

Collier County Public Schools

Naples Park Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Naples Park Elementary School

685 111TH AVE N, Naples, FL 34108

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

Demographics

Principal: Stephanie Jonas

Start Date for this Principal: 7/11/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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)	88%
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 Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (64%) 2018-19: A (68%) 2017-18: A (71%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

Naples Park Elementary School

685 111TH AVE N, Naples, FL 34108

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

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

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Naples Park Elementary is dedicated to providing the highest quality education through a supportive environment where children are challenged to achieve their highest potential.

Provide the school's vision statement.

We work collaboratively to ensure success for all.

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
Marker, Christopher	Principal	As the Principal, it is my responsibility to ensure a safe and high quality learning environment for all students, while informing and including all stakeholders in the process. Our leadership team meets weekly to review data collected through various forms of monitoring strategies. Data is then used by the leadership team to plan for curriculum and instructional needs of all grade levels. Weekly revisions of instructional implications occur to ensure the most effective instruction is taking place. The principal serves as an instructional leaders throughout the school by providing a clear school-wide focus, and by supporting teachers in making data driven decisions that meet the needs of all students.
Summers, Susana	Assistant Principal	As the assistant principal of curriculum, I serve on the school's leadership team. It is my responsibility as a building leader to support, monitor, and provide feedback on instructional strategies used throughout each classroom. As a leadership team, we plan and create opportunities for our teachers, parents, and community members to engage with our students and promote positive school culture. Being a school leader allows me to be an integral part of the decision making process where we are continuously making data driven decisions that will benefit all students. Having a vision of shared leadership allows me to engage fellow leaders throughout the campus, while also supporting instructional capacity within the building.
Szarek, Darlene	Instructional Coach	As the Reading Coach and member of the school Leadership Team, her primary focus is instructional support in the area of ELA. She supports, monitors, plans and provides feedback on instructional strategies used throughout each classroom and during collaborative planning session. As a leadership team, we plan and create opportunities for our teachers, parents, and community members to engage with our students and promote positive school culture. In addition, she provides mentoring support to teachers, both new to our building and new to the area of education, to help them implement effective ELA strategies and interventions targeting individual and school-wide achievement. She is also a member of our PTO, working with parents and community members to ensure that we have a vision of shared leadership and decision making to benefit all students.

Demographic Information

Principal start date

Monday 7/11/2022, Stephanie Jonas

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.*

2

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.*

13

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

393

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

4

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

10

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	61	62	74	53	56	60	0	0	0	0	0	0	0	366
Attendance below 90 percent	9	6	12	8	3	8	0	0	0	0	0	0	0	46
One or more suspensions	0	3	4	4	4	10	0	0	0	0	0	0	0	25
Course failure in ELA	3	10	7	18	0	0	0	0	0	0	0	0	0	38
Course failure in Math	3	11	8	12	0	3	0	0	0	0	0	0	0	37
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	9	10	0	0	0	0	0	0	0	23
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	7	7	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	3	12	4	14	14	10	0	0	0	0	0	0	0	57

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	1	4	3	6	1	7	0	0	0	0	0	0	0	22

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	3	5	1	4	1	0	0	0	0	0	0	0	0	14
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

Monday 9/19/2022

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	63	78	59	57	63	56	0	0	0	0	0	0	0	376
Attendance below 90 percent	1	11	5	7	7	6	0	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	13	2	0	0	0	0	0	0	0	0	0	17
Course failure in Math	0	1	2	2	0	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	8	10	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	8	13	0	0	0	0	0	0	0	23
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	2	1	2	2	3	0	0	0	0	0	0	0	10

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	2	3	2	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	63	78	59	57	63	56	0	0	0	0	0	0	0	376
Attendance below 90 percent	1	11	5	7	7	6	0	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	13	2	0	0	0	0	0	0	0	0	0	17
Course failure in Math	0	1	2	2	0	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	8	10	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	8	13	0	0	0	0	0	0	0	23
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	2	1	2	2	3	0	0	0	0	0	0	0	10

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	2	3	2	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	62%	64%	56%				71%	60%	57%
ELA Learning Gains	68%						71%	59%	58%
ELA Lowest 25th Percentile	78%						65%	51%	53%
Math Achievement	71%	56%	50%				78%	68%	63%
Math Learning Gains	69%						64%	64%	62%
Math Lowest 25th Percentile	48%						58%	55%	51%
Science Achievement	50%	72%	59%				71%	59%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	69%	61%	8%	58%	11%
Cohort Comparison		0%				
04	2022					
	2019	71%	58%	13%	58%	13%
Cohort Comparison		-69%				
05	2022					
	2019	69%	60%	9%	56%	13%
Cohort Comparison		-71%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	77%	68%	9%	62%	15%
Cohort Comparison		0%				
04	2022					
	2019	67%	65%	2%	64%	3%
Cohort Comparison		-77%				
05	2022					
	2019	80%	67%	13%	60%	20%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	66%	56%	10%	53%	13%
Cohort Comparison						

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	27	50	64	49	46	33	23				
ELL	50	80	77	70	69	46	23				
HSP	56	80	81	73	67	47	38				
WHT	69	56		73	72		57				
FRL	59	71	85	70	69	50	40				
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	22	15		41	54		36				
ELL	42	29		52	36		54				
HSP	47	38	27	57	50	60	47				
WHT	71	65		75	47		71				
FRL	52	41	25	60	48	55	59				
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	51	69	79	56	62	56	50				
ELL	54	58	67	73	59	50	37				
HSP	60	60	60	74	59	56	42				
MUL	60			60							
WHT	86	79		86	66		89				
FRL	64	65	60	72	60	57	59				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	513
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
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	
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	65
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	64
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?

- Overall, 3rd grade out performed both 4th and 5th grade in both ELA and Math
- In all grade levels and subject areas (with the exception of 5th grade science), the ESE subgroup increased in proficiency
- In all grade levels and subject areas (with the exception of 5th grade math), the Cambridge subgroup increased in proficiency
- The ELL subgroup in ELA has the largest area for improvement (minus 4th grade).

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

- Math L25 making gains (decreased to 48%)
- 3rd ELA ELL subgroup proficiency (decreased to 39%)
- 4th overall ELA proficiency (decreased to 54%)
- 4th math ESE proficiency (stayed the same)
- 5th science proficiency (decreased to 48%)
- 5th science ELL/ESE subgroup proficiency (significant decreases)
- 5th ELA ELL/L25 subgroup proficiency (significant decreases)

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

Contributing Factors:

- Lack of collaborative planning for instruction for both science and math
- Lack of intentional collaboration with grade level teachers and support staff (ESE and ELL)
- 4th grade teacher on maternity leave
- First year 4th grade teacher
- Teacher Effectiveness

New Actions Needed:

- Intentional and targeted science planning for instruction and delivery of content
- Teacher grade level changes
- Focused collaboration between support staff and classroom teachers
- Intentional and targeted math planning for instructional and delivery of content

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

- Reading making gains increased to 68% from 51%
- Math making gains increased to 69% from 52%
- Reading L25 making gains increased to 78% from 27%

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

- Tutoring after school two days a week in 2nd/3rd quarter with a focus on the L25/bubble students
- 4th and 5th district support for 1 month leading up to each state assessment (district planned and lead lessons)
- Intentional conversations regarding individual gains needed with classroom teachers and support staff
- Schedule changes for both classroom teachers and support staff to meet the needs of students in order for students to obtain their gain needed
- Leader in Me 4DX Model- goal setting, data tracking, and celebrating success

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

In order to accelerate learning, we are going to focus on identifying the critical content of the standards to drive instruction and interventions. In addition, we will monitor student learning through the use of evidence based strategies and formative assessment data. We will continue the Leader in Me 4DX Model of goal setting, data tracking, and celebrating success.

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.

Professional development opportunities that will support and improve instruction are:

- Deepening understanding of B.E.S.T. standards through collaborative planning
- Unpacking the new McGraw Hill Math Series to align resources to standards to ensure appropriate rigor
- Using i-Ready data to progress monitor and provide targeted instruction and interventions
- Strategies for teaching students with disabilities
- PD on FTEM element "Identifying Critical Content"

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

To ensure sustainability of improvement for this year and beyond we will develop school-wide systems focused on alignment and consistency across all grade levels. The systems we are building to support incremental growth are:

- Providing opportunities for students to work on grade-appropriate assignments
- Strong instruction where student are deeply engaged in the lesson
- High expectations of students to meet grade-level standards
- Use of research-based strategies for instruction and interventions
- Goal Setting and data tracking to progress monitor student growth and make instructional decisions

