Northview High School

2022-23 Schoolwide Improvement Plan

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Northview High School

4100 W HIGHWAY 4, Century, FL 32535

www.escambiaschools.org

Demographics

Principal: Michael Sherrill L   Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	65%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (47%) 2018-19: C (46%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Northview High School

4100 W HIGHWAY 4, Century, FL 32535

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	65%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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 Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Pippins, Gerry	Assistant Principal	
Carroll, Megan	Instructional Media	
McMillan, Donna	Teacher, K-12	
Shugart, Elbert	Teacher, K-12	
West, William	Teacher, K-12	
Summerford, Wesley	Teacher, K-12	
Solarek, Christopher	Teacher, K-12	
Gruenwald, Shelley	School Counselor	Mental Health Coordinator; ESE Department Chair, 504 Coordinator, 10th grade Guidance Counselor.

Demographic Information

Principal start date
Monday 7/1/2019, Michael Sherrill L

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

538

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	163	132	132	106	533
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	65	30	34	22	151
One or more suspensions	0	0	0	0	0	0	0	0	0	41	19	12	10	82
Course failure in ELA	0	0	0	0	0	0	0	0	0	24	11	4	10	49
Course failure in Math	0	0	0	0	0	0	0	0	0	23	16	5	8	52
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	51	47	25	21	144
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	38	0	0	0	38
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	24	28	12	0	64

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	63	38	22	24	147

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Wednesday 8/3/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	156	140	138	86	520
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	52	24	27	7	110
One or more suspensions	0	0	0	0	0	0	0	0	0	20	15	14	2	51
Course failure in ELA	0	0	0	0	0	0	0	0	0	10	21	29	11	71
Course failure in Math	0	0	0	0	0	0	0	0	0	7	12	22	5	46
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	46	30	33	6	115
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	39	1	0	0	40
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	16	27	28	0	71

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	17	10	20	6	53

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	10	8	12	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	6	6	1	17

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	156	140	138	86	520
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	52	24	27	7	110
One or more suspensions	0	0	0	0	0	0	0	0	0	20	15	14	2	51
Course failure in ELA	0	0	0	0	0	0	0	0	0	10	21	29	11	71
Course failure in Math	0	0	0	0	0	0	0	0	0	7	12	22	5	46
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	46	30	33	6	115
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	39	1	0	0	40
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	16	27	28	0	71

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	17	10	20	6	53

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	10	8	12	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	6	6	1	17

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	41%	42%	51%				47%	49%	56%
ELA Learning Gains	41%						41%	47%	51%
ELA Lowest 25th Percentile	32%						25%	33%	42%
Math Achievement	24%	33%	38%				38%	42%	51%
Math Learning Gains	25%						34%	48%	48%
Math Lowest 25th Percentile	41%						16%	41%	45%
Science Achievement	58%	33%	40%				51%	59%	68%
Social Studies Achievement	57%	47%	48%				51%	62%	73%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	58%	-8%	67%	-17%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	62%	-12%	70%	-20%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	16%	52%	-36%	61%	-45%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	52%	47%	5%	57%	-5%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	11	25	19	25	40		42	62		54	
BLK	15	37	44	13	25		32	36		93	14
MUL	44	8									
WHT	48	45	29	28	23	43	65	59		88	74
FRL	25	34	29	15	29	41	34	44		80	36

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	16	30	50	4	8		50	9		71	
AMI	20										
BLK	33	47	45	8	17	30		30		78	22
MUL	45										
WHT	45	39	42	26	19	25	49	50		88	68
FRL	28	32	50	15	11	25	25	41		78	51

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	19	15	19			25	7		58	
AMI	67	47									
BLK	21	25	13	5			18	24		72	69
MUL	38	42									
WHT	50	45	32	44	33	14	54	56		88	71
FRL	32	30	29	38	42		26	36		83	67

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	471
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	26
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Students in the ESSA subgroup "Students with Disabilities" and group "Black students" increased in Math Achievement and learning gains. All ESSA subgroups showed improvement in Social Studies.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our proficiency scores are below the state average in the ESSA subgroup of "black students" in ELA and in Math.

