

**Fulton County Schools
School Improvement Plan
2009-2012**

School Northview High School

Principal Pam Spalla

What is a priority area for improving Student Achievement at your school? (Include no more than five, complete one form per objective.)									
Objective # <u>1</u>	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
To improve student achievement by decreasing the number of students at-risk for not meeting on-time graduation guidelines according to the No Child Left Behind Act.	<ul style="list-style-type: none"> Students who have not earned the number of credits necessary to be considered on-track for on-time graduation. 	<ul style="list-style-type: none"> 29 	<ul style="list-style-type: none"> 1.35% 	<ul style="list-style-type: none"> Percentage of students retained at the end of each semester. 	2.17%	1.64%	1.10%	0.85%	0.6%
	<ul style="list-style-type: none"> Also, any student whose grade drops, or is in danger of dropping, below passing are targeted by our intervention strategies. 	<ul style="list-style-type: none"> 2145 	<ul style="list-style-type: none"> 100% 	<ul style="list-style-type: none"> Percentage of students failing one or more subjects at each semester. 		S1=9.16% (N=250) S2=7.66% (209)	S1=8% S2=6.5%	S1=7.5% S2=6%	S1=7% S2=5.5%
What interim indicators will be used to monitor progress during the year for this objective?									
Data to be collected during 2009-10					Position Responsible			Frequency	
<ul style="list-style-type: none"> Teacher Grades Credits Earned Checkpoints Data EOCT Scores GHS GT Scores Attendance Data Discipline Data 					<ul style="list-style-type: none"> Administrators and Counselors Counselors Administrators, Counselors, Teachers Administrators, Counselors, Teachers Administrators, Counselors, Teachers Administrators, Counselors, Teachers Administrators, Counselors 			<ul style="list-style-type: none"> Every six weeks. Each semester. Per administration Per administration Per administration Weekly Weekly 	

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	<ul style="list-style-type: none"> Administration, NHS Sponsor 	<ul style="list-style-type: none"> NA
<p>Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> iTitan was held on July 28th and over 90 freshmen participated. Lunch Study was held from August 31st through December 4th. 1,200 students were referred to Lunch Study during Fall semester. The Integrated Advanced Algebra teachers collaborated on almost a daily basis, either in person or through email. Discussions between teachers were held about bonus/extra credit opportunities and recovery options. Help sessions were held at least once a week. Integrated Advanced Algebra and Support and Integrated Advanced Geometry and Support were blocked together with the same teacher for both segments. Teachers have been consistently mailing post cards to students who have had small successes in the classroom Integrated Advanced Algebra and Integrated Advanced Geometry Trailer Blocks were created for second semester for students who failed either class during first semester. We currently have 21 students enrolled in the Integrated Advanced Algebra Trailer Block and 14 enrolled in the Integrated Advanced Geometry Trailer Block. During first semester we had 11 students enrolled in Academic Life Skills who were either working on study skills, working on first semester Integrated Advanced Algebra, or working on making up a failed class through PLATO The first semester Back on Track group showed great success. For students in the Class of 2010, 5 out of 6 members are currently on track to graduate on time in May of 2010. Members passed a combined 36 out of 36 classes taken first semester of the 2009-2010 school year. For students in the Class of 2011, 3 out of 7 members are currently on track to graduate on time in May of 2011. Members passed a combined 40 out of 42 classes taken first semester of the 2009-2010 school year. For students in the Class of 2012, Members passed a combined 31 out of 36 classes taken first semester of the 2009 – 2010 school year, compared to a combined 27 out of 36 the previous semester. The first semester Study Skills seminars had a total of 44 participants. 71% of the students in the program improved their grades from the 6 week progress report to the 12 week progress report. There were 5 new SSTs opened first semester and we are currently working with these students to offer them additional assistance. We currently have 48 open SST files. The Graduation Coaches held two Lunch and Learns, led a field trip to Gwinnett Technical College, and conducted an Open House for 11th and 12th grade students. Graduation Coaches also met individually with approximately 95 students over the semester for a total of 818 sessions. In addition, Graduation Coaches sent post cards to all students who passed everything Fall semester and a letter was sent to all the students that they worked with in December offering holiday greetings and encouragement to do well on finals. Our Tutors in Action program was very successful first semester. Over a 12 week time span there was an average of 14 students per week who received tutoring from an average of 22 volunteer student tutors.. Our Graduate Together tutoring program for International Students met for 23 days first semester and 15 ESOL/ELL students participated with 10 volunteer tutors. Students raised their final class grades for a total average of 16.5 points from the beginning of the semester to the end. Our National Honor Society Individual Tutoring Program received 35 requests for one on one peer tutoring before or after school. On an average an NHS member tutored the student for four weeks or more: 21 for Math, 3 for Literature, 1 for History, 4 for Biology, 2 for Chemistry, 2 for Physics and 2 for Spanish. In addition, 5 students assisted with the 1st period Academic Life Skills class (each student was assigned a day of the week from 10/16 to 12/2), 12 students assisted with Lunch Study A, and 8 students assisted with Lunch Study B 		

