

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [X] Choice

Name of Principal Ms. Elizabeth Rose Flynn

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Naples Bayside Academy

(As it should appear in the official records)

School Mailing Address 5537 The Toledo

(If address is P.O. Box, also include street address.)

City Long Beach State CA Zip Code+4 (9 digits total) 90803-3935

County Los Angeles County State School Code Number* 1964725-6015549

Telephone 562-433-0489 Fax 562-434-9016

Web site/URL http://naples-lbusd-ca.schoolloop.com E-mail eflynn@lbschools.net

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Christopher Steinhauser

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: csteinhauser@lbschools.net

Other)

District Name Long Beach Unified School District Tel. 562-997-8000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Diana Craighead, N.A.

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 53 Elementary schools (includes K-8)
 - 15 Middle/Junior high schools
 - 12 High schools
 - 1 K-12 schools
- 81 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 4 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	41	39	80
1	34	27	61
2	25	26	51
3	23	33	56
4	32	30	62
5	32	22	54
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	187	177	364

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 6 % Asian
 - 2 % Black or African American
 - 11 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 63 % White
 - 10 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 11%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	22
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	39
(4) Total number of students in the school as of October 1	364
(5) Total transferred students in row (3) divided by total students in row (4)	0.107
(6) Amount in row (5) multiplied by 100	11

7. English Language Learners (ELL) in the school: 3 %
11 Total number ELL
 Number of non-English languages represented: 9
 Specify non-English languages: Arabic, Farsi, (Persian), Japanese, Korean, Mandarin, Rumanian, Russian, Spanish
8. Students eligible for free/reduced-priced meals: 8 %
 Total number students who qualify: 29

Information for Public Schools Only - Data Provided by the State

The state has reported that 20 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 8 %
29 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>3</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>1</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>7</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>15</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	13
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 29:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Naples Academy provides quality educational programs for students of all backgrounds and abilities. Children develop critical thinking skills as they apply their knowledge within a positive learning environment. Parents and staff share a common goal - working together to provide the best education possible for our students.

PART III – SUMMARY

Naples Bayside Academy is tucked away on the very small Naples Island in the City of Long Beach California. The school is fondly known as the “jewel” of the island having served over three generations of Long Beach children. Once visitors have crossed the bridge and arrived at Naples, they quickly realize they have entered a unique school setting. Built in 1925, the quaint school welcomes visitors as they gaze out at the bay, on a clear day you can see over the peninsula to Catalina and smell the ocean breeze. Naples is the center of the island community. The local Garden Club landscapes each year to keep the school like it was when it opened. Naples has continued throughout its 90 year history to be one of the highest performing elementary schools in the district and the state.

The Naples staff is a highly qualified team of dedicated professional educators and support staff that are collaboratively working and delivering a standards-based, rich curriculum that meets the needs of all our learners. School goals are aligned with the new Common Core Standards and teachers set high expectations for achievement by all students. Staff work collaboratively in grade level teams, using data and are continuously seeking ways to improve the quality of instruction and utilize research driven staff development. These educators work together to create a positive student centered learning environment of the highest caliber.

Naples is proud to be part of the LBUSD, a Broad Prize award winner, named one of “America’s Best Urban Schools” for being a national model of excellence in education.

Our Academic Performance Index since 2007 has grown 18 points to 950 and Naples continues to be a 10-10 school. We have met our Adequate Yearly Progress Goals every year.

Key strategies have helped us increase student achievement, improved our school climate-culture and assisted us with closing the achievement gap. Naples professional learning community believes that we will do whatever it takes to increase student learning and close the gaps. Our key strategies have helped increase student achievement as well as the culture and climate at Naples. This year we are continuing our emphasis in the area of improving writing achievement. We have been working diligently in the area, developing school wide standards, common language, administering school- wide writing prompts, analyzing student writing and continuing our professional staff development in Thinking Maps and Write from the Beginning. Our milestones in writing have been numerous- receiving Reflections Awards, Distinguished school Awards, Community Open Mic Night Awards at the local Book Store. Naples journey to develop a stronger sense of community with high expectations for student behavior and learning continues, with the Peace Builders Program as an example of our Positive Behavior System for students.

Naples staff, parents and community members take extreme “dolphin” pride in our outstanding commitment to “ALL” of our students being successful. This interwoven dependency of students, parents, community and staff sustains our school much like a well-balanced healthy eco-system keeps life thriving; one could not flourish without the other. Our students have a clear understanding that when they arrive at school they are part of a very special community with clearly defined expectations for excellence.

Naples students come from Naples Island and surrounding beach areas. In January parents throughout the district come to an education fair where Naples Academy along with all elementary schools decorate a booth and invite parents to learn about their schools. This year’s theme College and Career – Ready Set Go was depicted in the student work and displays. Naples students, parents, teachers and principal met the community and strongly communicated the school’s culture, focus and uniqueness. Students dressed up as our Dolphin mascot and passed out small toy dolphins to children and brochures to parents. Parents signed up for school tours. Through March Naples accepts school of choice applications from prospective students. In April there is a random drawing to select students for vacancies.

Naples offers a school- wide GATE Program. Depth and Complexity Icons and Content Imperatives are used to increase rigor. Deep meaningful common core collaborative discussions are carefully constructed to ensure an acceleration of learning for all students. Formative assessments occur throughout the day so that

teachers can make immediate changes in their teaching to meet student learning needs. Teachers give support and scaffolding to students that need additional differentiation. Students use technology as a research and creation tool to enhance learning. Our technology plan prepares students for the digital world.

Tradition is important at Naples. For 90 years the school community has started each week with a Monday morning assembly. Led by Student Council, they celebrate student success, set school-wide expectations and communicate coming events. The Talent Show is another cherished tradition where we watch childrens' talents grow and develop.

What makes Naples great? It's the community spirit, embedded deep into our culture, that working together provides the best possible educational experience for children.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Naples Bayside Academy uses Open Court for the K-5 literacy program. Teachers use district created Common Core units of instruction that redesigns Open Court content to be aligned with the Common Core standards. Naples teachers unpack language arts Common Core state standards. They focus on specific standards in each unit throughout the year so that students receive a balanced Common Core standard based curriculum. The units are developed by district curriculum leaders with teachers and submitted to a multi-state consortium for feedback. Each unit contains multiple reads of the text supplemented with non-fiction text. Thinking Maps are used to map learning. Small group collaborative conversations occur around deep meaningful open ended questions. Students learn from each other, add to their thinking maps, clarifying and extending their learning into writing. Kindergarten through second grade foundational skills are assessed with FRSA. Fifty percent of their instruction is centered about acquiring the foundational skills. Small groups work with a Literacy Specialist several times a week for students that are performing below grade level. Reading instruction is supplemented with Junior Great Books to challenge students that are above grade level. Students take standards based assessments for each unit scored with a rubric.

Students use Harcourt Brace HSP Math series supplemented with HSP Common Core Bridge Materials. The district created a grade level scope and sequence based on state Common Core standards. Teachers attend a full day of training each trimester to learn how to implement the program. They unpack standards, look at pacing, learn how to teach Number Talks and facilitate collaborative discussion groups to solve math problems with multiple solutions. There are fewer standards with greater depth. Students also attend 2 sessions of “ST” Math each week to develop special/temporal problem solving skills.

Naples uses Harcourt California Reflections Program to teach state social studies standards. The Common Core language arts approach is used to read social studies text. Student record what they are reading on Thinking Maps and discuss content in collaborative groups. The teacher’s focus is on social studies standards while language arts standards become a vehicle for comprehension. Highly motivational activities and projects make social studies come alive. Students dress up as historical figures and “Walk through the Revolution”. In “Coming to Ellis Island” students reenact immigrating to American in the 1800’s. Extension activities are given to challenge above grade level students. The curriculum is taught through highly motivation activities and power point projects.

