

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Jason Johns
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Nation Ford High School
(As it should appear in the official records)

School Mailing Address 1400 A O Jones Boulevard
(If address is P.O. Box, also include street address.)

City Fort Mill State SC Zip Code+4 (9 digits total) 29715-1625

County York

Telephone (803) 835-0000 Fax (803) 835-0010

Web site/URL https://nfhs.fortmillschools.org/ E-mail JohnsJ@fortmillschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. James (Chuck) Epps Jr. E-mail eppsc@fortmillschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name York School District Four (Fort Mill Schools) Tel. (803) 548-2527

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Kristy Spears
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 9 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 17 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	229	250	479
10	227	176	403
11	210	196	406
12 or higher	233	243	476
Total Students	899	865	1764

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.5 % American Indian or Alaska Native
 - 5 % Asian
 - 14 % Black or African American
 - 12 % Hispanic or Latino
 - 0.5 % Native Hawaiian or Other Pacific Islander
 - 63 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 9%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	86
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	113
(3) Total of all transferred students [sum of rows (1) and (2)]	199
(4) Total number of students in the school as of October 1, 2018	2202
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, German, Hindi, Vietnamese, Japanese

English Language Learners (ELL) in the school: 6 %

101 Total number ELL

7. Students eligible for free/reduced-priced meals: 20 %

Total number students who qualify: 352

8. Students receiving special education services: 10 %

184 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|-----------------------------------|--|
| <u>17</u> Autism | <u>6</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>41</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>95</u> Specific Learning Disability |
| <u>11</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>13</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	6
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	138
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	24
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	95%	96%	97%	96%
High school graduation rate	94%	94%	92%	95%	91%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	493
Enrolled in a 4-year college or university	60%
Enrolled in a community college	11%
Enrolled in career/technical training program	14%
Found employment	5%
Joined the military or other public service	4%
Other	6%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Nation Ford is dedicated to supporting all student learning through faculty collaboration and a sense of family.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Nation Ford High School opened in 2007 in Fort Mill, South Carolina (a suburb of Charlotte, North Carolina) becoming the second high school in our district. Our community population is almost 25,000, median home value is \$209,100, median income is \$66,748, poverty rate is 11%, and demographics are 73% white, 18% black, 4% Hispanic, 2% Asian, and 3% Multi-Racial. 5% of our total residents are born outside of the United States.

In comparison, our poverty rate is 20% and our demographics are 63% white, 14% Black, 12% Hispanic, 5% Asian, 5% Multi-Racial and 1% American Indian/Native Hawaiian. Our population includes 10% of students with disabilities, and 20% are English Language Learners. Meanwhile, our school has maintained a 90% plus graduation rate every year, and our highest was 95%.

When recruiting teachers, we look for “kid magnets” and our principal reminds the administrative team that there are “two jobs in our school, one is to teach, and the other is to support those who teach.” This created our culture of taking care of each other, belonging and our diversity became our strength.

Our successes are varied and include honors for school newspaper, Literary Magazine, JROTC, FFA, Best Theater Production, FBLA, Mock Trial, Academic Challenge, Excellent Rating (state report card every year), AP program increase every year, multiple regional, and three state championship (athletics, academics, and ROTC).

Our students and staff are dedicated to serving our community via numerous clubs and have conducted over 12 fundraisers, for example: March of Dimes, Hunger Drives, Polar Plunge, Samaritan’s Purse, Toys for Tots, 18 families at Christmas, etc.

In response to all of our students’ needs we have developed courses such as college preparatory, honors, AP, dual credit/enrollment, year-long English/Math, STEAM classes, inclusion for students with disabilities and English Language Learners, Academic Support for struggling students, college and career ready sessions, internships, work-based learning, apprenticeships, onsite alternative school, and all students can enroll in any level.

Our demographics shifted, and our focus on the needs of the most struggling students became an immediate challenge. We responded by providing more professional learning for our teachers to support both English Language Learners and students in poverty.

We developed FOCUS (Family Outreach for Cultivating Understanding a School) sessions for our Latino parents to attend to become more informed about educational processes. It allows them an opportunity to provide feedback. Our student Latino Focus group meets during Flex with Counselors and Administrators. We conduct an annual back to school cookout for our Latino community.

Formative, summative, and pre-test/post-test assessments data drive differentiated instruction based on ability. Assessments use varied cognitive levels (ex. multiple choice, papers, performance tasks, debates, critiques, problem sets, and research projects) to determine appropriate interventions. Our RtI team meets regularly to respond to the needs of our struggling students.

The following four initiatives support students: Flex assignments, Curriculum Maps, End of Course preparation sessions, and a Grading Advisory. Each supports student academic, social, emotional, and cultural needs.

NFHS Flex sessions (separate block every day) allow students numerous opportunities academically, socially, culturally and emotionally: EOC Prep Course, retesting, make-up work, remediation, study hall, peer tutoring, peer mentoring, college/career ready sessions, Latino focus group, student leadership, Media Center, job fairs, cultural events (ex. International Week), Grade Level Student Success Group (led by Counselors), and Individual Graduation Plan meetings with parents and students (with counselors).

