

Hillsborough County Public Schools

Spoto High School



2023-24

Schoolwide Improvement Plan (SIP)

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Spoto High School

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www.sdhc.k12.fl.us

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation 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.
Coad, Michele	Other	
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.
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.
Estes Allen, Chiquita	Dean	Dean of Climate and Culture assists with the provision of instructional, administrative, and operational leadership of a high school with a focus on the climate and culture of the school.
Williams, Christina	Assistant Principal	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team reviewed data/input from the school Insight survey. The data was then presented to the entire staff. From here, recommendations were made that was then presented to all stakeholders through townhall type meetings. Stakeholders were encouraged to provide feedback and input into the development of the schoolwide goals and the participate in meeting these goals..

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The goals outlined in the SIP will be monitored through on-going classroom walk-thrus with provided feedback, weekly department head meetings, monthly Instructional Leadership Team meetings, monthly School Advisory Council meetings, and monthly School Leadership Team meetings. As new data is distributed from the previous school year, the SIP will be revised accordingly. As data from the current school year becomes available, the team will again adjust as needed for most current needs of the school population.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	85%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)

<p align="center">School Grades History</p> <p>*2022-23 school grades will serve as an informational baseline.</p>	2021-22: C
	2019-20: C
	2018-19: C
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
 Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.
On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	38	51	50	40	52	51	37		
ELA Learning Gains				51			47		
ELA Lowest 25th Percentile				41			45		
Math Achievement*	29	42	38	37	39	38	24		
Math Learning Gains				40			31		
Math Lowest 25th Percentile				28			41		
Science Achievement*	58	64	64	53	46	40	56		
Social Studies Achievement*	54	69	66	62	49	48	51		
Middle School Acceleration					41	44			
Graduation Rate	92	89	89	92	64	61	85		
College and Career Acceleration	54	62	65	49	72	67	42		
ELP Progress	33	39	45	38			47		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	358
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	92

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	531
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	92

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	4	
ELL	43			
AMI				
ASN	45			
BLK	49			
HSP	51			
MUL	68			
PAC				
WHT	63			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	48			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	1
ELL	38	Yes	3	
AMI				
ASN				
BLK	47			
HSP	47			
MUL	64			
PAC				
WHT	58			
FRL	44			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	38			29			58	54		92	54	33
SWD	21			16			34	34		28	6	
ELL	20			21			38	39		60	7	33
AMI												
ASN	50			40							2	
BLK	32			24			56	47		39	6	
HSP	38			28			49	53		61	7	33
MUL	47			44			85	68		73	6	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	50			39			74	65		64	6	
FRL	34			25			52	49		50	7	34

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	40	51	41	37	40	28	53	62		92	49	38
SWD	16	38	35	20	21	18	23	26		84	16	
ELL	22	46	43	24	26	10	38	29		95	46	38
AMI												
ASN												
BLK	35	46	39	31	39	30	51	59		94	43	
HSP	38	55	41	38	40	24	54	53		93	47	36
MUL	59	59		50			38	95		83	67	
PAC												
WHT	52	53	46	48	43		60	78		88	54	
FRL	35	49	41	34	38	20	47	53		91	44	35

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	37	47	45	24	31	41	56	51		85	42	47
SWD	12	34	39	14	27	32	30	28		79	15	
ELL	16	43	51	15	32	50	27	25		80	47	48
AMI												
ASN												
BLK	32	45	37	20	32	37	50	39		89	36	
HSP	31	45	55	18	28	48	45	54		83	46	46
MUL	78	72		28	21		91	69		90	44	
PAC												
WHT	51	55	40	49	38		76	68		80	48	
FRL	31	45	43	19	30	41	47	46		82	39	45

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	40%	50%	-10%	50%	-10%
09	2023 - Spring	31%	48%	-17%	48%	-17%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	35%	55%	-20%	50%	-15%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	27%	49%	-22%	48%	-21%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	62%	-9%	63%	-10%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	65%	-15%	63%	-13%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Overall, Geometry PM 1 scored at a 46% while PM 3 scored at a 27%, showing the largest decrease and the lowest performance for the 22-23 school year. The greatest need for improvement is needed in the subgroups of free and reduced lunch, black, and Hispanic student performance. The contributing factors that resulted in the decrease of math is that teachers did not have proficient PD and resources to support targeted roster students.

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

The greatest decline from the previous school year was geometry performance. With the adoption of new standards along with teachers needing more support and guidance, we saw the greatest decline when compared to other subject areas.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

US History had the greatest gap when compared to the state average. Teachers balanced the Cambridge AICE curriculum and state curriculum last school year which provided many challenges.

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

10th Grade ELA showed the most improvement. Teachers progress monitored students consistently throughout the school year along with met regularly to plan common assessments and lesson plan. There was a full time reading coach on campus to support literacy in classrooms along with a full time student success coach.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One potential area of concern is attendance below 90%. Many students are missing multiple days of school, which contributes to learning gaps.

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

1. Design and implement lessons that are aligned to grade-level standards.
2. Increase academic ownership the implementation of the gradual release framework.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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:

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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

As seen through from the increase in teacher satisfaction from the Insight data from the 2021-2022 and the 2022-2023 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 Intervention:

Explain the rationale for selecting this specific strategy.

Creating teacher-led committees will create teacher leaders, ownership, and buyin 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Utilize teacher-led committees; empower teachers to become teacher leaders on campus

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

By When: In January there will be an anonymous survey so teachers can provide feedback as to the effectiveness of committees.

Review Insight and observation data to determine areas of growth

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

By When: When the data is released in the spring, the school leadership team will review and adjust as needed.

Utilize department chairs and academic coaches for improved classroom instruction

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

By When: This will be discussed and adjusted as part of the ongoing monthly ILT meetings.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Each year, the leadership team reviews school funding at the beginning of the school year to ensure resources are allocated based on needs. The leadership team consists of administration and teacher leaders. Throughout the school year, Title 1 budget meetings will take place at the school site with administration, teachers, and community stakeholders to review how the school budget is being allocated. Community members have the opportunity to provide input as well. During these meetings, school areas of focus are reviewed along with the interventions in place. Through meaningful discussion, all stakeholders have the opportunity to provide feedback and suggestions to help improve the plan in place.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The final copy of the SIP will be posted on the school's website. Information will also be disseminated through the weekly newsletter (Smores) and shared at parental information meetings. The SIP and progress will also be communicated at the quarterly conference nights.

<https://www.hillsboroughschools.org/domain/3738>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school uses the district webpage as one way to communicate with all stakeholders. Weekly newsletters are sent out to communicate up to date information. Different social media platforms also keep all stakeholders up to date on the happenings of the school and it's students and programs. We have quarterly conference nights as well as other informational evening meetings so families can participate in school functions and learn about different programs available. All teachers have a Canvas course which parents can join to monitor their child's progress as well as communicate with the teachers. Individual groups (ie- Collegiate Academy, Student Government, ESE case manager) also have Canvas courses so they can directly support that particular group. Individual teachers utilize various other outlets for communicating with families (ie. Google Voice, Remind)

<https://www.hillsboroughschools.org/domain/3738>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school will strengthen the academic program by working closely with all stakeholders. Quarterly parent conference nights will be held to allow more family involvement in the education of our students. Teachers have more coaching (school and district based) opportunities with experts in their fields to support areas of individual growth. Schoolwide accountability for student attendance and tardiness to increase the amount of quality learning. Scheduling opportunities for students to take more Advanced Placement, dual enrollment, and CTE classes to enhancement their educational experience.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA