

Hernando County School District

Nature Coast Technical High



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	19
Positive Culture & Environment	25
Budget to Support Goals	25

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: 7/10/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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	10
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	25

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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	63%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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	Position Title	Job Duties and Responsibilities
Noyes, Toni Ann	Principal	Lead Facilitator
Loder, Pam	Assistant Principal	PD development and implementation; SIP implementation; Oversees curriculum, ESE, Elective, and Math departments
Maner, Josandra	Assistant Principal	Data analysis; SIP implementation; Oversees curriculum, ELA, Science, and Social Studies departments
Peeples, Kristin	Assistant Principal	SIP implementation; Safety and Drill Coordinator; MTSS Coordinator; Oversees ESE, PE, and CTE departments and facilities
Kelly, Tania	School Counselor	Guidance department chair; SIP implementation and teacher support; Oversees Equal Opportunity Schools and credit recovery
LaRocca, Jodi	Teacher, K-12	Assessment teacher; Data collection, analysis, and distribution
Masserio, Lisa	Teacher, K-12	ESOL Lead; Reading department chair; SIP implementation and teacher support
DiFresco, Dawn		CST attendance monitor; mental health advisor; threat assessment
Feinberg, Fivia	Other	

Demographic Information

Principal start date

Saturday 7/10/2021, 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.*

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.*

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

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

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

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	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	0	0
Course failure in ELA	0	0	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	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 6/10/2021

2020-21 - As Reported

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

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

2020-21 - Updated

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

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				58%	49%	56%	55%	48%	56%
ELA Learning Gains				50%	45%	51%	46%	48%	53%
ELA Lowest 25th Percentile				38%	36%	42%	42%	39%	44%
Math Achievement				66%	51%	51%	62%	47%	51%
Math Learning Gains				49%	45%	48%	47%	43%	48%
Math Lowest 25th Percentile				40%	38%	45%	37%	40%	45%
Science Achievement				73%	68%	68%	56%	58%	67%
Social Studies Achievement				73%	71%	73%	70%	68%	71%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	59%	51%	8%	55%	4%
Cohort Comparison						
10	2021					
	2019	58%	49%	9%	53%	5%
Cohort Comparison		-59%				

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	
2021						
2019	72%	67%	5%	67%	5%	

CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019						

HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	73%	70%	3%	70%	3%	

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	70%	59%	11%	61%	9%	

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	55%	7%	57%	5%

Grade Level Data Review - Progress Monitoring Assessments

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

Grade 9					
	Number/% Proficiency	Fall	Winter	Spring	
English Language Arts	All Students				
	Economically Disadvantaged Students With Disabilities English Language Learners				
Mathematics	Number/% Proficiency	Fall	Winter	Spring	
	All Students Economically Disadvantaged Students With Disabilities English Language Learners				
Biology	Number/% Proficiency	Fall	Winter	Spring	
	All Students Economically Disadvantaged Students With Disabilities English Language Learners				
US History	Number/% Proficiency	Fall	Winter	Spring	
	All Students Economically Disadvantaged Students With Disabilities English Language Learners				

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	16	38	39	31	47	37	35	31		80	25
ELL	28	44		27	14		20			100	55
ASN	59	39		60	17		60				
BLK	28	29	30	37	35	53	52	21		96	46
HSP	47	35	34	45	30	25	60	59		96	59

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
MUL	63	52		43	25			47			
WHT	53	44	49	57	39	38	69	61		93	69
FRL	45	37	36	44	35	37	56	49		94	53
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
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	532
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	47
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELA 9th grade decreased from 59% to 52%. Our goal this year is to increase to 55%. 10th grade ELA decreased from 57% to 50% and our goal is to increase to 55% as well. We intend to increase the ELA proficiency rates of our English Language Learners, African American and Students with Disabilities.

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

According to test scores 35 students out of 144 in the Bottom Quartile made a learning gain on the FSA in 2019 administration. Our Algebra 1 proficiency based on the same years data dropped 23% from 73% to 50% 2021. Our current data shows that 115 students are at-risk of dropping out in 2021 due to GPA less than a 2.0; 88 at-risk due to not passing the Algebra 1 EOC; 284 at-risk due to non-proficiency on FSA ELA.

