

Hillsborough County Public Schools

# Newsome High School



2021-22 Schoolwide Improvement Plan

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# Newsome High School

16550 FISHHAWK BLVD, Lithia, FL 33547

[ no web address on file ]

## Demographics

**Principal: Katarzyna "Katie" Rocha**

Start Date for this Principal: 7/1/2020

<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>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	20%
<b>2020-21 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>	2018-19: A (72%) 2017-18: A (71%) 2016-17: A (70%)
<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>	

\* 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](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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# Newsome High School

16550 FISHHAWK BLVD, Lithia, FL 33547

[ no web address on file ]

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	No	17%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

## School Grades History

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

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <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.**

Our mission is to provide a safe and supportive environment that will promote lifelong learning and prepare students to become productive members of society. Newsome High School will provide experiences and knowledge needed to succeed in a rapidly changing world.

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

Joe E. Newsome High School will be one of the top three high schools in Hillsborough county as measured by daily attendance rate, graduation rate, and FSA/EOC scores.

### 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
Rocha, Katie	Principal	Serves as the leader of Newsome High School
Simmons, Kelly	Assistant Principal	Assistant principal for curriculum
Peacock, Richard	Assistant Principal	Assistant principal for student affairs and SIP plan
Misciasci, Sandra	Reading Coach	ELA reading coach, serves entire school
Johnson, Natalie	SAC Member	SAC chair and foreign language teacher
Radebaugh, Grant	Assistant Principal	Assistant principal for student affairs

### Demographic Information

**Principal start date**

Wednesday 7/1/2020, Katarzyna "Katie" Rocha

**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.*

6

**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.*

13

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

135

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

3,156

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

13

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

16

**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	0	810	847	747	752	3156
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	88	127	177	231	623
One or more suspensions	0	0	0	0	0	0	0	0	0	0	26	33	28	26	113
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	16	0	16
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	30	0	30
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	28	48	43	44	163
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	28	36	29	0	93
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	11	14	0	0	25

**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	6	14	14	40	74

**The number of students identified as retainees:**

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

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

Thursday 8/26/2021



**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	710	819	765	750	3044
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	29	30	34	61	154
One or more suspensions	0	0	0	0	0	0	0	0	0	33	41	34	34	142
Course failure in ELA	0	0	0	0	0	0	0	0	0	56	19	28	6	109
Course failure in Math	0	0	0	0	0	0	0	0	0	27	18	26	7	78
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	45	55	42	0	142
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	2	50	4	0	56

**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	26	23	33	33	115

**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

**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	710	819	765	750	3044
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	29	30	34	61	154
One or more suspensions	0	0	0	0	0	0	0	0	0	33	41	34	34	142
Course failure in ELA	0	0	0	0	0	0	0	0	0	56	19	28	6	109
Course failure in Math	0	0	0	0	0	0	0	0	0	27	18	26	7	78
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	45	55	42	0	142
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	2	50	4	0	56

**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	26	23	33	33	115

**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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				78%	56%	56%	77%	54%	56%
ELA Learning Gains				64%	54%	51%	65%	53%	53%
ELA Lowest 25th Percentile				56%	41%	42%	53%	43%	44%
Math Achievement				74%	49%	51%	71%	48%	51%
Math Learning Gains				54%	48%	48%	56%	49%	48%
Math Lowest 25th Percentile				52%	45%	45%	55%	45%	45%
Science Achievement				82%	69%	68%	79%	65%	67%
Social Studies Achievement				89%	75%	73%	90%	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	79%	55%	24%	55%	24%
Cohort Comparison						
10	2021					
	2019	76%	53%	23%	53%	23%
Cohort Comparison		-79%				

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

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

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	82%	66%	16%	67%	15%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	90%	73%	17%	70%	20%
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	55%	63%	-8%	61%	-6%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	80%	57%	23%	57%	23%

