Ida S. Baker High School

2015-16 School Improvement Plan

Ida S. Baker High School

3500 AGUALINDA BLVD, Cape Coral, FL 33914

http://ibh.leeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	54%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	38%

School Grades History

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

*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 Lee 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

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	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Ida S. Baker High School community will provide students with a challenging comprehensive education using real life applications that will prepare them to be active participants in an ever-increasing technological world.

Provide the school's vision statement

Success is the only option.

School Environment

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

Within each discipline, students and teachers complete team building activities which allow the entire class to learn about each others cultures.
School counselors are assigned a specific alphabet of students that carries over from year to year.
This fosters a healthy relationship between the counselor, the student and the home.
Club participation is available for a variety of cultures and sub-cultures.
Throughout the year, teachers incorporate various activities/projects that allow students to speak to the class on their cultures or cultures being studied.

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

Students are assigned counselors who are available to them throughout the school day. Counselors consult with teachers regarding student concerns. Teachers are stationed at their doorways before and after classes. Teachers report safety concerns to administrators and counselors. The security staff and the School Resource Officer are available during and after school to students and parents for reporting or needing assistance with any safety concern.

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

All Assistant Principals handle student discipline. The School District of Lee County Code of Conduct for Students is used in order for disciplinary consequences to be fair and consistent. During the first week for each semester, teachers create and reiterate classroom expectations in order to establish a productive classroom. In order to foster open communication, we have the privilege of using a school-wide system, Castle, designed to keep all stakeholders informed on all students.

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

According to the school counselor's specific alphabet, they are available for students' emotional and counseling needs. Counselors make necessary referrals for community based services. Counselors meet with teachers, parents and students to coordinate academic and behavioral plans for success.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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

Back to School Open House
School Advisory Committee (SAC) Meetings
District Advisory Committee (DAC) Meetings
School Choice Open House
Open Lab Night for completing the Free Application for Student Aid (FAFSA)
Bulldog Showcase
Band and Athletic Booster
Incoming Freshman Registration Night
Drama Productions and Band Concert Nights
Baker Buddies
Baker Bash
Parent Conferences

ParentLink
Seasonal Sports Banquets
Parent Information Night for Dual Enrollment and Advanced Placement Classes
Senior Award Night and Baccalaureate
Graduation
School Twitter Account
School Website

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

Ida S. Baker is a current member of the Cape Coral Chamber of Commerce. Sandi Silva, the Career Specialist/Academy Coordinator, is the liaison between the school and the Chamber and is the Chairperson of the Education Committee of the Chamber.
The Medical Academy at Ida S. Baker works with local hospitals and the medical community to provide internship opportunity to high school seniors. Similar programs are in the works for the Automotive and Information Technology Academies. Local Firefighters dual as teachers for the Fire Academy. The Cape Coral Fire Department brings equipment and does demonstrations for classes and have organized ride-alongs for Fire Academy students. The students in the Fire Academy also complete community service hours through local charities and events.
JROTC, Athletic and Band Programs also work closely with several local organizations to provide fundraising, team meals and parent meeting places.
Many of these programs also donate countless hours towards community functions.
Teaching Academy Seniors participate in clinicals at the Elementary School across the road. They also run the Trendsetters program during the Elem. School's after school program to assist students with learning needs.

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
Covert, Jami	Principal
Diggs, Debbie	Assistant Principal
Spector, Stephanie	Psychologist
Nordquist, Jane	Teacher, K-12
Lockard, Betty	Guidance Counselor
Sexton, Linda	Teacher, ESE
Donnelly, Walter	Instructional Coach

Duties

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

The roles of each member are as follows:
Classroom Teacher
• Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or

