

Hillsborough County Public Schools

Newsome High School



2023-24

Schoolwide Improvement Plan (SIP)

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Newsome High School

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[no web address on file]

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.

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, 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
McGinley, April	Assistant Principal	Responsible for students A-D. Serve as an education administrator responsible for facilitating the day-to-day requirements of Newsome High School. Ensure the safety of students, as well as fulfillment of federal and state student and teacher performance guidelines. This leadership position includes interactions with students, teachers, other administrators, board members, and parents.
Radebaugh, Grant	Assistant Principal	Responsible for students last names from Rb-Z. Serve as an education administrator responsible for facilitating the day-to-day requirements of Newsome High School. Ensure the safety of students, as well as fulfillment of federal and state student and teacher performance guidelines. This leadership position includes interactions with students, teachers, other administrators, board members, and parents.
Rocha, Katie	Principal	Principal of Newsome High School. Providing strategic direction for Newsome High School in alignment with district initiatives. Developing standardized curricula. Assessing teaching methods. Monitoring student achievement. Encouraging parent involvement. Revising policies and procedures. Administering the budget. Hiring and evaluating staff.
Cleary, Stacie	Assistant Principal	Assistant Principal for Curriculum. Supporting strong instructional leadership model at Newsome High School. Coordinating professional learning for teachers. Monitoring student outcomes. Supporting families to be key partners in student learning. Assisting the principal in interviewing and evaluating instructional and non-instructional staff. Supervising instructional and non-instructional staff. Helping create school-wide goals including those related to student learning and student behavior. Enforcing attendance regulations.
Smith, Tanisha	Assistant Principal	Responsible for students L-Ra. Serve as an education administrator responsible for facilitating the day-to-day requirements of Newsome High School. Ensure the safety of students, as well as fulfillment of federal and state student and teacher performance guidelines. This leadership position includes interactions with students, teachers, other administrators, board members, and parents.
Haygood, Aaron	Assistant Principal	Assistant Principal for Administration. Responsible for all facility usage and programs. Serve as an education administrator responsible for facilitating the day-to-day requirements of Newsome High School. Ensure the safety of students, as well as fulfillment of federal and state student and teacher performance guidelines. This leadership position includes interactions with students, teachers, other administrators, board members, and parents.

Name	Position Title	Job Duties and Responsibilities
Bradner, Lori	Other	Tier 1 School-Wide Plan Lead
		PSLT-Problem Solving Leadership Team Chair & RTI/MTSS Facilitator
		Teacher Support- Preventative Behavior & Classroom Management PD
		Student Incentive & Recognition Program Co-Coordinator
		Faculty Culture/Recognition
		SAC Chair- SIP plan
		School Committee Organizer & Liaison
		ICC Chair
Blanchard, Karen	Assistant Principal	Boosters Chair
		Responsible for students E-K. Serve as an education administrator responsible for facilitating the day-to-day requirements of Newsome High School. Ensure the safety of students, as well as fulfillment of federal and state student and teacher performance guidelines. This leadership position includes interactions with students, teachers, other administrators, board members, and parents.
Franklin, Carrie	Reading Coach	Work with educators to identify issues with students or curriculum, set goals, and solve problems. Collaborate with educators and school administrators to develop curriculum and lesson plans. Create teaching material for educators. Lead and/or participate in study groups alongside educators. Facilitate ELP courses for struggling students.

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.

Summer planning team consisting of Administration, teachers, and academic coaches, gathered data from 2022-2023 school year. Team analyzed data for trends in classroom practice in relation to assessment results, identified specific student groups performance and developed instructional priorities and school improvement goals. Instructional priorities and goals were presented to SAC for feedback. Insight gathered from stakeholders was used to draft the SIP plan.

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))

Administrative instructional leaders will be responsible for completing the monthly SIP checklist which requires progress monitoring of the action steps for each area of focus. Student achievement data along with monitoring of plan will be shared regularly with SAC committee. Quarterly, school leadership will assess progress and adjust or revise the plan based on student and staff performance in focus areas.

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	No
2022-23 Minority Rate	32%
2022-23 Economically Disadvantaged (FRL) Rate	20%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	350	
One or more suspensions	0	0	0	0	0	0	0	0	0	162	
Course failure in ELA	0	0	0	0	0	0	0	0	0	20	
Course failure in Math	0	0	0	0	0	0	0	0	0	60	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	146	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	65	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	66

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

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*	74	51	50	76	52	51	78		
ELA Learning Gains				59			64		
ELA Lowest 25th Percentile				47			55		
Math Achievement*	73	42	38	73	39	38	65		
Math Learning Gains				57			35		
Math Lowest 25th Percentile				50			36		
Science Achievement*	87	64	64	88	46	40	82		
Social Studies Achievement*	87	69	66	89	49	48	87		
Middle School Acceleration					41	44			
Graduation Rate	99	89	89	99	64	61	99		
College and Career Acceleration	79	62	65	79	72	67	75		
ELP Progress	60	39	45						

** 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)	N/A
OVERALL Federal Index – All Students	80
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	559
Total Components for the Federal Index	7

