The School District of Lee County

Ida S. Baker High School

2016-17 Schoolwide Improvement Plan

Ida S. Baker High School

3500 AGUALINDA BLVD, Cape Coral, FL 33914

http://ibh.leeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	57%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

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

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Ida S. Baker High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

Success is the only option.

2. School Environment

a. 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.

b. 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. Any students remaining on campus for an after school activity are supervised by the club sponsor or athletic coach for that activity until they leave campus.

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

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.
Beginning the 2016-2017 school year, Ida Baker is incorporating an new discipline program called Restorative Justice with the purpose of decreasing the amount of time students spend out of class and increasing instructional time. The Restorative team is made up of teachers, a counselor, and an administrator.
Peer mediation has been added to the code of conduct. A Peer Mediation trained teacher heads up a

group of students to handle peer mediations as part of the referral process.

Parents will be met with more often when dealing with students who are accumulating many referrals. Support from Family Success Services has been added to assist the school during these meetings, which is free of charge here at the school.

Hallway sweeps are made at the beginning of each period. Teachers stand at door during class change to greet students and monitor hallways. At the bell the doors are closed and locked, any students not inside that classroom at the bell are swept into the of the hallway where they get a late pass to admit them to class. Tardies are recorded on a google sheet, the 3rd tardy and any tardy after the 3rd results in a lunch detention. At the end of the quarter the tardy sheet is sweep clean and the process begins again.

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

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.

Peer mediation as part of our Restorative Justice program.

Support from Family Success Services.

3. Early Warning Systems

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

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

N/A

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

N/A

B. Family and Community Engagement

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

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

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

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

No

1. PIP Link

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

2. Description

Back to School Open House
School Advisory Committee (SAC) Meetings with Parent requested topics
District Advisory Committee (DAC) Meetings
School Choice Open House
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
Underclassman Awards Breakfast
School Twitter Account
School Website and Newsletter
Edgenuity Family Portal
AVID Signing Night
Cape Coral Leadership Class Academy Participation
Cape Coral Junior Leadership Program

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

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 a member 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 and Middle Schools across the road. They also run the Trendsetters program during the Elementary School's after school program to assist students with learning needs.

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Nordquist, Jane	Teacher, K-12
Covert, Jami	Principal
Lockard, Betty	School Counselor
Sexton, Linda	Teacher, ESE
Donnelly, Walter	Instructional Coach

b. Duties

1. 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 and share data (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotals) with the MTSS team.
• 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
• Run reports on student progress (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
• 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

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

The 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jami Covert	Principal
Karen Shuman	Parent
Cyndee Crosby	Business/Community
Lyla Yris	Education Support Employee
Karla Avery	Parent
Virginia Ramos	Parent
Lisa Holman	Parent
Cindy Otto	Education Support Employee
Diahamn Clausell	Parent
Rhonda Holloway	Education Support Employee
Jamie Lee	Student
Theresa Morosco	Parent
Amy Naranjo	Parent
Susan Ogrodowski	Parent
Sandi Silva	Education Support Employee
Natalie Tremper	Student
Christine Ugi	Parent
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

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.

b. 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.

c. 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.

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

Flipped Classroom
$597.00 - 4 week Online Course
Foreign Language Assoc. Conference
$800.00 - Supplemental Pay for Teachers
FETC Conference
$2,624.00 - Supplemental Pay for Teachers
Aleks Online Math Program
$1,797.00 - license
Florida Council of Social Studies "Effective Teaching & Literacy in Social Studies"
$1,088.00 - 4 day training for 1 teacher – registration & hotel
AVID Conference and travel expenses = $6,494.00

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Jones, Sarah	Teacher, K-12
Covert, Jami	Principal
Donnelly, Walter	Teacher, K-12
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
Mack, Dwayne	Teacher, K-12
Wilson, Wendi	Teacher, K-12
Conforte, Jill	School Counselor
Deeter, Christiana	Teacher, K-12

b. Duties

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

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

D. Public and Collaborative Teaching

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

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

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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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.

b. Instructional Strategies

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

-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.

