Newsome High School

2022-23 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

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	20%
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: A (72%) 2018-19: A (72%) 2017-18: A (71%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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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16550 FISHHAWK BLVD, Lithia, FL 33547

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	20%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Joe E. Newsome High School is to provide a safe and supportive environment where everyone is valued and respected. A partnership of in-depth learning will grow between staff, stakeholders, students, and the community promoting readiness for college and career pursuits. NHS students will graduate ready to meet challenges with a solid academic foundation developing social awareness and a responsibility to grow and function as a global citizen

Provide the school's vision statement.

The vision of Joe E. Newsome High School is to foster academic structure that demonstrates a connection between all departments ensuring all students acquire the essential skills to be inspiring and productive citizens of this global world.

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
Rocha, Katie	Principal	Serves as instructional leader, engages stakeholders, and collaborates with others.
Peacock, Richard	Assistant Principal	Assists principal by serving as instructional leader, engaging stakeholders, and collaborating with others.
Blanchard, Karen	Administrative Support	Serves as our Culture and Clime Resource Teacher and School Advisory Committee chair.
Radebaugh, Grant	Assistant Principal	Assists principal by serving as instructional leader, engaging stakeholders, and collaborating with others.
Cleary, Stacie	Assistant Principal	Assists principal by serving as instructional leader, engaging stakeholders, and collaborating with others.
Jones, Chera	Assistant Principal	Assists principal by serving as instructional leader, engaging stakeholders, and collaborating with others.
Lindstrom, Paul	Assistant Principal	Assists principal by serving as instructional leader, engaging stakeholders, and collaborating with others.

Demographic Information

Principal start date

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

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.*

17

Total number of teacher positions allocated to the school

143

Total number of students enrolled at the school

3,204

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

20

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

26

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	0	809	842	709	2360
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	116	99	135	350
One or more suspensions	0	0	0	0	0	0	0	0	0	0	46	55	61	162
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	20	20
Course failure in Math	0	0	0	0	0	0	0	0	0	0	6	39	15	60
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	60	86	0	146
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	60	2	3	65
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	0	16	16	34	66

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	12	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/15/2022

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	810	847	747	752	3156
Attendance below 90 percent	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	26	33	28	26	113
Course failure in ELA	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	30	0	30
Level 1 on 2019 statewide FSA ELA assessment	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	28	36	29	0	93
Number of students with a substantial reading deficiency	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	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	
Students retained two or more times	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	810	847	747	752	3156
Attendance below 90 percent	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	26	33	28	26	113
Course failure in ELA	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	30	0	30
Level 1 on 2019 statewide FSA ELA assessment	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	28	36	29	0	93
Number of students with a substantial reading deficiency	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	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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	76%	52%	51%				78%	56%	56%
ELA Learning Gains	59%						64%	54%	51%
ELA Lowest 25th Percentile	47%						56%	41%	42%
Math Achievement	73%	39%	38%				74%	49%	51%
Math Learning Gains	57%						54%	48%	48%
Math Lowest 25th Percentile	50%						52%	45%	45%
Science Achievement	88%	46%	40%				82%	69%	68%
Social Studies Achievement	89%	49%	48%				89%	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	82%	66%	16%	67%	15%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	73%	17%	70%	20%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	63%	-8%	61%	-6%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	80%	57%	23%	57%	23%

Subgroup Data Review

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
2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	43	36	26	44	47	42	64	58		97	52
ELL	53	54	43	78	65		94	90		92	50
ASN	95	72		95	76		100	100		100	94
BLK	57	50	50	42	41	43	72	67		98	70
HSP	75	63	47	70	55	43	90	83		98	73
MUL	72	49	26	72	54	53	97	90		98	83
WHT	77	58	48	76	59	53	88	91		99	80
FRL	54	50	40	57	52	40	73	77		96	70

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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
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

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	717
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	69
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	92
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	59
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	70
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	69
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	73
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	61
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?

