

Hernando County School District

Nature Coast Technical High



2015-16 School Improvement Plan

Nature Coast Technical High

4057 CALIFORNIA ST, Brooksville, FL 34604

www.edline.net/pages/hcsb_ncths

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	51%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	31%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Hernando County School Board on 11/17/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Nature Coast Technical High School faculty and staff will collaborate with all stakeholders to ensure that our students acquire the knowledge and skills to successfully participate in a competitive global economy.

Provide the school's vision statement

Nature Coast Sharks swimming toward success!

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At the beginning of the school year teachers engage in activities that enable them to learn more about the students they will be working with during the year. Examples of these activities include questionnaires, ice-breakers, and student interest inventories. Students fill out Data Chat Folders in their 4th period Study Hall and Study Hall teachers hold a minimum of one data chat with every student during the year.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Principal and Assistant Principals greet students each morning out in front of school, in the courtyard, and at the bus as students disembark. Additionally, teachers are posted around the campus and outside their classroom doors greeting students as they enter campus and classrooms throughout the day.

NCTHS uses the Positive Behavior Support (PBS) system to create a safe and orderly environment. In the beginning of the year teachers are provided with PBS lessons to complete with their Study Hall students. These lessons are designed to teach students Nature Coast Technical High School's values and appropriate school behaviors. Additionally, posters are posted around the school outlining our PBS goals and vinyls of our SHARKS motto are on all of our hallway doors.

Safety drills are practiced monthly to ensure students understand the expectations and procedures that have been put in place. These safety measures/procedures help ensure that our students are prepared in case of an actual emergency.

The administrative team along with the attendance secretary, guidance counselors, and SRO conducted grade level assemblies to review school-wide expectations and student responsibilities (i.e. attendance, no bullying zone, risk-free learning environments, campus wide safety). The team focused on the expected positive

behaviors as well as incentives for adhering to guidelines for success.

NCTHS uses the school resource officer to maintain safety and help build positive relationships between school and community stakeholders.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Principal and assistant principals provide a common vision for the use of data-based decision-making to ensure that the school-based team is implementing Positive Behavior Support system, monitoring of intervention supports and documentation, ensure adequate professional development to support PBS, and communicate with parents regarding school-based PBS plans and activities.

The school-based PBS Leadership Team meets monthly to review current data that addresses PBS goals; reducing tardies, dress code, and skipping violations; and also check for progress seen as a result of delivered interventions, i.e., group behavioral interventions and Tier 2 targeted behavioral interventions.

We teach our students positive behavior through our S.H.A.R.K.S. expectation. We teach to Seek the positive, that Homework is helpful, to Arrive on time, to Respect everyone, to Keep making good choices, and to Strive for success. Teachers create management programs based on these expectations and students are rewarded with Shark Bites for their positive behaviors. Student rewards are provided through experiences and events throughout the school year.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Guidance counselors and behavior specialists provide student support through individual and group meetings. Students are also serviced by Functional Behavior Assessments and Behavioral Intervention Plans. Additionally, guidance and other school staff monitor student needs to ensure that the social-emotional needs of all students are being met.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Nature Coast Technical High School's early warning systems include:

Attendance: Daily automated phone calls (Global Connect) home to absent students and calls home if a student falls below the 90% attendance rate. Weekly attendance reports are published with the names of students that fall below the 90% attendance rate. Students who consistently land on these reports are recommended for our Child Study Team.

The administrative team tracks the number of in-school and out-of-school suspensions each month for discussion in data team meetings.

Course failure/s: School procedures requires that administrators receive quarterly reports from teachers indicating those student that are currently failing a course, along with submission of a plan of action to close the gaps for failing students.

Level 1 English Language Arts or Mathematics: Reading students are placed in an Intensive Reading class along with a Reading Study Hall. Mathematics students are placed in a mathematics study hall.