Naples uses the McGraw – Hill California Science Program to teach state science standards. Teachers focus on the application of the state standards with an emphasis on the scientific method and using investigation skills as if students were real scientists. They predict, collect data, hypothesize, summarize, infer, draw conclusions, record data in Thinking Maps and write. They work in collaborative groups to discuss solving scientific problems. They record their evidence, opinions, analysis and evaluations in Thinking Maps. It is a hands-on program driven by state standards. Math standards are used to solve many of the science hypotheses, however the focus is on science standards.

The school chose these four similar approaches to take when teaching the four curricular areas because they contain the best approach to use with the new Common Core standards and pedagogy.

Teachers unpack standards to determine the foundational skills in each curriculum area. The foundational skills are placed into the units of instruction by district teacher study groups led by district curriculum leaders. Teachers focus on these skills and use formative assessments to monitor how students are acquiring these critical skills. Teachers change how they are teaching to ensure that all students acquire the basic foundational skills.

In all four curriculum areas formative assessments techniques are used to continually assess how students are acquiring standards and lessons change based on assessment results. Thinking Maps help scaffold the information into a comprehensible visible structure. Collaborative group activities support lower students with repetition and clarification and peer assistance throughout the work period. Extension research

activities are given to advanced students. They present their extension research to the class in the form of a power point. Parents receive results on an ongoing basis. Staff and parents are committed to our new Common Core approach and see great value and dramatic gains in academic levels of students.

2. Other Curriculum Areas:

Our technology program is based on a three year implementation plan. The primary focus of technology at Naples Bayside Academy is to use technology as a tool to enhance students' instructional programs by using technology to research, create and solve problems. Technology is embedded in the Common Core curriculum. There are computers in each classroom and 2 labs for 365 students. Every student has 2 sessions of ST Math Program which expands the spatial, temporal side of the brain while working on high level math problem solving. This program accelerates math, problem solving, and music. Naples has rearranged the curriculum to follow the Common Core math standards. The software automatically differentiates lesson for students and can be used at home. Each week every student does research or creates power point projects. All third through fifth grade students go to the Common Core lab twice a week to work on Language Arts or Math Common Core practices. They learn tech skills needed for SBAC such as highlighting, cut and paste, and writing with a scroll down. There are Benchmarks clearly articulated for each grade. Students receive direct instruction from a highly trained computer specialist. They take SBAC practice exams.

All K-5 students have weekly vocal music lessons by a credentialed vocal teacher. Fourth and fifth grade students have an opportunity to be in a weekly 4/5 chorus class. They perform twice a year in the school auditorium. Most third graders choose to learn how to play a violin in addition to their vocal lessons. Fourth graders learn to play string instruments and fifth learn strings and wind. Approximately 75% of children take a musical instrument. A once-a-week after school piano class is popular with students. At least 30 students participate each year. Learning music accelerates the learning of math and math accelerates music. Our goal is to expand the special temporal side of the brain as much as possible. The result is great mathematicians, musicians and problem solvers.

Art is infused into all subject areas to illustrate comprehension of content. All students participate in weekly art projects and Meet the Masters Art program. Students learn about the lives of three artists. It begins with an Introduction of the master artist at an assembly. Students learn about the artist's life, techniques and styles he used in his artwork. Students have lessons practicing the techniques that artist used. Students create a piece similar to one of the artist's famous works. Through the years, they acquire an in depth knowledge of 18 famous artists. All students can go to "Art Lab" at lunch.

All students have PE class once per week with the PE specialist and once with the teacher. They learn standards based PE lessons. The skills are selected to improve the overall health and well being of all children. Fourth and fifth grades run a mile each morning to promote an active healthy life style. There are clearly defined grade level standards that progressively develop skills. A third of the PE lessons focus on fitness training with repetitive exercises in a dance like format. PE teacher incorporates all of the grade level PE standards in a highly motivating games structure. A professional dancer comes for one week each year to teach dance moves to students. There is a culminating dance performance for parents on the last day. Students receive weekly health lesson using Harcourt Health and Fitness Text Book. The lessons focus on good nutrition, good dental practices, kindness conflict resolution, and 5th grade family life. Our nurse supplements the lessons with talks about healthy choices. Teachers follow the state health standards.

