

Collier County Public Schools

# Barron Collier High School



## 2020-21 Schoolwide Improvement Plan

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# Barron Collier High School

5600 COUGAR DR, Naples, FL 34109

<https://www.collierschools.com/bch>

## Demographics

**Principal: Sean Kinsley**

Start Date for this Principal: 7/23/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	53%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (66%) 2017-18: A (72%) 2016-17: A (64%) 2015-16: A (62%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## Barron Collier High School

5600 COUGAR DR, Naples, FL 34109

<https://www.collierschools.com/bch>

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

### School Board Approval

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### SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

The Barron Collier High School community shall continue to provide and pursue excellence in learning within an academic environment that is positive and safe. To advance the high expectations of our educational community we shall all demonstrate unilateral support and invest in quality educational resources. As partners of parents and mentors of students, we shall recognize and respect the diverse nature of our community's population, fostering a strong commitment to community and country without bias.

#### **Provide the school's vision statement.**

All students will complete school prepared for ongoing learning as well as community and global responsibilities.

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Bremseth, Jon	Principal	<ul style="list-style-type: none"> <li>• FTEM: ELA, Guidance, Year 1&amp;2 Teachers</li> <li>• PLC: ELA, Guidance</li> <li>• Student Cohort: Seniors</li> <li>• Provides leadership for all school operations consistent with existing collective bargaining contracts, school law, Board Policies, and Administrative Procedures.</li> <li>• Provides leadership in developing, coordinating, implementing, and evaluating school instructional and extra-curricular programs.</li> <li>• Ensures there is a data driven focus on student achievement.</li> <li>• Creates a positive school climate and culture within the school.</li> <li>• Maintains fair, reasonable, and consistent discipline within the school.</li> <li>• Maintains a healthy and safe environment for students and staff</li> <li>• Ensures the proper maintenance and custodial care of school facility and grounds.</li> <li>• Supervises the creation and adjustment of the master schedule and related staff assignments.</li> <li>• Provides/facilitates professional development opportunities for all staff.</li> <li>• Evaluates instructional and non-instructional staff.</li> <li>• Assists as needed with District accreditation process.</li> <li>• Facilitates parent involvement in the school community.</li> <li>• Serves as liaison between school and community to utilize community resources.</li> <li>• Maintains and properly disposes of administrative and student records.</li> <li>• Serves as liaison between the school and District Support Services (Nutrition, Transportation, Custodial).</li> <li>• Ensures compliance with state and district assessment requirements</li> <li>• Ensures fiscal responsibility in the development and maintenance of locational and internal school budgets.</li> <li>• Supervises the preparation of county, state, and federal reports originating at the school level.</li> <li>• Maintains inventory of supplies, equipment, and furniture within the school.</li> <li>• Recruits and interviews prospective staff members.</li> <li>• Participates/facilitates in workshops, conferences, parent-teacher meetings, and other extracurricular activities.</li> <li>• Enforces Florida High School Athletic Association Bylaws and Policies, in accordance with Board Policies and Administrative Procedures.</li> </ul>
McAndrews, Sean	Assistant Principal	<ul style="list-style-type: none"> <li>• Providing vision and organizational culture aligned with mission of student development</li> <li>• Assist in staffing: FTE, faculty &amp; non-instructional</li> <li>• Assist in communicating school information via social media, school website, school newsletter, etc.</li> <li>• Supervision: before school roaming, transitions, lunch/recess, evening events</li> </ul>



Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• FTEM: Mathematics &amp; Scienc; Year 1&amp;2 Teachers</li> <li>• PLC: Mathematcs, Science &amp; Administration</li> <li>• Student Cohort: Juniors</li> <li>• Assist with development of Master schedule, oversee student scheduling – placement concerns</li> <li>• SIP and corresponding program development</li> <li>• Develop and deliver monthly and early release PD agendas/options</li> <li>• Work with Test Coordinator to insure compliance with all regulations</li> <li>• Oversee substitute teacher assignment process, textbook inventory, grade reporting</li> <li>• Aggregates, analyzes, interprets and communicates data to improve the instructional program and to ensure there is a data driven focus on student achievement.</li> <li>• Assist in preparation of county, state and federal reports originating at the school level</li> <li>• Works in conjunction with administration, faculty and staff to maintain a healthy and safe environment</li> <li>• Serves as a liaison between the school and community to utilize community resources</li> </ul>
Gersbach, Theresa	Assistant Principal	<ul style="list-style-type: none"> <li>• Manages school operations as directed by the Principal.</li> <li>• Monitors daily student attendance and administers attendance policies.</li> <li>• Administers appropriate discipline to all students as outlined by Code of Student Conduct.</li> <li>• Coordinates and supervises detention, in-school suspension, and intramural programs</li> <li>• Works in conjunction with the Principal to supervise all aspects of the student day (i.e. student arrival, class transition, lunch, dismissal).</li> <li>• Monitors the accurate compilation of daily attendance reports and records.</li> <li>• Coordinates and conducts appropriate parent/teacher conferences related to attendance and discipline.</li> <li>• Communicates as needed with students, parents, and staff regarding attendance and discipline matters.</li> <li>• Coordinates with outside support agencies for children's services.</li> <li>• Works in conjunction with school and District staff, Youth Relations Bureau Deputy (YRB) and support agencies to address attendance and discipline issues.</li> <li>• Researches, develops and implements programs to improve student attendance and discipline.</li> <li>• Assists staff in development of Behavior Agreements for students with chronic discipline issues.</li> <li>• Assists the Principal in the selection, supervision, and evaluation of staff.</li> <li>• Provides leadership with teachers and department chairperson concerning instructional programs.</li> <li>• Assists with the maintenance of student records.</li> <li>• Works in conjunction with the Principal to ensure there is a data drive</li> </ul>

Name	Title	Job Duties and Responsibilities
		<p>focus on student achievement.</p> <ul style="list-style-type: none"> <li>• Works in conjunction with the Principal to maintain fair, reasonable, and consistent discipline within the school.</li> <li>• Works in conjunction with the Principal to maintain a healthy and safe environment for students and staff.</li> <li>• Works in conjunction with the Principal to provide professional development opportunities for all staff.</li> <li>• Participates/facilitates in workshops, conferences, parent-teacher meetings, and extracurricular activities.</li> <li>• FTEM: CTE/NAF, World Languages, ESE-Self Contained</li> <li>• PLCs: CTE/NAF, World Languages, ESE-Self-Contained</li> <li>• Student Cohort - Freshmen</li> </ul>
Applegate, Christopher	School Counselor	<ul style="list-style-type: none"> <li>•Provides counseling services for students, and advisement to parents, teachers, staff, and outside agencies. Counseling services may include, but are not restricted to, individual counseling, group counseling, classroom presentations, and crisis intervention. Counseling services may include a review of psychological evaluations and standardized test scores.</li> <li>Serves as a member of Multi-tier System of Support (MTSS)/Positive Behavior Support System (PBS) Team to support the referral process to include pre-referral screening and conferences, student progression, school level articulation and staffing for ESE. Assists with the coordination of student placement, agency referrals, student records, and student recognition programs.</li> <li>•Serves as a member of the school's ELL (English Language Learners) Committee.</li> <li>•Plans, implements, and delivers the district adopted school counseling curriculum, based upon Florida's School Counseling Frameworks, through the coordination of school-wide programs and grade specific classroom presentations, requiring articulation with the administration and classroom teachers. Other opportunities for the distribution of information could include college/academic planning nights for students and parents as well as Open House presentations.</li> <li>•Consults with teachers, teams, administrators, families and/or students regarding student academic achievement.</li> <li>•Performs other duties as assigned by the Principal</li> </ul>
DiPalma, Leesha	Instructional Coach	<ul style="list-style-type: none"> <li>•Provides instructional support for teachers through trainings, demonstrations, and coaching of a multi-tiered system of support, as it pertains to literacy instruction.</li> <li>•Coordinates with appropriate groups and staff including ESE and ELL personnel, for district-wide articulation</li> </ul>

Name	Title	Job Duties and Responsibilities
		<p>regarding reading issues.</p> <ul style="list-style-type: none"> <li>•Assists in the implementation of the Multi-Tiered System of Supports.</li> <li>•Works collaboratively with the administrative team, the district Curriculum department, assistant principal for curriculum, and staff at assigned school to help implement the state and district curricula.</li> <li>•Participates in the selection of, training with, and implementation of district adopted instructional materials and programs.</li> <li>•Assists teachers/schools in ordering materials to support reading and writing instruction in all content areas.</li> <li>•Provides training related to the General Responsibilities. 8. Collaborates with Coordinator of Literacy to ensure common vision, goals, and objectives.</li> <li>•Assumes a leadership role at the school level for the study and use of professional literature.</li> <li>•Assists in testing and diagnosing students' reading levels and needs.</li> <li>•Attends district meetings and state meetings (when possible) in support of professional learning.</li> <li>•Performs other duties as assigned by Coordinator of Literacy or Principal, when and only when such duties are literacy related.</li> <li>•Assists content area teachers by providing and demonstrating effective strategies for content instruction to students.</li> <li>•Assists content area teachers in incorporating critical thinking, study skills, and reading skills instruction into their content area teaching.</li> <li>•Collaborates with teachers in the Lesson Study process.</li> <li>•Performs other duties as assigned.</li> </ul>
Nickels, Denyse	Teacher, ESE	<ul style="list-style-type: none"> <li>•Works collaboratively with district and school-based leadership teams including academic coaches, to review the fidelity of Tier 3 intervention implementation prior to referral for evaluation.</li> <li>•Maintains a working knowledge of local, state, and federal laws and regulations related to compliance with the Individuals with Disabilities Education Act (IDEA), ESEA and English Language Learners (ELLs), as well as guidelines pertaining to eligibility, delivery of services, and individualized plan development,</li> <li>•Attends all district required professional development activities aligned with specific position requirements, and demonstrates active participation and follow-through at the school(s) of assignment. Provides training and technical assistance in the use of the Enrich system, and consultation in the development of the Educational Plans (EP). Individual Educational Plans (IEP) and 504 plans according</li> </ul>

Name	Title	Job Duties and Responsibilities
		<p>to individual student needs.</p> <ul style="list-style-type: none"> <li>• Prepares reviews and monitors the correct completion of educational documentation in student records pertaining to exceptional student (EP, IEP, 504) services to ensure compliance with federal, state, and local requirements.</li> <li>• Participates in annual self-assessment monitoring of student records in compliance with all requirements of IDEA and its regulations; Florida Statutes related to Special programs for Exceptional students; and Exceptional Student Education/Florida Education Finance Program (ESE/FEFP). Assists district and school-based administrators with F.T.E., student projections, compliance monitoring, and federal, state and local reports.</li> <li>• Conducts meeting using components of effective meeting facilitation assisting IEP teams in reaching agreements that lead to education programs and beneficial outcomes for students.</li> <li>• Gives information about organizations that offer support for parents of students with disabilities, information on agencies that can assist a student with a disability in transition from school, and offers parents training about Exceptional Student Education.</li> <li>• Performs other duties as assigned.</li> </ul>
Dawes, Robert	Assistant Principal	<ul style="list-style-type: none"> <li>• Manages school operations in the absence of the Principal and Assistant Principal for Curriculum and Instruction.</li> <li>• Assists the Principal in maintaining a positive school climate and culture within the school.</li> <li>• Provides leadership and supervision for the proper maintenance and custodial care of the school facility and grounds.</li> <li>• Researches, develops, and implements programs to improve student attendance and discipline.</li> <li>• Coordinates with outside support agencies for children's services.</li> <li>• Works in conjunction with school and District staff, Youth Relations Bureau Deputy (YRB) and support agencies to address attendance and discipline issues.</li> <li>• Assists the Principal in the selection, supervision, and evaluation of staff.</li> <li>• Develops and implements bus transportation procedures at school site.</li> <li>• Coordinates and conducts appropriate parent/teacher conferences related to attendance and discipline.</li> <li>• Assists the Principal in the preparation of locational and internal school budgets. 11. Secures substitute teachers as needed.</li> <li>• Supervises the assignment and distribution of student locks, lockers,</li> </ul>

