible for monitoring outcome: Jazrick Haggins (jazrick.haggins@hcps.net)

Evidence-based Strategy: As seen through from the increase in teacher satisfaction from the ASQI data between 2018-2019 and 2019-2020 school years, teachers share in the mission and vision of the school and want to take an active role in the success of the mission and vision. Through the use of specific teacher-led committees, the school will be an environment of shared decision making. Teachers will be able to provide feedback in the areas of discipline, marketing, community engagement, student engagement, and teacher engagement. Additionally, teachers may provide feedback through Department Chairs and Academic Coaches as it pertains to instruction.

Rationale for Evidence-based Strategy: Creating teacher-led committees will create teacher leaders, ownership, and buy-in in various areas of the school and allow for multiple opportunities to engage the school community. The use of department chairs and academic coaches for classroom feedback will allow for increased effectiveness in instruction through the communication of specific needs.

Action Steps to Implement

1. Utilize teacher-led committees; empower teachers to become teacher-leaders on campus
2. Review ASQI and observation data to determine areas of growth
3. Utilize department chairs and academic coaches for improved classroom instruction

Person Responsible Jazrick Haggins (jazrick.haggins@hcps.net)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: We will support our Black/African American students, ELL students and our students with disabilities by monitoring academic data (grades) and behavior data (attendance and suspensions). This focus is on closing the Achievement Gap as a result of a data review from the previous statewide assessment as well as discipline data.

Measurable Outcome: The school will seek to reduce the referral and suspension rates of the identified groups. Additionally, the school will work to promote proficiency and learning gains in all statewide assessments.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: We will have a Behavior Specialist on staff this year specifically monitor our students with disabilities and provide support as needed. Our Success Coach will mentor and support out Black/African American students along with our ELL students that need additional assistance. Additionally, we will utilize paraprofessional supports specifically with our ELL and SWD. We will monitor KPIs on a weekly basis during Administrative Staff meetings.

Rationale for Evidence-based Strategy: The use of these strategies promotes ongoing monitoring and direct intervention with the student subgroups. Through paraprofessional support, the students will receive in-class assistance in core subjects which will promote an increase in achievement on statewide assessments. Through the mentoring of the Success Coach, restorative practices can be put in place to identify and promote proactive interventions to discipline.

Action Steps to Implement

1. Mentoring by Student Success Coach.
2. Data review weekly during Administrative Staff meeting.
3. Discipline committee data review
4. Progress monitoring with teachers, academic coaches, and specified paraprofessionals
5. Ongoing Professional Development for intervention

Person Responsible Jazrick Haggins (jazrick.haggins@hcps.net)

#4. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale: To raise the graduation rate in order by providing instruction that promotes college and career readiness for all learners.

Measurable Outcome: To raise the graduation rate from its current measure of 85% to meet or exceed the District goal of 90%.

Person responsible for monitoring outcome: Jazrick Haggins (jazrick.haggins@hcps.net)

Evidence-based Strategy: Through the use of Success Coach and teacher mentoring, a partnership with Brandon Alternative, credit recovery programs, and At-Risk Graduation, students will have multiple supports in place to assist them in reaching graduation.

Rationale for Evidence-based Strategy: These strategies are to help students achieve success. They are direct intervention strategies that tailor success to the needs of the student. Through the expansion of the teacher mentoring program for Seniors, individualized attention is given to Seniors who are At-Risk giving them an accountability partner. Through credit recovery programs, Brandon Alternative partnerships, and At-Risk Summer graduation, students will be provided the opportunity to recover from and successfully finish courses that were previously low performing.

Action Steps to Implement

1. Expand teacher/student at-risk mentor program.
2. School Counselors perform credit-checks.
3. Monitor KPI data at weekly Administrative Staff meetings.
4. Utilize ELP programming for At-Risk students.
5. Enroll students in necessary credit recovery programs.

Person Responsible: Jazrick Haggins (jazrick.haggins@hcps.net)

#5. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: To increase student proficiency on the state-wide assessment. Math proficiency has averaged in the 30th percentile over the past few years. Math proficiency is a skill that is measured on statewide assessments which impacts student graduation rates.

Measurable Outcome: The goal is to increase the proficiency results to 40% Proficiency. And to increase Learning Gains from 41% to 55%.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Classroom instruction will be supported through standards-aligned PLCs, progress monitoring, and instructional coaching cycles.

Rationale for Evidence-based Strategy: Coaching will help to support teachers in their standards-based instruction. Through progress monitoring, PLCs can discuss data points in order to better drive instruction based on the needs of the learners.

Action Steps to Implement

1. Weekly PLCs to support standards-based planning and implementation. Additionally, provides opportunities to analyze common assessments as well as other formal and informal data points to drive standards-based instruction.
2. Monthly common assessments will be used within content area, grade-level specific classes to monitor student progress.
3. Professional Development and coaching cycles will take place in order to provide teacher level support.

Person Responsible Jazrick Haggins (jazrick.haggins@hcps.net)

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

Area of Focus

Description and Rationale: To increase standards-aligned instruction across all content areas.

Measurable Outcome: Increase the use of standards-based instruction through observation of standards aligned learning targets and grade-level specific content.

Person responsible for monitoring outcome: Jazrick Haggins (jazrick.haggins@hcps.net)

Evidence-based Strategy: This will be monitored through academic coaches and instructional leaders. It will be supported through coaching cycles, PLCs, and ongoing professional development.