FCAT scores, work samples, anecdotals) to be filed in the student's cumulative folder at the end of each school year
• Attend MTSS Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
• Deliver instructional interventions with fidelity
Reading or Math Coach/Specialist
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• Implement supplemental and intensive interventions
• Keep progress monitoring notes & anecdotals of interventions implemented
• Administer screenings
• Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
• Attend MTSS Team meetings for students receiving supplemental and intensive supports.
• Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
• Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
• Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal
• Facilitate implementation of the MTSS problem-solving process in your building
• Provide or coordinate valuable and continuous professional development
• Assign paraprofessionals to support MTSS implementation when possible
• Attend MTSS Team meetings to be active in the MTSS change process
• Conduct classroom Walk-Throughs to monitor fidelity
Guidance Counselor/Curriculum Specialist
• Often MTSS Team facilitators
• Schedule and attend MTSS Team meetings
• Maintain log of all students involved in the MTSS process
• Send parent invites
• Complete necessary MTSS forms
• Conduct social-developmental history interviews when requested
School Psychologist
• Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
• Monitor data collection process for fidelity
• Review & interpret progress monitoring data
• Collaborate with MTSS Team on effective instruction & specific interventions
• Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist
• Consult with MTSS Team regarding intensive interventions
• Incorporate MTSS data when making eligibility decisions
Specialist (Behavior, OT, PT, ASD)
• Consult with MTSS Team
• Provide staff trainings
Social Worker
• Attend MTSS Team meetings when requested
• Conduct social-developmental history interviews and share with MTSS Team
ESOL/ELL Representative
• Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork

• Conduct language screenings and assessments
• Provide ELL interventions at all tiers

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 MTSS Problem-Solving team at Ida S. Baker High School meets on a weekly, monthly, and/or as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the District's MTSS Manual.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jami Covert	Principal
Karen Shuman	Parent
Sheryl Salanda	Parent
Cyndee Crosby	Business/Community
Lyla Yris	Education Support Employee
Caridad Gonzalez	Parent
Sandra Hernandez	Parent
Karla Avery	Parent
Virginia Ramos	Parent
Lisa Holman	Parent
Family Manietta	Parent
Jennifer Holland	Parent
Kristen Barzola	Student
Kendall Attwood	Student
Lyla Yiris	Education Support Employee
Rhonda Holloway	Education Support Employee
Art Silva	Business/Community
Mison Drennan	Student

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

A meeting is dedicated to sharing data from the prior school year as it affects the school improvement plan. Explanations for the data is gathered from teachers, departments and administrators. Barriers

for not meeting or exceeding targets are discussed and identified for every tested area and every section of the plan.

Development of this school improvement plan

Once data has been reviewed and barriers to meeting targets have been identified, teachers, parents, administrators and other stakeholders have conversations about what strategies should continue, be eliminated or modified. After collecting all relevant information, the School Improvement Plan Coordinator inputs the information into the school improvement document. The plan is then voted on by faculty and SAC members.

Preparation of the school's annual budget and plan

• The committee will approve the use of SIP funds for items that directly affect the outcome of overcoming the targeted barrier or any instructional programs or strategies. The SAC secretary, Virginia Ramos and SIP Coordinator, Sandi Silva, are to update members at meetings of the expenditures of School Improvement dollars.

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

Literacy Design Collaborative Workshop
$1,659.00 - 3 day training for 2 teachers – registration & hotel
Writing Workshop Design & Deliver
$179.13 - Supplemental Pay for Teachers
Writing Workshop Training
$672.00 - Supplemental Pay for Teachers
Writing Mock Assessment Grading
$1,200 - Substitute Pay
Florida Council of Mathematics "Math to the Core" Conference
$765.00 - 4 day training for 1 teacher – registration & hotel
Aleks Online Math Program
$1,797.00 - license
Florida Council of Social Studies "Effective Teaching & Literacy in Social Studies"
$831.00 - 4 day training for 1 teacher – registration & hotel
AVID Conference and travel expenses = $10,569.00
$17,000.00 Total SIP Funds

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
Jones, Sarah	Teacher, K-12
Covert, Jami	Principal
Donnelly, Walter	Teacher, K-12
Diggs, Debbie	Assistant Principal
Hanrahan, Patrick	Teacher, K-12
Nitting, Teresa	Teacher, K-12
Nordquist, Jane	Teacher, K-12
Taymont, Cindy	Teacher, K-12
Barnes, Erin	Teacher, K-12
Schuls, Priscilla	Teacher, K-12
Carranza, Crystal	Teacher, K-12
Wilson, Wendi	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team, comprised of a cross section of faculty, help grow department wide literacy strategies across all disciplines in all classrooms. This group has participated in NG CAR-PD training, as well as, other training opportunities given through the District.They meet two or more times a month to review current school-wide literacy data to determine advancement toward the meeting of annual goals. The team plans, organizes and facilitates professional learning communities for teachers. All teachers participate in Common Course Peer Groups (CCPG's). During this time teachers plan and share effective strategies to increase reading and writing achievement for all students.
The Team will facilitate research based instructional literacy strategies for all content area teachers. Strategies include, but are not limited to:
-AVID strategies
-KAGAN strategies
-Marzano Vocabulary strategies, and writing skills/strategies
-Drop Everything and Read (DEAR)
-Drop Everything and Write (DEW)
-Reciprocal Teaching
-Words of the Week (WOW)
-Model Lessons