After school four days a week, for an hour and a half, the school comes alive with extended lessons and other curricular activities. Classes are open to all students. There are academic tutoring classes in math and language arts, there is a homework club in the library. There is an ST Math class in the computer lab. There are tennis classes on our tennis courts, Shared Science Lego/Robotics Class Spanish, Piano, Chess, Yoga, Dance, Drama, Art classes by master artists, skateboard classes, Basketball, strength classes, free play on the playground, YMCA. Students create robotics and operate them by using a computer to control the robots.

3. Instructional Methods and Interventions:

Naples staff utilizes the Response to Intervention Model to ensure all students success. Tier 1 differentiation occurs in all classrooms. Thinking Maps are used to increase comprehension and organization of text. Teachers ensure students have clear learning targets and know the criteria for success. Tasks are congruent and meaningful. Teachers give students actionable feedback. Students work collaboratively to be resources for each other. Students own their own learning. Teachers use Formative Assessment strategies throughout the day to check how students are learning and immediately change lessons to match student's needs, thus closing the achievement gap. Teachers use excellent models or examples of learning so students clearly understand expectations. Collaborative discussions are used to help scaffold Common Core Standards. Teachers use open ended prompts so that all students can answer at their level. All students have multiple periods of class size reduction throughout the week for small group and individual intensive support.

Students needing additional support receive Tier 2 literacy/math specialist pull out or push in support. Grades K-3 receive extra time with multi-modality approaches and 1on1 support. They also receive after school reading/math interventions and after school Homework Help. High Achievers and Gifted & Talented students are provided with opportunities to delve deeper. Depth & Complexity GATE icons are used to expand the complexity of content for high achievers. Weekly lessons using Junior Great Books provide high level thinking and challenge to above grade level students in grades 2-5.

At Tier 3 Student Study Teams consisting of parents, psychologist, counselor, teacher, and principal discuss the student's strengths and challenges. They create a 6 week intervention plans to meet the needs of the child, which is reviewed each 6 weeks and modified where necessary. The team may decide to formally assess the student and offer a comprehensive yearly IEP plan to provide needed support.

Naples builds multiple opportunities for differentiation into daily instruction. Our writing program differentiates through student conferencing where teachers keep anecdote notes and set individual writing goals. Students in pairs or small groups use rubrics to stimulate rich conversation about how to improve each other's pieces. In the Computer Lab the ST Math program individualizes questions based on student levels. The program can take children to lower levels or advance quickly to a challenge level for the highest students. Power Point and creative writing programs meet the needs of all levels of children with spell check, grammar check and thesaurus features. Reading Benchmark Assessments determine a child's reading level and required reading each day accelerates reading levels for low and high students alike.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Naples students' take the California Standards Test and are scaled scored into five performance levels: advance proficient, proficient, basic, below basic and far below basic. California Department of Education has determined that students reaching proficient level meet California standards and a score of 800 on the Academic Performance Index means a school is high performing. Naples is 950.

Our five year data shows the trend of consistency over time. Naples high success rates are consistent in performance across subjects, grade levels, and subgroups. There were two dips in scores throughout the 5 years. In 2010- 2011 student/ teacher ratios increased from 20 to 1 to 30 to 1. The percentage of advanced students went down 18 percentage points in third grade math, third and fifth grade Hispanic scores went down in both groups significantly. That same year third and fifth grade ELA percentages of advanced students went down. Naples teachers set goals for extra support. Naples school community fundraised for literacy and math specialists to work with not yet proficient students and previously advanced students who dropped to proficient.

Naples math scores have been consistently higher than ELA scores over 5 years. As a result, we have a school wide- focus and reading comprehension. Cross Grade level analysis over time showed students receiving more than one intervention were able to close the achievement gap quicker. Now all students below proficiency received at least 2 interventions.

In 2012-2013 Naples began a strong focus on teaching the new Common Core Standards which did not match the CST exam. We had more than a 10% dip, in third and fifth grade math and third grade ELA. We are confident that we made the right decision and we will have very high scores when we take the new SBAC exam this year.

