

Collier County Public Schools

New Beginnings Naples



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	19
Positive Culture & Environment	23
Budget to Support Goals	24

New Beginnings Naples

3710 ESTEY AVE, Naples, FL 34104

[no web address on file]

Demographics

Principal: Brent Klein

Start Date for this Principal: 7/15/2012

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	24

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>2020-21 Title I School</p> <p style="text-align: center;">No</p>	<p>2020-21 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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of New Beginnings is to accelerate the academic progress and develop positive social skills in students who have committed zero tolerance offenses and/or been significantly disruptive to the education of others and themselves. Students advance through ranks in a highly structured behaviorally-based environment similar to a JROTC program to earn the right to return to the regular school.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Janssen, Cynthia	Principal	Dr. Janssen monitors the Assistant Principal, handles all staff hiring for New Beginnings Naples, delegates leadership duties to the Assistant Principal and Lead Teacher, conducts staff evaluations and manages the finances. She reports to the district and ensures New Beginnings Naples meets all state and district compliance requirements. Dr. Janssen leads weekly meetings with the Assistant Principal and Lead Teacher to discuss school and district information, and she leads bi-weekly Alternative School leadership team meetings.
Klein, Brent	Assistant Principal	Mr. Klein serves as the on site Assistant Principal for New Beginnings Naples. He completes instructional and non-instructional evaluations, conducts professional development, and monitors program specific data. He oversees curriculum implementation, teacher instruction and development, textbook and instructional supply acquisition, and facility maintenance. He also compiles data and completes the School Improvement Plan and supervises all state and district testing.

Demographic Information

Principal start date

Sunday 7/15/2012, 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.*

0

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.*

4

Total number of teacher positions allocated to the school

5

Total number of students enrolled at the school

34

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

1

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

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	2	4	6	9	8	5	0	0	0	0	34
Attendance below 90 percent	0	0	0	0	1	2	5	6	3	0	0	0	0	17
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	4	3	0	0	0	0	7
Course failure in Math	0	0	0	0	0	0	2	3	2	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	1	3	5	3	2	0	0	0	0	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	3	1	3	1	0	0	0	0	9
Number of students with a substantial reading deficiency	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	2	3	6	4	0	0	0	0	15

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

Date this data was collected or last updated

Friday 8/27/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	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	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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	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	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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					59%	61%		56%	60%
ELA Learning Gains					61%	59%		58%	57%
ELA Lowest 25th Percentile					63%	54%		49%	52%
Math Achievement					66%	62%		65%	61%
Math Learning Gains					61%	59%		63%	58%
Math Lowest 25th Percentile					58%	52%		59%	52%
Science Achievement					46%	56%		62%	57%
Social Studies Achievement					83%	78%		86%	77%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	61%	-61%	58%	-58%
Cohort Comparison						
04	2021					
	2019	30%	58%	-28%	58%	-28%
Cohort Comparison		0%				
05	2021					
	2019	13%	60%	-47%	56%	-43%
Cohort Comparison		-30%				
06	2021					
	2019	0%	56%	-56%	54%	-54%
Cohort Comparison		-13%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	36%	55%	-19%	52%	-16%
Cohort Comparison		0%				
08	2021					
	2019	0%	58%	-58%	56%	-56%
Cohort Comparison		-36%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	68%	-68%	62%	-62%
Cohort Comparison						
04	2021					
	2019	30%	65%	-35%	64%	-34%
Cohort Comparison		0%				
05	2021					
	2019	20%	67%	-47%	60%	-40%
Cohort Comparison		-30%				
06	2021					
	2019	14%	61%	-47%	55%	-41%
Cohort Comparison		-20%				
07	2021					
	2019	36%	66%	-30%	54%	-18%
Cohort Comparison		-14%				
08	2021					
	2019	0%	36%	-36%	46%	-46%
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	9%	56%	-47%	53%	-44%
Cohort Comparison						
08	2021					
	2019	0%	52%	-52%	48%	-48%
Cohort Comparison		-9%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	50%	72%	-22%	71%	-21%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

New Beginnings Naples uses Quarter Benchmark Exams aligned to the state standards for each grade level and subject to monitor the progress of the students throughout the school year.

