



Self Assessment

Baker High School

Mobile County Board of Education

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Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•Communication plan and artifacts that show two-way communication to staff and stakeholders•The school continuous improvement plan	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The mission of Baker High School is to provide a safe, caring environment in which students will become productive citizens, conscientious adults, and life-long learners. This mission is at the heart and soul of every decision we make and all that we do for our students, faculty, and staff. It is clearly communicated through posted mission statements in classrooms, the office, faculty/student handbooks, parent involvement brochures, and our website.

Our strength lies in our ability to remain dedicated to this mission, through personalization in education, in the midst of our exponential growth over the last ten years. We will work to sustain this strength through regular ACIP Leadership meetings involving all stakeholders, analyzing feedback from parents, students, and staff on an annual basis, and professional learning opportunities to ensure that we are staying mission oriented.

We are committed to ensuring the success of our students. We partner with parents, families, and the community to accomplish that goal and work tirelessly to bridge the gap between home and school. We communicate with our families and the community through School Messenger, BHS Website, PTSA Facebook page, Baker App, Remind, and our Academy Newsletter. At the beginning of the school year parents and students are given an opportunity to read and sign the Parent-Student-School Compact. This is a contract between the school and home where each party commits to doing their part to ensure the success of the student. Parent Contact logs are maintained by classroom teachers regarding all communications, verbal or written, to parents regarding the academic success of their student.

In review of parent contact logs and surveys, Baker High School's area of need is clear communication with all stakeholders. We need to improve the way in which we disseminate information. We are a large school of over 2800 students and more than 200 faculty and staff. Digital resources are available and more training has been implemented to enable teachers and staff to use Office 365 and Outlook more efficiently and effectively. A commitment has been made to keep information on the website and all other digital media up to date.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •School handbooks 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Governing body training plan •Communications about program regulations •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none">•Examples of collaboration and shared leadership•Survey results•Examples of decisions aligned with the school's statement of purpose•Examples of decisions in support of the school's continuous improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Survey responses•Involvement of stakeholders in a school improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria•Representative supervision and evaluation reports	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Baker High School complies with all local, state, and federal governing policies and procedures. Our faculty and student handbooks reflect this compliance and are distributed during opening of school as well as accessed digitally on the school website. During our teacher inservice days in August, the Administration reviews school policy and procedure with teachers and staff, including, but not limited to, the code of

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ethics, roles and responsibilities, conflicts of interest, and testing security. All staff members have an opportunity to ask questions in order to develop a clear understanding of policy and procedure expectations. Students are given an Educational Planning Guide each year explaining state academic content standards, graduation requirements, optional learning opportunities, and Signature Academies. A Title I meeting is held in September for all stakeholders to attend explaining what it means to be a Title I school and parents right to be involved in the decision-making process.

The MCPSS District provides the local school with four goals to include in your ACIP. Those goals are as follows: 1) Engage and empower the learner through high quality K-12, aligned College and Career Ready Standards, instruction, and assessment for all core content areas. 2) Prepare and support teachers to graduate College and Career Ready students. 3) Prepare and support students through student support services. 4) Provide digital tools and resources to all educators and students. As a school, we are given the autonomy to meet these goals based on what is best for our school. The ACIP is a living, breathing document that guides instruction and serves as a tool for action and reflection.

Our school continuous improvement plan is our strength. We developed the ACIP with input from all stakeholders, reviewing all relative data, and taking into consideration our mission and purpose as a large high school in West Mobile. We have routinely reviewed the ACIP through Quarterly Reviews and made changes when needed. For instance, we developed a Saturday school program when we realized that our after school tutoring program was not meeting the needs of a large portion of our students due to extra-curricular activities, athletics, and jobs.

Educate and Lead Alabama are the cornerstone of our professional learning starting point. Teachers use Educate Alabama to reflect on what they have done, are capable of doing, and where they would like to go from here. It is a road map for teachers and administrators in the area of professional learning. This is an area we could improve upon by using it more effectively. We are doing that beginning this year by implementing school-wide goals for Educate Alabama PLP's. Those goals are as follows: 1) Identify and integrate available emerging technology into the teaching of all content areas. 2) Participate as a professional learning community member in advancing school improvement initiatives.

Our technology goal is to train more teachers through our Apple MacBook Initiative, Office 365, and One Drive to be more adept at not just using, but integrating, this technology into their classrooms. Teachers and staff began this year by participating in learning communities outside of Baker High School for example: vertical teaming and Advanced Placement initiatives with Causey Middle School and feeder pattern meetings to gauge the "bigger picture" from elementary to high school.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.92

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Learning expectations for different courses •Representative samples of student work across courses •Course schedules •Course descriptions •Descriptions of instructional techniques 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Standards-based report cards •Curriculum writing process •Lesson plans aligned to the curriculum 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations •Surveys results 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Peer coaching guidelines and procedures •Examples of improvements to content and instructional practice resulting from collaboration 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Survey results •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> •Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

Cite sources of evidence External Review team members may be interested in reviewing.

