

Hillsborough County Public Schools

# Plant High School



2022-23 Schoolwide Improvement Plan

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# Plant High School

2415 S HIMES AVE, Tampa, FL 33629

[ no web address on file ]

## Demographics

**Principal: Kimi Hellenberg**

Start Date for this Principal: 6/13/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	17%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: A (68%) 2018-19: A (72%) 2017-18: A (69%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Plant High School

2415 S HIMES AVE, Tampa, FL 33629

[ no web address on file ]

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p><b>2021-22 Title I School</b></p> <p>No</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>17%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>31%</p>

## School Grades History

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

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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.**

Plant High School will provide challenging learning opportunities in a safe and supportive environment in which high expectations are established. In partnership with families and the community, our goal is to create relevant learning opportunities for students to acquire the skills and knowledge necessary to become lifelong learners who responsibly and productively influence our school community and our world.

#### **Provide the school's vision statement.**

Plant High's faculty, staff, parents, and community work together to provide our students with the best possible educational experience.

### School Leadership Team

#### **Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Gorman, Jenise	Climate & Culture Resource Teacher	Mrs. Gorman works with staff and stakeholders in leading effective implementation and continuous improvement with building an environment that is conducive to learning and success at every level. She works proactively and collaboratively to create school-wide systems and incentives to improve student behavior, course comprehension, and attendance. In addition, she creates and provides instructional coaching for cross-curricular disciplines; develops and implements professional development for the school; and demonstrates a strong working knowledge of data and best literacy practices.
Hellenberg, Kimi		Ms. Hellenberg oversees the operational, administrative, and instructional leadership throughout the school. She organizes and collaboratively works with stakeholders to lead the school. In addition, she is innovative in the ways we (the team) design, implement, and monitor ways to reach the mission and vision of Plant High.
Webb, David		Mr. Webb oversees the discipline and attendance for his designated alphabet and manages the COVID-19 procedures and quarantines for our school. In addition, he is over interest and service clubs, pep rallies, and other school-related events.
Stone, Madeleine		Mrs. Stone is one of our English & FUSE teachers, she is a member of the Instructional Leadership Team, and the coordinator of FAST Camp.
Keen, Daniel		Mr. Keen is an English teacher who teaches honors and advanced placement courses. He also sponsors a service club on campus, the Key Club.
Fuchs, Valerie		Dr. Fuchs is responsible for teacher duties and assists with curriculum needs. In addition, she also oversees discipline and attendance for her designated alphabet.
Morris, Charles		He oversees teacher units, schedules, PLCs, ILTs. He is involved with all things curriculum and testing.

### Demographic Information

**Principal start date**

Monday 6/13/2022, Kimi Hellenberg

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1



**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

**Total number of teacher positions allocated to the school**

122

**Total number of students enrolled at the school**

2,462

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

8

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

9

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:**

Indicator	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	593	640	570	609	2412
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	57	91	110	157	415
One or more suspensions	0	0	0	0	0	0	0	0	0	71	68	50	47	236
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	26	0	26
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	67	38	0	0	105
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	52	25	20	0	97
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:**

Indicator	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	13	19	25	31	88

**Using current year data, complete the table below with the number of students identified as being "retained.":**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Thursday 7/28/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	639	596	647	640	2522
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	106	122	135	149	512
One or more suspensions	0	0	0	0	0	0	0	0	0	6	7	3	2	18
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	26	0	26
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	26	0	26
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	63	39	58	19	179
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	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	4	6	3	1	14

**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

**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	639	596	647	640	2522
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	106	122	135	149	512
One or more suspensions	0	0	0	0	0	0	0	0	0	6	7	3	2	18
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	26	0	26
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	26	0	26
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	63	39	58	19	179
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	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	41	31	31	0	103

