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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: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: A (66%) 2017-18: A (72%) 2016-17: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

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)	2020-21 Title I School	2020-21 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	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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SIP Authority

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

Name	Position Title	Job Duties and Responsibilities
		<p>events</p> <ul style="list-style-type: none"> • FTEM: Mathematics & Scienc; Year 1&2 Teachers • PLC: Mathematcs, Science & Administration • Student Cohort: Juniors • Assist with development of Master schedule, oversee student scheduling – placement concerns • SIP and corresponding program development • Develop and deliver monthly and early release PD agendas/options • Work with Test Coordinator to insure compliance with all regulations • Oversee substitute teacher assignment process, textbook inventory, grade reporting • Aggregates, analyzes, interprets and communicates data to improve the instructional program and to ensure there is a data driven focus on student achievement. • Assist in preparation of county, state and federal reports originating at the school level • Works in conjunction with administration, faculty and staff to maintain a healthy and safe environment • Serves as a liaison between the school and community to utilize community resources

Gersbach, Theresa	Assistant Principal	<p>Manages school operations as directed by the Principal.</p> <ul style="list-style-type: none"> • Monitors daily student attendance and administers attendance policies. • Administers appropriate discipline to all students as outlined by Code of Student Conduct. • Coordinates and supervises detention, in-school suspension, and intramural programs • Works in conjunction with the Principal to supervise all aspects of the student day (i.e. student arrival, class transition, lunch, dismissal). • Monitors the accurate compilation of daily attendance reports and records. • Coordinates and conducts appropriate parent/teacher conferences related to attendance and discipline. • Communicates as needed with students, parents, and staff regarding attendance and discipline matters. • Coordinates with outside support agencies for children’s services. • Works in conjunction with school and District staff, Youth Relations Bureau Deputy (YRB) and support agencies to address attendance and discipline issues. • Researches, develops and implements programs to improve student attendance and discipline. • Assists staff in development of Behavior Agreements for students with chronic discipline issues. • Assists the Principal in the selection, supervision, and evaluation of staff. • Provides leadership with teachers and department chairperson concerning instructional programs.
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Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Assists with the maintenance of student records. • Works in conjunction with the Principal to ensure there is a data drive focus on student achievement. • Works in conjunction with the Principal to maintain fair, reasonable, and consistent discipline within the school. • Works in conjunction with the Principal to maintain a healthy and safe environment for students and staff. • Works in conjunction with the Principal to provide professional development opportunities for all staff. • Participates/facilitates in workshops, conferences, parent-teacher meetings, and extracurricular activities. • FTEM: CTE/NAF, World Languages, ESE-Self Contained • PLCs: CTE/NAF, World Languages, ESE-Self-Contained • Student Cohort - Freshmen
Applegate, Christopher	School Counselor	<p>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.</p> <p>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.</p> <ul style="list-style-type: none"> •Serves as a member of the school’s ELL (English Language Learners) Committee. •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. •Consults with teachers, teams, administrators, families and/or students regarding student academic achievement. •Performs other duties as assigned by the Principal
DiPalma, Leesha	Reading Coach	Provides instructional support for teachers through trainings, demonstrations, and coaching of a multi-tiered

Name	Position Title	Job Duties and Responsibilities
		<p>system of support, as it pertains to literacy instruction.</p> <ul style="list-style-type: none"> •Coordinates with appropriate groups and staff including ESE and ELL personnel, for district-wide articulation regarding reading issues. •Assists in the implementation of the Multi-Tiered System of Supports. •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. <ul style="list-style-type: none"> •Participates in the selection of, training with, and implementation of district adopted instructional materials and programs. •Assists teachers/schools in ordering materials to support reading and writing instruction in all content areas. •Provides training related to the General Responsibilities. 8. Collaborates with Coordinator of Literacy to ensure common vision, goals, and objectives. •Assumes a leadership role at the school level for the study and use of professional literature. •Assists in testing and diagnosing students' reading levels and needs. •Attends district meetings and state meetings (when possible) in support of professional learning. •Performs other duties as assigned by Coordinator of Literacy or Principal, when and only when such duties are literacy related. •Assists content area teachers by providing and demonstrating effective strategies for content instruction to students. •Assists content area teachers in incorporating critical thinking, study skills, and reading skills instruction into their content area teaching. •Collaborates with teachers in the Lesson Study process. •Performs other duties as assigned.
Nickels, Denyse	Teacher, ESE	<p>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.</p> <ul style="list-style-type: none"> •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, •Attends all district required professional development activities aligned with specific position requirements, and demonstrates active participation and follow-through at the school(s) of

Name	Position Title	Job Duties and Responsibilities
		<p>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 to individual student needs.</p> <ul style="list-style-type: none"> •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. •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. •Conducts meeting using components of effective meeting facilitation assisting IEP teams in reaching agreements that lead to education programs and beneficial outcomes for students. •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. •Performs other duties as assigned.
Dawes, Robert	Assistant Principal	<p>Manages school operations in the absence of the Principal and Assistant Principal for Curriculum and Instruction.</p> <ul style="list-style-type: none"> • Assists the Principal in maintaining a positive school climate and culture within the school. • Provides leadership and supervision for the proper maintenance and custodial care of the school facility and grounds. • Researches, develops, and implements programs to improve student attendance and discipline. • Coordinates with outside support agencies for children’s services. • Works in conjunction with school and District staff, Youth Relations Bureau Deputy (YRB) and support agencies to address attendance and discipline issues. • Assists the Principal in the selection, supervision, and evaluation of staff. • Develops and implements bus transportation procedures at school site. • Coordinates and conducts appropriate parent/teacher conferences

Name	Position Title	Job Duties and Responsibilities
		<p>related to attendance and discipline.</p> <ul style="list-style-type: none"> • Assists the Principal in the preparation of locational and internal school budgets. 11. Secures substitute teachers as needed. • Supervises the assignment and distribution of student locks, lockers, and parking decals. • Assists staff in development of Behavior Agreements for students with chronic discipline issues. • Assists with the maintenance of student records. • Works in conjunction with the Principal to ensure there is a data drive focus on student achievement. • Works in conjunction with the Principal to maintain fair, reasonable, and consistent discipline within the school. • Works in conjunction with the Principal to maintain a healthy and safe environment for students and staff. • Works in conjunction with the Principal to provide professional development opportunities for all staff. • Participates/Facilitates in workshops, conferences, parent-teacher meetings, and extracurricular activities. • FTEM: Social Studies, ESE-Inclusion • PLC: Social Studies, ESE Inclusion • Student Cohort: Sophmores
<p>Jackson, Melissa</p>	<p>Other</p>	<p>Attends all Test Coordinator District meetings.</p> <ul style="list-style-type: none"> •Develops and implements all testing schedules at the building level, pursuant to state and district requirements, including AP and AICE. •Works with District Technology Department to facilitate necessary support and protocols for Computer Based Testing (CBT). •Maintains high level of security for all testing documents, both state and district, including AP and AICE. •Trains school based test administrator and proctors for all assessments, including AP and AICE. •Follows state and district requirements related to testing, including AP and AICE. •Completes all required documentation for state and district testing, including AP and AICE. •Communicates with District curriculum coordinators regarding district semester and final exams when necessary. •Performs other duties as assigned.

Demographic Information

Principal start date

Thursday 7/1/2021, 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

76

Total number of students enrolled at the school

1,641

Identify the number of instructional staff who left the school during the 2020-21 school year.

8

Identify the number of instructional staff who joined the school during the 2021-22 school year.

9

Demographic Data

Early Warning Systems

2021-22

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	381	457	401	401	1640
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	106	125	118	116	465	
One or more suspensions	0	0	0	0	0	0	0	0	0	3	4	4	3	14	
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	57	46	49	153	
Course failure in Math	0	0	0	0	0	0	0	0	0	15	49	66	51	181	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	44	71	78	66	259

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	0	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	0	0	0	2

Date this data was collected or last updated

Monday 9/13/2021

2020-21 - 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	460	398	427	439	1724
Attendance below 90 percent	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	35	11	19	7	72
Course failure in ELA	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	14	24	81	53	172
Level 1 on 2019 statewide ELA assessment	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	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

2020-21 - 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	460	398	427	439	1724
Attendance below 90 percent	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	35	11	19	7	72
Course failure in ELA	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	14	24	81	53	172
Level 1 on 2019 statewide ELA assessment	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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				70%	59%	56%	72%	62%	56%
ELA Learning Gains				53%	52%	51%	59%	57%	53%
ELA Lowest 25th Percentile				37%	41%	42%	47%	46%	44%
Math Achievement				65%	58%	51%	80%	63%	51%
Math Learning Gains				48%	44%	48%	62%	56%	48%
Math Lowest 25th Percentile				44%	46%	45%	71%	50%	45%
Science Achievement				83%	72%	68%	87%	70%	67%
Social Studies Achievement				81%	76%	73%	78%	76%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	70%	56%	14%	55%	15%
Cohort Comparison						
10	2021					
	2019	67%	53%	14%	53%	14%
Cohort Comparison		-70%				

