



ACIP

Baker High School

Mobile County Board of Education

Mr. Clem Richardson, Principal
8901 Airport Boulevard
Mobile, AL 36608-9599

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Executive Summary

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Baker High School, with a heritage dating back to 1927, serves the growing population of West Mobile. Located one mile west of Mobile Regional Airport, the campus contains over 200,000 square feet of classrooms to accommodate the approximately 2900 students, 156 faculty members, five counselors, and six administrators. As one of the twelve high schools in the Mobile County Public School System, Baker has grown to be the largest high school in the district and second largest in the state.

Baker School, as it was originally known, served 1st - 12th grades as a one room classroom until 1927 when it officially became a part of the Mobile County Public School System. Change to building structures would come and go adapting to the population growth in West Mobile. Baker School eventually became Elsie Collier Elementary School (moved to Snow Road), Causey Middle School (moved to Snow Road), and Baker High School. The former middle school building is now the Freshman Academy.

The Freshman Academy assists in transitioning students from 8th to 9th grade. Two buildings, separated from the main campus by the parking lot, house approximately 800 freshman. Students are able to make the transition from middle to high school in a smaller, more structured environment. The Freshman Academy principal and counselor are there, along with the 43 Academy teachers, to support these students academically as well as providing a daily mentoring environment.

Of the approximately 2900 students on campus daily, 59% are Caucasian, 32% are African American, 5% are Hispanic, 3% are Asian, and 1% are American Indian/Alaskan Native. A full-time ESL teacher was added to Baker three years ago in order to accommodate our growing ESL population. Baker High School is a Title I school, receiving Federal funding yearly based on those families in our community receiving governmental assistance.

Baker High School celebrates our faculty as we have 154 teachers, 5 counselors, and 6 administrators who work diligently every day making sure they are graduating students who are college and career ready. 63% of the Baker faculty have higher degrees. Of that 63%, 85 are Masters, 11 are AA's, and 2 are PhD's. 35% of the faculty are male and 65% are female. 85% of the faculty is white and 15% are black. All Baker teachers are highly qualified in their respective subject areas. Most teachers live in the West Mobile community and many are parents of Baker students, both past and present. Staff, teachers, and administrators collaborate to ensure that all students are becoming productive citizens and life-long learners prepared to compete in a global society.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

As one of the premier schools in the Mobile County Public School System, our mission is to provide a safe, nurturing environment in which students will become productive citizens and life-long learners who are prepared to compete in a global society. Baker High School believes in personalization in education. As we continue to grow, on-going efforts by the administration, faculty, and staff have been made, not only to accommodate Baker's physical growth, but also to meet the needs of its ever-changing student population.

Our academic achievement standard is evidenced in every aspect of our school environment. Baker High School embodies its purpose by implementing academic programs that motivate and enhance the learning environment for all students at every level. Faculty and administration collaborate through departmental data meetings, PST teams, faculty meetings, and budget meetings to determine what is needed both structurally and financially in order to meet the needs of every student and to ensure academic success. Credit Recovery, After-School tutoring, Hornet Block tutoring, Twilight School, Bryant Technical Career Center, and AP Capstone are just a few of the very diverse, noteworthy programs that Baker High School has to offer our unique student population.

Baker High School has been very successful in its endeavors to graduate students who are college and career ready as it leads the MCPSS in the number of AP Scholars, Scholarship Awards, Academic Competitions, Standardized Test Scores, and Graduation Rate.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Baker High School's Academic teams are historically high finishers in academic competitions at local, state, and even national competitions. Baker's winning record is unsurpassed by any school in the Mobile County Public School System. The teams include Hi-Q, Enviro-Bowl, Science Bowl, SECME Brain Bowl, Math Team, Skills USA, JROTC, Scholar's Bowl, and Scholastic Challenge.

For the 2015 - 2016 school year, Baker has nine young ladies serving as Azalea Trail Maids. These young ladies serve as ambassadors of the city dressing in antebellum dresses to make appearances at local and national events. Baker also has three young ladies who serve in leadership positions for the Historic Preservation Society as Oakleigh Belles. These are the only three young ladies chosen from a public school, all others are from private schools.

Baker High School currently has twenty-five Advanced Placement course offerings after adding one additional course this year. In 2016, 194 students earned a 3 or higher on AP tests taken. Baker achieved a first last year with one student earning the International AP Scholar Distinction. Because of Baker's proven track record of successfully supporting student access to and success in AP courses and exams, College Board has invited Baker to participate in the AP Capstone program beginning with the 2015-2016 academic year. AP Capstone is an innovative college-level program based on two new courses - AP Seminar and AP Research - which complement and enhance discipline-specific AP courses. The program immerses students in the practice of the critical skills necessary for success in college and in life, by challenging them to think independently and write effectively while researching, collaborating, and learning across disciplines.

Our JROTC program is proud to have been awarded two of the highest ranking command positions in the district to two students at Baker High School. The Baker JROTC tradition continues in 2015 -2016 Brigade Command. Brigade Deputy Commander and Brigade Command Sergeant Major rankings were awarded to Baker High School following an intense competition with 11 other High Schools and over 2000 cadets.

Our graduation rate for the graduating class of 2015 was ninety-three percent. The highest in the district and exceeding the state average. Of the 585 graduates from 2015, 325 of them are currently attending four year Universities and 152 are attending two year Colleges. Our graduating class of 2015 was offered \$21,742,579.00 in scholarships. 234 seniors received scholarships.

Baker High School developed and implemented the B.A.K.E.R Academies of Advanced Careers in the spring of 2015. The academies include the following: Fine Arts, Media & Entertainment (FAME), Business, Marketing, & Information Technology (BMIT), Engineering, Manufacturing & Industrial Technology (EMIT), Health Sciences & Human Services (HS)2, Transportation & Public Safety (TAPS), and Marine & Zoological, Environmental Sciences (MAZES). Each academy has an advisory board and academy faculty assigned to students to ensure student success through mentoring. In March of 2015, ninth grade students chose their academy and enrolled in that academy as tenth graders in the fall of 2015. An Academy Specialist was added in the fall of 2015 in order to maintain the Academy rosters, conduct outreach to businesses, and stakeholders, and assist students in meeting the Academy requirements.

Baker High School intends on preparing every student to be college and career ready upon graduation. Our goal is to see more students meeting ACT benchmarks in all subject areas. Upon review of the 2016 Aspire testing results for 10th grade, Hornet Block classes have been added to assist struggling students in the areas of math and reading, specifically reading comprehension.

In reviewing the school's continuous improvement plan in 2014, as it relates to equitable access to technology, faculty and staff realized that due to the tremendous growth in the last five years, Baker needed additional computers in order to provide technology access to all students. The MacBook Initiative was implemented and six MacBook Air Carts equipped with thirty laptops each have been purchased and are housed within all six departments, including the Freshman Academy. The initiative has been so successful that consideration is being made to purchase an additional cart in order to supplement those departments where the need is greater than just one cart.

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Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

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Improvement Plan Stakeholder Involvement

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Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

During the summer, the school leadership team collected, reviewed, and analyzed results from local and state data to determine Baker's needs assessment. The team also reviewed the previous year's Continuous Improvement Plan to determine its strengths and weaknesses. The School Action Plan was discussed with Department Chairs, Curriculum Principal, Lead Counselor, Title I facilitator, Principal and Assistant Superintendent at the beginning of the school year. Faculty, staff, parents, and student representatives were given opportunities for input. The CIP team made modifications to objectives, strategies, and activities based on recommendations from participating stakeholders.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The CIP committee members met to disaggregate various data to complete Baker's needs assessment. Based on the data, strengths and weaknesses were identified. Goals, objectives, strategies, and action steps were developed. The committee is comprised of administrators, department chairs, special education teacher, Title I facilitator, counselor, and parents. The committee members meet with constituents to ensure every voice is heard.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final plan was communicated through feeder patterns, departmental meetings, and parent communications. A copy of the plan will be with the Title I facilitator and in the office.

Student Performance Diagnostic

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Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Baker High School Student Performance Summary

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Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

ACT Aspire was given for the first time in the spring of 2016 to all 10th grade students. No comparison data is available at this time. The following are the proficiency results for the 720 students tested: Math 19%, Reading 34%, English 60%, Science 24%, and Writing 29%. No gains were made in Math on the ACT Profile Summary Report for 2016 which is above the expected level of performance as Math was our lowest area of proficiency on the ACT Aspire.

Describe the area(s) that show a positive trend in performance.

On the 2016 ACT Profile Summary Report, the English portion of the ACT showed a 1% increase in proficiency from 55% in 2015 to 56% in 2016.

Which area(s) indicate the overall highest performance?

Both the ACT(56%) and the ACT Aspire (60%) show the overall highest in performance in the area of English.

Which subgroup(s) show a trend toward increasing performance?

The Asian subgroup shows a positive increase in all 4 subject areas of the ACT College Readiness Benchmark Scores on the 2016 ACT Profile Summary report. The Asian subgroup performed as follows: English from 45% to 82%, Math from 36% to 71%, Reading from 18% to 65%, and Science from 27% to 41%.

Between which subgroups is the achievement gap closing?

The achievement gap on Composite Average ACT Scores appears to be closing slightly between the Black/African American subgroup and the White subgroup. The Black/African American subgroup average composite score changed from 17.7 in 2014 to 17.2 in 2016. The White subgroup average composite score was 22 in 2014 and moved to 20.8 in 2016. That is an overall decrease from a 5 point difference to a 3 point difference.

Which of the above reported findings are consistent with findings from other data sources?

All data is consistent with findings from other data sources such as the ACT Profile Summary Report from 2014 and 2015.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

On the ACT Profile Summary report for 2016, students tested were 24% proficient in the area of Science which showed a 2% decrease from 2015.

Describe the area(s) that show a negative trend in performance.

From the ACT Profile Summary report of 2016, Science shows a 2% negative trend in performance.

Which area(s) indicate the overall lowest performance?

On the ACT Aspire, students scored 19% proficient in Math which was the lowest overall performance score.

On the ACT Profile Summary report, Science was the lowest overall performance score with only 24% of students tested scoring proficient.

Which subgroup(s) show a trend toward decreasing performance?

The Black/African American subgroup shows a 1% to 2% negative trend in performance across all four subject areas on the 2016 ACT.

Between which subgroups is the achievement gap becoming greater?

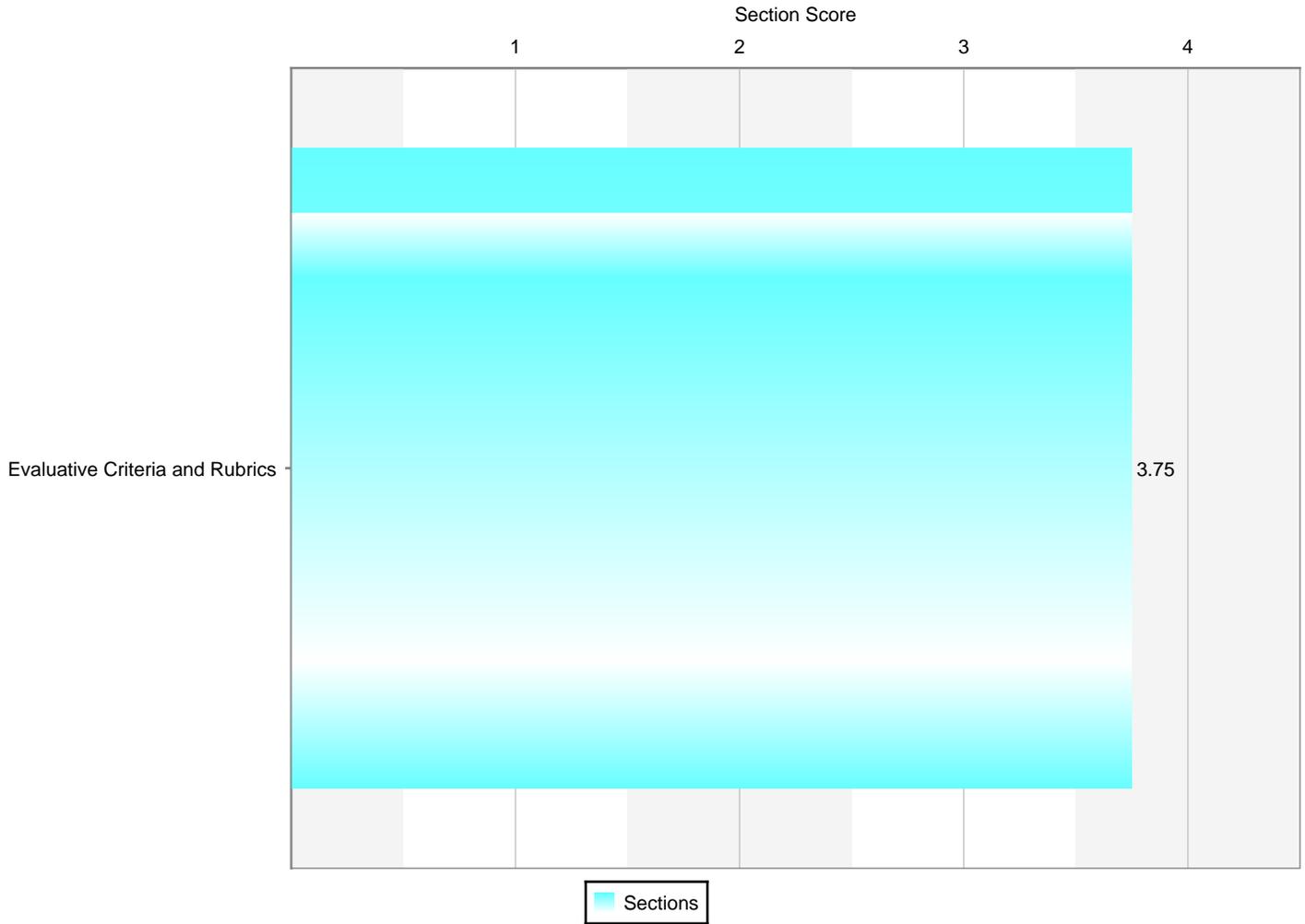
The achievement gap between the White subgroup and the Black/African American subgroup appears to have increased in the area of English from 5% to 6% since 2014. According to the 2016 ACT Profile Summary report, only 3% of Black/African American students tested met the CCRS benchmarks in all four subject areas. Compared to that of the White (21%), Hispanic (19%), Asian (29%), and American Indian (29%) subgroups. The 3% has been consistent since the 2014 ACT Profile Summary report.

Which of the above reported findings are consistent with findings from other data sources?

The findings are consistent with other data findings such as the 2014 and 2015 ACT Profile Summary report and pass rates.

Report Summary

Scores By Section



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ACIP Assurances

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Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

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ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		ACIP Leadership Team Signatures

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Clem Richardson 8901 Airport Blvd. Mobile, AL 36608 251-221-3000	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		Baker Parental Involvement Brochure 2016-2017

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		SchoolParentStudent Compact

Baker High School Goals and Plans 2.24.17

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Overview

Plan Name

Baker High School Goals and Plans 2.24.17

Plan Description

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Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	G1:Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.	Objectives: 8 Strategies: 9 Activities: 16	Academic	\$8843810
2	G2:Prepare and support teachers to graduate College and Career Ready students.	Objectives: 4 Strategies: 4 Activities: 7	Organizational	\$84203
3	G3:Prepare and support students through student support services.	Objectives: 6 Strategies: 6 Activities: 14	Organizational	\$221649
4	G4:Provide digital tools and resources to all educators and students. (All educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it.)	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$69000
5	LSI: Improve College and Career Readiness by increasing the number of students enrolled in CTE courses obtaining credentials by 2% from 19% to 21%.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$72121

Goal 1: G1:Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

57% of English Learners students will demonstrate a proficiency will meet or exceed by achieving a .5 gain the state APLA in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy 1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring ELs are receiving appropriate accommodations to facilitate learner success in all content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA- World-Class Instructional Design and Assessment

Status	Progress Notes	Created On	Created By
N/A	Baker currently has 197 ESL students; 53 on LEP and 144 tested proficient on 2015-16 Access test.	January 16, 2017	Heather Weaver

Activity - PD provided by ESL Department	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL teacher will provide professional development to all teachers to ensure the understanding of accommodating EL students in all content areas.	Academic Support Program	10/03/2016	06/02/2017	\$0	No Funding Required	Content teachers, ELL teacher, and Administrators

Status	Progress Notes	Created On	Created By
Completed	The ESL teacher works closely with teachers to ensure that all ESL students are receiving support and appropriate accommodations. She also formed a committee of one teacher per department to assist in this endeavor.	January 13, 2017	Heather Weaver
In Progress	Our ESL teacher provides opportunities for our ELL population to receive second delivery of instruction in core content areas throughout the day.	October 18, 2016	Heather Weaver
In Progress	Teachers received training at the beginning of the year regarding best practices with ELL students as well as reminder emails sent quarterly regarding accommodations and grade exceptions.	October 18, 2016	Heather Weaver

Measurable Objective 2:

A 2% increase of Eleventh grade students will demonstrate a proficiency of scoring at or above benchmark from 14% to 16% in ELA, Science, Mathematics, and in Reading by 06/02/2017 as measured by ACT scores.

Strategy 1:

Ongoing Cumulative Review - All 11th grade students will be given college test prep instruction by highly qualified English/Social Studies and Math/Science teachers during Hornet Block 112 minutes per week for the duration of the school year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, College Board, ACT

Activity - ACT Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
11th grade students will participate in ACT Prep classes through Hornet Block on a A/B Day schedule; attending English/Reading/Writing Prep one day and Math/Science Prep the next.	Academic Support Program	08/10/2016	06/02/2017	\$0	Other	ELA, Social Studies, Math, and Science teachers, Administrators

Status	Progress Notes	Created On	Created By
In Progress	English teachers are using the Barron's ACT Prep books daily during the 45 minute Hornet Block. Daily Oral Grammar exercises are also implemented daily in English classes. Many online resources are used as well such as sophia.org, prepfactory.com, and Crack the ACT.	October 18, 2016	Heather Weaver

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Baker High School

In Progress	11th graders enrolled in ACT Prep received daily 45 minute instruction in Math, English, Science, Reading, or Writing.	October 18, 2016	Heather Weaver
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Activity - Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of best practices (as determined by department members) for all faculty and staff; Teachers will implement best practices and share those with one another through collaboration and faculty meetings. Purchase instructional supplies (\$4877) and provide for Xerox copier (\$35,000) from Title I. Provide stipends and subs as needed (\$5,000). Purchase instructional supplies (5,000) and property services (6,174). Provide supplements and stipends (130, 806).	Academic Support Program	08/10/2016	06/02/2017	\$8756194	District Funding, Title I Part A, Title I Part A, State Funds	Title I facilitator, All teachers, Administrator s

Status	Progress Notes	Created On	Created By
In Progress	Teachers share best practices in classroom management and strategies used in the classroom during department meetings as well as in mentoring sessions.	December 01, 2016	Heather Weaver

Strategy 2:

Extended Learning Opportunities - Students will be afforded tutoring opportunities outside of the regular allotted classroom time.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, ACT

Activity - After School tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algebra and Geometry tutoring will be available 2 days per week after school for any students needing assistance. Geometry and Algebra 2 tutoring is also available during Hornet Block in the main building.	Academic Support Program	08/10/2016	06/02/2017	\$14000	Title I Part A	Teachers, Administrator s, Counselors

Status	Progress Notes	Created On	Created By
Completed	Algebra and Geometry tutoring is available for all students from 3:00 - 4:00 on Tuesday - Thursday.	December 01, 2016	Heather Weaver

Measurable Objective 3:

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100% of All Students will demonstrate a proficiency of understanding human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom. in Career & Technical by 06/02/2017 as measured by successful completion of a Digital Citizenship online module.