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	3 / 33%	3 / 33%	7 / 29%
	Economically Disadvantaged	3 / 33%	3 / 33%	6 / 33%
	Students With Disabilities	0	0	1 / 0%
	English Language Learners	2 / 50%	2 / 50%	2 / 50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3 / 67%	3 / 67%	7 / 14%
	Economically Disadvantaged	3 / 67%	3 / 67%	6 / 17%
	Students With Disabilities	0	0	1 / 0%
	English Language Learners	2 / 50%	2 / 50%	2 / 50%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	4 / 25%	4 / 50%	7 / 14%
	Economically Disadvantaged	4 / 25%	4 / 50%	7 / 14%
	Students With Disabilities	1 / 0%	1 / 50%	2 / 0%
	English Language Learners	1 / 0%	1 / 100%	2 / 0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4 / 75%	4 / 0%	7 / 14%
	Economically Disadvantaged	4 / 75%	4 / 0%	7 / 14%
	Students With Disabilities	1 / 100%	1 / 0%	2 / 0%
	English Language Learners	1 / 100%	1 / 0%	2 / 50%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	4 / 25%	4 / 0%	6 / 17%
	Economically Disadvantaged	4 / 25%	4 / 0%	6 / 17%
	Students With Disabilities	2 / 0%	2 / 0%	3 / 0%
	English Language Learners	0	0	1 / 100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4 / 75%	3 / 33%	6 / 17%
	Economically Disadvantaged	4 / 75%	3 / 33%	6 / 17%
	Students With Disabilities	2 / 0%	2 / 0%	3 / 0%
	English Language Learners	0	0	1 / 100%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	4 / 0%	4 / 0%	6 / 0%
	Economically Disadvantaged	4 / 0%	4 / 0%	6 / 0%
	Students With Disabilities	2 / 0%	2 / 0%	3 / 0%
	English Language Learners	0	0	6 / 0%
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	4 / 0%	4 / 0%	5 / 20%
	Economically Disadvantaged	4 / 0%	4 / 0%	5 / 20%
	Students With Disabilities	0	0	1 / 0%
	English Language Learners	1 / 0%	1 / 0%	1 / 100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4 / 0%	4 / 50%	5 / 0%
	Economically Disadvantaged	4 / 0%	4 / 50%	5 / 0%
	Students With Disabilities	0	0	1 / 0%
	English Language Learners	1 / 0%	1 / 100%	1 / 0%
	Number/% Proficiency	Fall	Winter	Spring

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	8 / 25%	7 / 14%	10 / 20%
	Economically Disadvantaged	2 / 50%	2 / 0%	3 / 0%
	Students With Disabilities	2 / 0%	2 / 0%	2 / 0%
	English Language Learners	3 / 67%	3 / 33%	3 / 67%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9 / 11%	8 / 13%	11 / 18%
	Economically Disadvantaged	2 / 0%	2 / 0%	3 / 0%
	Students With Disabilities	2 / 50%	1 / 100%	2 / 0%
	English Language Learners	3 / 33%	3 / 33%	3 / 67%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	8 / 50%	7 / 57%	10 / 70%
	Economically Disadvantaged	2 / 50%	2 / 50%	3 / 33%
	Students With Disabilities	2 / 50%	1 / 100%	2 / 50%
	English Language Learners	3 / 67%	3 / 67%	3 / 67%
	Number/% Proficiency	Fall	Winter	Spring

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		3 / 0%	3 / 0%	2 / 0%
	Economically Disadvantaged		2 / 0%	2 / 0%	2 / 0%
	Students With Disabilities		2 / 0%	2 / 0%	1 / 0%
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		2 / 0%	2 / 50%	2 / 50%
	Economically Disadvantaged		2 / 0%	2 / 50%	2 / 50%
	Students With Disabilities		2 / 0%	2 / 0%	1 / 0%
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		3 / 33%	3 / 0%	2 / 0%
	Economically Disadvantaged		2 / 50%	2 / 0%	2 / 0%
	Students With Disabilities		2 / 0%	2 / 0%	1 / 0%
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
HSP	18	40		36	70						
FRL	23	38		27	63						
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

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	151
Total Components for the Federal Index	4
Percent Tested	99%
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%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Students at New Beginnings Naples (NBN) scored below the district and state at every grade level (3rd-8th) in both reading and math. In reading, 43% of 3rd graders, 30% of 4th graders, and 40% of 5th graders earned a passing score (level 3 or higher) on the ELA FSA while 17% of 7th graders and no 6th or 8th graders earned a passing score. Of the students who had tested before, 38% of elementary students met the state gain requirement in reading and 30% of middle school students. In Math, 14% of 3rd graders, 10% of 4th graders, and 56% of 5th graders earned a passing score on the Math FSA. In middle school, 33% of 7th graders, 50% of 8th graders, and no 6th graders earned a passing score. Of the students that had tested before, 50% of elementary and middle school students met the state gain requirement in math. A trend across all grade levels is the low overall achievement levels of students that enroll at NBN throughout the year, as well as the achievement of ESSA

subgroups below the 41% threshold. Another trend that appears is reading achievement outpaces math achievement, generally, in elementary school while math achievement outpaces reading achievement in middle school and math gains outpace reading gains, on average, for all students.