Name	Title	Job Duties and Responsibilities
		<p>and parking decals.</p> <ul style="list-style-type: none"> <li>• Assists staff in development of Behavior Agreements for students with chronic discipline issues.</li> <li>• Assists with the maintenance of student records.</li> <li>• Works in conjunction with the Principal to ensure there is a data drive focus on student achievement.</li> <li>• Works in conjunction with the Principal to maintain fair, reasonable, and consistent discipline within the school.</li> <li>• Works in conjunction with the Principal to maintain a healthy and safe environment for students and staff.</li> <li>• Works in conjunction with the Principal to provide professional development opportunities for all staff.</li> <li>• Participates/Facilitates in workshops, conferences, parent-teacher meetings, and extracurricular activities.</li> <li>• FTEM: Social Studies, ESE-Inclusion</li> <li>• PLC: Social Studies, ESE Inclusion</li> <li>• Student Cohort: Sophmores</li> </ul>
Jackson, Melissa	Other	<ul style="list-style-type: none"> <li>•Attends all Test Coordinator District meetings.</li> <li>•Develops and implements all testing schedules at the building level, pursuant to state and district requirements, including AP and AICE.</li> <li>•Works with District Technology Department to facilitate necessary support and protocols for Computer Based Testing (CBT).</li> <li>•Maintains high level of security for all testing documents, both state and district, including AP and AICE.</li> <li>•Trains school based test administrator and proctors for all assessments, including AP and AICE.</li> <li>•Follows state and district requirements related to testing, including AP and AICE.</li> <li>•Completes all required documentation for state and district testing, including AP and AICE.</li> <li>•Communicates with District curriculum coordinators regarding district semester and final exams when necessary.</li> <li>•Performs other duties as assigned.</li> </ul>

### Demographic Information

#### Principal start date

Thursday 7/23/2020, Sean Kinsley

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

**Total number of teacher positions allocated to the school**

79

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	53%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (66%) 2017-18: A (72%) 2016-17: A (64%) 2015-16: A (62%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## Early Warning Systems

### Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	460	398	427	439	1724
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	25	14	26	23	88
One or more suspensions	0	0	0	0	0	0	0	0	0	0	35	11	19	7	72
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	21	10	41	29	101
Course failure in Math	0	0	0	0	0	0	0	0	0	0	14	24	81	53	172
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	45	36	60	37	178
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	33	25	53	32	143

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	26	18	65	29	138

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	15	0	15	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	3	0	3	

Date this data was collected or last updated

Thursday 7/23/2020

### Prior Year - As Reported

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	400	420	456	414	1690	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	22	26	36	26	110	
One or more suspensions	0	0	0	0	0	0	0	0	0	42	29	52	32	155	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	33	92	110	67	302	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	46	74	82	33	235	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	30	66	69	33	198

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	10	3	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	2	1	3

**Prior Year - Updated****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	400	420	456	414	1690
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	22	26	36	26	110
One or more suspensions	0	0	0	0	0	0	0	0	0	42	29	52	32	155
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	33	92	110	67	302
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	46	74	82	33	235

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	30	66	69	33	198

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	10	3	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	2	1	3

**Part II: Needs Assessment/Analysis****School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	70%	59%	56%	72%	58%	53%
ELA Learning Gains	53%	52%	51%	57%	51%	49%



School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	37%	41%	42%	45%	43%	41%
Math Achievement	65%	58%	51%	72%	59%	49%
Math Learning Gains	48%	44%	48%	51%	47%	44%
Math Lowest 25th Percentile	44%	46%	45%	38%	43%	39%
Science Achievement	83%	72%	68%	80%	69%	65%
Social Studies Achievement	81%	76%	73%	75%	71%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

### Grade Level Data

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	70%	56%	14%	55%	15%
	2018	70%	56%	14%	53%	17%
Same Grade Comparison		0%				
Cohort Comparison						
10	2019	67%	53%	14%	53%	14%
	2018	73%	59%	14%	53%	20%
Same Grade Comparison		-6%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	83%	68%	15%	67%	16%

