

Collier County Public Schools

# Barron Collier High School



## 2022-23 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: 7/1/2021

<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>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	53%
<b>2021-22 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>	2021-22: A (68%) 2018-19: A (66%) 2017-18: A (72%)
<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>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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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<b>Title I Requirements</b>	<b>0</b>
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# Barron Collier High School

5600 COUGAR DR, Naples, FL 34109

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	No	53%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

## School Board Approval

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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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Kinsley, Sean	Principal	<p>-Implement the District’s philosophy of education and instructional program in accordance with District policies and administrative guidelines, Florida Department of Education requirements, and provisions of State and Federal law. Directs all school administrative operations. Provides instructional leadership for all school programs. • Provides leadership for all school operations consistent with existing collective bargaining contracts, school law, Board Policies, and Administrative Procedures.</p> <ul style="list-style-type: none"> <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</li> </ul>



Name	Position Title	Job Duties and Responsibilities
		<p>activities.</p> <ul style="list-style-type: none"> <li>Enforces Florida High School Athletic Association Bylaws and Policies, in accordance with Board Policies and Administrative Procedures.</li> </ul>
Alford, Norman	Assistant Principal	<p>Assistant Principal of Curriculum and Instruction. Implement the District's philosophy of education and instructional program in accordance with District policies and administrative guidelines, Florida Department of Education requirements, and provisions of State and Federal law. Assists the Principal in directing all school administrative operations. Assists the Principal with providing instructional leadership for all school personnel and programs.</p> <ul style="list-style-type: none"> <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> <li>FTEM: Mathematics &amp; Science; Year 1&amp;2 Teachers</li> <li>PLC: Mathematics, 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>
Dawes, Robert	Assistant Principal	<p>-Assistant Principal of Attendance and Discipline. Implement the District's philosophy of education and instructional program in accordance with District policies and administrative guidelines, Florida Department of Education requirements, and provisions of State and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Federal law. Assists the Principal in directing all school administrative operations. Assists the Principal with providing instructional leadership for all school personnel and programs.</p> <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>-Supervises the assignment and distribution of student locks, lockers, and parking decals.</li> <li>-Assists staff in development of Behavior Agreements for students with chronic discipline issues.</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> </ul>

Name	Position Title	Job Duties and Responsibilities
Gersbach, Theresa	Assistant Principal	<p>Manages school operations as directed by the Principal.</p> <ul style="list-style-type: none"> <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 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: CTE/NAF, World Languages, ESE-Self Contained</li> <li>• PLCs: CTE/NAF, World Languages, ESE-Self-Contained</li> <li>• Student Cohort - Freshmen</li> </ul>
DiPalma, Leesha	Reading Coach	<p>*Reading Coach implements the District’s philosophy of education and instructional program in accordance with</p>

Name	Position Title	Job Duties and Responsibilities
		<p>District policies and administrative guidelines, Florida Department of Education requirements, and provisions of State and Federal law. Assists in the implementation of the Collier County Public Schools K-12 Comprehensive Research-Based Reading Plan.</p> <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 regarding reading issues.</li> <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.</li> </ul> <p>8. Collaborates with Coordinator of Literacy to ensure common vision, goals, and objectives.</p> <ul style="list-style-type: none"> <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>
<p>Applegate, Christopher</p>	<p>School Counselor</p>	<p>-Director of Guidance provides school counseling services for students, utilizing parents, staff and community resources in the areas of academic</p>

Name	Position Title	Job Duties and Responsibilities
		<p>achievement, career development, personal and social development, and community involvement and multicultural/global citizenship development. Works with and through the Department Chair of School Counseling, where applicable, in the area of student services. Maintains professional growth via staff development activities both within and outside the district.</p> <p>-Provides for the implementation and delivery of the district adopted school counseling curriculum based upon Florida’s School Counseling Framework. Serves as on-staff resource with expertise in student services.-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. 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> <p>-Serves as a member of the school’s ELL (English Language Learners) Committee.</p> <p>-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.</p> <ul style="list-style-type: none"> <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>