2021-22 ESSA Federal Index

Percent Tested	99
Graduation Rate	99

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	717
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	99

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	58			
ELL	66			
AMI				
ASN	93			
BLK	73			
HSP	80			
MUL	82			
PAC				
WHT	84			
FRL	71			

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	51			
ELL	69			
AMI				
ASN	92			
BLK	59			
HSP	70			
MUL	69			
PAC				
WHT	73			
FRL	61			

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	74			73			87	87		99	79	60
SWD	35			47			54	59		52	6	
ELL	57			43			82	78		50	7	60
AMI												
ASN	85			89			94	100		89	6	
BLK	62			52			80	71		75	6	
HSP	70			69			84	85		74	6	
MUL	73			70			89	85		77	6	
PAC												
WHT	76			75			88	88		79	6	
FRL	56			60			76	76		60	6	

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	76	59	47	73	57	50	88	89		99	79	
SWD	43	36	26	44	47	42	64	58		97	52	
ELL	53	54	43	78	65		94	90		92	50	
AMI												
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	
PAC												
WHT	77	58	48	76	59	53	88	91		99	80	
FRL	54	50	40	57	52	40	73	77		96	70	

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	78	64	55	65	35	36	82	87		99	75	
SWD	39	53	47	37	41	46	55	58		97	48	
ELL	50	63	53	41	44	42	55	36		100	62	
AMI												
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	
PAC												
WHT	79	63	57	68	33	34	84	90		99	76	
FRL	62	54	47	47	38	39	70	74		95	48	

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	78%	50%	28%	50%	28%
09	2023 - Spring	71%	48%	23%	48%	23%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	55%	7%	50%	12%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	78%	49%	29%	48%	30%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	62%	25%	63%	24%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	86%	65%	21%	63%	23%

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.

Math was the lowest in performance, at a 73% proficiency rate. The math department received new State Benchmarks that caused learning gaps within instruction.

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

U.S. History declined 3%, from 89% in 2022, to 86% in 2023. After looking at the data, there was an absence of student engagement and instructional strategies that help students make connections to the content.

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.

Geometry had the largest positive gap, performing at a 78% proficiency rate, while the state was at a 49% proficiency rate. Students had a strong background in foundational math skills, so teachers were able to build on these skills and offer rigorous instruction that supported student growth.

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

Algebra 1 went up from a 55% proficiency rate in the 2021-2022 school year to a 68% proficiency rate in the 2022-2023 school year. The Algebra 1 team identified a targeted roster of students who needed additional support, and offered support opportunities such as Saturday Bootcamps, Lunch and Learns, and ELP sessions. Teachers closely monitored students data and provided support in the needed areas.

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

N/A

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

Our highest priority is the development of rigorous content through effective data driven professional learning communities that utilize common planning. This will increase student engagement and enhance critical thinking through student academic ownership.

Area of Focus

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

#1. Instructional Practice specifically relating to Student Engagement**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.

Student Engagement is a strategy that allows all students to be successful in the classroom, regardless of ability. It affects the learning outcomes and motivates students to achieve learning goals. Based on the previous years academic data and walkthrough data, there is a need for student engagement in the classroom throughout all subject areas. This is our biggest area of need, which is improving engagement through instruction.

Measurable Outcome:

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

The measurable outcome would be that 80% of our classrooms are utilizing engagement strategies daily to improve student learning outcomes. Data will improve from PM1 to PM3 in every content area, as evidence of students retaining content knowledge through engagement strategies.

Monitoring:

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

The Leadership Team will be conducting walkthroughs on a weekly basis to ensure that engagement strategies are being utilized. In addition, departments will receive professional development for a specific learning strategy tailored to their department's needs. Departments will also participate in common planning sessions where content areas will discuss strategies to utilize to engage all of their students.

Person responsible for monitoring outcome:

Katie Rocha (katie.rocha@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.)

Tier 1 Prevention Design: Newsome classrooms, hallways, cafeteria, restrooms designed for prevention.

- Schoolwide expectations posted in all afore-mentioned places.
- Student Newsome Orientation Canvas Course completed by all students.
- Schoolwide expectations posted in SWAY for all families.
- Utilizing precise directions visually and spoken to communicate what, why and how to do the expected tasks.
- Utilization of positive narration giving off-task students an informal warning before they receive consequences.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies are based on John Hannigan, Jessica Djabrayan Hannigan, Mike Mattos, and Austin Buffum BEHAVIOR SOLUTIONS

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.

Professional development quarterly on department specific engagement strategies.

Monitoring of Student Data through the use of content specific Data Walls which will updated during the beginning and middle of the school year.

Weekly Common Planning sessions within like content areas.

Walkthrough data complied monthly to review growth opportunities within the individual classrooms.

Post secondary readiness and engagement will include college visits both on and off campus. Support of AVID strategies and college readiness by all faculty with College Spirit Mondays. In addition, Newsome will partner with FCA to promote college and career readiness as an alternative to standard 4-year college.

