

Barron Collier High School

5600 COUGAR DR, Naples, FL 34109

[no web address on file]

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

30%

Alternative/ESE Center

No

Charter School

No

Minority

34%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

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

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	36
Technical Assistance Items	38
Appendix 3: Budget to Support Goals	39

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

By providing exceptional educational opportunities that motivate and engage each student.

Provide the school's vision statement

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

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Barron Collier High School ensures that relationship-building is a clear priority. This is achieved through various avenues:

- Identify and engage school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making).
- Select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students;
- Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
- Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
- Provide professional development to staff on increasing positive interactions with students;
- Engage students in a Mentor Activity, with their teacher acting as an advisory during second period of the student school day on seven different occasions during the school year. Supported by providing a Mentor Activity Schedule, which gives extra time during this period, teachers engage students in goal setting exercises by having them be a part of process by sharing their Student Snap Shot from Data Warehouse. Students are led through the process of setting SMART goals and following up on their progress at interim and report card distribution. The teacher provides support through the process which also helps to establish positive interactions and relationship building for each student.

Describe how the school creates an environment where students feel safe and respected before, during and after school

- As a Positive Behavior Support school (PBS), we strive to recognize students for their positive academic achievements and positive student conduct. School-wide expectations and protocols are taught to students at the beginning of the year, and staff are given annual in-service training on the same expectations and protocols.
- Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small

group counseling) supports;

- Provide a differentiated system of school counseling services supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
- Create or enhance a college-going culture through our guidance department
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;
- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
- Utilize Student Pass where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

- School-wide expectations are posted throughout the school and procedures are taught to ensure students are aware of school expectations.
- Ensure teachers are trained in PBS expectations and Student Pass
- The PBS team consisting of teachers, students, and administration reviews classroom data to ensure students are engaged while in class.
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Class meetings will occur to include student feedback.
- School-wide recognition system is in place;
- Develop and implement a Discipline Review Committee that is representative of the staff and student body in order to review discipline data and school climate concerns.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school ensures the social-emotional needs of all students are being met through various means:

- The Proficiency Committee and Discipline Review Committee's will meet to discuss student data to maximize student performance, both academic and social-emotional.
- School administration meets weekly to discuss students with barriers to academic and social success;
- Check-in/Check-out utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students and parents to county resources/agencies that provide social/emotional services beyond the scope of the school's capabilities
- Utilize our monthly grade-level data dialogue meetings to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
- Engage students in goal setting exercises and monitor student progress during seven mentoring periods throughout the school year.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Collier County Public Schools provide a number of interactive, data management systems such as TERMS, Student Pass, and eSembler. Data Warehouse provides information on test scores; including, but not limited to: Benchmark tests, End of Course exams, subject area exams, yearly writing exams, state and national tests, attendance, Individualized Education Plans (IEP), Progress Monitoring Plans (PMP), and other pertinent information covering all years since the student entered Collier County Public Schools. Each Professional Learning Community (PLC) involved in testing also lists areas of growth and documents the Response to Intervention (RtI) at the building level. In addition we use Progress and Monitoring Reporting Network (PRMN) to provide individual and classroom targets based on Florida Assessments for Instruction in Reading (FAIR) testing data collected on the PMRN website and transferred to Data Warehouse. Additional information is collected utilizing information from Student Pass, Benchmark tests, end of chapter/unit exams, and other pertinent data identified by the Professional Learning Communities PLC's). School-based in-service related to Multi Tiered Systems of Support (MTSS)/RtI/PBS, Differentiated Instruction, Rigor, Content Area Literacy (CALL), data interpretation, and PLC functioning will also be provided throughout the school year. Training regarding MTSS/RtI/PBS will take place during PLCs. Training will provide teachers with skills, methodologies, and resources to work with their students at the various RtI levels: Tier I (Core), Tier II (targeted and groups), and Tier III (Intensive – individuals). Tier 1/Core will continue to be the primary focus this year in most classrooms. As required by the MTSS/RtI/PBS process, continuous communication with parents will be adhered to throughout the tiered interventions.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	2	3	3	8	16
One or more suspensions	13	15	15	16	59
Course failure in ELA or Math	10	17	14	11	52
Level 1 on statewide assessment	23	20	4	2	49

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	26	27	20	15	88

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

At Barron Collier High School, the Leadership Team with the School Improvement Plan will identify those strategies needed to prevent problems and supports early intervention for all students to be successful both in school and in future careers. Problems and goals are identified using Data Warehouse and State requirements. Identifying areas of

growth relating to Reading, Math, Science, Writing and behavior are based on the data. The problem-solving model is utilized to create the SIP. Each PLC identified in the SIP plan is contacted and their targeted learning barriers and suggestions for overcoming each barrier are incorporated into the plan based on the above identified process.