Nickels, Denyse	Teacher, ESE	-ESE Specialist. Implements the District’s philosophy of education and instructional program in accordance with District policies and administrative guidelines, Florida
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Name	Position Title	Job Duties and Responsibilities
		<p>Department of Education requirements, and provisions of State and Federal law. Promotes the shared vision of meeting the needs of all students utilizing a system of supports with differentiated instruction as the platform for integration of standards-based instruction. Maintains detailed knowledge of procedural safeguards, evaluation, eligibility procedures, policies, laws and regulations related to the educational needs of students with disabilities. Remains informed, stays up-to-date on district initiatives as shared via email, iBriefings, webinars, meetings, etc. and takes appropriate action as needed.</p> <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> <p>-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.</p> <p>-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 to individual student needs.</p> <p>-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.</p> <p>-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.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>-Conducts meeting using components of effective meeting facilitation assisting IEP teams in reaching agreements that lead to education programs and beneficial outcomes for students.</p> <p>-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.</p> <p>-Performs other duties as assigned.</p>
Jackson, Melissa	Other	<p>Attends all Test Coordinator District meetings.</p> <ul style="list-style-type: none"> <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 7/1/2021, Sean Kinsley

**Number of teachers with a 2022 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.*

16

**Number of teachers with a 2022 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**

86

**Total number of students enrolled at the school**

1,676

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

2

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

10

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current 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	416	391	467	402	1676
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	31	24	47	20	122
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	2	1	0	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	27	36	18	81
Course failure in Math	0	0	0	0	0	0	0	0	0	0	31	35	56	41	163
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	54	72	77	43	246
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	26	18	33	10	87
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	18	37	0	0	55

**Using the table above, complete the table below with the number of students by current grade level who have 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	16	40	56	20	132

**Using current year data, complete the table below with the number of students identified as being "retained.":**

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	8	0	12	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	3	2	0	0	5



**Date this data was collected or last updated**

Tuesday 8/23/2022

**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	0	381	457	401	401	1640
Attendance below 90 percent	0	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	0	3	4	4	3	14
Course failure in ELA	0	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	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	0
Level 1 on 2019 statewide FSA Math assessment	0	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	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	0	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2

**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	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	
Level 1 on 2019 statewide FSA Math assessment	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	

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	68%	54%	51%				70%	59%	56%
ELA Learning Gains	60%						53%	52%	51%
ELA Lowest 25th Percentile	43%						37%	41%	42%
Math Achievement	67%	35%	38%				65%	58%	51%
Math Learning Gains	61%						48%	44%	48%
Math Lowest 25th Percentile	56%						44%	46%	45%
Science Achievement	83%	51%	40%				83%	72%	68%
Social Studies Achievement	75%	47%	48%				81%	76%	73%

**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

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
2022					
2019	83%	68%	15%	67%	16%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	82%	72%	10%	70%	12%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	37%	67%	-30%	61%	-24%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	59%	13%	57%	15%

## Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	29	36	41	32	44	37	41	51		89	33
ELL	31	46	30	37	58	63	55	42		88	50
ASN	68	81		73	71		100	93		100	80
BLK	32	47	35	38	65	70	69			78	50
HSP	55	50	42	50	54	48	71	59		92	71
MUL	90	75								93	86
WHT	77	64	42	80	66	61	89	84		97	79
FRL	46	48	35	48	52	51	70	65		92	67
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
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

## ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

<b>ESSA Federal Index</b>	
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	729
Total Components for the Federal Index	11
Percent Tested	97%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
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	86
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	74
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

## Part III: Planning for Improvement

### 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?

Observing Barron Collier High School (BCHS) three year trend(no scores SY20), what has emerged in students outcomes meeting reading standards is a consistent declined from 70% to 68%. From SY21-SY22 of 9th and 10th graders making gains has increased by 7% as well as our lowest 25% students making reading gains increased by 9%. Reading gains from SY21-SY22 revealed by our ethnic subgroups exhibits no growth. White students maintained at 57%, Black students 14%, Hispanic students 45%, and Asian students 65%, and multi-racial 58%. Evaluating our reading gains of English language Learner (ELL) subgroup from SY21-SY22 maintained at 42%, our Exceptional Student Education (ESE) students maintained at 33%, and Economically disadvantaged maintained at 45%.

