

Escambia County School District

Northview High School



8-Step problem solving step zero school students strategic goals college and career needs assessment resources effective leadership strategies ambitious supportive environment improvement building relationships family and community involvement public and mission vision teaching

The graphic features a central word cloud composed of various school-related terms in different sizes and colors (blue, gold, and white). Overlaid on this word cloud is the text "8-Step problem solving step zero school students strategic goals college and career needs assessment resources effective leadership strategies ambitious supportive environment improvement building relationships family and community involvement public and mission vision teaching". The "teaching" word is oriented vertically on the right side. The Northview High School logo, which consists of a blue graduation cap resting on a stylized white wave, is positioned to the right of the word "teaching".

2015-16 School Improvement Plan

Northview High School

4100 W HIGHWAY 4, Century, FL 32535

www.escambia.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	55%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	26%

School Grades History

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

*Preliminary Informational Baseline School Grade

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

School Board Approval

This plan 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	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	28
Technical Assistance Items	29
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, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Escambia - 1231 - Northview High School - 2015-16 SIP
Northview High School

Escambia - 1231 - Northview High School - 2015-16 SIP
Northview High School

Part I: Current School Status

Supportive Environment

School Mission and Vision

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.

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.

School Environment

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 student's background, learning styles and strengths/weaknesses. Students fill out profile sheets on themselves to 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 know the different aspects of our students, our teachers will have a stronger ability to relate to their students in the classroom. Our teachers are in the hallways during passing periods, speaking to our students in non academic conversations, which allows the strengthening of the rapport.

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 to be 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 during the school day. Our teachers work hard to ensure discipline issues are handled respectfully and do not demean any student. At any after school activity, Northview has an administrator present to supervise. 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 the safe climate of the school. The SRO is also tasked to assist at after school sporting activities.

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 of 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..

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 assist 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.

Early Warning Systems

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

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

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 Intensive reading 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.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	18	14	13	16	61
One or more suspensions	32	49	37	25	143
Course failure in ELA or Math	19	32	32	16	99
Level 1 on statewide assessment	2	3	12	5	22
	0	0	0	0	

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	18	29	24	15	86

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 new Collections curriculum adopted this years for English 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. However, if students need additional help, the Literacy Coach will work one-on-one with students using the content provided by the teachers. Additionally, three of our teachers of our teachers are NGCAR-PD certified.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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.

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.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Robinson, Alison	Instructional Media
Chastain, Joseph	Teacher, K-12
Crumm, Heather	Guidance Counselor
Johnson, Laura	Teacher, K-12
Weaver, Gayle	Principal
Pippins, Gerry	Assistant Principal
Baggett, Vicki	Teacher, K-12
Raggard, Christopher	Teacher, K-12
Johnson, Billy	Teacher, K-12
Carroll, Megan	Teacher, K-12
Mizrahi, Christa	Teacher, Career/Technical

Duties

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).

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, FCAT and EOC 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 \$16,420 . \$2342 is budgeted for teacher salaries and benefits, \$1500 for substitute teachers, \$10,578 for teacher instructional supplies, and \$2000 for postage.

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.

School Advisory Council (SAC)

Membership:

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

Duties

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

Evaluation of last year's school improvement plan

The SAC reviewed the 2013-14 School Improvement Plan during its first meeting of the 2014-15 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.

Development of this school improvement plan

The School Advisory Council meets four times a year. During these meetings, 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.

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..

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.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Atallah, Rajah	Teacher, K-12
Barry, Anna	Teacher, K-12
Long, Cora	Teacher, K-12
Moretz, James	Teacher, K-12
Pippins, Gerry	Assistant Principal
Pleasant, Rachel	Teacher, K-12
Weaver, Gayle	Teacher, K-12
White, Brandy	Teacher, Career/Technical
Luker, Barbara	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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 USATest prep and Scholastic Reading Inventory ; and RTI Tier one (in-class) Formative and Summative Assessments.

Public and Collaborative Teaching

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

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

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.

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.

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

We have four teachers new to Northview for the 2015-16 school year. Two of 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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.

Instructional Strategies

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

Florida Standards Assessments, EOC and prior course performance data is used to place students in 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.

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.

Student Transition and Readiness

PreK-12 Transition

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

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

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 books and lockers, and have the chance to ask questions regarding schedules and graduation requirements.

College and Career Readiness

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

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.

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 integral 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 FCAT 2.0, EOC, 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.

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 the FCAT 2.0 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.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the percentage of all students who are proficient in math to the 2016 state average.
- G2.** Increase the percentage of all students who are proficient in reading to the 2016 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 2016 state average. 1a

 G067856

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	69.0

Resources Available to Support the Goal 2

- Every math class either has or will have by the end of the year a state, district-created, or teacher-created EOC test which gives math teachers a ready made test.
- Algebra 1, Algebra 2 and Geometry textbooks provide online help for students which may be used in the classroom, for students to review material taught, and for students who were absent when a concept was first introduced.
- The allowance of cell phones and other devices in the classrooms will enable teachers to connect to the world of technology in which students already live.
- USA TestPrep and Algebra Nation as optional resources for teachers to monitor student progress.

Targeted Barriers to Achieving the Goal 3

- Some students are so far behind in ability to do basic, fundamental algebraic skills that it is challenging to catch them up and enable them to pass the class or graduate high school.

Plan to Monitor Progress Toward G1. 8

Review of Algebra Nation Data

Person Responsible

Gerry Pippins

Schedule

Quarterly, from 8/17/2015 to 2/5/2016

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 2016 state average. 1a

 G067857

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	70.0

Resources Available to Support the Goal 2

- Intensive Reading for all 9th grade level 1 and 2 disfluent readers.
- Intensive Language Arts for all 10th grade level 1 and 2 disfluent readers.
- All 9th grade students have at least one core course with a reading endorsed or NGCAR-PD certified teacher.
- All 10th grade students have at least one core course with a reading endorsed or NGCAR-PD certified teacher.
- All 11th grade students who have not passed the FCAT or FSA reading are placed in an Intensive Language Arts course.
- 12th grade students who have not passed the FCAT or FSA have at least one course with a reading endorsed or NGCAR-PD certified teacher.
- Compass labs are available for students who need to address deficiencies in graduation credits.

Targeted Barriers to Achieving the Goal 3

- Students first come to us reading significantly below grade level.

Plan to Monitor Progress Toward G2. 8

Review FAIR data.

Person Responsible

Gerry Pippins

Schedule

Quarterly, from 9/16/2015 to 5/11/2016

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 2016 state average. **1**

 **G067856**

G1.B3 Some students are so far behind in ability to do basic, fundamental algebraic skills that it is challenging to catch them up and enable them to pass the class or graduate high school. **2**

 **B175812**

G1.B3.S1 From last year's data, find out which students were not proficient in basic algebraic concepts, like the rules for integers. Have all teachers give the students in their classes access to places on the internet (Algebra Nation) where the student can work on those fundamental skills in class or out of class.

4

 **S187098**

Strategy Rationale

Because Algebra builds upon itself, if those students who are not proficient in basic algebraic concepts can work to improve them through the online resources, then the work on those areas will improve the student's algebraic skills. Making it easier for the student to be successful in the more difficult concepts.

Action Step 1 **5**

Teachers will check data from 2015 EOC and USA Test Prep for current Algebra 1 and Geometry students to find those who are not proficient in basic fundamental algebraic concepts, such as operations with integers.

Person Responsible

Christopher Raggard

Schedule

On 5/26/2016

Evidence of Completion

Compare early year Algebra Nation (USA Test Prep?) scores to later year scores. Show that improvements have been made in non-proficient areas and that areas of strength have not declined.

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

Data Meetings

Person Responsible

Gerry Pippins

Schedule

Monthly, from 8/17/2015 to 2/5/2016

Evidence of Completion

Administrative walk-throughs, Intervention plans, data notebooks from teachers, and lesson plans from teachers to show that data has been used to implement instructional practices.

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

Data Meetings - Three Per Year

Person Responsible

Gerry Pippins

Schedule

Quarterly, from 8/17/2015 to 2/5/2016

Evidence of Completion

Administrative walk-throughs, data notebooks from teachers, and lesson plans from teachers to show that data has been used to implement instructional practices.

G2. Increase the percentage of all students who are proficient in reading to the 2016 state average. 1

 G067857

G2.B1 Students first come to us reading significantly below grade level. 2

 B175816

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

 S187099

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 FCAT and FSA data schedule students into the appropriate intensive reading or intensive language arts courses based on reading level.

Person Responsible

Gerry Pippins

Schedule

On 8/17/2015

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 - Three per year

Person Responsible

Gerry Pippins

Schedule

Quarterly, from 9/16/2015 to 5/11/2016

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 - Three per year

Person Responsible

Gerry Pippins

Schedule

Quarterly, from 9/16/2015 to 5/11/2016

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.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1	Teachers will check data from 2015 EOC and USA Test Prep for current Algebra 1 and Geometry students to find those who are not proficient in basic fundamental algebraic concepts, such as operations with integers.	Raggard, Christopher	8/17/2015	Compare early year Algebra Nation (USA Test Prep?) scores to later year scores. Show that improvements have been made in non-proficient areas and that areas of strength have not declined.	5/26/2016 one-time
G2.B1.S1.A1	Using the most recent FCAT and FSA data schedule students into the appropriate intensive reading or intensive language arts courses based on reading level.	Pippins, Gerry	8/10/2015	Review school student achievement data and compare to intensive reading and language arts class rosters.	8/17/2015 one-time
G1.MA1	Review of Algebra Nation Data	Pippins, Gerry	8/17/2015	Students should show increased scores on monitoring assessments.	2/5/2016 quarterly
G1.B3.S1.MA1	Data Meetings - Three Per Year	Pippins, Gerry	8/17/2015	Administrative walk-throughs, data notebooks from teachers, and lesson plans from teachers to show that data has been used to implement instructional practices.	2/5/2016 quarterly
G1.B3.S1.MA1	Data Meetings	Pippins, Gerry	8/17/2015	Administrative walk-throughs, Intervention plans, data notebooks from teachers, and lesson plans from teachers to show that data has been used to implement instructional practices.	2/5/2016 monthly
G2.MA1	Review FAIR data.	Pippins, Gerry	9/16/2015	Students should show increased scores on monitoring assessments.	5/11/2016 quarterly
G2.B1.S1.MA1	Data meetings - Three per year	Pippins, Gerry	9/16/2015	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.	5/11/2016 quarterly
G2.B1.S1.MA1	Data meetings - Three per year	Pippins, Gerry	9/16/2015	As a result of the extra support from being enrolled in intensive reading or intensive language courses we expect	5/11/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				to see an improvement in student achievement from FAIR data.	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase the percentage of all students who are proficient in math to the 2016 state average.

G1.B3 Some students are so far behind in ability to do basic, fundamental algebraic skills that it is challenging to catch them up and enable them to pass the class or graduate high school.

G1.B3.S1 From last year's data, find out which students were not proficient in basic algebraic concepts, like the rules for integers. Have all teachers give the students in their classes access to places on the internet (Algebra Nation) where the student can work on those fundamental skills in class or out of class.

PD Opportunity 1

Teachers will check data from 2015 EOC and USA Test Prep for current Algebra 1 and Geometry students to find those who are not proficient in basic fundamental algebraic concepts, such as operations with integers.

Facilitator

Data Progress meetings are held after every Algebra Nation (USA Test Prep?) administration.

Participants

All Math Teachers

Schedule

On 5/26/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B3.S1.A1	Teachers will check data from 2015 EOC and USA Test Prep for current Algebra 1 and Geometry students to find those who are not proficient in basic fundamental algebraic concepts, such as operations with integers.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1231 - Northview High School	Title I Part A		\$1,400.00
		<i>Notes: Algebra Nation subscriptions</i>				
			1231 - Northview High School	Title I Part A		\$2,600.00
		<i>Notes: After school EOC tutoring (including transportation)</i>				
2	G2.B1.S1.A1	Using the most recent FCAT and FSA data schedule students into the appropriate intensive reading or intensive language arts courses based on reading level.				\$0.00
						Total: \$4,000.00