Strategically revising course curriculum maps has become an effective professional learning opportunity. The data drives revisions for instruction based on standards not mastered. The curriculum map includes standards, assessments, pacing, strategies (how students will learn), and interventions. They are used for new courses, new co-teachers, new standards, and planning for student and vertical needs.

The End of Course preparation sessions re-teach, re-loop standards, and remediate based on deficient standards. Each teacher becomes an “expert” for specific standards and students are assigned a schedule for a “standards class” to attend during Flex.

NFHS Grading Advisory reviewed overall grading practices, gathered feedback from all teachers, and developed recommendations. They participated in their own professional learning with Winthrop University to develop professional learning for all teachers. They concluded that grading is not about the “gradebook setup”, but that students need to know how their work is graded, understand expectations, and be consistent with those practices for equity.

There are over 70 clubs and all are student driven and supported by a staff sponsor (ex. Feminism, Mock Trial, Safe Zones, HOSA, Fishing, Chess, Robotics, Drama, Environmental, Photography, Human Trafficking, Character, Club Unify, etc.). Flex provides an opportunity for students to find “their place” for what they need – every day.

Last, it is important to us that our school is recognized as not only a school which exemplifies a quality education, but a nurturing environment where our teachers, students and parents feel valued and heard, because their contributions make us stronger.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

NFHS utilizes S.C. College and Career Ready Standards-based learning to provide differentiated instruction. Every student and their parent(s) collaborate with his/her counselor and develop an individual graduation plan based on interest and ability level. We also discuss options for after high school, such as two-year programs, college, military and careers. Our goal is to ensure they are prepared after graduation.

Professional learning communities develop instruction focused on specific standards (in response to data from pre-tests/post-tests, formative and summative assessments) and integrate college and career skills such as: creativity, innovation, critical thinking, problem solving, collaboration, and technology.

Data assists us in determining appropriate levels of courses for students based on their ability and/or interest levels, and ultimately success in passing those courses. This data also informs our strategies, pacing, interventions, and small group opportunities for students within the classroom.

Teachers use various assessments (developed with their PLC) to gather data to determine how to differentiate learning for students' needs. They focus on mastery of standards, effective strategies ("how" they will learn), and necessary interventions. Teachers administer common pre-test/post-test assessments based on five essential standards developed within their professional learning community. Using data to drive standards-based instruction, teachers regularly update course curriculum maps to ensure mastery of those standards is met in all courses.

This data and practice allow teachers to monitor student learning but more importantly, it emphasizes growth over the span of a semester. Throughout the semester, teachers monitor results from their formative and summative assessments and provide needed interventions to ensure mastery of standards and demonstrating growth.

Data also allows us to provide interventions such as re-looping and re-teaching sessions during the day for End of Course standards that students typically struggle with. Students can also select a Flex session that meets their individual needs, whether academic, social and/or emotional.

1b. Reading/English language arts

NFHS English department includes varied courses and levels: English I - English 5 includes college-preparatory, honors, AP, inclusion and ELL providing year-long support. Electives include Film/Fiction, Journalism, Creative Writing, Public Speaking, and Yearbook. We focus on SC College and Career Ready standards-based learning to ensure students are engaging in critical thinking, collaboration, problem solving, effective communication, and technology.

Their curriculum approach focuses on vertical needs of students and PLC data discussions. Using standards, they identify students' progress for each standard and differentiate in the classroom for varied ability levels. This supports students by identifying knowledge "gaps," and drives needed interventions. To maintain vertical alignment and assessments, our teachers collaborated with 8th grade ELA teachers to develop curriculum maps.

They were the first department to recognize specific standards students were struggling with for the English End of Course test and designed a re-looping (standards), re-teaching, and remediation session model. Teachers were "deemed" experts for standards, and students are scheduled for each teacher's class based on their needs to prepare them for EOC testing. The teachers assign Flex time throughout the semester based on students' needs.

NFHS English department piloted a new method of grading for the writing process. Teachers determined students were fixated on their "grade" and not their learning progress (major component of writing). Teachers conducted mini feedback sessions during a writing assignment with no grading, allowing students time to revise for a final grade after feedback from their teacher and a peer. This process prepares them for college to communicate, collaborate, use technology to communicate, and most important, to "know" how to learn.

Teachers are consistent with how students learn and challenge them while reading novels with (responding explicitly/textual evidence), research skills, literacy arguments/analysis, projects, and responses to include concrete details and citing evidence from the text. Each level administers the same pre-test/post-test using five essential standards and collaborates to make informed decisions about the students' progress. Strategies and assessments in this department incorporate college/career skills such as critical thinking, collaboration, creativity, technology, discerning information, and perseverance.

