

Hillsborough County Public Schools

Spoto High School



2021-22 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: 7/29/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	69%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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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.

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	Position 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.
Green, Heather	Assistant Principal	Assistant Principal for Curriculum 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.
Jennings, Kaprilla	Assistant Principal	Assistant Principal for Student Affairs assists with the provision of instructional, administrative, and operational leadership of a high school.
Davis, Kimberlyn	Administrative Support	Student Success Coach- Monitors at risk seniors to make sure they are on track for graduation
Rosage, Jennifer	Assistant Principal	Assistant Principal for Student Affairs assists with the provision of instructional, administrative, and operational leadership of a high school.
Jones, Carl	Administrative Support	Climate and Culture Resource Teacher- monitors the climate and culture of the school through data monitoring. Provides Tier 1 support for the school.

Demographic Information

Principal start date

Thursday 7/29/2021, 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.*

2

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.*

7

Total number of teacher positions allocated to the school

77

Total number of students enrolled at the school

1,722

Identify the number of instructional staff who left the school during the 2020-21 school year.

16

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

12

Demographic Data

Early Warning Systems

2021-22

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	468	486	423	345	1722	
Attendance below 90 percent	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	38	41	14	10	103	
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	111	131	119	101	462	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	111	116	83	101	411	
Number of students with a substantial reading deficiency	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	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	
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 1/10/2022

2020-21 - 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	442	427	374	352	1595
Attendance below 90 percent	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	7	4	3	0	14
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 ELA assessment	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	134	107	118	15	374
	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	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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	442	427	374	352	1595	
Attendance below 90 percent	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	7	4	3	0	14	
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 ELA assessment	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	134	107	118	15	374	
	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	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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				30%	56%	56%	31%	54%	56%
ELA Learning Gains				34%	54%	51%	39%	53%	53%
ELA Lowest 25th Percentile				28%	41%	42%	34%	43%	44%
Math Achievement				31%	49%	51%	30%	48%	51%
Math Learning Gains				41%	48%	48%	34%	49%	48%
Math Lowest 25th Percentile				43%	45%	45%	33%	45%	45%
Science Achievement				58%	69%	68%	46%	65%	67%
Social Studies Achievement				57%	75%	73%	57%	73%	71%

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
09	2021					
	2019	24%	55%	-31%	55%	-31%
Cohort Comparison						
10	2021					
	2019	31%	53%	-22%	53%	-22%
Cohort Comparison		-24%				

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
2021					
2019	56%	66%	-10%	67%	-11%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	55%	73%	-18%	70%	-15%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	18%	63%	-45%	61%	-43%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	39%	57%	-18%	57%	-18%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Achieve 3000

Math baseline/midyear

Biology baseline/midyear

US History baseline/midyear

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	21.47	22.5	25
	Economically Disadvantaged	17.77	19.2	22.17
	Students With Disabilities	20.29	18.82	20.45
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12.40	63.11	N/A
	Economically Disadvantaged	9.60	58.31	N/A
	Students With Disabilities	9.00	62.82	N/A
	English Language Learners	5.60	0	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	61.40	69.80	N/A
	Economically Disadvantaged	52.80	65.07	N/A
	Students With Disabilities	72.20	69.80	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.65	27.78	27.76
	Economically Disadvantaged	16.95	18.95	19.53
	Students With Disabilities	31.03	30.89	30.14
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20.90	45.71	N/A
	Economically Disadvantaged	16.10	45.71	N/A
	Students With Disabilities	16.10	38.96	N/A
	English Language Learners	14.25	49.21	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.20	35.02	N/A
	Economically Disadvantaged	24.80	35.02	N/A
	Students With Disabilities	34.85	35.02	N/A
	English Language Learners	17.80	38.06	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	49.20	47.84	N/A
	Economically Disadvantaged	54.50	35.78	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	34.40	41.84	N/A

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	7.83	8.29	8.15
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	3.85	3.85
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7.20	46.42	N/A
	Economically Disadvantaged	7.20	46.42	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	7.20	38.82	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	48.10	45.37	N/A
	Economically Disadvantaged	48.10	60.34	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.40	38.78	N/A
	Economically Disadvantaged	34.40	36.14	N/A
	Students With Disabilities	23.90	38.87	N/A
	English Language Learners	21.45	33.97	N/A

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	3.85	2.50	4.08
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	11.11
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20.90	65.39	N/A
	Economically Disadvantaged	20.90	65.39	N/A
	Students With Disabilities	20.90	0	N/A
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	52.15	10.38	N/A
	Economically Disadvantaged	61.40	10.38	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	68.60	10.38	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	.50	39.46	N/A
	Economically Disadvantaged	.50	39.46	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	0	28.05	N/A

Subgroup Data Review

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	12	34	39	14	27	32	30	28		79	15
ELL	16	43	51	15	32	50	27	25		80	47
BLK	32	45	37	20	32	37	50	39		89	36
HSP	31	45	55	18	28	48	45	54		83	46
MUL	78	72		28	21		91	69		90	44

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
WHT	51	55	40	49	38		76	68		80	48
FRL	31	45	43	19	30	41	47	46		82	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	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
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	11
Percent Tested	90%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	

White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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?

Overall, ELA made the largest gains in achievement, gains, and bottom quartile gains from the 2019-2020 school year to the 2020-2021 school year. Although students with disabilities and black students showed the least amount of growth. Math shows the greatest need for improvement in achievement, gains, and bottom quartile gains, especially with students with disabilities and black students. Spoto High School obtained the highest graduation rate yet compared to previous years.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component that demonstrated the greatest need for improvement is math learning gains. In the 2019-2020 school year, students reached 41% in math learning gains. That decreased to 31% in the 2020-2021 school year.

