North Naples Middle School

2022-23 Schoolwide Improvement Plan

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North Naples Middle School

16165 LEARNING LN, Naples, FL 34110

https://www.collierschools.com/nnm

Demographics

Principal: Melissa Coleman   Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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)	50%
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: A (74%) 2018-19: A (77%) 2017-18: A (76%)
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.](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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16165 LEARNING LN, Naples, FL 34110

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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)
Middle School 6-8	No	50%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

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

School Board Approval

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

To provide a healthy, safe, and academically rigorous learning environment in order to create responsible citizens and leaders who will make a positive impact on our community now and in the future.

Provide the school's vision statement.

North Naples Middle School strives to be a full learning community that involves teachers, staff, parents, and students to create a uniquely powerful learning environment.

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
Coleman, Missy	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 meeting 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.
Weber, Ben	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 the school stakeholders about the SIP.
Berning, 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 the school stakeholders about the SIP.
Mason, Jean	Instructional Coach	Works collaboratively with district and school-based leadership teams, including academic coaches, to monitor fidelity and support capacity development and sustainability of MTSS implementation. Provides intensive instructional interventions (tier 3) to support student achievement.
Manning, Kim	School Counselor	Provides consultation to teachers in the development of the Student Success Plans (SSP) and Individual Education Plans (IEP), according to individual student needs.
Mueller, Keri	Other	maintains a working knowledge of local, state, and federal laws and regulations related to compliance with individuals with Disabilities Education ACT as well as guidelines pertaining to eligibility, delivery of services, individualized plan development , and MTSS.

Demographic Information

Principal start date
Thursday 7/1/2021, Melissa Coleman

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.*
9

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.*

26

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

897

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

7

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

6

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	300	304	295	0	0	0	0	899
Attendance below 90 percent	0	0	0	0	0	0	21	25	35	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	11	37	39	0	0	0	0	87
Course failure in ELA	0	0	0	0	0	0	0	3	3	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	0	9	8	0	0	0	0	17
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	41	44	53	0	0	0	0	138
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	50	47	46	0	0	0	0	143
Number of students with a substantial reading deficiency	0	0	0	0	0	0	23	25	34	0	0	0	0	82

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	6	39	53	0	0	0	0	98

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	0	0	0	
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 9/12/2022

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	291	285	335	0	0	0	0	911
Attendance below 90 percent	0	0	0	0	0	0	22	33	35	0	0	0	0	90
One or more suspensions	0	0	0	0	0	0	15	18	21	0	0	0	0	54
Course failure in ELA	0	0	0	0	0	0	1	13	5	0	0	0	0	19
Course failure in Math	0	0	0	0	0	0	1	10	13	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	16	34	30	0	0	0	0	80
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	21	33	17	0	0	0	0	71
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	13	22	21	0	0	0	0	56

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

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	291	285	335	0	0	0	0	911
Attendance below 90 percent	0	0	0	0	0	0	22	33	35	0	0	0	0	90
One or more suspensions	0	0	0	0	0	0	15	18	21	0	0	0	0	54
Course failure in ELA	0	0	0	0	0	0	1	13	5	0	0	0	0	19
Course failure in Math	0	0	0	0	0	0	1	10	13	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	16	34	30	0	0	0	0	80
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	21	33	17	0	0	0	0	71
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	13	22	21	0	0	0	0	56

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

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	76%	55%	50%				80%	59%	54%
ELA Learning Gains	66%						69%	55%	54%
ELA Lowest 25th Percentile	50%						58%	45%	47%
Math Achievement	83%	34%	36%				86%	69%	58%
Math Learning Gains	77%						79%	62%	57%
Math Lowest 25th Percentile	68%						67%	57%	51%
Science Achievement	65%	67%	53%				76%	55%	51%
Social Studies Achievement	87%	64%	58%				91%	75%	72%