English assessments include Socratic Seminars (in-depth analysis, communication, and collaboration), research projects, debates (ex. Should race be a factor for college admission?), multiple choice assessments, peer writing feedback, concept maps, real world problem scenarios using novels (ex. identify solutions for current pandemic using previously read novels - argumentative), and literary analysis essays, etc. Students are consistently engaged in Google Classroom and utilize technology to create presentations and/or projects.

The English department determined students were not using vocabulary efficiently within their writing and/or reading analysis. They began assigning Vocabulary.com and based on novels, supplementary reading, and Greek and Latin stems. Mastering vocabulary in context increased, and teachers had access to data to support students. During the first year, our students mastered over 20,000 words and were deemed South Carolina Champions!

Last, this department recognized our growing Latino population's need for more relevant novels. They are partnering with local bookstores and collaborating with our Media Center Specialist to integrate a Latino based novel for each English level.

1c. Mathematics

Our Math department includes varied courses and levels: Algebra I, Geometry, Algebra II, Algebra III, Pre-Calculus, Calculus, AP Calculus, Statistics, and AP Statistics. This includes college-preparatory, honors, AP, inclusion (includes year-long), ELL, etc. They focus on SC College and Career Ready standards-based learning to develop appropriate assessments, strategies, and interventions. They incorporate critical thinking, problem solving, collaboration, and technology opportunities, while reinforcing the CCRS of "knowing how to learn."

The Math curriculum approach is differentiated, because while the teachers monitor students' progress using standards, they must also delve into the ability and readiness of skills within the courses. For example, if focusing on a standard and/or combined skill, some students have already mastered "ex. solving a linear function", some students have limited mastery, and some do not have the "readiness" to master the standard/skill at all. The collaborative efforts for PLCs include vertical and lateral discussions for how to adjust instruction based on standards for specific classes and/or students, and identify curriculum needs.

Math teachers developed a process called "five in, five out" which is based on five essential standards students need to know coming into the course, and five essential standards they need to master and advance to the next level. Teachers administer a pre-test and post-test based on five essential standards which aides them in determining the students and standards they struggle with. Students are invited to attend teachers' Flex sessions for targeted support, remediation, etc.

Using the pre-test and post-test process encourages a growth model moving to mastery within the semester and motivates a struggling student. This also provides targeted data for more effective instruction and interventions based on deficient standards.

The Math department also adopted the “re-looping, reteach, and remediate” model for their Algebra I EOC students providing them with targeted instruction and intervention based on their needs.

Math students have multiple opportunities to learn and be ready for college and/or careers based on assessments and strategies. Students learn with project-based learning, investigations, STEAM activities, collaboration, problem solving opportunities, interdisciplinary, and technology to include TI-Nspire calculators, Google Classroom/Drive, and interdisciplinary opportunities.

One of our STEAM Fellows Math teachers collaborated and co-taught Environmental Sustainability and Engineering Design and Development with a Science teacher based on a partnership with MIT. This class worked with a local community farm to design and build a nutrient injection system for a hydroponic farm. These students followed the MIT design parameters and participated in a national showcase and won an award for best community involvement.

Math teachers have also participated in interdisciplinary efforts with our AP Macroeconomics teacher (STEAM Fellow) solving real world economic problems including topics such as geometric growth, interest rates, and annuities.

The Math department’s collaboration efforts focus on meeting the needs of the students. They systematically work within their department, as well as across the district to ensure learning is reviewed and updated. The department chair attends the state math meetings and assists our school and district with updated curriculum to support colleagues and ensure consistency and equity for all students.

1d. Science

Our Science department includes varied courses and levels: Physical Science, Biology I/II, Chemistry I/II, Physics, Environmental Science, Marine Science, Forensic Science, AP Chemistry, AP Physics, AP Biology, and AP Environmental Science (college-preparatory, honors, and ELL). They focus on College and Career Ready Standards-based learning. Teachers monitor students' progress using standards, and ability level of math and literacy skills.

Their curriculum approach is focused on standards, students' literacy and math skills, and readiness as it applies to a science course, therefore they must differentiate. Our teachers recognized that some students are accelerated in Science, but less accelerated in Math/Literacy and may not be ready for next level courses. Our district provided professional learning for STEAM strategies to support project-based learning, problem solving, interdisciplinary, collaboration, and creating using technology. The STEAM strategies allow our students to practice the skills they will need to be college and/or career ready. Assessments include projects, labs, research, multiple choice, free response, case studies, problem/solution projects, etc.

To support students in varied levels of Science, Math, and literacy, teachers use data from their pre-test (based on 5 essential standards for each course) at the beginning of the semester to ascertain specific skill deficiencies. During PLC and department meetings, teachers use pre-tests/post-tests and formative assessment data to drive current instruction while supporting deficient skills as well as enrichment opportunities.

Teachers invite students based on their needs to attend specific Flex sessions for targeted interventions as well as re-looping, re-teaching, remediation and enrichment opportunities for specific standards and skills.

