

Collier County Public Schools

Naples High School



2022-23 Schoolwide Improvement Plan

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Naples High School

1100 GOLDEN EAGLE CIR, Naples, FL 34102

[no web address on file]

Demographics

Principal: Kristina Lee

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2018-19: B (60%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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Naples High School

1100 GOLDEN EAGLE CIR, Naples, FL 34102

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School PK, 9-12</p>	<p>2021-22 Title I School</p> <p style="font-size: 1.2em;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">80%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">60%</p>

School Grades History

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

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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 Naples High School is to provide a safe and healthy learning environment in which all students have the opportunity to achieve to their highest potential and become productive citizens.

Provide the school's vision statement.

Naples High School's vision supports the District's mission stated simply: all students will complete school prepared for ongoing learning.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Lee, Kristina	Principal	The role of the principal is to provide the leadership and facilitate the SIP structures. The principal ensures that professional development is available to staff in these areas, regularly attends meetings to support these processes, as well as identifies the needs of the team, communicates with school stakeholders, regarding the SIP and addresses each core concern. The principal serves as the instructional leader and makes informed decisions, with the leadership team, that will ultimately improve student achievement.
Manento, Joe	Assistant Principal	The assistant principal assists the principal in providing the leadership and support for the SIP process, regularly attends meetings to support the process, as well as identifies the needs of the team and communicates with school stakeholders about the SIP.
Maya, Eric	Assistant Principal	The assistant principal assists the principal in providing the leadership and support for the SIP process, regularly attends meetings to support the process, as well as identifies the needs of the team and communicates with school stakeholders about the SIP.
Quintero, Cari	Assistant Principal	The assistant principal assists the principal in providing the leadership and support for the SIP process, regularly attends meetings to support the process, as well as identifies the needs of the team and communicates with school stakeholders about the SIP.
Phelps, Kristy	Instructional Coach	The literacy coach works collaboratively with district and school-based leadership teams, including other academic coaches, to monitor fidelity and support capacity development and sustainability of MTSS implementation. The coach also provides intensive instructional interventions (Tier 3) to support student achievement (academic and behavioral).

Demographic Information

Principal start date

Friday 7/1/2022, Kristina Lee

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

22

Total number of teacher positions allocated to the school

86

Total number of students enrolled at the school

1,734

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

8

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

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	422	437	471	394	1724
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	69	80	98	65	312
One or more suspensions	0	0	0	0	0	0	0	0	0	0	99	95	85	41	320
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	58	97	109	42	306
Course failure in Math	0	0	0	0	0	0	0	0	0	0	99	92	114	60	365
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	97	99	114	55	365
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	53	112	110	31	306
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	97	99	114	55	365

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	116	136	147	65	464

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	3	2	0	6

Date this data was collected or last updated

Thursday 9/22/2022

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	444	444	433	416	1737
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	74	68	86	65	293
One or more suspensions	0	0	0	0	0	0	0	0	0	87	39	43	22	191
Course failure in ELA	0	0	0	0	0	0	0	0	0	78	66	124	84	352
Course failure in Math	0	0	0	0	0	0	0	0	0	73	63	97	47	280
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	50	61	79	54	244
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	41	43	46	40	170
Number of students with a substantial reading deficiency	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	100	92	115	62	369

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	0	0	0	3	2	1	0	6

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	444	444	433	416	1737
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	74	68	86	65	293
One or more suspensions	0	0	0	0	0	0	0	0	0	87	39	43	22	191
Course failure in ELA	0	0	0	0	0	0	0	0	0	78	66	124	84	352
Course failure in Math	0	0	0	0	0	0	0	0	0	73	63	97	47	280
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	50	61	79	54	244
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	41	43	46	40	170
Number of students with a substantial reading deficiency	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	100	92	115	62	369

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	0	0	0	3	2	1	0	6

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	55%	54%	51%				61%	59%	56%
ELA Learning Gains	47%						55%	52%	51%
ELA Lowest 25th Percentile	37%						41%	41%	42%
Math Achievement	51%	35%	38%				56%	58%	51%
Math Learning Gains	36%						36%	44%	48%
Math Lowest 25th Percentile	32%						46%	46%	45%
Science Achievement	67%	51%	40%				69%	72%	68%
Social Studies Achievement	66%	47%	48%				73%	76%	73%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	68%	-1%	67%	0%