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

The contributed factors that resulted in a decrease in math learning gains is students not being properly identified and teachers did not have proficient PD and resources to support students. In addition, there was not a clear focus and direction on student data. Actions that will be implemented to address this need for improvement is that teachers will be shifted around in the math department so that appropriate teachers are in front of students that need to make gains. PD will be offered to teachers so that they learn how to accurately reflect on student data.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component that showed the most improvement is ELA bottom quartile learning gains. In the 2019-2020 school year the school was at 28%. This number drastically rose to 45% in the 2020-2021 school year.

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

The contributing factors that led to this improvement was a dedicated writing coach, student success coach, and on-site literacy support for content area teachers. Teachers were offered PD opportunities to learn how to accurately reflect on student data so that they can support their needs.

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

A strategy that will be implemented in order to accelerate learning is school wide PD opportunities on the gradual release model so that teachers learn how to release learning in their classroom and have students take control of their own learning. Teachers will learn specific content area strategies that will allow students to process instruction on a deeper level.

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.

Teachers will receive specific content area PD on the gradual release model so that they can learn techniques to transfer learning from the teacher to the student. This will allow students to take learning from surface level learning to the transfer stage where they will have to apply high-level thinking skills. This will allow Spoto to make gains across all content areas, but specifically in math, who showed the greatest area of improvement.

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

Five teacher classrooms will be designated as "model classrooms" so that others can visit and can see examples of the gradual release model being accurately implemented. Seeing live examples will help push teachers to take their lessons to the next level so that students are being challenged across all content areas.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Achievement scores have dropped in content area literacy, social studies, science, and math due to students not taking ownership of their learning because teachers are spending too much time on surface level learning and not enough time on deep and transfer level learning.
Measurable Outcome:	The goals are to increase social studies achievement from 51% to 65%, science achievement from 56% to 65%, and math achievement from 24% to 32%.
Monitoring:	The area of focus will be monitored through weekly PLC meetings, monthly common assessments, and monthly ILT meetings with the Principal so that PLC and assessment data can be analyzed.
Person responsible for monitoring outcome:	Jazrick Haggins (jazrick.haggins@hcps.net)
Evidence-based Strategy:	The leadership team will provide opportunities for teachers to learn the gradual release model through professional development opportunities. The instructional leadership team will conduct walkthroughs to monitor progress and designate "model classrooms" to be used as examples for teachers.
Rationale for Evidence-based Strategy:	The gradual release model will allow students to gradually acquire knowledge through a multitude of techniques, shifting the intellectual weight from the teacher to the student. Through collaboration and independent practice, students take their learning from surface level to the transfer stage.

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 analyzed during ILT meetings to monitor student progress on content-area standards.
3. Professional development opportunities will be offered 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

Monitoring: Weekly department chair meetings to review teacher growth and areas of improvement. Weekly administrator walk-throughs so that teacher leaders can be identified.

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 and the Insight data from the 2020-2021 school year, 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 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 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 Insight and observation data to determine areas of growth
3. Utilize department chairs and academic coaches for improved classroom instruction

Person Responsible [no one identified]

#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.
Monitoring:	Student Success Coach will meet with students who are showing two or more at risk indicators to help provide the resources needed for the student to be successful. The success coach will communicate the established plan to all stakeholders including, administrative team, teachers, and parent/guardian.
Person responsible for monitoring outcome:	Jazrick Haggins (jazrick.haggins@hcps.net)
Evidence-based Strategy:	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 [no one identified]

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.

Spoto High School ranks "very high" in the violent incidents category compared to discipline data across the state with fighting being the highest incident type. Spoto will continue to work on being proactive instead of reactive with student fighting. This includes offering guided mediation for students to prevent fights from happening. Based off student data, underclassmen continue to get into more altercations versus upperclassmen. Our student success coach will offer mediation when problems arise so that fighting will decrease on campus. We will continue to monitor data throughout the year to observe if mediation is a useful tool to combat the rise in fighting.

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.

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.
10. Students have the opportunity to earn industry certifications in a multitude of areas to help prepare them

for postsecondary schooling and careers.

11. Students have the opportunity to enroll in ROTC classes (Naval Science 1-4) to help prepare students for a military career.

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

Dr. Jazrick Haggins- Principal

Heather Green- Assistant Principal for Curriculum

Rory Beauford- Assistant Principal for Administration

Kaprilla Jennings- Assistant Principal for Student Affairs

Jennifer Rosage- Assistant Principal for Student Affairs

Carl Jones- Climate and Culture Resource Teacher

Kim Davis- Student Success Coach

Kim Watson- Collegiate Academy Lead Teacher

PTSA- parents who will contribute resources to the school based off school needs. Will host events surrounding our instructional needs.

Sports Booster Club- Help raise money for the school to better our athletic programs for our students

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$9,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		120-Classroom Teachers	0043 - Spoto High School	Title, I Part A		\$4,800.00
		<i>Notes: ELA Saturday School</i>				
		120-Classroom Teachers	0043 - Spoto High School	Title, I Part A		\$4,800.00
		<i>Notes: Math Saturday School</i>				
2	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		120-Classroom Teachers	0043 - Spoto High School	Title, I Part A		\$20,000.00
		<i>Notes: Hiring teachers for model classrooms</i>				
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		130-Other Certified Instructional Personnel	0043 - Spoto High School	Title, I Part A	1.0	\$60,000.00
		<i>Notes: Success Coach</i>				
Total:						\$89,600.00