When Biology End of Course scores decreased slightly, teachers revised curriculum maps to incorporate more literacy opportunities. Teachers collaborated with Math teachers regarding standards students struggled with and needed for Science. It provided an opportunity to reflect, collaborate, and adjust instruction to align to more appropriate student learning opportunities and more targeted interventions.

1e. Social studies/history/civic learning and engagement

Our Social Studies department includes varied courses and levels: World Geography, World History, European History, U.S. History, Government/Economics, Criminal Justice, Psychology Law Education, Sociology, Mock Trial, and Model UN (college-preparatory, honors, AP, dual credit, and ELL). They focus on South Carolina College and Career Ready Standards-based learning pertaining to literacy. Teachers monitor students' progress using standards and literacy skills.

The Social Studies department's course alignment is both vertical and intertwined. All courses are disciplinary literacy rich and require both analytical and technical writing skills. Reading for information, analyzing, discerning, and synthesizing information are crucial for research projects, debates, mock trials, cross curricular projects, etc. and are critical college and career ready skills.

The Social Studies department has been proactive in implementing technology into their curriculum. Students use Google Classroom, Drive, Hangout, etc. and technology to create projects and/or assignments. Students use online platforms for some assessments, which quickly capture specific data for teachers.

Teachers differentiate in their classrooms based on ability level, literacy competency, and depth of understanding complex concepts within the course. Most interventions include remediation for concepts not understood, and how to respond to the text demonstrating knowledge and a deeper understanding. They conduct very organized Flex sessions based on the skill and progress of students.

Teachers are cognizant of "lecturing" too much and plan and develop small groups in order to support students based on their ability and comprehension. They are adept at providing essential questions based on text, or problem-based, and then providing students opportunities to use critical thinking, collaboration, communication, and creativity for the final performance task. And due to the nature of "history" the students can truly interact with real world problems. Our current partnership with the Echo Foundation (led by teachers) is an example of their dedication to showing our students how history can impact the future.

1f. For secondary schools:

NFHS teachers ensure that students are learning based on the SC College and Career Ready Standards. Academic rigor and our varied levels of courses provide opportunities for all students to find their niche. We are fortunate to have a Career Development Facilitator at our school and a Work Based Learning Coordinator at our district office.

Our CDF works within our Counseling Office and coordinates classroom guidance for college and career preparation, interview skills and resume writing. She conducts character education sessions (Profile of a South Carolina Graduate: integrity, perseverance, work ethic, etc.) during our Flex block. She develops partnerships with local employers, conducts job fairs, and coordinates our annual college/career ready event for parents and students. She is instrumental in coordinating efforts for college visits to our school and college application day.

Students who are interested in work-based learning, internships, and/or apprenticeships discuss this during their individual graduation plan with their counselor and they contact our Coordinator. She works closely with our CTE, Business, and Health Science teachers for placements.

For those students not in these programs, the Coordinator meets with them to determine their passion and sometimes introduces them to a workplace mentor or finds volunteer opportunities. Once she has determined the right "fit" for the student, they discuss the options of work-based, internship, or apprenticeship. She has developed partnerships with around 125 companies who support our students with work-based opportunities.

Our High School 101 course (for 9th graders) includes an entire unit which requires students to research and prepare for potential careers. They are provided the opportunity to observe our CTE classes and are provided time to research potential college options. They also complete a working resume, cover letter, reference sheet, and complete the application. Last, they participate in a mock interview with members from our local community businesses.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

NFHS incorporates the South Carolina College and Ready Standards for all courses. Arts, Physical Education, Technology, Library, Media and Foreign Languages provide opportunities for students to expand their interests or desired pathways.

Our Arts department provides numerous opportunities for students to create, collaborate, and be innovative! Our courses are: Art, Theater, Chorus, and Band include AP, Honors, College preparatory, and Dual Credit. Students can “perform” after instruction and practice essential skills as grit, social and emotional learning and collaboration. They incorporate literacy and technology into their curriculum with interdisciplinary efforts between Early Childhood Education and PLTW.

Our Technology department - Career and Technical Education (CTE) provides students an opportunity to delve into potential careers. The varied levels include honors, college preparatory, dual credit and internships. Courses are: Business, Informational Technology, Automotive, and Project Lead the Way to include: Engineering, Health Science, Sports and Health Medicine, Early Childhood Education, Biomedical, Culinary and Media Technology.

This department provides opportunities for students to develop projects and performance tasks which incorporate college and career ready skills (ex. Collaboration, technology, innovation, etc.). Most departments provide internship opportunities and Digital Art and Design also provides work-based learning opportunities on campus. Digital Art and Design is our most popular course and according to students, they state that they feel like they are treated like a real graphic artist. Their relevant experience and connection to our school culture is invaluable.

Our Library is the “hub” of NFHS! Students are in the Library before/after school and during lunch. There are at least 2-3 classes in the Library for either book check out or conducting lessons with our Media Center Specialist as the co-teacher. She also supports our teachers with instructional technology support.

