

Collier County Public Schools

# New Beginnings Naples



## 2022-23 Ungraded Schoolwide Improvement Plan

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## New Beginnings Naples

3710 ESTEY AVE, Naples, FL 34104

[ no web address on file ]

### Demographics

Principal: Brent Klein

Start Date for this Principal: 7/1/2022

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	Alternative
<b>School Type and Grades Served</b> (per MSID File)	Combination School 3-8
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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*
<b>School Improvement Rating History</b>	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
<b>DJJ Accountability Rating</b>	2023-24: No Rating

### School Board Approval

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

### SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

### **Purpose and Outline of the SIP**

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

## 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 their traditional school.

**Provide the school's vision statement.**

All students will complete New Beginnings with the skills necessary for success in their home school and prepared for ongoing learning, community involvement, and global responsibilities.

**Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.**

New Beginnings serves students in first grade through eighth grade who have been placed in the program as an alternative to expulsion pursuant to the CCPS Code of Student Conduct. Student placement in the program requires enrollment for approximately one school year and students must meet minimum attendance, academic, and behavior requirements to exit the program. The population consists of students from diverse backgrounds and ability levels who require a myriad of supports to learn how to be successful in school. Program specific supports include a highly structured behaviorally-based environment, clear behavior objectives, positive consequences tied to rank hierarchy, small class sizes, frequent parent communication, and targeted academic support.

### School Leadership Team

**Membership**

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Klein, Brent	Principal	Mr. Klein 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. He reports to the district and ensures New Beginnings Naples meets all state and district compliance requirements. Mr. Klein leads weekly meetings with the Assistant Principals and bi-weekly meetings with the Alternative Schools Leadership Team.
Crawford, Catherine	Assistant Principal	Ms. Crawford serves as the on-site Assistant Principal for New Beginnings Naples. She completes instructional and non-instructional evaluations, conducts professional development, and monitors program specific data. She oversees curriculum implementation, teacher instruction and development, textbook and instructional supply acquisition, and facility maintenance. She also supervises all state and district testing for New Beginnings Naples.
Peltz, Eric	Teacher, K-12	Mr. Peltz serves as the Lead Teacher and Behavior Specialist of the New Beginnings Naples program. He oversees all teachers and non-instructional staff on a daily basis, and he is the chief architect and facilitator of the student behavior plan. He monitors program specific academic, behavior, and attendance data. Mr. Peltz also works closely with parents to best engage them in their child's education and life.

**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.**

Not applicable.

**Demographic Information****Principal start date**

Friday 7/1/2022, Brent Klein

**Total number of students enrolled at the school.**

37

**Total number of teacher positions allocated to the school.**

7

**Number of teachers with professional teaching certificates?**

7

**Number of teachers with temporary teaching certificates?**

0

**Number of teachers with ESE certification?**

2

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

1

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

2

## Demographic Data

### Early Warning Systems

#### 2022-23

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	4	1	5	11	15	0	0	0	0	0	36
Attendance below 90 percent	0	0	0	1	0	5	6	7	0	0	0	0	0	19
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	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	0	1	8	3	0	0	0	0	0	14
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	0	3	5	8	0	0	0	0	0	17
Number of students with a substantial reading deficiency	0	0	0	2	0	1	8	3	0	0	0	0	0	14

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	1	0	3	5	2	0	0	0	0	0	11

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	2	0	0	1	0	0	0	0	0	0	3
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

Sunday 8/28/2022

#### 2021-22 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	1	7	10	10	7	14	2	0	0	0	0	51
Attendance below 90 percent	0	0	0	0	3	4	6	7	1	0	0	0	0	21
One or more suspensions	0	0	1	4	6	5	4	7	0	0	0	0	0	27
Course failure in ELA	0	0	0	0	1	0	4	6	1	0	0	0	0	12
Course failure in Math	0	0	0	0	1	2	1	3	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	5	4	3	8	1	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	5	1	2	5	1	0	0	0	0	16

#### 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	3	5	5	6	10	1	0	0	0	0	30

#### 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	1	0	0	0	0	0	1

## 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%	55%					59%	61%
ELA Learning Gains								61%	59%
ELA Lowest 25th Percentile								63%	54%
Math Achievement		45%	42%					66%	62%
Math Learning Gains								61%	59%
Math Lowest 25th Percentile								58%	52%
Science Achievement		59%	54%					46%	56%
Social Studies Achievement		56%	59%					83%	78%

### 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	2022					
	2019	0%	61%	-61%	58%	-58%
Cohort Comparison						
04	2022					
	2019	30%	58%	-28%	58%	-28%
Cohort Comparison		0%				
05	2022					
	2019	13%	60%	-47%	56%	-43%
Cohort Comparison		-30%				
06	2022					
	2019	0%	56%	-56%	54%	-54%
Cohort Comparison		-13%				
07	2022					
	2019	36%	55%	-19%	52%	-16%
Cohort Comparison		0%				
08	2022					
	2019	0%	58%	-58%	56%	-56%
Cohort Comparison		-36%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2022					
	2019	0%	68%	-68%	62%	-62%
Cohort Comparison						
04	2022					
	2019	30%	65%	-35%	64%	-34%
Cohort Comparison		0%				
05	2022					
	2019	20%	67%	-47%	60%	-40%
Cohort Comparison		-30%				
06	2022					
	2019	14%	61%	-47%	55%	-41%
Cohort Comparison		-20%				
07	2022					
	2019	36%	66%	-30%	54%	-18%
Cohort Comparison		-14%				
08	2022					
	2019	0%	36%	-36%	46%	-46%
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	9%	56%	-47%	53%	-44%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-9%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	52%	-52%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	72%	-22%	71%	-21%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

### 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	10	40									
ELL		27		17	18						
HSP	13	27		27	29						
FRL	21	39		43	48						
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						

### ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	143
Total Components for the Federal Index	4
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	16
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	3
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	24
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	2
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

#### **Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?**

The Areas of Focus for the '21-'22 SY were: 1) ELA Student Achievement; 2) Math Student Achievement; and 3) Academic Achievement of ESSA Subgroups. Progress monitoring for ELA Student Achievement consisted of weekly monitoring of iReady (elementary) and Read180 (middle) data, as well as analyzing student performance on ELA Quarterly Benchmark Assessments (Quarters 1, 2, 3) and Instructional Writing Tools (Quarters 2 & 3). Progress monitoring for Math Student achievement included weekly monitoring of HMH Into Math & Waggle assessments (elementary), weekly monitoring of ALEKS and Reveal math assignments and assessments (middle), and analyzing student performance on Math Quarterly Benchmark Assessments (Quarters 1, 2, 3). The progress monitoring plan for the third area of focus - ESSA subgroups - included disaggregating the data from the aforementioned progress monitoring tools in ELA and Math.

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

Based on 2022 state assessment and progress monitoring data, overall math gain scores are an area of strength. When compared to 2021 state assessment data, program wide gains increased from 40% to 55% of students making gains. Further, when disaggregated by grade level, the average scale score increased for 4th grade (9 points), 6th grade (7 points), and 8th grade (4 points). 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. Last year, an emphasis was placed on constant review of previously taught material to ensure students both master the standards and retain their acquired knowledge throughout the year. Another point of emphasis was on mathematical fact fluency.

#### **What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?**

The data indicates the majority of students at New Beginnings Naples (NBN) need to increase their overall reading achievement. This applies to students in grades 3-8, as evidenced on both the 2022 state assessments and the 2022 progress monitoring tests administered throughout the year. ELA achievement was considerably below the state and district average in all grades and the average scale score decreased in 3rd grade (29 points), 5th grade (18 points), 7th grade (8 points), and 8th grade (11 points). Further, the percentage of Hispanic students scoring a Level 3 or higher on the FSA ELA assessment decreased (18% to 13%) and the percentage of Hispanic students demonstrating learning gains on the FSA ELA assessment decreased (40% to 27%). Overall student ELA achievement also decreased for students with disabilities, for English Language Learners, and for economically

disadvantaged students. While achievement is dictated, in part, by the students' ability level at the beginning of the school year, all students should make gains. Therefore, the most problematic area remains ELA learning gains for all students. Even though the percentage of students showing gains on the FSA ELA assessment increased from 37% to 40%, the percentage remained below 50% and each ESSA subgroup demonstrated gains below 40%.

### **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, no 3rd graders or 7th graders earned a level 3 or higher, while 38% of 4th graders, 7% of 5th graders, 41% of 6th graders, and 20% of 8th graders earned a passing score (level 3 or higher) on the ELA FSA. In Math, 20% of 3rd graders, 25% of 4th graders, 14% of 5th graders, 59% of 6th graders, 33% of 7th graders, and 25% of 8th graders earned a passing score on the Math FSA. While the overall scores fell below the state and district average, New Beginnings students earning a passing score on the reading assessment improved for grades 4, 6, and 8, and students earning a passing score on the math assessment improved for grades 3, 4, 6, and 7. A trend across all grade levels is the lower overall achievement levels of students that enroll at NBN in the latter half of the school year, as well as the overall achievement and percentage of students making learning gains of various ESSA subgroups - namely Students with Disabilities, English Language Learners, Hispanic Students, and Economically Disadvantaged Students. Beyond ELA and Math achievement, positive data included the percentage of students earning a passing score on the Civics EOC (31% in 2021 to 45% in 2022) and the scale score improvement on the 8th grade science assessment (178 to 192).

### **What strategies need to be implemented in order to accelerate learning?**

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. In math, students in all grades need to focus on fundamental skills and fact fluency. Instruction must focus on standard attainment and mastery, and students need to receive targeted interventions in their areas of weakness.

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

All instructional staff at New Beginnings Naples (NBN) are experienced teachers. The middle school math/science teacher is new to NBN, but she has over a decade of teaching experience. The former middle school math/science teacher whose students demonstrated strong math gains has moved to 5th grade to bring her years of experience to the position. The 3rd/4th grade teacher and elementary team lead will provide support to help her make the transition from middle school to 5th grade. All teachers will receive professional development from district curriculum experts on implementing the new math curriculum. The middle school reading and ELA teacher will also receive professional development from district curriculum experts to assist with implementing the new secondary ELA curriculum, as well as support from the Reading Coach.

### **Areas of Focus:**

**#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.

Students demonstrating learning gains on the state assessment, pursuant to the FLDOE learning gain requirements, was considerably lower than the district and state average. Increasing the percentage of students demonstrating learning gains should have a positive effect on overall ELA performance for all students at NBN while also helping students on their other state assessments. 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 successfully completing the program at New Beginnings Naples.

**Measurable****Outcome:**

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

Elementary and middle school students demonstrating learning gains on the ELA state assessment will increase 15% from 40% to 55% as measured by comparing student scale score achievement on the 2022 FSA ELA assessment to student scale score achievement on the 2023 ELA assessment.

**Monitoring:**

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

Success will be monitored continuously throughout the year by analyzing student performance on iReady (elementary) and Read 180 (middle), as well as by monitoring student performance on state progress monitoring assessments (Quarter 1 & 2) and the district quarter benchmark assessment (quarter 3).

**Person responsible  
for monitoring  
outcome:**

Brent Klein (kleinb@collierschools.com)

**Evidence-based  
Strategy:**

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

Teachers will use explicit, systematic instruction tied to state standards during their ELA and reading lessons. To meet the needs of individual learners and to improve areas of student weakness, teachers will use data gleaned from iReady, Read180, and classroom assessments to provide corrective feedback and to differentiate instruction. Students will also receive targeted ELA instruction beyond the school day by attending the After-School Enrichment Program implemented this year.

**Rationale for  
Evidence-based  
Strategy:**

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

Explicit, systematic instruction contributes to each student's ability to clearly understand new content and to make connections to previously taught content while helping students continuously acquire knowledge that grows with complexity. Differentiated instruction with corrective feedback helps raise student awareness of errors to aid in self-correction and self-regulation while simultaneously helping the learning to improve fluency in specific areas of weakness through individual instruction. Finally, increased time on task through the After-School Enrichment program will both increase general reading ability and provide increased opportunities for targeted instruction.

**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.

1) Explicit, systematic instruction will be implemented in each class through each teacher's daily use of the CCPS grade specific ELA Curriculum Guide and Pacing Calendar.



**Person Responsible** Eric Peltz (peltzer@collierschools.com)

2) iReady, Read180, and grade-specific adopted ELA resources will be used with fidelity and student progress will be monitored weekly. Teachers will then use this data to provide corrective feedback and to differentiate instruction.

**Person Responsible** Eric Peltz (peltzer@collierschools.com)

3) Students will receive additional practice and targeted instruction addressing areas of weakness during the After School Enrichment Program. Overall student success will be tracked and monitored through student performance on iReady, Read180, State Progress Monitoring Tests, a Quarter 3 Benchmark, and through additional classroom assessments.

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

### **Monitoring ESSA**

#### **Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Student data from all of the aforementioned progress monitoring tools will be disaggregated by ESSA subgroup - SWD, ELL, Hispanic students, Economically Disadvantaged - to monitor the ELA/Reading performance of students in each group. The ESE inclusion teacher that works with students with disabilities in NBN will work with each classroom teacher to aid in the progress monitoring of students on his caseload and he will differentiate lessons for those students to target areas of weakness. The ELL Tutor and ELL Resource Teacher will do the same for ELL students, which also includes the majority of the Hispanic students at NBN. The economically disadvantaged subgroup comprises over 90% of the student population at NBN; therefore, the classroom teachers will be the lead progress monitors for this subgroup. Students in each subgroup should also benefit from the After-School Enrichment Program.



**#2. 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.

The overall math learning gains of students at New Beginnings Naples fell below the district and state averages. For students at New Beginnings Naples, 55% demonstrated learning gains on the state math assessment; yet, only 26% of students at New Beginnings Naples demonstrated grade level proficiency on the state math assessment.

**Measurable****Outcome:**

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

Students demonstrating learning gains on the state math assessment will increase 15% from 55% to 70%.

**Monitoring:**

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

Student achievement will be monitored on a weekly basis through student performance on Reveal & Redbird math assessments for elementary and performance on Math Nation assessments for middle school students. Performance will also be monitored for all students through the State Progress Monitoring Assessment (FAST) and the CCPS quarterly benchmark assessments.

**Person responsible for monitoring outcome:**

Eric Peltz (peltzer@collierschools.com)

**Evidence-based Strategy:**

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

Overall, teachers will use explicit, systematic instruction tied to state standards during their math lessons. To meet the needs of individual learners and to improve areas of student weakness, elementary teachers will use data gleaned from Reveal math & McGraw Hill Redbird and the middle school math teacher will use student data from Math Nation and classroom assessments to provide corrective feedback and to differentiate instruction. Students will also receive targeted math instruction beyond the school day by attending the After-School Enrichment Program implemented this year.

**Rationale for Evidence-based Strategy:**

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

Explicit, systematic instruction contributes to each student's ability to clearly understand new content and to make connections to previously taught content while helping students continuously acquire knowledge that grows with complexity. Differentiated instruction with corrective feedback helps raise student awareness of errors to aid in self-correction and self-regulation while simultaneously helping the learning to improve fluency in specific areas of weakness through individual instruction. Finally, increased time on task through the After-School Enrichment program will both increase overall mathematical fluency and general math ability while providing increased opportunities for targeted instruction.

**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.

1) Explicit, systematic instruction will be implemented in each class through each teacher's daily use of the CCPS grade specific Math Curriculum Guide and Pacing Calendar.

**Person Responsible** Catherine Crawford (crawfc1@collierschools.com)

2) Math teachers will ensure all students have access to their respective, grade specific online resources and they will facilitate pre-assessments - within each district provided online learning platform, on the State Progress Monitoring Assessment, prior to each unit through a paper assessment. The teachers will then use this data to adjust their explicit instruction, as well as to develop student specific differentiated instruction.

**Person Responsible** Catherine Crawford (crawfc1@collierschools.com)

3) Students will receive additional practice and targeted instruction addressing areas of weakness during the After-School Enrichment Program. Overall student success will be tracked and monitored through student performance on Reveal math assessments, Redbird math online performance, Math Nation online and paper assessments, the State Progress Monitoring Tests, and Quarterly Benchmark Assessments.

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

4) The Principal will meet with math teachers monthly to review student data, to chart standards mastery, and to assist with making adjustments to the targeted instruction students receive in the After-School Enrichment Program.

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

### Monitoring ESSA

#### Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Student data from all of the aforementioned progress monitoring tools will be disaggregated by ESSA subgroup - SWD, ELL, Hispanic students, Economically Disadvantaged - to monitor the math performance of students in each group. The ESE inclusion teacher that works with students with disabilities in NBN will work with each classroom teacher to aid in the progress monitoring of students on his caseload and he will differentiate lessons for those students to target areas of weakness. The ELL Tutor and ELL Resource Teacher will do the same for ELL students, which also includes the majority of the Hispanic students at NBN. The economically disadvantaged subgroup comprises over 90% of the student population at NBN; therefore, the classroom teachers will be the lead progress monitors for this subgroup. Students in each subgroup should also benefit from the After-School Enrichment Program.

**#3. ESSA Subgroup specifically relating to English Language Learners****Area of Focus Description and Rationale:**

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

ELL students at New Beginnings Naples demonstrated achievement and learning gains in ELA and Math below the 41% threshold required under ESSA. 27% of ELL students demonstrated learning gains on the ELA state assessment and 18% demonstrated math learning gains on the state math assessment.

**Measurable Outcome:**

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

ELL students demonstrating learning gains on the state ELA and math assessments will increase to 42% in the 2022-2023 school year.

**Monitoring:**

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

The PLC team will disaggregate progress monitoring data throughout the year and use the disaggregated data to differentiate instruction.

**Person responsible for monitoring outcome:**

Eric Peltz (peltzer@collierschools.com)

**Evidence-based Strategy:**

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

ELL students will receive targeted ELA and math instruction based on performance data beyond the school day by attending the After-School Enrichment Program. ELL students will also receive in-class support from the ELL tutor and non-instructional support staff. ELL students will also participate in monthly data chats to chart their progress and to help them self-identify areas of to focus on for improvement each month.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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. Further, targeted instruction beyond the school day increases a student's exposure to the language and subject area material; thereby, increasing the likelihood the student masters it by the end of the school year.

**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.

1) PLC Team comprised of classroom teachers, ELL tutor, Administrator, Lead Teacher, and support personnel will disaggregate progress monitoring data to analyze academic performance of ELL students in both ELA and math.

**Person Responsible**

Eric Peltz (peltzer@collierschools.com)

2) Analysis will lead to instructional adjustments by the classroom teacher, including targeted differentiated instruction, and will aid the ELL tutor in supporting the student to increase academic achievement.

**Person Responsible**

Catherine Crawford (crawfc1@collierschools.com)

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA

ESSA subgroup monitoring discussed in detail above.

subgroups not meeting the 41% threshold according to the Federal Index.

### **Positive Culture & Environment**

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

**Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.**

PBIS linked to classroom management strategies

**Describe how data will be collected and analyzed to guide decision making related to the selected target.**

Individual student data related to PBIS and classroom management strategies is collected multiple times a day in student point books and analyzed weekly. Points are earned in each period throughout the day and based on the number of points a student accumulates. Each week, they are granted privileges and opportunities for earning positions of higher rank.

**Describe how the target area, related data and resulting action steps will be communicated to stakeholders.**

Stakeholders are invited to monthly promotion ceremonies that honor students who have earned a set number of points each week and who complete additional prerequisites to qualify for a promotion in rank. Stakeholders that attend the ceremonies are able to see the joy expressed by the students who have earned a promotion and the students are able to thank all of the stakeholders who have a hand in their success.

**Describe how implementation will be progress monitored.**

Implementation is monitored through the detailed point system and rank hierarchy.

#### **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.

Action Step	Person Responsible for Monitoring
1) Implement point system tied to student behavior.	
2) Train teachers and non-instructional staff on the strict structure of the program and the structured behavior point system.	
3) Teach students about the structure of the program and how they earn/lose points in the system.	Peltz, Eric, peltzer@collierschools.com
4) Redirect students in class and work with classroom teachers to award points at the conclusion of each academic period (non-instructional staff lead this step).	
5) Conduct student promotion interviews, award promotions to deserving students, and monitor for student compliance required with each rank.	