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

During the 2021-2022 school the school will continue to implement the school-based reading plan. We will continue to emphasize small group instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Students in the ESSA subgroup "Students with Disabilities" showed the strongest gains in the area of Social Studies and Math (both achievement and learning gains.

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

We implemented a small group instruction plan for tier 2 instruction. ELA began using a new curriculum.

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

Quality tier 1 instruction aligned with the grade-level ELA and Math standards. The new adopted ELA curriculum will provide confidence in t curriculum for ELA teachers. Targeted tier 2 instruction will be given through small group instruction based on progress monitoring data. Tier 3 instruction will be provided by Reading Endorsed teachers.

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

We will provide teachers with PD for small group instruction, accommodations in the classroom, implement PLC's and meet together in our faculty leader groups on a monthly basis.

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

We will continue to use targeted small group instruction to provide tier 2 instruction based on progress monitoring needs. Teachers will analyze progress monitoring data throughout the year in PLC groups, Progress Learning, SchoolNet Testing, ILIT and a district created Progress learning assessment for ELA will be continue to be used to progress monitor in ELA, Math, US History and Biology.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Multi-Racial

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Students in the ESSA subgroup "Multi-racial" have performed with 26% proficiency 2021-22 state testing.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Students in the "Multi-Racial" student category will perform at or above 32% proficiency in the 2022-23 state testing.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Teachers will utilize progress monitoring, data discussions with fellow teachers and admin, small groups and differentiated instruction.
Person responsible for monitoring outcome:	Gerry Pippins (gpippins@ecsdfl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Provide direct/explicit instruction (strong evidence) 2. Connect and integrate abstract and concrete representations of concepts in Mathematical concepts using the CRA Concrete-Representational-Abstract model. 3. Provide opportunities for extended discussion of text meaning and interpretation with opportunities for discussion and reinforcement in small groups, as well as learning strategies (moderate evidence) 4. My Savvas curriculum and resources are matched with the current state objectives. Teachers will utilize these resources throughout various teaching units. Teachers will focus on providing opportunities for timed writings which utilize synthesizing and constructing arguments using textual evidence, something students must master for increased rigor. 5. Teachers will use data to support decision making. (minimal evidence)
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Using the McGraw-Hill resources and ALECKS (Assessment and Learning in Knowledge Spaces) through various assignments and venues will give all students forms of differentiated instruction. This will allow students to gain practice and confidence in their weak areas after those areas have been identified through continued progress monitoring. Using My Savvas resources through various assignments and venues will give all students forms of differentiated instruction. This will allow students to gain practice and confidence in

their weak areas after those areas have been identified through continued assessments.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Implement instruction with My SAVAAS curriculum.
2. Close Readings in class.
3. Progress monitoring throughout instruction.

Person Responsible   [no one identified]

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Overall math proficiency scores were 24% which were below the district and state proficiency scores. Algebra proficiency was at 25% and Geometry proficiency was at 22%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Use progress monitoring data to increase Algebra and Geometry proficiency scores to be in line with district and state averages
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will use progress monitoring quarterly using Progress Learning assessments.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Connect and integrate abstract and concrete representations of concepts in Mathematical concepts using the CRA Concrete-Representational-Abstract model.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Using the Savvas resources through various assignments and venues will give all students forms of differentiated instruction. This will allow students to gain practice and confidence in their weak areas after those areas have been identified through continued progress monitoring.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Implement instruction with My SAVAAS curriculum.
2. Progress monitoring throughout instruction.
3. Small group instruction for those who require tier 2 instruction.

Person Responsible   [no one identified]

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	57.9 % of Northview students who took the Biology EOC during the 2021-2022 school year were proficient, which is below the state and district average.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Northview students will meet or exceed the state and district proficiency rate in the 2022-2023 school year
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Science teachers will conduct monthly Progress monitoring using Progress Learning for Pre and Posts test for each unit covered in all sciences. By using progress monitoring, students will increase their understanding of science comprehension while increasing their knowledge of general science concepts and procedures thus increasing student scores on the Biology EOC.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Science teachers will use a hands-on approach to science instruction. Teachers will consider abilities and multiple intelligences when teaching lessons. Scientific processes and procedures will be incorporated into all science lessons. Teachers will incorporate close readings daily to enhance comprehension of reading vocabulary to also increase scores on the FAST. By using Progress Learning and daily readings, students will improve scores on both the Biology EOC and the FAST
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Progress monitoring using USA test prep will allow science teacher to pinpoint specific areas where students are not proficient.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Close readings provided in classroom instruction.
2. Small group instruction for Tier 2 instructional needs.