Each year we celebrate 90% or above proficiency at our evening STAR Party. Last year 13 grade/sub groups in math received 100% proficiency or above. Four ELA grade/sub groups received 100% proficiency or above.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Before school starts, teachers and administrators meet to systematically analyze the results of the California Standards Test (CST), English Language Development Test (CELDT), District Reading and Math Benchmarks, SBAC Practice Tests, End of Year Course Exams, and scored writing samples. Teachers collaboratively discuss results with last year's teacher to determine strengths and challenge areas. Teachers write goals and focus areas and individual action plans based on the needs. They create lists of students needing literacy or math support. Differentiated instruction occurs on a daily basis due to the data analysis.

K-1 teachers administer assessments in September to create a baseline for readiness skills such as number knowledge and letter identification. Teachers meet parents to discuss results. Together they discuss meaningful plans for home and school. Data allows for precise differentiation and pacing of instruction. The process of using assessments to determine instruction continues in every grade throughout the year. Each day in the classrooms multiple quick formative assessments occur and instruction is modified immediately so that all children can learn without gaps. Mastering the art of formative assessment is a major goal for the staff this year. Book talks, staff meetings, and classroom walkthroughs revolve around the importance of daily formative assessment driving instruction.

Parents and teachers discuss academic concerns with data, and set interventions. The Student Study Team including parents, reviews data for at risk students and writes six week plans for implementation. Progress is continually shared with parents throughout the year. Parents use ParentVue, an online portal, for assessment information. Parents receive emails about assessments and how to prepare. Standards based progress and achievement reports are sent home each trimester. Parent Conferences occur twice yearly.

Multiple parents meetings about the new achievement report occur so that parents have meaningful information about how their child is learning. Weekly E-news keeps parents up to date with the new common core standards and assessments.

Part VI School Support

1. School Climate/Culture

Naples is a thriving elementary school tucked onto the tiny island of Naples in Long Beach Harbor. All of our students have access to highly qualified teachers, a rigorous standards-based curriculum, and a safe learning environment that promotes a sense of belonging and fosters strong positive relationships among students, school staff, home and community. Teachers are valued and work collaboratively to define their needs. They are supported by the principal and the parents who continually fundraise to put into place the goals set by teachers.

Naples community works together to build a positive school climate with high expectations for all students, staff and parents. We have a culture of high expectations and a rigorous instructional program. Our strong sense of community lifts our achievements even higher. Naples develops in students a sense of belonging to our school community that positively motivates them. Our strong sense of community for students and teachers dramatically improves attendance, behavior, student engagement, and increases a feeling of being valued and supported. We believe that to consistently improve student achievement for ALL students, we must create a strong sense of shared responsibility for everyone associated with Naples Academy. Naples has great teachers, capable students and supportive parents. We have a system in place to raise necessary funds to make the dreams of its stakeholders a reality.

The first staff meeting is focused on team building activities, getting to know and appreciate each other, along with data analysis. In a relaxed atmosphere we look at past practices and we identify what teachers value as non-negotiables for a positive school climate and culture to promote academic, social and emotional excellence. For example, past focus areas have been; improve individual student achievement and behavior, be more student-focused to “Catch Them Being Good”, decrease classroom distractions, interruptions and reduce tardiness. Solutions were created. Naples teachers began giving students “Gold Slips” as a reward. When students earn 15 Gold Slips they can turn them in for a free book.

The principal listens to all staff and values their ideas. She writes notes that are adult centered, affirmative and focused on student learning. Just as teachers were working to reinforce better student behavior, the Principal tries to “Catch Them Doing Good” To value and reinforce positive staff behavior. Teachers receive WOW notes from the principal that recognize them for promoting positive school culture. The principal supports the climate by daily classroom visits, attending parent conferences, joining in IEP meetings, and being visible, positive and proactive on campus. Communication includes distributing the weekly bulletins, and meaningful staff meeting agendas.

2. Engaging Families and Community

At Naples we believe parent involvement in children’s education has a significant impact on student achievement and social and emotional growth. If we welcome parents, they will volunteer. Better decisions will be made if we increase volunteer opportunities and positions of leadership within our community.