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

We have created a master schedule that allows for common planning among common courses. During this time, the following occurs on a rotating basis in order to foster professional learning communities (PLCs):
-Once a month, Faculty Literacy Workshop is provided for teachers to share researched-based literacy strategies.
-Common Course Peer Groups have been established and meet once or twice a month so that teachers

can have collaborative planning and instruction based on data collected in classrooms.
-Department Literacy Workshops are held once a month so that teachers can share effective strategies.

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

Regular meetings of new teachers are held monthly with the Assistant Principal assigned to the on-site A.P.P.L.E.S program along with the developing teachers' mentor. The program allows partnering of new teachers or teachers with less than 3 years experience with veteran staff who have completed training in Clinical Educator Collegial Coaching. The training provides assistance on new and established initiatives to aid new teachers to acclimate to the process. The Leadership Team attends the annual Job Fair to recruit new teachers. In order to retain effective teachers, leadership roles/responsibilities, such as Content Area Reading Specialists and Academy Coordinator, are assigned to enable the school to continue growth in a positive and productive manner.

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

All peer teachers are required to have 3 or more years experience and take the Clinical Educator Course offered by the Lee County School District. The A.P.P.L.E.S. program requires that the Clinical Educators (CE) meet with their Developing Professional (DP) within the first 2 weeks to provide school-based information and orientation. The CE participates in Support Team meetings, has weekly consultations and assists their DP to register and complete required training. Throughout the year the CE conducts 3 formative observations including pre/post conference, and helps the DP with State and District requirements for certification or re-certification purposes. The number one rationale for pairings is for the Clinical Educator to be of the same department or be in a leadership role with the Developing Professional. If this is not possible, then the new teacher is paired with a peer who has been trained and is qualified to mentor a new teacher.

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

Ida S. Baker High School uses Standard Driven Curriculum. Teachers meet bi-weekly in Common Course Peer Groups to review data from formative assessments in order to plan instruction aligned to Florida's standards. The listing of standards is required on teacher lesson plans. Teachers are required to post a Common Board Configuration with the purpose of focusing students on instruction and provide clarity and engagement. This configuration is updated daily and tied to common lesson plans which are built around Florida's State 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

-Students who have difficulty attaining the proficient level in reading are scheduled in Intensive Reading. -Students who have difficulty attaining the proficient level in math are scheduled in double block math so that they have math everyday. All teachers are notified of the students who are in the lowest 25% in reading and math so that instruction can be modified and/or supplemented to assist

students.
-Students who are on or above level are encouraged to take honors and/or advanced placement courses in the area they are proficient in.
-AVID classes are available for students who need the support in reaching advanced levels.
-AVID and Kagan strategies are used in all classrooms in order to assist higher and lower level students.

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: Extended School Day

Minutes added to school year: 2,520

After school credit retrieval courses through District-owned Edgenuity Program is available for students who are lacking credit.

Strategy Rationale

Students who fail a course, are scheduled to take it on-line on a secure station in the school. If a student falls behind in their progress; the student can come after school to catch up. Some students have multiple credits to retrieve, so attending after school sessions helps them to complete required classes needed for graduation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Silva, Sandra, sandralsi@leeschools.net

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

Attendance is taken and a report is created showing the courses students have enrolled in and the progress they have made towards completion.

Strategy: Extended School Day

Minutes added to school year: 3,240

Science Tutoring is available to students Monday through Thursday.

Strategy Rationale

At the conclusion of tutoring, students will have an "exit ticket" quiz in order to show mastery of the skill taught/reviewed in the tutoring session. If mastery has not been achieved, more tutoring is arranged.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Woodward, Molly, mollyrw@leeschools.net

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

Positive progression of student grades in the Focus Grading System.

Strategy: Extended School Day

Minutes added to school year: 1,200

Teachers within the same department or teaching the same subject meet in Professional Learning Communities to look at data, and share effective strategies, and activities.

Strategy Rationale

Common planning to increase reading, writing and math achievement for all students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Diggs, Debbie, debbieldi@leeschools.net

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

Common Core Planning Group (CCPG) Common Assessments Chart
Castle Standards Tracker

Strategy: Extended School Day

Minutes added to school year: 4,320

Math tutoring is available 4 days per week for 30 minutes.