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<p>What initiatives/improvements will be implemented in the area of Stakeholder Involvement to support this objective?</p>		
<p>Implementation Plan for 2009-10</p>	<p>Position Responsible</p>	<p>Budget/Resources</p>
<ul style="list-style-type: none"> • Presentation to PTSA Board and LSAC about individual programs and specifics on School Improvement Plan • Publication of programs in Online Newsletter/Emails, School Publications and local paper • Involvement of business partners in incentive programs for attendance • Use of joint enrollment seniors for peer tutoring during Academic/Life Skills Class • Counselors contact parents of students struggling to encourage communication between teacher and parent and/or to set up parent/teacher/counselor/student conferences 	<ul style="list-style-type: none"> • Administration • Administration • Administration • Administration • Counselors and Bilingual Community Liaison 	<ul style="list-style-type: none"> • NA • NA • NA • NA • NA
<p>Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> • The School Improvement Plan was presented to the LSAC committee during Fall semester and is also posted online. • During first semester Northview publicized information and programs in the Junior Newsletter, Senior Newsletter, PTSA newsletter, Principal E-Newsletter, LSAC E-Newsletter, online at www.northviewhigh.com, and in the Johns Creek Herald • Our business partner, Chick Fil-A, gave free chicken sandwich vouchers to any student with perfect attendance Fall semester. • Counselors contacted parents of students struggling at the 6 week and 12 week progress reports and set up conferences with the teachers or referred and set up SST meetings for students who were in need of more direct assistance. 		
<p>What initiatives/improvements will be implemented in the area of School Management to support this objective?</p>		
<p>Implementation Plan for 2009-10</p>	<p>Position Responsible</p>	<p>Budget/Resources</p>
<ul style="list-style-type: none"> • Funding and support of Lunch Study Program • Teacher training sessions and brainstorming sessions to improve Lunch Study • Administrators meet with students who do not attend Lunch Study, counseling is provided where necessary and appropriate consequences are provided (including communication with 	<ul style="list-style-type: none"> • Administration • Administration, Counselors, Teachers • Administration, SST Chair, Counselors, Graduation Coaches 	<ul style="list-style-type: none"> • \$7000/Local • NA • NA
<p>Actions Taken – End of Year Report</p>		

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<p>parent/guardian) to encourage attendance at mandatory Lunch Study Sessions</p>		
<p>Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> Local Funds were available to pay for Fall semester Lunch Study. A total of eight teachers were hired to facilitate the program. Teacher training and brainstorming sessions were held to discuss improvements to Lunch Study and it was decided that Spanish 1 should be added back into the program. Administrators met weekly with students who failed to attend their Lunch Study assignments and were assigned the appropriate consequence for not attending. Counselors and Graduation Coaches also met with those chronic non-attendees and parent communication was initiated in order to facilitate better participation. 		
<p>Actions Taken – End of Year Report</p>		
<p>Mid-Year Summary</p>		
<p>Preliminary conclusions regarding progress on this objective: Our first semester data indicates that we are on track to meet this objective. Our percentage of students who failed during semester one dropped to 8%. Our retained students also dropped to 1.1%. A total of 51 students failed either Integrated Advanced Algebra (27) or Integrated Advanced Geometry (24) which contributed greatly to our overall failures during Fall semester.</p>		
<p>Additional action to be taken during remainder of this school year: We will continue with our current strategies. We will pay close attention to our Integrated Advanced Algebra and Integrated Advanced Geometry students. Math teachers will continue to collaborate and offer additional assistance to students struggling in Integrated Advanced Algebra and Integrated Advanced Geometry. For the 35 students who are enrolled in the trailer blocks, we are hoping these strategies will help these students to pass the block, to avoid summer school, and to get back on track for graduation.</p>		
<p>End of Year Summary</p>		
<p>Overall Conclusions regarding this Objective:</p>		
<p>Future Steps to Address this Objective:</p>		

Principal		Area Superintendent		LSAC Chair	
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Signature		Signature		Signature	
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What is a priority area for improving **Student Achievement** at your school? (Include no more than five, complete one form per objective.)

Objective # 2	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
To improve student achievement by increasing the percentage of students meeting and exceeding on the Economics and US History EOCT. (Now that the Economics and US History EOCT's have reflected the GPS for two years, we have baseline data available to create performance targets in an effort to replicate the performance growth of the other GPS subjects.)	All students in subjects tested.	1233	57%	Percentage of first-time test-takers exceeding the standard on the following EOCTs: <ul style="list-style-type: none"> • Economics • US History 	<ul style="list-style-type: none"> • 47.10% • 46% 	<ul style="list-style-type: none"> • 51.8% • 55.9% 	<ul style="list-style-type: none"> • 53% • 58% 	<ul style="list-style-type: none"> • 55% • 60% 	<ul style="list-style-type: none"> • 57% • 62%
				Percentage of first-time test-takers not meeting the standard on the following EOCTs: <ul style="list-style-type: none"> • Economics • US History 	<ul style="list-style-type: none"> • 10.4% • 12.8% 	<ul style="list-style-type: none"> • 11.3% • 12.4% 	<ul style="list-style-type: none"> • 10% • 11% 	<ul style="list-style-type: none"> • 9% • 10% 	<ul style="list-style-type: none"> • 8% • 9%

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
<ul style="list-style-type: none"> • Benchmark Assessments • Formative Assessments • Teacher grades • Attendance data 	<ul style="list-style-type: none"> • Administration, Teachers/Dept. Chair, Counselors • Teachers • Teachers, Administration, Counselors • Administration, Counselors 	<ul style="list-style-type: none"> • Per administration • Per administration • Every six weeks • Weekly

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Interim Data Collected – Mid-Year Update

EOCT scores for Economics taken in Fall 2009 semester:
 Out of 323 seniors, 67.4% of test takers EXCEEDED the standard.
 Out of 323 seniors, 5.2% of test takers DID NOT EXCEED the standard.
 EOCT for US History will be available at the end of the year as this testing is only in the Spring semester.

What initiatives/improvements will be implemented in the area of **School Initiatives/Professional Development** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> All academic departments throughout the school community will design their Staff Development days over the course of the year to focus specifically on targeting common areas of academic deficiency amongst their students. These deficiencies will be measured by correlating the questions missed on the Checkpoints tests and classroom formative assessments with their related GPS standards. Teachers will determine which GPS standards need particular remediation (or enrichment) and will develop and share strategies with their peers on the Early Release days that will then be redelivered to the students throughout the school year. Based on the data collected from Checkpoints testing, we have identified areas in which we will concentrate our efforts this year. We will accomplish our goals through collaboration and the sharing of best practices. The Northview High School 2009-2010 Strategic Plan reflects our goals as a school that supports academic achievement in a professional learning community. We will continue to work toward those goals as we focus on the NHS school-wide objectives to increase the number of students who exceed the standards on the EOCT. We include EOCT test-taking strategies in our Study Skills curriculum. Approximately 80 IRR students have a Study Skills class. We include EOCT test-taking strategies in our small, Resource classes. IRR teachers work closely with their students to prepare them for the high-stakes tests. Our department has purchased specialized EOCT review books, which students use in the classroom. We conduct after school and/or before school (and during lunch) remediation sessions for students who must re-take portions of the EOCT. 	<ul style="list-style-type: none"> Administration and Teachers Administration and Teachers Administration and Teachers Administration and Teachers Administration and Teachers Administration and Teachers 	<ul style="list-style-type: none"> NA NA NA NA NA NA

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Actions Taken – Mid-Year Update

- Teachers throughout the building collaborated on the fall Early Release days to share best practices.
- Social Studies Dept Chair reports that no Checkpoints testing occurred in the fall semester as the materials were not made available throughout the county.
- In an effort to support academic achievement in a professional learning community, the Value-Added Modules (#1 and #2) were redelivered to all faculty in attendance on the Early Release days. These module redeliveries provided key best practice goals by sharing with teachers how to best incorporate the Georgia Performance Standards into both our school-wide instruction and assessment.
- Our IST reports that EOCT test-taking strategies are interwoven throughout the Study Skills and Resource classes. Of the IRR students who took the fall EOCT for economics, 3 did not meet the standard, 6 met the standard and one exceeded the standard – these results show improvement through the curriculum.
- Social Studies Dept Chair reports that all Economics teachers engaged students in 1-2 days of review for the fall EOCT using the USTEST PREP software. The teachers and students responded positively to the software’s materials, especially its ability to review/quiz students with a choice of “easy, medium and difficult” questions.

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **Stakeholder Involvement** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> • Presentation to PTSA Board and LSAC about individual programs and specifics on School Improvement Plan • Publication of programs and online test prep resources in Online Newsletter/Emails, School Publications and local paper • Involvement of business partners in incentive programs for attendance • Counselors contact parents of students struggling to encourage communication between teacher and parent and/or to set up parent/teacher/counselor/student conferences 	<ul style="list-style-type: none"> • Administration • Administration • Administration • Counselors and Bilingual Community Liaison 	<ul style="list-style-type: none"> • NA • NA • NA • NA

Actions Taken – Mid-Year Update

- The principal presented details of the School Improvement Plan to the PTSA and LSAC.
- Current electronic issues of the school’s various e-newsletters were emailed frequently to parents, staff and students.
- Chick-fil-A continued its business partnership by providing/sponsoring coupons for free food for “Perfect Attendance.”
- All counselors contacted parents of struggling students by phone, email and US mail at the 6 and 12 week progress report times as well as meeting with individual students for academic counseling. SST Chair reports that counselors were instrumental in initiating Student Support Team meetings to identify students who were struggling academically and develop action plans to help them succeed.

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Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **School Management** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Administrative involvement in data analysis of benchmark assessments and subsequent planning for professional development during Early Release Days and Departmental Collaboration.	Administration	NA

Actions Taken – Mid-Year Update

- Administration looked at the EOCT results for Economics and noted the numbers of students who did not exceed the standards, the number of students who met the standards and the number of students who exceeded the standards. In all cases, it was observed that the best way to plan for improvement on the EOCT scores (not just for Econ but for all core areas) would be to have data from common/formative assessments given throughout the year prior to the EOCT with test questions that could be analyzed item by item in order to determine where deficiencies exist in a student's knowledge and to then use best practice strategies to remediate these deficiencies with students in order to improve their learning of specific curriculum standards. Administration worked with the leadership team to identify teacher leaders in the departments who were willing to be trained on the Value-Added module #2 in order begin the task of creating item banks for common assessments using the Achieve Series – a plan that will begin the process of creating test bank items that are linked to the curriculum standards and can be immediately identified when formative assessments are given. Further time will be spent learning this software during professional development time on future early release days in order to create test bank items and ultimately common assessments with software-based measurable data throughout the departments.

Actions Taken – End of Year Report

Mid-Year Summary

Preliminary conclusions regarding progress on this objective:
 Objective #2 was written with the goal in mind to **"improve student achievement by increasing the percentage of students meeting and exceeding on the Economics and US History EOCTs."** Because the US History EOCT is only administered in the Spring semester, we do not have testing results for that yet. As the mid-year summary shows, we did administer the EOCT in Economics to 323 students in Fall 2009; we have testing results that conclude that we are making progress towards improving our "exceeds the standards" scores and decreasing our "does not meet" scores. Our goal was to increase our total percentage of students meeting the standard which we achieved: we went from 58.1% exceeding the standard to 67.4% exceeding the standard. We predicted 10% as the percentage of students who wouldn't meet the standard (an improvement from last year's 11.3% who did not meet the standard) but we actually only had 5.2% of students who took the EOCT for Economics who did not meet the standard. Preliminarily, we can conclude that teacher collaboration/sharing of best practices combined with the USTEST PREP software have helped us achieve progress with this objective.

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Additional action to be taken during remainder of this school year: We will continue all of the Implementation Plans as detailed in this report and data will be collected/analyzed at the end of the semester for the US History and Economics EOCTs taken in the spring.
End of Year Summary
Overall Conclusions regarding this Objective:
Future Steps to Address this Objective:

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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What is a priority area for improving **Student Achievement** at your school? (Include no more than five, complete one form per objective.)

Objective # 3	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
	To improve student achievement by increasing the percentage of students scoring Advanced and Honors on the Language Arts and Science sections of the GHSGT.	11 th grade first time test takers.	601		28%	Percentage of first-time test-takers scoring Advanced and Honors on the following sections of the GHSGT: <ul style="list-style-type: none"> Language Arts Science 	78%	82%	84%
					73%	76%	78%	80%	82%

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
<ul style="list-style-type: none"> Benchmark Assessments Formative Assessments Teacher grades Attendance data 	<ul style="list-style-type: none"> Administration, Teachers/Dept. Chair, Counselors Teachers Teachers, Administration, Counselors Administration, Counselors 	<ul style="list-style-type: none"> Per administration Per administration Every six weeks Weekly

Interim Data Collected – Mid-Year Update

No current data available – GHSGT testing is third week in March 2010.

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What initiatives/improvements will be implemented in the area of School Initiatives/Professional Development to support this objective?		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> All academic departments throughout the school community will design their Staff Development days over the course of the year to focus specifically on targeting common areas of academic deficiency amongst their students. These deficiencies will be measured by correlating the questions missed on the Checkpoints tests and classroom formative assessments with their related GPS standards (results of USA Test Prep practice will also be used by the math and social studies department). Teachers will determine which GPS standards need particular remediation (or enrichment) and will develop and share strategies with their peers on the Early Release days that will then be redelivered to the students throughout the school year. Based on the data collected from Checkpoints testing, we have identified areas in which we will concentrate our efforts this year. We will accomplish our goals through collaboration and the sharing of best practices. GHS GT prep books checked out through the counseling office. For the 2009-2010 & 2010-2011 school years, we have an ARRA teacher, who will work with our at-risk IRR 11th graders to prepare them for the GHS GT. For the 2009-2010 & 2010-2011 school years, we have an ARRA paraprofessional, who will work with our at-risk IRR 11th graders to prepare them for the GHS GT. We include GHS GT test-taking strategies in our Study Skills curriculum. Approximately 80 IRR students have a Study Skills class. We include GHS GT test-taking strategies in our small, Resource classes. IRR teachers work closely with their students to prepare them for the high-stakes tests. Our department has purchased specialized GHS GT review books, which students use in the classroom. We conduct after school and/or before school (and during lunch) remediation sessions for students who must re-take portions of the GHS GT. 	<ul style="list-style-type: none"> Administration and Teachers Administration and Teachers Administration and Teachers Administration and Teachers Administration and Teachers Administration and Teachers Administration and Teachers 	<ul style="list-style-type: none"> NA NA NA NA NA NA NA
<p>Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> Teachers throughout the building collaborated on the fall Early Release days to share best practices. The counseling department reports that only one GHS GT review book was checked out from counseling – they noted that most review material comes from individual departments and that more review books are checked out in the Spring than in the Fall. We have one AARA teacher and one AARA parapro who are helping the IRR students with test taking strategies for the GHS GT. Our AARA teacher provides before school and during lunch tutorials as well as support to the Resource and Study Skills students. 		

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Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **Stakeholder Involvement** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> • Presentation to PTSA Board and LSAC about individual programs and specifics on School Improvement Plan • Publication of programs and online test prep resources in Online Newsletter/Emails, School Publications and local paper • Involvement of business partners in incentive programs for attendance • Counselors contact parents of students struggling to encourage communication between teacher and parent and/or to set up parent/teacher/counselor/student conferences • Counselors send letters to parents and students at the end of the school year reminding them that they have not passed one or more sections of the GHSGT and encouraging them to sign up for the Fulton County GHSGT Summer Remediation Classes and Retest. Graduation coaches follow up with students to encourage them to register. 	<ul style="list-style-type: none"> • Administration • Administration • Administration • Counselors and Bilingual Community Liaison • Counselors, Graduation Coaches 	<ul style="list-style-type: none"> • NA • NA • NA • NA • NA

Actions Taken – Mid-Year Update

- The principal presented details of the School Improvement Plan to the PTSA and LSAC.
- Current electronic issues of the school’s various e-newsletters were emailed frequently to parents, staff and students.
- Chick-fil-A continued its business partnership by providing/sponsoring coupons for free food for “Perfect Attendance.”
- All counselors contacted parents of struggling students by phone, email and US mail at the 6 and 12 week progress report times as well as meeting with individual students for academic counseling. SST Chair reports that counselors were instrumental in initiating Student Support Team meetings to identify students who were struggling academically and develop action plans to help them succeed.

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **School Management** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> • Administrative involvement in data analysis of benchmark assessments and subsequent planning for professional development during Early Release Days and Departmental Collaboration. 	<ul style="list-style-type: none"> • Administration 	<ul style="list-style-type: none"> • NA

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<p>Actions Taken – Mid-Year Update</p> <p>Administration and faculty continued to analyze the Checkpoints data from Language Arts and Science areas and it was observed that the best way to plan for improvement on the GHS GT scores (not just for LA and Science but for all core areas) would be to have data from common/formative assessments given throughout the year prior to the GHS GT with test questions that could be analyzed item by item in order to determine where deficiencies exist in a student’s knowledge and to then use best practice strategies to remediate these deficiencies with students in order to improve their learning of specific curriculum standards. Administration worked with the leadership team to identify teacher leaders in the departments who were willing to be trained on the Value-Added module #2 in order begin the task of creating item banks for common assessments using the Achieve Series – a plan that will begin the process of creating test bank items that are linked to the curriculum standards and can be immediately identified when formative assessments are given. Further time will be spent learning this software during professional development time on future early release days in order to create test bank items and ultimately common assessments with software-based measurable data throughout the departments.</p>
<p>Actions Taken – End of Year Report</p>
<p>Mid-Year Summary</p> <p>Preliminary conclusions regarding progress on this objective: Objective #3 is “to improve student achievement by increasing the percentage of students scoring Advanced and Honors on the Language Arts and Science sections of the GHS GT.” The NHS Administration, Faculty and Stakeholders are all contributing to this objective by supporting students to succeed academically. Preliminary conclusions are that our Implementation Plans are actively engaged – our “bright spot” is the ARRA teacher who is dedicated to helping our IRR students improve on the GHS GT – our “needs to improve spot” might be increasing the number of GHS GT review books checked out by students through counseling (perhaps advertising their availability through the media center would help get the word out.)</p>
<p>Additional action to be taken during remainder of this school year: We will continue with our Implementation Plans and review the GHS GT data when it comes back in April.</p>
<p>End of Year Summary</p>
<p>Overall Conclusions regarding this Objective:</p>
<p>Future Steps to Address this Objective:</p>

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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