**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 Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	73%	52%	51%				80%	56%	56%
ELA Learning Gains	59%						66%	54%	51%
ELA Lowest 25th Percentile	47%						55%	41%	42%
Math Achievement	70%	39%	38%				73%	49%	51%
Math Learning Gains	50%						56%	48%	48%
Math Lowest 25th Percentile	44%						54%	45%	45%
Science Achievement	81%	46%	40%				83%	69%	68%
Social Studies Achievement	87%	49%	48%				90%	75%	73%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	66%	17%	67%	16%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	73%	17%	70%	20%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	38%	63%	-25%	61%	-23%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	78%	57%	21%	57%	21%

**Subgroup Data Review**

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	26	40	38	32	32	32	51	63		90	32
ELL	38	56	56	50	43		46	60		86	56
ASN	74	62	54	79	53		92	92		100	87
BLK	35	41	30	45	41	33	33	67		92	39
HSP	67	54	45	61	42	38	74	80		95	59
MUL	78	57		71	43		90	92		96	55
WHT	76	61	49	75	54	49	83	90		98	79
FRL	52	45	42	49	41	42	63	73		91	47
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	39	44	36	33	35	37	45	55		89	24
ELL	25	39	40	24	29		33	59		89	46
ASN	81	62		81	60		71	96		100	70
BLK	36	44	41	33	33	23	59	63		94	28
HSP	67	54	42	58	52	58	73	77		95	58
MUL	76	55	30	59	36		88	81		89	82
WHT	80	60	51	73	43	44	83	92		98	81
FRL	54	44	34	42	37	38	65	67		90	52
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	36	43	47	43	50	36	41	61		89	30
ELL	41	56	41	26	50	36	53	44		84	48
ASN	92	63		83	53		96	96		100	82
BLK	42	54	44	35	41	39	54	67		90	36
HSP	71	61	50	60	50	47	72	77		94	60
MUL	79	74	73	85	69		81	100		91	65
WHT	84	68	59	80	59	60	88	95		98	78
FRL	56	56	49	46	49	43	61	75		89	47

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

<b>ESSA Federal Index</b>	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	681
Total Components for the Federal Index	10
Percent Tested	98%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	62
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	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	71
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	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

Based on the previous year's data, we had the highest drop in 9th grade ELA even though we were second in the district. Our 10th grade ELA was number one in the district. Learning gains in math dropped for the majority of the subgroups. Science and social studies had an upward achievement trajectory with most subgroups, and the graduation rate in most subgroups increased.

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

Based on the previous year's data, we had the highest drop in 9th grade ELA even though we were second in the district based on the FSA and progress monitoring tool utilized throughout the 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?**

1. Attendance
2. Academic ownership
3. Students earn incentives for following testing norms

4. Teachers and stakeholders communicate with students regarding testing strategies and the impact and importance of each assessment.

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

1. SWD in ELA
2. Science
3. Social Studies

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

Unified ESE department; focus on IEPs, ELP tutoring

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

Consistent accommodations; improve the culture of learning for all students

**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.**

PD: culture of learning, rigorous content, academic ownership, and demonstration of learning, ESE/ FUSE PD, DI

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

Restructure ILT and PLCs with systems in place with an emphasis on four instructional focuses:

1. Culture of Learning,
2. Rigorous Content,
3. Academic ownership, and
4. Demonstration of Learning.

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:



**#1. Instructional Practice specifically relating to Professional Learning Communities**

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on the teacher feedback about how PLCs were structured and our student data, it was evident that our team needed to restructure how PLCs were implemented and monitored throughout the school year.

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

Based on our school's purposeful PLCs, all subgroups of students will make gains, increase proficiency in all content areas, and be above the district and state average.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

ILT and LCL members, small group PLCs, instructional coach (Jenise Gorman), APC (Charles "Phil" Morris), and Principal (Kimi Hellenberg) will analyze district, state, and common assessments. In addition, the team will continuously look at ways to improve attendance, rigorous instruction, and academic ownership by creating student incentives.

**Person responsible for monitoring outcome:**

Kimi Hellenberg (kimi.hellenberg@hcps.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Our team will create testing norms and strategies for students to follow for all assessments. Teachers will implement best practices. Students will earn incentives for following testing norms and procedures. Lastly, teachers and stakeholders will communicate with students regarding testing strategies and the impact and importance of each assessment.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

We want to ensure our students know the importance and impact of each assessment. Therefore, the team will develop and distribute information about each assessment. We will look at best practices for teachers and students regarding assessments to ensure we are helping students meet benchmarks and make gains. Our Plant team will be able to drive their instruction based on the data and feedback from teachers and students.

**Action Steps to Implement**  
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. PLCs and ILTs will be conducted every month
2. Common assessments will be analyzed and discussed on a continual basis to determine the next steps to drive instruction
3. Progress Monitoring (baseline and midyear assessments) will also be analyzed in conjunction with our common assessments

4. Professional Development opportunities will be developed through ILT/PLCs and conducted twice a year

**Person Responsible** [no one identified]

**#2. Instructional Practice specifically relating to Graduation**

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Last year, we had a graduation rate of 97%. This year, we have identified the seniors who are at risk of not graduating. Based on the 2021-2022 data for our current seniors (2023 class), 228 (36%) seniors have not earned an acceleration point. Here is the breakdown: 63 seniors need reading (10 %); 44 seniors need math (7%); 22 seniors are below a 2.0 GPA.

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

Our team aims for a 98% graduation rate and an 80% acceleration rate this year. We strive for 98% of seniors to meet the reading and math benchmark and 99% of our seniors to graduate with a 2.0 or higher.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Our team has a variety of strategies, initiatives, and resources to help our students graduate this year.

**Person responsible for monitoring outcome:**

Kimi Hellenberg (kimi.hellenberg@hcps.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

ELP tutoring (specifically for our at-risk students)  
 SAT/ACT Boot Camp for our at-risk seniors (monitored by the instructional coach, guidance, and APC)  
 MTSS (meets monthly about at-risk students)  
 Lunch and Learn for teachers (led by ILT and other stakeholders)  
 PLC groups (based on the four principles of Student-Run Tutoring on campus (Beta, Latin, etc.)  
 Peer mentoring (monitored by guidance)  
 Attendance (monitored by student affairs)  
 Communication (monitored by all stakeholders)  
 Testing strategies (monitored by the instructional coach, guidance, and APC)

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Our student attendance when we offer tutoring during the school day. Teachers and students need to know their graduation requirements and what they need to graduate successfully. In addition, they need to know the resources that will help them meet their graduation goal.

**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.

***No action steps were entered for this area of focus***

## Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

### Describe how the school addresses building a positive school culture and environment.

To satisfy the requirements of ESSA and promote school unity, our school uses three very supportive groups to support Plant High emotionally and financially: Academic Foundation, Athletic Foundation, and PTSA.

Through Panther TV, PAWS incentives, social media shoutouts, and pep rallies, we work to promote school spirit and create an environment conducive to helping students achieve emotionally and academically.

Plant students have opportunities to obtain scholarships for post-secondary institutions from multiple Plant endowments.

Many teachers use the REMIND app with their students to provide updated classroom information beyond Canvas announcements.

Unity Day incorporates a platform for diverse students to share experiences that allow for connections among Plant students to develop.

Plant Academic Foundation  
Plant Athletic Foundation  
both support our community, teachers, and students.

Please see the link for more details: <https://hillsboroughschools.org/doc/71/athletics/about/athletics/>

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

Kimi Hellenberg (Principal)  
Jenise Gorman (Climate & Culture Resource Teacher)  
Maddie Stone (ELA teacher, freshman class sponsor, & FAST Camp Lead)  
Charles "Phil" Morris (APC)  
Dr. Valerie Fuchs (AP1)  
Randi Litwack (Guidance Department Head)