Newsome High School's scores improved in Math Achievement, Science Achievement, Social Studies Achievement, Math Learning Gains, Math Bottom Quartile Gains, College/Career Acceleration, and total points earned. Newsome's scores decreased in ELA Achievement, ELA Learning Gains, and ELA Bottom Quartile Gains. Our graduation rate stayed the same at 99%.

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

Our overall ELA scores went down in all three ELA categories. Our greatest deficiency/decrease was in ELA Bottom Quartile Learning gains where we went from 55 (2021) to 47 (2022), decrease of 8 points. ELA Learning Gains went from 64 (2021) to 59 (2022), decrease of 5 points. ELA Achievement went from 78 (2021) to 76 (2022), decrease of 2 points.

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

Due to missed instructional time during the Covid-19 pandemic, students are lacking in foundational reading skills.
We are tailoring instruction to our students to increase rigor and differientiated instruction. We are also using progress monitoring data to differiientiate instructional for individual students.

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

Math Learning Gains went from 35 (2021) to 57 (2022), increase of 22 points.
Math Bottom Quartile went from 36 (2021) to 50 (2022), increase of 14 points.
Math Achievement went from 65 (2021) to 73 (2022), increase of 8 points.
Science Achievement went from 82 (2021) to 88 (2022), increase of 6 points.
College/Career Acceleration went from 75 (2021) to 79 (2022), increase of 4 points.
Social Studies Achievement went from 87 (2021) to 89 (2022), increase of 2 points.

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

Our school focused on acceleration, not remediation, students were provided multiple opportunities for extended learning (Lunch and Learn, boot camps, Extended Learning Period)

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

School wide continuum focused on using formative and common assessments to providing just in time support for students. Data from formative assessments were used to differentated instruction and promote student ownership using intentional small groups.

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.

Professional development will first focused on the four principles of excellent instruction. Then move into a school-wide reading strategy. Departmental professional development will be tailored to each departments needs.

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

Classroom walk-through with immediate feedback.
More frequent data dives/chats with departments and students.
Closely monitoring PLC notes and providing feedback based on next steps and improvement of instruction.

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

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on 2022 data, we noticed an overall decrease in our ELA scores. ELA achievement was down 2% (78 to 76), ELA learning gains are down 5% (64 to 59) and our ELA bottom quartile scores are down 8% (55 to 47) from 2021 data. Students lost foundational reading skills due to the lack of direct instruction because of the COVID-19 pandemic. Therefore, some students missed the opportunity to enrich and develop ELA skills.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We want to increase ELA Achievement scores back to a positive trajectory by achieving a score of 78. We want to increase our ELA Learning Gains scores back to a positive trajectory by achieving a score of 65. We want to increase our ELA Bottom Quartile scores back to a positive trajectory by achieving a score of 56..
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Our Leadership Teams will use progress monitoring data (base-line and 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: Describe the evidence-based strategy being implemented for this Area of Focus.	We will utilize our 3 year continuum, Newsome Reads for Strong Evidence, and the Four Principals of Instruction to focus on: Rigorous Content- with a focus on instructional text meeting the grade level benchmark and teachers modeling and providing questioning opportunities to students throughout instruction. Guiding students to deepen their comprehension by using implicit evidence to generate, create, and draw conclusions from the text or problem. Student Ownership- Students will take ownership of their learning by being responsible for the thinking in the classroom. They will develop quality work by having opportunities of productive struggle and collaboration with their peers.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	When students are provided with an academic ownership opportunity, they build a stronger foundation and persistence to deepen understanding through intellectual struggle. When students are provided with rigorous content they are able to master academic instruction and participate in learning opportunities on their level. Rigorous content also allows for student success, in regards to acceleration, as the students are consistently being motivated to think and learn.

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.

PLCs and ILTs will be conducted monthly.

Trending walks will be conducted throughout the school year.