Our Media Technology students develop our news show as well as local school programs. Most important, they learn about media literacy and engage in a digital society, to think, and create messages in a variety of forms.

NFHS STEAM focus includes STEAM Fellows (7 teachers) from Math, Science, Social Studies, English, and Art, who receive monthly instructional technology support from Discovery Education. We developed STEAM labs where the STEAM fellows would conduct lessons integrating their STEAM strategies and invite their colleagues to come in observe to learn new college and career ready strategies. To reinforce this learning, we provided professional learning credits for each observation of a STEAM lab.

NFHS Physical Education department encompasses physical conditioning courses in addition to sport specific courses. Recently our state added the addition of marching band to suffice as a physical education credit. The curriculum for these courses is to encourage and/or reinforce the importance of a physical lifestyle, as well providing a variety of competitive sports. This provides students an opportunity to develop perseverance, collaborate, and develop a work ethic.

NFHS JROTC is committed to building leadership capacity in our students. Their instruction includes: leadership, citizenship, personal growth and responsibility, public service and career exploration, and general military subjects. This program is very popular and successful. Each year numerous cadets graduate with thousands of dollars in scholarships.

Cadets are challenged to “become better” with support from retired military teachers and mentor support. They are provided with opportunities to plan, prepare, and reflect for future careers and are supported with additional self-paced courses differentiated base on needs. Their dedication to our community with service is second to none.

NFHS Foreign Language department reinforces language acquisition through an immersion model of learning, using literacy and communication. The varied levels include college preparatory, honors, and dual credit. Teachers guide students through acquisition of terms, and verbal implementation of that language. Eventually they can read and discuss their reading in either Spanish or French. This allows students to develop cultural literacy and communicate with people from diverse backgrounds.

We encourage our English Language Learners to enroll in their non-native languages and encourage an opportunity for them to find “community” within our school.

NFHS High School 101 is a unique class for our 9th grade students. The curriculum of this course includes teen challenges, study habits, time management, learning styles, financial planning, personal growth, career and life skills and a comprehensive health education unit. The goal of this course is to prepare them for high school while developing character.

3. Academic Supports:

3a. Students performing below grade level

Most classes provide differentiated instruction based on ability level determined by data. Each professional learning community develops formative, summative and a pre-test/post-test for five essential standards to determine if students are demonstrating growth. Teachers develop and implement interventions for the classroom such as small group, adjust pacing, tasks into smaller steps, etc.

Teachers utilize Flex, an additional block everyday where students can receive targeted remediation: re-teaching and make up tests/work with their teacher. Flex provides time for study hall, media center, peer tutoring, and additional targeted support for End of Course tests. In Math and English, students are assigned to peer tutors for additional support.

Numerous courses provide additional support, such as Academic Support, an elective for English and/or Math interventions. Collaboratively teachers determine standards/skills needing remediation and/or re-teaching. There are inclusion classes for English, Math, Social Studies, Science, and Business; and year-long courses in both Math and English.

We conduct a separate setting classroom for testing for students who need additional time, separate setting accommodations, and assessment benchmarks.

The achievement gap is less than 10%, but we recognized that our English Language Learners were behind their peers. We added two more inclusion classes in Social Studies and Science, and manually scheduled ELLs. We also manually scheduled them for Math and English inclusion classes with co-teachers who provide targeted interventions.

We utilize pre/post tests for essential standards in each course and assessments include varied cognitive levels to determine the appropriate interventions needed. Our RtI team meets regularly to address the concerns from teachers regarding students who may need additional support.

Last, our teachers have updated curriculum maps to ensure vertical alignment. This is a proactive measure and intervention driven by data which forces us to ensure students are mastering the appropriate standards in order to advance to the next level.

3b. Students performing above grade level

Enrichment begins with a culture of learning and the appropriate courses, curriculum, and culture to provide it. We have increased our AP program by almost 500 assessments (last 6 years) and our program is open to all students. We also provide college preparatory, honors, dual credit, Career Technology Education, internships, apprenticeships, and work-based learning opportunities. We encourage students to challenge

themselves and take upper level courses

Teachers use data to drive their instruction to determine opportunities for rigor and ensure students are challenged academically, emotionally and socially. Our recent focus on STEAM supports project-based learning, interdisciplinary, collaboration, using technology to create, problem solving, and applications to real world situations.

Our partnership with MIT created two courses where the students partnered with a local farm for a hydroponic garden and provided them the opportunity to attend an MIT showcase. This partnership also created interdisciplinary efforts for instruction between Calculus and AP Macroeconomics (solving geometric growth issues) and Art and Early Childhood Education.

Our culture also includes and encourages “being a part of something” at NFHS. Students who desire to be challenged can join our Academic Challenge Team, Mock Trial, Mock UN Debates, Beta Club, Future Business Leaders of America, Robotics, Drone Club, and leadership roles for service learning. Students can also propose and lead a new club at NFHS.