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	85%	72%	13%	65%	20%
Compare		-2%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	82%	72%	10%	70%	12%
2018	77%	72%	5%	68%	9%
Compare		5%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	37%	67%	-30%	61%	-24%
2018	69%	67%	2%	62%	7%
Compare		-32%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	59%	13%	57%	15%
2018	86%	67%	19%	56%	30%
Compare		-14%			

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	30	23	28	28	31	40	40		98	27
ELL	22	34	23	40	38	37	46	62		81	58
ASN	78	70		77	58		94	85		100	100
BLK	33	36	28	40	33	47	58	53		95	35
HSP	60	49	34	49	38	33	74	72		94	68
MUL	77	62		83	50		92			100	100
WHT	77	55	44	77	56	53	90	88		98	81
FRL	55	46	32	53	39	40	71	72		96	61

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	49	47	44	44	39	56	43		78	47
ELL	27	50	54	69	81	80	75	38		77	71
ASN	91	83		93	88		91	92			
BLK	33	50	42	55	54	67	48	56		82	61
HSP	63	52	48	76	56	72	79	63		90	80
MUL	83	55		73	57			91		100	55
WHT	79	62	47	85	66	74	94	84		94	75
FRL	58	49	44	72	56	69	77	67		86	69
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	34	44	35	33	36	24	34	31		79	19
ELL	29	38	33	60	63	43	60	38		40	
ASN	86	75		90	79			100			
BLK	43	37	29	36	36	25	61	40		83	16
HSP	58	51	43	66	46	30	70	65		84	64
MUL	81	60		75	45		64				
WHT	78	61	49	77	53	43	85	81		96	62
FRL	56	48	41	62	49	33	66	58		86	47

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	713
Total Components for the Federal Index	11
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	81
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our overall math scores declined in meeting math standards, making math gains, and the lowest 25%. However, SY20 quarter 1 and 2 benchmarks showed improvement, especially in Geometry. Another area of concern is reading achievement with the lowest 25%. Our Federal Index for our SWD group was 37%, which was 4% below the benchmark. The teachers who had made progress during SY20 are teaching the same courses again during the SY21 school year. We also moved two highly effective teachers to teach intensive math courses.

#### Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline was in the area of math lowest 25%. Math staff members were inconsistent in the delivery of the curriculum and providing necessary interventions so that the students could succeed. At the beginning of the 2019-2020 school year, adjustments to teacher assignments and increased monitoring in these tested areas are evident in the SY20 quarter 1 to quarter 2 benchmarks. Algebra showed an 11% increase in the number of students scoring 3 or higher and Geometry benchmarks show a 5% increase in those scoring 3 or higher. Additionally, there was a 53% increase in the number of students scoring a level 4 or 5 on the Geometry Benchmarks.

The biggest impact of virtual learning was felt in the area of math as the students were not able to access consistent live teaching. Due to that fact adjustments have been made to the curriculum to review material that was not assessed during the 4th quarter. Pre-Assessments are to be given to all math students to start the SY21 school year. The data will be collected and analyzed and adjustments will be made based on the data collected.

#### Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our ELA lowest 25% continues to be an area of concern. Factors that may have contributed to this gap include a struggle to implement READ 180 with fidelity. For SY21, we have made some staffing changes due to teacher turnover and student academic needs. Our Literacy Coach will continue working with students and teachers to continue targeted and standards-based instruction and interventions to support all students. We have also created a sheltered ELA course for our English-language learning 9th and 10th grade students and using System 44 to support their learning.

#### Which data component showed the most improvement? What new actions did your school take in this area?

Our graduation rate improved to 98%. All members of the learning community were involved in the increased monitoring of all students throughout the school year to provide needed interventions for success. The testing waiver due to the pandemic also should be factored into this growth.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Two potential areas of concern are the number of students with a course failure in math (158) and 78 students had a level 1 on the 2019 state Math assessment. The number of students with a Level 1 on the 2019 statewide ELA assessment (195). 95 students also failed an ELA course.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Special Education students not meeting the 41% threshold for state assessments. (37%)
2. Math achievement in lowest 25%.
3. Reading achievement in lowest 25%.
4. Being aware of our student's mental health needs during the pandemic.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Small Group Instruction**

**Area of Focus** Barron Collier High School's area of focus will be to meet the Federal Standard for the our student with disabilities subgroup. Based on 2019 test data this group did not meet the 41% threshold our students' percentage was at 37%..