Strategy 1:

Online Appropriate Legal and Ethical Behavior - Students will complete an online module annually that teaches and assesses appropriate digital citizenship.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy standards, Transform 2020, Speak Up Survey

Activity - Online Module of Digital Citizenship	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete an online learning module in Engage through a career tech elective demonstrating appropriate digital citizenship. Utilize state educational media services funds in the amount of \$3784.	Technology	08/10/2016	06/02/2017	\$3784	State Funds	Teachers and Administrative Staff

Status	Progress Notes	Created On	Created By
Completed	500 students in business Career Tech courses completed the online digital citizenship module on Moodle during 1st semester.	January 16, 2017	Heather Weaver
Completed	Students are asked to agree to the terms of the acceptable use policy before logging into MiDevice.	October 18, 2016	Heather Weaver
In Progress	Students in Career Technical classes are working to complete the Online Module for Digital Citizenship provided by the District on Engage for students.	October 18, 2016	Heather Weaver

Measurable Objective 4:

A 2% increase of Twelfth grade students will demonstrate a proficiency from 55% to 57% achieving silver level or above on the ACT Work Keys exam in Career & Technical by 03/01/2017 as measured by the ACT Work Keys exam.

Status	Progress Notes	Created On	Created By
Not Met	Only 58% of 12th graders tested achieved silver level or higher.	May 31, 2016	Heather Weaver

Strategy 1:

Implement Work Keys Prep - Seniors who have not yet credentialed in one of the five other areas will be placed in Work Keys Prep during Hornet Block.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Transform 2020, College Board, ACT, CCRS

Activity - Work Keys Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in multimedia lessons on Reading for Information, Locating Information, and Applied Mathematics within the Work Keys curriculum.	Direct Instruction	08/10/2016	03/01/2017	\$0	No Funding Required	Administration, Senior Hornet Block teachers, Title I facilitator

Status	Progress Notes	Created On	Created By
Completed	32% of Mid-Year graduates tested made silver level or higher on the Work Keys test.	January 16, 2017	Heather Weaver
Completed	Seniors who have not credentialed in any other area were placed in Work Keys remediation classes during Hornet Block.	October 18, 2016	Heather Weaver

Measurable Objective 5:

A 31% increase of Tenth grade students will demonstrate a proficiency by meeting or exceeding the state average ACT Aspire benchmark of 432 from 19% to 50% in Mathematics by 06/02/2017 as measured by ACT Aspire scores.

Strategy 1:

Mathematics Design Collaborative - MDC is a professional development for mathematics teachers through SREB that supports problem solving and higher order thinking skills. Trained teachers will work with those students identified as Close on the ACT Aspire in order to move them forward to do better on the ACT.

Category: Develop/Implement Learning Supports

Research Cited: SREB

Activity - MDC & Algebra/Geometry Ready	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will work with students with specifically designed, research-based lessons daily during Hornet Block in order to help them achieve greater success on the ACT as well as in the classroom. Students in ALL math classes will use Mathematics Design Collaboration strategies to complete tasks daily during classroom activities.	Academic Support Program, Direct Instruction	09/01/2016	06/02/2017	\$0	No Funding Required	Grant made available through SREB; Counselors, SREB trained teachers, Administrators

Status	Progress Notes	Created On	Created By
Completed	Students who scored in the close range on the ACT Aspire were placed in Hornet Blocks with trained SREB teachers who will provide math intervention.	October 18, 2016	Heather Weaver

Activity - Monitoring Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instructional strategies through walk-throughs, department data meetings, and programmed fidelity checks. Identify at-risk students and target their intervention needs. Utilize state instructional funds to support all students in all content areas \$69,382 for state classroom instructional supplies.	Academic Support Program	08/10/2016	06/01/2017	\$69832	State Funds	Department Chairs, Administrators

Status	Progress Notes	Created On	Created By
Completed	Subject area teachers collaborate to give tests that are the same.	January 13, 2017	Heather Weaver
Completed	Mathematics teachers worked collaboratively across subject areas to ensure that teaching is similar from class to class relative to the subject matter.	October 18, 2016	Heather Weaver

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in all math classes will read for a general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and solve the problem.	Direct Instruction	08/10/2016	06/01/2017	\$0	No Funding Required	All Math Teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers are working towards independent implementation of DOK 2 level questions as well as completing DOK 3 level questions with students.	January 13, 2017	Heather Weaver

Measurable Objective 6:

A 16% increase of Tenth grade students will demonstrate a proficiency by meeting or exceeding the state average ACT Aspire benchmark of 428 from 34% to 50% in Reading by 06/02/2017 as measured by ACT Aspire scores.

Strategy 1:

English/Language Arts Aspire - Purposeful writing, close reading, and text dependent questions will be used to teach all students ELA concepts during instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Multiple standards require students to determine meaning, analyze structures, and comprehend complex texts. Close readings coupled with the use of text-dependent questions facilitate the comprehension of text on a variety of levels. Close reading and text-dependent questions can be tailored to meet our specific educational standards while maintaining a connection to the text. The use of these strategies will guide students to examine specific portions of complex texts and then provide evidence for their answers. It is imperative that educators explicitly teach how to approach a text to uncover its multiple layers of meaning and come to class prepared to ask questions that foster a deep understanding.

Writing as a critical literacy skill should be a daily activity in the classroom. Writing practice is thinking practice. According to research reported by Steve Graham and Michael Hebert in Writing to Read, from the 2010 report by the Carnegie Foundation, "increasing how much students write does in fact improve how well they read" (20).

Activity - Reading/ English Ready	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will work with students with specifically designed, research-based lessons daily during Hornet Block in order to help them achieve greater success on the ACT/ACT Aspire as well as in the classroom.	Academic Support Program, Direct Instruction	09/01/2016	06/02/2017	\$0	No Funding Required	Grant made available through SREB; Counselors, teachers, administrators

Status	Progress Notes	Created On	Created By
Completed	Students scoring in the close range on the ACT Aspire in Reading/English were placed in Hornet Block with a SREB trained teacher in order to provide for intervention in Reading and/or English.	October 18, 2016	Heather Weaver

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10th grade students in ELA classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards.	Other - Instructional	08/10/2016	06/02/2017	\$0	No Funding Required	English Language Arts teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers are using Fisher and Frey to develop a program of selecting texts that are very challenging (those are for us to model close reading for the students—walking them through each piece, taking notes on the projector, thinking out loud), moderately challenging (for the we-do portion of our lessons, when teachers begin to release students to work independently but continue to model as well and when students are working collaboratively), and on grade-level (for the students to work on independently with the I-do and the we-do stages already having been modeled).	January 14, 2017	Heather Weaver

Activity - Text-dependent Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English Language Arts teachers will utilize text-dependent questions, including literal-level, structural-level, and inferential-level questions, during instruction and when creating formative and summative assessments.	Other - Instructional	08/10/2016	06/02/2017	\$0	No Funding Required	English Language Arts teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers are collaborating to develop clear assignments and rubrics so that students know exactly what is expected of them.	January 14, 2017	Heather Weaver

Activity - Writing (short and extended responses)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English Language Arts teachers will utilize short and/or extended written responses during instruction and when creating formative and summative assessments.	Other - Instructional	08/10/2016	06/02/2017	\$0	No Funding Required	English Language Arts teachers

Status	Progress Notes	Created On	Created By
In Progress	The writing process is implemented through teacher modeling, collaboration, and finally release to independence writing assignments.	January 14, 2017	Heather Weaver

Measurable Objective 7:

A 26% increase of Tenth grade students will demonstrate a proficiency by meeting or exceeding the state average ACT Aspire benchmark of 432 from 24% to 50% in Science by 07/31/2017 as measured by ACT Aspire scores.

Strategy 1:

Implement Research-Based Practices in the classroom - Science teachers will engage students in Close Reading strategies in the classroom.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI, Close Reading

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will utilize various forms of close reading in order to ensure student engagement and comprehension of material.	Academic Support Program, Direct Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	Science teachers, Administrators

Activity - Bell Ringer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Science teachers will use ACT Aspire questions and/or science literacy articles as bell ringers. This will assist students in achieving a better understanding of the expected charts, graphs, and modeling activities on the Aspire.	Direct Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	Science teachers, Administrators

Measurable Objective 8:

50% of Ninth grade students will achieve college and career readiness by scoring at or above benchmark in Reading by 06/02/2017 as measured by the STAR Reading Assessment.

Strategy 1:

Additional Academic Assistance STAR - STAR data will be utilized to group 9th grade students into like Hornet Block classes second semester in order to provide remediation for those who scored in the Needing Intervention range.

Category: Develop/Implement Learning Supports

Activity - Hornet Block Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hornet Block teachers will offer reading remediation based on STAR data through close reading lesson and comprehension exercises.	Academic Support Program	01/04/2017	06/02/2017	\$0	No Funding Required	Teachers, Counselors

Status	Progress Notes	Created On	Created By
Completed	STAR Reading results for those in ACT Aspire Prep classes were analyzed and students grouped according to scores with Hornet Block teachers. Teachers were given the Instructional Planning results to aid in assisting students with needed skills.	January 13, 2017	Heather Weaver
In Progress	All 9th grade students, including special education, are in the process of taking a Math and Reading STAR test in order evaluate intervention needs for 2nd semester in preparation for the ACT Aspire.	October 18, 2016	Heather Weaver

Goal 2: G2:Prepare and support teachers to graduate College and Career Ready students.

Measurable Objective 1:

collaborate to assist new teachers or teachers new to the MCPSS system in acclimating to the school environment by meeting weekly as needed to plan and follow-up on grade level areas of focus by 06/02/2017 as measured by mentor/mentee logs and classroom walk throughs/observations..

Strategy 1:

Mentor Teachers - For the 2016-2017 school year, twenty-nine new teachers and/or new to the MCPSS system were assigned to Baker High School. Teachers are matched by subject areas and supported by master teachers. The mentor and mentee will meet a minimum of once per week to plan and follow-up on grade level areas of focus. Teachers will maintain a mentoring log.

Category: Develop/Implement Professional Learning and Support

Research Cited: Collaborative teaching

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Activity - Weekly to Monthly Mentoring Session	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assigned teacher "buddies" will meet once per week during the 1st semester and then once per month thereafter to discuss gradebook, navigating INOW, attendance procedures, and school rules/policies.	Professional Learning	08/10/2016	06/02/2017	\$0	No Funding Required	Mentor teachers, Administration, Title I facilitator

Status	Progress Notes	Created On	Created By
Completed	Mentor teachers and buddies met at the end of 1st semester to evaluate classroom management, school policies and procedures, as well as to review schedules for 2nd semester.	January 14, 2017	Heather Weaver
Completed	Mentor teachers completed documentation for 1st quarter where they have assisted their "buddy" teacher with school policy/procedure, classroom management, etc.	October 18, 2016	Heather Weaver

Measurable Objective 2:

collaborate to plan, implement, and evaluate authentic learning experiences whereby students incorporate contemporary tools and digital resources to maximize learning in real-world contexts by 06/02/2017 as measured by classroom snapshots, implementation of courses/activities, STI-PD reports, Transform 2020 survey results.

Strategy 1:

Technology PD - Provide and support professional learning opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Category: Develop/Implement Professional Learning and Support

Research Cited: Transform 2020, CCRS

Activity - Office 365	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers on using Office 365, One Drive, One Note, and MCPSS sharepoint. The total state PD amount is \$11,007 to support local and state PD initiatives. Utilize Carryover funds to purchase Viewsonic boards and necessary laptops (\$11,252).	Technology	08/10/2016	04/03/2017	\$22259	Title I Part A, State Funds	Title I facilitator, Content teachers, Administrators, Technology teacher

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Status	Progress Notes	Created On	Created By
In Progress	As Baker continues to grow and add additional faculty, technology issues in sharing classrooms have become apparent. In order to accommodate floating teachers, a plan has been put into place to have stationary laptops connected to the SmartBoard in those shared classrooms thus eliminating the need to trade one laptop for another. Teachers sharing these classrooms will have the opportunity for PD with Joe Gaston on effectively utilizing One Drive and Office 365 as they float.	January 14, 2017	Heather Weaver

Activity - Online Research Databases	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers on how to assist students in locating and using online databases for the purpose of research. Computers, laptops, and Smartboards will be updated according to need utilizing state technology funds \$29,420.	Technology, Professional Learning	08/10/2016	05/01/2017	\$29241	State Funds	Title I facilitator, Administrator, Content teachers, Technology teacher

Status	Progress Notes	Created On	Created By
Completed	English teachers and AP Capstone teachers have the Media Specialist assist them with providing this lesson to their students each semester so that students are aware of appropriate and effective ways to search the web when researching topics of interest.	January 14, 2017	Heather Weaver

Activity - MacBook Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train all new teachers and those yet to be trained on using MacBook technology in the classroom. New cart will be purchased to meet the demands of check-out calendars per department (\$27,000).	Professional Learning	08/10/2016	01/31/2017	\$27000	Title I Part A	Title I facilitator

Status	Progress Notes	Created On	Created By
In Progress	MacBook training is continuous and ongoing as we develop ways to integrate this technology into the classroom. New teachers participated in training at the beginning of the school year in order to be eligible to use the cart. Older teachers have requested more advanced training.	October 18, 2016	Heather Weaver

Measurable Objective 3:

demonstrate a behavior to increase rigor and relevance at the local school level by 06/02/2017 as measured by the participation in district CFA and AP Capstone training.

Strategy 1:

Increase Rigor/Relevance/Accountability - Professional learning will be provided at both the local, district, and national level to teachers within content areas in order to promote an environment that supports rigor/relevance/accountability in the classroom.

Category: Develop/Implement Professional Learning and Support

Research Cited: CCRS, Transform 2020, CFA 2.0, College Board

Activity - CFA 2.0 Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content teachers who attended district level CFA training will train fellow professionals at the local school level how to create an appropriate formative assessment.	Professional Learning	08/10/2016	06/02/2017	\$0	No Funding Required	Content teachers, Administrators

Status	Progress Notes	Created On	Created By
Completed	4 teachers from Baker HS attended CFA training in order to return to BHS and impart their knowledge of CFA's to other staff members within their department.	October 18, 2016	Heather Weaver

Activity - AP Capstone Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers involved with the AP Capstone Program will attend training in order to continue to grow the AP Capstone program as well as share learned strategies with fellow colleagues. Baker will send two teachers to AP Capstone Summer Institute training in July.	Academic Support Program	08/10/2016	06/02/2017	\$5703	Title I Part A	AP Capstone teachers

Status	Progress Notes	Created On	Created By
In Progress	Two teachers will attend AP Capstone training to learn the second part of the program in July.	January 14, 2017	Heather Weaver

Measurable Objective 4:

demonstrate a behavior to provide sustained and on-going professional development opportunities to all teachers by 06/02/2017 as measured by Educate Alabama.

Strategy 1:

Educate Alabama - Teachers will participate in sustained and on-going professional learning opportunities.

Category: Develop/Implement Professional Learning and Support

Research Cited: PLAN 2020

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend various professional learning opportunities pertaining to one objective such as technology, ACT Prep courses, and CFA training.	Professional Learning	08/10/2016	06/02/2017	\$0	No Funding Required	Teachers, Administrators

Status	Progress Notes	Created On	Created By
In Progress	Two counselors and three teachers attended the Chalkable Conference in December. Presentations on Chalkable Classroom will occur in the spring. Teachers from each grade level will attend so that they can use the program the next school year and then train teachers in their department once full implementation is required.	January 14, 2017	Heather Weaver
Completed	Teachers are focusing on school-wide PLP indicators. 3.7 Identifies and integrates available emerging technology into the teaching of all content areas and 5.3 Participates as a professional learning community member in advancing school improvement initiatives.	October 18, 2016	Heather Weaver

Goal 3: G3:Prepare and support students through student support services.

Measurable Objective 1:

collaborate to assist students in transitioning from middle school to Baker (Hornet Days); from Baker to college and career ready (college visits, senior parent meetings & Open House) by 06/02/2017 as measured by parent/student participation and evaluations..

Status	Progress Notes	Created On	Created By
Not Met	Transition days will occur in the spring. Hornet Days was implemented in July 2015 for all incoming 9th graders. Over 400 of the 800 incoming 9th graders participated in 2 days of learning the campus, policies, procedures, as well as meeting new friends and potential teachers.	January 08, 2016	Heather Weaver

Strategy 1:

Transition to College and Career Ready - Implement transition activities at all levels including Academies, AP Capstone, and AP courses.

Category: Develop/Implement Student and School Culture Program

Research Cited: CCRS, PLAN 2020

Activity - Hornet Days (Bridges)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Baker will implement Hornet Days to assist with transitioning students from 8th grade to 9th grade.	Community Engagement, Behavioral Support Program	06/01/2017	07/28/2017	\$0	No Funding Required	Teachers, Administrators, Counselors

Status	Progress Notes	Created On	Created By
Completed	Hornet Days was implemented in July 2016 for all incoming 9th graders. Over 400 of the 800 incoming 9th graders participated in 2 days of learning the campus, policies, procedures, as well as meeting new friends and potential teachers.	October 18, 2016	Heather Weaver

Activity - Transition between grade levels	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in grade level meetings, college recruiter visits, military recruiter visits, parent meetings, and Open House as applicable.	Academic Support Program, Behavioral Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Teachers, Administrators, Counselors

Status	Progress Notes	Created On	Created By
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In Progress	There are numerous grade level transition meetings for juniors and seniors dealing college and career aspirations. Freshman and sophomores have one per semester. A college and career fair is planned for the spring. This informative meeting is a huge success with many college representatives and attendees.	October 18, 2016	Heather Weaver
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Activity - Parental Support/Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide parent materials/supplies for workshops (\$2883) as well as postage for mail outs (\$2000). Potential parent workshops are Summer Reading information and book give away, ACT Aspire - what do scores mean?, College Night, and AP Night.	Parent Involvement	10/01/2016	06/02/2017	\$4883	Title I Part A	Title I facilitator

Status	Progress Notes	Created On	Created By
Completed	Parents were given the opportunity to learn more about ACT Aspire scores, the test itself, and what the results mean to their student. Informational fliers were provided to both parents and students.	January 14, 2017	Heather Weaver

Activity - Career Academies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academy Specialist will work to ensure that all 10th graders have chosen an Academy and are following the course sequence in order to obtain Academy completion.	Career Preparation/Orientation	08/10/2016	06/02/2017	\$0	No Funding Required	Academy Specialist

Status	Progress Notes	Created On	Created By
Completed	The Academy Specialist worked to ensure that all students were placed in the academy of their choice during 1st semester.	January 14, 2017	Heather Weaver
Completed	The Academy Specialist sends out a monthly academy newsletter to inform faculty and staff as to what is going on with our academy and our students.	January 14, 2017	Heather Weaver
Completed	Advisory Council Meeting was held on October 12th in the Media Center. The purpose of the meeting was to discuss progress thus far and ways to improve Baker's Signature Academies. Representatives from University of South Alabama, University of Mobile, Providence Hospital, Marine Resources, National Guard, and elementary feeder schools were available to contribute to the discussion.	October 18, 2016	Heather Weaver

Activity - AP Course Hornet Block/Refresher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Second semester AP Hornet blocks are available for most AP courses that are taught in the first semester so that students have an opportunity to keep information fresh and continue to work on key skills. Refresher sessions are also made available for students closer to exam time.	Other - Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	Teachers, Counselors
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Measurable Objective 2:

collaborate to decrease out of school suspensions by 2% from 26% to 24% by implementing the Positive Behavior Intervention Strategies (PBIS) by 06/02/2017 as measured by Chalkable SIR and INOW reports..