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
06	2022					
	2019	79%	56%	23%	54%	25%
Cohort Comparison						
07	2022					
	2019	80%	55%	25%	52%	28%
Cohort Comparison		-79%				
08	2022					
	2019	79%	58%	21%	56%	23%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	86%	61%	25%	55%	31%
Cohort Comparison						
07	2022					
	2019	87%	66%	21%	54%	33%
Cohort Comparison		-86%				
08	2022					
	2019	52%	36%	16%	46%	6%
Cohort Comparison		-87%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	74%	52%	22%	48%	26%
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	92%	72%	20%	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	93%	67%	26%	61%	32%
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	0%	59%	-59%	57%	-57%

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	54	53	39	60	59	61	36	73	71		
ELL	56	57	53	62	66	56	25	79	88		
ASN	82	71		94	86						
BLK	55	56	50	75	57	57	38	80			
HSP	67	61	43	72	73	67	44	80	90		
MUL	72	62		78	79			85			
WHT	82	70	58	88	80	71	75	91	93		
FRL	67	58	46	70	68	60	51	80	87		
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	36	42	36	54	47	51	34	60	73		
ELL	47	61	54	61	55	51	32	63	85		

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
ASN	76	75		88	77						
BLK	48	52	35	64	67	71	40	57			
HSP	61	61	54	65	56	54	48	73	82		
MUL	90	78		90	73						
WHT	78	66	47	85	71	60	77	91	93		
FRL	60	60	53	65	58	55	47	70	81		
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	41	50	38	58	57	49	45	73	89		
ELL	48	69	62	71	73	71	27	75			
ASN	87	79		87	93						
BLK	56	41	21	41	50	50	45				
HSP	70	69	56	79	74	63	72	86	91		
MUL	88	76		94	88						
WHT	85	71	60	91	81	71	79	93	91		
FRL	65	66	54	75	71	64	66	85	85		

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	73
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	731
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	56
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	61
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	83
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	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67
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	75
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	79
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?

Achievement has increased across most grade levels, subgroups, and content areas from the previous year.

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

Students with disabilities (SWD) and English Language Learners (ELL) are the lowest performing subgroups in all grade levels and content areas.

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

These two subgroups have some of the greatest barriers to overcome in order to show grade-level achievement. Targeted, small group instruction by teachers in all subject areas are actions that need to be taken to address this need for improvement.

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

Students making gains in math, and specifically students in the lowest 25% who made gains, was the data component that showed the most improvement.

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

Last year math teachers focused on targeting instruction to the level of individual student need. They pulled small groups of students to remediate when necessary.

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

This year, all teachers in core content areas will focus on practicing skills, strategies, and processes with emphasis on small group instruction.

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 will be provided on continuous assessment strategies for teachers to use in determining student groups and individual instruction needs.

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

Small group instruction will be expected to be demonstrated within lesson plans. The focus on the strategy this year will be to increase teacher efficacy with targeted instruction for this year and beyond.

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.	Student achievement in most content areas and grade levels has increased from the previous year, while some subgroups lag behind. These results suggest that more focus needs to be put on individualized instruction at an appropriate level in the classroom.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By teachers targeting instruction to small groups of students based on their individual needs, we will increase the number of students meeting grade level proficiency to 80% by the end of the 2023 school year as measured by the FAST progress monitoring 3 assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress towards this goal will be monitored by the school leadership team using district quarterly benchmarks and FAST progress monitoring 1 and 2.
Person responsible for monitoring outcome:	Ben Weber (weberb1@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	While using the strategy of having students practice skills, strategies, and processes, teachers will utilize small groups of students to target instruction based on individual student need.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Use of small groups while practicing skills, strategies, and processes will allow teachers to better focus on individual student needs such as those of SWD and ELL subgroups. This strategy aligns with our school instructional model and resources, allowing it to be easily monitored and provide feedback.

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.

Communicate the need for the strategy and its implementation

Person Responsible	Missy Coleman (colemame@collierschools.com)

Provide professional development on the strategy of practicing skills, strategies, and processes using small group instruction.

Person Responsible	Jean Mason (masonj3@collierschools.com)

Monitor lesson plans for planned use of small group instruction while helping students practice skills, strategies, and processes.

Person Responsible	Joe Berning (bernij1@collierschools.com)

Professional learning communities will hold data chats with their administrator to review progress towards meeting the goal after all district and state assessments.

Person Responsible	Ben Weber (weberb1@collierschools.com)

#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.	Student achievement in most content areas and grade levels has increased from the previous year, while some subgroups lag behind. These results suggest that more focus needs to be put on individualized instruction at an appropriate level in the classroom.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By teachers targeting instruction to small groups of students based on their individual needs, we will increase the number of students meeting grade level proficiency to 86% by the end of the 2023 school year as measured by the FAST progress monitoring 3 assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress towards this goal will be monitored by the school leadership team using district quarterly benchmarks and FAST progress monitoring 1 and 2.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	While using the strategy of having students practice skills, strategies, and processes, teachers will utilize small groups of students to target instruction based on individual student need.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Use of small groups while practicing skills, strategies, and processes will allow teachers to better focus on individual student needs such as those of SWD and ELL subgroups. This strategy aligns with our school instructional model and resources, allowing it to be easily monitored and provide feedback.

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.

Communicate the need for the strategy and its implementation

Person Responsible	Missy Coleman (colemame@collierschools.com)

Provide professional development on the strategy of practicing skills, strategies, and processes using small group instruction.

Person Responsible	Jean Mason (masonj3@collierschools.com)

Monitor lesson plans for planned use of small group instruction while helping students practice skills, strategies, and processes.

Person Responsible	Joe Berning (bernij1@collierschools.com)

Professional learning communities will hold data chats with their administrator to review progress towards meeting the goal after all district and state assessments.

Person Responsible	Ben Weber (weberb1@collierschools.com)

#3. 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.**	Student achievement in most content areas and grade levels has increased from the previous year, while some subgroups lag behind. These results suggest that more focus needs to be put on individualized instruction at an appropriate level in the classroom.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By teachers targeting instruction to small groups of students based on their individual needs, we will increase the number of students meeting grade level proficiency to 67% by the end of the 2023 school year as measured by the FAST progress monitoring 3 assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress towards this goal will be monitored by the school leadership team using district quarterly benchmarks and FAST progress monitoring 1 and 2.
Person responsible for monitoring outcome:	Joe Berning (bernij1@collierschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	While using the strategy of having students practice skills, strategies, and processes, teachers will utilize small groups of students to target instruction based on individual student need.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Use of small groups while practicing skills, strategies, and processes will allow teachers to better focus on individual student needs such as those of SWD and ELL subgroups. This strategy aligns with our school instructional model and resources, allowing it to be easily monitored and provide feedback.

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.

Communicate the need for the strategy and its implementation

Person Responsible	Missy Coleman (colemame@collierschools.com)

Provide professional development on the strategy of practicing skills, strategies, and processes using small group instruction.

Person Responsible	Jean Mason (masonj3@collierschools.com)

Monitor lesson plans for planned use of small group instruction while helping students practice skills, strategies, and processes.

Person Responsible	Joe Berning (bernij1@collierschools.com)

Professional learning communities will hold data chats with their administrator to review progress towards meeting the goal after all district and state assessments.

Person Responsible	Ben Weber (weberb1@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.

North Naples Middle School addresses building a positive school culture and environment by celebrating the successes of individuals and groups in a variety of ways, both academically and behaviorally. This includes a PBIS system that recognizes and rewards students for their academic achievement and adherence to school-wide expectations, along with the incorporation of students building a sense of belonging by being members of one of our unique houses.

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

North Naples Middle School consistently strives to build a positive school culture and environment by involving stakeholders in the decision-making processes. This includes parent, teacher, community, and student involvement through a variety of means including, but not limited to, a school PTO, School Advisory Council, and house system. All stakeholders work through these entities in fulfilling the school's mission and vision of creating an inclusive environment that provides a unique learning environment for all.