We have over 10,000 volunteer hours each year. Volunteers can be found in classrooms with small groups, testing reading fluency, hanging dramatic wall displays, teaching math facts, designing scenery, tutoring and guiding students in common core math and ELA performance activities. Serve students from Long Beach State volunteer in classrooms

Student Council leads Monday morning assemblies. We share announcements and celebrate student behavior and academics. We communicate through our school marquee, auto dialer, school web site, Dolphin Dialogue, weekly E-blast, and standards based report cards. Unit assessments are sent home for review. Room moms send weekly news. The standard based report card informs parents of their child’s progress in each core area noting strengths and areas for improvement. Incoming kindergarten families visit to learn the kindergarten program.

Parents are a vital part of School Site Council. When our K-5 student-teacher ratio increased, SSC and PTA organized many fundraisers to hire extra teachers to reduce class size, and provide small group instruction. Our Red Hat Committee supports our disaster preparedness. Parent led Kindness Committee welcomes new families. Naples Garden Club landscapes the front of the school. PTA moms create art programs at lunch. Naples PTA fundraises over \$ 120,000 per year to provide a comprehensive program for every child at Naples. The second year our Jog A Thon raised three times the amount of money that we thought we would generate due to the participation of the entire student body, parents, and community/business sponsorships.

Parent trainings explain our instructional programs and best practices. We had four common core standards trainings in 2014. Parents read our School Accountability Report Card (SARC). Parent receives grade level specific standards during Back to School Night and Parent Teacher conferences. Conferences are held where parents learn about interventions such as the SST process.

Our community provides service learning opportunities that teach students to give back to the community. PTA creates monthly service learning activities. Students collect socks for the Women's Shelter, begin random acts of kindness, each grade adopts a family for the holidays and perform for our local Garden Club to pay tribute to the members that have passed. One visitor observed that we "are awash in volunteers." These gifted people can be seen throughout the school working in countless ways.

3. Professional Development

Naples Instructional Leadership Team consisting of the principal, and three teacher leaders meet regularly to set realistic staff development goals and provide the principal with meaningful feedback to shape and guide the staff development for the school. Carefully placed and meaningful professional development is a key component of Naples academic success. Professional development always includes differentiation that provides support and scaffolding of instruction to help all students master the core content and includes depth and complexity to challenge and extend learning so that all students can reach their potential. Each year teachers receive three full days of math training to help them understand and implement common core math. A trainer of trainers model is used for language arts with each teacher receiving three ½ days trainings. For writing each year, teachers receive three half day trainings on Thinking Maps and Write from the Beginning. Principal's are trained at the district in Common Core pedagogy. The principal in turn trains teachers. The focus is on formative assessment and how to construct deep meaningful collaborative academic conversations with students to accelerate student learning. As teachers learn strategies, they weave them into lesson plans. They collaboratively analyze work samples and make changes in their lessons. Model lessons help teachers see best practices. Teachers try lessons and bring work samples to analyze with peers then set goals for future lessons. This builds capacity.

Training is not taught in isolation. It is followed up with monitoring by the Principal and collaborative work sessions to set goals for students. All staff development emphasizes quality implementation in the classroom. Teachers visit other classrooms and similar schools to provide feedback and learn new ideas for quality implementation. Teachers unpack standards using model units created by district and state experts. Teachers take two additional planning days to unpack standards and plan common core lessons.

Teachers are supported as they plan collaborative math discussions in their classrooms and find multiple ways to solve math problems. They practice "Number Talks" to assist math discussions. The principal monitors the quality of math instruction during class walk throughs and uses that information to drive additional math trainings at school staff meetings. Teachers have time to analyze student work, set individual student goals and share what is working with other teachers. Two times each year ILT teams from cohort schools and district experts walk through each classroom and share areas of strength and challenges and next steps in the implementation of math expectations.

4. School Leadership

The Naples leadership is collaborative and fluid. We believe that working together we will find the best ways to accelerate learning for our students. We respect best practice and use state of the art models to help us. We look beyond our school to other similar schools in the district and state. We believe in working closely with all stake holders and we place parents in key leadership roles with our staff. We have reached a level of leadership that we could not have reached without our laser like focus on quality student achievement from all of our leadership groups.