Strategy 1:

Decrease Out of School Suspensions - Teachers and Administrators will collaborate to decrease out of school suspensions for all students.

Category: Implement Community Based Support and Intervention System

Research Cited: ESEA, PBIS

Activity - Utilization of Retract	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide for two Retract Paraprofessionals to reduce out of school suspensions and increase instructional time. Teachers provide instructional activities to decrease time/credits lost to missing regular class instruction.	Behavioral Support Program	08/10/2016	06/02/2017	\$72670	Title I Part A	Administrator s, teachers, retract paraprofessionals

Status	Progress Notes	Created On	Created By
Completed	337 students were assigned to 10th-12th retract for 1st semester. 126 students were assigned to 9th grade retract 1st semester.	January 16, 2017	Heather Weaver
Completed	Administrators, teachers, student council and committees with parents as members have collaborated to decrease referrals, tardies in and out of school suspensions. Two retract paraprofessionals have been hired and provide instructional support and collaborate with teachers to decrease time loss to instruction. Monthly reports are provided and lists are used to identify chronic students/families.	October 18, 2016	Heather Weaver

Activity - Implementation of School's Discipline Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Assistant Principals will print out quarterly retract and suspension reports, focusing on C,D,& E offenses. Three top infractions per grade level will be compiled in a report and presented at Teacher Work Day meetings with the Principal. AP's will work to reduce the number of disciplinary actions.	Behavioral Support Program	09/01/2016	06/02/2017	\$0	No Funding Required	Administrators
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Status	Progress Notes	Created On	Created By
Completed	Assistant Administrators met on teacher work day with the Principal to discuss ISS and OSS reports. Ways to decrease OSS were discussed and reports compared per grade level.	January 16, 2017	Heather Weaver

Activity - Review 360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers as well as PST members will utilize Review 360 software to monitor and track behaviors in the classroom.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	teachers, administrators

Measurable Objective 3:

demonstrate a behavior of respecting others property by 06/02/2017 as measured by improved student culture through AdvancED Student Surveys.

Strategy 1:

Respecting the Property of Others - Improve student culture by engaging students in discussions regarding respect of others, their property, space, and choices.

Category: Develop/Implement Student and School Culture Program

Research Cited: PBIS

Activity - Principal's Student Advisory Board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Principal will create a student advisory board consisting of all elected student body presidents, the SGA president, and four additional outreach leaders. These students will assist the Principal in understanding the student perspective on various school issues, as well as input on how to improve student culture through mutual respect.	Policy and Process, Behavioral Support Program	09/12/2016	06/02/2017	\$0	No Funding Required	Principal, student leaders

Measurable Objective 4:

collaborate to decrease school-wide absences from 7% to 5% by 06/02/2017 as measured by the ADA/ADM report.

Strategy 1:

Attendance Policy - Teachers and Administrators will adhere to the student handbook following progressive discipline for repeated tardies and unexcused absences.

Category: Develop/Implement Student and School Culture Program

Research Cited: ESEA, PBIS

Activity - Freshman Friday Fun	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Freshman who have no discipline referrals, regular attendance, passing grades, and no tardies to class will be rewarded one Friday per month with an outside pizza party, music, and games during Hornet Block.	Behavioral Support Program	09/01/2016	06/02/2017	\$0	No Funding Required	9th grade administrator, teachers

Status	Progress Notes	Created On	Created By
Completed	Freshman Friday Fun was held in the month of September to celebrate those students with no tardies, good attendance, and good behavior.	October 18, 2016	Heather Weaver

Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Administrators will maintain communication with parents regarding students repeating tardies and absences. Parent Contact Logs will be collected quarterly.	Parent Involvement	08/10/2016	06/02/2017	\$0	No Funding Required	Teachers and Administrators

Status	Progress Notes	Created On	Created By
Completed	Parent Contacts for 2nd quarter were as follows: telephone calls to parents = 446, emails = 725, written = 1611, conferences = 200, and School Messengers = 10.	January 16, 2017	Heather Weaver
Completed	Parent Contact Logs were collected for 1st quarter. Phone calls/Emails to parents totaled 2,978.	October 18, 2016	Heather Weaver

Measurable Objective 5:

collaborate to provide extended learning opportunities for failing students as well as those who have discipline issues by 06/02/2017 as measured by successful completion of credit recovery or twilight.

Strategy 1:

Extended Learning Opportunities -Failing/Discipline - Credit Recovery will be offered during the school day for those students who have failed a core course with a 45 - 59%. Twilight is offered outside of the regular school day for those students whose behavior impedes them from participating in the classroom during regular hours.

Category: Develop/Implement College and Career Ready Standards

Research Cited: PBIS, ESEA, 21st Century Secondary Initiative

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Credit Recovery will be offered to students failing courses with a 45-59%. Credit Recovery is completely online through GradPoint and is completely individualized to the pace and needs of the student. Facilitators are present to assist with questions and move students through the program.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Administrators, Counselors, Teachers

Status	Progress Notes	Created On	Created By
In Progress	27 students are currently working in credit recovery during the school day.	January 16, 2017	Heather Weaver

Activity - Twilight Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twilight is available from 3:30 to 6:30 on Tuesday - Thursday for those students who have discipline issues and are not able to maintain acceptable behavior during the regular school day. Students are recommended for this program by administration.	Academic Support Program	09/01/2016	06/02/2017	\$0	No Funding Required	Administrators

Status	Progress Notes	Created On	Created By
In Progress	Transcripts have been reviewed and several students are candidates for the Twilight program in order stay with their cohort and graduate this school year.	January 16, 2017	Heather Weaver

Measurable Objective 6:

collaborate to provide accommodations for special education students by 06/02/2017 as measured by resource room sign in sheets.

Strategy 1:

Accommodations for Special Education Students - Case managers will provide accommodations to regular teachers for special education students on their caseload. Resource room is available for all special education students.

Category: Develop/Implement College and Career Ready Standards

Research Cited: PLAN 2020, ESEA

Activity - Resource Room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education students will use the resource room for secondary delivery of instruction, reading accommodations, and extended time. Resource room is available both in the main building and the Freshman Academy all day. Provide salaries and fringes for 1 teacher and 2 aides (144,096).	Academic Support Program	08/10/2016	06/02/2017	\$144096	District Funding	All teachers

Status	Progress Notes	Created On	Created By
Completed	One of the resource rooms are now offered all day rather than two blocks per day to provide consistency for students needing accommodations.	January 14, 2017	Heather Weaver
In Progress	3 resource rooms are available throughout the day for special education students to provide for accommodations.	October 18, 2016	Heather Weaver

Goal 4: G4:Provide digital tools and resources to all educators and students. (All educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it.)

Measurable Objective 1:

collaborate to ensure that every student, teacher, and administrator has access to an Internet Connected Device (ICD) with viable access points, appropriate software, and web-based resources for research, communication, multimedia content creation, and consumption by 06/02/2017 as measured by Transform 2020 survey results, Inventory report.

Strategy 1:

Internet Connected Device - Work to provide for an internet connected device accessible to students and teachers throughout Baker High School as well as to further the Bring Your Own Device initiative.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Transform 2020

Activity - BYOD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Encourage students to bring their own device to use in conjunction with the classroom lesson.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Teachers & Administrators

Status	Progress Notes	Created On	Created By
Completed	Each department has a technology support teacher. Technology support is provided for any student to access assignments, resources and projects.	October 18, 2016	Heather Weaver

Activity - Equitable Access- Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase latest technology to support digital tools and innovation for Baker. Baker has programs that no one else in the state has and therefore students need access to that technology. Purchase additional computers, smartboards, rolling lab. to update equipment (\$69,000).	Technology	10/03/2016	06/02/2017	\$69000	Title I Part A	Title I Facilitator, Technology Support Teachers (TST), Administrator

Status	Progress Notes	Created On	Created By
Completed	An additional MacBook is now being utilized in the English department which has the highest demand for the carts according to the Outlook calendar. The Science department, who has the 2nd highest demand, will now also have access to the diversified cart to create more opportunities for students to have daily access to technology.	January 14, 2017	Heather Weaver

In Progress	Phase III of the MacBook rolling cart initiative has been started. An additional cart with 30 MacBook Airs will be purchased as soon as funds are available in order to meet the demands of technology in the classroom.	October 18, 2016	Heather Weaver
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Goal 5: LSI: Improve College and Career Readiness by increasing the number of students enrolled in CTE courses obtaining credentials by 2% from 19% to 21%.

Measurable Objective 1:

demonstrate a proficiency in Career Technical Education courses by 06/02/2017 as measured by a 2% increase from 19% to 21% of CTE students obtaining a CTE credential.

Strategy 1:

Continuity of Instruction - Align student selection of Career Technical Education courses with interests/abilities to support College or Career pathways for local and international aspirations.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Plan 2020, Career Academy

Activity - Continuity of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Business Management CTE teachers work together to ensure academic success by modeling lessons and using GMetrix for web-based test simulation and administration application to administer practice exams.	Academic Support Program, Career Preparation/Orientation	08/10/2016	06/02/2017	\$0	No Funding Required	Career Technical Teachers, Administration

Status	Progress Notes	Created On	Created By
Completed	4 students credentialed in ServeSafe 1st semester.	January 16, 2017	Heather Weaver
Completed	65 students credentialed in Guest Services Golden Opportunities 1st semester.	January 16, 2017	Heather Weaver
Completed	111 students credentialed in either MOS or ACA.	January 16, 2017	Heather Weaver

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Completed	Students in 1st semester Business CTE courses were able to take practice exams using GMetrix web-based test simulation in preparation for the Microsoft Office Specialist credential test.	December 01, 2016	Heather Weaver
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Activity - Career Academy Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will revisit their Career Academy with Academy Specialist/Counselor at the end of their 10th grade year to change academy or add an additional academy, increasing their opportunity to credential in more than one area.	Academic Support Program	08/10/2016	06/02/2017	\$72121	District Funding, No Funding Required	Academy Specialist, Counselors, Administrators

Status	Progress Notes	Created On	Created By
Completed	Students who are in courses aligned with their chosen academy pathway are invested in the class because it is of interest to them as opposed to taking an elective just to fulfill a set requirement.	January 14, 2017	Heather Weaver
Completed	The Academy Specialist worked 1st semester ensuring that all students had chosen an Academy. Schedules are reviewed as well to ensure they are taking the correct courses that align with their Academy.	December 01, 2016	Heather Weaver

Activity - Foundational Academy Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academy Specialist will work to ensure that all students are in foundational courses for their chosen college/career pathway and will monitor their progression through credentials courses.	Academic Support Program, Career Preparation/Orientation	08/10/2016	06/02/2017	\$0	No Funding Required	Academy Specialist, Academy Lead teachers, Counselors, Administrators

Status	Progress Notes	Created On	Created By
In Progress	Teachers who have students for multiple semesters in order to complete courses such as Foundations of Health and Patient Care Tech are able to form a relationship with the students in their class and mentor them as they pursue their chosen college/career pathway.	January 14, 2017	Heather Weaver
In Progress	Counselors work with the Academy Specialist to review transcripts as well as schedules so that students are completing required courses as well as those to fulfill their chosen Academy path.	December 01, 2016	Heather Weaver

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Academy Alignment	Students will revisit their Career Academy with Academy Specialist/Counselor at the end of their 10th grade year to change academy or add an additional academy, increasing their opportunity to credential in more than one area.	Academic Support Program	08/10/2016	06/02/2017	\$72121	Academy Specialist, Counselors, Administrators
Resource Room	Special Education students will use the resource room for secondary delivery of instruction, reading accommodations, and extended time. Resource room is available both in the main building and the Freshman Academy all day. Provide salaries and fringes for 1 teacher and 2 aides (144,096).	Academic Support Program	08/10/2016	06/02/2017	\$144096	All teachers
Best Practices	Implementation of best practices (as determined by department members) for all faculty and staff; Teachers will implement best practices and share those with one another through collaboration and faculty meetings. Purchase instructional supplies (\$4877) and provide for Xerox copier (\$35,000) from Title I. Provide stipends and subs as needed (\$5,000). Purchase instructional supplies (5,000) and property services (6,174). Provide supplements and stipends (130, 806).	Academic Support Program	08/10/2016	06/02/2017	\$141980	Title I facilitator, All teachers, Administrators
Total					\$358197	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Bell Ringer	All Science teachers will use ACT Aspire questions and/or science literacy articles as bell ringers. This will assist students in achieving a better understanding of the expected charts, graphs, and modeling activities on the Aspire.	Direct Instruction	08/10/2016	06/02/2017	\$0	Science teachers, Administrators
Career Academies	Academy Specialist will work to ensure that all 10th graders have chosen an Academy and are following the course sequence in order to obtain Academy completion.	Career Preparation/Orientation	08/10/2016	06/02/2017	\$0	Academy Specialist
Hornet Block Remediation	Hornet Block teachers will offer reading remediation based on STAR data through close reading lesson and comprehension exercises.	Academic Support Program	01/04/2017	06/02/2017	\$0	Teachers, Counselors

ACIP

Baker High School

Writing (short and extended responses)	All English Language Arts teachers will utilize short and/or extended written responses during instruction and when creating formative and summative assessments.	Other - Instructional	08/10/2016	06/02/2017	\$0	English Language Arts teachers
PD provided by ESL Department	ELL teacher will provide professional development to all teachers to ensure the understanding of accommodating EL students in all content areas.	Academic Support Program	10/03/2016	06/02/2017	\$0	Content teachers, ELL teacher, and Administrators
Text-dependent Questions	All English Language Arts teachers will utilize text-dependent questions, including literal-level, structural-level, and inferential-level questions, during instruction and when creating formative and summative assessments.	Other - Instructional	08/10/2016	06/02/2017	\$0	English Language Arts teachers
Principal's Student Advisory Board	The Principal will create a student advisory board consisting of all elected student body presidents, the SGA president, and four additional outreach leaders. These students will assist the Principal in understanding the student perspective on various school issues, as well as input on how to improve student culture through mutual respect.	Policy and Process, Behavioral Support Program	09/12/2016	06/02/2017	\$0	Principal, student leaders
BYOD	Encourage students to bring their own device to use in conjunction with the classroom lesson.	Academic Support Program	08/10/2016	06/02/2017	\$0	Teachers & Administrators
Transition between grade levels	Students will participate in grade level meetings, college recruiter visits, military recruiter visits, parent meetings, and Open House as applicable.	Academic Support Program, Behavioral Support Program	08/10/2016	06/02/2017	\$0	Teachers, Administrators, Counselors
Professional Learning Communities	Teachers will attend various professional learning opportunities pertaining to one objective such as technology, ACT Prep courses, and CFA training.	Professional Learning	08/10/2016	06/02/2017	\$0	Teachers, Administrators
Continuity of Instruction	Business Management CTE teachers work together to ensure academic success by modeling lessons and using GMetrix for web-based test simulation and administration application to administer practice exams.	Academic Support Program, Career Preparation/Orientation	08/10/2016	06/02/2017	\$0	Career Technical Teachers, Administration
Twilight Program	Twilight is available from 3:30 to 6:30 on Tuesday - Thursday for those students who have discipline issues and are not able to maintain acceptable behavior during the regular school day. Students are recommended for this program by administration.	Academic Support Program	09/01/2016	06/02/2017	\$0	Administrators
Career Academy Alignment	Students will revisit their Career Academy with Academy Specialist/Counselor at the end of their 10th grade year to change academy or add an additional academy, increasing their opportunity to credential in more than one area.	Academic Support Program	08/10/2016	06/02/2017	\$0	Academy Specialist, Counselors, Administrators

ACIP

Baker High School

MDC & Algebra/Geometry Ready	Math teachers will work with students with specifically designed, research-based lessons daily during Hornet Block in order to help them achieve greater success on the ACT as well as in the classroom. Students in ALL math classes will use Mathematics Design Collaboration strategies to complete tasks daily during classroom activities.	Academic Support Program, Direct Instruction	09/01/2016	06/02/2017	\$0	Grant made available through SREB; Counselors, SREB trained teachers, Administrators
Weekly to Monthly Mentoring Session	Assigned teacher "buddies" will meet once per week during the 1st semester and then once per month thereafter to discuss gradebook, navigating INOW, attendance procedures, and school rules/policies.	Professional Learning	08/10/2016	06/02/2017	\$0	Mentor teachers, Administration, Title I facilitator
Parent Communication	Teachers and Administrators will maintain communication with parents regarding students repeating tardies and absences. Parent Contact Logs will be collected quarterly.	Parent Involvement	08/10/2016	06/02/2017	\$0	Teachers and Administrators
Close Reading	10th grade students in ELA classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards.	Other - Instructional	08/10/2016	06/02/2017	\$0	English Language Arts teachers
Work Keys Curriculum	Students will engage in multimedia lessons on Reading for Information, Locating Information, and Applied Mathematics within the Work Keys curriculum.	Direct Instruction	08/10/2016	03/01/2017	\$0	Administration, Senior Hornet Block teachers, Title I facilitator
Close Reading	Science teachers will utilize various forms of close reading in order to ensure student engagement and comprehension of material.	Academic Support Program, Direct Instruction	08/10/2016	06/02/2017	\$0	Science teachers, Administrators
Foundational Academy Courses	Academy Specialist will work to ensure that all students are in foundational courses for their chosen college/career pathway and will monitor their progression through credentials courses.	Academic Support Program, Career Preparation/Orientation	08/10/2016	06/02/2017	\$0	Academy Specialist, Academy Lead teachers, Counselors, Administrators
CFA 2.0 Training	Content teachers who attended district level CFA training will train fellow professionals at the local school level how to create an appropriate formative assessment.	Professional Learning	08/10/2016	06/02/2017	\$0	Content teachers, Administrators
Freshman Friday Fun	Freshman who have no discipline referrals, regular attendance, passing grades, and no tardies to class will be rewarded one Friday per month with an outside pizza party, music, and games during Hornet Block.	Behavioral Support Program	09/01/2016	06/02/2017	\$0	9th grade administrator, teachers