Strategy Rationale

Each Math teacher is scheduled at least once a week to provide tutoring. This allows students to attend a session with a variety of math teachers.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Nordquist, Jane, janeln@leeschools.net

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

Positive progression of student grades in the Focus grading program.

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

At Ida S. Baker High School we have had a small group of students involved in the Advancement Via Individualized Determination (AVID) Program. During the 2015-2016 school year, we have grown the AVID program tremendously within our 9th grade. The purpose of this growth was help students transition from middle school to high school, as well as, teach them the benefits of the AVID program. The AVID program also helps students transition from high school to higher level of education to help foster their growth in a college/university setting.

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

Each student entering Ida S. Baker in the 9th grade is required to participate in an academy class called Freshman Success. The curriculum of this course includes academic and career planning through activities, exploration and research on various careers. Students develop technology skills while completing surveys, interest inventories and projects to determine their path through high school in a career academy in order to leave high school and enter into secondary education or a career. Students are provided with opportunities to visit with representatives from colleges, as well as, with the business community through clinicals and community service. Academies give students avenues for providing services for small businesses and local organizations.

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

Ida S. Baker High School is a comprehensive high school which offers career academy opportunities in Engineering, Automotive, Medical, Construction, Architecture, Information Technology, Digital

Media, Animation, and Public Service (Fire Fighting, Teaching, Criminal Justice, and TV Production). The academies offer various certification opportunities, which can lead to career opportunities and paths to higher education.

Creative scheduling is utilized with the purpose of increasing rigor and relevance, as well as, to provide support and continuity in Advanced Placement classes in grades 9-12. Dual Enrollment courses are offered on and off campus with a designated school counselor providing guidance to bridge the gap from high school to college.

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

Critical Thinking classes are offered during the school day and incorporate SAT/ACT prep in order to increase achievement on college readiness tests.

Internships are provided for students in the Medical Academy and processes are being put in place to extend this into the Automotive and Information Technology Academies.

Partnerships with an Elementary and Middle School are in place to provide teaching experiences for students in our Education Academy.

Seniors in the Fire Academy spend every other day taking classes at the Fort Myers Public Service Academy so that they can sit for the State Fire One Test at the end of their senior year.

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

-Guidance Counselors counsel students and parents on appropriate placement in classes.

-Students are required to take a math class every year even if they already have earned the 4 math credits needed for graduation.

-Students are PERT tested at the end of their Junior year to determine placement into English and math classes.

-Seniors having plans to attend college are strongly encouraged to take an extra science class.

-Parent and student assemblies are held to give information about Dual Enrollment and Advanced Placement classes.

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Ida S. Baker High School will increase student proficiency on the 2016 10th grade ELA from 56% to 58%.

G2. Teacher engagement will increase at least 0.2 in the Q9 area "My associates or fellow employees are committed to doing quality work" as measured by the FY16 Gallup Teacher Engagement Survey.

G3. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

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. Ida S. Baker High School will increase student proficiency on the 2016 10th grade ELA from 56% to 58%. 1a

G074320

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	58.0

Resources Available to Support the Goal 2

- Incorporating Drop Everything and Read (DEAR), Drop Everything and Write (DEW), Kagan Strategies, and Words of the Week (WOW) in every class to increase rigor while focusing on writing and reading within the content areas

- Content Area Reading Specialists (CARS)

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of reading & writing for every content area

Plan to Monitor Progress Toward G1. 8

Teachers will give standards based assessments

Person Responsible
Jami Covert

Schedule
Weekly, from 8/25/2015 to 6/9/2016

Evidence of Completion
Use of checkpoints to track standards in CASTLE

G2. Teacher engagement will increase at least 0.2 in the Q9 area "My associates or fellow employees are committed to doing quality work" as measured by the FY16 Gallup Teacher Engagement Survey. 1a

🔑 G074321

Targets Supported 1b

Indicator	Annual Target
5Es Score: Collective Responsibility	4.37

Resources Available to Support the Goal 2

- Gallup poll is an anonymous online tool
- Gallup desegregates the data
- Open Classrooms
- AVID conference

Targeted Barriers to Achieving the Goal 3

- Lack of teacher awareness of what is going on in other classrooms.

Plan to Monitor Progress Toward G2. 8

Teachers will show evidence of trying new activities that are engaging to the teacher and the students.