Students who need to be challenged are also provided more opportunities to learn online if there are courses, they wish to take but are not offered at our school. Students meet annually with their parents and counselor to determine their Individual Graduation Plan. During this time they outline their four years, and if they desire “double” courses (9th grade Algebra/Geometry in same year either during the year or online during the summer) if the student desires a track to prepare for college (ex. Engineering).

3c. Special education

NFHS offers a variety of programs to meet the unique needs of all students with disabilities. Students requiring support with an Individualized Education Plan and 504 Plan receive an education and support in the general education population. This is provided within inclusion and Academic Support classes.

Inclusion courses for English, Math, Science and Social Studies include a regular education teacher and a special services teacher. Both teachers receive professional learning for co-teaching strategies annually. They collaborate over the summer and throughout the year to develop instruction, and interventions based on assessments in the classroom. Teachers also administer MAP testing to determine growth and percentiles for Math and Reading.

All students are manually scheduled into classes to ensure they are working with their case manager. It also provides an opportunity to thrive in electives of their choice.

Their data informs placement into classes as well as targeted interventions such as: small groups, guided notes, additional time, task analysis, and multisensory strategies, separate setting, etc. Students also receive accommodations in all of their all courses.

Our Academic Support class (only 8-10 students by grade level) serves as an elective for our students, which reinforces remediation needs. The Academic Support teachers are special services teachers and collaborate with the students’ regular education teachers to determine which standards, concepts, assignments, and/or assessments the student is struggling with.

In addition, special services students also participate in our interventions such as Flex, End of Course remediation, and peer tutoring opportunities.

Each student has an IEP team which includes their case manager, a parent, a core teacher, counselor and administrator. This team meets regularly to review the student’s progress and revise the IEP accordingly. This team also reviews the student’s Individual Graduation Plan and ensures that he/she has opportunities to be placed appropriately, also select electives, and possibly work-based learning opportunities.

3d. ELLs, if a special program or intervention is offered

Our ELL and Latino populations have been our fastest growing populations for the past five years. Once we identified that these students were falling slightly behind their peers, we partnered with our district office ELL department and our largest Latino community to develop more support.

To meet their academic and emotional needs, we added a part-time ELL teacher to our existing full-time teacher. We also expanded our co-teaching opportunities using the ELL teacher for Social Studies and Science and scheduled our ELL students in co-taught English and Math classes. During these classes, the teachers respond to their learning with interventions such as additional time, small group, use of a dictionary, guided notes, etc.

Our ELL students are also scheduled strategically, and our full time ELL teacher works with their teachers to provide remediation, re-teaching, and extra time for assessments during an additional course of support, which is an elective for them.

All teachers receive documentation for each student which outlines their data based on their WIDA performance for speaking and writing. Our ELL teachers work closely with our regular education teachers to explain the data and provide resources for intervention.

As we focused on how to meet the needs of these students, we realized that we needed to meet the needs of our teachers with professional learning. We discussed the WIDA definitions, what their data indicated, and what their role would be to support them. We focused on how ELL students learn, and appropriate strategies and interventions.

Lastly, we developed a student Latino focus group to gather their feedback for how our school could support them, and we provide Focus sessions for their parents to learn more about how our school and overall education works. It has also served as an opportunity to answer their questions and hear their feedback.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

While we have outlined our students with disabilities who have IEPs and 504s, we are compelled to discuss our very special population of self-contained students from moderate to profound as well as our credential program students. Their impact on our school culture of kindness and caring for each other is indeed a special story.

Our credential students are part of a hybrid placement where they could complete some of their courses within the certificate program and attend some regular education courses. These students also participate in our PAES program which allows them to develop work-based skills. These students work closely with Vocational Rehabilitation to ensure that supports are in place to help the students find employment in life post-school. Daily these students sell school supplies during our two lunches and are responsible for basically “running the business” entirely. They do not receive a diploma but earn a certificate for occupational studies.

Our self-contained students vary in ability mentally, cognitively, and physically. And they are the “Center” of our school every day! From lunch, to general education classes to FLEX, you will see these students fully engaged with their non-exceptional peers which is a testament to the inclusive environment at our school. They conduct numerous jobs within our school: custom ordered coffee deliveries, package deliveries, school cleaning company and assist with fundraising efforts. As of this year they are also working at various businesses in our community learning job skills.

Their classroom learning is differentiation at its best. The teachers provide interventions for students with a wide range of needs, verbal and non-verbal students, students with behavioral needs as well as students with physical needs and despite all of these exceptional needs, these students are given the opportunity to access a modified curriculum and life and work skills training that support independence.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Students have multiple opportunities to be involved in organizations such as Student Council, Future Business Leaders of America, Robotics, and Safe Zones (70+ clubs). They participate in Club Rush at the beginning of school to meet current club participants and join. Student leadership opportunities include community service efforts, peer tutoring, mentoring, allowing students an opportunity to have time to collaborate with their peers either academically, socially, and/or emotionally provides a needed sense of community and belonging.

