Naples Bayside Academy
Model Programs and Practices

School Information

CDS (County District School) Code: 19647256015549

County: Los Angeles

District (Local Educational Agency): Long Beach Unified

School: Naples Bayside Academy

Demographics

Enrollment: 363 students

Location Description: Urban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

Naples Bayside Academy is tucked away on the 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 with the smell of the ocean breeze. Naples has continued throughout its 93 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 work collaboratively to deliver a rich, standards-based curriculum that meets the needs of all learners. School goals are aligned to the Common Core Standards and maintain high expectations for achievement by all students. Staff work collaboratively, use data and are continuously seeking ways to improve the quality of instruction and levels of student achievement based in research driven staff development. Our educators work together to create a positive student centered

learning environment of the highest caliber. The Naples professional learning community will do whatever it takes to increase and maintain student success.

Naples implementation of key strategies include data analysis, progress monitoring, and differentiation have helped us increase student achievement, improve our school climate and culture, and have been critical in closing the achievement gap. We continually reflect on our school wide efforts to ensure increased levels of rigor, deep meaningful collaborative discussions, formative assessment, and differentiation which are carefully constructed to meet the needs of our students. Teachers continuously provide varied levels of support and scaffolding to ensure academic progress and high levels of achievement for all students. Technology is embedded within all classrooms to further engage students and ensure they are prepared for the future. We are continuing to refine our work on differentiation to ensure the growth of all students and ensure they meet or exceed the standards. We, at Naples strive to develop and support a strong sense of community with high expectations for student behavior and achievement in all areas.

Naples staff, parents and community members take pride in our dedication to ensure "ALL" students are successful. This interwoven partnership of students, parents, community and staff sustains our school success. What makes Naples great? It's the community spirit, embedded deep into our culture, that works together to provide the best possible educational experience for children.

Model Program and Practices

Name of Model Program/Practice: Data-Driven Decision Making Practice

Length of Model Program/Practice: Less than 2 years

Target Area(s): Closing the Achievement Gap, Education Supports, Parent, Family, and Community Involvement, Professional Development

Target Population(s): Hispanic, English Learners

Strategies Used: School Climate, Parent Engagement, Data-Driven Decision Making, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

Description

Our fundamental purpose at Naples is centered on providing students a high quality educational experience within a welcoming, safe and supportive environment. Our efforts are based on a data-driven decision-making system whether it be academic achievement (SBAC), culture and climate measures (CORE Report), attendance (District) or the EL redesignation rates. Although we utilized many data sources, each of these areas was initially targeted and identified as focus areas at a District level, in our Single Plan for Student Achievement and as they are all included LCAP Progress

Report. Secondary data sources provided the information to dig deeper and become more specific in our efforts.

Annually, our staff and parent groups use a data driven decision making process to identify priority areas and provide direction for professional development to ensure continuous improvement of our school. We are well known for our high achievement levels, our primary goal is to ensure continued success for every single individual and for the school as a whole. Utilizing the SBAC and school site data, all constituent groups recognized the need to maintain high expectations for achievement while increasing the rate of learning for our Hispanic students which scored significantly below overall achievement levels. In order to ensure that every single student succeeds, we utilize a continuous improvement process to monitor student progress, analyze results and differentiate instruction. We design a system to frequently gather achievement data, monitor student progress, collaboratively analyze and plan with colleagues to modify instruction to ensure further success.

We, staff and parents, believe that if we utilize a PDSA cycle to monitor schoolwide growth efforts and focus on the effects of quality core instruction on our students as a whole and individually, we will positively affect everyone. As a result, we refine our implementation of a purpose driven standards-based instruction to include three key phrases: What are the students supposed to learn? Why should they learn it? and How they will know they have learned it? We believe these key phrases, when stated in student friendly language, ensures that students understand the purpose of lessons and increases their buy in to own their own learning. We can then analyze the results of our program implementation on both school based and instructional practices to determine next steps, further refinement and greater differentiation to meet the needs of our targeted subgroup(s), our greater student population and our entire school community.

Implementation and Monitoring

Our data-driven decision making system, based upon a PDSA cycle, is dependent upon regularly scheduled, consistent progress monitoring, data analysis, and staff development opportunities integrating growth mindset, self efficacy and refinement of our instructional practices to provide a well balanced approach in supporting students.