In math, over three years from SY19-SY22 (no scores in 2020) the students meeting math standards increased 2%. Students making math gains in Algebra and Geometry increased 20% from SY21-SY22. The lowest 25% from SY21-SY22 in math increased 24%. Algebra specifically decreased 6% and Geometry increased 4% from SY21-SY22. BCHS currently stands 17% above the District average in Geometry. Graded students meeting math standards in math by ethnicity all increased (White 2%, Black 8%, Hispanic 7%, multiracial 1%). Evaluating our students students meeting math standards ELL subgroup from SY21-SY22 increased by 1%(31%), our ESE students increased by 8% (32%), and

Economically disadvantaged increased by 5% (48)%.

Science achievement in Biology increased 3% from SY21-SY22 as well as students meeting Social Studies achievement increased by 2%. BCHS currently stands 17% above the District average in Biology.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

The tested area that demonstrate the greatest need is in English Language Arts due to the three year decline in students meeting satisfactory and above. From SY21-SY22 there was an increase of 3% of students in the level 1 reporting category, as well as, a 3% decrease in students reporting in the Level 3 category.

Algebra is another identified area of need especially with our ESE subgroup that decreased by 11%. Overall gains in Algebra decreased from SY21-SY22 by 13% along with our ELL(-3%) and ESE (-1%).

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

Department meetings and data analysis had a positive impact with addressing areas of deficiency. Another benefit has been the sharing of schoolwide data across the departments and involvement of administration to track student success, as well as areas in need of improvement. The reinstatement of Connect For Success (C4S) 2022 has given students additional support and time to seek academic assistance from C4S teacher.

The data reveals in ELA that these specific subgroups need help with reading fluency, support in vocabulary development, and effective comprehension-building activities that are grade-level appropriate. Consistent attendance in class was also another contributing factor.

New actions to address the need for improvement is targeted student support, impactful tutor support, and bolster the effectiveness of inclusion teachers. In math we have a brand new Math Coach (part-time) that has shown a propensity to improve student academic outcomes in Algebra and we have a veteran Reading Coach that will onboard 9th and 10th grade teachers to the new standards.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

The components that showed the most improvement was Social Studies meeting standards, reading & math learning gains, and reading and math L25 gains.

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

Both Math and ELA had effective teachers within the sub-group, high functioning Professional Learning Communities who reviewed data and made instructional adjustments based on that data on a weekly basis.

Several strategies will be implemented in order to accelerate learning.

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

The first is to ensure all students understand the new Benchmarks for Excellent Student Thinking (B.E.S.T.) standards learning targets (i.e. unpacking standards, spiraling of the content) and

demonstrate the ability to self-assess where they currently are in their learning. In addition, teachers will effectively ask higher order thinking questions to increase student cognitive demand and growth mindset toward meeting the expectations of the B.E.S.T Standards. At a traditionally "A" school the implementation of data-driven Instruction, differentiated instruction, resource utilization, technology integration and extended learning opportunities we believe this will continue to accelerate learning. Second, schedule enough time every week for purposeful teacher-to-teacher and student-to-teacher collaborations(i.e.descriptive feedback, student goal setting) to review student data and share classroom best instructional strategies with fellow colleagues. Third, use standards-based common assessments every three to six weeks to analyze student achievement, remediation opportunities, and enrichment connections toward the B.E.S.T. learning targets. In addition, strategies implemented to accelerate learning include the addition of Academic Coaches, inclusion support, and ELL support to provide small group interventions.

**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.**

The professional development opportunities that will be provided at the school to support teachers and leaders include but not limited to the following below:

- Professional development opportunities focusing on the utilization of the B.E.S.T. standards, State Standards, AICE trainings, and College Board trainings. The format of the professional development will be small group by discipline, grade level to target specific teacher needs, and out-of-county/virtual training opportunities.
- Collaborative curriculum development in school for a day
- Send teachers to work with effective teachers at other high schools
- Online PD programs through educational organizations
- Improvement planning based on instructional needs assessments and results from FTEM observations.
- Professional learning (i.e. iLearn or District developed PD) that ensures intended changes in educator knowledge, skills, dispositions, and instructional practice align with student learning needs.

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

The additional services that will be implemented to ensure sustainability of improvement is to always revisit and refine the School Improvement Plan goals and have a common collective effort schoolwide to implement action steps with fidelity and monitor the success of the strategies to meet the goals day-to-day. Understanding the impact of literacy across the curriculum, there will be a focus on analyzing ELA data to identify students who would benefit from more specific instruction and tiered interventions. A focus on instructional improvement at the classroom level as well as appropriating fiscal, technological, and human capital to sustain continuous school improvement. We will also continue the practice of strategically placing teachers to maximize student outcomes. Instructional Council Team data chats, student tracking, respective PLC data chats and data analysis are part of the plan for sustainability for improvement. Access to student data is allowing all teachers, guidance, and administration to support individual students and to deliberately schedule courses that will enable student success and college and career readiness. Guidance will also meet with all students during lunchtimes to develop, review and tweak individual programs of study. Common planning and vertical planning will be an area of focus.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:



**#1. Instructional Practice specifically relating to Math****Area of Focus**

**Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

We continued to be concerned about the progress of our students in meeting our overall Math graduation requirements. Although we made some progress last year we need to be implementing standards-aligned instruction aligned to the B.E.S.T. standards. The leadership team will continue to closely monitor the use of new instructional materials aligned to the B.E.S.T. standards, effective lesson plans, and monitor student tasks in FOCUS gradebooks to measure progress towards the math goal. Bi-weekly PLCs will be used to review data, make instructional adjustments, and address multiple points of conceptual algebraic understanding and procedural mathematical fluency with the intention of gaining mastery by the end of the year.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

The 2023 overall Math B.E.S.T. standards assessment will increase 3% from 67% (FY22) to 70%(FY23). In addition, math gains increase of 3% from 61% (FY22) to 64%(FY23). Lastly, Math L25 will increase 3% from 56% (FY22) to 59%(FY23). A 3% increase of all senior and junior students taking the SAT Evidence-Based Math section will score above a 420 concordant score. A 3% increase of all senior and junior students taking the ACT Math test. By involving teachers in quarterly disaggregation of data, we hope to create an environment of data-driven instructional practices. Lastly, the APC will directly work with the APD to connect with families of students who struggle with attendance in order to identify the root cause for absences and to create a plan of action to ensure students are able to be present daily.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

School administrators will conduct walkthroughs, attend Professional Learning Community (PLC's) sessions, and review student work to ensure all activities are aligned to the B.E.S.T. standards. Administrators and Math Coach will consistently monitor Formative, Summative, District, and State Assessments monthly in the PLC's. In addition, Mr. Alford will continuously analyze student trend data from various assessments and diagnostics bi-weekly with math coach and instructors to ensure infusion of Mathematical Thinking and Reasoning Standards (MTR's).

**Person responsible for monitoring outcome:**

Norman Alford (alforn@collierschools.com)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented**

Job-embedded professional development is our school's focus in all math content areas grades 9-12 in an effort to assist all students to achieve EOC, SAT, and ACT success scores. During monthly PLC's Algebra, Geometry, and Advanced Placement teachers will model data-driven best practices that have proven effective in monitoring student progress in their classes to expand colleagues' skills and further promote data-driven instruction.

BCHS will address school wide MTR's through a series of collaborative PLC's which will involve B.E.S.T. standards aligned into curricular lesson planning, common formative

**for this Area of Focus.** assessments, academic data collection. The Common Formative Assessments will come in a range of sizes to ensure that students are developing test taking stamina, as well as being exposed to higher cognitively demanding items that they will have to utilize on the Alg and Geo EOC's. These assessments are standards based and teacher-created in conjunction with CCPS District support.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

ALL BCHS students must demonstrate flexibility to solve math problems using a taught method or strategy by the instructor that is accurate. Teacher lesson plans should be aligned to the B.E.S.T. standards and demonstrate vocabulary-based strategies being infused to assist all ELL students. The strategy of implementing standards based higher order questions, B.E.S.T. learning targets/tasks and assessments will ensure that all students are receiving B.E.S.T. Mathematical standards-based instruction and will be assessed on the same standards and critical content throughout their grade level. Evidence of this strategy will be documented in the PLC minutes uploaded in Microsoft Office 365, along with teacher's lesson plans, and data from common assessments. The criteria used to make determination is based on past success, common planning, and standard based assessments.

#### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide our teachers with professional development opportunities (i.e., descriptive feedback, higher-order questioning, goal setting) so that they can root their instructional design in current and ongoing data to differentiate learning experiences that meet students' levels and fulfill students' needs.

**Person Responsible** Norman Alford (alford@collierschools.com)

Teachers will utilize evidence-based instructional strategies aligned with MTR's inside the classroom setting with all students and provide descriptive feedback to ensure students' approach toward mastery on math B.E.S.T. standards which will be monitored by content-area administrator.

**Person Responsible** Norman Alford (alford@collierschools.com)

ESE Case Managers and ESE specialist will increase intensity of MTSS support through individual student meetings, focus primarily on providing increased opportunities to practice learned skills taught in the core, and remediation of skills provided for a longer duration of time. this may include but not limited to pull-out periods (during electives) in which those needing additional support go to another classroom or section of a classroom to receive Tier 2 or Tier 3 support.

**Person Responsible** Denyse Nickels (nicked@collierschools.com)

Strengthen our Algebra I & Geometry team through professional development related to scaffolding and intervention for lower performing students to help them access on-grade level content. Teachers will collaboratively plan weekly within PLC's to follow CCPS standards-aligned instructional lessons and activities to enhance student learning.

**Person Responsible** Norman Alford (alford@collierschools.com)

Administrator will discuss data collected from Focused Teacher Evaluation Model (FTEM) observations and effectiveness of differentiated instruction to meet the diverse needs of all students monthly.

**Person Responsible** [no one identified]

Monitor student outcomes on practice SAT and ACT assessments to ensure student academic progress is ongoing

**Person Responsible** Norman Alford (alfor@collierschools.com)

BCHS instructors will facilitate data chats with students to further encourage students to progress monitoring their own data and achieve student mastery of learning objectives.

**Person Responsible** Norman Alford (alfor@collierschools.com)

The Instructional Council Team will secure/maintain PLC agendas, sign-in sheets, and copies of data discussed and submit to the Assistant Principal over curriculum and instruction on a quarterly basis.

**Person Responsible** Norman Alford (alfor@collierschools.com)

Student attendance contracts will outline the attendance expectations and CCPS procedures and policies to educate students on the expectation of good school attendance. As a result, students will acknowledge awareness of attendance expectations and attend class regularly.

**Person Responsible** Robert Dawes (dawesro@collierschools.com)

**#2. Instructional Practice specifically relating to ELA****Area of Focus**

**Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

We continued to be concerned about the progress of our students meeting reading graduation requirements.. The leadership team will continue to closely monitor quarterly benchmarks, Read 180 data, formative assessment use, student tasks in FOCUS gradebooks/lesson plans to measure progress towards reaching our Reading SIP goal.

