

Hillsborough County Public Schools

Spoto High School



2022-23 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: 8/1/2018

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (49%) 2018-19: C (45%) 2017-18: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</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	2021-22	2020-21	2019-20	2018-19
Grade	C	C	C	C

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<https://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.

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

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
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.
Coad, Michele	Other	SAC Chair- Identifies needs within the school and meets with stakeholders to discuss solutions, create opportunities for continued student success, and monitor student growth.
Beauford, Rory	Assistant Principal	Assistant Principal for Administration/ Athletic Director assists with the provision of instructional, administrative, and operational leadership of a high school.
Green, Heather	Assistant Principal	Assistant Principal for Curriculum assists with the provision of instructional, administrative, and operational leadership of a high school.
Davis, Kimberlyn	Graduation Coach	Student Success Coach for 11th and 12th graders. Focuses on the success of students, providing resources or interventions if needed so that students can reach their goals
Jones, Carlressian	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.
Jennings, Kaprilla	Assistant Principal	Assistant Principal for Student Affairs assists with the provision of instructional, administrative, and operational leadership of a high school.
Rosage, Jennifer	Assistant Principal	Assistant Principal for Student Affairs assists with the provision of instructional, administrative, and operational leadership of a high school.

Demographic Information

Principal start date

Wednesday 8/1/2018, Jazrick Haggins

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.*

2

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.*

16

Total number of teacher positions allocated to the school

92

Total number of students enrolled at the school

1,809

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

17

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

21

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	473	470	464	402	1809
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	164	179	194	182	719
One or more suspensions	0	0	0	0	0	0	0	0	0	97	91	58	36	282
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	129	152	50	9	340
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	26	100	97	0	223
Number of students with a substantial reading deficiency	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	12	8	6	3	29

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

Sunday 8/28/2022

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	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	0
Course failure in Math	0	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	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	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	0	468	486	423	345	1722
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	38	41	14	10	103
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 FSA ELA assessment	0	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	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	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

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	40%	52%	51%				30%	56%	56%
ELA Learning Gains	51%						34%	54%	51%
ELA Lowest 25th Percentile	41%						28%	41%	42%
Math Achievement	37%	39%	38%				31%	49%	51%
Math Learning Gains	40%						41%	48%	48%
Math Lowest 25th Percentile	28%						43%	45%	45%
Science Achievement	53%	46%	40%				58%	69%	68%
Social Studies Achievement	62%	49%	48%				57%	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	56%	66%	-10%	67%	-11%

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	55%	73%	-18%	70%	-15%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	18%	63%	-45%	61%	-43%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	39%	57%	-18%	57%	-18%

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	16	38	35	20	21	18	23	26		84	16
ELL	22	46	43	24	26	10	38	29		95	46
BLK	35	46	39	31	39	30	51	59		94	43
HSP	38	55	41	38	40	24	54	53		93	47
MUL	59	59		50			38	95		83	67
WHT	52	53	46	48	43		60	78		88	54
FRL	35	49	41	34	38	20	47	53		91	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
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
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

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)	ATSI
OVERALL Federal Index – All Students	48
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	38
Total Points Earned for the Federal Index	531

ESSA Federal Index	
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
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	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	58
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	44
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?

Overall, ELA made gains in achievement and learning gains from the 2020-2021 school year to the 2021-2022 school year. Although multi-racial students showed a decrease in the amount of growth. ELA's lowest 25th percentile decreased in gains from the subgroups of students with disabilities, English language learners, Hispanic, and free & reduced lunch. Math made gains in achievement and learning gains for all subgroups except white students. Math shows the greatest need for improvement in bottom quartile gains across all areas; students with disabilities, English language learners, black, Hispanic, and free & reduced lunch students. Spoto High School obtained the highest graduation rate yet compared to previous years.

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

The data component that demonstrated the greatest need for improvement is math lowest 25th percentile. In the 2020-2021 school year, students reached 41% in math lowest 25th percentile. That decreased to 28% in the 2021-2022 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 lowest 25th percentile is students not being properly identified and teachers did not have proficient PD and resources to support students of the lowest 25th percentile. 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 2022 state assessments, showed the most improvement?

The data component that showed the most improvement is Math Achievement. In the 2020-2021 school year the school was at 24%. This number drastically rose to 37% in the 2021-2022 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 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.

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.

Areas of Focus

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

:

#1. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

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.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

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

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

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:

Describe the evidence-based strategy being implemented for this Area of Focus.

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:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

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

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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:

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

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

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

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:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

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. 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)

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

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

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:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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:
Describe how this Area of Focus will be monitored for the desired outcome.

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

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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

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. 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
6. Student readiness for the public postsecondary level will be supported through mentoring with JROTC, AVID, Collegiate Academy, College and Career Counselor, as well as through ESE case managers.

Person Responsible

Jazrick Haggins (jazrick.haggins@hcps.net)

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.

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 school culture and environment.

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

David Brown- 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