Person Responsible	[no one identified]

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Students in all grade levels have decreased in progress monitoring scores, FSA district and state test scores and ACT/SAT scores for the past two years. Students are not showing a noticeable increase in understanding in these types of tests.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Students will score 5% higher than the state average on the Progress Monitoring Grade 10 English/ Language Arts Exam. Evidence-Based Reading and Writing SAT scores will increase by 2% from previous year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Teachers will collaborate on best practices, vocabulary, reading strategies, and text sets, especially Mentor Text in My Savvas. Even after independent reading, teachers will be able to check students' understandings through close readings in class, Think-alouds, Annotations, tests, writing assignments, etc. Progress monitoring throughout each 9 weeks will occur with Progress Learning, My Savvas built-in tests, and Star 360.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	My Savvas curriculum and resources are matched with the current state objectives. Teachers will utilize these resources throughout various teaching units. Teachers will focus on providing opportunities for timed writings which utilize synthesizing and constructing arguments using textual evidence, something students must master for increased rigor.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Using My Savvas resources through various assignments and venues will give all students forms of differentiated instruction. This will allow students to gain practice and confidence in their weak areas after those areas have been identified through continued assessments.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Implement instruction with My SAVAAS curriculum.
2. Close Readings in class.
3. Progress monitoring throughout instruction.

Person Responsible   [no one identified]

#5. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	56.6 % percent of Northview students who took the U.S. History EOC during the 2021-2022 school year were proficient, which is below the state and district average.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Northview students will meet or exceed the state and district proficiency rates in the 2022-2023 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Social Studies teachers will conduct monthly progress monitoring using SchoolNet for pre and posts test for each unit covered in all courses, and Progress Learning to monitor student progress quarterly By using progress monitoring, students will increase their proficiency in reading comprehension while increasing their understanding of Social Studies state standards thus increasing student scores on the U.S. History EOC.
Person responsible for monitoring outcome:	Gerry Pippins (gpippins@ecsdfl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The Pearson/Savvas curriculum and resources are matched with the current state objectives. Teachers will utilize these resources throughout various teaching units. Teachers will focus on providing opportunities for timed writings which utilize synthesizing and constructing arguments using textual evidence, something students must master for increased rigor.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Using the Pearson/Savvas resources through various assignments and venues will give all students forms of differentiated instruction. This will allow students to gain practice and confidence in their weak areas after those areas have been identified through continued assessments.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Implement instruction through Pearson/SAVVAS.
2. Provide opportunities for timed writings in class.

Person Responsible	[no one identified]

Positive Culture & Environment

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

Describe how the school addresses building a positive school culture and environment.

All teachers and staff members make it a priority to get to know each student in the school. Classroom teachers gather and review information at the beginning of school and conduct activities with their students to learn a student's background, learning styles and their strengths/weaknesses. 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 actively monitoring and talking to our students in non-academic conversations, which allows the growth and strengthening of the rapport between teacher and student while also ensuring the safety of students. To promote a safe and positive school culture school-wide, teachers are implementing a 10 minute rule during the beginning and end of classroom instruction to keep student in class and engaged in instruction; students are unable to use the restroom or go to another class during these times.

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

Northview stakeholders include anyone who has a "stake" in our school. This includes anyone who works at Northview, no matter the role. Additional stakeholders include students, parents and families, community members, local businesses, elected officials, and school district leaders. Parents are involved in academic planning for their children by participating in the development of Individual Education Plans
(IEP), Gifted Education Plans (GED), 504 Plans and Graduation/Academic Informational Parent
Nights hosted by guidance counselors and academic advisors. We invite parents to become involved by supporting extra-curricular activities by joining booster clubs for athletics, clubs, FFA, ROTC, band and theatre.
Administration promotes communication with parents through email, school messenger phone call-outs, newsletters, and the Northview High School website and Facebook pages. The School Advisory Council includes parents and community leaders, along with students and teachers. The council meets throughout the year to make decisions to improve the school.