Person Responsible

Obed Morales

Schedule

Daily, from 10/28/2015 to 6/7/2016

Evidence of Completion

Administration will witness and document classrooms with engaging activities while on walk throughs

G3. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. `1a`

🔑 G074322

Targets Supported `1b`

Indicator	Annual Target
5Es Score: Collective Responsibility	33.0

Resources Available to Support the Goal `2`

- IBHS Success Desk Reference
- Common parallel courses and common planning for all core teachers
- Course standard checkpoints
- CASTLE
- ALEKS Math Program

Targeted Barriers to Achieving the Goal `3`

- Inconsistent use of data to monitor student progress

Plan to Monitor Progress Toward G3. `8`

Teachers will use the data on CASTLE to adjust instruction

Person Responsible
Jami Covert

Schedule
Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion
Lesson Plans

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. Ida S. Baker High School will increase student proficiency on the 2016 10th grade ELA from 56% to 58%. [1]

🔍 G074320

G1.B1 Inconsistent use of reading & writing for every content area [2]

🔍 B194013

G1.B1.S1 Content Area Reading Specialists (CARS) Group meets weekly to research and develop strategies for content area teachers to use in order to improve reading and writing for every student. [4]

🔍 S205534

Strategy Rationale

CARS members provide examples and model lessons of reading and writing activities for content area teachers.

Action Step 1 [5]

Research and develop strategies for content area teachers to use in order to improve reading, writing for every student. CARS members will provide examples and model lessons for the incorporation of reading, and writing in all content areas.

Person Responsible

Walter Donnelly

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Meeting Minutes and Model lesson sign-in sheets.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Assisting CARS members in creating model lessons and scheduling model lessons.

Person Responsible

Walter Donnelly

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Weekly meeting minutes, Model lessons

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

During classroom walk-throughs the SBLT will see model lessons in action

Person Responsible

Jami Covert

Schedule

Weekly, from 8/25/2015 to 6/9/2016

Evidence of Completion

Classroom walk-throughs, model lesson schedule, sign in sheets, and inservice records.

G2. Teacher engagement will increase at least 0.2 in the Q9 area "My associates or fellow employees are committed to doing quality work" as measured by the FY16 Gallup Teacher Engagement Survey. 1

🔑 G074321

G2.B2 Lack of teacher awareness of what is going on in other classrooms. 2

🔑 B194015

G2.B2.S1 Open up classrooms for teachers to observe cross-curricular activities with high levels of student engagement. 4

🔑 S205535

Strategy Rationale

This allows teacher to receive quick professional development on campus within the school day as well as observe teachers doing quality work.

Action Step 1 5

Open Classrooms

Person Responsible

Walter Donnelly

Schedule

Quarterly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Exit tickets

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

A rotation schedule will be created to include a variety of teachers

Person Responsible

Walter Donnelly

Schedule

Quarterly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Teacher feedback from the wrap up session.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

The Instructional Coach will assist teachers with planning engaging activities

Person Responsible

Walter Donnelly

Schedule

Quarterly, from 9/1/2015 to 6/6/2016

Evidence of Completion

Teacher lesson plans and feedback from wrap up session

G2.B2.S2 School-wide use of AVID Strategies, as well as, two AVID classrooms `4`

🔑 S205536

Strategy Rationale

AVID trained teachers share AVID strategies during Faculty Literacy Workshops to benefit students school-wide.

Action Step 1 `5`

AVID Training

Person Responsible

Obed Morales

Schedule

On 6/15/2016

Evidence of Completion

A group of 10th grade teachers (9th grade attended summer 2015) will attend the 2016 AVID conference along with 2 AVID teachers who will attend for the next level of their training.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

AVID trained teachers will share AVID strategies with faculty.

Person Responsible

Obed Morales

Schedule

Quarterly, from 9/10/2015 to 6/7/2016

Evidence of Completion

School Inservice plan and teacher inservice records

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Changes in instructional strategies

Person Responsible

Obed Morales

Schedule

Daily, from 9/10/2015 to 6/7/2016

Evidence of Completion

Lesson Plans

G3. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1

🔑 G074322

G3.B1 Inconsistent use of data to monitor student progress 2

🔑 B194016

G3.B1.S1 Provide teachers access to and training on the use of the CASTLE Standards Tracker. 4

🔑 S205537

Strategy Rationale

Teachers will be able to use data to track progress and make decisions about student learning.