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 Science

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>SY22 student performance in fifth grade science indicated a three-year downward trend in proficiency. In addition, proficiency performance for the students with disabilities subgroup has also been on a three-year downward trend. There is a need for explicit and intentional instruction aligned to the intended learning of the benchmarks.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>When teachers deliver standards-based instruction that utilizes district resources and strategies to target students with disabilities, fifth grade proficiency on the Spring 2023 Grade 5 Statewide Science Assessment will increase 12 percentage points, from 50% to 62%. In addition, students with disabilities subgroup will increase 27 percentage points, from 23% to 50%.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>To monitor for the desired outcome, math proficiency will be monitored for all grade levels through the use of FAST progress monitoring, quarterly district benchmarks and classroom formative assessments. Team weekly collaborative planning meetings will be conducted to ensure the alignment of instruction to the intended learning of the benchmarks. On-going professional development will be conducted to target strategies for supporting students with disabilities. Lesson plans will be monitored for consistency, district aligned resources and evidence based strategies that specifically target students with disabilities. FTEM observations and walkthroughs will be conducted to ensure the implementation of standards-based instruction.</p>
Person responsible for monitoring outcome:	<p>Christopher Marker (markerch@collierschools.com)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<p>Ensure that daily instruction is standards-aligned and utilizes the 5E instructional model and district resources. The 5E Instructional Model is a research-based approach to designing instructional sequences within a unit where each phase (engage, explore, explain, elaborate, and evaluate) is used as the basis for one or more lessons.</p>

**for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting this
specific
strategy.**

**Describe the
resources/
criteria used
for selecting
this strategy.**

The 5E model is a planning tool for inquiry teaching that provides a structure for students to connect science ideas with their experiences and apply their learning to new contexts. With the need to deepen students understanding of science content, this strategy will allow students to make personal connections to new science ideas and concepts. The basis for the 5E model will support learning for students with disabilities as well.

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.

Teachers will engage in standards-aligned, collaborative planning that incorporates the 5E model.

**Person
Responsible** Christopher Marker (markerch@collierschools.com)

All fifth grade teachers will participate in both district and school professional development on the 5E model for high quality, standards-aligned science instruction.

**Person
Responsible** Christopher Marker (markerch@collierschools.com)

Teachers will implement weekly lesson plans with fidelity that are district aligned and include evidence-based strategies.

**Person
Responsible** Christopher Marker (markerch@collierschools.com)

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and****Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

SY22 student performance in ELA indicated low proficiency performance for the students with disabilities subgroup (27%). Although this is a 5% increase from SY21, this subgroup continues to be an area of focus. There is a need for explicit and intentional instruction aligned to the intended learning of the benchmarks both in the classroom and in small group interventions.

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

When teachers deliver standards-based instruction that utilizes district resources and strategies to target students with disabilities, proficiency on the Statewide Spring 2023 Assessments for students with disabilities will increase 23 percentage points, from 27% to 50%. In addition, overall proficiency in ELA will increase 3 percentage points, from 71% to 74%.

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

To monitor for the desired outcome, ELA proficiency will be monitored for all grade levels through the use of FAST progress monitoring, quarterly district benchmarks, iReady diagnostics and classroom formative assessments. Team weekly collaborative planning meetings will be conducted to ensure the alignment of instruction to the intended learning of the benchmarks. On-going professional development will be conducted to target strategies for supporting students with disabilities. Lesson plans will be monitored for consistency, district aligned resources and evidence based strategies that specifically target students with disabilities. FTEM observations and walkthroughs will be conducted to ensure the implementation of standards-based instruction both in the classroom and in small group interventions.

Person responsible for monitoring outcome:

Susana Summers (summes@collierschools.com)

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

Ensure that daily instruction is standards-aligned and utilized think-alouds and district resources. Think-alouds have been described as "eavesdropping on someone's thinking." With this strategy, teachers verbalize aloud while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

**Describe the
resources/
criteria used
for selecting
this
strategy.**

Students with learning disabilities in reading comprehension face constant breakdowns with their cognitive processes. They lack the awareness or ability necessary to control those cognitive actions. Think-alouds teach students to re-read a sentence, read ahead to clarify, and/or look for context clues to make sense of what they read. In addition, think-alouds will help students slow down the reading process and learn to monitor their thinking thus, improving their comprehension.

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.

Reading Coach will provide support to all new teachers to school and new teachers to a specific grade level through the impact cycle.

**Person
Responsible** Darlene Szarek (szared@colliersechools.com)

Teachers will engage in standards-aligned, collaborative planning that focuses on school-wide ELA strategies (critical content, think-alouds, etc.)

**Person
Responsible** Darlene Szarek (szared@colliersechools.com)

All teachers will participate in professional development that focuses on standards-aligned ELA instruction and teaching students with disabilities.