The administration will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis; monitor the fidelity of the delivery of instruction and intervention; and, provide levels of support and interventions to students based on data.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
- During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
- Communicate classroom and school news to parents;
- Positive notes, letters, phone calls home;
- Planned the following activities/events for the 2014-15 school year which include but is not limited to the following: Student Welcome Day, Junior-Senior Parent Night, Freshmen-Sophomore Parent Night, Open House, College Night at Golden Gate HS, Financial Aid Night, 8th Grade Parent Night, Advanced Studies Night, Code of Conduct Parent meetings, School Advisory Council meetings, Academic Booster, Band Boosters, Music Boosters, and All-Sports Boosters meetings.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Barron Collier High School has a number of strong organizations that support the school with their time and fund raising.

- A number of local businesses financially support the PBS initiatives through the Office of Attendance and Discipline.
- The Academic Booster Club financially supporting teacher initiatives and student rewards.
- The Band Booster organization organizes numerous fund raising activities throughout the year and provides band students with opportunities for volunteer hours .
- The All Sports Boosters organizes numerous fund raising activities throughout the year school's many sports teams.
- Barron Collier High School is in its second year of the National Academy Foundation programs. The two new academies are in the areas of Engineering and Information Technology. Both academies have governing boards with community members on them.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Caraker, Tammy	Principal
Richardson, Michael	Assistant Principal
Mulholland, Geronimo	Assistant Principal
Cox, Dan	Assistant Principal
Andiorio, Ken	Other
Zima, Christina	Other
Hunter, Melissa	Guidance Counselor
Durik, Michal	Other
Harris, Michelle	Instructional Coach
Nickels, Denyse	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Barron Collier High School meets as a MTSS/RtI Leadership team weekly to discuss the focus for Professional Learning Communities and target areas of concern (AYP subgroups) for Progress Monitoring Plans (PMP), intervention analysis, and implementation. The Leadership Team consists of Principal, Assistant Principal of C&I, Assistant Principal of A&D, and Assistant Principal, Activities Director, Testing Coordinator, AICE Coordinator, Reading Coach, Director of Guidance, and Intervention Support Specialist.

This team is responsible for the Content Professional Learning Communities which will focus on improving instruction through the use of lesson planning, common assessments, EQUIP Rubric use/application and SIP strategies. Team members will ensure the minutes of these minutes will be taken and stored in Data Warehouse. Administrators will be in attendance at the following meetings:

1. Principal-Science, Fine Arts, & CTE
2. Assistant Principal of Curriculum and Instruction-Literacy, Guidance, and ESE
3. Assistant Principal of Attendance and Discipline-Social Studies, JROTC, and Foreign Language
4. Assistant Principal-Math and Physical Education

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The SIP development process includes input from SAC, administrators, staff, and other stakeholders. Problems and goals are identified using Data Warehouse and State requirements. Identifying areas of growth relating to Reading, Algebra, Geometry, Biology, Writing and behavior are based on the data. The problem-solving model is utilized to create the SIP which will be presented at the September Early Release Day to staff.

At Barron Collier High School, the School Base Leadership Team will identify those strategies needed

to prevent problems and supports early intervention for all students to be successful both in school and in future careers.

The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis; monitor the fidelity of the delivery of instruction and intervention; and, provide levels of support and interventions to students based on data.

The Collier County School District provides a systematic and strategic approach to providing services through the District Strategic Plan, District Improvement Assistance Plan (DIAP), and the K-12 Comprehensive Reading Plan. Goals and objectives of each program and department are aligned with these overarching district plans.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Tammy Caraker	Principal
Lorrie Crisci	Parent
Melissa Hunter	Education Support Employee
Howard Isaacson	Parent
Jackie Leven	Parent
Barbara Rougraff	Parent
Mike Wexler	Teacher
Christina Zima	Education Support Employee
Sue Zumstein	Business/Community
Mari Gelabert	Student
Theresa Gersbach	Teacher
Linda Randall	Parent
Mikal Durik	Education Support Employee
Ruben Gonzalez	Teacher
Melanie Kanar	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During the first 2014-2015 SAC meeting, the principal and assistant principal shared Barron Collier High School assessment data from the previous school year. A comparison between the FY13 and FY14 FCAT data was discussed, along with an explanation of the school grade calculation formula. FCAT Reading 2.0 at the 9th and 10th grades, FCAT Writing, and End of Course data was also presented as a comparison between FY13 and FY14.

Development of this school improvement plan

The principal presented an FY14 analysis of student achievement and school performance at the August 26, 2014 SAC meeting. The School Advisory Council reviewed the data and provided input. They will meet monthly to discuss SAC fund expenditures. Student achievement data will be

monitored and the associated strategies and priorities within the School Improvement Plan will be reviewed. The SIP will be presented to SAC for approval at the October 2014 meeting.

Preparation of the school's annual budget and plan

The principal presented SAC members with the SIP balance and an explanation of the FY14 state enhancement that is being added for this Fall. The SAC was then able to ask questions and offer suggestions for planning and budgeting for the 2014-2015 year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The SIP balance is currently \$23,367.11 at this time . In the 2013-2014 school year SAC approved the following expenditures for funding: a. Kagan Conference-\$833.63 b. Covers for iPads-\$260.73 c. iPads for teachers-\$2990.00 d. EOC Saturday Prep-\$1500.00 e. Writing incentives for students-\$250.00 f. Saturday School-\$2,000.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Cox, Dan	Assistant Principal
Harris, Michelle	Instructional Coach
Durik, Michal	Teacher, K-12
Gersbach, Theresa	Teacher, K-12
McCarthy, Richard	Teacher, K-12
McGillen, Deborah	Instructional Coach
Stahl, Scott	Instructional Media
Chestnut, Tim	Teacher, K-12
Fishbein, Helena	Teacher, K-12
Gilcher, Carey	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The school-based Literacy Leadership team will meet during committee planning time (second Thursday of the month) to plan for literacy interventions or skills that will target goal areas to master student achievement in FCAT reading goals as well as to incorporate excellent reading strategies to integrate across the curriculum to enhance vocabulary and comprehension in every discipline. FAA eligible students with disabilities: The LLT will provide opportunities to extend the six components of reading in differentiated literacy centers for the Unique Learning System's monthly thematic instructional unit. Literacy materials will be made accessible, not only for physical manipulation, but by adding pictures

and objects along with print, or by modifying the cognitive demands of text content. The LLT will conduct a needs assessment and analysis of the school data for all students taking the FAA in order to make decisions on how to implement the delivery of instruction to target the unique needs of students.

The LLT will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies based on instructional targets in daily lesson and the student profile and checkpoint comparison. The team will meet on a monthly basis to monitor progress of all students scoring a Level 1, 2, and 3 on the FAA in the areas of math, reading, writing, or science, and, use the data from district and classroom assessments to determine mastery of access points for each student's level of academic functioning.

The use of differentiated instructional delivery strategies will also be evident within the teacher's lesson plans, as well as, throughout professional learning. Based on all information gathered above, the LLT will determine the professional learning and resources needed to optimize instructional and intervention supports to improve instruction in the modified curricula classrooms.

In the effort to support literacy across disciplines, all secondary content-area teachers in Collier County Public Schools teach the literacy standards of the Common Core State Standards, as indicated in the course descriptions from the Florida Department of Education. In addition, CCPS offers Next Generation Content Area Reading-Professional Development (NGCAR-PD) courses in order to build teachers' capacity to provide scaffolded literacy instruction to striving readers. Teaching strategies across curriculum is our focus this year and will be incorporated within all Professional Learning Communities as well as leadership-led PLC's. Accountability will be monitored in classroom walkthroughs and expectations re-taught. Additionally staff developments in Differentiated Instruction and lesson studies incorporating these reading strategies will be taught and then implemented throughout the school year.

Authentic and content-specific literacy is the responsibility of all teachers. Although not every teacher is a reading teacher per se, all teachers are indeed comprehension teachers who convey information to their students via the written word. In the effort to support literacy across disciplines, all secondary content-area teachers in Collier County Public Schools teach the literacy standards of LAFS and utilize Collaborative Comprehension Strategies that guide students in pre-reading, comprehension monitoring, and summative question generating when encountering text. In addition, CCPS offers NGCAR-PD courses in order to build teachers' capacity to provide scaffolded literacy instruction to striving readers. We will encourage our Barron Collier High School teachers to become CAR-PD certified in Social Studies and Science classes.

As a result of classroom walkthroughs and observations, the LLT will ensure teachers of students taking the Florida Alternate Assessment are utilizing general guidelines for literacy instruction: (1) recognizing the link between communication and literacy; (2) maintaining high expectations for students to acquire literacy; (3) making literacy materials and activities accessible; (4) following the interest of the child; and (5) engaging the student in direct and systematic instruction.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Each year, the administration works diligently to create instructional teams that will work together and demonstrate expertise in a specific age group/content area with input from teachers as to their personal and professional preferences. Teachers will meet during regularly scheduled dates/times with assigned protocols and expectations. These include:

1. Grade Level Data Dialogues: Members should discuss issues relating to student achievement and development across common grade levels. Concerns regarding specific student progress should be referred to INSS for follow-up. Minutes will be taken and posted in Data Warehouse. This group will be facilitated by Guidance staff and administration who will be in attendance at meetings to discuss

particular achievement goals and expected outcomes.

2. Professional Learning Communities: The Content PLC will focus on improving instruction through the use of lesson planning, common assessments, EQUIP Rubric use/application and SIP strategies. Minutes will be taken and posted in Data Warehouse. Administrators will be in attendance at the meetings to provide support: Science, Fine Arts & CTE - Principal; Social Studies, JROTC & Foreign Language - Assistant Principal of Attendance and Discipline; Math & PE - Assistant Principal; Literacy, Guidance & Self Contained ESE- Assistant Principal of Curriculum and Instruction