Algebra 2 Intensive Math and Intensive Reading teachers use interventions based on student data to close the learning gaps between poor performing students and their grade level peers.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	35	40	52	36	163
One or more suspensions	26	21	17	3	67
Course failure in ELA or Math	57	68	54	49	228
Level 1 on statewide assessment	41	45	33	25	144

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	79	86	82	76	323

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students with two or more early warning indicators are placed in designated study halls for additional academic support. Students scoring Level 1 on statewide reading assessments are placed in a reading remediation class.

Students with one or more suspensions will be identified and monitored by the RtI/SBLT team. Students that struggle mathematically are scheduled into an Algebra 2 Intensive double block class to help them earn their Algebra 2 required credit.

Algebra I EOC retakers are scheduled into Math Remediation Study Hall where they receive tutoring. Students failing courses or students seeking to increase their GPA can enroll in our Adult Education Co-Enroll classes. They are allowed to take two courses per year for grade recovery/forgiveness. Students with less than 90% attendance will be identified weekly and counseled. If attendance continues to be a challenge for students, they will be referred to the Child Study Team.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

NCTHS uses Edline to communicate with parents, teachers and staff mail home Positive Behavior Support postcards, teachers, guidance counselors, and administration make calls home informing parents of their student's progress.

NCTHS uses Edline, our marquee, and Global Connect to inform parents of upcoming School Advisory Committee (SAC) and PTSA meetings, sporting events, plays, Open Houses, Magnet School Orientation, Awards Nights, club meeting, and marking periods.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Through the scheduling of monthly SAC meetings and Parent Teacher Student Association meetings every other month, NCTHS is able to sustain and nurture our partnerships with the local community. All stakeholders are provided with information relating to student achievement and are provided the opportunity to review and evaluate our school goals for improvement.

NCTHS parents created and lead a Scholarship Committee aimed at helping students and parents navigate financing post-secondary education.

NCTHS also hosts a Dual Enrollment/Advanced Placement Night to inform parents and students about their options for advanced coursework. Two Magnet School Orientations are held during the first semester to showcase our Career and Technical Education programs for incoming students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Noyes, Toni Ann	Principal
Williams, Dawn	Assistant Principal
Loder, Pam	Assistant Principal
Buel, Gary	Assistant Principal
Beach, Shaizey	Teacher, K-12
Carroll, Susan	Teacher, K-12
Diulio, Pete	Teacher, Career/Technical
Erickson, Lori	Teacher, K-12
Gasparini, Jenny	Teacher, K-12
Gore, Emily	Teacher, K-12
Hughes, Vicki	Guidance Counselor
Johnson, Mona	Teacher, K-12
Masserio, Lisa	Teacher, PreK
	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal will provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing MTSS and SIP, conduct assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS and SIP implementation, and communicate with parents regarding school-based MTSS plans and activities.

Assistant principals will support the principal's vision that leads and guides the team's decision-making. They support principal's initiatives and ensure they are carried out.

Select general education teachers will provide information about core instruction, participate in

student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities. Exceptional student education (ESE) Teachers will participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Assistant principal and assessment teacher will evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; monitor and share formative and summative assessment data; identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Guidance counselors will participate in collection of data; facilitate the development of intervention plan, and provide support for intervention fidelity and documentation relating to dropout prevention.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Principal and assistant principals will provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing MTSS and SIP, conduct assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS and SIP implementation, and communicate with parents regarding school-based MTSS plans and activities. Select general education teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities. Exceptional student education (ESE) teachers will participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching. Assessment teacher will evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; monitor and share formative and summative assessment data; identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Guidance counselors will participate in collection of data; facilitate the development of intervention plan, and provide support for intervention fidelity and documentation relating to dropout prevention.