**Measurable Outcome:** 1. Special education students will meet or exceed the sub group benchmark of 41% . The sub group is currently at 37%.

**Person responsible for monitoring outcome:** Sean McAndrews (mcands@collierschools.com)

**Evidence-based Strategy:**

The following strategies will be used:

1. Focus on Standards-Based instruction that builds on foundations for complexity aligned to the rigor of the standards.
2. Making sure assignments and assessments are focused on learning targets with appropriate feedback including remediation and enrichment.
3. PLC work that is based in curriculum, instruction, common assessment, and progress monitoring.
4. Purposeful planning of lesson design and student outcomes utilizing instructional strategies, differentiation, and student accommodations.
5. Developing positive relationships with students in order to meet their social emotional needs as well as their academic needs. Teachers will build on the district provided SEL videos to develop relationships.
6. Build a master schedule with common planning time and co-teaching models to foster collaboration among staff with a student-centered focus.
7. Progress monitoring of student progress in across all curriculum areas.
8. Implementation of Literacy Instruction across all content areas.

**Rationale for Evidence-based Strategy:** These strategies were chosen based on researched based instructional strategies that have shown to have an impact on student achievement.

**Action Steps to Implement**

1. PLC's will meet bi-monthly with a focus on Curriculum, Assessment, remediation, and Enrichment. Incorporating student work, common formative assessments, instructional strategies, and standards-based focus. Special Education Inclusion Teachers are required to attend subject area PLC's.
2. Lesson plan submission quarterly to be reviewed by administration.
3. Grading practices aligned to CCPS grading manual based on learning targets and standards-focus skills and concepts.
4. Instructional Rounds utilized through departments.
5. Academic coaching for teachers based on experiences and personal goals.
6. Individualized FTEM growth goals based on teacher goals.
7. Administration will meet monthly to review SWD data with case managers to review student progress.

**Person Responsible** Sean McAndrews (mcands@collierschools.com)

**#2. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	We continued to be concerned about the progress of our students in both reading and math. Although we made some progress last year we need to continue to make progress towards our goals. The leadership team will continue to closely monitor the use of both ALEKS and Read 180 as to measure progress towards the goal. We also created a sheltered reading course this year that will address the needs of our most needy ELL students. We have strategically placed effective teachers into our intensive classrooms. PLCs will be used to review data and make adjustments as the year progresses.
<b>Measurable Outcome:</b>	We will increase our overall reading proficiency by 3% from 70% to 73% as measured by the 2021 ELA FSA Test.
<b>Person responsible for monitoring outcome:</b>	Sean McAndrews (mcands@collierschools.com)
<b>Evidence-based Strategy:</b>	<p>The following strategies will be used:</p> <ol style="list-style-type: none"> <li>1. Focus on Standards-Based instruction that builds on foundations for complexity aligned to the rigor of the standards.</li> <li>2. Making sure assignments and assessments are focused on learning targets with appropriate feedback including remediation and enrichment.</li> <li>3. PLC work that is based in curriculum, instruction, common assessment, and progress monitoring.</li> <li>4. Purposeful planning of lesson design and student outcomes utilizing instructional strategies, differentiation, and student accommodations.</li> <li>5. Developing positive relationships with students in order to meet their social emotional needs as well as their academic needs. Teachers will build on the district provided SEL videos to develop relationships.</li> <li>6. Build a master schedule with common planning time and co-teaching models to foster collaboration among staff with a student-centered focus.</li> <li>7. Progress monitoring of student progress in across all curriculum areas.</li> <li>8. Implementation of Literacy Instruction across all content areas.</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	These strategies were chosen based on researched based instructional strategies that have shown to have an impact on overall student achievement.