Action Step 1 5

Ongoing CASTLE Training

Person Responsible

Virginia Ramos

Schedule

Every 2 Months, from 8/17/2015 to 5/31/2016

Evidence of Completion

Teachers will show evidence of using CASTLE for accessing student data.Administrators will monitor data in CASTLE.

Action Step 2 5

Common Core Teachers will use CASTLE to compare student progress during their PLC meetings

Person Responsible

Jami Covert

Schedule

On 5/25/2016

Evidence of Completion

Attendance from PLC meetings; Administration will visit Common Course Peer Groups during planning

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Monitor CASTLE Standards Tracker

Person Responsible

Virginia Ramos

Schedule

Weekly, from 9/1/2015 to 5/25/2016

Evidence of Completion

Student Data on CASTLE

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Teachers will give standards based assessments

Person Responsible

Jami Covert

Schedule

Every 3 Weeks, from 9/1/2015 to 5/25/2016

Evidence of Completion

Each student will have data for every core subject that can be viewed by all teachers and administration

G3.B1.S4 Utilization of ALEKS, an adaptive online math program 4

S205540

Strategy Rationale

Math teachers will be able to utilize this data to assist students fill mathematical gaps.

Action Step 1 5

Teacher will implement the use of ALEKS into their math classes

Person Responsible

Jane Nordquist

Schedule

Weekly, from 9/1/2015 to 6/7/2016

Evidence of Completion

Results of formative evaluation in Algebra and Geometry

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

During Common Course Peer Planning, teacher will desegregate the data

Person Responsible

Jane Nordquist

Schedule

Biweekly, from 9/1/2015 to 6/7/2016

Evidence of Completion

Lesson plans, student groupings, feedback from Common Course Peer Planning groups

<div style="background-color:#c99a3b;">

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 `7`

</div>

Student usage of ALEKS and student improvement

Person Responsible

Jane Nordquist

Schedule

Biweekly, from 9/1/2015 to 6/7/2016

Evidence of Completion

Data from ALEKS will be used to monitor the implementation and effectiveness of the program

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.B1.S1.A1	Research and develop strategies for content area teachers to use in order to improve reading, writing for every student. CARS members will provide examples and model lessons for the incorporation of reading, and writing in all content areas.	Donnelly, Walter	8/24/2015	Meeting Minutes and Model lesson sign-in sheets.	6/10/2016 biweekly
G2.B2.S1.A1	Open Classrooms	Donnelly, Walter	8/24/2015	Exit tickets	6/7/2016 quarterly
G2.B2.S2.A1	AVID Training	Morales, Obed	6/13/2016	A group of 10th grade teachers (9th grade attended summer 2015) will attend the 2016 AVID conference along with 2 AVID teachers who will attend for the next level of their training.	6/15/2016 one-time
G3.B1.S1.A1	Ongoing CASTLE Training	Ramos, Virginia	8/17/2015	Teachers will show evidence of using CASTLE for accessing student data.Administrators will monitor data in CASTLE.	5/31/2016 every-2-months
G3.B1.S4.A1	Teacher will implement the use of ALEKS into their math classes	Nordquist, Jane	9/1/2015	Results of formative evaluation in Algebra and Geometry	6/7/2016 weekly
G3.B1.S1.A2	Common Core Teachers will use CASTLE to compare student progress during their PLC meetings	Covert, Jami	9/1/2015	Attendance from PLC meetings; Administration will visit Common Course Peer Groups during planning	5/25/2016 one-time
G1.MA1	Teachers will give standards based assessments	Covert, Jami	8/25/2015	Use of checkpoints to track standards in CASTLE	6/9/2016 weekly
G1.B1.S1.MA1	During classroom walk-throughs the SBLT will see model lessons in action	Covert, Jami	8/25/2015	Classroom walk-throughs, model lesson schedule, sign in sheets, and inservice records.	6/9/2016 weekly
G1.B1.S1.MA1	Assisting CARS members in creating model lessons and scheduling model lessons.	Donnelly, Walter	8/24/2015	Weekly meeting minutes, Model lessons	6/9/2016 biweekly
G2.MA1	Teachers will show evidence of trying new activities that are engaging to the teacher and the students.	Morales, Obed	10/28/2015	Administration will witness and document classrooms with engaging activities while on walk throughs	6/7/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1	The Instructional Coach will assist teachers with planning engaging activities	Donnelly, Walter	9/1/2015	Teacher lesson plans and feedback from wrap up session	6/6/2016 quarterly
G2.B2.S1.MA1	A rotation schedule will be created to include a variety of teachers	Donnelly, Walter	8/24/2015	Teacher feedback from the wrap up session.	6/7/2016 quarterly
G2.B2.S2.MA1	Changes in instructional strategies	Morales, Obed	9/10/2015	Lesson Plans	6/7/2016 daily
G2.B2.S2.MA1	AVID trained teachers will share AVID strategies with faculty.	Morales, Obed	9/10/2015	School Inservice plan and teacher inservice records	6/7/2016 quarterly
G3.MA1	Teachers will use the data on CASTLE to adjust instruction	Covert, Jami	8/24/2015	Lesson Plans	6/7/2016 weekly
G3.B1.S1.MA1	Teachers will give standards based assessments	Covert, Jami	9/1/2015	Each student will have data for every core subject that can be viewed by all teachers and administration	5/25/2016 every-3-weeks
G3.B1.S1.MA1	Monitor CASTLE Standards Tracker	Ramos, Virginia	9/1/2015	Student Data on CASTLE	5/25/2016 weekly
G3.B1.S4.MA1	Student usage of ALEKS and student improvement	Nordquist, Jane	9/1/2015	Data from ALEKS will be used to monitor the implementation and effectiveness of the program	6/7/2016 biweekly
G3.B1.S4.MA1	During Common Course Peer Planning, teacher will desegregate the data	Nordquist, Jane	9/1/2015	Lesson plans, student groupings, feedback from Common Course Peer Planning groups	6/7/2016 biweekly

