

Naples School Improvement Plan 2022- 2023

Purpose: Establish a focus on school priorities with clear outcomes and provide a roadmap to ensure that ALL students at Naples Elementary learn at high levels. Includes the following plans:

- Title 1 Plan
- School Land Trust Plan
- TSSA Plan
- Literacy Plan
- Professional Development Plan

I am Responsible. I am Respectful. I am Ready to Learn. Because, I am a Naples Wise Guy!

Objective 1: Student Learning

**WIG #1 Naples students will score above the state average in proficiency on all state-assessed areas by EOY testing 2023.
(Reading, Writing, Math and Science)**

	Lead Measures (process)	Lag Measures (outcomes)
	<ul style="list-style-type: none">• Teachers implement CKLA & Ready Math with fidelity and commit to District Agreements in both programs• Principal commits to Agreements in CKLA and Ready Math• CKLA Observations/Feedback and Reflections completed monthly• Teachers implement the USD process for PLC's and data meetings with fidelity• Interventions will be provided for students and tracked by teachers for below proficient students during WIN time• Implement Weekly and Bi-weekly Acadience progress monitoring for below and well-below students	<ul style="list-style-type: none">• RISE, End of Year data above state average; ELA, Writing, Math & Science (3rd, 4th, 5th grades)• End of Year data Acadience Reading above the state average• MOY and End of Year data on Acadience Math and Ready Math analyzed for district comparison and to identify gaps in learning• End of Year KEEP data (Kindergarten only) above the state average

	<ul style="list-style-type: none"> Teachers will give the beginning and middle of the year Interim assessments given for RISE in 3rd, 4th and 5th grades to guide any adjustments to instruction 	
Essential Actions	<ul style="list-style-type: none"> <input type="checkbox"/> Common Grade Level WIN (What I Need) time following the District Intervention Process <input type="checkbox"/> Ensure Acadience Progress Monitoring is administered in alignment with Lead Measure expectations <input type="checkbox"/> Analyze whole group and intervention data according to the Assessment schedule <ul style="list-style-type: none"> Make changes to instruction, group, time, as indicated by the whole group and intervention data <input type="checkbox"/> Evaluate student intervention needs and allocate support staff (Aides) accordingly at the beginning of the year- make necessary adjustments mid-year, if needed <ul style="list-style-type: none"> Follow school process for students who are absent 3 days in a row 	

Objective 2: Student Learning Friday Plan		
WIG #1: Naples Elementary will increase the number of students engaged in Friday learning.		
	Lead Measures (process)	Lag Measures (outcomes)
	<ul style="list-style-type: none"> I Ready Math, Lexia, and CKLA resources will be used Teachers will monitor completion of Friday work, give grades, as appropriate and give reinforcers to encourage increased engagement both online and in person Interventions will be for one hour and Extensions for the other hour Teachers will be in contact with parents, if a student has missed two Friday's in a row. Extension activities will align to CKLA content <ul style="list-style-type: none"> May use CKLA Pausing Points suggested activities 	<ul style="list-style-type: none"> Student engagement will increase above 49% for both online and in person learning.

**Essential
Actions**

- ☐ Teachers will submit a plan for the year of Extension Activities
- ☐ Teachers will submit supply lists to support the Friday Activities
- ☐ Attendance will be monitored and analyzed to improve the percentage of students attending

Objective 3: Student Culture

WIG #1: Naples Students will increase in their ratings indicating positive feelings of being safe at school and the ability to resolve differences, as measured by the Student Culture Survey from the BOY to the EOY.

	Lead Measures (process)	Lag Measures (outcomes)
	<ul style="list-style-type: none">• School Behavior/Intervention Team and the Building Leadership Team (BLT) will continue to develop the School wide Behavior Intervention plan aligned to the PBIS/MTSS framework• School Staff will implement and practice a Positive Behavior Intervention Support (PBIS) System with fidelity• All instructional and student support staff will participate in monthly professional development with Ben Springer• Staff will be trained on positive classroom management and restorative practices• Teachers will teach and reteach School wide Expectation at the Beginning of the year, after Christmas and after Spring Break• Staff will promote positive behaviors by using the Bucket Filler recognition cards each Monday	<ul style="list-style-type: none">• School Staff will maintain or increase their scores from the district audit, from BOY to EOY• The Culture Checklist will be used to evaluate progress• Student Office Referrals will reduce from the previous year• Students will indicate a high level of “safety” at the school from the BOY to the EOY Student Culture Survey• Students will indicate a higher level of feeling “safe from bullying” at the school.• Students will indicate a higher level of feeling “students at this school resolve differences without fighting”.