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	
2021						
2019	83%	68%	15%	67%	16%	

CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019						

HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	82%	72%	10%	70%	12%	

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	37%	67%	-30%	61%	-24%	

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	59%	13%	57%	15%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Quarterly District Benchmark Assessments.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(279/406) 69%	(315/441) 71%	(243/402) 60%
	Economically Disadvantaged	(66/132) 50%	(80/154) 52%	(58/135) 43%
	Students With Disabilities	(9/32) 28%	(13/37) 35%	(7/34) 21%
	English Language Learners	(11/30) 37%	(8/31) 26%	(8/30) 27%
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	(276/378) 73%	(310/420) 74%	(306/402) 76%
	Economically Disadvantaged	(76/132) 58%	(84/150) 56%	(77/136) 57%
	Students With Disabilities	(19/29) 66%	(22/35) 63%	(18/35) 51%
	English Language Learners	(14/28) 50%	(15/31) 48%	(12/30) 40%
		Number/% Proficiency	Fall	Winter
Biology	All Students	(244/269) 91%	(262/284) 92%	(242/264) 92%
	Economically Disadvantaged	(49/60) 82%	(55/64) 86%	(45/57) 79%
	Students With Disabilities	(6/10) 60%	(7/10) 70%	(3/7) 43%
	English Language Learners	(4/5) 80%	(4/5) 80%	(4/4) 100%
		Number/% Proficiency	Fall	Winter
US History	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(209/331) 63%	(253/365) 69%	(193/337) 57%
	Economically Disadvantaged	(70/138) 51%	(82/152) 54%	(53/135) 39%
	Students With Disabilities	(9/28) 32%	(12/33) 36%	(5/28) 18%
	English Language Learners	(8/27) 30%	(9/32) 28%	(2/28) 7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	(36/79) 46%	(45/92) 49%	(40/85) 47%
	Economically Disadvantaged	(19/46) 41%	(23/54) 43%	(23/48) 48%
	Students With Disabilities	(7/15) 47%	(5/16) 31%	(4/15) 27%
	English Language Learners	(7/15) 47%	(9/19) 47%	(8/18) 44%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	(73/113) 65%	(72/125) 58%	(72/110) 65%
	Economically Disadvantaged	(38/68) 56%	(35/78) 45%	(37/66) 56%
	Students With Disabilities	(8/14) 57%	(6/17) 35%	(6/13) 46%
	English Language Learners	(9/22) 41%	(9/26) 35%	(11/21) 52%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	N/A	(0/1) 0%	(0/1) 0%
	Economically Disadvantaged	N/A	(0/1) 0%	(0/1) 0%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	(0/1) 0%	(0/1) 0%

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	(0/2) 0%	(0/4) 0%	N/A
	Economically Disadvantaged	N/A	(0/1) 0%	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	(0/1) 0%	(0/2) 0%	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	(17/40) 43%	(20/52) 38%	(15/40) 38%
	Economically Disadvantaged	(15/32) 47%	(17/42) 40%	(13/32) 41%
	Students With Disabilities	(2/7) 29%	(3/11) 27%	(2/10) 20%
	English Language Learners	(4/9) 44%	(3/11) 27%	(3/7) 43%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	(3/9) 33%	(7/12) 58%	(5/9) 56%
	Economically Disadvantaged	(3/9) 33%	(6/11) 55%	(4/8) 50%
	Students With Disabilities	(0/1) 0%	(0/1) 0%	(0/2) 0%
	English Language Learners	(1/4) 25%	(2/5) 40%	(2/4) 50%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	(150/189) 79%	(180/221) 81%	(135/176) 77%
	Economically Disadvantaged	(76/99) 77%	(90/119) 76%	(68/90) 76%
	Students With Disabilities	(16/21) 76%	(15/24) 63%	(12/18) 67%
	English Language Learners	(12/17) 71%	(13/20) 65%	(10/15) 67%