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

The data indicates that the majority of students at New Beginnings Naples (NBN) need to increase their overall achievement in both reading and math. This applies to students in grades 3-8, as evidenced on both the 2021 state assessments and the 2021 progress monitoring tests administered throughout the year, as well as the achievement of ESSA subgroups - English Language Learners, Black/African American students, Hispanic students, and Economically Disadvantaged students. ELA achievement for 6th and 8th graders needs to improve the most (0% earned level 3), as does math achievement for 3rd and 4th grades (14% & 10 % level 3 achievement respectively). Focusing on each grade level, 6th graders struggled the most with 0% earning a passing score on either test and only 33% in ELA and 16% in Math meeting the state gain requirement.

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

Overall, students enroll in New Beginnings Naples (NBN) after experiencing continuous or significant discipline consequences from their zoned school. Nearly every student enrolls with two or more warning indicators while scoring in the lowest 25% at their zone school on each FSA. The majority of students enroll in 3rd or 4th grade for elementary students and 6th grade for middle school students. Given the highly structured nature of the NBN program and the extensive behavior modification component of the program, it takes time for students to acclimate and change their behavior - a necessary prerequisite for academic success. Once students acclimate, their academic typically improves, as evidenced by the increased performance on the FSAs in 5th and 7th grade respectively. Moving past the improved behavior due to longevity in the program, we will also monitor closely student progress on iReady (elementary reading), Read 180 (middle school reading), and ALEKS (math) to ensure students make progress continuously throughout the year. This will also assist instructional staff with addressing standard specific weaknesses displayed by students as they become apparent.

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

Based on 2021 state assessment and progress monitoring data, overall gain scores are an area of strength. When compared to 2018 state assessment data (the last time the FSA was administered), gains were higher in all areas. 5th graders demonstrated an average scale score gain of 21 points on the 2021 assessment whereas 5th graders only showed average gains of 3.35 scale points on the 2018 assessment. In middle school, the average gain was 16 points in 2021 and 6.95 in 2018 on the ELA FSA, again demonstrated a strong improvement in the average gains demonstrated by the students. This trend continued on the Math FSA, with 5th graders demonstrated a 21 point average gain in 2021 compared to a 13.815 gain in 2018 and middle school students gaining an average of 13.95 points in 2021 compared to 7.11 in 2018. While it is difficult to evaluate cohorts at New Beginnings Naples (NBN) due to the ever changing population, this comparison of gain scores demonstrates that teacher effectiveness is improving as evidenced by greater overall gains when compared to the last assessment. Gain score data, whether average scale score gain or percentage of students making the state gain requirement, also demonstrates that students in the program for a full year - on average - show greater gains than those students new to the program.

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

Looking at gain scores, the largest contributing factor was student continuity in the program. 5th graders and 7th graders who showed the greatest achievement and gains were enrolled in the program for at least one school year and, as a result, have benefited from the highly structured nature of the program. These students have demonstrated improved behavior and greater focus on academics. Additionally, teacher continuity for the students and teacher continuity within the program help to build strong relationships between student and teacher resulting in improved instruction. Teachers have also started using progress monitoring tools with more fidelity throughout the year and this has resulted in a better understanding of student progress towards mastery of specific standards.

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

Overall, instructional staff, support personnel, and administration need to continue to work together to maintain a targeted focus on student achievement and academic progress on specific standards. This will help to tailor direct and differentiated instruction to target specific student needs. In reading, the iReady and Read 180 programs need to be used with fidelity. This can be achieved through the aforementioned collaboration and by focusing on reading for information in all subject areas. Students who can read for information will do better in all classes and the larger percentage of standardized tests cover non-fiction and informational text so students will be better prepared for these tests. In math, students in 3rd and 4th grade need to focus on fundamental skills and fact fluency while students in grades 5-8 need to use ALEKS with fidelity.