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

Strategy: Extended School Day

Minutes added to school year: 6,000

Credit retrieval courses through District-owned On-line Edgenuity Program is available for students who are lacking credit or who are trying to improve their GPA.

Strategy Rationale

Students work on an assigned Edgenuity course and can do all aspects of the course on-line at home except for Unit Tests and the Cumulative exam. Students make arrangement with the school's Edgenuity Contact person to come after school to take these locked tests on campus.

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

A report can be pulled on the Edgenuity program showing students attendance and progress.

Strategy: After School Program

Minutes added to school year: 9,720

Students receive a mock criminal case including the pleadings, stipulations, witness statements, exhibits, applicable statutes, applicable jury instructions, rules of evidence and competition rules. They must read all the materials (100-120 pp. Average). They are divided into teams of 6, and then they work to analyze the case, write direct and cross-examination questions, opening statements and closing arguments. They practice trying the case against each other. They must memorize all the material in the packet, all the material they created, the rules of law and the rules of the competition. Then they go compete against other school teams. The team which wins move on in the state competition.

Strategy Rationale

We want our students to be able to read, inquire, organize, write and collaborate using real world situations and applying the skills they learn. The competitive mock trial team incorporates all of those elements at a very high level. While it is a secondary level competition, the vocabulary, connotation, innuendo, custom, protocol, and presentation are all law school level components. In order to participate, in addition to the material in the case packet, students must learn trial strategy and how to think on their feet, how extemporaneously argue and defend a position in an instant when an objection is made, how to perceive and evaluate the nuances of language and word choices as they impact an immediate response and the overall outcome of a case, how to address a Judge, jury, other counsel and witnesses and how to move about a courtroom all in conformance to local custom (which varies from Judge's courtroom to Judge's courtroom), and how to "act" their role – be it attorney, 54 year old forensics expert, 37 year old parent, or 25 year old police officer. Further, students compete in a high stress situation in which they try the case prosecuting one trial, defending the next, over a period of two back to back days. There are few single activities which rise to the level of career and college readiness preparedness and the realities of functioning in the adult world as this process.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Hanrahan, Patrick, patrickh@leeschools.net

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

The Mock Trial program embodies all of the elements of AVID program's WICOR methodology, both of which are initiatives continuing initiatives at Ida S. Baker High School. By virtue of the nature of the program – that it's an after school voluntary activity open to all interested students, much like all clubs and sports teams - the maximum number of students who may ultimately compete against other schools is limited to 18. As a result, we have a small sample data source. Additionally, because it is not a class, but a blend of a club and a team, there are no formative or summative assessments given participating students as would occur in a classroom setting, prior to the dates of the competition. During the 5+ months of preparation for the competition, the teacher/coach evaluates students' demonstration of their grasp and mastery of the vocabulary, tactics, law, rules, case facts, trial situations, team work, interactions and acting abilities. Based on that process, students are coached to improve their performance. Anecdotal evidence demonstrates that students who participate on the mock trial team:
a) Have fewer discipline issues – none;
b) Have higher GPAS – unweighted highest -4.0, lowest 2.5;

c) Demonstrate high level skills in working individually and collaboratively (students have received multiple individual and team awards in the competition each year for 4 of the past 5 years)

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: 4,320

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

Strategy Rationale

Math teachers are available after school 5 days a week for students who have transportation home. 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.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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.

b. College and Career Readiness

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

Each student entering Ida S. Baker in the 9th grade is required to participate in a Digital Info Tech class. The curriculum of this course includes instruction in MOS certification, as well as, 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.

2. 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, Teaching, TV Production, and Public Service (Fire Fighting & Criminal Justice). 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.

3. 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.
Seniors in the Medical Academy are required to participate in Clinicals at the local hospitals.
Internships are provided for students in the Information Technology Academy and processes are being put in place to extend this into other 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.