3. Department Meeting: Members will meet to discuss issues relating to department needs, curriculum concerns, and student development. Agenda will be provided by the department chair. Minutes will be taken and posted in Data Warehouse.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Offer and encourage teacher to attend workshops offered by the district and train-the-trainer workshops offered after school.
2. Early Release Professional Development days.
3. Assign mentors who are trained and experienced to mentor new teachers.
4. Create Professional Learning Communities that strengthen and support collegiality. Those PLC's will meet on a regular basis and produce work protocols of their meetings.
5. The District Human Resource hires only highly-qualified teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The mentor and the mentee are meeting a minimum of monthly and are volunteering to meet more frequently. The mentor will be given the opportunity to observe the mentee and vice versa. Conversations will involve discussions of: school procedures, lesson design, instruction delivery, assessment, differentiation of instruction, and other issues as needed. Teachers are assigned by mastery level and content expertise. For the 2014-2015 school year Barron Collier High School has four mentor-mentee assignments.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Members of the school-based leadership team will meet regularly to provide data and support district-wide implementation of core and intervention programs. The school will provide leadership and guidance to ensure the implementation of instructional programs and MTSS plans with fidelity along with providing resources and staff development based on the needs of the school. The members of the school-based leadership team include key stakeholders from various departments at the school site. Members assist with the development of the MTSS district manual, Strategic Plan, and the DIAP. The district leadership team works in conjunction with the school-based teams to create and peer review School Improvement Plans. The team provides data on instructional targets based upon analysis of data. The team helped define clear expectations for instruction; facilitated the development of strategies to meet those goals; and aligned processes and procedures.

The Barron Collier High School Leadership team monitors the fidelity of the school's instructional programs, MTSS and SIP through collection of data-based artifacts based on an evaluation of lesson plans, PDAP, and common assessments. These are based on the district's Strategic Plan and

quarterly data dialogues between the Superintendent, key instructional leaders and school-based administrators. Preparatory to data dialogues, data are analyzed based on the Goals, Key Performance Indicators, and Strategies. The school-based leadership team reviews, discusses, and monitors student academic and/or behavioral procedures and data while working in conjunction with teachers to support identified needs. The team focuses on implementation, data collection, interventions, and supports needed by the instructional staff. Members of the school-based leadership team meet regularly to provide data and support to the schools' problem-solving teams and review school-wide MTSS issues. The school-based MTSS team participate in content PLC's to facilitate the MTSS process at each grade level. Universal screening and progress monitoring data will be analyzed. The effectiveness of the core instruction, as well as targeted and more intensive interventions, is monitored, and the team collaborates to evaluate effectiveness, problem-solve, and make instructional decisions.

Alignment with Florida Standards is key to improving academic performance as measured by state assessments. The school-based team addresses this alignment in multiple ways. First, the Collier Teacher Evaluation Model, based on Marzano's methodologies, requires that lessons feature a learning goal with scales. Learning goals are developed from the standards and typically match the wording of benchmarks. Scales are used to identify students' individual progress toward attaining the goal, i.e., the standard. During observations, a key data element is derived from the teachers' use of learning goals and scales. Ongoing progress-monitoring assessments are also designed to demonstrate students' progress toward attaining the goal or standard. Consequently, data chats are standards-driven and serve to maintain a focus on instruction, assessment and achievement built around Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school-based leadership team meets with their assigned content area teachers to analyze progress monitoring data and quarterly benchmark assessment data. They discuss adjustments to instructional strategies and small groups. Based on the data analysis, decisions are made about utilization of resource teachers and differentiated instruction to best meet the needs of students achieving at various levels. Exceptional Student Education (ESE) inclusion teachers support differentiation and individual student accommodations. Students who have not demonstrated mastery of the content will be identified for Saturdays for Success End of Course assessment preparation in the Spring of 2015.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 6,480

Students at Barron Collier High School have after-school peer tutoring opportunities on Mondays-Thursdays from 2:15-3:00pm in the Media Center. Students have been selected through a rigorous screening process. These students perform the function of peer tutoring, as well as conducting content-specific group review sessions through the peer teaching model.

Strategy Rationale

- Peer tutors have often had the same or similar struggles as their tutee. They understand the frustrations that the student may be feeling, and they understand the potential roadblocks to success.
- Peer tutors “speak the same language” and can connect with the student.
- Peer tutors serve as role models for their student tutees.
- Because a student is working with another student, they may be less anxious, may be more comfortable and less afraid of asking a “stupid” question. They may be more forthcoming with expressing her difficulties, which will help the tutor address those areas.
- Students often feel more of a sense of partnership in working with a peer tutor because there is less distance between the tutor and the tutee.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Cox, Dan, coxda@collierschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students sign in with their tutor and that data is recorded. Student participation is tracked on a weekly basis and peer tutor teacher volunteers communicate with the student's core teacher to further encourage participation.

Strategy: Weekend Program

Minutes added to school year: 1,620

EOC Saturday Prep for eight Saturdays during the Spring EOC time period. Strategies are geared towards successful performance on the Algebra I, Geometry, Biology, U.S. History, and Algebra II EOCs.

Strategy Rationale

- Strengthens the core academic program
- Increases the amount of learning time

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Cox, Dan, coxda@collierschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

- Attendance rates for the EOC Prep activity
- Data analysis of EOC scores

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Barron Collier High School provides a number of transition activities to provide information to incoming students and parents about the many course of studies and programs at our school. During the Spring, the school sponsors an Advanced Studies Night for 8th graders to introduce Advanced Placement, Cambridge AICE, Dual Enrollment, and National Academy Foundation programs that are available to students. Additional Spring strategies used to support transitioning students include an 8th Grade Parent Night which presents both curricular programs and co-curricular activities available to students. Students from feeder pattern middle schools are brought to our site take a daytime tour and view a presentation by the Principal and key staff members. Both school counselors and administration meet individually with transitioning students at their school site to explain the school scheduling process and assist them in choosing their classes for the coming year.

An August Welcome Back Day assists students transition as they can access their daily schedule and walk the hallways to become familiar with their routine. During the student's first week of classes, school administration meet with students by grade level to review expectations along with introducing key staff members.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Through both individual and group meetings, school counselors at Barron Collier High School initiate the course selection process in which students are offered individual as well as multiple course programs for their personal review and selection. Students are encouraged both in middle school and

high school to consider their future career plans, and to develop an academic plan accordingly. Counselors on a yearly basis review individual students career and academic goals, and assist students in scheduling meaningful and appropriate courses. Career Technical Education (CTE) students are offered the opportunity to earn a third party industry approved certification which is designed to demonstrate to potential employers the technical skills and abilities for the students. The National Academy Foundation is now in its second year and offers classes in Engineering and Informational Technology in an academy setting. A future NAF academy is being planned for in the area of Travel and Tourism. Additional CTE classes are in the areas of marketing, drafting, travel and tourism, digital design, and entrepreneurship. In addition all CTE programs offer the opportunity to include both On-the-Job Training and or Executive Internships to further show the relationships between high school programs and real world skills. Barron Collier High School also offers a career fair which serves to inform students of career and training opportunities in the county and in Southwest Florida.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Barron Collier High School is in its second year of the National Academy Foundation programs. The two academies are in the areas of Engineering and Informational Technology. These academies operate in co-horts and are aligned with specific teachers in core content areas. Both academies are required to have governing boards with community members on them. These Career Technical Education students are offered the opportunity to earn a third party industry-approved certification which is designed to demonstrate to potential employers the technical skills and abilities for the students. The purpose of these credentials is to integrate real world skills and abilities to the instructional objectives for both career and academic courses. In addition all CTE programs offer the opportunity to include both On-the-Job Training and or Executive Internships to further show the relationships between high school programs and real world skills. In addition, the implementation of STEM has connected science, technology, engineering and math core coursework to potential careers in their respective fields. The focus of these courses will engage students in their learning, find value in their education, and pursue careers in these fields.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Planning for post-secondary participation is a critical activity that must begin as a student enters the ninth grade. Barron Collier High School supports students and parents by placing an emphasis on the following factors:

- Scheduling of National Academy Foundation students to ensure they were in the cohort aligned with their core content area teacher
- Focus on improving and maintaining reading and math achievement scores
- Counseling to take upper level math and science courses
- Counseling to take foreign language requirements
- Counseling to more effectively use Bright Futures scholarships such as FI Academic Scholars, FI Medallion Scholars, and FL Gold Seal Vocational Scholarship
- Counseling to enroll in our college dual enrollment, AP, and AICE courses while in high school
- Barron Collier has increased the availability of college dual enrollment courses on site
- Counseling to inform students of benefits of articulation agreements in college enrollment
- Counseling to take college placement exams such as PSAT, PERT, SAT, and ACT
- Counseling to enroll seniors in college-level remedial English and mathematics courses
- Increased emphasis on career counseling and career planning for all students with specific focus on post-secondary options
- Increased utilization of technical school dual enrollment as stepping stone to other post-secondary programs
- IEP teams will implement with fidelity the UNIQUE Transition Curriculum and the Attainment:

Aligning Life Skills to Academics

- Clubs/activities that support career fields such as the Pre-Med club and STEM competitions like Geocaching and Trebuchet.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Planning for post secondary participation is a critical activity that must begin as a student enters the ninth grade. Schools can support students and parents by placing an emphasis on the following factors:

- Focus on improving and maintaining reading achievement scores
- Focus on improving and maintaining math achievement scores
- Counseling to take upper level math and science courses
- Counseling to take foreign language requirements
- Counseling to more effectively use Bright Futures scholarships such as FI Academic Scholars, FI Medallion Scholars, and FL Gold Seal Vocational Scholarship
- Counseling to enroll in college dual enrollment and AP/AICE and Pre-Aice courses while in high school
- Increase the availability of college dual enrollment courses
- Increasing articulation agreements between Collier County and appropriate post secondary schools
- Counseling to inform students of benefits of articulation agreements in college enrollment
- Counseling to take college placement exams such as PERT, SAT, and ACT
- Counseling to enroll seniors in college level remedial English and mathematics courses
- Increased emphasis on career counseling and career planning for all students with specific focus on post secondary options
- Increased utilization of technical school dual enrollment as stepping stone to other post secondary programs
- Increased focus on career academies that lead to college enrollment such as Engineering Academy and Informational technology academies.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If staff consistently utilize highly effective instructional strategies, then students will increase proficiency on the annual statewide assessments in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If staff consistently utilize highly effective instructional strategies, then students will increase proficiency on the annual statewide assessments in all content areas. 1a

G037743

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	71.0
Math Lowest 25% Gains	78.0

Resources Available to Support the Goal 2

- Academic Coach, AICE Coordinator, District Coordinators, Staff Development Opportunities, District curriculum guides, Content PLCs, common planning, textbook activities, Discovery Education lessons, Unique Learning System, instructional technology, and assessments

Targeted Barriers to Achieving the Goal 3

- Teachers have not been trained to/do not create plans based on analysis and interpretation of ongoing assessment data.
- Teachers have not been trained in/do not use teaching models that feature interactive learning and differentiated instruction.
- Teachers need training in aligning text to literacy strategies.
- Teachers are not trained to be reading and writing instructors.
- When higher order/deep understanding questions are used, students are not held accountable for answering at equally deep levels.
- Student work is pedestrian and does not feature cognitively complex work.

Plan to Monitor Progress Toward G1. 8

Monitor instructional practices through CTEM examining specific DOK strategies and activities.

Person Responsible

Tammy Caraker

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

CTEM observations, lesson plans

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If staff consistently utilize highly effective instructional strategies, then students will increase proficiency on the annual statewide assessments in all content areas. **1**

 G037743

G1.B1 Teachers have not been trained to/do not create plans based on analysis and interpretation of ongoing assessment data. **2**

 B090734

G1.B1.S1 Teachers will incorporate a minimum of two structured group activities in all units of study in order to a. Interact with new knowledge b. Process new information c. Practice and deepen knowledge d. Collaboratively complete cognitively complex tasks e. Collaboratively develop an hypothesis statement and test the hypothesis **4**

 S101552

Strategy Rationale

Utilization of cooperative learning strategies have proven to be effective.

Action Step 1 **5**

Professional Development

Person Responsible

Geronimo Mulholland

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Monitor instructional practice through CTEM process with specific focus on cooperative grouping activities.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

CTEM observations will focus on differentiated instruction through structured group activities. CTEM reports will be analyzed, interpreted and used for making instructional decisions. Monitor instructional practice through CTEM process with specific focus on interacting with new knowledge, processing new information, practicing and deepen knowledge, collaboratively completing cognitively complex tasks, and collaboratively developing a hypothesis statement and test the hypothesis.

Lesson Plans and PLC notes will be monitored for implementation of differentiated instruction through structured group activities.

Utilize Unique Learning System Monthly Benchmark Assessments and Unit Checklists.

Person Responsible

Geronimo Mulholland

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Collier Teacher Evaluation Model (CTEM) reports; CTEM observation protocol specific interacting with new knowledge, processing new information, practicing and deepen knowledge, collaboratively completing cognitively complex tasks, and collaboratively developing a hypothesis statement and test the hypothesis; lesson plans and PLC notes. Lesson Plan Checklist for Challenge and Rigor can also be utilized

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Evaluate benchmark, midterm, and classroom formative and summative assessments of BCH students.

Person Responsible

Geronimo Mulholland

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

PLC protocols, benchmark data, and report cards.

G1.B2 Teachers have not been trained in/do not use teaching models that feature interactive learning and differentiated instruction. **2**

 B117813

G1.B2.S1 Lesson plans and classroom instruction will routinely feature differentiated content, process, product or learning environment based on the specific needs of individual students within the class. **4**

 S131079

Strategy Rationale

Utilization of cooperative learning strategies have proven to be effective.

Action Step 1 **5**

Teachers provide multiple assignments within each unit, tailored for students of different levels of achievement.

Person Responsible

Geronimo Mulholland

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, CTEM observations, PLC notes, Data disaggregation,

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Common Planning documentation, Lesson Plans, CTEM Observations

Person Responsible

Geronimo Mulholland

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Common Planning documentation, Lesson Plans, CTEM Observations

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

PLC discussion and review of data

Person Responsible

Geronimo Mulholland

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Common Planning documentation, Lesson Plans, CTEM Observations

G1.B3 Teachers need training in aligning text to literacy strategies. 2

 B119271

G1.B3.S1 Teachers will identify strategies that require students to interact with the new knowledge in a structured manner. 4

 S131084

Strategy Rationale

Understanding that literacy skills are the basis for comprehending content, lesson plans and instruction need to feature specific reading strategies.

Action Step 1 5

Provide on-going professional development in content area literacy lessons.

Person Responsible

Dan Cox

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Early Release Day protocols; Monitor instructional practices through CTEM examining specific content area learning strategies.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

CTEM observations will focus on content area literacy lesson. CTEM reports will be analyzed, interpreted and used for making instructional decisions.

Person Responsible

Dan Cox

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Monitoring of instructional practice through Lesson Plans and PLC notes will be monitored for implementation content area literacy strategies.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Monitor instructional practice through CTEM observations looking for effective use of content area literacy strategies.

Person Responsible

Dan Cox

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Collier Teacher Evaluation Model (CTEM) reports, lesson plans, PLC notes

G1.B4 Teachers are not trained to be reading and writing instructors. 2

 B119272

G1.B4.S1 Teachers will use a variety of strategies for processing and elaborating on new information.

4

 S131090

Strategy Rationale

Understanding that literacy skills are the basis for comprehending content, lesson plans and instruction need to feature specific reading strategies.

Action Step 1 5

The reading coach will provide continual professional development in content area literacy strategies.

Person Responsible

Michelle Harris

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Reading Coach Logs and teacher sign in sheets.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Monitor instructional practices through CTEM examining specific content area learning strategies.

Person Responsible

Dan Cox

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

CTEM Observations

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Monitor instructional practices through CTEM examining specific content area learning strategies.

Person Responsible

Dan Cox

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

CTEM Observations and reports targeting elements #7, #10, #12, #13, #15, #18, #20, #21, and #22.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Evaluate various assessment data points of students.

Person Responsible

Dan Cox

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Benchmark, midterm, classroom grades, FAIR-FS data, and CTEM data

G1.B5 When higher order/deep understanding questions are used, students are not held accountable for answering at equally deep levels. 2

 B119273

G1.B5.S1 Teachers will design group activities that facilitate processing new knowledge. 4

 S131092

Strategy Rationale

Students need to demonstrate a level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of Florida Standards.

Action Step 1 5

Content area PLC's will evaluate progress towards goals and adjust strategies to respond to the various positive, questionable, or negative result.

Person Responsible

Tammy Caraker

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

PLC mtg.minutes, classroom and school-wide data.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

CTEM observations will focus on differentiated instruction through structured group activities. CTEM reports will be analyzed, interpreted and used for making instructional decisions. Monitor instructional practice through CTEM process with specific focus on interacting with new knowledge, processing new information, practicing and deepen knowledge, collaboratively completing cognitively complex tasks, and collaboratively developing an hypothesis statement and test the hypothesis. Lesson Plans and PLC notes will be monitored for implementation of differentiated instruction through structured group activities.

Person Responsible

Tammy Caraker

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

CTEM Observations, lesson plans, PLC minutes

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Evaluate various assessment data points of students.

Person Responsible

Tammy Caraker

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Benchmark assessments, midterm exams, grade reports

G1.B6 Student work is pedestrian and does not feature cognitively complex work. 2

 B119274

G1.B6.S1 Teachers will engage students in work characterized by cognitively complex tasks. 4

 S131094

Strategy Rationale

Student work needs to demonstrate a level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of Florida Standards.

Action Step 1 5

On-going monitoring of lesson plans for Depth of Knowledge questions, strategies, and activities.

Person Responsible

Tammy Caraker

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Monitor instructional practice through CTEM process with specific focus on interacting with new knowledge, processing new information, practicing and deepen knowledge, collaboratively completing cognitively complex tasks, and collaboratively developing a hypothesis statement and test the hypothesis.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

CTEM observations and PLC discussion will focus on DOK strategies and activities.

Person Responsible

Tammy Caraker

Schedule

On 6/3/2015

Evidence of Completion

CTEM observations, lesson plans, PLC minutes

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Evaluate various assessment data points of students.

Person Responsible

Tammy Caraker

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Benchmark assessments, midterm exams, grade reports

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Professional Development	Mulholland, Geronimo	9/1/2014	Monitor instructional practice through CTEM process with specific focus on cooperative grouping activities.	6/3/2015 monthly
G1.B2.S1.A1	Teachers provide multiple assignments within each unit, tailored for students of different levels of achievement.	Mulholland, Geronimo	8/18/2014	Lesson Plans, CTEM observations, PLC notes, Data disaggregation,	6/3/2015 monthly
G1.B3.S1.A1	Provide on-going professional development in content area literacy lessons.	Cox, Dan	8/18/2014	Early Release Day protocols; Monitor instructional practices through CTEM examining specific content area learning strategies.	6/3/2015 monthly
G1.B4.S1.A1	The reading coach will provide continual professional development in content area literacy strategies.	Harris, Michelle	8/18/2014	Reading Coach Logs and teacher sign in sheets.	6/3/2015 monthly
G1.B5.S1.A1	Content area PLC's will evaluate progress towards goals and adjust strategies to respond to the various	Caraker, Tammy	8/18/2014	PLC mtg.minutes, classroom and school-wide data.	6/3/2015 monthly