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

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

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

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

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

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

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale:	Based on our district walk-through data NCT had little to no evidence of student formatives in the learning process nor work displayed appropriate to the number of students and content areas. There was also little evidence that students reflect on and track their own progress toward learning targets based on data.
Measurable Outcome:	We intend to increase the use of the formative process school-wide as only 9% of classrooms visited during the district walk-through had evidence of student formatives in the learning process. We will increase the use of formatives from 9% to 50% utilizing district walk-through data.
Monitoring:	The formative process will include a bi-weekly schedule that will consist of planning and implementation of formatives across content areas followed by data presentations with administration facilitating each data sharing session. Administration will be expecting to see most recent formative assessments along with authentic and current work displayed in all classrooms when conducting walkthroughs.
Person responsible for monitoring outcome:	Toni Ann Noyes (noyes_t@hcsb.k12.fl.us)
Evidence-based Strategy:	Each Assistant Principal will introduce the new formative process to the departments she oversees. The AP will facilitate each data sharing session where teachers will present the student data on the previously given formative for a specific standard. Based on the data, teachers will then identify next steps for instruction to meet student needs.
Rationale for Evidence-based Strategy:	Formative assessments should be used to drive instruction and should be used as a tool to self-evaluate teacher instruction and student learning. Formative assessments will give teachers the data needed to make informed decisions about student learning needs and/or instructional delivery methods. Administration will be expecting to see ongoing standards-based formative assessment data posted in the classrooms when conducting walkthroughs and will expect each teacher to present formative data biweekly in data sharing sessions within their department.

Action Steps to Implement

1. Formative process introduced at first department meeting with administration included for monitoring
2. Formative process implementation biweekly.
3. Administrative walk-throughs with feedback
4. 4.5 week data chats.

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

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:

NCT will provide support for our teachers with the new BEST standards and newly adopted ELA curriculum to ensure teachers are teaching to the rigor of the standards and keeping expectations for learning high. The new standards focus on 4 strands that were written in conjunction with the reading standards and will require ongoing professional development to ensure proper transition for our staff and students. 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 provide effective professional development on the new BEST standards and the new ELA curriculum that will support the use standards-based instruction, the proficiency of our lower performing subgroups in ELA should increase, which in turn, will increase overall achievement in this area as well.

Measurable Outcome:

We will monitor the consistency of the implementation of the new BEST standards and benchmarks used to plan standards-based instruction in ELA and Reading. Administration will expect to see rigorous standards-based instruction utilizing the BEST standards in classrooms at least 75% of the time during walk-throughs.

Monitoring:

We will monitor the implementation of rigorous standards based instruction using the Danielson Evaluation Tool for walk-throughs using Domain 3 that focuses on instruction.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

The Assistant Principal will oversee the ELA department to ensure that all teachers are teaching rigorous, standards-based instruction using the new BEST standards and benchmarks. All ELA teachers will be provided professional development on implementing the new standards and curriculum in classroom. Teachers and administration will collaborate with the District Reading Coach for instructional support focused on instructional delivery, student engagement, differentiated instruction, and intensive reading support. The expectation will be that teachers teach to the rigor of the standards and set high expectations for student learning using the adopted ELA curriculum. 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 will be learning new standards and a new curriculum meaning most of them may not have sufficient knowledge of either. As a result, it is imperative that teachers and students are given the strategies needed to help them succeed in mastering the benchmarks needed to be successful learners. Professional development on instructional delivery and design is 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 new standards and curriculum, differentiation, and UDL will help teachers meet the needs of all learners.

Action Steps to Implement

1. Introduction of BEST standrads
2. Continuous professional development on BEST standards with Reading Coach
3. Introduction of new adopted curriculum (August)
4. Continuous professional development on new curriculum provided by McGraw-Hill
5. Ongoing administrative walk-throughs
6. 4.5 week data chats

- 7. Bi-weekly formative process
- 8. Monthly department meetings

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

#3. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: Students populations are increasing in diversity. Approaches to student engagement in teaching and learning must evolve to meet the changing needs of these diverse groups of students equitably. Students and staff should partner to increase engagement in learning by embracing the diverse experiences of both the students and staff. Evidence shows significant positive outcomes for students and staff when teachers expand the curriculum to include the cultural, ethnical, race, gender, and disability components relative to the students in their classrooms.

Measurable Outcome: Increase the academic achievement and social development of all students from diverse, ethical, cultural, language and gender groups by 5%.

Monitoring: The Literacy Team will provide various opportunities to promote cultural, ethnical, racial, and gender awareness, sensitivity, acceptance, and inclusion.

Person responsible for monitoring outcome: Kristin Peeples (peeples_k@hcsb.k12.fl.us)

Evidence-based Strategy: The Literacy Team will choose a monthly, school-wide area of focus that will positively promote embrace the diversity of all students. The staff will participate in a book study using "The Dream Keepers, Successful Teachers of African American Children" by Gloria Ladson-Billings.

Rationale for Evidence-based Strategy: Students have been more successful if teaching and learning included opportunities to equally and adequately address diverse cultures. Providing these monthly opportunities to increase the awareness of all cultures and ethnicities, will help teachers and students better understand, respect, and address the needs of all students in our school. The book study will target the idea that culturally relevant teaching is not a matter of race, gender, or teaching style, but should focus more on the teacher's efforts to work with the unique strengths each child brings into the classroom. This mentality will help create intellectually rigorous and culturally relevant classrooms that have the power to improve the lives of not just African American students, but all students.

Action Steps to Implement

1. Invite staff to join new and improve Literacy Team
2. Literacy Team monthly meetings to plan and implement focus activity (monthly)
3. Introduce Book Study to staff during faculty meeting(September)
4. Bi-weekly discussion forum on book - completion by end of semester.
5. Teacher submission of growth mindset action plan pertaining to the book that will be implemented during second semester.
- 6.LGBTQ+ - Youth In Our Schools. A Road Map for LGBT Progress Training

Person Responsible [no one identified]

#4. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale:	Currently 14/16 African American Seniors still need the FSA/ELA graduation requirement after Spring FSA makeup and 11/28 African Americans in grades 11-12 need the Algebra 1 graduation requirement after Spring makeups.
Measurable Outcome:	All 14 African American students will obtain the ELA graduation requirement by the May graduation date. We will decrease the number of African American Juniors and Seniors needing the Algebra 1 graduation requirement by 50%.
Monitoring:	These students will receive Tier 3 interventions using the MTSS process for monitoring. Documentation for interventions will be maintained by the MTSS teacher and coordinator.
Person responsible for monitoring outcome:	Kristin Peeples (peeples_k@hcsb.k12.fl.us)
Evidence-based Strategy:	Students will be assigned to small groups of 6 or less to receive intensive instruction in the content area. Teacher-led small group instruction will take place every other day for 40 minutes during study hall with certified content area teachers. The staff will participate in a book study using "The Dream Keepers, Successful Teachers of African American Children" by Gloria Ladson-Billings.
Rationale for Evidence-based Strategy:	Small group individualized instruction is mandated as a MTSS Tier 3 intervention. This along with the Tier 2 intensive Reading block will provide the additional support needed to obtain the graduation requirement. Students and staff should partner to increase engagement in learning by embracing the diverse experiences of both the students and staff.

Action Steps to Implement

1. Identify teachers for MTSS placement.
2. Identified students will be strategically place in appropriate Tier 3 intervention study hall.
3. 4.5 week data chats to monitor student achievement.
4. Monitor pass/fail of students after each standardized assessment required for graduation.
5. Introduce Book Study to staff during faculty meeting(September)
6. Bi-weekly discussion forum on book - completion by end of semester.
7. Teacher submission of growth mindset action plan pertaining to the book that will be implemented during second semester.