The school-based MTSS Leadership Team will meet monthly to review current data that addresses SIP goals, and check for progress seen as a result of delivered interventions, i.e., group behavioral interventions and Tier 2 Targeted academic interventions.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Toni-Ann Noyes	Principal
Chris Sparacia	Parent
Charlena Millhouse	Parent
Lorenda Rodriguez	Parent
Stacey Cody	Parent
Toni-Ann Noyes	Principal
David Rodriguez	Parent
Jeremey Gerdts	Parent
Maria Laskowski	Parent
Gregg Laskowski	Parent
Matt Mulvaney	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Throughout the school year, the principal and assistant principals provides updates to SAC about the school's progress toward the SIP goals. At the end of the school year, the principal and assistant principals reviews student achievement data with SAC and shares information from parent and teacher needs surveys. The principal requests input from SAC parents about the effectiveness of SIP initiatives throughout the school year.

In May 2014, parents also brainstormed PBS awards for 2014-2015 school year. In September of each school year, the principal provides SAC parents with a summary of test data; and the proposed SIP goals and strategies and requests their input and ideas.

Development of this school improvement plan

Parent, teacher and staff surveys (climate and needs surveys) conducted toward the end of the school year and beginning of this school year serve as the springboard for school improvement planning over the summer and early fall. SAC parents are invited to participate in school improvement planning meetings, but because attendance can be a challenge for them, input is gathered through the surveys and conversations during SAC meetings.

Conversations with department chairs and groups of teachers are conducted prior to the development of the SIP so that the team already has a general outline of our school needs, and can more easily set goals, brainstorm resources, barriers and strategies, and create action plans.

Once the plan is drafted, a summary is brought to the entire faculty and to the SAC for further input. Revisions to the SIP can be made throughout the school year. If a barrier is not eliminated, ideas continue to be brainstormed in order to identify alternative strategies that will help our school achieve our SIP goal.

Preparation of the school's annual budget and plan

The Principal prepares the budget based on input from teachers, staff, parents, and priorities set by the district. The SAC supports the school's initiatives to increase student achievement by reviewing the school's annual budget to determine best ways to allocate funds for specific programs. The Principal maintains a prioritized list of needed resources that cannot be funded by the school budget because of limited dollars.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

\$1500.00 was given to the PBS Committee to purchase incentives for the 2013-2014 school-year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Noyes, Toni Ann	Principal
Williams, Dawn	Assistant Principal
Masserio, Lisa	Teacher, K-12
Maggard, Tammy	Instructional Media
Loder, Pam	Assistant Principal
Buel, Gary	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team is working toward increasing the capacity for literacy within the school. The principal and assistant principals will promote the LLT as an integral part of the school literacy reform process to build a culture of reading throughout the school by being an active member of the team. The administrative team will allow team members to plan literacy activities and/or events that promote best practices among teachers and/or foster a love of reading in all students.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Nature Coast Technical uses many different strategies to promote positive working relationships between teachers and administrators. These strategies include One-on-One Time meetings with the principal, bi-monthly Department Chair Meetings and monthly Faculty Meetings to ensure clear communication between district, school leadership and teachers. In addition to being a vehicle for communication, NCTHS will also begin celebrating the birthdays of faculty and staff each month with cake.

Departments/grade level/subject area have regularly scheduled meetings throughout the school year to discuss and plan for common assessments and implementation of new Florida Standards.

NCTHS administration is working toward moving core subject area teachers so they will be closer in proximity to one another which will provide them the opportunity to collaborate more frequently as well as provide support to one another.

The English Department holds bi-monthly PLC meetings to implement new standards - writing strategies first semester and reading strategies second semester.

The Math Department has weekly Lunch and Learn meetings which afford teachers the opportunity to

plan together and develop common assessments.

The Science Department holds regular meetings to facilitate the implementation of the new standards, plan common assessments, and continue the use of Interactive Notebooks being used in Biology and Physical Science.

Each year administration and teachers celebrate the opening and closing of school with a potluck luncheon and in December NCTHS administration hosts a Holiday Party at Silverthorne.

Department Heads conduct bi-monthly department meetings with their departments to celebrate and acknowledge one another as well as address potential issues and concerns.