Our students are responsible for numerous additions to our physical environment such as murals to reinforce positive body image, mental health messages, etc. Our Photography class developed a beautification campaign by taking routinely taking photos of their colleagues in class, clubs, sports etc. and sharing them each semester throughout the halls and in the commons area.

Students can try out for sports at 9th grade, junior varsity, and varsity levels, and can become a member of the band, chorus, theater, or JROTC by registering for the course.

Students meet with their counselor to develop an Individual Graduation Plan and have options for college preparatory, honors, AP, Dual Credit courses, college and career ready sessions, and work-based learning. Teachers collaborate to develop differentiated instruction and provide support and remediation during Flex.

National Beta Club and Mu Alpha Theta students provide peer tutoring in the media center during FLEX time, as well as mentoring opportunities. Students support our community by partnering with local agencies for service hours, fundraising, internships, and after school employment.

Everyone supports our special service students with events such as Club Unify and Special Olympics. Our Falcons Give Back club coordinates and leads community service efforts, and has provided a Flex session for new students to NFHS.

Our International Club coordinates an “International Day.” Foods and customs from countries around the world are represented. Our Spirit Club organizes all efforts for instilling a positive school spirit. They are responsible for our “spirit team,” who is responsible for Spirit Week which allows each grade level to determine their attire for each day of homecoming week to include ex. America Day, favorite Marvel hero, Salad Day, 1980’s Are Back!, etc.

Family and community are important to all of us at NFHS. When our students graduate, we want them to know they were loved and that we know they will be the best they can be and continue to serve others as they have at NFHS.

2. Engaging Families and Community:

We are fortunate to be in a community where everyone is vested in our students’ education. Our School Improvement Council consists of parents, business members, students, and teachers. Our SIC is responsible for reviewing our school’s progress based on our School Improvement Plan and providing feedback and recommendations. Our SIC represents the diversity of our school and always uses “equity” as a common thread in all discussions.

For example, we partnered with a neighboring high school with a high population of students in poverty to develop opportunities to raise funds. The Battle of the Border (North and South Carolina) began with combined sports events and academic challenges to raise money.

Our Winthrop University partnership provides opportunities for professional learning, dual enrollment for students, reduced graduate course fees for teachers, and most important, intern placements with mentor

teachers. This opportunity has provided access to work with emerging teachers and provides them with trained and certified mentors for a semester. This of course, provides us an opportunity to recruit and hire them for potential vacancies.

To build a relationship with our Latino population, we partnered with them and our middle school feeder to provide a trailer with computers in their neighborhood of Twin Lakes. We have also established an annual back to school cookout for this community with food, activities, and school supplies. In addition, we provide FOCUS Family (Family Outreach for Cultivating Understanding a School) sessions at our school conducted by an outside facilitator. While these sessions are to support our families, their feedback has been instrumental for how we can support them and their children.

LifePoint Church, First Baptist, Good Shepherd, and the Women's Shelter are committed to mentoring students who are struggling academically, socially, and/or emotionally. Our students also benefit from the numerous mentors who come to our school and work individually with students who have been identified needing this type of social and emotional support.

Our Career Development Facilitator and Work-Based Learning Coordinator have worked tirelessly to prepare our students with necessary skills to experience work-based opportunities. Currently they have developed partnerships with around 125 businesses, and an average of 100 students participate annually.

Our School Improvement Plan, which includes our academic achievement results and goals, is shared with all stakeholders. Our principal sends it electronically and it is posted on our website. Our principal also uses social media to celebrate achievements about our school, students and teachers.

3. Creating Professional Culture:

Our professional learning includes ELL and students in poverty strategies, peer observations so they can observe successful strategies in action and collaborate, STEAM, curriculum map development, and teacher leadership opportunities. We wholeheartedly believe that true professional learning happens among educators and have ensured this year's professional development opportunities are teacher centered.

As our data shifted within our ELL and Latino populations, it became apparent that we needed to understand how to meet the needs of our students for them to be successful in the classroom. Our teachers were provided insight into WIDA performance definitions and strategies for both ELL students and students in poverty.

We are focusing on developing curriculum maps for each course, with a major emphasis on the strategies or the "how" students will learn – not how the teacher will teach. These are also used to align with EOC courses and provide more targeted instruction based on standards.

Each teacher is required to conduct two peer observations each semester for a total of 4 for the year. They may observe one teacher within their department, and observe one STEAM Lab. They will use the same walkthrough form that administrators use.

Teachers are required to attend two professional development sessions (ELL Support and Strategies), and at least 3-5 teachers are invited to share their best practice during our faculty meetings.

This is our third year working with Discovery Education, our "STEAM Team" (across disciplines), has developed STEAM classroom labs and more importantly, increased STEAM learning for our students. Their "learning labs" are open for other teachers to visit, and during the summer, they collaborated with a teacher not on the team to produce a unit they will co-teach.