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	73%	72%	1%	70%	3%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	31%	67%	-36%	61%	-30%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	59%	0%	57%	2%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	19	34	35	15	25	28	26	30		92	20
ELL	19	33	32	24	26	19	37	30		85	27
ASN	92	67									
BLK	28	33	26	33	20	23	40	46		91	23
HSP	45	42	34	41	35	32	60	52		92	54
MUL	63	64		54	33		82			94	67
WHT	68	55	49	68	41	38	79	85		97	77
FRL	43	42	32	39	32	34	58	51		93	49
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25	38	34	24	28	24	36	38		89	22
ELL	15	36	34	23	39	37	24	23		80	24
ASN	87	64					90				
BLK	30	36	32	20	20	29	45	51		91	34
HSP	40	42	39	42	33	37	48	48		87	46
MUL	57	42		53	38						
WHT	71	53	42	60	28	15	86	78		97	76
FRL	41	41	38	38	28	33	52	54		88	46
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	38	33	35	39	56	29	46		90	27
ELL	19	39	38	35	31	41	33	17		76	62
ASN	100	80									
BLK	41	35	15	39	34	50	48	49		97	63
HSP	50	51	44	48	36	44	59	59		93	61
MUL	55	61	45	68	53		64				
WHT	74	61	49	68	35	48	81	88		97	80
FRL	47	46	39	48	35	50	58	63		93	63

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	587
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	36
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	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

All areas (with the exception of the lowest quartile making gains in Reading) improved from FY21 to FY22. The largest improvement was in overall Math proficiency, increasing by 4 percentage points.

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

The area that demonstrates the greatest need for improvement is in Reading gains, specifically that of the lowest quartile. However, with the focus driven by proficiency in 2022-23, improvement efforts will be shifted to maintaining proficiency in grade level courses and providing support in intensive courses to raise percentage of proficiency, building capacity among students that are within range of achieving grade-level standards.

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

Our lowest quartile of students, of which overlap with the three ESSA subgroups that fell below the index, the learning loss has been compacted. We will be shifting support to the Reading classes in which these students have been scheduled strategically.

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

Math proficiency has shown the most improvement from FY21 to FY22, largely due to student achievement in Geometry.

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

Rescheduling of teachers that have been successful with this subject area had a positive impact, as did the infusion of support with a part-time math coach.

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

- *Strategic scheduling of students with regards to learning needs and teacher best-fit.
- *Professional development to assist teachers with high-impact teaching strategies.
- *Prioritizing common planning among teachers in state-assessed areas.
- *Tutoring provided at lunch and after school for students that need additional targeted support.

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.

- *Training in school-wide growth goals, specifically targeted to effective grouping strategies.
- *Best practices collaboration and training in providing opportunities to students to be exposed to rigorous content with scaffolded support.

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

- *Consistent PLC meeting schedule to facilitate data analysis, sharing of best practices for accelerating learning, and collaborative instructional practices.
- *Monitoring by administration in regards to interventions and strategies, providing additional support and Professional Development when needed.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA

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

The percentage of students showing proficiency in Reading increased the least of all areas that showed improvement from FY21 to FY22. Contributing to this is lack of differentiation, consistent use of focused high impact teaching strategies (prioritized in teacher growth plans), and student scheduling (specific to student needs).

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

By the end of the 2022-2023 school year, overall Reading proficiency will increase on the F.A.S.T. by 3 percent. The goal is for the percent of students proficient to increase from 55 to 58.

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

Bi-weekly PLC meetings will take place with administration support to review lesson plans, common planning processes, teaching strategies, data and student progress.

Person responsible for monitoring outcome:

Joe Manento (manentjo@collierschools.com)

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

*Utilize F.A.S.T. style questioning strategies to expose all students to level of rigor of B.E.S.T. standards, scaffolding skills based on need.
 *Use of Read 180 to continue to provide targeted support.

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

Focusing on F.A.S.T. style standards-based questioning strategies will prepare students to demonstrate mastery of the B.E.S.T. standards and raise proficiency rate.

Action Steps to Implement

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

Students are scheduled and appropriately placed according to their proficiency levels. After test scores were released in late July, students were rescheduled into the appropriate course sections and leveled (where possible) to assist with differentiation.

Person Responsible

Joe Manento (manentjo@collierschools.com)

Bi-weekly common planning meetings are scheduled for ELA. Grade 9 and Grade 10 ELA teachers additionally have common planning periods, the work facilitated in these planning sessions leads to PLC meetings with the Literacy Specialist and APC.