Assessment teacher will conduct SAM Data Chats as math, science, and history formative results become available to help teachers become more comfortable with using data to plan instruction.

Teachers will continue to maintain their data binders to aid them in delivering data-based instruction.

Core departments are provided with one subject specific Temporary Duty Day to collaborate and plan as a team.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Whenever possible, all teachers new to our school are given a "welcome to our school" training before school begins where support staff are introduced and school-wide expectations and programs are explained. A mentoring program is provided for all new teachers. The teachers are assigned a Clinical Educator Trained (CET) mentor which provides new teachers with a "go-to" person for questions, concerns, and support. Developing these professional relationships helps to retain highly qualified teachers.

We encourage student teachers to complete their observations and internships at NCTHS.

Lead mentor and administration encourages all teachers to attend CET training to better support new teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

NCTHS mentoring program requires all probationary contract teachers be assigned a highly qualified CET mentor. These teachers are matched to their mentor according to subject area whenever possible. The mentors are required to meet with their mentees once a week and complete/review an extensive list of professional duties. Additionally, mentors will conduct two walkthroughs and a 30 minute observation each semester.

Mentors and mentees will meet once a month to collaborate, problem-solve, and provide support. The mentees are provided with opportunities to research the Four Domains of the Danielson model and present to the group suggested artifacts to build their evaluation portfolio.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

NCTHS ensures its core instructional programs and materials are aligned with the Florida Standards by providing high quality professional development to help teachers understand the shift to the new, more rigorous teaching standards. After attending the summer Florida Standards training in August, two of our core teachers have developed a semester long professional development program aimed at easing the facilitation of the new standards into classroom instructions. This training along with

ongoing, data-based discussions with peers, district reading coach, assessment teacher, and administration will help to transform this new knowledge into classroom practices.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

NCTHS Administrative team will meet with all core curriculum teachers on a monthly basis to disaggregate student data to determine areas of weakness within the curriculum. Teachers are encouraged to track their student's individual data and remediate students as needed. Remediation is encouraged in our study halls. Administration uses classroom walk-through documentation to ensure effective teaching strategies are being used. Performance Matters data will be analyzed after each formative and summative assessment to determine the levels of student growth.

Students that scored low on FCAT Reading are placed into intensive reading classes to help eliminate or reduce the learning gap between low scorers and proficient students. Students that have scored low on past mathematics assessments are placed into the Algebra I program Agile Minds. This is a new curriculum designed especially for students that are struggling mathematically. Additionally, NCTHS also offers an Algebra 2 double block class to help students earn their Algebra 2 credit for graduation.

NCTHS Guidance Department will publicize Co-Enroll Adult Education to help credit/GPA deficient students.

Biology teachers will host a Biology Jam Night in the Spring to help students prepare for the Biology End-of-Course Exam (EOC).

Math Teachers will host a series of Jam Nights in the Spring to help students prepare for the Algebra 1, Algebra 2, and Geometry EOCs.

NCTHS also uses the Sunshine Connections portal to Exceptional Education resources online tool. These tools are used to improve student learning. The resources embedded in the online tool enables NCTHS teachers to effectively write student Individual Education Plans, thereby ensuring diverse learners needs are met.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

NCTHS conducts a Ninth Grade Orientation the first day of school for incoming ninth grade students where students are acclimated to school culture. All 9th grade students arrive with a completed electronic Personal Education Plan (ePEP). Magnet admissions ensure career programs are the students' choices and a process to review career options is in place at the end of semester one of 9th grade. Students can participate in the PSAT, ASVAB (grades 10, 11 and 12), personalized career exploration, and personal social career development classes. Sixteen articulated credit contracts have been drawn up with public and private post-secondary institutions directly from NCTHS advancing student pathway choices and saving students both time and money. Career newsletters and guidance counselors encourage early testing for the SAT and ACT. Career instructors are made aware of the statewide articulated credit options for students successfully passing industry certifications, and mentoring time through guest speakers and field trips are encouraging students to become college ready at an earlier stage. Additionally, guidance counselors provide ongoing guidance to ensure students are taking the appropriate coursework to meet their graduation plan and program.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NCTHS co-hosts a district-wide College Night with up to 40 colleges and universities represented each Fall and an Advanced Placement/Dual Enrollment Night where students and parents learn about advanced learning opportunities on NCTHS campus.

