

Escambia County School District

Northview High School



2016-17 School Improvement Plan

Northview High School

4100 W HIGHWAY 4, Century, FL 32535

www.escambia.k12.fl.us

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2015-16 Title I School</p> <p>Yes</p>	<p>2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)</p> <p>54%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2015-16 Minority Rate (Reported as Non-white on Survey 2)</p> <p>26%</p>

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	C	B

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	0
Professional Development Opportunities	25
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Northwest	Melissa Ramsey
Former F	Turnaround Status	
No	None	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

We aim to establish a learning environment that respects student diversity, encourages potential in all students and staff, and facilitates productivity in our future citizens, who will contribute to our nation's welfare and the global environment in a positive manner.

b. Provide the school's vision statement

To be a school that empowers, inspires, and values students who will become responsible citizens who are capable of thinking critically, solving problems, and innovating ideas and who are committed to life-long education and individual successes.

2. School Environment

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

All staff members make it a priority to get to know each student in the school. Classroom teachers gather information at the beginning of school and conduct activities with their students to learn a student's background, learning styles and their strengths/weaknesses. Students fill out individual profile sheets that will be uploaded to an electronic database so that their teachers can learn more about them on a personal level. By doing so, teachers are relating to students in a meaningful way and building productive relationships with the students.

Teachers and staff work hard to support our students in any after school activities such as sports, clubs, ROTC, or band. By getting to know the different aspects of their students, our teachers will have a stronger ability to relate to their students in the classroom. During the passing periods in hallways, our teachers are talking to our students in non-academic conversations, which allows the growth and strengthening of the rapport between teacher and student.

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

Northview has a set supervision policy to ensure that student safety is paramount. At the beginning of the year, the Dean of Students and a team of teachers and students develop our school-wide behavior management plan. The team meets monthly to discuss the progress of the plan and make needed adjustments.

Prior to the start of the school day, students are allowed in the gym or the cafeteria, both of which have on-duty school staff present. During the school day, our staff has a school-wide positive behavioral support system in place to ensure that all students feel respected and valued. Our teachers work hard to ensure discipline issues are handled respectfully and do not demean any student. At all after school activities, Northview has an administrator present for supervision. We have a full time Student Resource Officer on campus who assists administration with the safe climate of the school. The SRO is here to assist students as well as staff to maintain secure school facilities and grounds. The SRO is also tasked to assist at after school sporting activities.

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

Northview has a positive behavior support system in place that is revised yearly. Clear expectations of student behavior are outlined in the Right and Responsibilities handbook, along with consequences (positive and negative) for certain types of behaviors. Teachers are briefed on any changes in the policies during pre-school activities to ensure procedures for handling unwanted behaviors are known. Students are briefed at the beginning of the year in grade level assemblies to go over expectations for behavior and academics. As the school year progresses and circumstances dictate, students are reminded of the behavior policies and if needed, changes are made to maintain a positive learning environment and behavior support system.

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

Northview has one full-time and one part-time professional school counselor on staff to serve the students. The counseling staff is available to assist students with academic, personal/social, and vocational needs. Guidance services are available to students, parents, and staff to ensure each student's needs are met. Counselors visit classrooms throughout the year to help students make informed decisions about their academic future. The guidance department also holds several parent workshops to empower our parents help their child succeed in school and after high school. In addition, overlay counselors and teen parenting services are available for students.

3. Early Warning Systems

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

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

All students who scored a Level 1 or 2 in English Language Arts on the 2015-16 statewide, standardized assessment are enrolled in an Intensive reading and/or Intensive language Arts class. These students, along with students who are struggling with their current grade level Math or English classes will be monitored every two to four weeks depending on the needs of the student. Behavioral indicators such as chronic absences and the number of referrals are additional data points to be used to develop a comprehensive plan. We are placing an emphasis on monitoring students who receive zeroes for failing to turn in assignments and developing interventions to help the student succeed.

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

1. 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	9	29	14	14	66
One or more suspensions	0	0	0	0	0	0	0	0	0	33	47	31	23	134
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	3	26	20	9	58
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	61	40	29	31	161
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	25	40	29	19	113

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

All students who scored a Level 1 or 2 in English Language Arts on prior years statewide, standardized assessment are enrolled in an Intensive Reading and/or Math class. In addition, our 9th and 10th grade English Language Arts classes are staffed with ESE certified facilitators providing additional support for the General Education teachers.