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Baker High School

Credit Recovery	Credit Recovery will be offered to students failing courses with a 45-59%. Credit Recovery is completely online through GradPoint and is completely individualized to the pace and needs of the student. Facilitators are present to assist with questions and move students through the program.	Academic Support Program	08/10/2016	06/02/2017	\$0	Administrators, Counselors, Teachers
Review 360	Teachers as well as PST members will utilize Review 360 software to monitor and track behaviors in the classroom.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	teachers, administrators
Reading/ English Ready	English teachers will work with students with specifically designed, research-based lessons daily during Hornet Block in order to help them achieve greater success on the ACT/ACT Aspire as well as in the classroom.	Academic Support Program, Direct Instruction	09/01/2016	06/02/2017	\$0	Grant made available through SREB; Counselors, teachers, administrators
Implementation of School's Discipline Policy	Assistant Principals will print out quarterly retract and suspension reports, focusing on C,D,& E offenses. Three top infractions per grade level will be compiled in a report and presented at Teacher Work Day meetings with the Principal. AP's will work to reduce the number of disciplinary actions.	Behavioral Support Program	09/01/2016	06/02/2017	\$0	Administrators
Close Reading	Students in all math classes will read for a general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and solve the problem.	Direct Instruction	08/10/2016	06/01/2017	\$0	All Math Teachers
AP Course Hornet Block/Refresher	Second semester AP Hornet blocks are available for most AP courses that are taught in the first semester so that students have an opportunity to keep information fresh and continue to work on key skills. Refresher sessions are also made available for students closer to exam time.	Other - Instruction	08/10/2016	06/02/2017	\$0	Teachers, Counselors
Hornet Days (Bridges)	Baker will implement Hornet Days to assist with transitioning students from 8th grade to 9th grade.	Community Engagement, Behavioral Support Program	06/01/2017	07/28/2017	\$0	Teachers, Administrators, Counselors
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AP Capstone Professional Development	Teachers involved with the AP Capstone Program will attend training in order to continue to grow the AP Capstone program as well as share learned strategies with fellow colleagues. Baker will send two teachers to AP Capstone Summer Institute training in July.	Academic Support Program	08/10/2016	06/02/2017	\$5703	AP Capstone teachers

ACIP

Baker High School

Parental Support/Engagement	Provide parent materials/supplies for workshops (\$2883) as well as postage for mail outs (\$2000). Potential parent workshops are Summer Reading information and book give away, ACT Aspire - what do scores mean?, College Night, and AP Night.	Parent Involvement	10/01/2016	06/02/2017	\$4883	Title I facilitator
Equitable Access-Technology	Purchase latest technology to support digital tools and innovation for Baker. Baker has programs that no one else in the state has and therefore students need access to that technology. Purchase additional computers, smartboards, rolling lab. to update equipment (\$69,000).	Technology	10/03/2016	06/02/2017	\$69000	Title I Facilitator, Technology Support Teachers (TST), Administrator
Office 365	Train teachers on using Office 365, One Drive, One Note, and MCPSS sharepoint. The total state PD amount is \$11,007 to support local and state PD initiatives. Utilize Carryover funds to purchase Viewsonic boards and necessary laptops (\$11,252).	Technology	08/10/2016	04/03/2017	\$11252	Title I facilitator, Content teachers, Administrators, Technology teacher
MacBook Training	Train all new teachers and those yet to be trained on using MacBook technology in the classroom. New cart will be purchased to meet the demands of check-out calendars per department (\$27,000).	Professional Learning	08/10/2016	01/31/2017	\$27000	Title I facilitator
Best Practices	Implementation of best practices (as determined by department members) for all faculty and staff; Teachers will implement best practices and share those with one another through collaboration and faculty meetings. Purchase instructional supplies (\$4877) and provide for Xerox copier (\$35,000) from Title I. Provide stipends and subs as needed (\$5,000). Purchase instructional supplies (5,000) and property services (6,174). Provide supplements and stipends (130, 806).	Academic Support Program	08/10/2016	06/02/2017	\$1966	Title I facilitator, All teachers, Administrators
After School tutoring	Algebra and Geometry tutoring will be available 2 days per week after school for any students needing assistance. Geometry and Algebra 2 tutoring is also available during Hornet Block in the main building.	Academic Support Program	08/10/2016	06/02/2017	\$14000	Teachers, Administrators, Counselors
Best Practices	Implementation of best practices (as determined by department members) for all faculty and staff; Teachers will implement best practices and share those with one another through collaboration and faculty meetings. Purchase instructional supplies (\$4877) and provide for Xerox copier (\$35,000) from Title I. Provide stipends and subs as needed (\$5,000). Purchase instructional supplies (5,000) and property services (6,174). Provide supplements and stipends (130, 806).	Academic Support Program	08/10/2016	06/02/2017	\$44877	Title I facilitator, All teachers, Administrators
Utilization of Retract	Provide for two Retract Paraprofessionals to reduce out of school suspensions and increase instructional time. Teachers provide instructional activities to decrease time/credits lost to missing regular class instruction.	Behavioral Support Program	08/10/2016	06/02/2017	\$72670	Administrators, teachers, retract paraprofessionals

Total

\$251351

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring Strategies	Monitor the implementation of the instructional strategies through walk-throughs, department data meetings, and programmed fidelity checks. Identify at-risk students and target their intervention needs. Utilize state instructional funds to support all students in all content areas \$69,382 for state classroom instructional supplies.	Academic Support Program	08/10/2016	06/01/2017	\$69832	Department Chairs, Administrators
Best Practices	Implementation of best practices (as determined by department members) for all faculty and staff; Teachers will implement best practices and share those with one another through collaboration and faculty meetings. Purchase instructional supplies (\$4877) and provide for Xerox copier (\$35,000) from Title I. Provide stipends and subs as needed (\$5,000). Purchase instructional supplies (5,000) and property services (6,174). Provide supplements and stipends (130, 806).	Academic Support Program	08/10/2016	06/02/2017	\$8567371	Title I facilitator, All teachers, Administrators
Online Research Databases	Train teachers on how to assist students in locating and using online databases for the purpose of research. Computers, laptops, and Smartboards will be updated according to need utilizing state technology funds \$29,420.	Technology, Professional Learning	08/10/2016	05/01/2017	\$29241	Title I facilitator, Administrator, Content teachers, Technology teacher
Online Module of Digital Citizenship	Students will complete an online learning module in Engage through a career tech elective demonstrating appropriate digital citizenship. Utilize state educational media services funds in the amount of \$3784.	Technology	08/10/2016	06/02/2017	\$3784	Teachers and Administrative Staff
Office 365	Train teachers on using Office 365, One Drive, One Note, and MCPSS sharepoint. The total state PD amount is \$11,007 to support local and state PD initiatives. Utilize Carryover funds to purchase Viewsonic boards and necessary laptops (\$11,252).	Technology	08/10/2016	04/03/2017	\$11007	Title I facilitator, Content teachers, Administrators, Technology teacher
Total					\$8681235	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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ACIP

Baker High School

ACT Prep	11th grade students will participate in ACT Prep classes through Hornet Block on a A/B Day schedule; attending English/Reading/Writing Prep one day and Math/Science Prep the next.	Academic Support Program	08/10/2016	06/02/2017	\$0	ELA, Social Studies, Math, and Science teachers, Administrators
Total					\$0	

DRAFT

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Staff Survey Student survey Parent Survey Stakeholder Feedback Document

DRAFT

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

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Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

On the parent survey, 61% of parents surveyed responded that Baker provides opportunities for students to participate in activities that interest them. 58% of parents surveyed agree that their child knows and understands the expectations for learning in all classes.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Parents recognizing the efforts made by Baker to provide equitable access to technology through rolling computer labs. Parents have also recognized that Baker is working to provide greater opportunities for students to participate in activities that interest them through Career Academies and Extra-curricular clubs/events.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Teacher/Administration Technology surveys; Staff surveys

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

19% of parents surveyed felt as though teachers were not clear on how students were being graded and they were not informed regularly regarding their child's lack of academic progress.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Communication between teachers within the school regarding child's progress as well as communication home to parents.

What are the implications for these stakeholder perceptions?

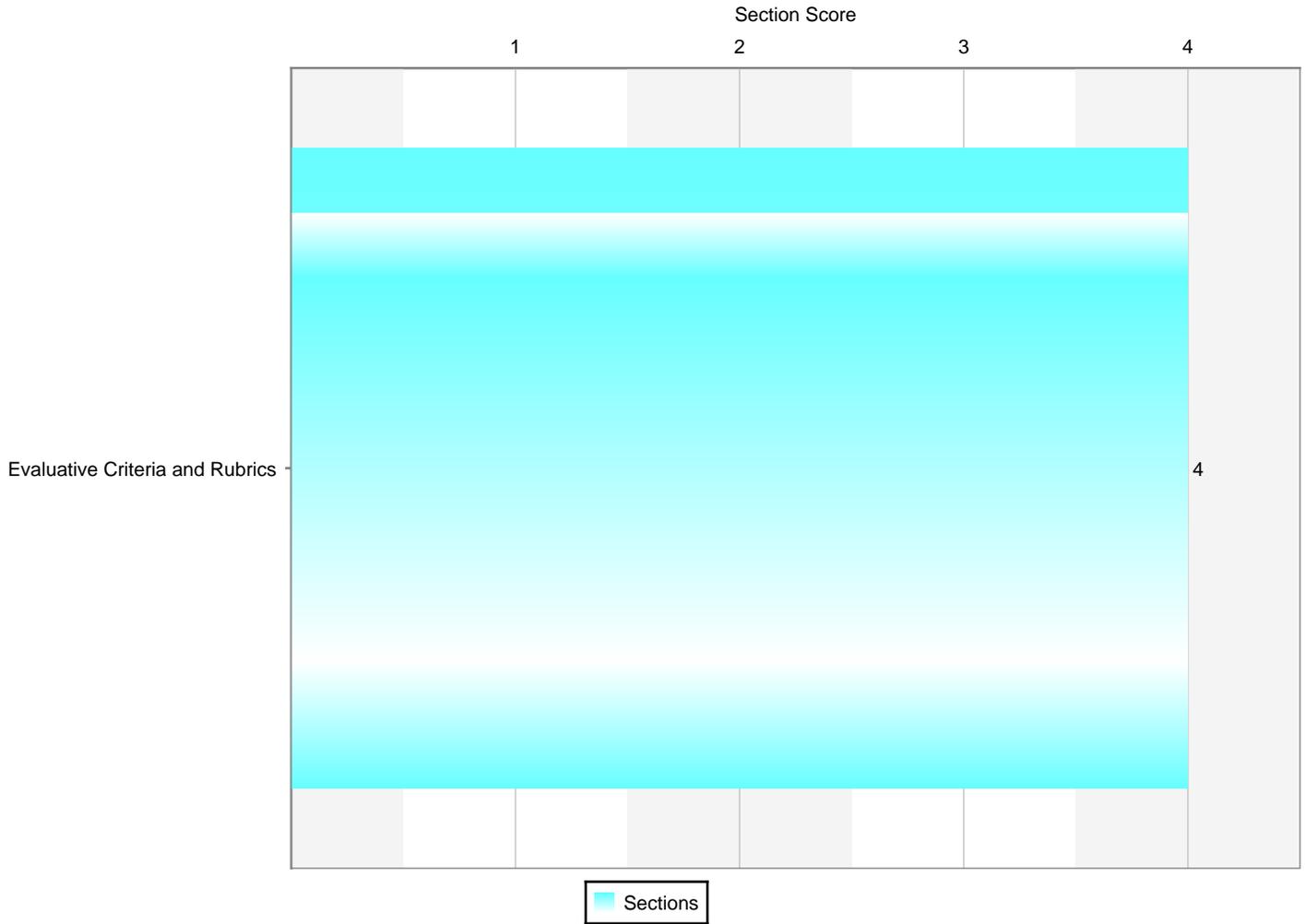
As Baker continues to grow, communication will remain an issue. The larger the school, the harder it is to keep everyone on the same page. Baker will continue to work with faculty and staff to ensure they are personalizing education through phone calls home, emails, conferences, Remind.com, School Messenger, email, and website updates. Individual teachers, sports teams, and clubs have also included Remind.com to better inform parents and students of upcoming events, requirements, tests, and homework. BH1 works diligently to provide a "live" announcement format to engage students and parents as to what is going on at Baker HS. Parents can access these announcements from the Baker High School webpage as well as YouTube.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Technology surveys from teachers and administration; Staff/student surveys

Report Summary

Scores By Section



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Title I Schoolwide Diagnostic

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Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

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Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The ACIP was reviewed along with relevant data throughout the 2015-2016 school year. Progress notes were added to each Objective, Strategy, and Activity. Department Chairs and Administration met in August to review the plan and any relevant data (ACT, Aspire, Work Keys, failure rates, AP scores, Graduation rate, ELL data). A School Action Plan was created and reviewed based on data from last year as well as any available test data. Changes were made to the ACIP for 2016 - 2017 based on a thorough review and discussion of all data available.

2. What were the results of the comprehensive needs assessment?

Baker succeeded in providing additional opportunities for tutoring through embedded Hornet Block tutoring, after school, and Saturday School. Phase II of the rolling laptop lab additions was a success and now we are looking forward to Phase III. Our graduation rate for 2015 was 93% and average daily attendance for 2015-2016 was 96%.

ACT Work Keys results indicate that 58% of 12th graders tested achieved the Silver Benchmark Level.

ACT 2016 Profile Summary Report indicates the following: English = 1% increase from 55% to 56% proficient; Math = No gains/ 25% proficient; Science = 2% decrease from 26% to 24% proficient; Reading = No Gain/ 35% proficient; Overall Composite = No Gains/ 15%. Even with the slight decrease in Science and no gains in Math or Reading, Baker still ranks at or just above the state expected level for College course work.

ACT Aspire indicates the following: No growth measured as this is a baseline year for Baker High School. Math= 19% proficient; Reading = 34% proficient; Science = 24% proficient; English = 60% proficient; Writing = 29% proficient.

3. What conclusions were drawn from the results?

Baker High School will continue to focus on graduating students who are College/Career ready by implementing programs at various levels to help students achieve academic success.

Baker High School will focus on four goals provided by the District in order to 1) engage and empower learners 2) prepare and support teachers 3) support students as they learn 4) integrate technology on every level.

4. What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

shine both academically and relationally. Parent surveys indicate satisfaction with programming and extra curricular options for students. Baker continually assesses school policies, procedures, curriculum, and programming options to ensure alignment with District/State guidelines as well as the Baker High School mission statement: to provide a safe, caring environment in which students will become productive citizens, conscientious adults, and life-long learners.

5. How are the school goals connected to priority needs and the needs assessment?

The four school goals engage and empower the learner, prepare and support teachers and students, and ensure equitable access to technology. All four goals are aligned with Transform 2020 and CCRS.

6. How do the goals portray a clear and detailed analysis of multiple types of data?

The four goals established by our district provide for multiple types of data. Academic, perception/adult learner, process, and demographic/behavioral.

7. How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

The strategies, objectives, and activities written to meet the four goals are what address the needs of the whole population as well as those needing additional assistance. ELL, remediation, and special education strategies are included demonstrating cultural awareness as well as considering the needs of all students.

Component 2: Schoolwide Reform Strategies

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

G1: Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of understanding human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom. in Career & Technical by 06/02/2017 as measured by successful completion of a Digital Citizenship online module.

Strategy1:

Online Appropriate Legal and Ethical Behavior - Students will complete an online module annually that teaches and assesses appropriate digital citizenship.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy standards, Transform 2020, Speak Up Survey

Activity - Online Module of Digital Citizenship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete an online learning module in Engage through a career tech elective demonstrating appropriate digital citizenship. Utilize state educational media services funds in the amount of \$3,410 (\$300 for data processing, \$ 300 for software maintenance, \$1,000 for library books, \$ 500 for magazines/periodicals, \$310 for reference materials and \$1,000 for other books/periodicals).	Technology	08/10/2016	06/02/2017	\$3410 - State Funds	Teachers and Administrative Staff

Measurable Objective 2:

A 2% increase of Eleventh grade students will demonstrate a proficiency from 25% - 27% that shows they have mastered the standards in Mathematics by 06/02/2017 as measured by ACT scores.

Strategy1:

Math/Science Ongoing Cumulative Review - 11th grade students will be given college test prep instruction by highly qualified Math and Science teachers during Hornet block one hundred twelve minutes per week for the duration of the school year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, College Board

Activity - ACT Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and Science teachers will implement the college test prep curriculum for 11th grade students during Hornet block.	Academic Support Program	08/10/2016	06/02/2017	\$0 - Other	Math and Science teachers; Administrators

Strategy2:

Additional Academic Assistance - Math - Students will be afforded tutoring opportunities outside of the regular allotted classroom time.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, ACT

Activity - Math tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Algebra and Geometry tutoring will be available 2 days per week after school for any students needing assistance. Peer tutoring will also be made available 5 days per week during Hornet block by the NHS students for 9th grade students only. Geometry and Algebra 2 tutoring is also available during Hornet Block in the main building.	Academic Support Program	09/01/2016	06/01/2017	\$14000 - Title I Part A	Teachers, Administrators, Counselors, Title I facilitator

Measurable Objective 3:

50% of Tenth and Eleventh grade students will demonstrate a proficiency of writing quality paragraphs in English Language Arts by 06/01/2017 as measured by District Rubrics .

Strategy1:

Paragraph Structure - Students will work towards successfully writing a quality paragraph according to district rubrics.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College Board, ACT

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use bell ringers as reinforcement of grammatical rules and writing stylistically by having students correct student-written passages.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	English teachers

Activity - Writing Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct students (using handouts, textbooks, slideshows, and instructional videos) on the writing process including brainstorming, prewriting, drafting, revising, and editing. These instructions will be geared toward specific modes of writing (analytical, argumentative, expository) and will cover structure, content, and conventions in writing.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	English teachers

Activity - Composition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in the full writing process from prewriting through peer and self-revision to compose paragraphs and/or essays in various modes. Teachers will use district rubrics to evaluate the quality of the finished product.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	English teachers

Measurable Objective 4:

50% of Tenth grade students will demonstrate a proficiency by meeting or exceeding the state average ACT Aspire benchmark of 432 in Mathematics by 07/31/2017 as measured by the ACT Aspire..

Strategy1:

Mathematics Design Collaborative - MDC is a professional development for mathematics teachers through SREB that supports problem solving and higher order thinking skills. Trained teachers will work with those students identified as Close on the ACT Aspire in order to move them forward to do better on the ACT.

Category: Develop/Implement Learning Supports

Research Cited: SREB

Activity - Monitoring Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk-throughs, department data meetings, and programmed fidelity checks.	Academic Support Program	08/10/2016	06/01/2017	\$0 - No Funding Required	Department Chairs, Administrators

Activity - MDC & Algebra/Geometry Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will work with students with specifically designed, research-based lessons daily during Hornet Block in order to help them achieve greater success on the ACT as well as in the classroom. Students in ALL math classes will use Mathematics Design Collaboration strategies to complete tasks daily during classroom activities.	Academic Support Program Direct Instruction	09/01/2016	06/02/2017	\$0 - No Funding Required	Grant made available through SREB; Counselors, SREB trained teachers, Administrators

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all math classes will read for a general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and solve the problem.	Direct Instruction	08/10/2016	06/01/2017	\$0 - No Funding Required	All Math Teachers

Measurable Objective 5:

50% of Tenth grade students will demonstrate a proficiency by meeting or exceeding the state average ACT Aspire benchmark of 432 in Science by 07/31/2017 as measured by the ACT Aspire..

Strategy1:

Implement Research-Based Practices in the classroom - Science teachers will engage students in Close Reading strategies in the classroom.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI, Close Reading

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will utilize various forms of close reading in order to ensure student engagement and comprehension of material.	Academic Support Program Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Science teachers, Administrators

Activity - Bell Ringer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Science teachers will use ACT Aspire questions and/or science literacy articles as bell ringers. This will assist students in achieving a better understanding of the expected charts, graphs, and modeling activities on the Aspire.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Science teachers, Administrators

Measurable Objective 6:

A 2% increase of Eleventh grade students will demonstrate a proficiency from 56% to 58% that they have mastered the standards in English Language Arts by 06/02/2017 as measured by ACT scores.