NCTHS administrative team, guidance department, and CTE department chair meet monthly with district secondary Curriculum supervisor and CTE specialists to discuss and implement new changing graduation requirements and CTE course offering and requirements.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Aerospace Technologies can earn Industry Certification (IC) on the FAA Ground School exam.

Allied Health Assisting can earn IC on the CMAA exam.

Emergency Medical Responder can earn IC on the CMAA exam.

Production Technology can earn IC on the MSSC Quality, MSSC Maintenance, and MSSC Production exams.

Automotive Maintenance and Light Repair can earn IC on the Florida Automobile Dealers Certification exam.

Commercial Art Technologies can earn IC on Adobe Photoshop, Adobe Illustrator, and Adobe Design exams.

Culinary Arts can earn IC on SerSafe exam.

Digital Video Production can earn IC on Premiere Pro exam.

Energy Technician can earn IC on the NCCER Electricity 1 and the NCCER Electricity 2 exams.

Network Support Services can earn IC on the MOS, Network Pro, Security Pro, and CompTia A+ exams.

Technology Support Services can earn IC on the PC Pro, Network Pro, and CompTia A+.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

There is integration of academics with applied learning outcomes through Academy cohort scheduling. Math and reading strategies are incorporated into career lessons and each career instructor has a bank of math and reading resources to enhance his/her career area instruction. Students experience how core academics relate to the world of work on a daily basis. State and local training opportunities are becoming increasingly available in cross curricular learning in Algebra 1, Engineering, and NGCAR-PD at NCTHS.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

The most recent High School Feedback Report is from 2010. Based on this data, NCTHS has increased the number of students taking the PSAT. All 10th grade students sat for the exam in 2010-2011. Eleven 11th grade students took the test to qualify for the National Merit Scholarship. The Post Secondary Readiness Test (PERT) was offered to 11th grade students. Based on PERT and College Placement Test (CPT) results, NCTHS currently offers two sections of English 4 for College Readiness, and nine sections of Math for College Readiness (1 and 2). Students have multiple opportunities to participate in Advance Placement (AP) classes on campus and through Florida Virtual School or the district's eSchool franchise. Dual Enrollment classes may be accessed both on-campus and through PHSC.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If NCTHS develops a system that drives professional development, facilitates professional learning communities, and monitors instructional practices, then standards-based instruction will occur and student engagement and achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If NCTHS develops a system that drives professional development, facilitates professional learning communities, and monitors instructional practices, then standards-based instruction will occur and student engagement and achievement will increase. 1a

G073080

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	80.0

Resources Available to Support the Goal 2

- Instructional Coaches
- Support personnel
- Supplemental materials
- Professional Learning Communities
- CPalms
- Administrators

Targeted Barriers to Achieving the Goal 3

- Teachers are unfamiliar with the process of planning from an assessment.
- Teachers are unaware of the various resources available and how they are related to the Florida Standards.
- Due to recent changes in state standards, teachers do not have the experience in writing common assessments that reflect the rigor and intensity of the new standards.

Plan to Monitor Progress Toward G1. 8

Sign-in sheets, training agenda, materials provided, teacher evaluations, and classroom walkthrough data.