The principal shapes and guides the school and collaboratively works with all of our leadership groups seamlessly. Our key groups are Instructional Leadership Team, School Site Council, and Naples PTA. The principal builds capacity in the staff and leadership groups to carry out the mission of academic excellence as the primary driving force of each group. The principal, staff and School Site Council analyze school, district, and state, data and teacher input and surveys to determining needs and goals. They analyze the quality of existing programs. The principal determines what programs can be paid for out of district funds. Staff and parent surveys rank all other programs. Teachers and School Site Council approve rankings base on which programs will make the greatest academic increase for students. Last year's top items were technology teacher, literacy and math specialist, ST Math Site license, computers and after school tutoring. The list is sent to the PTA to be fundraised. The PTA is committed to funding academic programs that will accelerate learning for students. They do the extensive fundraising.

When test scores showed students needed more support in solving math problems, Staff and SSC researched best practices and selected ST Math Program. We had multiple staff and parent meetings to ensure a high level of ownership with all stakeholders. We had a very successful implementation. Half of each class went into the computer lab for ST Math leaving the teachers in their classrooms with small groups for specialized instruction. Three parents would be in the lab with the computer teacher to assist students. Students increased their comprehension of concrete spatial/ temporal math with 90% mastery of grade level skills in year one.

The principal and Instructional Leadership Team puts into place quality staff development for the year. They set high expectations for school climate and behavior in addition to academic expectations. Naples Bayside Academy values all stakeholders working together to ensure students are success.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>STAR California Standards Test</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Education Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Proficient and above	82	97	93	91	93
Advanced	61	80	66	60	78
Number of students tested	56	60	58	53	45
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Students receiving Special Education					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. English Language Learner Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Proficient and above	56	100	100	75	100
Advanced	36	100	50	50	60
Number of students tested	11	1	4	4	5
5. African- American Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above		0			
Advanced		0			
Number of students tested		0			
9. White Students					
Proficient and above	88	95	92	88	91
Advanced	68	80	64	61	75
Number of students tested	34	41	36	34	32
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>STAR California Standards Test</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Proficient and above	95	93	94	100	98
Advanced	73	71	84	88	80
Number of students tested	60	58	50	48	54
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	100	100	100	100	91
Advanced	67	50	75	50	55
Number of students tested	3	4	4	4	11
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	95	91	97	100	100
Advanced	72	74	94	88	84
Number of students tested	39	35	32	32	38
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>STAR California Standards Test</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Proficient and above	83	91	94	94	98
Advanced	51	63	75	78	81
Number of students tested	59	55	52	49	48
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	83	100	100	57	100
Advanced	33	80	50	14	80
Number of students tested	6	5	4	7	5
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	88	92	91	100	97
Advanced	56	67	77	87	82
Number of students tested	34	36	35	37	34
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>STAR California Standards Test</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Proficient and above	73	83	81	81	80
Advanced	38	52	35	34	56
Number of students tested	56	60	58	53	45
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	45	0	100	75	80
Advanced	18	0	25	25	20
Number of students tested	11	0	4	4	5
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	79	81	75	79	75
Advanced	44	54	31	38	56
Number of students tested	34	41	36	34	32
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: In 2011-2012 only one third grade Hispanic student began the test but did not complete it. There are no scores for that student.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>STAR California Standards Test</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Proficient and above	93	83	94	96	94
Advanced	70	64	76	85	78
Number of students tested	60	58	50	48	54
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	100	100	75	75	82
Advanced	33	75	75	75	36
Number of students tested	3	4	4	4	11
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	95	77	94	97	97
Advanced	72	60	81	84	87
Number of students tested	39	35	32	32	38
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>STAR California Standards Test</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Proficient and above	88	93	90	90	96
Advanced	63	64	67	53	67
Number of students tested	59	55	52	49	48
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	100	60	75	71	80
Advanced	33	40	50	14	60
Number of students tested	6	5	4	7	5
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	85	97	89	92	97
Advanced	68	69	63	60	68
Number of students tested	34	36	35	37	34
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: