



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Ida S. Baker High School

3500 AGUALINDA BLVD

Cape Coral, FL 33914

239-458-6690

<http://ibh.leeschools.net/>

School Demographics

School Type
High School

Title I
No

Free and Reduced Lunch Rate
54%

Alternative/ESE Center
No

Charter School
No

Minority Rate
35%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Ida S. Baker High School

Principal

Melissa Robery

School Advisory Council chair

Cyndee Crosby

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Debbie Diggs	Assistant Principal of Curriculum
Virginia Ramos	Assistant Principal
Morgan Klare	Assistant Principal
Ben Williams	Assistant Principal

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

A SAC table was set up at registration and open house, explaining the committee and giving parents an opportunity to sign up to participate. A Parent Link message was sent out to all parents with an interest to attend our first meeting. An invitation to join SAC was proposed at a Leadership Meeting which was then shared within departments. An invitation to join SAC was proposed at Support Staff meetings and interested parties joined. The Student Government President and Vice President were asked if they would like to participate in SAC to further represent the student body.

Melissa Robery, Principal

Virginia Ramos, Assist Principal

Cyndee Crosby, Chairperson (DAC Representative)

Sandra Silva, Secretary

Elaine Petrie, Teacher (DAC Alternate)

Alma Pabon, Member

Cary Gonzalez, Member

Mison Drennan, Member

Melissa Goris, Member
 Jacquie Williams, Member
 Jessica Silva, Member
 Karen Shuman, Member
 Karla Avery, Member
 Katy Backman, Member
 Kevin Mars, Member
 Marie Quinn, Member
 Michelle Miller, Member
 Robin Piscopo, Member
 Sandra Hernandez, member
 Sasela Gravedoni, Member
 Vince Mayfield, Member
 Margaret, Walters, Member
 Mike Walters, Member (Support Person)

Involvement of the SAC in the development of the SIP

The SAC committee is presented with the data from the prior school year, the response from teacher responses by department, and a draft of the SIP during their September meeting. During the meeting the plan is discussed and SAC members are able to add to and/or revise the plan. In final form after faculty and staff have voted, the SAC votes on the plan for final approval.

Activities of the SAC for the upcoming school year

The SAC will be involved with schoolwide events to meet with parents and encourage participation, including Open House, and Bulldog Showcase. The SAC will also hold 8 meetings on the second Monday of the month at 6:00 PM for general business. These meetings will be held September, October, November, December, February, March, and if needed and end of the school year meeting in May.

Projected use of school improvement funds, including the amount allocated to each project

n/a

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

n/a

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Melissa Robery

Principal

Years as Administrator: 13

Years at Current School: 10

Credentials

Bachelor's Degree in Music Education, K-12.
 Master's Degree in Educational Leadership.
 Certification in Music Education.

Performance Record

School Grade:
 2009-2010: A 2010-2011: B 2011-2012: A
 Reading Gains:
 2010-2011: 51% 2011-2012: 66% 2012-2013: 65%
 Reading Gains of the Lowest 25% :
 2010-2011: 47% 2011-2012: 71% 2012-2013: 65%
 Math Gains:
 2010-2011: 85% 2011-2012: 61% 2012-2013: 72%
 Math Gains of the Lowest 25% :
 2010-2011: 82% 2011-2012: 47% 2012-2013: 67%

Ben Williams

Asst Principal

Years as Administrator: 8

Years at Current School: 8

Credentials

Bachelor's Degree in Physical Education and Business Education
 6-12
 Master's Degree in Educational Leadership.
 Certification in Math K-12

Performance Record

School Grade:
 2009-2010: A 2010-2011: B 2011-2012: A
 Reading Gains:
 2010-2011: 51% 2011-2012: 66% 2012-2013: 65%
 Reading Gains of the Lowest 25% :
 2010-2011: 47% 2011-2012: 71% 2012-2013: 65%
 Math Gains:
 2010-2011: 85% 2011-2012: 61% 2012-2013: 72%
 Math Gains of the Lowest 25% :
 2010-2011: 82% 2011-2012: 47% 2012-2013: 67%

Morgan Klare

Asst Principal

Years as Administrator: 1

Years at Current School: 9

Credentials

Bachelor's Degree in Business Education
 Master's Degree in Educational Leadership.
 Certification in Business Education

Performance Record

School Grade:
 2009-2010: A 2010-2011: B 2011-2012: A
 Reading Gains:
 2010-2011: 51% 2011-2012: 66% 2012-2013: 65%
 Reading Gains of the Lowest 25% :
 2010-2011: 47% 2011-2012: 71% 2012-2013: 65%
 Math Gains:
 2010-2011: 85% 2011-2012: 61% 2012-2013: 72%
 Math Gains of the Lowest 25% :
 2010-2011: 82% 2011-2012: 47% 2012-2013: 67%

Debbie Diggs

Asst Principal

Years as Administrator: 14

Years at Current School: 9

Credentials

Bachelor's Degree in Math 6-12
 Master's Degree in Educational Leadership.
 Certification in Math 6-12

Performance Record

School Grade:
 2009-2010: A 2010-2011: B 2011-2012: A
 Reading Gains:
 2010-2011: 51% 2011-2012: 66% 2012-2013: 65%
 Reading Gains of the Lowest 25% :
 2010-2011: 47% 2011-2012: 71% 2012-2013: 65%
 Math Gains:
 2010-2011: 85% 2011-2012: 61% 2012-2013: 72%
 Math Gains of the Lowest 25% :
 2010-2011: 82% 2011-2012: 47% 2012-2013: 67%

Virginia Ramos

Asst Principal

Years as Administrator: 3

Years at Current School: 1

Credentials

Bachelor's Degree in Human Biology
 Master's Degree in Educational Leadership.
 Certification in Elementary Education K-6
 Math Grades 5-9
 Biology Grades 6-12

Performance Record

ALC West N/A

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Kimberly Conn**

Full-time / School-based

Years as Coach: 4

Years at Current School: 6

Areas

Reading/Literacy, RtI/MTSS, Other

Credentials

Bachelor's Degree in Elementary Education

Certification in Elementary Education and Reading Endorsement
K-12**Performance Record**

School Grade:

2009-2010: A 2010-2011: B 2011-2012: A

Reading Gains:

2010-2011: 51% 2011-2012: 66% 2012-2013: 65%

Reading Gains of the Lowest 25% :

2010-2011: 47% 2011-2012: 71% 2012-2013: 65%

Math Gains:

2010-2011: 85% 2011-2012: 61% 2012-2013: 72%

Math Gains of the Lowest 25% :

2010-2011: 82% 2011-2012: 47% 2012-2013: 67%

Classroom Teachers**# of classroom teachers**

83

receiving effective rating or higher

74, 89%

Highly Qualified Teachers

99%

certified in-field

82, 99%

ESOL endorsed

19, 23%

reading endorsed

9, 11%

with advanced degrees

22, 27%

National Board Certified

4, 5%

first-year teachers

7, 8%

with 1-5 years of experience

15, 18%

with 6-14 years of experience

36, 43%

with 15 or more years of experience

25, 30%

Education Paraprofessionals**# of paraprofessionals**

8

Highly Qualified

100, 1250%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

8

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Regular meetings of new teachers with the Assistant Principal assigned to on-site A.P.P.L.E.S program. Partnering new teachers or teachers with less than 3 years experience with veteran staff who have completed training in Clinical Educator Colligial Coaching. Providing training on new and established initiatives to aid new teacher acclimation process. Leadership team attends annual Job Fair to recruit new teachers. Assigning leadership roles/responsibilities such as Content Area Reading Specialists, and Academy Coordinator.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All peer teachers are required to have 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 trainings. Throughout the year the CE conducts 3 formative observations including pre/post conference, and helps the DP with the development of thier professional development plan.

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 Educator. 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Problem-Solving team at Ida S. Baker High School meets on a weekly, monthly, 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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, anecdotal) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- 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 & anecdotal 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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Ida S. Baker High School utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources,

behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 3

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

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

School-based Edgenuity Contact Person

Strategy: Before or After School Program

Minutes added to school year: 0

Math 5 days per week for 30-60 minutes.

Science tutoring is available to students any day except Friday. At the conclusion of tutoring they have an "exit ticket" quiz skill mastery. If not, more tutoring is arranged.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Postive progression of student grades in the Pinnacle grading program.

Who is responsible for monitoring implementation of this strategy?

Math and Science Teachers

Strategy: Extended Day for All Students**Minutes added to school year:** 14

An ACT/SAT Prep class is offered after school each semester. Each class has 7 sessions of 2 hours each.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Comparison of practice tests taken in class, as well as, a comparison of past performance on the test (if available) with the performance on the test the student is required to take once completing the class.

Who is responsible for monitoring implementation of this strategy?

Carolyn O'Donnell, classroom teacher

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Kim Conn	Reading Coach
Debbie Diggs	Assistant Principal of Curriculum
Morgan Klare	Assistant Principal
Melissa Robery	Principal
Walt Donnelly	Teacher
Jane Nordquist	Teacher
Pat Hanrahan	Teacher
Theresa Nitting	Teacher
Sue Miller	Teacher
Betty Lockard	School Counselor

How the school-based LLT functions

The Literacy Leadership Team meets two or more times a month to review current school-wide literacy data to determine advancement toward the meeting of annual goals. Team plans, organizes and facilitates professional learning communities for teachers.

Major initiatives of the LLT

The Team will facilitate research based instructional literacy strategies for all content area teachers. Strategies include: reciprocal teaching strategies, before, during, and after reading strategies, questioning skills, text complexity skills/identification, KAGAN strategies, Marzano Vocabulary strategies, and writing skills/strategies.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Our Content Area Reading (CARS) Group meets weekly to research and develop strategies for content area teachers to use in order to improve reading for every student. This group has participated in NG CAR-PD training as well as other training opportunities given through the District. School-wide initiatives developed are:

Drop Everything and Read (DEAR)

Drop Everything and Write (DEW)

Reciprocal Teaching

Words of the Week (WOW)

Model Lessons

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

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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.

Strategies for improving student readiness for the public postsecondary level

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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	62%	No	68%
American Indian				
Asian				
Black/African American	61%	35%	No	65%
Hispanic	59%	59%	Yes	63%
White	66%	64%	No	69%
English language learners	35%	50%	Yes	42%
Students with disabilities	43%	24%	No	48%
Economically disadvantaged	61%	56%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	433	30%	39%
Students scoring at or above Achievement Level 4	288	20%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		68%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		39%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	501	62%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	125	60%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	19	48%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	27%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	16	40%	47%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	64	33%	41%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	253	61%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	10	77%	80%

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	71%	Yes	62%
American Indian				
Asian				
Black/African American	73%	59%	Yes	75%
Hispanic	52%	72%	Yes	57%
White	58%	72%	Yes	62%
English language learners				
Students with disabilities	38%	47%	Yes	44%
Economically disadvantaged	53%	68%	Yes	57%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	12	60%	65%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		30%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	500	70%	74%
Students in lowest 25% making learning gains (EOC)	135	67%	71%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	10	50%	56%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	331	50%	56%
Students scoring at or above Achievement Level 4	130	20%	30%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	175	41%	48%
Students scoring at or above Achievement Level 4	121	28%	37%

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		51%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		22%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	163	46%	52%
Students scoring at or above Achievement Level 4	87	25%	34%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1402	83%	85%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	835	49%	51%
Passing rate (%) for students who take CTE industry certification exams		93%	96%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	14	17%	20%

Area 8: Early Warning Systems**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	241	14%	12%
Students in ninth grade with one or more absences within the first 20 days	166	10%	9%
Students in ninth grade who fail two or more courses in any subject	54	13%	12%
Students with grade point average less than 2.0	147	9%	6%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	260	16%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	76	5%	4%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	1	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	378	95%	96%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	46	78%	76%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Back to School Open House
 School Advisory Committee (SAC) Meetings
 District Advisory Committee (DAC) Meetings
 School Choice Open House
 Federal Financial Aid Night
 Open Lab Night for completing FAFSA
 Bulldog Showcase
 Band and Athletic Booster
 Incoming Freshman Registration Night
 Drama Productions and Band Concert Nights
 Baker Buddies Bash
 Parent Conferences
 Parent Link
 Seasonal Sports Banquets
 Parent Information Night for Dual Enrollment and Advanced Placement Classes
 Senior Award Night and Baccalaureate
 Graduation

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Regular Participation in SAC	9	47%	52%

Goals Summary

- G1.** Increase student achievement gains school-wide by focusing on teaching and learning.

Goals Detail

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- U.S. History EOC
- Science - High School
- Science - Biology 1 EOC
- STEM - High School
- CTE
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- 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)
- Creative Scheduling: Freshman Teams, Math Class paired with Intensive Math to provide a math class everyday, AP research classes, Front loading curriculum (allowing freshman to take World History Honors to prepare them to take AP World History as a 10th grader)
- After school tutoring
- District Initiatives: Algebra 1 and Geometry Fantasy League, Achieve 3000 resource programs
- Teachers and administrators monitor the progress and have conversations with Focus Students (lowest 25% in reading and math);
- Common Course Peer Planning Groups (PLC)
- Utilize the IBHS Success Desk Reference to analyze data and monitor student progress.

Targeted Barriers to Achieving the Goal

- Inconsistent use of daily reading and writing activities for every content area

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B4 Inconsistent use of daily reading and writing activities for every content area

G1.B4.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. CARS members provide examples and model lessons of reading and writing activities for content area teachers;

Action Step 1

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

Person or Persons Responsible

Content Area Reading Specialists (CARS)

Target Dates or Schedule

Every Wednesday

Evidence of Completion

Meeting Minutes and Model lesson sign-in sheets.

Facilitator:

Kim Conn, Reading Coach

Participants:

Patrick Hanrahan, Terry Nitting, Betty Lockard, Walt Donnelly, Sue Miller, Melissa Robery, Jane Nordquist.

Plan to Monitor Fidelity of Implementation of G1.B4.S1

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

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly meeting minutes, Model lessons

Plan to Monitor Effectiveness of G1.B4.S1

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

Person or Persons Responsible

School Based Leadership Team (SBLT)

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G1.B4.S2 Incorporation of school-wide initialtves: Drop Everything and Read (DEAR), Drop Everything and Write (DEW), Reciprocal Teaching, and Words of the Week (WOW);

Action Step 1

Monday-Thursday teachers will incorporate DEAR into every subject for the first 15 minutes of class. Every Friday, teachers will incorporate DEW. Throughout the week teachers will use Reciprocal teaching strategies and WOW in their lessons.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing examples, teacher lesson plans, and reading logs.

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Teacher will incorporate DEAR, DEW, and WOW words into their daily lessons.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, student writing, evidence of WOW words, gradebook

Plan to Monitor Effectiveness of G1.B4.S2

SBLT will monitor effectiveness through classroom walk throughs, examples of student writing, and teacher feedback.

Person or Persons Responsible

School Based Leadership Team (SBLT)

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, classroom walk throughs and gradebook.

G1.B4.S3 Professional Learning Communities (PLC) comprised of teachers in the same department and/or teaching the same subject participate in Common Course Planning. During this time teachers share effective strategies and activities to increase reading and writing achievement for all students.

Action Step 1

Teachers within the same department or teaching the same subject will utilize this time to plan strategies, develop lessons and create DEW prompts.

Person or Persons Responsible

Professional Learning Communities (PLC) comprised of teachers in the same department and/or teaching the same subject.

Target Dates or Schedule

Twice a month on average.

Evidence of Completion

Lesson Plans, DEW prompts, artifacts

Facilitator:

Department Chairperson

Participants:

Teachers within the same department or teaching the same subject

Plan to Monitor Fidelity of Implementation of G1.B4.S3

The department chairperson will evaluate the DEW prompts and receive teacher feedback

Person or Persons Responsible

Department Chairperson

Target Dates or Schedule

Twice a month on average

Evidence of Completion

DEW prompts, emails (as necessary).

Plan to Monitor Effectiveness of G1.B4.S3

The SBLT will visit various PLC groups to assist in any way possible.

Person or Persons Responsible

School Based Leadership Team (SBLT)

Target Dates or Schedule

Twice a month on average.

Evidence of Completion

Feedback during Administrative meetings.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B4 Inconsistent use of daily reading and writing activities for every content area

G1.B4.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. CARS members provide examples and model lessons of reading and writing activities for content area teachers;

PD Opportunity 1

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

Facilitator

Kim Conn, Reading Coach

Participants

Patrick Hanrahan, Terry Nitting, Betty Lockard, Walt Donnelly, Sue Miller, Melissa Robery, Jane Nordquist.

Target Dates or Schedule

Every Wednesday

Evidence of Completion

Meeting Minutes and Model lesson sign-in sheets.

G1.B4.S3 Professional Learning Communities (PLC) comprised of teachers in the same department and/or teaching the same subject participate in Common Course Planning. During this time teachers share effective strategies and activities to increase reading and writing achievement for all students.

PD Opportunity 1

Teachers within the same department or teaching the same subject will utilize this time to plan strategies, develop lessons and create DEW prompts.

Facilitator

Department Chairperson

Participants

Teachers within the same department or teaching the same subject

Target Dates or Schedule

Twice a month on average.

Evidence of Completion

Lesson Plans, DEW prompts, artifacts