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

-Guidance Counselors counsel students and parents on appropriate placement in classes.
-Students are encouraged to take a math and science class every year even if they already have

earned the required credits needed for graduation.

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Ida S. Baker will decrease ISS by 3%.

G2.   Ida S. Baker High School will increase student proficiency on the 2016 -2017 9th & 10th grade ELA from 50% to 54%.

Strategic Goals Detail

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

G1. Ida S. Baker will decrease ISS by 3%. 1a

🔑 G082939

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	848.0

Targeted Barriers to Achieving the Goal 3

- Excessive tardies, unexcused absences, and out of area behavior decreases instructional time.

- Students failing to serve consequences for minor infractions which results in ISS or other consequences.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Castle allows teachers, administrators and other stakeholders to monitor student instructional time and discipline.

- Hallway security and camera monitoring.

- Parent communication.

- Code of Conduct

- Parent Link, school website, school news, and school newsletter.

Plan to Monitor Progress Toward G1. 8

Compare the number of ISS referrals from 2015-16 (875) to 2016-17.

Person Responsible
James Iandoli

Schedule
Annually, from 8/10/2016 to 5/26/2017

Evidence of Completion
Environment Safety Incident/Student Discipline Referral Report

G2. Ida S. Baker High School will increase student proficiency on the 2016 -2017 9th & 10th grade ELA from 50% to 54%. `1a`

🔍 G082940

Targets Supported `1b`

Indicator	Annual Target
ELA Achievement District Assessment	50.0

Targeted Barriers to Achieving the Goal `3`

- Lack of continuity of reading & writing instruction in every content area which doesn't allow for maximum student growth.

Resources Available to Help Reduce or Eliminate the Barriers `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)

- Online programs such as Safari Montage, Compass Learning, Google Classroom & Renaissance Learning (STAR Math/Reading.

- Hallway sweeps for students tardy to class which decreases time out of class and increases instructional time.

Plan to Monitor Progress Toward G2. `8`

Teachers will give standards based assessments.

Person Responsible
Jami Covert

Schedule
Biweekly, from 8/10/2016 to 5/23/2017

Evidence of Completion
District Assessments

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Ida S. Baker will decrease ISS by 3%. 1

🔑 G082939

G1.B1 Excessive tardies, unexcused absences, and out of area behavior decreases instructional time. 2

🔑 B219894

G1.B1.S1 Conducting hallway sweeps of students who are not inside the classroom at the bell. 4

🔑 S232155

Strategy Rationale

Students coming in late to class interrupts instruction for all students in the class

Action Step 1 5

Teachers close doors to tardy students at the bell while administrators sweep the hallways and issue tardy passes.

Person Responsible

Jami Covert

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Administrative team monitoring sweeps between periods.

Action Step 2 5

Administrators record tardies and issue a lunch detention for the 3rd tardy and every subsequent tardy.

Person Responsible

Jami Covert

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Tardy to Class Shared Google Sheet recording all tardies.

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

Assigning lunch detentions on CASTLE.

Person Responsible

Jami Covert

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Evidence on CASTLE of assigned and served lunch detentions.

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

A new Tardy to Class Shared sheet will begin at the beginning of each quarter.

Person Responsible

Jami Covert

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Compare tardy data for each quarter.

G1.B3 Students failing to serve consequences for minor infractions which results in ISS or other consequences. 2

🔍 B219896

G1.B3.S1 Incorporating a Restorative Justice Program at the school. 4

🔍 S232156

Strategy Rationale

To lower the number of discipline offenses in order to increase student instructional time.

Action Step 1 5

Reduce referrals at the teacher's level by using preventative measures in the classroom.

Person Responsible

James Iandoli

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Teacher's behavior intervention report.

Action Step 2 5

Insure that students are serving minor consequences so they don't result in ISS and loss of instructional time.

Person Responsible

James Iandoli

Schedule

On 5/26/2017

Evidence of Completion

Castle Reports

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

Teacher's taking preventative actions in the classroom (warnings, non-verbal reminders, conferencing, seat change, parent phone calls).