Person Responsible

Toni Ann Noyes

Schedule

Monthly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Teacher lesson plans will reflect implementation of strategies and methods learned in their professional learning communities.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If NCTHS develops a system that drives professional development, facilitates professional learning communities, and monitors instructional practices, then standards-based instruction will occur and student engagement and achievement will increase. **1**

 G073080

G1.B3 Teachers are unfamiliar with the process of planning from an assessment. **2**

 B190834

G1.B3.S1 Teachers will be provided with professional development to learn how to backward plan their lessons to help students become proficient on standards-based assessments. **4**

 S202328

Strategy Rationale

Due to curriculum pacing guides and past district practices, teachers are unfamiliar with the process of planning from an assessment.

Action Step 1 **5**

Professional development, "Unpacking the Standards, Backwards Planning" will be provided.

Person Responsible

Pam Loder

Schedule

Weekly, from 10/26/2015 to 10/27/2015

Evidence of Completion

Sign-in sheets, lesson plan evaluation, classroom walkthroughs, and teacher evaluations.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Sign-in sheets, classroom walkthroughs, and teacher evaluations.

Person Responsible

Pam Loder

Schedule

Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Sign-in sheets, classroom walkthroughs, and teacher evaluations.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Classroom walkthroughs and teacher evaluations

Person Responsible

Toni Ann Noyes


Schedule

Weekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Student test results on common assessments, classroom walkthroughs, and teacher evaluations.

G1.B4 Teachers are unaware of the various resources available and how they are related to the Florida Standards. 2

 B190835

G1.B4.S1 Teachers will be provided with time during planned professional development sessions to work together to create benchmarked aligned assessments. 4

 S202329

Strategy Rationale

If teachers have the time to collaborate , then they will be able to deliver standards based instruction that will increase student engagement and achievement.

Action Step 1 5

District Reading Coach will provide professional development on backward lesson planning.

Person Responsible

Dawn Williams

Schedule

Monthly, from 10/26/2015 to 10/27/2015

Evidence of Completion

Teacher lesson plans will reflect evidence of backward lesson planning.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Sign-in sheets, lesson plans,classroom walkthroughs, and teacher evaluations.

Person Responsible

Dawn Williams

Schedule

Monthly, from 10/15/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets, lesson plans,classroom walkthroughs, and teacher evaluations.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Sign-in sheets, lesson plans, classroom walkthroughs, and teacher evaluations.

Person Responsible

Toni Ann Noyes


Schedule

On 6/4/2015

Evidence of Completion

Student test results, lesson plans, classroom walkthroughs, and teacher evaluations.

G1.B5 Due to recent changes in state standards, teachers do not have the experience in writing common assessments that reflect the rigor and intensity of the new standards. 2

 B190836

G1.B5.S1 Teachers will be given time and training to write English Language Arts assessments that reflect the rigor and intensity of common state assessments. 4

 S202331

Strategy Rationale

The assessments provided by the curriculum companies do not match the rigor of Florida's state assessments.

Action Step 1 5

Teachers will receive professional development in writing analytically across the curriculum using the Florida Standards rubric as an assessment development tool.

Person Responsible

Pam Loder

Schedule

Every 3 Weeks, from 11/3/2015 to 1/6/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Sign-in sheets, classroom walkthroughs, and teacher evaluations.

Person Responsible

Pam Loder

Schedule

Biweekly, from 11/17/2014 to 1/6/2015

Evidence of Completion

Sign in sheets, lesson plans, and teacher developed writing assessments.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Classroom walkthroughs and teacher evaluations.

