

Hernando County School District

Nature Coast Technical High



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Positive Culture & Environment	19
Budget to Support Goals	0

Nature Coast Technical High

4057 CALIFORNIA ST, Brooksville, FL 34604

<https://www.hernandoschools.org/ncths>

Demographics

Principal: Toni Ann Noyes

Start Date for this Principal: 7/1/2009

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (56%) 2016-17: B (58%) 2015-16: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Hernando County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

Nature Coast Technical High

4057 CALIFORNIA ST, Brooksville, FL 34604

<https://www.hernandoschools.org/ncths>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	60%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

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SIP Authority

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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 Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Noyes, Toni Ann	Principal	Lead Facilitator
Loder, Pam	Assistant Principal	PD development and implementation; SIP implementation; Oversees ESE and CTE departments
Buel, Gary	Assistant Principal	SIP implementation; Safety and Drill Coordinator; Oversees Math, PE, and CTE departments
Beach, Shaizey	Teacher, K-12	Foreign Language department chair; SIP implementation and teacher support
Gore, Emily	Teacher, K-12	Physical Education department chair; SIP implementation and teacher support
Masserio, Lisa	Teacher, PreK	Reading department chair and ESOL Lead ; SIP implementation and teacher support
LaRocca, Jodi	Teacher, K-12	Assessment teacher; Data collection, analysis, and distribution
Stevens, Donna	Teacher, K-12	ESE department chair; SIP implementation and teacher support
Kelly, Tania	School Counselor	Guidance department chair; SIP implementation and teacher support; Oversees Equal Opportunity Schools and credit recovery
Benvegna, Meredith	Teacher, K-12	English department chair; SIP implementation and teacher support
Maner, Josandra	Assistant Principal	Data analysis; SIP implementation; Oversees curriculum, ELA, Reading, Science, and Social Studies departments
Fry, Ed	Teacher, K-12	CTE department chair; SIP implementation and teacher support
Peeples, Kristin	Teacher, K-12	Teacher on Administrative Assignment; MTSS and ESSA monitor; SIP implementation and teacher support
Ferlita, Tara	Teacher, K-12	Math department chair; SIP implementation and teacher support
Derespris, Brandon	Teacher, K-12	Social Studies Department Char; SIP implementation and support.
Moon, Amiee	Teacher, K-12	Science Department Chair; SIP implementation and support

Demographic Information

Principal start date

Wednesday 7/1/2009, Toni Ann Noyes

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

16

Total number of teacher positions allocated to the school

80

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
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SI Region	Central
Regional Executive Director	Lucinda Thompson

Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 9/14/2020

Prior Year - As Reported

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	349	408	323	309	1389
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	53	72	62	68	255
One or more suspensions	0	0	0	0	0	0	0	0	0	0	23	27	14	9	73
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	83	56	46	185
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	15	22	14	16	67

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	15	22	14	16	67	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	7	4	11	23

Prior Year - Updated

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	349	408	323	309	1389
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	53	72	62	68	255
One or more suspensions	0	0	0	0	0	0	0	0	0	0	23	27	14	9	73
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	83	56	46	185
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	15	22	14	16	67

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	15	22	14	16	67	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	7	4	11	23

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	58%	49%	56%	56%	42%	53%
ELA Learning Gains	50%	45%	51%	49%	43%	49%
ELA Lowest 25th Percentile	38%	36%	42%	48%	39%	41%
Math Achievement	66%	51%	51%	51%	49%	49%
Math Learning Gains	49%	45%	48%	40%	40%	44%
Math Lowest 25th Percentile	40%	38%	45%	40%	32%	39%
Science Achievement	73%	68%	68%	77%	67%	65%
Social Studies Achievement	73%	71%	73%	72%	69%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	59%	51%	8%	55%	4%
	2018	57%	50%	7%	53%	4%
Same Grade Comparison		2%				
Cohort Comparison						
10	2019	58%	49%	9%	53%	5%
	2018	53%	48%	5%	53%	0%
Same Grade Comparison		5%				
Cohort Comparison		1%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	67%	5%	67%	5%
2018	56%	58%	-2%	65%	-9%
Compare		16%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	73%	70%	3%	70%	3%
2018	70%	68%	2%	68%	2%
Compare		3%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	59%	11%	61%	9%
2018	73%	62%	11%	62%	11%
Compare		-3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	55%	7%	57%	5%
2018	52%	45%	7%	56%	-4%
Compare		10%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	32	29	33	51	48	30	41		74	36
ELL	20	21	10	33	29		50	45			
ASN	64	62		82	80						
BLK	27	34	32	37	32	22	40	39		90	42

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	54	46	35	63	47	33	69	66		92	66
MUL	63	50	55	71	46		76				
WHT	63	53	39	70	52	48	76	79		90	66
FRL	48	44	32	60	51	43	61	67		87	57
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	38	42	30	37	29	24	39		78	28
ELL	16	35	42	26	26	9	33				
ASN	73	46		67	30						
BLK	28	37	36	30	49	48	27	52		86	20
HSP	45	41	39	52	37	21	54	66		93	58
MUL	43	24		63	56		36	50			
WHT	63	50	47	70	51	44	64	75		90	61
FRL	46	43	40	53	44	34	50	60		88	48
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	38	35	19	33	36	37	45		60	28
ELL	30	52	39	32	39	36	55				
ASN				73	55						
BLK	43	36	28	22	25	38	43	79		88	48
HSP	46	47	41	50	40	46	77	58		78	58
MUL	55	48		50	40		77				
WHT	60	50	54	54	41	40	80	75		90	62
FRL	48	46	48	44	42	42	71	73		84	54

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	602
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	72
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	NCT will continue to increase standards based instruction in the ELA curriculum to increase student achievement. While our ELA achievement score increased to 58% proficient in 2019, which was 11% above the District and 2% above the State proficiency level, it is still too low. If we can continue to increase the use of standards-based instruction, the proficiency of our lower performing subgroups in ELA will increase, which in turn, will increase overall achievement in this area as well.
Measurable Outcome:	We intend to increase the ELA proficiency rates of the SWD by 5% to 19%, Black by 5% to 32%, and ELL lowest quartile gains by 5% to 15%.
Person responsible for monitoring outcome:	Toni Ann Noyes (noyes_t@hcsb.k12.fl.us)
Evidence-based Strategy:	One Assistant Principal will oversee the English Language Arts, Reading, Social Studies and Science departments to ensure that all teachers are teaching rigorous, standards-based instruction using literacy standards across all content areas. All English teachers will be provided professional development implementing literacy standards in the ELA classroom. Teachers and administration will collaborate with the District Reading Coach for instructional support focused on instructional delivery, student engagement, and differentiated instruction. The expectation will be that the various literacy strategies will be used routinely to help students navigate through multiple rigorous reading texts. Administration will be expecting to see standards-based instruction and authentic student engagement in all classrooms when conducting walkthroughs and providing timely feedback and recommendations for additional professional learning if needed.
Rationale for Evidence-based Strategy:	ELA teachers may or may not be reading endorsed meaning most of them may not have sufficient knowledge of the literacy standards. When working with multiple informational pieces of text, it is imperative that students are given the strategies needed to help them succeed in mastering the standards. Differentiated instructional strategies are extremely important when instructing low performing subgroups whose proficiency levels in ELA are below expectations at 14% for SWD, 27% for Black, and the lowest quartile for ELL at 10%. The use of the Reading Coach to provide professional development on the effective use of literacy strategies will help all content area teachers prepare standards based, differentiated instructional plans to meet the needs of all learners.

Action Steps to Implement

1. Professional development included in faculty meetings with District Reading Coach on differentiated instruction, etc. with administration included for monitoring
2. ELA administrator walk-through with feedback
3. PIT Crew support provided for SWD students. Administration and ESE department head will monitor progress quarterly using D/F reports and MTSS progress monitoring plan.

Person Responsible Josandra Maner (maner_j@hcsb.k12.fl.us)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

NCT will continue to increase standards based instruction in the math curriculum to increase student achievement. Students in Algebra I are traditionally included in the bottom quartile because they lack the basic skills needed to be proficient in math. According to the 2019 school data, the Algebra 1 achievement data decreased 3% from 73% to 70%. Our lower quartile proficiency in math was only 40%, and we feel this had an impact on the decrease of our overall math proficiency score. If we can continue to increase the use of standards-based instruction, the proficiency of our lower performing subgroups in Algebra will increase, which in turn, will increase overall achievement in this area as well.