Person Responsible

James Iandoli

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Behavior Intervention Reports

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

Students are given three chances to serve a detention before resulting in ISS.

Person Responsible

James Iandoli

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

CASTLE reports

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

Review data of ISS referrals issued by teachers and administrators.

Person Responsible

James Iandoli

Schedule

Quarterly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Quarterly CASTLE report.

G2. Ida S. Baker High School will increase student proficiency on the 2016 -2017 9th & 10th grade ELA from 50% to 54%. [1]

🔍 G082940

G2.B1 Lack of continuity of reading & writing instruction in every content area which doesn't allow for maximum student growth. [2]

🔍 B219897

G2.B1.S1 Content Area Reading Specialists (CARS) Group comprised of a cross section of faculty, help grow department wide literacy across all disciplines in all classrooms. [4]

🔍 S232157

Strategy Rationale

The group meet two or more times a month to review current school-wide literacy data to determine advancement toward the meeting of annual goals.

Action Step 1 [5]

The CARS team provides reading and writing strategies for teachers through professional learning communities.

Person Responsible

Walter Donnelly

Schedule

Every 3 Weeks, from 8/10/2016 to 5/26/2017

Evidence of Completion

Meeting Minutes.

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

All teachers participate in Common Course Peer Groups (PLC's). During this time teachers plan and share effective strategies to increase reading and writing achievement for all students.

Person Responsible

Walter Donnelly

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

PLC minutes

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

During classroom walk-throughs the SBLT will see shared strategies in action.

Person Responsible

Jami Covert

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Classroom walk-throughs, lesson plans and Common Board.

G2.B1.S2 Incorporate AVID strategies across the curriculum in every classroom. `4`

🔑 S232158

Strategy Rationale

A teacher from every department went to an AVID conference to be trained in AVID; those teachers will train and implement those strategies into each of their departments

Action Step 1 `5`

Each year a group of 10 teachers from various departments attend the Summer Institute on AVID training; this will continue each summer until all staff have been trained by AVID Professional Trainers.

Person Responsible

Virginia Ramos

Schedule

Annually, from 6/14/2016 to 6/15/2016

Evidence of Completion

Conference attendance records and certificates.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

The AVID Site team meets to discuss implementation of AVID strategies school-wide.