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.

G2. Teacher engagement will increase at least 0.2 in the Q9 area "My associates or fellow employees are committed to doing quality work" as measured by the FY16 Gallup Teacher Engagement Survey.

G2.B2 Lack of teacher awareness of what is going on in other classrooms.

G2.B2.S1 Open up classrooms for teachers to observe cross-curricular activities with high levels of student engagement.

PD Opportunity 1

Open Classrooms

Facilitator

Multiple teachers

Participants

All teachers and administration

Schedule

Quarterly, from 8/24/2015 to 6/7/2016

G2.B2.S2 School-wide use of AVID Strategies, as well as, two AVID classrooms

PD Opportunity 1

AVID Training

Facilitator

AVID Trainers

Participants

AVID teachers, Administration, and select 10th grade teachers.

Schedule

On 6/15/2016

G3. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

G3.B1 Inconsistent use of data to monitor student progress

G3.B1.S1 Provide teachers access to and training on the use of the CASTLE Standards Tracker.

PD Opportunity 1

Common Core Teachers will use CASTLE to compare student progress during their PLC meetings

Facilitator

Common Course Peer Group Leaders

Participants

Common Course Peer Groups

Schedule

On 5/25/2016

Technical Assistance Items

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

G3. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

G3.B1 Inconsistent use of data to monitor student progress

G3.B1.S1 Provide teachers access to and training on the use of the CASTLE Standards Tracker.

PD Opportunity 1

Ongoing CASTLE Training

Facilitator

Virginia Ramos and Aaron Quaintance

Participants

Teachers new to CASTLE

Schedule

Every 2 Months, from 8/17/2015 to 5/31/2016

G3.B1.S4 Utilization of ALEKS, an adaptive online math program

PD Opportunity 1

Teacher will implement the use of ALEKS into their math classes

Facilitator

Algebra and Geometry Teachers

Participants

Algebra, Intensive Math, Geometry, and Liberal Arts Math students

Schedule

Weekly, from 9/1/2015 to 6/7/2016

Budget

Budget Data

1	G1.B1.S1.A1	Research and develop strategies for content area teachers to use in order to improve reading, writing for every student. CARS members will provide examples and model lessons for the incorporation of reading, and writing in all content areas.	$0.00

Budget Data

2	G2.B2.S1.A1	Open Classrooms	$0.00
3	G2.B2.S2.A1	AVID Training	$0.00
4	G3.B1.S1.A1	Ongoing CASTLE Training	$0.00
5	G3.B1.S1.A2	Common Core Teachers will use CASTLE to compare student progress during their PLC meetings	$0.00
6	G3.B1.S4.A1	Teacher will implement the use of ALEKS into their math classes	$0.00
		Total:	$0.00