Measurable Outcome: In 2020, we will increase our lowest quartile gains by 5% to 45% which should help increase Algebra 1 proficiency to 75%.

Person responsible for monitoring outcome:

Toni Ann Noyes (noyes_t@hcsb.k12.fl.us)

Evidence-based Strategy:

One Assistant Principal will oversee the Math Department to ensure that all teachers are teaching rigorous, standards-based instruction. Incoming 9th graders who were non-proficient on the 8th grade FSA math assessment have been scheduled in Algebra 1A/1B to provide an extra block of intensive instruction. All administrators will be expecting to see standards-based instruction and authentic student engagement in all classrooms when conducting walk-throughs and providing timely feedback and recommendations for additional professional learning if needed.

Rationale for Evidence-based Strategy:

An extra block of intensive math will address the gaps in achievement and provide instruction in the foundational skills these students are lacking. This additional block will allow teachers to prepare standards based, differentiated instructional plans to meet the needs of our lower quartile learners.

Action Steps to Implement

1. Algebra administrator walk-through with feedback
2. PIT Crew support provided for SWD students. Administration and ESE department head will monitor progress quarterly using D/F reports and MTSS progress monitoring plan.
3. Additional block of Algebra for non-proficient 9th grade students. It will be monitored through D/F reports and Alecks progress monitoring.
4. Boot camp using CARES Act before the scheduled Algebra EOC. The math department head will be responsible for scheduling and administration along with assessment teacher will evaluate results for effectiveness.

Person

Responsible Toni Ann Noyes (noyes_t@hcsb.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

According to our ESSA data, our lowest performing subgroup is ELL with a Federal Index of 30%, 11% below the 41% proficiency rate. The leadership team has scheduled each ELL student to have both study hall periods with the ESOL Lead and the ESOL paraprofessional for additional support. The ESOL paraprofessional has also been scheduled in the English block of the ELL students needing the most support. Additionally, the ESOL paraprofessional is also scheduled in the Economics and American Government classes of all ELL seniors.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our school Social Worker will be added to the SBLT to help identify and monitor our at-risks students. This includes collaborating with Baycare who will perform community outreach services through peer group counseling. Student services will also conduct home visits for all barriers affecting education and provide social and emotional support within the school system including referrals to outside agencies.

NCT is a "Gold" PBIS Model School. This model is used to build a positive school culture and environment. All stakeholders are involved in our school-wide PBS initiatives, including bus drivers, secretaries, cafeteria staff, ESTs and of course parents. PBS builds on positive behavior by teaching appropriate skills and then rewarding appropriate behaviors and aims to build effective classrooms where positive behavior is more effective than problem behavior. Parents are informed about our school wide expectations and many community business partners support our PBS initiatives by providing incentives for our students who are following PBS expectations. PBS rewards both students and staff and is great program to keep both staff and student morale high on campus throughout the entire year. The PBS team meets monthly to discuss discipline data and to brainstorm for ideas on how to increase positive behavior.

The SAC Committee meets monthly to share vital school information with both parents and community members. SAC informs parents about our school wide expectations, student achievement data, supplemental services and materials, and school funding. SAC allows students, parents, and community members the opportunity to take part in school-wide decision making, school initiatives, and have a voice in issues that directly affect student learning.

EOS - Equal Opportunity Schools helps us identify our students of color and low-income students so they can have equitable access to AP programs and succeed at the highest levels. Partnering with EOS helped increase the number of students from all backgrounds heading towards college and career success. We collected enrollment data and surveyed all students, staff and had a parent meeting to better understand

the context of access, success, and experiences in AP courses at our school. We then built an outreach list of students that could benefit from AP classes, using a proprietary method that includes learning mindsets, barriers, staff recommendations and matched those students with the courses that will best align with their interests and support them in making strides towards their academic and career aspirations. This increased our AP enrollment by 106% going from 231 students enrolled in 2019-2020 to 476 students enrolled in 2020-2021.

Our CTE programs are an integral part of our school culture creating a supportive and fulfilling environment that meets the needs of all students. Our wide range of programs help build a culture that values hard work, commitment, and high expectations. Our programs partner with various stakeholder groups that range from Habitat for Humanity, local area hospitals and extended care facilities to Universal Orlando Youth Programs. These partnerships along with many others support our school improvement initiatives and have a huge impact on our positive school culture.

Parent Family and Engagement Plan (PFEP) Link

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