Baker High School courses are aligned with the State of Alabama Course of Study. Course descriptions, diploma/graduation requirements, and policies and procedures for awarding credit are found in the Educational Planning Guide. This guide is given to each student upon entering the 9th grade. It is to be followed for the four years the student will attend Baker High School.

The faculty of Baker High School is committed to creating a culture where students use more and more critical thinking skills and less rote memorization. This is evidenced by the instructional strategies used. Many teachers use student collaboration, Socratic seminars, depth of knowledge, I Do-We do-You do, and technology as a learning tool rather than Sage on the Stage and the traditional pen and paper. All departments meet and discuss content-specific issues, best practices, and review strategies once per month. Data is shared with the ACIP Leadership Team for review in Quarterly ACIP meetings. The Math and English departments have spent many hours creating Common Formative Assessments (CFA's). These CFA's create equity in learning and assessment for students in the same courses with different teachers. ELL and special education students utilize accommodations both inside and outside of the classroom environment. Teachers work hard to meet accommodations as well as differentiating instruction according to the needs of the learner. Through the MacBook Rolling Cart initiative, each department has a cart with thirty MacBook Air's, a teacher laptop, and an iPad that can be used to integrate technology into the classroom. Teachers are using these carts to allow for project-based learning, research and design, online collaboration, and accommodations.

Administrators have traditionally used TeachScape for walk-through observations. Recently, the district moved to the ELEOT platform which shifts the focus from teacher-centered to student-centered observations. A schedule of teacher observations is maintained by department chairs as well as Administrators. Data from these walk-through observations are shared with the ACIP Leadership Team for review at Quarterly meetings. For the 2016 - 2017 school year, twenty-nine new teachers and/or new to the MCPSS system were assigned to Baker High School. New teachers are matched by subject area 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 due at the end of each quarter. Baker High School refers to this as the "Buddy Program" so that teachers feel they have at least one person they can count on to assist them in navigating school policies, procedures, and the classroom.

As the second largest high school in the state, our strength in the area of curriculum, instructional design, and assessment practices is definitely instructional design. We work hard to personalize education for each student so that every student has an opportunity to be academically, socially, and physically successful while attending Baker High School and following graduation. It is our philosophy that "one size does not fit all" and as a faculty we choose to think outside of the box, examine every angle, listen to the needs of our students and staff, and make decisions that are in the best interest of the student. We will sustain this strength by providing professional learning opportunities that are challenging, rigorous, and relevant. We will not accept status quo, but continue to be forward thinkers, diligent in our efforts to meet the needs of our students.

Our area in need of improvement is creating a formal adult advocate structure for students at Baker High School. There are numerous opportunities for mentoring relationships to develop, but not necessarily enough that allow relationship building over time. We have embedded mentoring opportunities through Hornet Block, Career Technical Key Train, AP Capstone, Special Education, Peer Helpers, Athletics, Clubs and Student Organizations. Our challenge is creating this school-wide and for all students with a student population of over 2800. We have begun plan development of a school-wide adult advocate program for implementation in the 2017- 2018 school year. The plan is to have the adult advocate structure centered around the students chosen Academy. Teachers could choose which academy they would like to be involved with and would be assigned a class to mentor weekly.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Survey results •Policies relative to technology use 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Social classes and services, e.g., bullying, character education •List of support services available to students 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Survey results•Budget for counseling, assessment, referral, educational and career planning•Description of IEP process•Description of referral process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Mobile County Public School System has policies and procedures in place to ensure that only the highest quality applicants are placed on the interview list for local schools. Funding is available to hire teachers and support staff needed to run the school effectively and efficiently. Efforts are made within the school day through the master schedule to protect instructional time. Hornet Block was created as a forty-five minute "short" block in the middle of the day for prep classes, remediation opportunities, pep rallies, and school assemblies. Using this block in this manner eliminates disruption of instruction.

Baker High School is a Title I school. The leadership team meets several times throughout the school year to allocate and spend funds where they are needed most. Title I pays for retract paraprofessionals to allow for in-school suspension so there is no loss of instruction time for students when there is a need for discipline. After-school tutoring in Math is paid for with Title I funds and is offered three days per week. Technology has been upgraded over time using Title I funding.

Baker High School provides a safe school environment by encouraging our staff and students in reporting suspicious activity. Dog and metal detector searches are routinely conducted on campus by Security Department Resource Officers. Our Surveillance Camera system covers a majority of the campus targeting areas of specific need such as high traffic areas, entrances and exits, and potential problem areas. There are a total of 127 cameras. 101 in and around the main building, and 27 in and around the Freshman Academy which are monitored throughout the day. The Administrative Staff and Resource Officer utilize the Investigative Search Report when investigating and reviewing the video surveillance camera system recording archives. Training is provided to our faculty and staff on a regular basis to address our ever-evolving security needs. We are in compliance with all local and state inspections and perform routine fire, tornado, and lockdown drills.