We further believe if we monitor the effects of quality core instruction on our students as a whole and individually, we will positively affect all. As a result, we refine our purpose driven standards-based instruction to include three key phrases: What are students supposed to learn? Why should they learn it? and How they will know they have learned it? These key phrases, stated in student friendly language, ensures students understand the purpose of lessons and increases their buy in to their own learning.

Additionally, the inclusion of each of our stakeholder groups, on a monthly basis, through staff meetings, SSC, and/or PTA meetings to share and gain information constantly inform our approach and efficacy of our efforts. This approach maintains high levels of transparency regarding student progress and allows us to be responsive to both data and perspectives of each group. The perspectives shared in each meeting is

incorporated into professional development staff agendas and instructional practices to further refine our impact on improvement efforts.

Our instructional leadership team (ILT) meets monthly to discuss and determine next steps related to instructional efforts and inform the upcoming monthly staff meeting. Our ILT and all teachers have opportunities to schedule additional collaboration time to ensure our ability to monitor, analyze and determine next steps based on current unit data collected through a grade level identified common academic assessment to ensure progress towards established goals.

Following each staff meeting, instructional practices are refined, classroom walk throughs occur and specific feedback is provided based upon the level of staff implementation or effectiveness. We also invite other administrators and teachers from other sites and district offices, termed Collaborative Inquiry Visits (CIV) to visit classrooms and provide summary data on whole school progress towards our focus areas. This data informs decisions regarding next steps for PD and instructional practices and our work in areas of culture and climate. We use each visit to measure progress on all goal areas.

Through our consistent meeting schedule we apply the PDSA cycle to ensure we are making decisions based upon data leading to our overall goals. In our bi-weekly staff meetings, monthly grade level, SSC and PTA meetings or monthly observations by the site principal and district staff, we ensure we are making decisions based upon data for the benefit of our targeted subgroup (Hispanic) while also supporting high levels of achievement for everyone.

Results and Outcomes

Naples' practice of consistently using a data based decision making PDSA model has resulted in continued and increased achievement in school based measures, academic achievement, and culture climate measures due to the responsiveness and flexibility to ever evolving needs of our students and community. The evidence of the effectiveness of making well informed decision has resulted in increased levels of achievement and success.

By utilizing data gathered from SBAC results, Unit Assessments and our Collaborative Inquiry Visit to make decisions, we have been able to have a positive effect on both individuals and the school as a whole as is evident in our data. Our positive results are evident in the following areas: Our Academic performance as measured by student performance on the SBAC assessment in ELA increased from 84% to 90% in ELA and from 82% to 87% in Math, while our Hispanic subgroup increased from 64% to 78% in ELA and from 55% to 74% in Math. Not only was academic growth above the required 3% we were effective in closing the achievement gap as our Hispanic subgroup increase by 15% in ELA and 19% in math, both more than double the growth of any other subgroup. Additionally, observational feedback from our Collaborative Inquiry Visit demonstrated that students are successful. In the area of Culture and Climate our overall satisfaction levels of Parents remain high at 92% and the areas of Climate of

Support for Academic Learning received consistently high positive responses from Staff at 100%, Parents at 98% and students at 86%. Specifically targeted climate areas of Safety demonstrated an increase of 13% by students while the area of Sense of Belonging of Staff demonstrated remarkable gains of 11% as well. Additionally, our Attendance Rate remained consistent at 96%, our Chronic Absentee Rate decreased from 8% in 2016 to 6% in 2017 and our EL Redesignation Rate increased from 18% in 2016 to 48% in 2017.

Our continual use data driven decision making through the application of a PDSA cycle with regular progress monitoring, analysis, and revised action has led us our school to continually refine our work. We have revised our implementation of our Peacebuilders' Program to help reinforce a positive school climate, increase our attention to the concepts of growth mindset and self efficacy, while at the same time improving our instructional practices and application of differentiation. Based upon our unit analysis and comparison combined with our complete mid-year data analysis we appear to be experiencing further gains this school year. We are proud of our dedication to providing a well-rounded educational experience and building life-long learners as we prepare each and every student to be college and career ready.