The Collections curriculum for English/Language Arts includes resources and supports for differentiation. Reading teachers work with grade--level English teachers to provide a continuity of instruction using literacy concepts and strategies. All content area teachers have been trained in literacy strategies, such as Close Reading, that can be used with either whole or small group classroom formats. Additionally, three of our teachers of our teachers are NGCAR-PD certified.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Our goal is to Increase the opportunities for home-to-school and school-to-home communications about school programs and students' progress. Currently, we average approximately 25%, which equates to 125 out of 500 being represented by a parent at school functions. Barriers that influence parental participation are that working parent job schedules may not allow attendance, transportation problems and parents unaware of school goals and activities. We plan to increase parental involvement by by informing parents of upcoming school activities and events through local news coverage, the school website, and radio broadcasts. Parents are informed by a school messenger call out mass communication system. School announcements are also available by calling the school phone number and choosing extension 500. Announcements are placed on the school website as well. Instructional, support, and administrative staff are responsible for implementing parental improvement strategies. Monitoring will be done by parental attendance during student activities, surveys, and documentation of attendance.

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

1. We have created a team for school-community partnerships.
2. Training and guidelines are provided to team members.
4. The team Identifies starting points-present activities, strengths and weaknesses.
5. The team develops goals to support student achievement.
6. Using our goals as a guide, the team writes a one-year action plan for partnerships.
7. Enlist staff, parents, students, and community groups to help conduct activities.
8. Evaluate implementations and results.
9. Conduct annual celebrations and report progress to all participants.
10. Continue working toward a comprehensive, on-going, positive program of community partnerships.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Robinson, Alison	Instructional Media
Chastain, Joseph	Teacher, K-12
Weaver, Gayle	Principal
Pippins, Gerry	Assistant Principal
Gurganus, Kelly	Teacher, K-12
Byars, Perry	Teacher, K-12
Huber, Timothy	Teacher, K-12
Jernigan, Sue	Teacher, ESE
Levins, Shelley	Teacher, Career/Technical
Mattes, Gary	Teacher, K-12
Marshman, Derek	Teacher, K-12
Nall, Natalie	Teacher, K-12
Simpkins, Jeffrey	Teacher, K-12
Stabler, Jason	Teacher, K-12
Stubbs, Sarah	Teacher, K-12
Welch, Billy	Other
Code, Charlie	Teacher, K-12

b. Duties

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

The Leadership Team's function is to develop and maintain a problem-solving system that will result in the best possible instructional outcome for the school, the teachers, and the students. The team will meet to use progress monitoring data to adjust instructional and intervention processes; determine the professional development needs of the teachers; and identify resources for any changes made to the plan(s).

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

The team will use school level reports to identify school-based problem(s) or set goals for improvement in the necessary areas. To define the problem or set goals for individual students, teachers will use formal and informal, and formative and summative assessments to determine the difference between what is expected and what is occurring. When engaged in problem solving at this

level, the team will use this data to identify the student's academic or behavioral problems.

After the problems have been identified, the team will generate a valid hypothesis linking it to instruction or intervention so that it will lead to evidence-based instructional decisions. Then working with the student's teachers they will design instruction and an implementation plan to directly address the issues.

Students' progress will be monitored and implementation integrity will be supported through the summative and formative assessments from core instructions, FAIR assessment, and State Standardized assessment data.

Title I, Part A- Supplemental Educational Services provides extra help for students in academic subjects such as reading, language arts and mathematics, provided free-of-charge to certain students. These services are provided outside the regular school day—before or after school, on weekends, or in the summer.

Title I, Part C- Migrant-Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student data Base, we have determined that there are no migrant children attending Northview High school.

Title I, Part D- Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students.

Title II- Professional Development is offered at both the school and district level Please see each goal area for specific professional development activities (inservice education).

Title III-Services for English Language Learners are required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally-located school-based sites attend their zoned school where ESOL- endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement of their teaching certificate. Our school is an ESOL Center but we currently have no ELL students enrolled in grades 9-12.

Title X,Homeless- The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the district Title I office. At Northview High School we have identified four homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)- Northview High School received \$17,860. \$15,781 is budgeted for teacher salaries and benefits, \$1000 for substitute teachers and \$1079 for teacher instructional supplies.

Violence Prevention Programs- The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our School-Wide Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnson Stand Up for All Students Act requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, our district has launched the "bullying" reporting website where bullies may be reported anonymously.

Nutrition Programs- Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self-serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff address the obesity issue, especially in elementary age children.

Housing Programs- This program is offered at the district level and overseen by the Title I District Office and is not applicable to our school.

Head Start- This program is offered at the district level and several Head Start programs are housed at various elementary schools in the district. This program is overseen by the Title I pre-kindergarten office.

Adult Education- Adult Education is offered in the form of Community School courses, which allows students over the age of sixteen to recover lost credits in core classes. Two students attended collegiate High School at Pensacola State College. During the spring, 2013, senior students could attend Saturday school, which is an online credit recovery program for students to recover courses previously failed or to raise their overall grade point average to meet the requirements for graduation. During the summer we continued the credit recovery program for all students in need of grade recovery.

Career and Technical Education- Northview High School has six areas of Career Technical Education: Business, Agriscience, Automation and Production Technology, Family and Consumer Services, Diversified Cooperative Tech, and Culinary Arts. Business classes include Accounting, Digital Publishing, and Introduction to Information Technology. The Automation and Production Technology department is in its first year and was formerly Drafting Design and Construction. Northview has both Culinary Arts and Graphic Arts Academies.

Job Training- Students in grades 11th and 12th are allowed to participate in OJT (on job training), which allows them to work with employers in order to gain work experience. This experience can count as electives if all required courses are completed. Students served through Exceptional Student Education (ESE) who are earning an ESE Diploma also have the opportunity to earn job skills either through paid off-campus positions or unpaid on-campus training positions. Vocational Rehabilitation also offers services for several of our ESE students in assisting them with job training and placement during and after high school.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Gayle Weaver	Principal
Wanda Gafford	Teacher
William Johnson	Parent
James Moretz	Student
Billy Welch	Teacher
Robyn Borelli	Parent
Rhonda King	Parent
Sharon Kite	Parent
Sherri Kite	Parent
Ashley Long	Parent
Mike Neese	Parent
Cristina Ribeiso	Parent
Samantha Rigby	Parent
Jessica Stacey	Parent
Kevin Stott	Parent
Kristen Byrd	Student
Lane Carnley	Student
Jeniya Odom	Student
Bethany Reynolds	Student
Brianna Taylor	Student
Damon Jernigan	Business/Community
William Reynolds	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC reviewed the 2014-15 School Improvement Plan during it's first meeting of the 2015-16 school year. The council decided that the goals, barriers, and strategies were appropriate, but that the failure to reach the SIP goals were a result of unforeseeable factors that could not be addressed until after the school year.

b. Development of this school improvement plan

The School Advisory Council meets four times a year. During these meeting, pertinent information relative to the operation of the school are discussed. These discussions are tied to School Improvement goals, such as increasing student achievement. The SAC President works with the school administration to complete the School Improvement Plan, and the president's signature is required for the final approval of the plan.

c. Preparation of the school's annual budget and plan

During the first meeting members of the SAC were asked for suggestions in preparing the school budget. Most budget items are determined by historical precedence and do not allow for adjustment.

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

The school does not receive designated School Improvement Funds. At the SAC meetings, discussions are held as to financial needs of the school and how funds supplied by the district through other avenues are expended, such as Title 1.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Atallah, Rajah	Teacher, K-12
Pippins, Gerry	Assistant Principal
Weaver, Gayle	Teacher, K-12
Robinson, Alison	Teacher, K-12
Carroll, Megan	Teacher, K-12
Shugart, Elbert	Teacher, K-12
Calloway, Tammy	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

A major initiative for the LLT is to train our faculty on the different components of the Florida Standards and provide information and resources for a student directed classroom. While all components of the Florida Standards are important the LLT committee will train teachers on those that meet the needs of our students, supports the focus of our District and aligns with the goals of the State of Florida.