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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

The 2023 Spring ELA FSA will increase 3% from 68% (FY22) to 71%(FY23). In addition, a reading gains increase of 3% from 60% (FY22) to 63%(FY23). Lastly, the 2023 Spring ELA L25 will increase 3% from 56% (FY22) to 59%(FY23). A 3% increase of all senior and junior students taking the SAT Evidence-Based Reading and Writing (EBRW) will score above a 480 concordant score. A 3% increase of all senior and junior students taking the ACT English and Reading subtests will score above 18 concordant score. Read 180 will provide data for progress monitoring, which will allow teachers to target areas of deficiency. All departments are involved in using data from FSA and End of Course exams, as well as AP exam data to drive instruction. Lastly, the APC will directly work with the APD to connect with families of students who struggle with attendance.

-School administrators will conduct walkthroughs, attend Professional Learning Community (PLC's) sessions, and review student work to ensure all activities are aligned to the B.E.S.T. standards.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

-Administrators and Academic Coaches will monitor Formative, Summative, District, and State Assessments monthly in the PLC's.

-Administrators will continuously analyze student trend data from various assessments and diagnostics bi-weekly,

-Administrators will discuss data collected from Focused Teacher Evaluation Model (FTEM) and effectiveness of differentiated instruction to meet the diverse needs of all students monthly.

-School counselors will provide students guidance and continued support throughout the year.

-Read 180 Progress Monitoring Reports.

-Three statewide Progress Monitoring Tools (i.e., PM1, PM2, PM3) assessments for improved standards improvements.

-Practice SAT and ACT practice exams to monitor student academic progress.

**Person responsible for monitoring outcome:**

Sean Kinsley (kinslese@collierschools.com)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** Evidence-based strategies will be implemented grades 9-12 in an effort to assist all students to meet FSA Level 3 satisfactory and above, SAT, and ACT success scores. BCHS will address school wide literacy through a series of collaborative PLC's which will involve B.E.S.T. aligned curricular lesson planning, common formative assessments, academic data collection and teacher/admin analysis through PLC shared best practices collaboration, as well as, cross-curricular school-wide literacy professional development focused on improving student engagement through literacy. ESE case managers as well as teachers will monitor SWD data and implement strategies and interventions to increase achievement for SWD. The evidence will also be monitored through lesson plans and strategic team meeting documentation. Supporting English Language Learners is a priority to simultaneously build oral proficiency, writing skills, and content knowledge.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** ALL BCHS student readers 9-12 must demonstrate literacy growth and interact with complex text across the school day; for this to occur, teachers in non-English classes must participate in professional development to align their literacy teaching capacity with the needs of all students across all disciplines. Teacher lesson plans should be aligned to the B.E.S.T. standards and data driven instruction will ensure that teachers are tailoring their lessons using relevant and recent student data. The strategy of implementing standards based higher order questions, B.E.S.T. learning targets/tasks and assessments will ensure that all students are receiving standards based instruction and will be assessed on the same standards and critical content throughout their grade level. This strategy will allow students to become more efficient in both critical thinking and reading in order to become more proficient readers and promote accountability for student learning and hold higher expectations for all students.

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional development for teachers on rich questioning, descriptive feedback, structuring lessons that include higher-order activities, and student goal setting. Teachers will collaboratively plan weekly within PLC's to develop standards-based lessons and activities to enhance student learning.

**Person Responsible** Sean Kinsley (kinslese@collierschools.com)

Spiral standards in a vertical progression that includes the six common text structures used by authors of expository text (i.e., sequence, cause & effect, compare and contrast, chronological, problem & solution, descriptions).

**Person Responsible** Leesha DiPalma (dipall@collierschools.com)

Monitor effective communicating through writing (i.e., Narrative, Argumentative, & Expository).

**Person Responsible** Leesha DiPalma (dipall@collierschools.com)

Monitor the mastery of conventions by grade-level and monitor instructors approach to develop high level rigorous essential questions that is represented by the B.E.S.T. standards.