Rationale for Evidence-based Strategy: These strategies help to insure that students are challenged with the appropriate instruction with the appropriate grade-level material.

Action Steps to Implement

1. Weekly PLCs to support standards-based planning and implementation. Additionally, provides opportunities to analyze common assessments as well as other formal and informal data points to drive standards-based instruction.
2. Monthly common assessments will be used within content area, grade-level specific classes to monitor student progress.
3. Professional Development and coaching cycles will take place in order to provide teacher level support.

Person Responsible Jazrick Haggins (jazrick.haggins@hcps.net)

#7. Other specifically relating to Instructional Practice relating to Bottom Quartile

Area of Focus
Description and Rationale: To increase the Learning Gains of the Bottom Quartile in both ELA and Math.

Measurable Outcome: In ELA, the BQ Learning Gains is currently 28% and the target is to increase to 55%. In Math, the BQ Learning Gains is 43% and the target is to increase to 55%.

Person responsible for monitoring outcome: Jazrick Haggins (jazrick.haggins@hcps.net)

Evidence-based Strategy: There is a literacy focus in Biology, Environmental Science, Pre-AP World Culture/ Geography, and World History. The writing coach will support our school-wide writing plan. The reading coach will support literacy across all content areas. In addition, we will use Achieve 3000 as a baseline assessment and progress monitoring in all the areas previously listed.

Classroom instruction will be supported through standards-aligned PLCs, progress monitoring, and instructional coaching cycles.

Rationale for Evidence-based Strategy: Literacy across content areas will help to improve content specific vocabulary and reinforcement of literacy standards. Achieve 3000 allows collection of multiple literacy data points. The coaches will provide support to the teachers on implementing the writing and literacy goals.

Coaching will help to support teachers in their standards-based instruction. Through progress monitoring, PLCs can discuss data points in order to better drive instruction based on the needs of the learners.

Action Steps to Implement

1. Weekly PLCs to support standards-based planning and implementation. Additionally, provides opportunities to analyze common assessments as well as other formal and informal data points to drive standards-based instruction.
2. Monthly common assessments will be used within content area, grade-level specific classes to monitor student progress.
3. Professional Development and coaching cycles will take place in order to provide teacher level support.

Person Responsible Jazrick Haggins (jazrick.haggins@hcps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

We will have a Behavior Specialist on staff this year specifically monitor our students with disabilities and provide support as needed. Our Success Coach will mentor and support out Black/African American students along with our ELL students that need additional assistance. We will monitor KPIs on a weekly basis during Administrative Staff meetings.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Spoto High School addresses building a positive school culture and environment in multiple ways:

1. The school has built a partnership with Hillsborough Community College through Dual Enrollment programs as well as the Collegiate Academy magnet program. The magnet program allows the opportunities for students to earn their Associate's Degree by the end of high school.
2. The school offers quarterly Parent-Teacher Conference nights to allow for one on one communication with stakeholders.
3. The school hosts an annual Title I parent meeting where information is presented on resources available through school in order to increase community involvement and student supports.
4. Administrative team hosts a "Breakfast with the Principal" in order to connect with stakeholders.
5. Multiple teacher led committees exist to allow for teacher input, decision-making, and leadership. The committees are: Discipline Committee, Policies Procedures and Expectations, Faculty and Staff Celebrations, Student Celebrations, Communication, Marketing and Community Engagement.
6. The school hosts a new teacher on-boarding program to help new teachers acclimate to Spoto High School and to build rapport with colleagues.
7. Guidance Counselors are made available during all lunches for students to help meet their social and emotional needs as well as answer questions regarding scheduling, college, community service, etc.
8. The school has an on-site psychologist and social worker to meet the needs of students.
9. The school offers a Child Development Program that is available to the community for early education opportunities.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$212,677.16
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		130-Other Certified Instructional Personnel	0043 - Spoto High School	Title, I Part A	1.0	\$60,000.00
<i>Notes: Hire Writing Coach to support ELA</i>						
		510-Supplies	0043 - Spoto High School	Title, I Part A		\$100.00
<i>Notes: Writing ELP</i>						
		120-Classroom Teachers	0043 - Spoto High School	Title, I Part A		\$4,800.00
<i>Notes: Writing Saturday School</i>						
		519-Technology-Related Supplies	0043 - Spoto High School	Title, I Part A		\$18,777.16
<i>Notes: Laptops for Khan Academy to support Reading</i>						
		130-Other Certified Instructional Personnel	0043 - Spoto High School	Title, I Part A	1.0	\$60,000.00
<i>Notes: Hire Success Coach</i>						
		120-Classroom Teachers	0043 - Spoto High School	Title, I Part A		\$8,900.00
<i>Notes: Math Saturday School</i>						
		130-Other Certified Instructional Personnel	0043 - Spoto High School	Title, I Part A	1.0	\$60,000.00
<i>Notes: Hire Reading Coach</i>						
		510-Supplies	0043 - Spoto High School	Title, I Part A		\$100.00
<i>Notes: Math ELP</i>						
2	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback				\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Graduation				\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
6	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$0.00
7	III.A.	Areas of Focus: Other: Instructional Practice relating to Bottom Quartile				\$0.00
					Total:	\$212,677.16