**Grade Level Data Review - Progress Monitoring Assessments**

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

HCPS Power Bi Report Server  
 Achieve 3000 Data for ELA

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51	61	67
	Economically Disadvantaged	37	45	52
	Students With Disabilities	65	71	75
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47	50	
	Economically Disadvantaged	40	55	
	Students With Disabilities	54	53	
	English Language Learners	50	76	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	61	68	
	Economically Disadvantaged	48	57	
	Students With Disabilities	70	78	
	English Language Learners	27	27	
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63	68	74
	Economically Disadvantaged	49	57	58
	Students With Disabilities	67	72	76
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29	69	
	Economically Disadvantaged	18	55	
	Students With Disabilities	23	60	
	English Language Learners	18	50	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	32	56	
	Economically Disadvantaged	27	47	
	Students With Disabilities	23	28	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	62	48	
	Economically Disadvantaged			
	Students With Disabilities	60	56	
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	18	23
	Economically Disadvantaged	14	15	21
	Students With Disabilities	12	13	15
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	28	
	Economically Disadvantaged	18	33	
	Students With Disabilities	23	39	
	English Language Learners	36	74	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	59	64	
	Economically Disadvantaged		55	
	Students With Disabilities			
	English Language Learners		55	
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	65	45	
	Economically Disadvantaged	54	36	
	Students With Disabilities	70	54	
	English Language Learners	29	39	

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14	26	23
	Economically Disadvantaged		9	8
	Students With Disabilities	20	17	11
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23	72	
	Economically Disadvantaged	49	4	
	Students With Disabilities	25	38	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		25	
	Economically Disadvantaged		25	
	Students With Disabilities		25	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	49	67	
	Economically Disadvantaged	34	37	
	Students With Disabilities	65	67	
	English Language Learners			

**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	39	53	47	37	41	46	55	58		97	48
ELL	50	63	53	41	44	42	55	36		100	62
ASN	91	82		85	41		91	87		100	92
BLK	59	56	48	38	28	44	66	76		96	51
HSP	71	64	53	57	37	31	76	79		99	69

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
MUL	79	69	46	70	50	58	80	83		97	88
WHT	79	63	57	68	33	34	84	90		99	76
FRL	62	54	47	47	38	39	70	74		95	48
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	41	49	45	49	49	41	61	61		98	40
ELL	32	52	52	70	54	33	47			60	
ASN	83	63		85	63		85	95		96	78
BLK	63	56	48	55	34	35	69	85		96	48
HSP	76	64	53	72	57	56	76	88		95	67
MUL	75	66	50	71	50		78	87		100	48
WHT	80	64	60	76	55	55	85	90		100	71
FRL	57	55	49	60	57	50	65	77		96	60
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	36	52	46	43	52	34	46	68		86	35
ELL	41	58	61	42	60		40				
ASN	91	74		74	52		96	85		91	67
BLK	65	61	57	56	55	38	65	83		93	48
HSP	72	65	61	67	50	48	76	86		95	60
MUL	80	63	41	74	56		85	83		100	63
WHT	79	66	52	72	58	60	80	92		97	68
FRL	54	58	51	52	53	42	62	81		92	41

**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	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	676
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	



<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<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%	
<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%	
<b>Asian Students</b>	
Federal Index - Asian Students	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	72
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
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	68
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	57
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?**

We notice a large decrease in overall Math scores from the previous testing year of 2019.  
 Math Achievement scores were down 9%  
 Math Learning Gains were down 19%  
 Math Lowest 25% were down 16%

We also saw a decrease in Social Studies: 2% and ELA Lowest 25%: 1%.  
 We did not see a change in ELA Achievement, Science Achievement, ELA Learning Gains or Graduation Rate.  
 We saw an increase in Acceleration: 6%.

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

Math Achievement  
 Math Learning Gains  
 Math Lowest 25%

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

Contributing factors: E-Learning, Quarantines (Which led to loss of instructional time), limited ELP (tutoring) due to Covid-19 protocols, loss of learning from the previous spring 2020.

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

Acceleration improved 6%

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

We intentionally scheduled students that have yet to earn an acceleration point into classes that provide opportunities to earn a point. AP, Dual Enrollment, and classes offering industry certification.

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

We will continue to use differentiated instruction, based on formative assessments, to accelerate students learning. Teachers will provide students with the right instruction at the right time to fill any learning gaps students may need to successful learn new content.

**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.**

The Instructional Leadership team will empower teacher leaders to create and administer professional development to assist teachers in providing the support needed for our students to fill any learning gaps needed in learning new content.

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

Acceleration instead of remediation to get students back on to their appropriate Math level. Offering ELP (Tutoring) and Lunch & Learns to provide academic assistance to students and enhance their knowledge. Decreased time students are quarantined will allow students to be instructed by high quality educators in a brick and mortar setting.