Collier - 0311 - Barron Collier High School - 2014-15 SIP
Barron Collier High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	positive, questionable, or negative result.				
G1.B6.S1.A1	On-going monitoring of lesson plans for Depth of Knowledge questions, strategies, and activities.	Caraker, Tammy	8/18/2014	Monitor instructional practice through CTEM process with specific focus on interacting with new knowledge, processing new information, practicing and deepen knowledge, collaboratively completing cognitively complex tasks, and collaboratively developing a hypothesis statement and test the hypothesis.	6/3/2015 monthly
G1.MA1	Monitor instructional practices through CTEM examining specific DOK strategies and activities.	Caraker, Tammy	8/18/2014	CTEM observations, lesson plans	6/3/2015 monthly
G1.B1.S1.MA1	Evaluate benchmark, midterm, and classroom formative and summative assessments of BCH students.	Mulholland, Geronimo	9/1/2014	PLC protocols, benchmark data, and report cards.	6/3/2015 monthly
G1.B1.S1.MA1	CTEM observations will focus on differentiated instruction through structured group activities. CTEM reports will be analyzed, interpreted and used for making instructional decisions. Monitor instructional practice through CTEM process with specific focus on interacting with new knowledge, processing new information, practicing and deepen knowledge, collaboratively completing cognitively complex tasks, and collaboratively developing a hypothesis statement and test the hypothesis. Lesson Plans and PLC notes will be monitored for implementation of differentiated instruction through structured group activities. Utilize Unique Learning System Monthly Benchmark Assessments and Unit Checklists.	Mulholland, Geronimo	9/1/2014	Collier Teacher Evaluation Model (CTEM) reports; CTEM observation protocol specific interacting with new knowledge, processing new information, practicing and deepen knowledge, collaboratively completing cognitively complex tasks, and collaboratively developing a hypothesis statement and test the hypothesis; lesson plans and PLC notes. Lesson Plan Checklist for Challenge and Rigor can also be utilized	6/3/2015 weekly
G1.B2.S1.MA1	PLC discussion and review of data	Mulholland, Geronimo	8/18/2014	Common Planning documentation, Lesson Plans, CTEM Observations	6/3/2015 quarterly
G1.B2.S1.MA1	Common Planning documentation, Lesson Plans, CTEM Observations	Mulholland, Geronimo	8/18/2014	Common Planning documentation, Lesson Plans, CTEM Observations	6/3/2015 monthly
G1.B3.S1.MA1	Monitor instructional practice through CTEM observations looking for effective use of content area literacy strategies.	Cox, Dan	8/18/2014	Collier Teacher Evaluation Model (CTEM) reports, lesson plans, PLC notes	6/3/2015 monthly
G1.B3.S1.MA1	CTEM observations will focus on content area literacy lesson. CTEM reports will be analyzed, interpreted and used for making instructional decisions.	Cox, Dan	8/18/2014	Monitoring of instructional practice through Lesson Plans and PLC notes will be monitored for implementation content area literacy strategies.	6/3/2015 monthly
G1.B4.S1.MA1	Evaluate various assessment data points of students.	Cox, Dan	8/18/2014	Benchmark, midterm, classroom grades, FAIR-FS data, and CTEM data	6/3/2015 quarterly
G1.B4.S1.MA1	Monitor instructional practices through CTEM examining specific content area learning strategies.	Cox, Dan	8/18/2014	CTEM Observations	6/3/2015 monthly
G1.B4.S1.MA1	Monitor instructional practices through CTEM examining specific content area learning strategies.	Cox, Dan	8/18/2014	CTEM Observations and reports targeting elements #7, #10, #12, #13, #15, #18, #20, #21, and #22.	6/3/2015 monthly
G1.B5.S1.MA1	Evaluate various assessment data points of students.	Caraker, Tammy	8/18/2014	Benchmark assessments, midterm exams, grade reports	6/3/2015 monthly
G1.B5.S1.MA1	CTEM observations will focus on differentiated instruction through structured group activities. CTEM reports will be analyzed, interpreted and	Caraker, Tammy	8/18/2014	CTEM Observations, lesson plans, PLC minutes	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	used for making instructional decisions. Monitor instructional practice through CTEM process with specific focus on interacting with new knowledge, processing new information, practicing and deepen knowledge, collaboratively completing cognitively complex tasks, and collaboratively developing an hypothesis statement and test the hypothesis. Lesson Plans and PLC notes will be monitored for implementation of differentiated instruction through structured group activities.				
G1.B6.S1.MA1	Evaluate various assessment data points of students.	Caraker, Tammy	8/18/2014	Benchmark assessments, midterm exams, grade reports	6/3/2015 quarterly
G1.B6.S1.MA1	CTEM observations and PLC discussion will focus on DOK strategies and activities.	Caraker, Tammy	8/18/2014	CTEM observations, lesson plans, PLC minutes	6/3/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If staff consistently utilize highly effective instructional strategies, then students will increase proficiency on the annual statewide assessments in all content areas.

G1.B1 Teachers have not been trained to/do not create plans based on analysis and interpretation of ongoing assessment data.

G1.B1.S1 Teachers will incorporate a minimum of two structured group activities in all units of study in order to a. Interact with new knowledge b. Process new information c. Practice and deepen knowledge d. Collaboratively complete cognitively complex tasks e. Collaboratively develop an hypothesis statement and test the hypothesis

PD Opportunity 1

Professional Development

Facilitator

BCH teachers, coaches, and leadership team along with CCPS content coordinators.

Participants

Teachers at BCH.

Schedule

Monthly, from 9/1/2014 to 6/3/2015

G1.B3 Teachers need training in aligning text to literacy strategies.

G1.B3.S1 Teachers will identify strategies that require students to interact with the new knowledge in a structured manner.

PD Opportunity 1

Provide on-going professional development in content area literacy lessons.

Facilitator

Tammy Caraker, Dan Cox, Michelle Harris, LLT

Participants

Instructional Staff

Schedule

Monthly, from 8/18/2014 to 6/3/2015

G1.B4 Teachers are not trained to be reading and writing instructors.

G1.B4.S1 Teachers will use a variety of strategies for processing and elaborating on new information.

PD Opportunity 1

The reading coach will provide continual professional development in content area literacy strategies.

Facilitator

Michelle Harris, Reading Coach

Participants

Instructional Staff

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0