Teacher leadership is a priority for our school as it provides growth opportunities for those teachers who aspire to become a leader in some capacity or simply want to serve our school. Our teachers readily volunteer for numerous opportunities such as: School Leadership Team, Instructional Leadership Team, Grading Advisory, PLC Leaders, Buddy Mentors, Mentor (teachers and interns), interview teams, presenting

at conferences, etc. Their efforts and commitment will impact our culture and success in a positive manner.

Our New Teacher Institute includes buddy mentors for all new teachers, and monthly meetings. Buddy mentors work very closely with our new teachers based on guiding questions which are relevant at specific points in the year, and each new teacher is also assigned an administrator for check-ins.

4. School Leadership:

Our principal's role is to ensure our culture is supporting student learning as well as their emotional and social needs. He often states "there are two jobs, one is to teach and the other is to support those who teach. And the second one is the administration's job."

We have made concerted efforts to be intentional and strategic when reflecting on our practices and outcomes for the past few years. We have involved our entire staff in discussing our achievement gaps and how to address them appropriately. Their voices and feedback are important and their participation in supporting our students who are struggling is even more crucial.

We have five assistant principals at NFHS. An assistant principal for Operations and Facilities, for Career and Technology Education/Alternative School, for Testing/Accountability, for 9th Grade and Special Services, and for Curriculum and Instruction.

The principal meets weekly and individually with the administrative team to ensure we are supporting our teachers so they can focus on the academic and emotional needs of our students. He conducts individual conferences with each teacher every year to gain invaluable feedback and to determine how he can support them individually.

Our assistant principal for operations and facilities is responsible for the facilities, and attendance and she monitor attendance as it pertains to policies for numerous absences. Her department is invaluable in working with families when students are habitually absent and providing needed interventions and attendance recovery support.

Our assistant principal for CTE, works with them to ensure they have the appropriate technology and equipment available to support students. He also works with our Career Development Facilitator, Work-based Learning Coordinator, and teachers for work-based learning opportunities.

Our assistant principal for testing/accountability coordinates all testing efforts at the local, state and national levels. She also collects data and coordinates all efforts for our students at risk (ex. Alternative pathways, credit recovery, etc.).

Our assistant principal for 9th grade and Special Services works closely with our two 9th grade counselors to review and support students who may be struggling academically and/or behaviorally. He also supervises special services efforts.

Our assistant principal for Curriculum and Instruction coordinates professional learning, Guidance, instructional coaching, New Teacher Institute, master schedule and is the curriculum liaison with our district.

Each administrator is also assigned an academic department(s). To support our departments, we follow the philosophy of our principal, thus our primary responsibility and goal is to – "support those who teach."

PART VI - STRATEGY FOR ACADEMIC SUCCESS

NFHS Flex sessions occur every day and allow students five days per week to receive academic support, meet with their respective clubs, obtain tutoring, peer tutoring and/or mentoring, College and Career Ready sessions, work-based learning opportunity sessions, Guidance support, etc. This allows students the freedom to decide what they need the most and encourages ownership of their learning and emotional needs.

Flex allows students to gain academic support with remediation, retesting, enrichment, make up missing work, EOC Support, study hall, computer lab access, etc. Students have the opportunity and support to be successful academically based on their choices.

To meet their social and emotional needs, students can become a part of one of our 70+ clubs or propose their own club (and a faculty sponsor). Clubs include: Art Club, Feminism, Gospel Choir, International, Mock Trial, Spirit, Walk for Water, Future Business Leaders of America, Robotics, Academic Challenge, Fishing club, New Falcon Friends, Board Games, Safe Zones, etc. This allows students the opportunity to “become a part of something” that is personal and meaningful to them.

They can attend assemblies such as Black History Month performances and/or sessions, Job Fairs, International Day, Theater previews, Choir Previews, Gospel Choir, SAT/ACT Preparation, motivational speakers (ex. Brooks Harper) and Spirit Week based on preference and/or interest.

College and Career Ready sessions include the following topics: Accountability and Diligence; Perseverance, Dependability, and Attitude; Work Ethic, Integrity, Self-Direction, and Independence. They can work with the Career Development Facilitator to improve their resume writing, application and interview skills.

If they are interested in work-based learning opportunities, they can work with our Work-based Learning Coordinator during Flex. This allows time to discuss individual options based on their career interest and ability inventory, as well as targeted feedback and recommendations.

Students can meet with their counselor to discuss their graduation pathway courses, or to work on coping skills and/or stress reduction exercises. In order to eliminate time out of the classroom, counselors will often work with students who may be struggling to develop a plan with student, parent, and teachers.

Flex is the ONE practice where our students can be supported in their academics, fulfill their social needs, and find solace with any emotional needs. Whether it is a new student or a student who has been at NFHS for four years, Flex is our practice which allows our students an opportunity for discovery and to find their “home” at NFHS.