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Leadership specifically relating to Leadership Development**

**Area of Focus Description and Rationale:** Utilize teacher leaders to increase collaboration and promote a collective voice regarding problem solving, instructional priorities and professional development.

**Measurable Outcome:** We plan to promote a shared vocabulary about student achievement and involve more faculty and staff in leadership roles, professional development planning and delivery, and on problem solving teams. We will see an increase in positive comments and responses on Insight survey.

**Monitoring:** We will monitor the progress of this goal by assigning staff members to various leadership roles, involve them in designing professional development and include them in problem solving leadership teams throughout the year. Ultimately, we will see an increase of positive comments and responses on this years Insight survey.

**Person responsible for monitoring outcome:** Katie Rocha (katie.rocha@hcps.net)

**Evidence-based Strategy:** Leadership development will involve shared believes where more stakeholders are involved in problem solving and making and implementing final decisions that will impact student achievement.

**Rationale for Evidence-based Strategy:** We selected this strategy by analyzing our Insight results as well as feedback through Microsoft forms surveys administered by ILT. Although our Insight scores were above those of other high schools in the district, we believe this strategy can improve instructional culture to the top quartile district wide.

**Action Steps to Implement**

ILT will utilize teacher leaders from each department to plan and deliver professional development to each department. Whole faculty will vote and select PLC format and recording forms giving them an opportunity provide input and expertise. Cross-curricular PLCs will be created for increased opportunities for collaboration. Within PLC's, teachers will focus on student achievement, as well as postsecondary readiness for all students through acceleration programs (AP, Dual Enrollment, Career/Tech, JROTC, etc.)

**Person Responsible** Katie Rocha (katie.rocha@hcps.net)

**#2. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** Social Emotional Learning allows students to become connected to others, responsible decision makers, and achieve academically. SEL focuses on creating a sense of belonging, building strong relationships, and increasing students' self-awareness and self-management skills. It was identified as a critical need due to the emotional and mental health status of students, many returning from eLearning and all dealing with stresses of an entire school year of being deprived of the normal social interactions of adolescence due to COVID-19.

**Measurable Outcome:** Strengthening student-teacher relationships by promoting strategies that create a culture for learning where students feel safe, supported, and accepted. We want to empower students to improve social awareness and decision-making skills. We will see an increase in positive responses on the Panorama survey and a decrease in behavior referrals.

**Monitoring:** This goal will be monitored throughout the school year by providing opportunities for students to build relationships with others through social events, clubs, sports and academic strategies (7 mindsets SEL curriculum). Monitoring of school-wide behavior plan by SWBP team and professional development focused on relationship building and student engagement. Ultimately, we will see an increase in positive student responses on this years Panorama survey.

**Person responsible for monitoring outcome:** Katie Rocha (katie.rocha@hcps.net)

Implementation of 7 Mindsets SEL curriculum Year 1 in 9th Grade HOPE classrooms and schoolwide promotion of 7 Mindsets competencies.

**Evidence-based Strategy:** Development of PBIS school-wide behavior plan monitored by SWBP Team including celebrations for students making positive choices.

Professional development focusing on relationship building and connection to student engagement.

Offering a diverse group of extracurricular clubs to increase student engagement and attachment to their schools.

**Rationale for Evidence-based Strategy:** We selected this strategy by analyzing our Panorama survey results, specifically focusing on Teacher Student Relationships, Sense of Belonging, and Diversity which were below the district average. Improving the SEL competencies and engagement in their school community will improve student attitudes towards school and, as a result, their performance in the classroom.

**Action Steps to Implement**

Faculty and staff will receive PD on implementing the 7 Mindsets curriculum and schoolwide promotion. SWBP Team will create plan, promote expectations, monitor Tier 1 plan implementation through trending walks, and discipline data. Professional development and resources will be provided by teacher leaders on strategies to build relationships. Students will have the opportunity to explore club offerings and participate in monthly club days. Semester one students will be entered into a whole school challenge rewarding good attendance, grades and behavior. (Newsome PRIDE Challenge). All faculty and staff will focus on promoting postsecondary readiness through social emotional learning strategies for our students.

**Person Responsible** Katie Rocha (katie.rocha@hcps.net)

**#3. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Based on 2021 EOC data, we noticed an overall decrease in our math scores. Math achievement was down 9%, Math learning gains are down 19% and our bottom quartile scores are down 16% from 2019 EOC data. Due to 2020 EOC testing being canceled, some students were misplaced due to a lack of comparable scores. Therefore, some students missed the opportunity for courses to enrich and develop math skills.