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(0/1) 0%	(0/1) 0%	N/A
	Economically Disadvantaged	(0/1) 0%	(0/1) 0%	N/A
	Students With Disabilities	(0/1) 0%	(0/1) 0%	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	(1/6) 17%	(1/4) 25%	(2/4) 50%
	Economically Disadvantaged	(1/3) 33%	(1/4) 25%	(2/4) 50%
	Students With Disabilities	(0/1) 0%	(0/1) 0%	N/A
	English Language Learners	(0/2) 0%	(0/2) 0%	(0/2) 0%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	(4/4) 100%	(1/4) 25%	(2/4) 50%
	Economically Disadvantaged	(4/4) 100%	(1/4) 25%	(2/4) 50%
	Students With Disabilities	N/A	(0/1) 0%	N/A
	English Language Learners	N/A	(0/2) 0%	(0/2) 0%
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	29	33	29	24	29	31	54	38		97	49
ELL	28	40	38	35	27	26	59	41		82	68
ASN	85	65		100	83		90			100	100
BLK	27	14	9	30	20	27	50	67		100	72
HSP	50	45	31	43	32	31	70	61		91	76

2021 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 2019-20	C & C Accel 2019-20
MUL	86	58		77	64			77			
WHT	78	57	41	75	45	33	87	80		99	92
FRL	51	45	31	43	31	29	68	65		92	73
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	680
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	
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%	
Asian Students	
Federal Index - Asian Students	89
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	72
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	

White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Overall, 34% of our Algebra Students passed the Algebra EOC Exam. The trend that Barron Collier is experiencing is over the last few years, less than half of the students are passing the Algebra exam. The Lowest 25% sub-group continues to be the farthest from both district and state average.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Algebra is the identified component that demonstrates the greatest need for improvement based on progress monitoring, and both the 2019 and 2021 state assessment results. This area was impacted the most by virtual learning as students were unable to access live instruction.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors included teachers, class size, inconsistent student attendance and virtual learning. Teachers have been strategically placed in our Algebra 1A/1B courses. Class sizes have decreased to 25 to increase opportunities for support and interventions. Part-Time Math Coach has been assigned to our building for the 2021-2022 school year. This will support additional intervention as well as monitoring of consistent instructional strategies.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The components that showed the most improvement were Graduation Rate, Geometry and Biology all showed nice gains. The ELL Sub-Group also showed gain scores of 16%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors to this improvement included weekly senior meetings with at risk students to address graduation requirements. Both Geometry and Biology had consistent teachers, high functioning Professional Learning Communities who reviewed data and made instructional adjustments based on that data on a weekly basis.

What strategies will need to be implemented in order to accelerate learning?

Strategies implemented to accelerate learning include the addition of a Math Coach to provide small group interventions. Progress monitoring by algebra teachers on a monthly basis. Lowering of class sizes from over 30 to 25 and below to support targeted interventions.

Added third level of support to our sheltered classroom to support our Juniors and Seniors. In order to support students in meeting graduation requirements, our Reading Specialist and Testing Coordinator will visit classrooms to provide registration assistance for SAT/ACT as well as test prep strategies to prepare them for a potential concordant score. Positive relationships have been established between these staff members and identified students to support their growth and success.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

District provided professional learning days are scheduled throughout the year. Data Chats will occur at all tested area PLC's after each quarterly benchmark. Teachers will share Instructional strategies and best practices based on the results of the assessments. Reading and Math Coaches will continue to provide additional professional growth opportunities including modeling, lesson assistance, and providing opportunities for instructional rounds to take place.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Algebra 1A/1B courses will continue to be staffed so that class size remains below 25. We will also continue the practice of strategically placing teachers to maximize learning. We will look to expand our sheltered class offerings to include a sheltered class for our students in Grade 11 and Grade 12. We will continue early interventions with our At-Risk seniors to ensure they graduate on time.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: We continued to be concerned about the progress of our students in meeting our overall Math EOC graduation requirements. Although we made some progress last year we need to continue to make progress towards our goal. The leadership team will continue to closely monitor the use of both ALEKS, lesson plans, and teacher gradebooks to measure progress towards the goal. We have strategically placed effective teachers into our math intensive classrooms. PLCs will be used to review data and make adjustments as the year progresses.

Measurable Outcome: We will increase our overall Math proficiency by 7% from 63% to 70% as measured by the Spring 2022 Algebra and Geometry EOCs.. We will also increase our lowest 25% math proficiency by 12% from 32% to 44% as measured by the Spring 2022 Math EOCs.