Formatives and common assessments 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)

#2. Positive Culture and Environment specifically relating to Students' social awareness	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Social Emotional Learning allows students to become connected to others, responsible decision makers, and lifelong learners. SEL focuses on increasing students social awareness, positive mindset, self-efficacy, and ability to regulate their emotions as reflected on the panorama survey. This is crucial to promote a community where respect, responsibility, and safety are valued.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will increase students' social awareness and the ability to understand and emphasize with others particularly with people from different backgrounds. Within the classroom and whole school community students will learn and practice these skills through peer-to-peer collaboration, participation in clubs and extracurricular activities, and with opportunities for modeling, compassion, and respect across the campus. Students will utilize social awareness that focuses on building relationship skills as part of small group instruction, with their social interactions, and as members of the greater Newsome community.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This goal will be monitored through an increase in positive responses in the areas of social awareness, school climate, and diversity and inclusion on the Fall and Spring administration of the Panorama Survey. We also will monitor discipline referrals related to issues involving interpersonal conflict and expect to see a decrease from the 21-22 to the 22-23 school year. Membership and participation in extracurricular clubs and school-wide events that promote positive relationships and being part of the school community.
Person responsible for monitoring outcome:	Katie Rocha (katie.rocha@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	School wide expectations that are applied to all areas of the school. Recognizing and celebrating those students who are connecting with others and contributing to build a sense of community through their efforts inside and outside the classroom. Professional development on creating intentional small groups in the classroom. Schoolwide events that provide the opportunity for relationship building and collaboration among diverse group of students representing a variety of student organizations.
Rationale for Evidence-based Strategy: Explain the rationale for	After analyzing our Panorama survey results, indicating a decrease in diversity and inclusion, as well only seeing a slight increase in social awareness we decided to specifically focus on those areas. Furthermore, having school wide expectations establishes a social culture that improves social, emotional, behavioral, and academic outcomes for all students.

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

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.

Faculty and staff will receive professional development that discusses the results of both the Panorama and the Insight Survey and what next steps are needed to promote empathy and social awareness campus wide. School-wide behavior expectations will be introduced to students during opening assembly, during homeroom procedures video, and on school-wide signage. Expectations will be retaught and reinforced in and out of the classroom. Monthly incentives for students following school-wide expectations and promoting kindness and community. An interclub council will be established to give students from diverse student organizations a forum in which they can collaborate, establish connections, and build school-wide unity.

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

#3. Transformational Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Newsome commits to building the leadership capacity of our teacher leaders to increase collaboration and promote a collective voice regarding progress monitoring, professional development and productive feedback.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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: **Describe how this Area of Focus will be monitored for the desired outcome.**	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. Our leadership teams are committed to visiting classrooms and providing actionable and timely feedback to improve instructional practices. 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: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Leadership development will include more stakeholders that are involved in a shared vision for problem solving, creating professional development, providing instructional feedback, and implementing final decisions that will impact student achievement.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 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.

ILT will utilize teacher leaders, along with their administrative instructional leader, 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.)

OneNote will be utilized to share departmental PLC notes with administration and to be used in cross-curricular planning and PLCs for collaboration.

Person Responsible   Katie Rocha (katie.rocha@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.

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. Students were introduced to expectations in schoolwide assemblies and in the classroom. Recognizing and celebrating both students and faculty that practice these expectations will be awarded monthly. School-wide behavior expectations, new or updated procedures, code of conduct, and opportunities for students, staff, and parents (our valued stakeholders) to become involved are communicated via Canvas announcements, weekly SWAY Newsletter, parent-link phone updates, school marquee and on Newsome website and app. Our active PTSA, student services department, College and Career Counselor 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 school culture and environment.

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 instructional initiatives.
Teachers: Will address school climate priorities as indicated on Panorama survey, through the use of intentional small groups and collaborative assignments. Teachers will promote schoolwide events that engage students in building positive school culture.
School 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.
Student Services: Support students and families in developing social emotional learning and provide mental health resources.
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 climate and culture initiatives with fellow classmates.