Person Responsible

Tamika Massey

Schedule

Monthly, from 8/10/2016 to 5/22/2017

Evidence of Completion

Meeting minutes, attendance

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

AVID Training of Faculty

Person Responsible

Tamika Massey

Schedule

Monthly, from 8/10/2016 to 5/22/2017

Evidence of Completion

Teacher Lesson plans documenting AVID strategies used in class.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B1.S2.A1 A297003	Each year a group of 10 teachers from various departments attend the Summer Institute on AVID...	Ramos, Virginia	6/14/2016	Conference attendance records and certificates.	6/15/2016 annually
G2.B1.S2.MA1 M300575	AVID Training of Faculty	Massey, Tamika	8/10/2016	Teacher Lesson plans documenting AVID strategies used in class.	5/22/2017 monthly
G2.B1.S2.MA1 M300576	The AVID Site team meets to discuss implementation of AVID strategies school-wide.	Massey, Tamika	8/10/2016	Meeting minutes, attendance	5/22/2017 monthly
G2.MA1 M300577	Teachers will give standards based assessments.	Covert, Jami	8/10/2016	District Assessments	5/23/2017 biweekly
G1.MA1 M300572	Compare the number of ISS referrals from 2015-16 (875) to 2016-17.	Iandoli, James	8/10/2016	Environment Safety Incident/Student Discipline Referral Report	5/26/2017 annually
G1.B1.S1.MA1 M300567	A new Tardy to Class Shared sheet will begin at the beginning of each quarter.	Covert, Jami	8/10/2016	Compare tardy data for each quarter.	5/26/2017 quarterly
G1.B1.S1.MA1 M300568	Assigning lunch detentions on CASTLE.	Covert, Jami	8/10/2016	Evidence on CASTLE of assigned and served lunch detentions.	5/26/2017 daily
G1.B1.S1.A1 A296998	Teachers close doors to tardy students at the bell while administrators sweep the hallways and...	Covert, Jami	8/10/2016	Administrative team monitoring sweeps between periods.	5/26/2017 daily
G1.B1.S1.A2 A296999	Administrators record tardies and issue a lunch detention for the 3rd tardy and every subsequent...	Covert, Jami	8/10/2016	Tardy to Class Shared Google Sheet recording all tardies.	5/26/2017 daily
G1.B3.S1.MA1 M300569	Review data of ISS referrals issued by teachers and administrators.	Iandoli, James	8/26/2016	Quarterly CASTLE report.	5/26/2017 quarterly
G1.B3.S1.MA1 M300570	Teacher's taking preventative actions in the classroom (warnings, non-verbal reminders,...	Iandoli, James	8/10/2016	Behavior Intervention Reports	5/26/2017 daily
G1.B3.S1.MA1 M300571	Students are given three chances to serve a detention before resulting in ISS.	Iandoli, James	8/10/2016	CASTLE reports	5/26/2017 daily
G1.B3.S1.A1 A297000	Reduce referrals at the teacher's level by using preventative measures in the classroom.	Iandoli, James	8/10/2016	Teacher's behavior intervention report.	5/26/2017 daily
G1.B3.S1.A2 A297001	Insure that students are serving minor consequences so they don't result in ISS and loss of...	Iandoli, James	8/10/2016	Castle Reports	5/26/2017 one-time
G2.B1.S1.MA1 M300573	During classroom walk-throughs the SBLT will see shared strategies in action.	Covert, Jami	8/10/2016	Classroom walk-throughs, lesson plans and Common Board.	5/26/2017 daily
G2.B1.S1.MA1 M300574	All teachers participate in Common Course Peer Groups (PLC's). During this time teachers plan and...	Donnelly, Walter	8/10/2016	PLC minutes	5/26/2017 biweekly
G2.B1.S1.A1 A297002	The CARS team provides reading and writing strategies for teachers through professional learning...	Donnelly, Walter	8/10/2016	Meeting Minutes.	5/26/2017 every-3-weeks

V. Professional Development Opportunities

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

G2. Ida S. Baker High School will increase student proficiency on the 2016 -2017 9th & 10th grade ELA from 50% to 54%.

G2.B1 Lack of continuity of reading & writing instruction in every content area which doesn't allow for maximum student growth.

G2.B1.S2 Incorporate AVID strategies across the curriculum in every classroom.

PD Opportunity 1

Each year a group of 10 teachers from various departments attend the Summer Institute on AVID training; this will continue each summer until all staff have been trained by AVID Professional Trainers.

Facilitator

AVID

Participants

2016 AVID Summer Institute participants - Karen Baxter, Tammy Lavish, Mary Lou Irizarry, Pat Hanrahan, Julianna Theune, John Hulfeld, Scott Wills, David Pasquale, Virginia Ramos, Jami Covert.

Schedule

Annually, from 6/14/2016 to 6/15/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers close doors to tardy students at the bell while administrators sweep the hallways and issue tardy passes.	$0.00
2	G1.B1.S1.A2	Administrators record tardies and issue a lunch detention for the 3rd tardy and every subsequent tardy.	$0.00
3	G1.B3.S1.A1	Reduce referrals at the teacher's level by using preventative measures in the classroom.	$0.00
4	G1.B3.S1.A2	Insure that students are serving minor consequences so they don't result in ISS and loss of instructional time.	$0.00
5	G2.B1.S1.A1	The CARS team provides reading and writing strategies for teachers through professional learning communities.	$0.00
6	G2.B1.S2.A1	Each year a group of 10 teachers from various departments attend the Summer Institute on AVID training; this will continue each summer until all staff have been trained by AVID Professional Trainers.	$0.00
		Total:	$0.00