Monitoring:

1. Building administrators, math coach, and math teachers will review quarterly benchmarks, ALEKS data, and, formative assessments. Using formative practices has been identified as a building level goal for all teachers. The use of formative assessments will monitored through the teacher observation process.
2. Monthly checks of teacher lesson plans and gradebooks.
3. PLC work will also be reviewed on a monthly basis by administrator.

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

Evidence-based Strategy: Teachers will use descriptive feedback based on formative assessments when providing interventions and support to students.

Rationale for Evidence-based Strategy: 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. Teachers will be provided with professional development using Marzano's Classroom Instruction That Works on how to use descriptive feedback and formative assessments in their classroom.
2. Administration will monitor classroom use of formative assessments and giving descriptive feedback.
3. Teachers will receive ongoing coaching and support where necessary.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to ELA

Area of Focus We continued to be concerned about the progress of our students meeting reading graduation requirements.. Although we made some progress last year we need to continue to make progress towards our goal. The leadership team will continue to closely monitor quarterly benchmarks, Read 180 data, formative assessment use, teacher gradebooks and lesson plans to measure progress towards reaching our Reading goal.

Description and Rationale: 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. We also now have a full time Reading Coach who will model lessons and provide intensive interventions for our most needy students. PLCs will be used to review data and make adjustments as the year progresses.

Measurable Outcome: We will increase our overall reading proficiency by 4% from 69% to 73% as measured by the Spring 2022 ELA FSA Tests.

Monitoring:

1. Building administrators, reading coach, and English/Intensive teachers will review quarterly benchmarks, Read 180 data, and, formative assessments. Using formative practices has been identified as a building level goal for all teachers. The use of formative assessments will monitored through the teacher observation process.
2. Monthly checks of teacher lesson plans and gradebooks.
3. PLC work will also be reviewed on a monthly basis by administrator.

Person responsible for monitoring outcome: Sean Kinsley (kinslese@collierschools.com)

Evidence-based Strategy: Teachers will use descriptive feedback and formative assessments when providing interventions and support to students.

Rationale for Evidence-based Strategy: 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. Teachers will be provided with professional development using Marzano's Classroom Instruction That Works on how to use descriptive feedback and formative assessments.
2. Administration will monitor classroom use of formative assessments and giving descriptive feedback.
3. Teachers will receive ongoing coaching and support where necessary.

Person Responsible Sean Kinsley (kinslese@collierschools.com)

No description entered

Person Responsible [no one identified]

#3. Instructional Practice specifically relating to Small Group Instruction**Area of Focus Description and Rationale:**

Barron Collier High School's area of focus will be on the SWD population. Based on 2019 test data this group of students' had a 28% in the area of Math Achievement.

Measurable Outcome: SWD students will increase their achievement in Math by 5% from 28% to 33% as measured by the Spring 2022 Math EOCs.

Monitoring:

1. Building administrators, math coach, and math teachers will review quarterly benchmarks, ALEKS data, and, formative assessments. Using formative practices has been identified as a building level goal for all teachers. The use of formative assessments will monitored through the teacher observation process.
2. Monthly checks of teacher lesson plans and gradebooks.
3. PLC work will also be reviewed on a monthly basis by administrator.

Person responsible for monitoring outcome:

Sean Kinsley (kinslese@collierschools.com)

Evidence-based Strategy:

Using descriptive feedback and formative assessments when providing interventions and support to students.

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. Teachers will be provided with professional development using Marzano's Classroom Instruction That Works on how to use descriptive feedback and formative assessments in their classroom.
2. Administration will monitor classroom use of formative assessments and giving descriptive feedback.
3. Teachers will receive ongoing coaching and support where necessary.

Person

Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

N/A

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.

As the pandemic continues into the 2021-2022 school year, various resources will continue to be used to communicate with all stakeholders. A weekly newsletter has been created to keep all stakeholders involved. A "Week of" document outlining future events, has been designed to keep all faculty and staff involved and updated.

During the course of SY22 the leadership team will review mission and statements and revise where needed. The current mission and vision statements will be shared with all stakeholders at a School Advisory Meeting. This year's theme is "One Team, One Mission, One Nation". This theme will allow us to build on the progress that was made last year regarding the school climate and help the school get back to a normal school pre-Covid.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

N/A

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
Total:			\$0.00