**Person
Responsible** Susana Summers (summes@collierschools.com)

Leader In Me Student Data Portfolios will be used to track individual progress and growth related to the school-wide W.I.G. (Wildly Important Goal) on a weekly basis. Class and grade level lead measures are tracked and displayed in support of the schoolwide W.I.G.

**Person
Responsible** Darlene Szarek (szared@colliersechools.com)

#3. Instructional Practice specifically relating to Math**Area of Focus
Description and****Rationale:**

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

SY22 student performance in math indicated low proficiency performance for the students with disabilities subgroup (49%). This was the least proficient subgroup and an area of focus. There is a need for explicit and intentional instruction aligned to the intended learning of the benchmarks both in the classroom and in small group interventions.

Measurable**Outcome:**

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

When teachers deliver standards-based instruction that utilizes district resources and strategies to target students with disabilities, proficiency on the Statewide Spring 2023 Assessments for students with disabilities will increase 6 percentage points, from 49% to 55%. In addition, overall proficiency in math will increase 3 percentage points, from 78% to 81%.

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

To monitor for the desired outcome, team weekly collaborative planning meetings will be conducted to ensure the alignment of instruction to the intended learning of the benchmarks. On-going professional development will be conducted to target strategies for supporting students with disabilities. Lesson plans will be monitored for consistency, district aligned resources and evidence based strategies that specifically target students with disabilities. FTEM observations and walkthroughs will be conducted to ensure the implementation of standards-based instruction both in the classroom and in small group interventions.

Person responsible for monitoring outcome:

Susana Summers (summes@collierschools.com)

Evidence-based Strategy:

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

Ensure that daily instruction is standards-aligned and demonstrates tasks that promote reasoning and problem solving. This strategy engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific**

For students to successfully engage in deep-level tasks that allow for reasoning and problem solving, their teachers cannot limit their thinking to pure memorization and carrying out computations with little or no understanding. Students need to explore and investigate mathematical reasoning with confidence and understanding. The basis for this strategy will support learning for students with disabilities as well.

strategy.
Describe the
resources/
criteria used for
selecting this
strategy.

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.

Teachers will engage in standards-aligned, collaborative planning that focuses on school-wide math implementation.

Person Responsible Susana Summers (summes@collierschools.com)

All teachers will participate in professional development that focuses on standards-aligned math instruction and teaching students with disabilities.

Person Responsible Susana Summers (summes@collierschools.com)

Teachers will implement weekly lesson plans with fidelity that are district aligned and include evidence-based strategies.

Person Responsible Susana Summers (summes@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.

At Naples Park Elementary, we take pride in our Positive Behavior Interventions and Supports (PBIS) systems that are in place to help encourage and promote positive behaviors, as well as, promote a positive school climate. Our school-wide expectations are the, "Leader in Me 7 Habits." All staff hand out, "FINtastics" to students when they are demonstrating one of the habits. Students have the opportunity weekly to shop at our school store and spend their FINtastics on rewards. We start the year off by reviewing these school-wide expectations and procedures with all Instructional and Non-Instructional staff members. This helps us to use a common language with the students throughout the school year.

In addition to FINtastics that are awarded at the individual student level, classrooms have the opportunity to earn a, "Shark Pride" cards. These cards are awarded by all staff members for classes who are demonstrating any of the 7 Habits. The card allows classrooms to fill in a box on their Shark Pride chart. Every time the chart is filled, the class earns a small party.

Another system we have in place is what is called, "LEAD/Connect for Success Time." This time is daily at the same time and lasts about 15-20 minutes. During this time, teachers teach lessons and students are involved in activities around our 7 Habit expectations.

One additional system is our, "Student Shark Leader of the Month." Each month, one student from each class is selected as the student shark leader of the month. The parents of the students selected will be invited to a ceremony where the student is recognized and rewarded in front of their parents.

We promote all of these expectations weekly on our morning school news. During the school year, we have a PBIS Committee of teachers who discuss the implementation and progress of our PBIS systems and problem solve to enhance our systems when necessary.

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

All staff members have the opportunity to hand out FINtastics to individual students and Shark Pride cards to classes demonstrating the 7 Habits. Mrs. Johnson, our School Counselor, along with 5th grade students facilitate the Shark Store where students shop using their FINtastics. All classroom teachers facilitate the LEAD/Connect for Success time to help promote connections and positive behaviors. All classroom teachers recognize one student in their class to be the student shark leader of the month. Mrs. Johnson, Mr. Marker (Principal) and Mrs. Summers (Assistant Principal) will lead the monthly ceremonies to recognize students. Mrs. Johnson, Mr. Marker and Mrs. Summers promote our schoolwide expectations weekly on the morning school news.