Person Responsible Kristin Peeples (peeples_k@hcsb.k12.fl.us)

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Currently 9 Students with Disabilities that are Seniors still need the FSA/ELA graduation requirement after Spring FSA makeup. 16 Students with Disabilities in grades 11-12 need the Algebra 1 graduation requirement after Spring makeups.

Measurable Outcome: All Students with Disabilities will obtain the ELA graduation requirement by the May graduation date. We will decrease the number of Juniors and Seniors needing the Algebra 1 graduation requirement by 50%.

Monitoring: SBLT and ESE Department Chair will monitor progress quarterly using 4.5 week data reports and MTSS progress monitoring plan to identify Tier 3 Students with Disabilities. Achieve 3000 will be used to determine the need for further instructional MTSS tiered support in Reading and ELA. Khan Academy will be used to remediate and progress monitor student learning in math. ESE co-teachers and specified IEP accommodations will provide continued support in additional tested areas such as ELA, Biology, and American History.

Person responsible for monitoring outcome: Pam Loder (loder_p@hcsb.k12.fl.us)

Evidence-based Strategy: PIT Crew will provide support for SWD partners during content area classes. Mentoring, tutoring, and peer support networks, will provide additional instructional, social, and emotional support for SWD students.

Rationale for Evidence-based Strategy: Research shows that students often perform better learning from their peers working together in an atmosphere that promotes belonging and doesn't expect all students to learn the same way. Using the PIT Crew as a means to differentiate instruction will help build meaningful and successful relationships with these students while providing additional social and emotional support.

Action Steps to Implement

1. Identify student mentors for PIT Crew.
2. Identify and partner SWD students with PIT Crew member.
3. 4.5 week data chats to monitor student achievement.
4. Monitor pass/fail of students after each standardized assessment required for graduation.

Person Responsible: Pam Loder (loder_p@hcsb.k12.fl.us)

#6. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: According to our 2019 ESSA data, our lowest performing subgroup is ELL with a Federal Index of 30%, 11% below the 41% proficiency rate.

Measurable Outcome: We will increase the proficiency of the ELL subgroup on the Federal Index by 5%. This will still be below the Federal Index but will be a considerable and attainable gain for that student population.

Monitoring: We will monitor the progress of non-proficient ELL students using Achieve 3000 and 4.5 week data chats to determine the need for further instructional MTSS tiered support.

Person responsible for monitoring outcome: Lisa Masserio (1masserio_l@hcsb.k12.fl.us)

Evidence-based Strategy: 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. The ESOL para will also provide support in additional tested areas such as Math, Biology, and American History. Khan Academy will be used to remediate and progress monitor student learning in math. We will also utilize bilingual students as partners during content area classes. Mentoring, tutoring, and peer support networks, will provide additional instructional, social, and emotional support for ELL students.

Rationale for Evidence-based Strategy: Most ELL students will need additional support to progress in the general education curriculum. Using the content area teachers, ESOL teacher, peers, and ESOL paraprofessional together will help provide opportunities for ELL students to be successful and make learning gains in the standardized tested areas.

Action Steps to Implement

1. Disaggregate 2021 school achievement data (July)
2. Strategically schedule ELL students in study hall and content area classes with ESOL paraprofessional.
3. Identify bilingual students on campus and from teacher recommendation in advanced Spanish classes
4. Partner will limited English speaking students in content area classes.
5. 4.5 week data chats to monitor student achievement.
6. Monitor student achievement after each standardized assessment.

Person Responsible Kristin Peeples (peeples_k@hcsb.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safe-schools.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the School Safety Dashboard in 2019, NCTHS reported 3.4 incidents per 100 students which fell into the moderate category range compared to all other high schools throughout the state. NCTHS ranked #297 out of 505 high schools statewide; however, ranked #1 out of the 4 reported high schools in the district. Our RTiB data states our primary area of focus to monitor for the upcoming school year should be tardies and the secondary focus area should be skipping/out of area. The School-based Leadership Team and administration will take measures to decrease the disproportionality of disciplines for the African American population to ensure that discipline is used consistently among all racial and ethnic groups.

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.

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

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: African-American	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	\$0.00
Total:			\$0.00