Strategy1:

English/Reading Ongoing Cumulative Review - All 11th grade students will be given college test prep instruction by highly qualified English and Social Studies teachers during Hornet Block 112 minutes per week for the duration of the school year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, College Board, ACT

Activity - ACT Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
11th grade students will participate in ACT Prep classes through Hornet Block on a A/B Day schedule; attending English/Reading/Writing Prep one day and Math/Science Prep the next.	Academic Support Program	08/10/2016	06/02/2017	\$0 - Other	Language Arts teachers, Social Studies teachers, Administrators

Strategy2:

Additional Academic Assistance - English/Reading - Students will be provided opportunities for additional academic assistance outside of the allotted classroom time.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, ACT

ACIP

Baker High School

Activity - English/Reading tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer tutoring will also be made available 5 days per week during Hornet block by the NHS students.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Teachers, Administrators, Counselors

Measurable Objective 7:

50% of Tenth grade students will demonstrate a proficiency by meeting or exceeding the state average ACT Aspire benchmark of 428 in Reading by 07/31/2017 as measured by the ACT Aspire.

Strategy1:

SREB - Reading/English Ready - English teachers trained through the SREB program will provide instruction to those students who tested Close on the ACT Aspire in order to move them ahead on the ACT.

Category: Develop/Implement Learning Supports

Research Cited: SREB

Activity - Reading/ English Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English teachers will work with students with specifically designed, research-based lessons daily during Hornet Block in order to help them achieve greater success on the ACT as well as in the classroom.	Direct Instruction Academic Support Program	09/01/2016	06/02/2017	\$0 - No Funding Required	Grant made available through SREB; Counselors, teachers, administrators

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in English classes will read for general understanding of a passage, followed by close reading strategies in order to increase comprehension of the passage.	Academic Support Program	08/10/2016	06/01/2017	\$0 - No Funding Required	All English teachers

Strategy2:

Additional Academic Assistance - STAR - STAR data will be utilized to group 9th grade students into like Hornet Block classes second semester in order to provide remediation for those who scored in the Needing Intervention range.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, PLAN 2020

Activity - Hornet Block remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hornet Block teachers will offer reading remediation based on STAR data through close reading lesson and comprehension exercises.	Academic Support Program	01/06/2017	06/02/2017	\$0 - No Funding Required	Administrators, Counselors, Teachers

Measurable Objective 8:

80% of Twelfth grade Black or African-American, Asian, White, Hispanic or Latino, Students with Disabilities, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will achieve college and career readiness by meeting or exceeding the credential requirements in Career & Technical by 03/01/2017 as measured by the ACT Work Keys exam.

Strategy1:

Implement Work Keys Prep - Seniors who have not yet credentialed in one of the five other areas will be placed in Work Keys Prep during Hornet Block.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Transform 2020, College Board, ACT, CCRS

Activity - Work Keys Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in multimedia lessons on Reading for Information, Locating Information, and Applied Mathematics within the Work Keys curriculum.	Direct Instruction	08/10/2016	03/01/2017	\$0 - No Funding Required	Administration, Senior Hornet Block teachers, Title I facilitator

Measurable Objective 9:

57% of English Learners students will demonstrate a proficiency will meet or exceed by achieving a .5 gain the state APLA in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring ELs are receiving appropriate accommodations to facilitate learner success in all content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA- World-Class Instructional Design and Assessment

Activity - PD provided by ESL Department	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL teacher will provide professional development to all teachers to ensure the understanding of accommodating EL students in all content areas.	Academic Support Program	10/03/2016	06/02/2017	\$0 - No Funding Required	Content teachers, ELL teacher, and Administrators

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

G2:Prepare and support teachers to graduate College and Career Ready students.

Measurable Objective 1:

demonstrate a behavior to increase rigor and relevance at the local school level by 06/02/2017 as measured by the participation in district CFA training.

Strategy1:

Increase Rigor/Relevance/Accountability - Professional learning will be provided at both the local, district, and national level to teachers within content areas in order to promote an environment that supports rigor/relevance/accountability in the classroom.

Category: Develop/Implement Professional Learning and Support

Research Cited: CCRS, Transform 2020, CFA 2.0, College Board

Activity - CFA 2.0 Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content teachers who attended district level CFA training will train fellow professionals at the local school level how to create an appropriate formative assessment.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Content teachers, Administrators

Measurable Objective 2:

collaborate to plan, implement, and evaluate authentic learning experiences whereby students incorporate contemporary tools and digital resources to maximize learning in real-world contexts by 06/02/2017 as measured by classroom snapshots, implementation of courses/activities, STI-PD reports, Transform 2020 survey results.

Strategy1:

Technology PD - Provide and support professional learning opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Category: Develop/Implement Professional Learning and Support

Research Cited: Transform 2020, CCRS

Activity - Office 365	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on using Office 365, One Drive, One Note, and MCPSS sharepoint. Utilize state PD funds of \$1,857 for PD subs and 836 PD stipends + fringes, \$300 PD consultant, \$200 local PD travel, \$ 500 in state PD travel, \$3000 out of state PD travel, \$800 purchased services, \$800 PD materials/supplies and \$1,320 for registration fees. The total state PD amount is \$9,920 to support local and state PD initiatives.	Technology	08/10/2016	04/03/2017	\$9920 - State Funds	Title I facilitator, Content teachers, Administrators, Technology teacher

Activity - MacBook Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train all new teachers and those yet to be trained on using MacBook technology in the classroom. New cart will be purchased to meet the demands of check-out calendars per department (\$27,000).	Professional Learning	08/10/2016	01/31/2017	\$27000 - Title I Part A	Title I facilitator

ACIP

Baker High School

Activity - Online Research Databases	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on how to assist students in locating and using online databases for the purpose of research.	Professional Learning Technology	08/10/2016	05/01/2017	\$0 - No Funding Required	Title I facilitator, Administrator, Content teachers, Technology teacher

Measurable Objective 3:

collaborate to assist new teachers or teachers new to the MCPSS system in acclimating to the school environment by meeting weekly as needed to plan and follow-up on grade level areas of focus by 06/02/2017 as measured by teachers successfully managing classrooms, navigating INOW and completing grades/attendance as required as well as review of mentoring documentation.

Strategy1:

Mentor Teachers - For the 2016-2017 school year, twenty-nine new teachers and/or new to the MCPSS system were assigned to Baker High School. Teachers are matched by subject areas and supported by master teachers. The mentor and mentee will meet a minimum of once per week to plan and follow-up on grade level areas of focus. Teachers will maintain a mentoring log.

Category: Develop/Implement Professional Learning and Support

Research Cited: Collaborative teaching

Activity - Weekly to Monthly Mentoring Session	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assigned teacher "buddies" will meet once per week during the 1st semester and then once per month thereafter to discuss gradebook, navigating INOW, attendance procedures, and school rules/policies.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Mentor teachers, Administration, Title I facilitator

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**Goal 1:**

G1:Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

50% of Tenth grade students will demonstrate a proficiency by meeting or exceeding the state average ACT Aspire benchmark of 428 in Reading by 07/31/2017 as measured by the ACT Aspire.

Strategy1:

SREB - Reading/English Ready - English teachers trained through the SREB program will provide instruction to those students who tested Close on the ACT Aspire in order to move them ahead on the ACT.

Category: Develop/Implement Learning Supports

Research Cited: SREB

Activity - Reading/ English Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English teachers will work with students with specifically designed, research-based lessons daily during Hornet Block in order to help them achieve greater success on the ACT as well as in the classroom.	Academic Support Program Direct Instruction	09/01/2016	06/02/2017	\$0 - No Funding Required	Grant made available through SREB; Counselors, teachers, administrators

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in English classes will read for general understanding of a passage, followed by close reading strategies in order to increase comprehension of the passage.	Academic Support Program	08/10/2016	06/01/2017	\$0 - No Funding Required	All English teachers

Strategy2:

Additional Academic Assistance - STAR - STAR data will be utilized to group 9th grade students into like Hornet Block classes second semester in order to provide remediation for those who scored in the Needing Intervention range.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, PLAN 2020

Activity - Hornet Block remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hornet Block teachers will offer reading remediation based on STAR data through close reading lesson and comprehension exercises.	Academic Support Program	01/06/2017	06/02/2017	\$0 - No Funding Required	Administrators, Counselors, Teachers

Measurable Objective 2:

50% of Tenth grade students will demonstrate a proficiency by meeting or exceeding the state average ACT Aspire benchmark of 432 in Science by 07/31/2017 as measured by the ACT Aspire..

Strategy1:

Implement Research-Based Practices in the classroom - Science teachers will engage students in Close Reading strategies in the classroom.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI, Close Reading

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will utilize various forms of close reading in order to ensure student engagement and comprehension of material.	Direct Instruction Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Science teachers, Administrators

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Baker High School

Activity - Bell Ringer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Science teachers will use ACT Aspire questions and/or science literacy articles as bell ringers. This will assist students in achieving a better understanding of the expected charts, graphs, and modeling activities on the Aspire.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Science teachers, Administrators

Measurable Objective 3:

A 2% increase of Eleventh grade students will demonstrate a proficiency from 56% to 58% that they have mastered the standards in English Language Arts by 06/02/2017 as measured by ACT scores.

Strategy1:

Additional Academic Assistance - English/Reading - Students will be provided opportunities for additional academic assistance outside of the allotted classroom time.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, ACT

Activity - English/Reading tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer tutoring will also be made available 5 days per week during Hornet block by the NHS students.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Teachers, Administrators, Counselors

Strategy2:

English/Reading Ongoing Cumulative Review - All 11th grade students will be given college test prep instruction by highly qualified English and Social Studies teachers during Hornet Block 112 minutes per week for the duration of the school year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, College Board, ACT

Activity - ACT Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
11th grade students will participate in ACT Prep classes through Hornet Block on a A/B Day schedule; attending English/Reading/Writing Prep one day and Math/Science Prep the next.	Academic Support Program	08/10/2016	06/02/2017	\$0 - Other	Language Arts teachers, Social Studies teachers, Administrators

Measurable Objective 4:

50% of Tenth and Eleventh grade students will demonstrate a proficiency of writing quality paragraphs in English Language Arts by 06/01/2017 as measured by District Rubrics .

Strategy1:

Paragraph Structure - Students will work towards successfully writing a quality paragraph according to district rubrics.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College Board, ACT

Activity - Composition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in the full writing process from prewriting through peer and self-revision to compose paragraphs and/or essays in various modes. Teachers will use district rubrics to evaluate the quality of the finished product.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	English teachers

Activity - Writing Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct students (using handouts, textbooks, slideshows, and instructional videos) on the writing process including brainstorming, prewriting, drafting, revising, and editing. These instructions will be geared toward specific modes of writing (analytical, argumentative, expository) and will cover structure, content, and conventions in writing.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	English teachers

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use bell ringers as reinforcement of grammatical rules and writing stylistically by having students correct student-written passages.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	English teachers

Measurable Objective 5:

80% of Twelfth grade Black or African-American, Asian, White, Hispanic or Latino, Students with Disabilities, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will achieve college and career readiness by meeting or exceeding the credential requirements in Career & Technical by 03/01/2017 as measured by the ACT Work Keys exam.

Strategy1:

Implement Work Keys Prep - Seniors who have not yet credentialed in one of the five other areas will be placed in Work Keys Prep during Hornet Block.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Transform 2020, College Board, ACT, CCRS

Activity - Work Keys Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in multimedia lessons on Reading for Information, Locating Information, and Applied Mathematics within the Work Keys curriculum.	Direct Instruction	08/10/2016	03/01/2017	\$0 - No Funding Required	Administration, Senior Hornet Block teachers, Title I facilitator

Measurable Objective 6:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of understanding human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom. in Career & Technical by 06/02/2017 as measured by successful completion of a Digital Citizenship online module.

Strategy1:

Online Appropriate Legal and Ethical Behavior - Students will complete an online module annually that teaches and assesses appropriate digital citizenship.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy standards, Transform 2020, Speak Up Survey

Activity - Online Module of Digital Citizenship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete an online learning module in Engage through a career tech elective demonstrating appropriate digital citizenship. Utilize state educational media services funds in the amount of \$3,410 (\$300 for data processing, \$ 300 for software maintenance, \$1,000 for library books, \$ 500 for magazines/periodicals, \$310 for reference materials and \$1,000 for other books/periodicals).	Technology	08/10/2016	06/02/2017	\$3410 - State Funds	Teachers and Administrative Staff

Measurable Objective 7:

50% of Tenth grade students will demonstrate a proficiency by meeting or exceeding the state average ACT Aspire benchmark of 432 in Mathematics by 07/31/2017 as measured by the ACT Aspire..

Strategy1:

Mathematics Design Collaborative - MDC is a professional development for mathematics teachers through SREB that supports problem solving and higher order thinking skills. Trained teachers will work with those students identified as Close on the ACT Aspire in order to move them forward to do better on the ACT.

Category: Develop/Implement Learning Supports

Research Cited: SREB

Activity - Monitoring Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk-throughs, department data meetings, and programmed fidelity checks.	Academic Support Program	08/10/2016	06/01/2017	\$0 - No Funding Required	Department Chairs, Administrators

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all math classes will read for a general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and solve the problem.	Direct Instruction	08/10/2016	06/01/2017	\$0 - No Funding Required	All Math Teachers

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Baker High School

Activity - MDC & Algebra/Geometry Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will work with students with specifically designed, research-based lessons daily during Hornet Block in order to help them achieve greater success on the ACT as well as in the classroom. Students in ALL math classes will use Mathematics Design Collaboration strategies to complete tasks daily during classroom activities.	Academic Support Program Direct Instruction	09/01/2016	06/02/2017	\$0 - No Funding Required	Grant made available through SREB; Counselors, SREB trained teachers, Administrators

Measurable Objective 8:

57% of English Learners students will demonstrate a proficiency will meet or exceed by achieving a .5 gain the state APLA in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring ELs are receiving appropriate accommodations to facilitate learner success in all content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA- World-Class Instructional Design and Assessment

Activity - PD provided by ESL Department	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL teacher will provide professional development to all teachers to ensure the understanding of accommodating EL students in all content areas.	Academic Support Program	10/03/2016	06/02/2017	\$0 - No Funding Required	Content teachers, ELL teacher, and Administrators

Measurable Objective 9:

A 2% increase of Eleventh grade students will demonstrate a proficiency from 25% - 27% that shows they have mastered the standards in Mathematics by 06/02/2017 as measured by ACT scores.

Strategy1:

Math/Science Ongoing Cumulative Review - 11th grade students will be given college test prep instruction by highly qualified Math and Science teachers during Hornet block one hundred twelve minutes per week for the duration of the school year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, College Board

Activity - ACT Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and Science teachers will implement the college test prep curriculum for 11th grade students during Hornet block.	Academic Support Program	08/10/2016	06/02/2017	\$0 - Other	Math and Science teachers; Administrators

Strategy2:

Additional Academic Assistance - Math - Students will be afforded tutoring opportunities outside of the regular allotted classroom time.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, ACT

Activity - Math tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Algebra and Geometry tutoring will be available 2 days per week after school for any students needing assistance. Peer tutoring will also be made available 5 days per week during Hornet block by the NHS students for 9th grade students only. Geometry and Algebra 2 tutoring is also available during Hornet Block in the main building.	Academic Support Program	09/01/2016	06/01/2017	\$14000 - Title I Part A	Teachers, Administrators, Counselors, Title I facilitator

Goal 2:

G2: Prepare and support teachers to graduate College and Career Ready students.

Measurable Objective 1:

collaborate to plan, implement, and evaluate authentic learning experiences whereby students incorporate contemporary tools and digital resources to maximize learning in real-world contexts by 06/02/2017 as measured by classroom snapshots, implementation of courses/activities, STI-PD reports, Transform 2020 survey results.

Strategy1:

Technology PD - Provide and support professional learning opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Category: Develop/Implement Professional Learning and Support

Research Cited: Transform 2020, CCRS

Activity - MacBook Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train all new teachers and those yet to be trained on using MacBook technology in the classroom. New cart will be purchased to meet the demands of check-out calendars per department (\$27,000).	Professional Learning	08/10/2016	01/31/2017	\$27000 - Title I Part A	Title I facilitator

Activity - Online Research Databases	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on how to assist students in locating and using online databases for the purpose of research.	Technology Professional Learning	08/10/2016	05/01/2017	\$0 - No Funding Required	Title I facilitator, Administrator, Content teachers, Technology teacher

ACIP

Baker High School

Activity - Office 365	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on using Office 365, One Drive, One Note, and MCPSS sharepoint. Utilize state PD funds of \$1,857 for PD subs and 836 PD stipends + fringes, \$300 PD consultant, \$200 local PD travel, \$ 500 in state PD travel, \$3000 out of state PD travel, \$800 purchased services, \$800 PD materials/supplies and \$1,320 for registration fees. The total state PD amount is \$9,920 to support local and state PD initiatives.	Technology	08/10/2016	04/03/2017	\$9920 - State Funds	Title I facilitator, Content teachers, Administrators, Technology teacher

Measurable Objective 2:

collaborate to assist new teachers or teachers new to the MCPSS system in acclimating to the school environment by meeting weekly as needed to plan and follow-up on grade level areas of focus by 06/02/2017 as measured by teachers successfully managing classrooms, navigating INOW and completing grades/attendance as required as well as review of mentoring documentation.

Strategy1:

Mentor Teachers - For the 2016-2017 school year, twenty-nine new teachers and/or new to the MCPSS system were assigned to Baker High School. Teachers are matched by subject areas and supported by master teachers. The mentor and mentee will meet a minimum of once per week to plan and follow-up on grade level areas of focus. Teachers will maintain a mentoring log.

Category: Develop/Implement Professional Learning and Support

Research Cited: Collaborative teaching

Activity - Weekly to Monthly Mentoring Session	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assigned teacher "buddies" will meet once per week during the 1st semester and then once per month thereafter to discuss gradebook, navigating INOW, attendance procedures, and school rules/policies.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Mentor teachers, Administration, Title I facilitator

Measurable Objective 3:

demonstrate a behavior to increase rigor and relevance at the local school level by 06/02/2017 as measured by the participation in district CFA training.

Strategy1:

Increase Rigor/Relevance/Accountability - Professional learning will be provided at both the local, district, and national level to teachers within content areas in order to promote an environment that supports rigor/relevance/accountability in the classroom.

Category: Develop/Implement Professional Learning and Support

Research Cited: CCRS, Transform 2020, CFA 2.0, College Board

Activity - CFA 2.0 Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content teachers who attended district level CFA training will train fellow professionals at the local school level how to create an appropriate formative assessment.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Content teachers, Administrators

Goal 3:

G3: Prepare and support students through student support services.

Measurable Objective 1:

demonstrate a behavior of respecting others property by 06/02/2017 as measured by improved student culture through AdvancED Student Surveys.

Strategy1:

Respecting the Property of Others - Improve student culture by engaging students in discussions regarding respect of others, their property, space, and choices.

Category: Develop/Implement Student and School Culture Program

Research Cited: PBIS

Activity - Principal's Student Advisory Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal will create a student advisory board consisting of all elected student body presidents, the SGA president, and four additional outreach leaders. These students will assist the Principal in understanding the student perspective on various school issues, as well as input on how to improve student culture through mutual respect.	Behavioral Support Program Policy and Process	09/12/2016	06/02/2017	\$0 - No Funding Required	Principal, student leaders

Measurable Objective 2:

collaborate to decrease tardies for all students by 2% by 06/02/2017 as measured by the ADA/ADM 2016 report.