Our areas of strength lie in our technology initiatives and our Guidance Program. We have worked to improve our technology resources by updating desktops and laptops, installing Smart Boards in every classroom, and by improving available technology in our Media Center. From our ACIP review four years ago, we realized we needed to provide better access to our students on a daily basis. At that time there was only one dedicated computer lab on campus. Proving to be a challenge in a school this size with very limited room to grow, we chose to implement a MacBook rolling cart initiative on our campus. This initiative has provided rolling cart technology to every department. Each cart is equipped with thirty MacBook Airs, a teacher laptop, and an iPad. Carts are available to check out through an Outlook calendar and are used to integrate technology into the classroom.

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Our Guidance department diligently works to ensure student success through individual and group counseling, transcript audits, scheduling, curriculum involvement, data disaggregation, and responsive services. Although we are a campus of more than 2800 students, the Guidance Department maintains an open door policy to all parents, students, faculty, and staff. Phone calls and emails are returned in a timely manner. The needs of the student are always placed at the highest priority.

An area in need of improvement is the hiring and retention of qualified math teachers. In a school our size, staffing needs are exponentially increased compared to smaller schools. We hired twenty-nine new teachers for the 2016-2017 school year. We currently have one hundred forty-five classrooms, twenty portables, twenty-three floating teachers, and four shared classrooms. There are currently two math vacancies due to a shortage of qualified applicants. Baker Math teachers are teaching through their planning times in order to meet the needs of students due to the shortage of qualified math teachers.

Another area that will continue to need to be reassessed and revisited as we continue to grow is meeting the security needs of Baker's faculty and students. We are addressing this area of need by continuing to provide for a security officer daily and using two-way radios for all Administrative staff so that needs can be addressed quickly and assistance be given in a timely manner.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Survey results •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Documentation of attendance and training related to data use •Survey results 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Student surveys •Agendas, minutes of meetings related to analysis of data •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"> •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Baker High School implements a comprehensive assessment system, generating a range of data to guide continuous improvement. Our ACIP serves as the road map for decision-making and for keeping us mission focused. We recognize that instruction must be guided by data. Therefore, our students are assessed using a variety of formative and summative evaluations.

We participate in the state adopted standardized testing program with ACT. Tenth graders take all five parts of the ACT Aspire. Data from this test is reviewed and given to the ACT Prep teachers to prepare students as eleventh graders for the ACT test. Students are able to review their scores and recognize areas where improvement is needed. In addition, students who scored close in either Reading or Math are placed in Hornet Block Prep classes focusing specifically on skills needed to increase their score. All eleventh grade students participate in

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school-wide ACT testing. Data is reviewed to determine which students benchmark in an area earning them a credential. Tenth and eleventh grade students are eligible to participate in PSAT testing. Twelfth graders participate in ACT Work Keys. This exam is possibly their last opportunity to credential while in high school. STAR testing is conducted for all ninth grade and special education students. Results from this data assists counselors in determining who needs urgent intervention. All standardized tests are reliable and bias free.

An area of strength for Baker is in the development of Common Formative Assessments(CFA's) and teacher collaboration. Math and English departments have collaborated at the District and local level to develop CFA's. These exams help to ensure that classroom testing is consistent and equitable across subject areas. End of Quarter Tests (EQT's) are given following nine weeks of instruction and serve as an indicator of student learning. Teachers can use the data from EQT's to inform instruction for the next nine weeks. We will sustain this strength by continuing to budget and allow for collaborative meetings among grade level subject areas as well as assisting the Social Studies and Science departments in the development of CFA's.

Our Administrative staff presents any new relevant data during faculty meetings. Relevant data would include, but not be limited to: ACT Aspire, ACT, ACT Work Keys, PSAT, AP, STAR, EQT's, Failure rates, Attendance, and Discipline. Faculty members participate in data discussion. Teachers attend monthly department meetings where any relevant data is discussed and acted upon accordingly. Specific training has taken place in the area of data analysis and interpretation with the following teacher groups: Special Education, ESL teacher, PST team, Department Chairs, Hornet Block Mentor teachers, and AP Capstone teachers. We are working to improve in the area of data analysis and interpretation with regards to training our faculty as a whole. A plan is currently in the beginning stages of training teachers this summer to implement the new school-wide mentoring program during the 2017-2018 school year. Teachers will have the opportunity to learn how to interpret data more effectively in order to assist students in setting both long and short term academic goals.

Report Summary

Scores By Section