Using an amalgam of data sources, the LLT will train our teachers to use this information to develop lesson plans that include the type of differentiation needed to meet the needs of their students. This training will include data from State determined assessment, such as, EOCs, FAIR and FLA; School specific assessment, such as FAIR and classroom formative assessments.

NA

D. Public and Collaborative Teaching

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

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

1. Involve all teachers in the development and integration of goals and objectives.
2. Publicize to students, parents, and community the purposes and anticipated outcomes of the

collaborative efforts of the teachers.

3. Provide for staff development that is free from the distractions of the day-to-day routine of school operations and involves all teachers.
4. Provide open, unstructured time in a relaxed atmosphere for teachers to share.
5. Have teachers share completed work by students with other teachers so that they can see what students learn across the curriculum.
6. Provide time for teachers to observe in each others' classrooms during instruction.
7. Provide adequate planning time for academic teachers to incorporate real-world examples in their instruction.
8. Have teachers work in pairs or groups to assure that students are being taught comparable applications of basic skills. This has the additional benefit that students can no longer say that the other teacher does not "make us do this."
9. Administrators will lead and provide opportunities for collaborative efforts.

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

1. Use of district's applicant internet-based employment system.
2. Provide mentoring service to new teachers.
3. Staff development for new teachers, including providing for a day of on-campus orientation to the school and/or district.
4. Gather information through Classroom Walkthroughs and provide feedback.
5. Support through designated administration for the development of the district's personal development for the Individual's Personal Staff Development Plan (IPDP)
6. Utilize newly-implemented Truenorthlogic Staff Development software for additional instructional training. May also be utilized for teachers in need of improvement and helpful classroom strategies.
7. Use mini-faculty meetings to create opportunities for dialogue with teachers concerning ways to improve student learning and administrative support.
8. Use of the Charlotte Danielson Framework for Teacher Proficiency model for teacher evaluation.

Principal Gayle Weaver, Assistant Principal Gerry Pippins, and district staff are responsible persons.

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

We have five teachers new to Northview for the 2016-17 school year. Two of the teachers are new to the profession and the Escambia County School District will provide a district mentor for those teachers. Additionally, each teacher has been assigned a peer mentor at Northview High School. Listed are the activities planned for new teachers.

1. New teacher orientation
2. Frequent meetings
3. Observations/Recommendations
4. Direction on lesson plan development,
5. Instructional and supervision strategies,

6. Training on use of all computer-based applications
7. Training on completion of paperwork.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers incorporate Florida Standards in daily lesson plans. Pacing guides are used throughout the core curriculum. Assessment tools, such as tests and quizzes given in class, are also based on Florida standards.

b. Instructional Strategies

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

Florida Standards Assessments, EOC and prior course performance data is used to place students in appropriate classes. Students not proficient in reading are placed in Intensive reading and Intensive Language Arts courses. Three of our faculty members are NGCAR-PD certified and additional reading support is provided to our students in those courses. In addition, formative data is used in the classroom to differentiate instruction to meet the needs of each individual student.

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

Strategy: After School Program

Minutes added to school year: 3,600

District teachers will come in after school one hour a week for math and one hour a week for reading to remediate those students who were in the lower quartile based on standardized testing.

Strategy Rationale

Students in the lower quartile affect the school grade the most. Also these students need the most help in these areas in order to move forward in the courses and eventually graduate.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pippins, Gerry, gpippins@escambia.k12.fl.us

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

Based on test scores after the tutoring, we will determine which students in the lower quartile improved their scores.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Students in each grade level are visited by their grade-level counselor yearly to review graduation requirements and promotion requirements. Students who are promoted mid year are brought in to see their grade level counselor to develop a plan to try and catch up to meet the original cohort requirements.

Counseling and elective staff visit the middle school for registration activities, and Northview holds an 8th grade orientation to inform parents and students of important transition information. We also hold a 9th grade and new student orientation the week prior to school starting. Students are shown around the campus, are issued lockers and have the chance to ask questions regarding schedules and graduation requirements.

b. College and Career Readiness

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

Northview High School offers students elective courses in art, business, technology, and career study. Many of these focus on job skills and offer students internships. Students and parents are encouraged to participate in a course selection fair that exposes them to next year's curriculum. Many courses also offer industry certification exams, which can award college credit or job experience, in addition to a high school math or science credit. Every Spring each student meets with a faculty member who guides the student during registration for the following year to decide what classes will be taken and are advised "one-on-one" concerning graduation requirements and Bright Futures eligibility. This allows the students to personally ask questions about various courses of study and to make selections based on their goals and/or desires. Northview High School also distributes Academic Transcripts twice per year to each student.

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

Northview High School provides a variety of classes that are an intricate part of the future for student success. We provide students with College preparatory classes and opportunities for College Credits through the Dual Enrollment Program at the local colleges as well as prepare them daily for the rigor of college and what the work place demands. Students are encouraged to complete Industrial Certification in Photoshop, Dreamweaver, Flash, Construction Technology, Production Technology, and Autodesk Inventor. They receive instruction related to Construction, Production and Manufacturing Corporations, Drafting, Agricultural and Digital Design that reflects on their core academic courses. All students are encouraged by their teachers to take a vested interest in passing the statewide assessments, and/or applicable concordant ACT/SAT scores as well as Industry Certification. If these strategies are implemented, Northview High School's graduation rate should remain high and prepare students for entering the workforce after high school and/or college.

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

A variety of strategies have been implemented to prepare high school students for post secondary education and employment. Specific programs and or initiatives that are used at the school and district level as well as increase rigor, in all of the following core academic areas: Math, English, Science and Writing include:

- Dual Enrollment

- Early College
- Career Academies
- High School Showcases
- AVID
- Career and Technical Education Classes
- Advanced Placement Opportunities
- College Expo
- Making High School Count Programs
- Making College Count Programs
- College Tours
- College Rep Visits

The faculty at Northview will attempt to continue and improve upon these programs and initiatives. Every student will be encouraged to pass all statewide assessments and be advised toward post-graduate goals. Progress Monitoring Plans will have strategies that will enhance the education of all students and improve upon post secondary students' goals.

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

No data is available after 2014.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the percentage of all students who are proficient in math to the spring 2017 state average.
- G2.** Increase the percentage of all students who are proficient in reading to the spring 2017 state average.

Strategic Goals Detail

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

G1. Increase the percentage of all students who are proficient in math to the spring 2017 state average.

1a

G081388

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	77.0

Targeted Barriers to Achieving the Goal 3

- Many students entering high school and those already enrolled lack basic math, abstract and critical thinking skills as well as conceptual algebraic skills.
- Students lacking the basic skills are becoming frustrated and this is reflecting in negative thoughts and opinions about math and impacting positive growth.

Resources Available to Support the Goal 2

- Every math class either has or will have a state created, district-created, or teacher-created EOC test which gives math teachers a ready made test.
- Teachers will be trained in Google Educator so has to be in a position to support math class technology and monitor and track student achievement.
- Every student will have their own Chromebook, which will allow them to access their math classrooms and work from anywhere.
- Students and Teachers will use Algebra Nation Resources in a blended learning atmosphere with workbook and website support.
- Students will use labs for course recovery in addition to meeting graduation requirements and course deficiencies via Fuel-Ed resource.
- Students will use labs for course recovery in addition to meeting graduation requirements and course deficiencies via Fuel-Ed resource.

Plan to Monitor Progress Toward G1. 8

Review of Algebra Nation Data

Person Responsible

Gerry Pippins

Schedule

Quarterly, from 8/17/2016 to 3/31/2017

Evidence of Completion

Students should show increased scores on monitoring assessments.

G2. Increase the percentage of all students who are proficient in reading to the spring 2017 state average.

1a

G081389

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	78.0

Targeted Barriers to Achieving the Goal 3

- Many students enter 9th grade working and reading well below grade level.

Resources Available to Support the Goal 2

- Intensive Language Arts class for all 9th grade Level 1 and 2 non-fluent readers.
- Intensive Language Arts for all 10th Level 1 and 2 readers.
- All 11th and 12th grade students who have not passed the FSA reading are placed in an Intensive Language Arts course.
- Online labs are available for students who need to address deficiencies in graduation credits.
- Every student will have their own Chromebook, which will allow them to access their Language Arts course material classrooms and work from anywhere.
- Teachers will be trained in Google Educator so has to be in a position to support Intensive Language Arts course technology and monitor and track student achievement.
- All students regardless of Proficiency level should be enrolled in at least one course with a certified Reading Endorsed Teacher or NGCAR-PD certified teacher.

Plan to Monitor Progress Toward G2. 8

Administer FAIR assessment to all level 1 and 2 students three times per year.

Person Responsible

Gerry Pippins

Schedule

Triannually, from 8/10/2016 to 5/24/2017

Evidence of Completion

Students should show increased scores on monitoring assessments.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase the percentage of all students who are proficient in math to the spring 2017 state average. **1**

 G081388

G1.B6 Students lacking the basic skills are becoming frustrated and this is reflecting in negative thoughts and opinions about math and impacting positive growth. **2**

 B215028

G1.B6.S1 Teachers will be trained in Google Educator so has to be in a position to support math class technology and monitor and track student achievement. **4**

 S227233

Strategy Rationale

We feel that training our teachers with Google apps will allow them to personalize student learning more effectively.

Action Step(s) Missing for Goal #1, Barrier #6, Strategy #1
Complete one or more action steps for this Strategy or de-select it

G2. Increase the percentage of all students who are proficient in reading to the spring 2017 state average. 1

G081389

G2.B1 Many students enter 9th grade working and reading well below grade level. 2

B215029

G2.B1.S1 Students are scheduled into either an Intensive Reading or Intensive Language Arts course, or a course with a reading endorsed or NGCAR-PD certified teacher based on the student's latest standardized assessment score. 4

S227234

Strategy Rationale

The Intensive Reading and Intensive Language Arts supplement and reinforce instruction in students' Language Arts class. Courses taught by reading endorsed and NGCAR-PD certified teachers incorporate specific reading strategies to address student reading deficiencies. We expect the extra support will increase student achievement.

Action Step 1 5

Using the most recent FSA data schedule students into the appropriate intensive reading or intensive language arts courses based on reading level.

Person Responsible

Gerry Pippins

Schedule

On 8/10/2016

Evidence of Completion

Review school student achievement data and compare to intensive reading and language arts class rosters.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Data meetings - Four per year

Person Responsible

Gerry Pippins

Schedule

Quarterly, from 9/15/2016 to 4/25/2017

Evidence of Completion

As a result of the extra support from being enrolled in intensive reading or intensive language courses we expect to see an improvement in student achievement from FAIR data.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Data meetings - Four per year

Person Responsible

Gerry Pippins

Schedule

Quarterly, from 9/15/2016 to 4/25/2017

Evidence of Completion

Teachers will maintain data notebooks and lesson plans from teachers to show that data has been used to implement instructional practices. We should see student progress using FAIR results.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G2.B1.S1.A1 A288580	Using the most recent FSA data schedule students into the appropriate intensive reading or...	Pippins, Gerry	8/10/2016	Review school student achievement data and compare to intensive reading and language arts class rosters.	8/10/2016 one-time
G2.MA1 M289159	Administer FAIR assessment to all level 1 and 2 students three times per year.	Pippins, Gerry	8/10/2016	Students should show increased scores on monitoring assessments.	5/24/2017 triannually
G1.MA1 M289156	Review of Algebra Nation Data	Pippins, Gerry	8/17/2016	Students should show increased scores on monitoring assessments.	3/31/2017 quarterly
G2.B1.S1.MA1 M289158	Data meetings - Four per year	Pippins, Gerry	9/15/2016	As a result of the extra support from being enrolled in intensive reading or intensive language courses we expect to see an improvement in student achievement from FAIR data.	4/25/2017 quarterly
G2.B1.S1.MA1 M289157	Data meetings - Four per year	Pippins, Gerry	9/15/2016	Teachers will maintain data notebooks and lesson plans from teachers to show that data has been used to implement instructional practices. We should see student progress using FAIR results.	4/25/2017 quarterly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

Budget Data

1	G2.B1.S1.A1	Using the most recent FSA data schedule students into the appropriate intensive reading or intensive language arts courses based on reading level.	\$0.00
Total:			\$0.00