**Person Responsible** Leesha DiPalma (dipall@collierschools.com)

By September 2nd 2022, FSA and Reading Inventory data will be used to provide each teacher with a disaggregated list of student outcomes including additional relevant information about the students. This data will drive the proper grouping of students for targeted instruction. As a result, we will be able to monitor our intervention program as well as classroom instruction to ensure students are making adequate progress and making learning gains.

**Person Responsible** Leesha DiPalma (dipall@collierschools.com)

ESE Case Managers and ESE specialist will increase intensity of MTSS support through individual student meetings, focus primarily on providing increased opportunities to practice learned skills taught in the core, and remediation of skills provided for a longer duration of time. this may include but not limited to pull-out periods (during electives) in which those needing additional support go to another classroom or section of a classroom to receive Tier 2 or Tier 3 support.

**Person Responsible** Denyse Nickels (nicked@collierschools.com)

Teachers will utilize evidence-based instructional strategies inside the classroom setting with all students and provide descriptive feedback to ensure students' approach toward mastery on ELA standards which will be monitored by content-area administrator.

**Person Responsible** Sean Kinsley (kinslese@collierschools.com)

The Instructional Council Team will secure/maintain PLC agendas, sign-in sheets, and copies of data discussed and submit to the Assistant Principal over curriculum and instruction on a quarterly basis.

**Person Responsible** Norman Alford (alforn@collierschools.com)

Student attendance contracts will outline the attendance expectations and CCPS procedures and policies to educate students on the expectation of good school attendance. As a result, students will acknowledge awareness of attendance expectations and attend class regularly.

**Person Responsible** Robert Dawes (dawesro@collierschools.com)

**#3. Positive Culture and Environment specifically relating to sense of belonging.**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Positive Culture and Environment was identified as a critical need due to the challenges both students and staff are facing as a result of the post-pandemic. We want students and staff at Barron Collier High School to remain connected to a vibrant school culture. By involving them in school-wide initiatives and allowing student, staff, and parents the opportunity to further their sense of belonging student success is positively impacted.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If we are successful at implementing strategies to gauge sense of belonging students and staff will feel safe and valued as evidenced by a minimum of a 3-percentage point increase on each question related to student and staff climate surveys.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

The Instructional Council Team will meet monthly to plan activities and intervention for students and staff related to sense of belonging In addition, the Director of Guidance and Administrator over Student Services will meet with the Mental Health Coordinator monthly to discuss, review, and monitor student progress.

**Person responsible for monitoring outcome:**

Sean Kinsley (kinslese@collierschools.com)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Within the targeted element of sense of belonging our school will focus on promoting mindfulness and self-care among faculty and staff during quarterly faculty meetings.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

The rationale for selecting sense of belonging strategies is based on research that shows how mindfulness practices improve security and support when there is a sense of acceptance, inclusion, and identity for students. This, in turn will improve student engagement cognitively, behaviorally, and emotionally. These initiatives will help improve student and staff morale, creating a more welcoming and, school culture as stakeholder behaviors/attitudes about the school environment begin to shift.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Share a sense of belonging activity with the staff at each monthly faculty meeting. As a result, teachers and staff will have a better understanding the human emotional need to affiliate with and be accepted by everyone at BCHS.

**Person Responsible**

Sean Kinsley (kinslese@collierschools.com)

After analyzing current data of our students, teachers will participate in a school wide PD that focuses on sense of belonging during the district's mandatory professional development day.

**Person Responsible**

Sean Kinsley (kinslese@collierschools.com)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

#### Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

#### Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

### Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

#### Grades K-2: Measureable Outcome(s)

N/A

#### Grades 3-5: Measureable Outcome(s)

N/A



**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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N/A

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### Describe how the school addresses building a positive school culture and environment.

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 SY23 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 "Protect Our House". This theme will allow us to build on the progress that was made last year regarding the school climate and help create the best possible environment to maximize student learning.

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

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 SY23 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.