Person Responsible

Kristy Phelps (phelpk2@collierschools.com)

Professional development plan inclusive of opportunities for teachers to learn/refresh their ability to analyze and interpret data with the B.E.S.T. standards, as well as making instructional adjustments based on this data.

Person Responsible

Kristina Lee (leek1@collierschools.com)

Professional development offerings based on need assessed through staff surveys throughout the year. Naples High School offers individualized teacher trainings once each month based on this input. These

trainings are primarily done by teacher leaders or teachers with a specific skill or strategy that would like to share.

Person Responsible Kristina Lee (leek1@collierschools.com)

#2. Instructional Practice specifically relating to Science

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

The percentage of students showing proficiency in Biology increased by 2 percentage points. However, in comparison with other like-demographic schools, NHS Biology scores did not reflect as much progress from FY21 to FY22.

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

By the end of the 2022-2023 school year, students in all subgroups will show an increase in proficiency on the Biology EOC by 3 percent. The goal is for the percent of students proficient to increase from 67 to 70.

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

Bi-weekly PLC meetings will take place with administration support to review lesson plans, common planning processes, teaching strategies, data and student progress.

Person responsible for monitoring outcome:

Eric Maya (mayae@collierschools.com)

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

Biology teachers will collaboratively focus on the content standards, utilize the activities and resources in the curriculum guides and use common assessment data (as well as formative assessment data) to monitor student progress towards learning the standards.

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

A collaborative focus on the content standards using the district-driven activities and resources will increase student understanding and preparation towards demonstrating mastery of the standards.

Action Steps to Implement

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

Bi-weekly common planning meetings are scheduled for Science. Biology teachers additionally have common planning periods, the work facilitated in these planning sessions leads to PLC meetings with the Science Department Chair and the AP.

Person Responsible Eric Maya (mayae@collierschools.com)

Professional development plan inclusive of opportunities for teachers to learn/refresh their ability to analyze and interpret data within their quarterly benchmarks or course-specific common assessments, as well as making instructional adjustments based on this data.

Person Responsible Kristina Lee (leek1@collierschools.com)

Professional development offerings based on need assessed through staff surveys throughout the year. Naples High School offers individualized teacher trainings once each month based on this input. These trainings are primarily done by teacher leaders or teachers with a specific skill or strategy that would like to share.

Person Responsible Kristina Lee (leek1@collierschools.com)

#3. Instructional Practice specifically relating to Social Studies

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The percentage of students showing proficiency in Social Studies increased by 2 percentage points. However, in comparison with other like-demographic schools, NHS US History scores did not reflect as much progress from FY21 to FY22.

Measurable

Outcome:

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

By the end of the 2022-2023 school year, students in all subgroups will show an increase in proficiency on the US History EOC by 3 percent. The goal is for the percent of students proficient to increase from 66 to 69.

Monitoring:

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

Bi-weekly PLC meetings will take place with administration support to review lesson plans, common planning processes, teaching strategies, data and student progress.

Person responsible for monitoring outcome:

Cari Quintero (quintc1@collierschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

By collaborating on use of district-created Canvas modules as well as implementation of resources that have been shown to be success in the past (such as the Gateway books), teachers will be able to provide standards-based instruction while engaging students in their learning. Teachers will use formative assessments and common summative assessments to identify areas of need and drive plans to provide acceleration as well as intervention.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

A sharpened focus on addressing the state US History standards while also using ongoing progress monitoring should lead to increased achievement on the US History EOC.

Action Steps to Implement

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

Bi-weekly common planning meetings are scheduled for Social Studies. US History teachers additionally have common planning periods, the work facilitated in these planning sessions leads to PLC meetings with the Social Studies Department Chair and the AP.

Person Responsible Cari Quintero (quintc1@collierschools.com)

Professional development plan inclusive of opportunities for teachers to learn/refresh their ability to analyze and interpret data within their quarterly benchmarks or course-specific common assessments, as well as making instructional adjustments based on this data.

Person Responsible Kristina Lee (leek1@collierschools.com)

Professional development offerings based on need assessed through staff surveys throughout the year. Naples High School offers individualized teacher trainings once each month based on this input. These trainings are primarily done by teacher leaders or teachers with a specific skill or strategy that would like to share.

Person Responsible Kristina Lee (leek1@collierschools.com)

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Three ESSA subgroups performed below the Federal Index (Black, SWD, and ELL). All three of these subgroups also overlap with the lowest quartile in Reading, of which had a decline in gains from FY21 to FY22. If support is provided in the area of Reading, specifically, there should be a positive impact seen in their Reading performance and overall Federal Index score.

Measurable Outcome:

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

By the end of the 2022-2023 school year, students in the three ESSA subgroups of Black, SWD, and ELL will show an increase of 4 points each in their Federal Index score due to a focus on increasing Reading fluency and addressing deficits.

Monitoring:

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

Bi-weekly meetings with Literacy Specialist and Principal will occur to review lesson plans, teaching strategies, and student progress of these student subgroups within their intensive ELA courses.

Person responsible for monitoring outcome:

Kristina Lee (leek1@collierschools.com)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

*Utilize F.A.S.T. style questioning strategies to expose students in all subgroups to level of rigor of B.E.S.T. standards, scaffolding skills based on need.

*Use of Read 180 to continue to provide targeted support.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Focusing on F.A.S.T. style standards-based questioning strategies while scaffolding support will prepare students in all subgroups to demonstrate mastery of the B.E.S.T. standards and raise proficiency rate.

Action Steps to Implement

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

Students are scheduled and appropriately placed according to their proficiency levels. After test scores were released in late July, students were rescheduled into the appropriate course sections and leveled (where possible) to assist with differentiation.

Person Responsible

Joe Manento (manentjo@collierschools.com)

Bi-weekly common planning meetings are scheduled for ELA. Grade 9 and Grade 10 ELA teachers of Intensive Reading courses that are working with ESSA subgroups additionally have common planning periods, the work facilitated in these planning sessions leads to PLC meetings with the Literacy Specialist.

Person Responsible

Kristina Lee (leek1@collierschools.com)

Professional development plan inclusive of opportunities for teachers of Intensive Reading courses to learn/refresh their ability to analyze and interpret data with the B.E.S.T. standards, as well as making instructional adjustments based on this data and usage of district-adopted resources.

Person Responsible Kristina Lee (leek1@collierschools.com)

Professional development offerings based on need assessed through staff surveys throughout the year. Naples High School offers individualized teacher trainings once each month based on this input. These trainings are primarily done by teacher leaders or teachers with a specific skill or strategy that would like to share.

Person Responsible Kristina Lee (leek1@collierschools.com)

Positive Culture & Environment

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

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

Building a school culture that values trust, respect, and high expectations starts with school leadership. We work to model these values in all we do. From the way we communicate and treat each other to the goals we set each year, we know that words alone do not facilitate organizational values. They must be modeled, practiced, and a very intentional effort that embodies every part of the school organization. During the summer planning, discussed data as well as the knowledge of our staff, students, and families and the areas currently in need of support or enhancement. We defined where we wanted to be, how we would get there, and the needs that should be taken into consideration along the way (academic, emotional, physical, mental, and social). It is within this context that we set goals and built a theme for the school year. This year, our theme is to "Remember our Why." We know that in order to move forward from the disconnection and disruption of the last few years, we have to keep our goals and priorities student-centered, not project or initiative-centered.

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

*Building a positive culture starts with LEADERSHIP. We know that we set the tone for the attitudes, opinions, mindset, and approaches that guide what we do.

*Our instructional and non-instructional STAFF have the most direct connections with our students-the reason for our work. It is important to build and maintain commitment among this stakeholder group to providing high quality instructional experiences, meaningful relationships with students, providing a safe and secure environment socially, emotionally, and physically), and the opportunity for EVERY student to grow and see success.

*Our STUDENTS are the purpose for our work. Their weaknesses, needs, and challenges drive our sense of urgency in being the conduit for positive change. Their uniqueness, strengths, gifts, and contributions make our school organization a better place and make us better educators and people. They help us grow in many ways.

*Our school DISTRICT creates the map for our journey each year and provides the tools and support we

need along the way to get to our destination as well as any aide that is needed when we face detours or challenges at various stops.

*Our Academic Booster Club and School Advisory Council are not only vital components to building this school culture, but also integral to helping improve our strategies and systems. Allowing each stakeholder (teachers, students, families, volunteers, etc.) to have a voice not only breeds a culture of collective responsibility, but can be a wealth of insight and creativity to help our school grow.

*Additionally, through CCPS, we have partnerships with other community agencies that assist our students with mental health, financial need, and family support. These agencies allow us to ensure we are addressing the needs of the whole student and setting them up for success in all areas.