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

All instructional staff at New Beginnings Naples (NBN) are experienced teachers, however, the 5th grade teacher is new to NBN. Therefore, the new 5th grade teacher will receive intensive support from the Assistant Principal of Curriculum, Reading Coach, and 4th grade teacher (who has also taught 5th grade) to acclimate her to district specific curriculum and instructional programs. All elementary teachers will receive professional development on implementing the new ELA curriculum, as well as on using iReady data to target areas of student weakness. The 3rd and 4th grade teachers will receive professional development on using curricular specific math assessments and Waggle to drive math instruction. Professional development for middle school teachers will focus on teaching reading in the content area by focusing on information text and targeting writing instruction to respond to text.

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

All staff at New Beginnings Naples (NBN) will continue to collaborate to ensure all services are implemented with fidelity, monitored continuously, and adjusted as necessary to create an improvement model that can be sustained over time. Services that will be used year after year include iReady for elementary reading instruction, Read 180 for middle school reading instruction, HMH Into Math & Waggle for grades 3-5 math instruction, ALEKS for grades 5-8 math instruction, and USATestPrep for targeted science instruction. We will continue to administer, utilize the data from, and analyze/review our answers on district created and standard aligned Quarterly Benchmark Assessments in all state tested core subjects. Provided we maintain continuity in our staff, our focus on using these services to target instruction should pay dividends as the year progresses and year after year, as evidenced by improved student performance on state assessments.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Student ELA achievement, as measured by the percentage of students earning a level 3 on the ELA FSA and the percentage of students meeting the state gains requirement, was considerably lower than the district and state average. Increased overall ELA performance for students at both the elementary and middle school will help NBN students achieve greater success in all subjects and in all aspects of their education. Further, studies show that academic success impacts positively both behavior and attendance. Therefore, NBN students that improve their reading achievement have a greater opportunity of success when they transition back to their home schools after completing the New Beginnings Naples program.

Measurable Outcome: Elementary and middle school students meeting the state ELA gains requirement will increase 5% as measured by comparing gains on the 2021 ELA FSA to the gains achieved on the 2022 ELA FSA.

Monitoring: Success will be monitored continuously throughout the year by analyzing student performance on iReady (elementary) and Read 180 (middle school) assessments, as well as analyzing student performance on Quarterly Benchmark Assessments.

Person responsible for monitoring outcome: Brent Klein (kleinb@collierschools.com)

Evidence-based Strategy: Both reading programs, iReady and Read 180, must be implemented with fidelity and used to drive differentiated instruction. The focus in all courses will be on reading for information, teaching reading strategies in content courses, and embedding response to text writing in all core classes.

Rationale for Evidence-based Strategy: Students who can read for information will do better in all classes and on standardized assessments due to the larger percentage of non-fiction essays and informational text found on these assessments. Further, the focus and strategy makes all content teachers active participants in each student's reading development.

Action Steps to Implement

1. iReady and Read 180 will be implemented in each class, used with fidelity, and monitored weekly. The teachers at New Beginnings Naples (NBN) will be responsible implementing this step.
2. The reading coach will provide professional development and model the use of teaching reading strategies through informational text to the elementary teachers, the middle school science teacher, and the middle school social studies teacher. Brent Klein, the Assistant Principal, will monitor this step.
3. All teachers will track and discuss student progress - as evidenced on iReady, Read 180, and Quarterly Benchmarks - and make necessary adjustments to target areas of weakness displayed by the students. Brent Klein, Assistant Principal, will monitor this step.

Person Responsible: Brent Klein (kleinb@collierschools.com)

#2. Instructional Practice specifically relating to Math

Area of Focus
Description and Rationale: Math achievement fell below the district in all grades, most notably in 3rd grade (14%), 4th grade (10%), and 6th grade (0%). Further, only 50% of students met the state gains requirement in math.

Measurable Outcome: Overall student achievement will increase in math by 5% and students meeting the state gains requirement in math will increase 5% (from 50% to 55%).

Monitoring: Student achievement will be monitored on a weekly basis through HMH Into Math Assessments, Waggle Assessments, and ALEKS Assessments. On a quarterly basis, student achievement and progress will be monitored on district created, state standard aligned Quarterly Benchmark Exams.

Person responsible for monitoring outcome: Brent Klein (kleinb@collierschools.com)

Evidence-based Strategy: Increase the use and monitoring of Waggle for 3rd and 4th graders and ALEKS for 5th-8th graders.

