

Collier County Public Schools

New Beginnings Naples



2020-21 Schoolwide Improvement Plan

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New Beginnings Naples

3710 ESTEY AVE, Naples, FL 34104

[no web address on file]

Demographics

Principal: Brent Klein

Start Date for this Principal: 7/23/2009

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 3-8
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

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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New Beginnings Naples

3710 ESTEY AVE, Naples, FL 34104

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Combination School 3-8</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

School Grades History

Year
Grade

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The goal of New Beginnings is to provide an alternative route for students that have not been successful in the traditional school setting, primarily for disciplinary reasons. They have challenging home lives and we strive to provide the support and structure that they need to be successful in their zones schools when they return. Sudents are encouraged to reclaim responsibility and become active participants in their educational experience.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Janssen, Cynthia	Principal	Dr. Janssen monitors the Assistant Principals and handles all staff hiring for the two New Beginnings sites. She delegates the leadership team's duties and manages the finances. She reports to the district and ensures that New Beginnings is in compliance with all state and district requirements. She does an evaluation on each staff member. Dr. Janssen ensures that her three assistant principals are up to date with program and district information by holding weekly debriefs, along with leadership team meetings bi-weekly will all of the lead teachers and key people in leadership roles.
Costin, Kelley	Assistant Principal	Mrs. Costin serves at the assistant on site leader for New Beginnings Naples. She completes the evaluations, and monitors the data for this program. She serves in both the curriculum and instruction role and attendance and discipline role. She is responsible for the textbook orders, instructional supplies and laptops, and the facilities. She compiles the school improvement plan, and gathers information from the other sites. She supervises the testing coordinator for the Naples New Beginnings program.

Demographic Information

Principal start date

Thursday 7/23/2009, Brent Klein

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

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

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 3-8
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2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	3	5	7	9	14	6	0	0	0	0	44
Attendance below 90 percent	0	0	0	0	1	0	4	1	1	0	0	0	0	7
One or more suspensions	0	0	0	2	1	3	3	7	3	0	0	0	0	19
Course failure in ELA	0	0	0	0	0	0	1	1	4	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	0	4	7	2	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	1	4	9	1	0	0	0	0	16
	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	1	3	4	4	0	0	0	0	12

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	1	1	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	1	3	4	4	0	0	0	0	12

Date this data was collected or last updated

Thursday 7/23/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	1	4	5	7	9	8	5	0	0	0	0	39
Attendance below 90 percent	0	0	0	2	1	1	1	1	0	0	0	0	0	6
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	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	0	0	0	

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

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	1	4	5	7	9	8	5	0	0	0	0	39
Attendance below 90 percent	0	0	0	2	1	1	1	1	0	0	0	0	0	6
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	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	0	0	0	0

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	59%	61%	0%	60%	57%
ELA Learning Gains	0%	61%	59%	0%	55%	57%
ELA Lowest 25th Percentile	0%	63%	54%	0%	54%	51%
Math Achievement	0%	66%	62%	0%	63%	58%
Math Learning Gains	0%	61%	59%	0%	65%	56%
Math Lowest 25th Percentile	0%	58%	52%	0%	58%	50%
Science Achievement	0%	46%	56%	0%	68%	53%
Social Studies Achievement	0%	83%	78%	0%	79%	75%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	3	4	5	6	7	8	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	61%	-61%	58%	-58%
	2018	0%	59%	-59%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	30%	58%	-28%	58%	-28%
	2018	0%	60%	-60%	56%	-56%
Same Grade Comparison		30%				
Cohort Comparison		30%				
05	2019	13%	60%	-47%	56%	-43%
	2018	0%	59%	-59%	55%	-55%
Same Grade Comparison		13%				
Cohort Comparison		13%				
06	2019	0%	56%	-56%	54%	-54%
	2018	36%	56%	-20%	52%	-16%
Same Grade Comparison		-36%				
Cohort Comparison		0%				
07	2019	36%	55%	-19%	52%	-16%
	2018	17%	54%	-37%	51%	-34%
Same Grade Comparison		19%				
Cohort Comparison		0%				
08	2019	0%	58%	-58%	56%	-56%
	2018	0%	63%	-63%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		-17%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	68%	-68%	62%	-62%
	2018	0%	67%	-67%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	30%	65%	-35%	64%	-34%
	2018	0%	67%	-67%	62%	-62%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		30%				
Cohort Comparison		30%				
05	2019	20%	67%	-47%	60%	-40%
	2018	15%	68%	-53%	61%	-46%
Same Grade Comparison		5%				
Cohort Comparison		20%				
06	2019	14%	61%	-47%	55%	-41%
	2018	57%	62%	-5%	52%	5%
Same Grade Comparison		-43%				
Cohort Comparison		-1%				
07	2019	36%	66%	-30%	54%	-18%
	2018	33%	67%	-34%	54%	-21%
Same Grade Comparison		3%				
Cohort Comparison		-21%				
08	2019	0%	36%	-36%	46%	-46%
	2018	0%	43%	-43%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		-33%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	9%	56%	-47%	53%	-44%
	2018	0%	58%	-58%	55%	-55%
Same Grade Comparison		9%				
Cohort Comparison						
08	2019	0%	52%	-52%	48%	-48%
	2018	0%	56%	-56%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	50%	72%	-22%	71%	-21%
2018	36%	70%	-34%	71%	-35%
Compare		14%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	15	50		8	25						
BLK	23	46		36	43						
HSP	21	46		14	25						
FRL	26	43		28	40						
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	29
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	143
Total Components for the Federal Index	5
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	25
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	2
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	27
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	27
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Reflection

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

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

New Beginnings 6th graders had the lowest percentage of passers in both reading and math. 36% of the 6th graders passed last year compared to zero passers this year. That reading cohort is 56% below the school district and 54% below the state. The math cohort dropped from a 57% pass rate to a 14% pass rate. We cannot attribute this to one instructor because it is two subject areas with two different teachers, and they both experienced gains at other grade levels. It is difficult to compare the actual students and how they did last year, because we are an Alternative School with rolling admissions.

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

The sixth grade in all tested areas decreased across all subjects. Our At-Risk students test in the lowest 25% of their home schools, and arrive with extensive discipline histories. Sixth grade is generally their first year with us, and it is our goal to acclimate them to the New Beginnings Program. This is a highly structured program that uses behavior modification extensively as a component of the academic course of study. Once they become acclimated, they generally experience success academically in the seventh grade.

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

Sixth grade math and sixth grade reading had the greatest gap when compared to the state average, however, all grades struggle with meeting the state average. New Beginnings students have gaps in achievement that can be attributed to their disciplinary infractions. They have missed a great deal of instruction due to absences and suspensions. These missed days of instruction have led to the achievement gap in this disciplinary program.

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

Fifth and seventh grade reading both increased by 13% and 19% respectively. The 7th grade teacher is the same one who taught the 6th grade reading that experienced a down turn. Fifth grade math and science increased by 5% and 9%. This teacher taught all of fifth grade and was new to us halfway through the school year. Most of the students have been enrolled in this structured program for two years, and the teachers have supported the behavior modification strategies. This leads to success in the 5th and 7th grades.

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

Alternative Schools New Beginnings falls below the 41% mark in all sub-groups. We pull from the traditional schools all of the students who are struggling to behave, attend, and perform academically. 25% of our ELL students fall below the 41% mark. We are planning to increase gains in reading and math with the use of iReady and Aleks. Our Black American students are closer to the 41% mark with 37% of the students making gains, but we are still concerned about their progress and are focusing on the iReady and Aleks programs. Our economically disadvantaged students are experiencing gains at a rate of 27%. They too are using iReading and Aleks. We are using progress monitoring to add additional data monitoring and the teachers will be able to individualize their course of study. All students are assigned a district laptop for use in the classroom. We are focusing on reading and math as our two areas of concern across all grades in New Beginnings.

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

1. Reading gains across all grade levels and all socio-economic groups.
2. Math gains across all grade levels, and all socio-economic groups.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The New Beginnings middle school students will return to their zoned middle schools in the seventh or eighth grade. In most cases they are below grade level in reading. If they experience more than one year's reading gains in New Beginnings, they will experience academic success, which will lead to a better sense of belonging upon return to their home schools. Their behaviors are what sent them to New Beginnings, which affected their attendance and missed instruction. If they are experiencing academic success, studies show that their attendance will improve and discipline issues will decrease. The goal is for each student to return to their home schools reading on grade level.

Measurable Outcome: We are focusing on reading in both the elementary and middle grades. Our goal is to increase the outcomes by 5% in reading for those students. We can monitor this with iReady for the elementary students and Read 180 for the middle school. If 100% of the teachers adhere to the district curriculum/pacing guides while monitoring student progress and providing differentiated support, then overall proficiency on the Reading FSA will meet the minimum of 41% for all sub-groups, by the end of the school year, as none of them meet that now.

Person responsible for monitoring outcome: Cynthia Janssen (janssecy@collierschools.com)

Evidence-based Strategy: All sub-groups will be monitored for increased comprehension and fluency. This can be achieved by collaboration with the reading coach. The focus needs to be more on reading for information, than literature, and reading strategies need to be used across the curriculum in science and social studies.

Rationale for Evidence-based Strategy: Students who can read for information will do better in all classes, and while literary study of theme and purpose are valuable, it does not carry over to other academic classes. The larger percentage of all standardized tests covers non-fiction essays and informational text. Other content area teachers should be active participants in this process. Special attention should be paid to the sub-groups so they gain cultural literacy and are able to build background knowledge that will support them in vocabulary study and comprehension.

Action Steps to Implement

1. The reading coach will give the science teacher and social studies teacher specific strategies.
2. The teachers will track reading progress on these strategies.
3. The reading coach will remediate where needed.

Person Responsible Kelley Costin (costinke@collierschools.com)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Increasing the math pass rate so that 41% of all sub-groups meet expectations is a focus in New Beginnings because even though we are an Alternative School Program with a rolling enrollment, last year's younger students struggled in math. This is common the first year that they are with us. They have missed a great deal of school largely because of discipline reasons, and they need some of the content gaps filled in. We individualize and differentiate to fill in those missing pieces. Our focus is to increase proficiency in mathematical practices for all sub-goups.

Measurable Outcome: If 100% of the teachers adhere to the district curriculum/pacing guides while monitoring student progress and providing differentiated support, then overall proficiency on the Math FSA will meet the minimum of 41% for all sub-groups, by the end of the school year, as none of them meet that now. .

Person responsible for monitoring outcome: Cynthia Janssen (janssecy@collierschools.com)

Evidence-based Strategy: Increase the use of Aleks and other district provided math programs. Utilize the new math texts issued by the district.

Rationale for Evidence-based Strategy: Aleks has been a proven success for the district, and we have all of the computers we need to make this a positive strategy.

Action Steps to Implement

1. Pre-test the incoming 7th graders to determine what standards they lack from the 6th grade math program.
2. Fill in the gaps where needed with each individual student.
3. Group the students and work with them on these standards.
4. Utilize the assistants as tutors to increase coverage.
5. Consistently check for gains and remediate where needed.

Person Responsible Kelley Costin (costinke@collierschools.com)

Additional Schoolwide Improvement Priorities

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

We will also continue to focus on the Social Emotional Learning initiative that will support our focus on the behaviors that initially brought our students to us from the zoned schools.

Part IV: Positive Culture & Environment

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

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

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

New Beginnings students have not experienced success in school, hence why they are sent to an Alternative School Program. Their parents are not proud of them being enrolled in New Beginnings, so they are frequently as disenfranchised with school as their students. We work very hard to get them re-involved with their children's education. We required them to come to an orientation so that they will walk the building, see the many positive pictures and awards showcased on the walls. We want them to envision their child's face in those pictures. We have monthly promotion ceremonies that publicly celebrate student accomplishments, attended by parents, the Marine Corps league, and staff members. We make many phone calls home advocating for their children. In many cases, we are asking that they take their children back into their lives, as we demonstrate their academic achievements. Parents can now see their students as productive members of the family. Our teachers and staff are the reason that our students achieve success, earn passing grades, modify their behavior, and become citizens of the community. On that day, our parents are very proud of their students and their having attended New Beginnings. We work to repair the rifts in a family, and open up opportunities for students who would have had little interest in school.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$24,428.36
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	9010 - New Beginnings Naples	Title, I Part A	0.2	\$16,301.94
			<i>Notes: Resource Teacher</i>			
	5100	120-Classroom Teachers	9010 - New Beginnings Naples	Title, I Part A	0.0	\$5,704.42
			<i>Notes: The Elementary Summer Program will be offered for 4.5 hours per day for students in 2nd through 5th grade currently enrolled in New Beginnings. The focus will be on Reading; teachers will use district reading resources, iReady Reading web-based instruction and Discovery Education materials. 2 teacher.</i>			
	5100	150-Aides	9010 - New Beginnings Naples	Title, I Part A	0.0	\$2,221.91

			<i>Notes: The Elementary Summer Program will be offered for 4.5 hours per day for students in 2nd through 5th grade currently enrolled in New Beginnings. The focus will be on Reading; teachers will use district reading resources, iReady Reading web-based instruction and Discovery Education materials. 1 Alt Assistant.</i>			
	7800	790-Miscellaneous Expenses	9010 - New Beginnings Naples	Title, I Part A	0.0	\$200.09
			<i>Notes: Elementary Summer Transportation</i>			
	5100	510-Supplies	9010 - New Beginnings Naples	Title, I Part A	0.0	\$0.00
			<i>Notes: Supplies</i>			
	5100	150-Aides	9010 - New Beginnings Naples	Title, I Part A	0.0	\$0.00
			<i>Notes: One day Pre-extension for Non-Instructional staff. Provide the opportunity for staff to be trained on the standard operating procedures for each program and de-escalation techniques 8/12/19</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$230.42
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	510-Supplies	9010 - New Beginnings Naples	Title, I Part A	0.0	\$230.42
			<i>Notes: Parent flyers and communications to assist their children at home in their school studies.</i>			
					Total:	\$24,658.78