

Ida S. Baker High School



2014-15 School Improvement Plan

Ida S. Baker High School

3500 AGUALINDA BLVD, Cape Coral, FL 33914

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

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

54%

Alternative/ESE Center

No

Charter School

No

Minority

35%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

A

A

B

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Success is the only option.

School Environment

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

Within each discipline, students and teachers complete team building activities which allow the entire class to learn about each others cultures.

School counselors are assigned a specific alphabet of students that carries over from year to year.

This fosters a healthy relationship between the counselor, the student and the home.

Club participation is available for a variety of cultures and sub-cultures.

Throughout the year, teachers incorporate various activities/projects that allow students to speak to the class on their cultures or cultures being studied.

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

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

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

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

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

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

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

Ida Baker is a current member of the Cape Coral Chamber of Commerce. Sandi Silva, the Career Specialist/Academy Coordinator, is the liaison between the school and the Chamber and is the Chairperson of the Education Committee of the Chamber.

The Medical Academy at Ida 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 are currently organizing ride-alongs for Fire Academy students.

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.

Effective Leadership

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

School Leadership Team

Membership

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

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

Duties

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

The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotal) to be filed in student 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

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Sandra Silva	Teacher
Jami Covert	Principal
Karen Shuman	Parent
Sheryl Salanda	Parent
Vincent Mayfield	Parent
Cyndee Crosby	Business/Community
Mison Drennan	Parent
Cary Gonzalez	Parent
Sandra Hernandez	Parent
Karla Avery	Parent
Sami Gravdoni	Student
Hanah Lee	Student
Miguel Hernandez	Student
Virginia Ramos	Parent
Lyla Yris	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

A meeting is dedicated to sharing data from the prior school year as it affects the school improvement plan. Explanations for the data is gathered from teachers, departments and administrators. Barriers for not meeting or exceeding targets are discussed and identified for every tested area and every section of the plan.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

n/a

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Barnes, Erin	Instructional Coach
Covert, Jami	Principal
Donnelly, Walter	Teacher, K-12
Diggs, Debbie	Assistant Principal
Jones, Sarah	Assistant Principal
Hanrahan, Patrick	Teacher, K-12
Schuls, Priscilla	Teacher, K-12
Nitting, Teresa	Teacher, K-12
Nordquist, Jane	Teacher, K-12
Taymont, Cindy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team, comprised of a cross section of faculty, help grow department wide literacy strategies across all disciplines in all classrooms. This group has participated in NG CAR-PD training, as well as, other training opportunities given through the District. They meet two or more times a month to review current school-wide literacy data to determine advancement toward the meeting of annual goals. The team plans, organizes and facilitates professional learning communities for teachers. All teachers participate in Common Course Peer Groups (CCPG's). During this time teachers plan and share effective strategies to increase reading and writing achievement for all students.

The Team will facilitate research based instructional literacy strategies for all content area teachers. Strategies include, but are not limited to:

- KAGAN strategies
- Marzano Vocabulary strategies, and writing skills/strategies
- Drop Everything and Read (DEAR)
- Drop Everything and Write (DEW)
- Reciprocal Teaching
- Words of the Week (WOW)
- Model Lessons

Public and Collaborative Teaching

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

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

Each Thursday teachers participate in various types of professional learning communities (PLC's) or workshops.

- Faculty Literacy Workshop is provided for teachers once a month to share researched-based literacy strategies.
- Common Course Peer Groups have been established and meet once or twice a month so that teachers

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

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

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

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

All peer teachers are required to have 3 or more years experience and take the Clinical Educator Course offered by the Lee County School District. The A.P.P.L.E.S. program requires that the Clinical Educators (CE) meet with their Developing Professional (DP) within the first 2 weeks to provide school-based information and orientation. The CE participates in Support Team meetings, has weekly consultations and assists their DP to register and complete required training. Throughout the year the CE conducts 3 formative observations including pre/post conference, and helps the DP with the development of their Professional Learning Plan (PLP). 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

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

students.

Students who are on or above level are encouraged to take honors and/or advanced placement courses in the area they are proficient in.

AVID classes are available for students who need the support in reaching advanced levels.

Kagan strategies are used in all classrooms in order to assist higher and lower level students.

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

Strategy: Extended School Day

Minutes added to school year: 2,520

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Silva, Sandra, sandralsi@leeschools.net

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

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

Strategy: Extended School Day

Minutes added to school year: 1,080

Two 3 hour sessions for quarter 2, 3, and 4. Students stay after to take a ACT/SAT mock test. Results of each test is used to determine areas needing support and a plan for test preparation is made for each participant. Students return for a follow-up remedial session and to receive a plan for continued test preparation.

Strategy Rationale

To increase scores on ACT /SAT tests for college admissions and/or to to earn a concordant score for the Reading FCAT.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Carranza, Crystal, crystaljc@leeschools.net

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

Student scores on ACT or SAT

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

Schuls, Priscilla, priscillals@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 Pinnacle Grading System.

Strategy: Extended School Day

Minutes added to school year: 1,200

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jones, Sarah, sarahkj@leeschools.net

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

Common Core Planning Group (CCPG) Common Assessments Chart
Common Core Planning Group (CCPG) Reflexive Questions

Strategy: Extended School Day

Minutes added to school year: 4,320

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Nordquist, Jane, janeln@leeschools.net

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

Positive progression of student grades in the Pinnacle grading program.

Student Transition and Readiness

PreK-12 Transition

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

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

N/A

College and Career Readiness

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

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

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

Ida S. Baker High School is a comprehensive high school which offers career academy opportunities in Engineering, Automotive, Medical, Construction, Architecture, Information Technology, Digital Media, Animation, and Public Service (Fire Fighting, Teaching, Criminal Justice, and TV Production). The academies offer various certification opportunities, which can lead to career opportunities and paths to higher education.

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

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

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

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

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

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

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

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

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

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

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

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

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase student achievement gains school-wide by focusing on teaching and learning. 1a

G041423

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	71.0
AMO Reading - African American	69.0
AMO Reading - Hispanic	67.0
AMO Reading - White	73.0
AMO Reading - ELL	48.0
AMO Reading - SWD	54.0
AMO Reading - ED	69.0
AMO Math - All Students	66.0
AMO Math - African American	78.0
AMO Math - Hispanic	61.0
AMO Math - White	66.0
AMO Math - ELL	78.0
AMO Math - SWD	50.0
AMO Math - ED	62.0
Bio I EOC Pass	69.0
Math Lowest 25% Gains	70.0
4-Year Grad Rate (At-Risk)	73.0
Math Gains	69.0
ELA/Reading Gains	67.0
ELA/Reading Lowest 25% Gains	65.0
Certified in Field	100.0

Resources Available to Support the Goal 2

- Incorporating Drop Everything and Read (DEAR), Drop Everything and Write (DEW), Kagan Strategies, and Words of the Week (WOW) in every class to increase rigor while focusing on writing and reading within the content areas
- Content Area Reading Specialists (CARS)
- Creative Scheduling: Math Class paired with Intensive Math to provide a math class everyday.
- 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.
- Utilize Common Board Configuration in every classroom
- Common Parallel courses and common planning for Algebra, Geometry and Biology teachers
- Common Parallel courses: teachers share students within a period.

- Front loading curriculum (allowing freshman to take World History Honors to prepare them to take AP World History as a 10th grader)
- AP research classes

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G1. 8

Lesson plans, student grades and test scores, and other progress data

Person Responsible

Jami Covert

Schedule

Every 2 Months, from 8/18/2014 to 6/5/2015

Evidence of Completion

School Based Team Leaders meetings with teachers

Plan to Monitor Progress Toward G1. 8

Notes from PLC meetings and Department Literacy Workshops

Person Responsible

Jami Covert

Schedule

Biweekly, from 8/28/2014 to 5/28/2015

Evidence of Completion

Notes from SBTL visits to professional learning communities

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. Increase student achievement gains school-wide by focusing on teaching and learning. **1**

 G041423

G1.B4 Inconsistent use of reading, writing, and math activities for every content area **2**

 B100348

G1.B4.S1 Content Area Reading Specialists (CARS) group meets bi-monthly to research and develop strategies for content area teachers to use in order to improve reading and writing for every student. **4**

 S111594

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Erin Barnes

Schedule

Biweekly, from 8/28/2014 to 5/28/2015

Evidence of Completion

Meeting Minutes and Model lesson sign-in sheets.

Action Step 2 5

Virtual Business Simulation program to be used in the marketing class to incorporate common core standards for Math and English Language Arts.

Person Responsible

Sherry Deno

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Results of reading, writing, and math lessons and tests.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

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

Person Responsible

Erin Barnes

Schedule

Biweekly, from 8/28/2014 to 5/28/2015

Evidence of Completion

Weekly meeting minutes, Model lessons

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Lesson Plans

Person Responsible

Debbie Diggs

Schedule

Weekly, from 11/3/2014 to 6/5/2015

Evidence of Completion

Evidence of inclusion of reading, writing, and math activities in lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

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

Person Responsible

Jami Covert

Schedule

Quarterly, from 8/28/2014 to 5/28/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

During classroom walk-throughs the SBLT will see implementation of reading, writing and math.

Person Responsible

Jami Covert


Schedule

Quarterly, from 11/3/2014 to 6/5/2015

Evidence of Completion

SBLT notes on walk-throughs

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); 4

 S111595

Strategy Rationale

To give students meaningful daily reading and writing practice and exposure to word parts to expose students to a wide list of multiple meaning words and specialized vocabulary from various disciplines.

Action Step 1 5

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 Responsible

Erin Barnes

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

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

Person Responsible

Erin Barnes

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

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

Person Responsible

Jami Covert


Schedule

Every 6 Weeks, from 8/18/2014 to 5/29/2015

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. 4

 S111596

Strategy Rationale

During this time teachers share effective strategies and activities to increase reading, writing, and math achievement for all students.

Action Step 1 5

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

Person Responsible

Sarah Jones

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, DEW prompts, artifacts

Action Step 2 5

Analyze mid-year math data and create a plans for improving progress on EOC exams

Person Responsible

Jane Nordquist

Schedule

On 1/30/2015

Evidence of Completion

Unit/Lesson plans changes

Action Step 3 5

Mock testing and data review for ACT (college entrance and reading concordant score) and remediation plan for individual student participants.

Person Responsible

Crystal Carranza

Schedule

Quarterly, from 10/21/2014 to 5/29/2015

Evidence of Completion

Mock test results and student remediation plans

Action Step 4 5

After School EOC Bootcamps for Algebra, Geometry, and Biology

Person Responsible

Schedule

On 4/30/2015

Evidence of Completion

3 (3 hr) after school sessions for each EOC

Action Step 5 5

Writing teachers will give a mock writing test with a prompt from the District at the end of quarter one.

Person Responsible

Crystal Carranza

Schedule

On 6/5/2015

Evidence of Completion

Teachers will score the prompt with the anchors they receive from the District

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

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

Person Responsible

Debbie Diggs

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

DEW prompts, emails (as necessary).

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Lesson plans for all Geometry, Algebra, and Biology after school bootcamp classes

Person Responsible

Debbie Diggs

Schedule

On 6/5/2015

Evidence of Completion

Modification of lesson plans to include strategies to prepare students for EOC

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Copy of Mock Exam

Person Responsible

Debbie Diggs

Schedule

On 4/30/2015

Evidence of Completion

Plans for remedial instruction developed by teachers

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

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

Person Responsible

Jami Covert

Schedule

Monthly, from 8/18/2014 to 9/5/2014

Evidence of Completion

Feedback during Administrative meetings.

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

APC will review all remediation plans.

Person Responsible

Debbie Diggs

Schedule

On 4/30/2015

Evidence of Completion

Student work and formative test results

G1.B4.S4 Schedule Common Parallel Courses and Common planning with a math coach and incorporate a student progress tracking on formative assessments. 4

 S115660

Strategy Rationale

Teachers share students within a period to provide remediation and enrichment, tracking of student progress and planning of lessons with the assistance of a math coach.

Action Step 1 5

Algebra and Geometry teachers will teach the same courses so students can be moved across teachers to focus on specific skills for review, remediation or enrichment.

Person Responsible

Debbie Diggs

Schedule

On 8/4/2014

Evidence of Completion

Master schedule

Action Step 2 5

Math teachers will have common planning with the assistance of a Math Coach

Person Responsible

Jane Nordquist

Schedule

On 6/5/2015

Evidence of Completion

Planning and meeting notes

Action Step 3 5

Students will track their math progress from formative assessments

Person Responsible

Jane Nordquist

Schedule

On 6/5/2015

Evidence of Completion

Student tracking sheets

Plan to Monitor Fidelity of Implementation of G1.B4.S4 6

Lesson Plans, class lists, student tracking sheets.

Person Responsible

Jane Nordquist

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Minutes from planning meetings

Plan to Monitor Effectiveness of Implementation of G1.B4.S4 7

Administrative walk throughs and quarterly teacher meetings with Administration

Person Responsible

Jami Covert

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data on formative testing and student grades

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.A1	Research and develop strategies for content area teachers to use in order to improve reading, writing and math for every student. CARS members will provide examples and model lessons for the incorporation of reading, writing and math in all content areas.	Barnes, Erin	8/28/2014	Meeting Minutes and Model lesson sign-in sheets.	5/28/2015 biweekly
G1.B4.S2.A1	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.	Barnes, Erin	8/18/2014	Student writing examples, teacher lesson plans, and reading logs.	5/29/2015 daily
G1.B4.S3.A1	Teachers within the same department or teaching the same subject will utilize this time to plan strategies, develop lessons and create DEW prompts.	Jones, Sarah	8/18/2014	Lesson Plans, DEW prompts, artifacts	6/5/2015 biweekly
G1.B4.S4.A1	Algebra and Geometry teachers will teach the same courses so students can be moved across teachers to focus on specific skills for review, remediation or enrichment.	Diggs, Debbie	7/1/2014	Master schedule	8/4/2014 one-time
G1.B4.S4.A2	Math teachers will have common planning with the assistance of a Math Coach	Nordquist, Jane	8/18/2014	Planning and meeting notes	6/5/2015 one-time
G1.B4.S3.A2	Analyze mid-year math data and create a plans for improving progress on EOC exams	Nordquist, Jane	1/5/2015	Unit/Lesson plans changes	1/30/2015 one-time
G1.B4.S1.A2	Virtual Business Simulation program to be used in the marketing class to incorporate common core standards for Math and English Language Arts.	Deno, Sherry	9/15/2014	Results of reading, writing, and math lessons and tests.	6/5/2015 weekly
G1.B4.S4.A3	Students will track their math progress from formative assessments	Nordquist, Jane	8/18/2014	Student tracking sheets	6/5/2015 one-time
G1.B4.S3.A3	Mock testing and data review for ACT (college entrance and reading concordant score) and remediation plan for individual student participants.	Carranza, Crystal	10/21/2014	Mock test results and student remediation plans	5/29/2015 quarterly
G1.B4.S3.A4	After School EOC Bootcamps for Algebra, Geometry, and Biology		3/2/2015	3 (3 hr) after school sessions for each EOC	4/30/2015 one-time
G1.B4.S3.A5	Writing teachers will give a mock writing test with a prompt from the District at the end of quarter one.	Carranza, Crystal	10/31/2014	Teachers will score the prompt with the anchors they receive from the District	6/5/2015 one-time
G1.MA1	Lesson plans, student grades and test scores, and other progress data	Covert, Jami	8/18/2014	School Based Team Leaders meetings with teachers	6/5/2015 every-2-months
G1.MA2	Notes from PLC meetings and Department Literacy Workshops	Covert, Jami	8/28/2014	Notes from SBTL visits to professional learning communities	5/28/2015 biweekly
G1.B4.S1.MA1	During classroom walk-throughs the SBLT will see model lessons in action	Covert, Jami	8/28/2014	Classroom walk-throughs, model lesson schedule, sign in sheets, and inservice records.	5/28/2015 quarterly
G1.B4.S1.MA4	During classroom walk-throughs the SBLT will see implementation of reading, writing and math.	Covert, Jami	11/3/2014	SBLT notes on walk-throughs	6/5/2015 quarterly
G1.B4.S1.MA1	Assisting CARS members in creating model lessons and scheduling model lessons.	Barnes, Erin	8/28/2014	Weekly meeting minutes, Model lessons	5/28/2015 biweekly
G1.B4.S1.MA3	Lesson Plans	Diggs, Debbie	11/3/2014	Evidence of inclusion of reading, writing, and math activities in lesson plans	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S2.MA1	SBLT will monitor effectiveness through classroom walk throughs, examples of student writing, and teacher feedback.	Covert, Jami	8/18/2014	Lesson plans, classroom walk throughs and gradebook.	5/29/2015 every-6-weeks
G1.B4.S2.MA1	Teachers will incorporate DEAR, DEW, and WOW words into their daily lessons.	Barnes, Erin	8/18/2014	Lesson plans, student writing, evidence of WOW words, gradebook	5/29/2015 daily
G1.B4.S3.MA1	The SBLT will visit various PLC groups to assist in any way possible.	Covert, Jami	8/18/2014	Feedback during Administrative meetings.	9/5/2014 monthly
G1.B4.S3.MA5	APC will review all remediation plans.	Diggs, Debbie	1/15/2015	Student work and formative test results	4/30/2015 one-time
G1.B4.S3.MA1	The department chairperson will evaluate the DEW prompts and receive teacher feedback	Diggs, Debbie	8/18/2014	DEW prompts, emails (as necessary).	6/5/2015 biweekly
G1.B4.S3.MA2	Lesson plans for all Geometry, Algebra, and Biology after school bootcamp classes	Diggs, Debbie	1/19/2015	Modification of lesson plans to include strategies to prepare students for EOC	6/5/2015 one-time
G1.B4.S3.MA3	Copy of Mock Exam	Diggs, Debbie	1/19/2015	Plans for remedial instruction developed by teachers	4/30/2015 one-time
G1.B4.S4.MA1	Administrative walk throughs and quarterly teacher meetings with Administration	Covert, Jami	8/18/2014	Data on formative testing and student grades	6/5/2015 quarterly
G1.B4.S4.MA1	Lesson Plans, class lists, student tracking sheets.	Nordquist, Jane	8/18/2014	Minutes from planning meetings	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

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

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.

PD Opportunity 1

Mock testing and data review for ACT (college entrance and reading concordant score) and remediation plan for individual student participants.

Facilitator

Carolyn O'Donnell

Participants

Seniors needing a concordant reading score or juniors testing for college entrance

Schedule

Quarterly, from 10/21/2014 to 5/29/2015

PD Opportunity 2

After School EOC Bootcamps for Algebra, Geometry, and Biology

Facilitator

Debbie Diggs

Participants

One Algebra, Geometry and Biology teacher and juniors and seniors without a passing score

Schedule

On 4/30/2015

PD Opportunity 3

Writing teachers will give a mock writing test with a prompt from the District at the end of quarter one.

Facilitator

district office

Participants

9th grade and 10th grade writing classes

Schedule

On 6/5/2015

Technical Assistance Items

Technical Assistance 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 reading, writing, and math activities for every content area

G1.B4.S1 Content Area Reading Specialists (CARS) group meets bi-monthly to research and develop strategies for content area teachers to use in order to improve reading and writing for every student.

PD Opportunity 1

Virtual Business Simulation program to be used in the marketing class to incorporate common core standards for Math and English Language Arts.

Facilitator

Sherry Deno

Participants

Marketing students

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Budget Rollup

Summary

Description	Total
Goal 1: Increase student achievement gains school-wide by focusing on teaching and learning.	6,345
Grand Total	6,345

Goal 1: Increase student achievement gains school-wide by focusing on teaching and learning.

Description	Source	Total
B4.S1.A2 - 5 year 30 computer lab license for for a virtual business online program	School Improvement Funds	1,095
B4.S3.A3 - Teacher pay for testing, review of data, planning and remediation for increasing success on ACT.	School Improvement Funds	550
B4.S3.A4 - Teacher pay for review of data and planning of remedial instruction (bootcamp)	School Improvement Funds	3,500
B4.S3.A5 - Substitute pay for 9th and 10th grade writing teachers to score the district prompt, evaluate results and plan for instruction	School Improvement Funds	1,200
Total Goal 1		6,345