Rationale for Evidence-based Strategy: Annual district data supports the increased use of both of these programs to increase grade level achievement and gains on the Math FSA.

Action Steps to Implement

1. Math teachers will make sure all students have access to their respective programs.
2. Students will take pre-assessments to ascertain their current knowledge level.
3. Math teachers will monitor student use to ensure they are using the Waggle and ALEKS programs with fidelity.
4. Based on student performance on Waggle and ALEKS and quarterly benchmarks , math teachers will identify areas of weakness and provide individual or small group differentiated instruction to improve student mastery in these areas.
5. The Assistant Principal will meet with math teachers bi-weekly to review data on student progress and to make adjustments as needed.

Person Responsible Brent Klein (kleinb@collierschools.com)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: English Language Learners, Black/African American students, Hispanic students, and Economically Disadvantaged students are all areas of focus based on ESSA data.

Measurable Outcome: All ESSA subgroup performance data will increase to 42% in the 2021-2022 school year.

Monitoring: The PLC team will disaggregate progress monitoring data throughout the year and use the disaggregated data to drive instruction and increase support to increase academic achievement.

Person responsible for monitoring outcome: Brent Klein (kleinb@collierschools.com)

Evidence-based Strategy: The PLC team will disaggregate progress monitoring data to identify and target areas of weakness school-wide, within each ESSA subgroup, and for each student. The team will then make curricular and instructional adjustments, based on the data, to increase student achievement. The PLC team will also implement the CCPS district created Connect for Success SEL curriculum to target the social emotional needs of the students. These social emotional learning opportunities will help overcome the mental health challenges students have faced over the pandemic while helping to build connections between staff and students across the school.

Rationale for Evidence-based Strategy: Data-driven decision making - on a school level through PLC meetings and on a student level through individual data chats - has been shown to be an effective strategy for raising student achievement. An emphasis on social emotional wellness has also shown to improve academic performance while helping to reduce symptoms of depression and anxiety.

Action Steps to Implement

1. Create PLC team and framework/goals for meetings.
2. PLC Team will disaggregate progress monitoring data to analyze academic performance of ESSA subgroups.
3. Use data analysis from PLC meetings to make instructional and curricular adjustments and increase academic supports.

Person Responsible: Brent Klein (kleinb@collierschools.com)

Additional Schoolwide Improvement Priorities

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

New Beginnings Naples (NBN) is not found on the SafeSchoolsforAlex.org website due to it being an alternative school for students with discipline issues. An examination of discipline data of students enrolled in NBN shows discipline incidents decrease when students enroll in the program. Students routinely get referrals and suspensions prior to attending NBN, but they receive neither while enrolled in the NBN program. NBN looks to use a highly structured model to alter student behavior and help them gain confidence in their ability to control their actions. Success from a school culture and environment statement is monitored by analyzing the number of students that earn promotions in rank each month. Students get promoted based on the overall number of points they earn every day and after achieving behavior milestones within each rank. This helps students see the benefits of making good decisions daily and with each promotion comes increased status and privilege within the program.

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.

New Beginnings Naples (NBN) provides students an education in a highly structured environment with small class sizes. All staff - instructional and non-instructional - are trained and well versed in their role within the NBN framework. Instructional staff focus on teaching while the non-instructional staff focus on correcting student behavior utilizing very clear guidelines and communicated often with the students. Students advance through ranks similar to a JROTC program to earn the right for promotion and, eventually, to earn the right to return to their home schools. In addition to monthly promotion ceremonies attended by all stakeholders, students also earn weekly positive incentives and consequences depending on their success each day. Students learn that they are responsible for their choices and, as a result, they have full control over their future.

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

Important stakeholders at New Beginnings Naples (NBN) include: Staff, Students, Parents, Community Members serving as Mentors, and the Marine Corps league. All students at NBN enroll in the program because of disciplinary issues at their home school. Often, prior to enrollment, parents are either not involved in their child's education or have become disenfranchised with the education system. The staff at

NBN, led by the Lead Teacher, get the parents or guardians involved in their child's education at NBN the day of enrollment. Parents are required to be equal partners and the staff at NBN works hard to ensure this partnership continues throughout the student's enrollment at NBN. During enrollment, community members serve as mentors to students and the Marine Corps league supports the program in different capacities. All stakeholders come together for monthly promotion ceremonies that publicly celebrate student accomplishments. This helps students and parents visualize and experience success, and, in the process, works to alter the outlook of both.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
Total:			\$0.00