**Action Steps to Implement**

1. PLC's will meet bi-monthly with a focus on Curriculum, Assessment, remediation, and Enrichment. Incorporating student work, common formative assessments, instructional strategies, and standards-based focus. Special Education Inclusion Teachers are required to attend subject area PLC's.
2. Lesson plan submission quarterly to be reviewed by administration.
3. Grading practices aligned to CCPS grading manual based on learning targets and standards-focus skills and concepts.



4. Instructional Rounds utilized through departments.
5. Academic coaching for teachers based on experiences and personal goals.
6. Individualized FTEM growth goals based on teacher goals.
7. Administration will meet monthly to review SWD data with case managers to review student progress.

**Person Responsible** Sean McAndrews (mcands@collierschools.com)

**#3. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	We continued to be concerned about the progress of our students in both reading and math. Although we made some progress last year we need to continue to make progress towards our goals. The leadership team will continue to closely monitor the use of both ALEKS and Read 180 as to measure progress towards the goal. We also created a sheltered reading course this year that will address the needs of our most needy ELL students. We have strategically placed effective teachers into our intensive classrooms. PLCs will be used to review data and make adjustments as the year progresses.
<b>Measurable Outcome:</b>	We will increase our overall Math proficiency by 5% from 65% to 70% as measured by the Algebra and Geometry EOC state tests. We will also increase our lowest 25% math proficiency by 6% from 44% to 50%.
<b>Person responsible for monitoring outcome:</b>	[no one identified]
<b>Evidence-based Strategy:</b>	<p>The following strategies will be used:</p> <ol style="list-style-type: none"> <li>1. Focus on Standards-Based instruction that builds on foundations for complexity aligned to the rigor of the standards.</li> <li>2. Making sure assignments and assessments are focused on learning targets with appropriate feedback including remediation and enrichment.</li> <li>3. PLC work that is based in curriculum, instruction, common assessment, and progress monitoring.</li> <li>4. Purposeful planning of lesson design and student outcomes utilizing instructional strategies, differentiation, and student accommodations.</li> <li>5. Developing positive relationships with students in order to meet their social emotional needs as well as their academic needs. Teachers will build on the district provided SEL videos to develop relationships.</li> <li>6. Build a master schedule with common planning time and co-teaching models to foster collaboration among staff with a student-centered focus.</li> <li>7. Progress monitoring of student progress in across all curriculum areas.</li> <li>8. Implementation of Literacy Instruction across all content areas.</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	These strategies were chosen based on researched based instructional strategies that have shown to have an impact on overall student achievement.

**Action Steps to Implement**

1. PLC's will meet bi-monthly with a focus on Curriculum, Assessment, remediation, and Enrichment. Incorporating student work, common formative assessments, instructional strategies, and standards-based focus. Special Education Inclusion Teachers are required to attend subject area PLC's.
2. Lesson plan submission quarterly to be reviewed by administration.
3. Grading practices aligned to CCPS grading manual based on learning targets and standards-focus skills and

concepts.

4. Instructional Rounds utilized through departments.
5. Academic coaching for teachers based on experiences and personal goals.
6. Individualized FTEM growth goals based on teacher goals.
7. Administration will meet monthly to review SWD data with case managers to review student progress.

**Person Responsible** Sean McAndrews (mcands@collierschools.com)

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**During the course of the pandemic we continue to be concerned about the mental well being of our student population. SEL videos were provided and discussed to begin the school year. Teachers were trained to recognize potential trauma that may affect their students. Regular meeting have been schedule to discuss student mental health issues with the student concerns committee. We feel that by building better student relationships that will lead to improved student achievement.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

During the course of the pandemic various resources were used to communicate with all stakeholders. The Canvas LMS system was used to provide video updates to students, parents, and teachers. During the course of SY21 the leadership team will review mission and vision statements and revise where needed. The current mission and vision statements were shared with all stakeholders during the opening weeks of school. This year's theme is "It's all about the blue" By using this theme it will allow us to build on the progress that was made last year regarding the school climate.

### Parent Family and Engagement Plan (PFEP) Link

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