**Essential
Actions**

- ☐ Professional Development will be provided to Staff on the MTSS Roadmap document and the implementation process at the beginning of the year
- ☐ Professional Development will be provided to Staff on PBIS and the School wide Expectations at the beginning of the year and each month throughout the school year
- ☐ Data will be analyzed to identify additional areas of focus for the classroom lessons in SEL, small group support and behavior plans
- ☐ Professional Development will be provided to support culturally appropriate interactions with students by teachers during the year
- ☐ Terrace Metrics SEL surveys will be used to determine any identified needs of students social emotional wellbeing
- ☐ Lesson Plans on "How" to teach the School Wide Expectations will be developed by the BLT and SBIT committees
- ☐ CHAMPS proactive and positive approach to classroom management routines will be taught and practiced throughout the school year
- ☐ Staff will monitor and adjust their practice relative to feedback and continued learning throughout the year
- ☐ Staff will utilize the Behavior Reflection Time for Tier I, Tier II, Tier III students struggling with their behaviors
- ☐ Counselor and Behavior Interventionist teach Second Step lessons with a focus on conflict resolution (Kelso's Choices- Big Problem vs Small Problem) and anti-bullying practices; understanding the difference between **bullying and bothering- Stop, Walk, Talk**
- ☐ Students and classrooms will be recognized as Bucket Fillers for positive behaviors.
- ☐ School wide Bucket Filler celebrations through the year- when 100's Board is filled

Funding Sources to Support School Improvement Plan

Plan	Funding	Resources
State LAND Trust (SLT 5420) (\$76,162.00)	<p>State funds provided to schools to improve student academic performance in identified academic areas with the greatest need. Naples Elementary and the School Community Council have determined that students reading on grade level to be the number one priority and math as a secondary focus. <u>Goal:</u> 65% (currently at 57%) of students in K-5 will read on grade level by Spring 2023, as measured by Acadience. All students will show growth from the beginning of the year to EOY, as measured by Acadience Math Assessment and IReady Diagnostics. PLC Teams will meet throughout the year to discuss progress, interventions, and plans for individual students who are at risk academically. Naples will use the funds for:</p> <ul style="list-style-type: none"> • Instructional aide funding to provide additional support for our students in the area of reading, math, and positive student behaviors (\$73,574) + \$6000 carryover 	

	<ul style="list-style-type: none"> CKLA and Science instructional supplies and technology (\$4588) 	
Teacher & Student Success Act (TSSA 5678) (85,198.36)	<p>State funds provided to schools to improve student performance or student academic achievement. These funds have allowed Naples Elementary to address additional concerns shown in the Naples needs assessment, beyond reading and math proficiency. Additionally this funding will allow Naples to focus on behavioral health, targeting the trauma affected or at-risk students with social and emotional skills. Naples will use the funds to:</p> <ul style="list-style-type: none"> Books for Students (\$2300) Resources purchased to support Kelso's Choice- Conflict Resolution instruction in the classroom (\$2500) Student Behavior Intervention Team (SBIT)member stipends (\$5000) Stipend for two lead Aides to manage the Intervention program (\$600) Behavior Specialist Stipend -manage Behavior Plans (\$500) Salaries for Behavior Aide and Stem Specialist (\$31,900) Additional Supplies for Instruction and Behavior Incentives (\$44,698) 	
Title I (TI 7801) (263,028.56)	<p>These are Federal funds provided to schools with a large concentration of low-income students to meet educational goals. Naples Elementary has approximately 48% of students who are considered low-income.</p> <ul style="list-style-type: none"> Salaries - .5 FTE for additional First Grade teacher to reduce class size and Instructional aide salaries to support instruction in interventions (\$216,977) Parent Engagement Plan (\$2500.00) Consultant for TSI (\$8000) Supplies for Science, Reading and Math (\$28,550) Building Leadership Team stipends (\$7,000) Any additional funds will be used to support student instruction and intervention. <p>Naples is a Targeted Support and Improvement (TSI) school.Our SWD population did not make adequate progress in 2020-21. We will monitor the performance of underperforming student groups - Students with Disabilities (SWD), Naples will monitor subgroups through mClass progress monitoring, benchmarking three times yearly and other formative assessments to analyze student academic progress and provide interventions accordingly.</p>	

Title	Plan
School Digital Citizenship	<ul style="list-style-type: none"> • All teachers complete a “Safe Schools Training” each year that contains information about how to keep them and their students safe on the internet. • All students and parents are required to sign an internet acceptable use agreement at the beginning of each year. • Internet safety is included as part of the computer specials class. • White Ribbon Week happens each January and provides additional internet safety information for students and also includes a parent component. If possible Netsmartz will be contacted for an assembly. <p> Copy of Naples Digital Citizenship Document - 2021</p>
RTI/MTSS	<p>Reading Win Time - mClass Progress Monitoring mClass Acadience Intervention Instruction Math Intervention Time</p>
PBIS	<p>School Wide Behavior Plan</p> <p>Lag Measures: Focus on the outcomes of instruction that have already occurred. Tells you if you’ve achieved the goal. Easier to measure than lead measures. <i>EXAMPLES:</i> Acadience, unit assessments, standardized tests, graduation rates, weight scale.</p> <p>Lead Measures: Predictive and influenceable in nature. Frequent and informative. They are the measures of the activities most connected to achieving a goal. They are the measures of the most high-impact things your team must do to reach the goal. Tells you if you are likely to reach the goal. <i>EXAMPLES:</i> Formative teacher quality data, enrollment levels of a course, counting calories, tracking dates exercised, observing practice tracking, referrals to office.</p> <p>Essential Actions: Steps and typically one-time foundational actions required to effectively implement, measure, and evaluate goal progress.</p>

--	--