Strategy1:

Tardy Policy Implementation - Teachers will review the Baker High School Tardy Policy with all students during 1st block.

Category: Develop/Implement Student and School Culture Program

Research Cited: Transform 2020, CCRS

Activity - Progressive Discipline for tardies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will consistently adhere to progressive discipline in teacher handbook for repeated tardies.	Policy and Process Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Administration, Teachers

ACIP

Baker High School

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administrators will maintain communication with parents regarding students continued tardies to class. Parent Contact logs will be collected quarterly.	Parent Involvement Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Administration, Teachers, Title I facilitator

Measurable Objective 3:

collaborate to assist students in transitioning from middle school to Baker (Hornet Days); from Baker to college and career ready (college visits, senior parent meetings & Open House) by 06/02/2017 as measured by parent/student participation and evaluations..

Strategy1:

Transition to College and Career Ready - Implement transition activities at all levels.

Category: Develop/Implement Student and School Culture Program

Research Cited: Freshman Academy, CCRS

Activity - Transition between grade levels	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in grade level meetings, college recruiter visits, military recruiter visits, parent meetings, and Open House as applicable.	Academic Support Program Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Teachers, Administrators, Counselors

Activity - Hornet Days (Bridges)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Baker will implement Hornet Days to assist with transitioning students from 8th grade to 9th grade.	Behavioral Support Program Community Engagement	06/01/2017	07/28/2017	\$0 - No Funding Required	Teachers, Administrators, Counselors

Measurable Objective 4:

collaborate to decrease discipline referrals and tardies by implementing the use of Positive Behavior Intervention Strategies (PBIS) by 06/02/2017 as measured by successful implementation of the PBIS system in the Freshman Academy and a decrease in overall discipline referrals and tardies.

Strategy1:

Positive Behavior Intervention Strategies - Baker High School will work within the Freshman Academy to promote ways to influence students towards good behavior and regular attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: Freshman Academy, PBIS

ACIP

Baker High School

Activity - Freshman Friday Fun	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freshman who have no discipline referrals, regular attendance, passing grades, and no tardies to class will be rewarded one Friday a month with an outside pizza party with music and fun during Hornet block.	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	9th grade Administrator, 9th grade teachers

Strategy2:

Reduction in Discipline Infractions - Assistant Principals will print out quarterly retract and suspension reports, focusing on C,D,& E offenses. Three top infractions per grade level will be compiled in a report and presented at Teacher Work Day meetings with the Principal. AP's will work to reduce the number of disciplinary actions.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: PBIS

Activity - AP Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level AP's will monitor discipline infractions weekly and print a quarterly report to share with Principal during quarterly meetings.	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrators

Strategy3:

Retract Personnel - Hire two retract paraprofessionals to reduce out of school suspensions and increase instructional time.

Category: Develop/Implement Student and School Culture Program

Research Cited: ESEA, PBIS

Activity - Utilization of Retract	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators/teachers collaborate to assign students to Retract to increase instructional time. Teachers provide instructional activities to decrease time/credits lost to missing regular class instruction.	Behavioral Support Program	08/10/2016	06/02/2017	\$72674 - Title I Part A	Administrators, teachers, retract paraprofessionals

Goal 4:

G4:All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to ensure that every student, teacher, and administrator has access to an Internet Connected Device (ICD) with viable access points, appropriate software, and web-based resources for research, communication, multimedia content creation, and consumption by 06/02/2017 as measured by Transform 2020 survey results, Inventory report.

Strategy1:

Internet Connected Device - Work to provide for an internet connected device accessible to students and teachers throughout Baker High School as well as to further the Bring Your Own Device initiative.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Transform 2020

Activity - BYOD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage students to bring their own device to use in conjunction with the classroom lesson. Utilize state technology funds \$ 9,920 (purchased services \$500, classroom supplies \$500, software \$1,000, non cap computer equipment \$500, and technology substitutes of \$1,393 and stipends of \$836 + fringes, \$250 PD consultant, \$250 local tech PD, \$500 in state tech PD, \$ 2,000 out of state PD and \$1,420 for registration). Title I and Title II duplicate.	Academic Support Program	08/10/2016	06/02/2017	\$9920 - State Funds	Teachers & Administrators

Activity - Equitable Access- Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase latest technology to support digital tools and innovation for Baker. Baker has programs that no one else in the state has and therefore students need access to that technology. Purchase additional computers, smartboards, rolling lab. to update equipment (90,000).	Technology	10/03/2016	06/02/2017	\$90000 - Title I Part A	Title I Facilitator, Technology Support Teachers (TST), Administrator

Goal 5:

LSI: Improve College and Career Readiness by increasing the number of students enrolled in CTE courses obtaining credentials by 2% from 19% to 21%.

Measurable Objective 1:

demonstrate a proficiency in Career Technical Education courses by 06/02/2017 as measured by a 2% increase from 19% to 21% of CTE students obtaining a CTE credential.

Strategy1:

Continuity of Instruction - Align student selection of Career Technical Education courses with interests/abilities to support College or Career pathways for local and international aspirations.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Plan 2020, Career Academy

Activity - Foundational Academy Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academy Specialist will work to ensure that all students are in foundational courses for their chosen college/career pathway and will monitor their progression through credentials courses.	Academic Support Program Career Preparation/ Orientation	08/10/2016	06/02/2017	\$0 - No Funding Required	Academy Specialist, Academy Lead teachers, Counselors, Administrators

Activity - Continuity of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Business Management CTE teachers work together to ensure academic success by modeling lessons and using GMetrix for web-based test simulation and administration application to administer practice exams.	Career Preparation/Orientation Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Career Technical Teachers, Administration

Activity - Career Academy Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will revisit their Career Academy with Academy Specialist/Counselor at the end of their 10th grade year to change academy or add an additional academy, increasing their opportunity to credential in more than one area.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Academy Specialist, Counselors, Administrators

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

G1:Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

57% of English Learners students will demonstrate a proficiency will meet or exceed by achieving a .5 gain the state APLA in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring ELs are receiving appropriate accommodations to facilitate learner success in all content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA- World-Class Instructional Design and Assessment

Activity - PD provided by ESL Department	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL teacher will provide professional development to all teachers to ensure the understanding of accommodating EL students in all content areas.	Academic Support Program	10/03/2016	06/02/2017	\$0 - No Funding Required	Content teachers, ELL teacher, and Administrators

Measurable Objective 2:

50% of Tenth grade students will demonstrate a proficiency by meeting or exceeding the state average ACT Aspire benchmark of 428 in Reading by 07/31/2017 as measured by the ACT Aspire.

Strategy1:

Additional Academic Assistance - STAR - STAR data will be utilized to group 9th grade students into like Hornet Block classes second semester in order to provide remediation for those who scored in the Needing Intervention range.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, PLAN 2020

Activity - Hornet Block remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hornet Block teachers will offer reading remediation based on STAR data through close reading lesson and comprehension exercises.	Academic Support Program	01/06/2017	06/02/2017	\$0 - No Funding Required	Administrators, Counselors, Teachers

Strategy2:

SREB - Reading/English Ready - English teachers trained through the SREB program will provide instruction to those students who tested Close on the ACT Aspire in order to move them ahead on the ACT.

Category: Develop/Implement Learning Supports

Research Cited: SREB

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in English classes will read for general understanding of a passage, followed by close reading strategies in order to increase comprehension of the passage.	Academic Support Program	08/10/2016	06/01/2017	\$0 - No Funding Required	All English teachers

Activity - Reading/ English Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English teachers will work with students with specifically designed, research-based lessons daily during Hornet Block in order to help them achieve greater success on the ACT as well as in the classroom.	Academic Support Program Direct Instruction	09/01/2016	06/02/2017	\$0 - No Funding Required	Grant made available through SREB; Counselors, teachers, administrators

Measurable Objective 3:

50% of Tenth grade students will demonstrate a proficiency by meeting or exceeding the state average ACT Aspire benchmark of 432 in Science by 07/31/2017 as measured by the ACT Aspire..

Strategy1:

Implement Research-Based Practices in the classroom - Science teachers will engage students in Close Reading strategies in the classroom.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI, Close Reading

Activity - Bell Ringer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Science teachers will use ACT Aspire questions and/or science literacy articles as bell ringers. This will assist students in achieving a better understanding of the expected charts, graphs, and modeling activities on the Aspire.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Science teachers, Administrators

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will utilize various forms of close reading in order to ensure student engagement and comprehension of material.	Direct Instruction Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Science teachers, Administrators

Measurable Objective 4:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of understanding human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom. in Career & Technical by 06/02/2017 as measured by successful completion of a Digital Citizenship online module.

Strategy1:

Online Appropriate Legal and Ethical Behavior - Students will complete an online module annually that teaches and assesses appropriate digital citizenship.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy standards, Transform 2020, Speak Up Survey

Activity - Online Module of Digital Citizenship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete an online learning module in Engage through a career tech elective demonstrating appropriate digital citizenship. Utilize state educational media services funds in the amount of \$3,410 (\$300 for data processing, \$ 300 for software maintenance, \$1,000 for library books, \$ 500 for magazines/periodicals, \$310 for reference materials and \$1,000 for other books/periodicals).	Technology	08/10/2016	06/02/2017	\$3410 - State Funds	Teachers and Administrative Staff

Measurable Objective 5:

80% of Twelfth grade Black or African-American, Asian, White, Hispanic or Latino, Students with Disabilities, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will achieve college and career readiness by meeting or exceeding the credential requirements in Career & Technical by 03/01/2017 as measured by the ACT Work Keys exam.

Strategy1:

Implement Work Keys Prep - Seniors who have not yet credentialed in one of the five other areas will be placed in Work Keys Prep during

Hornet Block.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Transform 2020, College Board, ACT, CCRS

Activity - Work Keys Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in multimedia lessons on Reading for Information, Locating Information, and Applied Mathematics within the Work Keys curriculum.	Direct Instruction	08/10/2016	03/01/2017	\$0 - No Funding Required	Administration, Senior Hornet Block teachers, Title I facilitator

Measurable Objective 6:

A 2% increase of Eleventh grade students will demonstrate a proficiency from 56% to 58% that they have mastered the standards in English Language Arts by 06/02/2017 as measured by ACT scores.

Strategy1:

Additional Academic Assistance - English/Reading - Students will be provided opportunities for additional academic assistance outside of the allotted classroom time.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, ACT

Activity - English/Reading tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer tutoring will also be made available 5 days per week during Hornet block by the NHS students.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Teachers, Administrators, Counselors

Strategy2:

English/Reading Ongoing Cumulative Review - All 11th grade students will be given college test prep instruction by highly qualified English and Social Studies teachers during Hornet Block 112 minutes per week for the duration of the school year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, College Board, ACT

Activity - ACT Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
11th grade students will participate in ACT Prep classes through Hornet Block on a A/B Day schedule; attending English/Reading/Writing Prep one day and Math/Science Prep the next.	Academic Support Program	08/10/2016	06/02/2017	\$0 - Other	Language Arts teachers, Social Studies teachers, Administrators

Measurable Objective 7:

A 2% increase of Eleventh grade students will demonstrate a proficiency from 25% - 27% that shows they have mastered the standards in Mathematics by 06/02/2017 as measured by ACT scores.

Strategy1:

Additional Academic Assistance - Math - Students will be afforded tutoring opportunities outside of the regular allotted classroom time.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, ACT

Activity - Math tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Algebra and Geometry tutoring will be available 2 days per week after school for any students needing assistance. Peer tutoring will also be made available 5 days per week during Hornet block by the NHS students for 9th grade students only. Geometry and Algebra 2 tutoring is also available during Hornet Block in the main building.	Academic Support Program	09/01/2016	06/01/2017	\$14000 - Title I Part A	Teachers, Administrators, Counselors, Title I facilitator

Strategy2:

Math/Science Ongoing Cumulative Review - 11th grade students will be given college test prep instruction by highly qualified Math and Science teachers during Hornet block one hundred twelve minutes per week for the duration of the school year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, College Board

Activity - ACT Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and Science teachers will implement the college test prep curriculum for 11th grade students during Hornet block.	Academic Support Program	08/10/2016	06/02/2017	\$0 - Other	Math and Science teachers; Administrators

Measurable Objective 8:

50% of Tenth and Eleventh grade students will demonstrate a proficiency of writing quality paragraphs in English Language Arts by 06/01/2017 as measured by District Rubrics .

Strategy1:

Paragraph Structure - Students will work towards successfully writing a quality paragraph according to district rubrics.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College Board, ACT

Activity - Composition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in the full writing process from prewriting through peer and self-revision to compose paragraphs and/or essays in various modes. Teachers will use district rubrics to evaluate the quality of the finished product.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	English teachers

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use bell ringers as reinforcement of grammatical rules and writing stylistically by having students correct student-written passages.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	English teachers

Activity - Writing Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct students (using handouts, textbooks, slideshows, and instructional videos) on the writing process including brainstorming, prewriting, drafting, revising, and editing. These instructions will be geared toward specific modes of writing (analytical, argumentative, expository) and will cover structure, content, and conventions in writing.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	English teachers

Measurable Objective 9:

50% of Tenth grade students will demonstrate a proficiency by meeting or exceeding the state average ACT Aspire benchmark of 432 in Mathematics by 07/31/2017 as measured by the ACT Aspire..

Strategy1:

Mathematics Design Collaborative - MDC is a professional development for mathematics teachers through SREB that supports problem solving and higher order thinking skills. Trained teachers will work with those students identified as Close on the ACT Aspire in order to move them forward to do better on the ACT.

Category: Develop/Implement Learning Supports

Research Cited: SREB

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all math classes will read for a general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and solve the problem.	Direct Instruction	08/10/2016	06/01/2017	\$0 - No Funding Required	All Math Teachers

Activity - Monitoring Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk-throughs, department data meetings, and programmed fidelity checks.	Academic Support Program	08/10/2016	06/01/2017	\$0 - No Funding Required	Department Chairs, Administrators

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Activity - MDC & Algebra/Geometry Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will work with students with specifically designed, research-based lessons daily during Hornet Block in order to help them achieve greater success on the ACT as well as in the classroom. Students in ALL math classes will use Mathematics Design Collaboration strategies to complete tasks daily during classroom activities.	Academic Support Program Direct Instruction	09/01/2016	06/02/2017	\$0 - No Funding Required	Grant made available through SREB; Counselors, SREB trained teachers, Administrators

Goal 2:

G2: Prepare and support teachers to graduate College and Career Ready students.

Measurable Objective 1:

demonstrate a behavior to increase rigor and relevance at the local school level by 06/02/2017 as measured by the participation in district CFA training.

Strategy1:

Increase Rigor/Relevance/Accountability - Professional learning will be provided at both the local, district, and national level to teachers within content areas in order to promote an environment that supports rigor/relevance/accountability in the classroom.

Category: Develop/Implement Professional Learning and Support

Research Cited: CCRS, Transform 2020, CFA 2.0, College Board

Activity - CFA 2.0 Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content teachers who attended district level CFA training will train fellow professionals at the local school level how to create an appropriate formative assessment.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Content teachers, Administrators

Measurable Objective 2:

collaborate to plan, implement, and evaluate authentic learning experiences whereby students incorporate contemporary tools and digital resources to maximize learning in real-world contexts by 06/02/2017 as measured by classroom snapshots, implementation of courses/activities, STI-PD reports, Transform 2020 survey results.

Strategy1:

Technology PD - Provide and support professional learning opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Category: Develop/Implement Professional Learning and Support

Research Cited: Transform 2020, CCRS

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Activity - MacBook Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train all new teachers and those yet to be trained on using MacBook technology in the classroom. New cart will be purchased to meet the demands of check-out calendars per department (\$27,000).	Professional Learning	08/10/2016	01/31/2017	\$27000 - Title I Part A	Title I facilitator

Activity - Online Research Databases	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on how to assist students in locating and using online databases for the purpose of research.	Technology Professional Learning	08/10/2016	05/01/2017	\$0 - No Funding Required	Title I facilitator, Administrator, Content teachers, Technology teacher

Activity - Office 365	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on using Office 365, One Drive, One Note, and MCPSS sharepoint. Utilize state PD funds of \$1,857 for PD subs and 836 PD stipends + fringes, \$300 PD consultant, \$200 local PD travel, \$ 500 in state PD travel, \$3000 out of state PD travel, \$800 purchased services, \$800 PD materials/supplies and \$1,320 for registration fees. The total state PD amount is \$9,920 to support local and state PD initiatives.	Technology	08/10/2016	04/03/2017	\$9920 - State Funds	Title I facilitator, Content teachers, Administrators, Technology teacher

Measurable Objective 3:

collaborate to assist new teachers or teachers new to the MCPSS system in acclimating to the school environment by meeting weekly as needed to plan and follow-up on grade level areas of focus by 06/02/2017 as measured by teachers successfully managing classrooms, navigating INOW and completing grades/attendance as required as well as review of mentoring documentation.

Strategy1:

Mentor Teachers - For the 2016-2017 school year, twenty-nine new teachers and/or new to the MCPSS system were assigned to Baker High School. Teachers are matched by subject areas and supported by master teachers. The mentor and mentee will meet a minimum of once per week to plan and follow-up on grade level areas of focus. Teachers will maintain a mentoring log.

Category: Develop/Implement Professional Learning and Support

Research Cited: Collaborative teaching

Activity - Weekly to Monthly Mentoring Session	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assigned teacher "buddies" will meet once per week during the 1st semester and then once per month thereafter to discuss gradebook, navigating INOW, attendance procedures, and school rules/policies.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Mentor teachers, Administration, Title I facilitator

Goal 3:

G3:Prepare and support students through student support services.

Measurable Objective 1:

collaborate to assist students in transitioning from middle school to Baker (Hornet Days); from Baker to college and career ready (college visits, senior parent meetings & Open House) by 06/02/2017 as measured by parent/student participation and evaluations..

Strategy1:

Transition to College and Career Ready - Implement transition activities at all levels.

Category: Develop/Implement Student and School Culture Program

Research Cited: Freshman Academy, CCRS

Activity - Hornet Days (Bridges)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Baker will implement Hornet Days to assist with transitioning students from 8th grade to 9th grade.	Community Engagement Behavioral Support Program	06/01/2017	07/28/2017	\$0 - No Funding Required	Teachers, Administrators, Counselors

Activity - Transition between grade levels	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in grade level meetings, college recruiter visits, military recruiter visits, parent meetings, and Open House as applicable.	Academic Support Program Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Teachers, Administrators, Counselors

Measurable Objective 2:

collaborate to decrease discipline referrals and tardies by implementing the use of Positive Behavior Intervention Strategies (PBIS) by 06/02/2017 as measured by successful implementation of the PBIS system in the Freshman Academy and a decrease in overall discipline referrals and tardies.

Strategy1:

Retract Personnel - Hire two retract paraprofessionals to reduce out of school suspensions and increase instructional time.

Category: Develop/Implement Student and School Culture Program

Research Cited: ESEA, PBIS

Activity - Utilization of Retract	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators/teachers collaborate to assign students to Retract to increase instructional time. Teachers provide instructional activities to decrease time/credits lost to missing regular class instruction.	Behavioral Support Program	08/10/2016	06/02/2017	\$72674 - Title I Part A	Administrators, teachers, retract paraprofessionals

Strategy2:

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Positive Behavior Intervention Strategies - Baker High School will work within the Freshman Academy to promote ways to influence students towards good behavior and regular attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: Freshman Academy, PBIS

Activity - Freshman Friday Fun	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freshman who have no discipline referrals, regular attendance, passing grades, and no tardies to class will be rewarded one Friday a month with an outside pizza party with music and fun during Hornet block.	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	9th grade Administrator, 9th grade teachers

Strategy3:

Reduction in Discipline Infractions - Assistant Principals will print out quarterly retract and suspension reports, focusing on C,D,& E offenses. Three top infractions per grade level will be compiled in a report and presented at Teacher Work Day meetings with the Principal. AP's will work to reduce the number of disciplinary actions.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: PBIS

Activity - AP Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level AP's will monitor discipline infractions weekly and print a quarterly report to share with Principal during quarterly meetings.	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrators

Measurable Objective 3:

demonstrate a behavior of respecting others property by 06/02/2017 as measured by improved student culture through AdvancED Student Surveys.

Strategy1:

Respecting the Property of Others - Improve student culture by engaging students in discussions regarding respect of others, their property, space, and choices.

Category: Develop/Implement Student and School Culture Program

Research Cited: PBIS

Activity - Principal's Student Advisory Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal will create a student advisory board consisting of all elected student body presidents, the SGA president, and four additional outreach leaders. These students will assist the Principal in understanding the student perspective on various school issues, as well as input on how to improve student culture through mutual respect.	Policy and Process Behavioral Support Program	09/12/2016	06/02/2017	\$0 - No Funding Required	Principal, student leaders

Measurable Objective 4:

collaborate to decrease tardies for all students by 2% by 06/02/2017 as measured by the ADA/ADM 2016 report.

Strategy1:

Tardy Policy Implementation - Teachers will review the Baker High School Tardy Policy with all students during 1st block.

Category: Develop/Implement Student and School Culture Program

Research Cited: Transform 2020, CCRS

Activity - Progressive Discipline for tardies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will consistently adhere to progressive discipline in teacher handbook for repeated tardies.	Policy and Process Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Administration, Teachers

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administrators will maintain communication with parents regarding students continued tardies to class. Parent Contact logs will be collected quarterly.	Parent Involvement Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Administration, Teachers, Title I facilitator

Goal 4:

G4:All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to ensure that every student, teacher, and administrator has access to an Internet Connected Device (ICD) with viable access points, appropriate software, and web-based resources for research, communication, multimedia content creation, and consumption by 06/02/2017 as measured by Transform 2020 survey results, Inventory report.

Strategy1:

Internet Connected Device - Work to provide for an internet connected device accessible to students and teachers throughout Baker High School as well as to further the Bring Your Own Device initiative.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Transform 2020

ACIP

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Activity - Equitable Access- Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase latest technology to support digital tools and innovation for Baker. Baker has programs that no one else in the state has and therefore students need access to that technology. Purchase additional computers, smartboards, rolling lab. to update equipment (90,000).	Technology	10/03/2016	06/02/2017	\$90000 - Title I Part A	Title I Facilitator, Technology Support Teachers (TST), Administrator

Activity - BYOD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encourage students to bring their own device to use in conjunction with the classroom lesson. Utilize state technology funds \$ 9,920 (purchased services \$500, classroom supplies \$500, software \$1,000, non cap computer equipment \$500, and technology substitutes of \$1,393 and stipends of \$836 + fringes, \$250 PD consultant, \$250 local tech PD, \$500 in state tech PD, \$ 2,000 out of state PD and \$1,420 for registration). Title I and Title II duplicate.	Academic Support Program	08/10/2016	06/02/2017	\$9920 - State Funds	Teachers & Administrators

Goal 5:

LSI: Improve College and Career Readiness by increasing the number of students enrolled in CTE courses obtaining credentials by 2% from 19% to 21%.

Measurable Objective 1:

demonstrate a proficiency in Career Technical Education courses by 06/02/2017 as measured by a 2% increase from 19% to 21% of CTE students obtaining a CTE credential.

Strategy1:

Continuity of Instruction - Align student selection of Career Technical Education courses with interests/abilities to support College or Career pathways for local and international aspirations.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Plan 2020, Career Academy

Activity - Foundational Academy Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academy Specialist will work to ensure that all students are in foundational courses for their chosen college/career pathway and will monitor their progression through credentials courses.	Academic Support Program Career Preparation/ Orientation	08/10/2016	06/02/2017	\$0 - No Funding Required	Academy Specialist, Academy Lead teachers, Counselors, Administrators

Activity - Continuity of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Business Management CTE teachers work together to ensure academic success by modeling lessons and using GMatrix for web-based test simulation and administration application to administer practice exams.	Career Preparation/Orientation Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Career Technical Teachers, Administration

Activity - Career Academy Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will revisit their Career Academy with Academy Specialist/Counselor at the end of their 10th grade year to change academy or add an additional academy, increasing their opportunity to credential in more than one area.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Academy Specialist, Counselors, Administrators

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

G1:Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

50% of Tenth grade students will demonstrate a proficiency by meeting or exceeding the state average ACT Aspire benchmark of 432 in Science by 07/31/2017 as measured by the ACT Aspire..

Strategy1:

Implement Research-Based Practices in the classroom - Science teachers will engage students in Close Reading strategies in the classroom.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI, Close Reading

Activity - Bell Ringer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Science teachers will use ACT Aspire questions and/or science literacy articles as bell ringers. This will assist students in achieving a better understanding of the expected charts, graphs, and modeling activities on the Aspire.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Science teachers, Administrators

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Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will utilize various forms of close reading in order to ensure student engagement and comprehension of material.	Direct Instruction Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Science teachers, Administrators

Measurable Objective 2:

57% of English Learners students will demonstrate a proficiency will meet or exceed by achieving a .5 gain the state APLA in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring ELs are receiving appropriate accommodations to facilitate learner success in all content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA- World-Class Instructional Design and Assessment

Activity - PD provided by ESL Department	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL teacher will provide professional development to all teachers to ensure the understanding of accommodating EL students in all content areas.	Academic Support Program	10/03/2016	06/02/2017	\$0 - No Funding Required	Content teachers, ELL teacher, and Administrators

Measurable Objective 3:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of understanding human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom. in Career & Technical by 06/02/2017 as measured by successful completion of a Digital Citizenship online module.

Strategy1:

Online Appropriate Legal and Ethical Behavior - Students will complete an online module annually that teaches and assesses appropriate digital citizenship.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy standards, Transform 2020, Speak Up Survey

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Baker High School

Activity - Online Module of Digital Citizenship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete an online learning module in Engage through a career tech elective demonstrating appropriate digital citizenship. Utilize state educational media services funds in the amount of \$3,410 (\$300 for data processing, \$ 300 for software maintenance, \$1,000 for library books, \$ 500 for magazines/periodicals, \$310 for reference materials and \$1,000 for other books/periodicals).	Technology	08/10/2016	06/02/2017	\$3410 - State Funds	Teachers and Administrative Staff

Measurable Objective 4:

50% of Tenth grade students will demonstrate a proficiency by meeting or exceeding the state average ACT Aspire benchmark of 428 in Reading by 07/31/2017 as measured by the ACT Aspire.

Strategy1:

Additional Academic Assistance - STAR - STAR data will be utilized to group 9th grade students into like Hornet Block classes second semester in order to provide remediation for those who scored in the Needing Intervention range.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, PLAN 2020

Activity - Hornet Block remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hornet Block teachers will offer reading remediation based on STAR data through close reading lesson and comprehension exercises.	Academic Support Program	01/06/2017	06/02/2017	\$0 - No Funding Required	Administrators, Counselors, Teachers

Strategy2:

SREB - Reading/English Ready - English teachers trained through the SREB program will provide instruction to those students who tested Close on the ACT Aspire in order to move them ahead on the ACT.

Category: Develop/Implement Learning Supports

Research Cited: SREB

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in English classes will read for general understanding of a passage, followed by close reading strategies in order to increase comprehension of the passage.	Academic Support Program	08/10/2016	06/01/2017	\$0 - No Funding Required	All English teachers

Activity - Reading/ English Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English teachers will work with students with specifically designed, research-based lessons daily during Hornet Block in order to help them achieve greater success on the ACT as well as in the classroom.	Direct Instruction Academic Support Program	09/01/2016	06/02/2017	\$0 - No Funding Required	Grant made available through SREB; Counselors, teachers, administrators

Measurable Objective 5:

A 2% increase of Eleventh grade students will demonstrate a proficiency from 25% - 27% that shows they have mastered the standards in Mathematics by 06/02/2017 as measured by ACT scores.

Strategy1:

Additional Academic Assistance - Math - Students will be afforded tutoring opportunities outside of the regular allotted classroom time.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, ACT

Activity - Math tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Algebra and Geometry tutoring will be available 2 days per week after school for any students needing assistance. Peer tutoring will also be made available 5 days per week during Hornet block by the NHS students for 9th grade students only. Geometry and Algebra 2 tutoring is also available during Hornet Block in the main building.	Academic Support Program	09/01/2016	06/01/2017	\$14000 - Title I Part A	Teachers, Administrators, Counselors, Title I facilitator

Strategy2:

Math/Science Ongoing Cumulative Review - 11th grade students will be given college test prep instruction by highly qualified Math and Science teachers during Hornet block one hundred twelve minutes per week for the duration of the school year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, College Board

Activity - ACT Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and Science teachers will implement the college test prep curriculum for 11th grade students during Hornet block.	Academic Support Program	08/10/2016	06/02/2017	\$0 - Other	Math and Science teachers; Administrators

Measurable Objective 6:

50% of Tenth and Eleventh grade students will demonstrate a proficiency of writing quality paragraphs in English Language Arts by 06/01/2017 as measured by District Rubrics .

Strategy1:

Paragraph Structure - Students will work towards successfully writing a quality paragraph according to district rubrics.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College Board, ACT

ACIP

Baker High School

Activity - Composition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in the full writing process from prewriting through peer and self-revision to compose paragraphs and/or essays in various modes. Teachers will use district rubrics to evaluate the quality of the finished product.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	English teachers

Activity - Writing Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct students (using handouts, textbooks, slideshows, and instructional videos) on the writing process including brainstorming, prewriting, drafting, revising, and editing. These instructions will be geared toward specific modes of writing (analytical, argumentative, expository) and will cover structure, content, and conventions in writing.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	English teachers

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use bell ringers as reinforcement of grammatical rules and writing stylistically by having students correct student-written passages.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	English teachers

Measurable Objective 7:

80% of Twelfth grade Black or African-American, Asian, White, Hispanic or Latino, Students with Disabilities, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will achieve college and career readiness by meeting or exceeding the credential requirements in Career & Technical by 03/01/2017 as measured by the ACT Work Keys exam.

Strategy1:

Implement Work Keys Prep - Seniors who have not yet credentialed in one of the five other areas will be placed in Work Keys Prep during Hornet Block.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Transform 2020, College Board, ACT, CCRS

Activity - Work Keys Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in multimedia lessons on Reading for Information, Locating Information, and Applied Mathematics within the Work Keys curriculum.	Direct Instruction	08/10/2016	03/01/2017	\$0 - No Funding Required	Administration, Senior Hornet Block teachers, Title I facilitator

Measurable Objective 8:

A 2% increase of Eleventh grade students will demonstrate a proficiency from 56% to 58% that they have mastered the standards in English Language Arts by 06/02/2017 as measured by ACT scores.

Strategy1:

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Baker High School

English/Reading Ongoing Cumulative Review - All 11th grade students will be given college test prep instruction by highly qualified English and Social Studies teachers during Hornet Block 112 minutes per week for the duration of the school year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, College Board, ACT

Activity - ACT Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
11th grade students will participate in ACT Prep classes through Hornet Block on a A/B Day schedule; attending English/Reading/Writing Prep one day and Math/Science Prep the next.	Academic Support Program	08/10/2016	06/02/2017	\$0 - Other	Language Arts teachers, Social Studies teachers, Administrators

Strategy2:

Additional Academic Assistance - English/Reading - Students will be provided opportunities for additional academic assistance outside of the allotted classroom time.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, ACT

Activity - English/Reading tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer tutoring will also be made available 5 days per week during Hornet block by the NHS students.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Teachers, Administrators, Counselors

Measurable Objective 9:

50% of Tenth grade students will demonstrate a proficiency by meeting or exceeding the state average ACT Aspire benchmark of 432 in Mathematics by 07/31/2017 as measured by the ACT Aspire..

Strategy1:

Mathematics Design Collaborative - MDC is a professional development for mathematics teachers through SREB that supports problem solving and higher order thinking skills. Trained teachers will work with those students identified as Close on the ACT Aspire in order to move them forward to do better on the ACT.

Category: Develop/Implement Learning Supports

Research Cited: SREB

Activity - MDC & Algebra/Geometry Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will work with students with specifically designed, research-based lessons daily during Hornet Block in order to help them achieve greater success on the ACT as well as in the classroom. Students in ALL math classes will use Mathematics Design Collaboration strategies to complete tasks daily during classroom activities.	Direct Instruction Academic Support Program	09/01/2016	06/02/2017	\$0 - No Funding Required	Grant made available through SREB; Counselors, SREB trained teachers, Administrators

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Baker High School

Activity - Monitoring Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk-throughs, department data meetings, and programmed fidelity checks.	Academic Support Program	08/10/2016	06/01/2017	\$0 - No Funding Required	Department Chairs, Administrators

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all math classes will read for a general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and solve the problem.	Direct Instruction	08/10/2016	06/01/2017	\$0 - No Funding Required	All Math Teachers

6. English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

G1: Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

57% of English Learners students will demonstrate a proficiency will meet or exceed by achieving a .5 gain the state APLA in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring ELs are receiving appropriate accommodations to facilitate learner success in all content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA- World-Class Instructional Design and Assessment

Activity - PD provided by ESL Department	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL teacher will provide professional development to all teachers to ensure the understanding of accommodating EL students in all content areas.	Academic Support Program	10/03/2016	06/02/2017	\$0 - No Funding Required	Content teachers, ELL teacher, and Administrators

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.**Goal 1:**

G1: Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment SY 2016-2017

for all core content areas.

Measurable Objective 1:

A 2% increase of Eleventh grade students will demonstrate a proficiency from 25% - 27% that shows they have mastered the standards in Mathematics by 06/02/2017 as measured by ACT scores.

Strategy1:

Additional Academic Assistance - Math - Students will be afforded tutoring opportunities outside of the regular allotted classroom time.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, ACT

Activity - Math tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Algebra and Geometry tutoring will be available 2 days per week after school for any students needing assistance. Peer tutoring will also be made available 5 days per week during Hornet block by the NHS students for 9th grade students only. Geometry and Algebra 2 tutoring is also available during Hornet Block in the main building.	Academic Support Program	09/01/2016	06/01/2017	\$14000 - Title I Part A	Teachers, Administrators, Counselors, Title I facilitator

Strategy2:

Math/Science Ongoing Cumulative Review - 11th grade students will be given college test prep instruction by highly qualified Math and Science teachers during Hornet block one hundred twelve minutes per week for the duration of the school year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, College Board

Activity - ACT Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and Science teachers will implement the college test prep curriculum for 11th grade students during Hornet block.	Academic Support Program	08/10/2016	06/02/2017	\$0 - Other	Math and Science teachers; Administrators

Measurable Objective 2:

57% of English Learners students will demonstrate a proficiency will meet or exceed by achieving a .5 gain the state APLA in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring ELs are receiving appropriate accommodations to facilitate learner success in all content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA- World-Class Instructional Design and Assessment

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Baker High School

Activity - PD provided by ESL Department	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL teacher will provide professional development to all teachers to ensure the understanding of accommodating EL students in all content areas.	Academic Support Program	10/03/2016	06/02/2017	\$0 - No Funding Required	Content teachers, ELL teacher, and Administrators

Measurable Objective 3:

50% of Tenth and Eleventh grade students will demonstrate a proficiency of writing quality paragraphs in English Language Arts by 06/01/2017 as measured by District Rubrics .

Strategy1:

Paragraph Structure - Students will work towards successfully writing a quality paragraph according to district rubrics.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College Board, ACT

Activity - Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use bell ringers as reinforcement of grammatical rules and writing stylistically by having students correct student-written passages.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	English teachers

Activity - Writing Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct students (using handouts, textbooks, slideshows, and instructional videos) on the writing process including brainstorming, prewriting, drafting, revising, and editing. These instructions will be geared toward specific modes of writing (analytical, argumentative, expository) and will cover structure, content, and conventions in writing.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	English teachers

Activity - Composition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in the full writing process from prewriting through peer and self-revision to compose paragraphs and/or essays in various modes. Teachers will use district rubrics to evaluate the quality of the finished product.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	English teachers

Measurable Objective 4:

50% of Tenth grade students will demonstrate a proficiency by meeting or exceeding the state average ACT Aspire benchmark of 432 in Science by 07/31/2017 as measured by the ACT Aspire..

Strategy1:

Implement Research-Based Practices in the classroom - Science teachers will engage students in Close Reading strategies in the classroom.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI, Close Reading

Activity - Bell Ringer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Science teachers will use ACT Aspire questions and/or science literacy articles as bell ringers. This will assist students in achieving a better understanding of the expected charts, graphs, and modeling activities on the Aspire.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Science teachers, Administrators

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will utilize various forms of close reading in order to ensure student engagement and comprehension of material.	Academic Support Program Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Science teachers, Administrators

Measurable Objective 5:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of understanding human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom. in Career & Technical by 06/02/2017 as measured by successful completion of a Digital Citizenship online module.

Strategy1:

Online Appropriate Legal and Ethical Behavior - Students will complete an online module annually that teaches and assesses appropriate digital citizenship.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Literacy standards, Transform 2020, Speak Up Survey

Activity - Online Module of Digital Citizenship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete an online learning module in Engage through a career tech elective demonstrating appropriate digital citizenship. Utilize state educational media services funds in the amount of \$3,410 (\$300 for data processing, \$ 300 for software maintenance, \$1,000 for library books, \$ 500 for magazines/periodicals, \$310 for reference materials and \$1,000 for other books/periodicals).	Technology	08/10/2016	06/02/2017	\$3410 - State Funds	Teachers and Administrative Staff

Measurable Objective 6:

50% of Tenth grade students will demonstrate a proficiency by meeting or exceeding the state average ACT Aspire benchmark of 428 in Reading by 07/31/2017 as measured by the ACT Aspire.

Strategy1:

SREB - Reading/English Ready - English teachers trained through the SREB program will provide instruction to those students who tested Close on the ACT Aspire in order to move them ahead on the ACT.

Category: Develop/Implement Learning Supports

Research Cited: SREB

Activity - Reading/ English Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English teachers will work with students with specifically designed, research-based lessons daily during Hornet Block in order to help them achieve greater success on the ACT as well as in the classroom.	Academic Support Program Direct Instruction	09/01/2016	06/02/2017	\$0 - No Funding Required	Grant made available through SREB; Counselors, teachers, administrators

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in English classes will read for general understanding of a passage, followed by close reading strategies in order to increase comprehension of the passage.	Academic Support Program	08/10/2016	06/01/2017	\$0 - No Funding Required	All English teachers

Strategy2:

Additional Academic Assistance - STAR - STAR data will be utilized to group 9th grade students into like Hornet Block classes second semester in order to provide remediation for those who scored in the Needing Intervention range.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, PLAN 2020

Activity - Hornet Block remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hornet Block teachers will offer reading remediation based on STAR data through close reading lesson and comprehension exercises.	Academic Support Program	01/06/2017	06/02/2017	\$0 - No Funding Required	Administrators, Counselors, Teachers

Measurable Objective 7:

80% of Twelfth grade Black or African-American, Asian, White, Hispanic or Latino, Students with Disabilities, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will achieve college and career readiness by meeting or exceeding the credential requirements in Career & Technical by 03/01/2017 as measured by the ACT Work Keys exam.

Strategy1:

Implement Work Keys Prep - Seniors who have not yet credentialed in one of the five other areas will be placed in Work Keys Prep during Hornet Block.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Transform 2020, College Board, ACT, CCRS

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Activity - Work Keys Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in multimedia lessons on Reading for Information, Locating Information, and Applied Mathematics within the Work Keys curriculum.	Direct Instruction	08/10/2016	03/01/2017	\$0 - No Funding Required	Administration, Senior Hornet Block teachers, Title I facilitator

Measurable Objective 8:

A 2% increase of Eleventh grade students will demonstrate a proficiency from 56% to 58% that they have mastered the standards in English Language Arts by 06/02/2017 as measured by ACT scores.

Strategy1:

Additional Academic Assistance - English/Reading - Students will be provided opportunities for additional academic assistance outside of the allotted classroom time.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, ACT

Activity - English/Reading tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer tutoring will also be made available 5 days per week during Hornet block by the NHS students.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Teachers, Administrators, Counselors

Strategy2:

English/Reading Ongoing Cumulative Review - All 11th grade students will be given college test prep instruction by highly qualified English and Social Studies teachers during Hornet Block 112 minutes per week for the duration of the school year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, College Board, ACT

Activity - ACT Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
11th grade students will participate in ACT Prep classes through Hornet Block on a A/B Day schedule; attending English/Reading/Writing Prep one day and Math/Science Prep the next.	Academic Support Program	08/10/2016	06/02/2017	\$0 - Other	Language Arts teachers, Social Studies teachers, Administrators

Measurable Objective 9:

50% of Tenth grade students will demonstrate a proficiency by meeting or exceeding the state average ACT Aspire benchmark of 432 in Mathematics by 07/31/2017 as measured by the ACT Aspire..

Strategy1:

Mathematics Design Collaborative - MDC is a professional development for mathematics teachers through SREB that supports problem solving and higher order thinking skills. Trained teachers will work with those students identified as Close on the ACT Aspire in order to move them forward to do better on the ACT.

Category: Develop/Implement Learning Supports

Research Cited: SREB

Activity - Monitoring Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk-throughs, department data meetings, and programmed fidelity checks.	Academic Support Program	08/10/2016	06/01/2017	\$0 - No Funding Required	Department Chairs, Administrators

Activity - MDC & Algebra/Geometry Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will work with students with specifically designed, research-based lessons daily during Hornet Block in order to help them achieve greater success on the ACT as well as in the classroom. Students in ALL math classes will use Mathematics Design Collaboration strategies to complete tasks daily during classroom activities.	Direct Instruction Academic Support Program	09/01/2016	06/02/2017	\$0 - No Funding Required	Grant made available through SREB; Counselors, SREB trained teachers, Administrators

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all math classes will read for a general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and solve the problem.	Direct Instruction	08/10/2016	06/01/2017	\$0 - No Funding Required	All Math Teachers

Component 3: Instruction by Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

3. Describe how staffing decision ensure that qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

Teachers at Baker High School are highly qualified in the subject area to which they are assigned, including special education teachers.

DRAFT

Component 4: Strategies to Attract Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Baker hired twenty-nine new teachers this year due to growth, retirements, moves, and changes in profession. Of those eighteen, six are new to the teaching profession.

2. What is the experience level of key teaching and learning personnel?

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Career Technical teachers are certified and endorsed in their field.

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

The following strategies have been established in order to attract and maintain a highly qualified staff:

- Secure official annual HQ status from Human Resources for all teachers and paraprofessionals.
- Ensure assignments are made based on HQ status and certification.
- Communicate district level initiatives for becoming HQ.
- Secure updates from HQ teachers and paraprofessionals summarizing progress toward HQ goals.
- EDUCATE AL orientation for professional staff members and administrator training as required by the state.
- Establish mentor teachers for those teachers new to the district or new to the school.
- Establish procedures for interviewing, screening, and recommending the most highly qualified applicants at the district and school level.
- New, novice, and teachers new to the district participate in New Teacher Network Programs during their first year of teaching.

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

Common Formative Assessments 2.0
Mathematical Design Collaboration
Technology - iMovie, iBooks Author, iTunes U, Moodle, Office 365, One Note, Online Research data bases (EBSCO & AL Virtual Library)
Lead Alabama
AP Capstone
Career Academies
PBIS
Managing Crisis Safely
ACT/Aspire/WorkKeys Testing

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

Common Formative Assessments 2.0
Technology - iMovie, iBooks Author, iTunes U, Moodle, Office 365, One Note, Online Research data bases (EBSCO & AL Virtual Library)
Lead Alabama
AP Capstone
Career Academies
PBIS
Managing Crisis Safely
ACT/Aspire/WorkKeys Testing
INOW for parents
College/Career Choices

3. Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

New, novice, and teachers new to the district participate in the New Teacher Network Program. New teachers to Baker are assigned a "buddy" who assists them in navigating INOW, Baker policy and procedure, as well as any classroom/teaching questions that may arise. They meet weekly at the beginning of school, followed by monthly once the new teachers are more comfortable with their environment.

4. Describe how this professional development is "sustained and ongoing."

Training began in August during pre-service and will continue through the end of the year. As new training opportunities arise, teachers are
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afforded every opportunity to participate whenever possible. Those teachers who attend conferences, seminars, and workshops are able to bring that information back to Baker and host in-services for their fellow colleagues. Professional learning opportunities offered throughout the school year in technology will be job embedded and hosted bi-monthly.

DRAFT

Component 6: Transition Strategies

1. Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school.

Baker High School realizes students need academic and social support during periods of transition. To help make transitions successful for each incoming Freshman, Baker High School offers a summer bridges program designed to acquaint students with the layout of the campus, the history and traditions of the school, as well as academic expectations. The ninth grade counselor provides eighth grade students and parents with transition information at our annual Freshman Parents' Night. Grade level assemblies are held during the first week of school to discuss expectations and grade level requirements. Juniors and Seniors are given an opportunity to attend the College Fair at the University of South Alabama. Opportunities to talk to colleges, military recruiters, and career technical representatives are provided during the school day. Transfer students to Baker are assigned a grade level counselor who reviews their transcript, diploma options, and creates a schedule to meet their academic needs. Every spring all students meet with their grade level counselor for pre-registration and course selection for the next school year.

Special education students are assigned a case manager who monitors their progress and assists in the transition process in the 9th grade as well as following them for the four years they attend Baker. The Transition Facilitator provides opportunities for career development and work readiness skills to all students receiving special education services. Vocational Rehabilitation Services works with students post graduation providing employment development opportunities and college assistance.

Component 7: Teacher Participation in Making Assessment Decisions

1. What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

Baker High School holds monthly meetings by departments to discuss data and the progress of students and make necessary adjustments to instruction. Members of the Problem Solving Teams evaluate the data and make decisions based on student needs.

DRAFT

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

ACT, ACT Aspire, failure rates, STAR Reading and Math (9th grade and all SPED students) data is used to identify those students who are in need of intervention. Teachers also recommend/refer students to the Problem Solving Team and/or to available additional academic assistance before, during, and after school.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Baker High School offers a variety of opportunities to provide additional academic assistance beyond the school day including: after school tutoring in Algebra and Geometry, hornet block embedded tutoring for upper level math and all subject areas for 9th graders, Saturday school is offered every other Saturday, Credit Recovery program, re-teach and re-test, peer tutoring, ACT Prep, Work Keys Prep, AP Prep through local and district initiatives, and summer school offered annually by the district.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Universal screening results, ACT Aspire data, course failures, are used to identify students requiring additional academic support. Teachers reteach, retest, and offer support through tutoring before, during, and after school. Technology integration enables students to adapt certain projects to their learning style. Teachers are moving away from always using the "Sage on the Stage" teaching style to Gradual Release of Responsibility (I Do, We Do, You Do). Various learning opportunities such as Think, Pair, Share and Jigsaw are used to create an environment more conducive to learning and to enable greater academic achievement. Special Education teachers and paraprofessionals offer additional academic assistance through small group instruction and tutoring.

4. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Baker High School offers a variety of opportunities to provide additional academic assistance beyond the regular school day including: afterschool tutoring in all math subject areas, Saturday School, Twilight program, and summer school.

5. Describe procedures used to address challenges for EACH group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

The Board of Education provides resource personnel on an individual basis. All homeless, migratory, delinquent, neglected and LEP students

have equal access to the same free and appropriate Alabama education. All homeless, migratory, delinquent, neglected and LEP students are provided with the opportunity to meet the same challenging state content and performance standards which all students are held without isolation or being stigmatized.

- All student support programs and services are available to Migrant students on the same basis that they are available to other students in a school.

- Migrant students participate in all local and state assessments on the same basis as other students. Migrant students' academic progress reports are monitored on a quarterly basis by Migrant personnel to ensure that they are meeting state academic content standards.

Information related to Migrant students are housed with the registrar.

-Services funded under Migrant Education Part C fall into two areas - instructional and supportive/advocacy. Schools enrolling Migrant students employ a variety of strategies to meet the unique needs of Migrants at each school. However, the overarching goals of the program at each school are to prepare students for academic success and help reduce the educational disruptions resulting from repeated moves.

English Learners:

The MCPSS EL curriculum is rooted in the WIDA Consortium's English Language Proficiency Standards for English Learners (ELs). The standards encompass:

-the language of Language Arts, Mathematics, Science, and Social Studies, and Social and Instructional language usage

The WIDA ELP Standards are designed as a curriculum planning and assessment preparation to help educators determine children's English language proficiency levels and how to appropriately challenge them in reaching higher levels. ESL and classroom teachers receive training in the WIDA standards and their implementation in instruction and assessment.

In the MCPSS System of Support Framework, ELs receive the Tier I first delivery of instruction from the classroom teacher with appropriate instructional and assessment accommodations. Tier II services are provided through ESL pull-out or inclusion classes. Tier III services are provided through an IELP (Individualized English Learning Plan). Baker ELs are assigned to English as a Second Language classes for 45 minutes to 1½ hours daily.

Homeless: The MCPSS Homeless Education Program provides the following for homeless students and families:

>Provide case management, direct and indirect services (uniforms & school supplies), advocacy, enrollment assistance, provision of resources and community referrals to and for homeless students and their families.

> Provide tutoring assistance to homeless children and youth with the intent of maintaining and/or positively impacting student achievement levels.

6. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for EACH group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

The Mobile County Public School System prohibits discrimination in all its programs and activities based on race, color, national origin, sex, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.)

Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) will contact the Human Resources Department at Mobile County Public Schools at (251) 221-4531. Instructors in the Career and Technical Education programs meet with IEP committees of the students with disabilities to ensure that all accommodations are being met. Career and Technical Education (CTE) in the Mobile County Public School System actively recruits underserved populations and reports enrollment data as required by the Perkins Act. Students are actively recruited through:

- Tours of the Career and Technical Education Centers

- Recruiting flyers mailed to students

- Bulletin boards housed in individual high schools

-Parent meetings

-Career and Technical Education Student Organization

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Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

Baker High School's school wide goals were developed to meet the needs of every student through embedded tutoring assistance, after school tutoring, Saturday School, additional technology use in the classroom, ACT/Work Keys/ AP Prep, Career Readiness, ELL Accommodations implementation, and ongoing professional learning for teachers and staff members.

2. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

All funding sources are used to enhance instruction. The school is aware of school wide authority for Title I school wide schools and ensure state and local funds and resources are used first to refute the assumption of supplanting. State and locally funded allocations include one principal, two assistant principals, and guidance counselors. The principal plays an important role as an instructional leader and mentoring other administrators. The principal provides instructional support and issues related to the functioning of the school. The assistant principals focus on student related issues and provide support where needed. The guidance counselors play critical roles in monitoring transcripts for on-time graduation. They serve as program coordinator and mentors while providing academic support and parent engagement. Through careful planning, all services and programs are coordinated to offer efficient and productive use of funds. The athletic director oversees all aspects of athletic programs. An academy specialist oversees the career technical programs.

State- materials/supplies, PD, library enhancement, technology

Federal- Title I

State At-Risk (Redirect)

Local

District PD

Booster Programs

PIE

PTSA

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The District and therefore Baker High School participates in the Community Eligibility Program (CEP).

Component 10: Evaluation

1. How does the school evaluate the implementation of the schoolwide program?

The CIP committee meets regularly throughout the year to discuss schoolwide goals, objectives, strategies, and activities. The CIP is adjusted as needed depending on what is working and what is not. Progress notes are maintained for each objective and activity in the plan. More formal evaluations are completed twice per year.

2. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Administrators, counselors, lead teachers, and the Title I facilitator meet to discuss this data as it is released from the state. Data is reviewed and progress notes added in relation to the goals of the ACIP.

3. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

Data is reviewed to see where the gaps lie and to determine next steps.

4. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

CIP evaluation is an ongoing process throughout the school year. As data is available, the plan is reviewed, changed & updated as needed, and progress notes are added. The CIP is revised as needed in order to align strategies/objectives/activities with promising best practices.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

Yes, we will continue working towards the four goals developed by and required by the District. We will continue to evaluate objectives, strategies, and activities related to each goal and make changes where needed in order to help our students achieve academic success.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

There were no changes made to the four main goals. The LSI has been changed from a Foreign Language focus to Career Technical Credentials focus. We would like to build our program and increase the number of students we are graduating who are College and Career Ready.

Coordination of Resources - Comprehensive Budget

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Introduction

List all federal, state, and local monies that the school uses to run its program.

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I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	156.35	155.90	7,591,790.00
Administrator Units	1.00	1.0	115,648.00
Assistant Principal	5.00	5.0	433,141.00
Counselor	5.00	5.00	315,295.00
Librarian	2.00	2.00	111,497.00
Career and Technical Education Administrator	0.00	0.00	0.00
Career and Technical Education Counselor	0.00	0.00	0.00
Technology	0.00	0.00	29,241.00
Professional Development	0.00	0.00	11,007.00
State ELL Funds	0.00	0.00	0.00
Instructional Supplies	0.00	0.00	69,832.00
Library Enhancement	0.00	0.00	3,784.00
Totals			8,681,235.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	251351.0

Provide a brief explanation and breakdown of expenses.

Salaries/Fringes (Staffing)	= \$72,670
Salaries/Fringes (Subs & Stipends)	= \$19,000
Non-Cap. Equipment	= \$107252
Parenting Supplies	= \$ 4882
Materials/Supplies	= \$ 4847
Contracts	= \$ 37,000.00
Travel	= \$ 5700.00
Grand Total	= \$ 251351

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

DRAFT

Title III

Label	Question	Value
1.	For English Language Learners Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

DRAFT

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

DRAFT

Title VI

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

DRAFT

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

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Local Funds

Label	Question	Value
1.	Provide the total	358197.0

Provide a brief explanation and breakdown of expenses

Adapted PE Teacher \$76,778

Signature Academy Specialist \$72,121

2 Special Education Program Aides \$67,318

Supplements \$130,806

Property Services \$6,714

Recondition Helmets \$5,000.00

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Strategies to Increase Parental Involvement

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Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

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Strategies to Increase Parental Involvement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved.

Baker High School will hold its Annual Title I meeting during the first quarter of the new school year. Parents will be notified through school bulletins, school messenger, Remind 101, and the information will be posted on the Baker website. A slide presentation will be presented to parents and all information regarding the importance of their involvement as well as explanation of all information relative to what it means to be a Title I school will be discussed. Our 1% set-aside is \$4,883.00.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

The leadership and staff of Baker High School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting for parents of participating children will be offered twice--once in the morning and once in the evening. Parent resources and information are available in the parent resource center. Baker High School believes in involving parents in all aspects of its Title I school-wide program. Our parent advisory committee consists of parent representatives from various campus groups (i.e. football, band, PTSA) who were active participants in the development of the Parental Involvement Plan. For the plan, parents will be given surveys at the end of the school year seeking their input on activities, training, and materials that the school should offer to parents next school year. Results of parent surveys are reviewed by the parent representatives and entire school-wide advisory council in determining needed changes. Each year, the CIP, including the Parental Involvement Plan, is reviewed and evaluated. Parental involvement funds have been allocated for the school's parent center, a parent only accessible laptop, volunteer program, and literature for parents to assist their children with ACT preparation, AP exams, peer pressure, and bullying. For the 2016-2017 school year, we are considering hosting an event where parents will be afforded the opportunity to receive needed summer reading books for their student. Postage is purchased with Parent Involvement funds in order to support mail outs of important information to parents.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

At parent meetings throughout the year, information will be presented about the school's Title I programs, the curriculum, Academies, and forms of academic assessment used. Parents also learn about academic goals and priorities in the classroom as well as how they can monitor grades and attendance by using INOW. They learn about how to schedule parent-teacher conferences and are reminded about how they can participate in decisions related to the education of their child, specifically how to contact the Parent Advisory Committee with any questions/concerns. Interpreters and interpreted documents will be provided on a needs-based case.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).

The school-parent compact is reviewed and revised as necessary each year by the Continuous Improvement Plan committee and the Parent Advisory Committee. The compacts are discussed with teachers at faculty meeting. All parents are given a copy of the new compact during registration and at the Annual Title I meeting. The compacts are utilized during parent conferences to remind all participants of their responsibility in ensuring the success of each student.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

In the spring of each year, the school's leadership team meets to review, evaluate, and revise its Continuous Improvement Plan. There are two parents on the committee who represent all the parents of the school. During the review process, all parents are notified of the review through the school website. A copy is available with the Title I facilitator for review, and the parents have the right to give their input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

The school will accomplish much of this through its Annual Parent meeting to be held at the beginning of each school year. At that time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

The school's Title I facilitator will work diligently to ensure that all parent training and materials will be aligned with the goals of the school. The parent resource center will be available every school day, and will have relevant and useful information available to parents. Parenting classes will also be provided throughout the year on various topics including, but not limited to, the college selection process, financial aid pointers, effective parenting, career planning, computer training for parents, bullying, and communication pointers.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

The Administration/Leadership Team will continue to work with teachers through in-services, faculty meetings, and departmental meetings to further develop the understanding of the importance of parental involvement and that parents are our partners. Parent Contact Logs are kept so that teachers and staff have a working document of phone calls, emails, and notes home to parents. All staff is expected to welcome parents to the school, as appropriate, and to work collectively towards the goal of meeting parents' needs for their children.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

A Parent Resource Center is available to all parents with literature, prep books, laptops to access INOW and the website. Parents will be encouraged to attend quarterly workshops as offered by the school and to communicate with their child's teachers on a regular basis. The school currently makes every accommodation for ELL students and parents to ensure they can engage and participate in all Title I activities.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

The school will work closely with the ELL resource teacher to ensure that if needed every meeting, flyer, and notice is in the native language

of everyone in attendance to ensure effective communication.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

The school makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. Parent surveys are conducted at the end of every year, and the results are used to make adjustments for the upcoming year. For example, parent workshop times may be preferred in the evening, and email is the most preferred form of contact.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

The school has the availability of assistance in verbal communication in the form of translators, and with proper notification, any documents or notices will be translated for students and parents into their native language. Additionally, the school will make every attempt to accommodate students and parents with disabilities. Baker High School will work to accommodate its students and parents to ensure greater parental involvement.