Person Responsible

Toni Ann Noyes

Schedule

Biweekly, from 8/18/2014 to 12/19/2014

Evidence of Completion

Student test results, classroom walkthrough data, and teacher evaluations.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1	Professional development, "Unpacking the Standards, Backwards Planning" will be provided.	Loder, Pam	10/26/2015	Sign-in sheets, lesson plan evaluation, classroom walkthroughs, and teacher evaluations.	10/27/2015 weekly
G1.B4.S1.A1	District Reading Coach will provide professional development on backward lesson planning.	Williams, Dawn	10/26/2015	Teacher lesson plans will reflect evidence of backward lesson planning.	10/27/2015 monthly
G1.B5.S1.A1	Teachers will receive professional development in writing analytically across the curriculum using the Florida Standards rubric as an assessment development tool.	Loder, Pam	11/3/2015		1/6/2016 every-3-weeks
G1.MA1	Sign-in sheets, training agenda, materials provided, teacher evaluations, and classroom walkthrough data.	Noyes, Toni Ann	9/15/2014	Teacher lesson plans will reflect implementation of strategies and methods learned in their professional learning communities.	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1	Classroom walkthroughs and teacher evaluations	Noyes, Toni Ann	9/1/2015	Student test results on common assessments, classroom walkthroughs, and teacher evaluations.	6/10/2016 weekly
G1.B3.S1.MA1	Sign-in sheets, classroom walkthroughs, and teacher evaluations.	Loder, Pam	9/1/2015	Sign-in sheets, classroom walkthroughs, and teacher evaluations.	6/10/2016 monthly
G1.B4.S1.MA1	Sign-in sheets, lesson plans, classroom walkthroughs, and teacher evaluations.	Noyes, Toni Ann	10/15/2014	Student test results, lesson plans, classroom walkthroughs, and teacher evaluations.	6/4/2015 one-time
G1.B4.S1.MA1	Sign-in sheets, lesson plans, classroom walkthroughs, and teacher evaluations.	Williams, Dawn	10/15/2014	Sign-in sheets, lesson plans, classroom walkthroughs, and teacher evaluations.	6/4/2015 monthly
G1.B5.S1.MA1	Classroom walkthroughs and teacher evaluations.	Noyes, Toni Ann	8/18/2014	Student test results, classroom walkthrough data, and teacher evaluations.	12/19/2014 biweekly
G1.B5.S1.MA1	Sign-in sheets, classroom walkthroughs, and teacher evaluations.	Loder, Pam	11/17/2014	Sign in sheets, lesson plans, and teacher developed writing assessments.	1/6/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If NCTHS develops a system that drives professional development, facilitates professional learning communities, and monitors instructional practices, then standards-based instruction will occur and student engagement and achievement will increase.

G1.B3 Teachers are unfamiliar with the process of planning from an assessment.

G1.B3.S1 Teachers will be provided with professional development to learn how to backward plan their lessons to help students become proficient on standards-based assessments.

PD Opportunity 1

Professional development, "Unpacking the Standards, Backwards Planning" will be provided.

Facilitator

Erica Jorif

Participants

NCTHS Teachers

Schedule

Weekly, from 10/26/2015 to 10/27/2015

G1.B4 Teachers are unaware of the various resources available and how they are related to the Florida Standards.

G1.B4.S1 Teachers will be provided with time during planned professional development sessions to work together to create benchmarked aligned assessments.

PD Opportunity 1

District Reading Coach will provide professional development on backward lesson planning.

Facilitator

Erica Jorif

Participants

NCT Teachers

Schedule

Monthly, from 10/26/2015 to 10/27/2015

G1.B5 Due to recent changes in state standards, teachers do not have the experience in writing common assessments that reflect the rigor and intensity of the new standards.

G1.B5.S1 Teachers will be given time and training to write English Language Arts assessments that reflect the rigor and intensity of common state assessments.

PD Opportunity 1

Teachers will receive professional development in writing analytically across the curriculum using the Florida Standards rubric as an assessment development tool.

Facilitator

Dianne Shrieves

Participants

Teachers

Schedule

Every 3 Weeks, from 11/3/2015 to 1/6/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data			
1	G1.B3.S1.A1	Professional development, "Unpacking the Standards, Backwards Planning" will be provided.	\$0.00
2	G1.B4.S1.A1	District Reading Coach will provide professional development on backward lesson planning.	\$0.00
3	G1.B5.S1.A1	Teachers will receive professional development in writing analytically across the curriculum using the Florida Standards rubric as an assessment development tool.	\$0.00
			Total: \$0.00