**Measurable Outcome:** We plan on returning our overall math scores to 2019 EOC trajectories. We will increase our Math achievement scores 11% to 76%, increase our math learning gains 21% to 56% and increase our bottom quartile scores 19% to 55%.

**Monitoring:** Our Leadership Teams will use base-line, mid-year and formative assessment data throughout the school year to assess the needs of students and professional development of teachers. We will focus on accelerated learning to fill the learning gaps present so students can successfully master new content. We will progress monitor our goals by conducting trending walks coupled with PLC notes to assess the effectiveness and impact these best practices, aligned with our 3 year continuum, have on student learning.

**Person responsible for monitoring outcome:** Katie Rocha (katie.rocha@hcps.net)

**Evidence-based Strategy:** Being aware of the impact of scheduling, we are going to utilize our current 2021 EOC data to place students in grade appropriate leveled math courses. In addition, we will be conducting trending walks coupled with PLC summary notes to progress monitor the impact of best practices aligned with our 3 year continuum on student learning.

**Rationale for Evidence-based Strategy:** Appropriate grade level scheduling of students - specifically address foundational skills needed to accelerate student learning at all levels. Trending walks are aligned with best practices and the four principles of excellent instruction. Trending walks are nonevaluative and are utilized to provide instructional support though professional development and next step feedback for PLCs. The 3 year continuum is our instructional practice (our how) aligned with the four principles of excellent instruction.

**Action Steps to Implement**

PLCs and Cross-curricular PLCs will be conducted monthly  
 Trending walks will be conducted throughout the school year.  
 Formatives are being used on a continual basis by our teachers to provide student learning data for ILT and PLCs.  
 Progress monitoring (baseline and midyear assessments) will be used in conjunction with our trending walks and formative assessments throughout the school year.  
 Professional development for instructional staff will be created through ILT/PLCs on a continual basis by analyzing student progress data focused on acceleration opportunities for students to get on grade level while mastering new content.

**Person Responsible** Katie Rocha (katie.rocha@hcps.net)

**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.

**Newsome High School's incidences are low in the areas of violent incident and drugs public order. However, incidences are very high in property incidence (30 out of 33 in the district). The introduction of school wide behavior expectations: Newsome PRIDE (including the R for respect - promoting taking care of our school environment). These expectations are promoted school wide and will be monitored through fidelity checks of our tier 1 plan including classroom walk-throughs, surveys, and quarterly analysis of discipline data.**

#### **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.**

Newsome High School supports a positive school culture and climate by working to meet the instructional, behavioral, and social emotional needs of students. During the first week of school students, teachers, staff and families are made aware of school-wide expectations. We encourage Newsome PRIDE, personal responsibility, respect, integrity, diversity, and engagement. School-wide behavior expectations, new or updated procedures, board policies, and opportunities for students, staff, and parents (our valued stakeholders) to become involved are communicated via daily morning announcements, weekly SWAY, parent-link phone updates, school marquee and on Newsome website and app. Our active PTSA, Guidance department, and AVID program offer a variety of parent nights throughout the year focusing on academic and college planning, graduation requirements and other important topics relevant to high school students. Newsome offers a diverse selection of clubs and we strive to make sure our students are aware of all these opportunities through these same communication methods.

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

Administration: Role is to support, plan and implement school-wide initiatives to build a positive school culture and environment. Various forms of communication will be used to engage all stakeholders in supporting school-wide expectations, behavior goals and ways to get involved to nurture Newsome Pride.  
 Teachers: Will communicate and support school-wide initiatives with students. Teachers will offer clubs to engage students in building positive school culture.  
 Guidance Counselors: Will support students throughout the year to ensure they are properly placed in classes and to help students develop social emotional skills necessary to maintain a positive school culture

and environment.

Student Services: Support students and families in developing social emotional learning.

PTSA: Supports the school by providing opportunities for student and teacher incentives. Help communicate schoolwide initiatives to community and support the school to achieve goals.

Students: Will promote and support schoolwide positive culture and environment initiatives with fellow classmates. Which will develop school pride in underclassmen and support a positive school culture and environment.

## Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
<b>Total:</b>			<b>\$0.00</b>