Person Responsible: April McGinley (april.mcginley@hcps.net)

By When: By the end of each quarter throughout the 2023-2024 school year

#2. Positive Culture and Environment specifically relating to Other**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.

Collaboration empowers teachers, students, and staff and provides a multifaceted intentional framework focusing on growth, support, problem-solving and resiliency. It was identified as a need based on results of the teachers 2023 Insight survey, which marked a decrease in domain score related to Instructional Planning for Student Growth, and a Peer Culture score that remained stagnant. Based on the success of an existing Professional Learning Community we believe replicating this collaborative model schoolwide will lead to collective efficacy and improve school culture.

Measurable Outcome:

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

Building a collaborative community schoolwide will strengthen teacher/teacher, teacher/student, and student/student relationships as reflected on both the staff Insight and student Panorama Survey. We will also see an increase in teachers collaborating to design quality engaging instruction through weekly common planning which includes identifying students needing additional support and interventions.

Monitoring:

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

This goal will be monitored throughout the school year through teacher observation, PLC planning notes, and whole school team-building activities. Utilizing the MTSS framework all PLC's will be required to document student interventions in PLC One Note. Monthly Student Services, Administration, CCRT, and Academic Coach will meet to evaluate existing intervention, and collaborate on additional services.

Person responsible for monitoring outcome:

Katie Rocha (katie.rocha@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.)

Utilizing MTSS universal framework we will use data provided by PLC notes, teacher and student surveys to guide collaborative problem-solving and decision-making.

Common planning to promote the power of collective efficacy by implementing shared leadership among PLCs, ILT, PSLT, and CST

Professional development focused on collaboration, team building, effective PLCs, and trust.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Working within the MTSS framework collaborative teams will be able to focus on academic and personal growth, collaborative learning environments, and resiliency.

Collaboration brings together educators and students with diverse skills, experiences and perspectives. This variety of expertise enables more comprehensive problem solving, enhancing the effectiveness of school improvement efforts. It also promotes shared responsibility therefore creating a culture of collective ownership leading to strengthening of relationships and more sustained and impactful change. Learning how to work in team environment allows for student readiness for the public postsecondary level.

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.

Faculty and staff will receive PD on PLC/Common Planning and the collaborative framework at the beginning of the school year.

PSLT will create a MTSS checklist to monitor problem solving and implementation of student supports monthly.

Demonstration classrooms will be available for teachers to observe successful collaborative classroom strategies several times throughout a quarter.

Student organizations will work together as part of an Interclub Council to promote a cohesive school-wide culture at the beginning of the year, and continue throughout the school year.

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

By When: October 2023, and continue throughout the year.

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.

Newsome will utilize the school's webpage in addition to the Weekly SWAY sent out to all families. The link to the Newsome webpage is as follows: <https://www.hillsboroughschools.org/newsome>

The SIP will be made available to all SAC Committee Members during our monthly meetings and utilized as a living document for change. In addition, it will be made available through our weekly SWAY (Newsome's weekly newsletter to families).

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))

<https://www.hillsboroughschools.org/newsome>

Newsome continues to build positive relationships with parents, families and other stakeholders through weekly communications via SWAY. In addition, parents are notified of events and kept informed of progress through one-to-one teacher contacts, contacts with AP's, Success Coach, and CCRT. All of the individuals utilize Parent Link to help keep all stake holders informed.

In addition, Newsome is collaborating with FCA to help promote not just traditional college opportunities, but business, technical college, 2-year college, and military opportunities to help our students succeed. All seniors will participate in the FCA Business Panel offered at Newsome in addition to FCA sponsored field trips.

Newsome is also partnering with local colleges, universities and HBCU's to support the future needs of our students and families.

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))

Currently, Newsome has created a Morning Breakfast Club that allows ALL students to seek last minute homework help Monday, Wednesday and Thursdays. This is run by our CCRT and supported by Student Peer Tutors. In addition, Newsome is actively supporting ELP and Lunch and Learns utilizing a Tiered and Targeted list of students from each department that are in need of extra support and Tier 2 interventions. These opportunities are supported by our faculty and peer tutors.

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))

Newsome is an active partner with FCA and our local colleges and universities to help support our students after graduation.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Newsome has 8 counselors including a College & Career Counselor, fulltime School Social Worker, ESE Specialist, CCRT, Student Success Coach, and weekly visiting school psychologist to help support, mentor and improve students' skills outside the academic subject areas. These individuals serve our the PSLT and CST to support MTSS at Newsome High School.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Newsome holds college visits both on and off our campus which include field trips to local universities and colleges. This includes Florida's HBCU's. In addition, Newsome partners with FCA to help promote career and technical education. Almost 50% of our senior student body participate in dual enrollment and OJT.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

<https://www.canva.com/design/DAFxD3Ik1Vo/view>

Please see the following link in response to the above question. In addition, all students completed a Newsome Orientation Course that was mandatory in order to participate in extracurricular activities. It can be found on Canvas.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers participate in PLC, rolling monthly PD's, and ILT to continually assess and improve instruction. In addition, teacher mentors and CCRT help new faculty on staff in order to retain effective teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Newsome serves only 9-12 grade students.