

Collier County Public Schools

# Eden Park Elementary School



2021-22 Schoolwide Improvement Plan

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# Eden Park Elementary School

3650 WESTCLOX ST, Immokalee, FL 34142

<https://www.collierschools.com/epe>

## Demographics

**Principal: Christina Anderson**

Start Date for this Principal: 7/10/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (58%) 2017-18: B (61%) 2016-17: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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# Eden Park Elementary School

3650 WESTCLOX ST, Immokalee, FL 34142

<https://www.collierschools.com/epe>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2020-21 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">96%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">98%</p>

## School Grades History

	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Year</b>				
<b>Grade</b>		B	B	B

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## 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.**

Eden Park Elementary School is focused upon developing students' individual talents and critical thinking skills through an engaged process of learning. Continuous commitment to improvement ensures that students are well-rounded, self-directed, lifelong learners. By maintaining a safe learning environment, we provide the opportunity for students to be successful. Promoting high standards and expectations, teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.

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

To inspire a passion for learning and a value for education to be responsible citizens, lifelong learners, and leaders.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Frehe, Mark	Principal	Provides instructional leadership through formal and informal means including observations, professional development, participation in collaborative planning sessions, Professional Learning Communities, and data chats to encourage shared decision making and empowerment of staff. Responsible for the day-to-day operations of the school building.
Anderson, Chrissy	Assistant Principal	Provides instructional leadership through formal and informal means including observations, professional development, participation in collaborative planning sessions, Professional Learning Communities, and data chats to encourage shared decision making and empowerment of staff.
Howard, Meg	Assistant Principal	Provides instructional leadership through formal and informal means including observations, professional development, participation in collaborative planning sessions, Professional Learning Communities, and data chats to encourage shared decision making and empowerment of staff.
Doherty, Marta	Reading Coach	Provides instructional leadership through informal means including observations, professional development, participation in collaborative planning sessions, Professional Learning Communities, and data chats to encourage shared decision making and empowerment of staff in English language arts.
Salinas, Maria	Math Coach	Provides instructional leadership through informal means including observations, professional development, participation in collaborative planning sessions, Professional Learning Communities, and data chats to encourage shared decision making and empowerment of staff in Mathematics.
King, Alison	Other	ESE program specialist - provides strategies and techniques for working more effectively with ESE students to staff members; assists with the MTSS process
Rutkowski, Niki	Teacher, K-12	Provides instructional leadership through informal means including observations, professional development, participation in collaborative planning sessions, Professional Learning Communities, and data chats to encourage shared decision making and empowerment of staff in Mathematics. Staff member also works with small groups of students to provide acceleration for select students.
Lopez, Jacqueline	Science Coach	Provides instructional leadership through informal means including observations, professional development, participation in collaborative planning sessions, Professional Learning Communities, and data chats to encourage shared decision making and empowerment of staff in Science

## Demographic Information

### Principal start date

Tuesday 7/10/2018, Christina Anderson

**Number of teachers with a 2019 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.*

5

**Number of teachers with a 2019 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.*

13

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

20

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

637

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

9

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

9

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	112	101	95	116	90	112	0	0	0	0	0	0	0	626
Attendance below 90 percent	39	35	26	32	37	25	0	0	0	0	0	0	0	194
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	21	35	0	0	0	0	0	0	0	63
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	20	45	0	0	0	0	0	0	0	71
Number of students with a substantial reading deficiency	0	0	0	7	21	35	0	0	0	0	0	0	0	63

**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	2	12	12	0	0	0	0	0	0	0	26

**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	8	8	12	8	0	0	0	0	0	0	0	0	0	36
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**

Friday 9/17/2021

**2020-21 - As Reported**

**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	99	101	112	98	118	88	0	0	0	0	0	0	0	616
Attendance below 90 percent	4	7	19	9	20	16	0	0	0	0	0	0	0	75
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	8	15	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	10	0	0	0	0	0	0	0	14

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	2	2	5	8	0	0	0	0	0	0	0	19

**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	2	4	5	2	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**2020-21 - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	99	101	112	98	118	88	0	0	0	0	0	0	0	616
Attendance below 90 percent	4	7	19	9	20	16	0	0	0	0	0	0	0	75
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	8	15	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	10	0	0	0	0	0	0	0	14

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	2	2	5	8	0	0	0	0	0	0	0	19

**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	2	4	5	2	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				44%	60%	57%	41%	61%	56%
ELA Learning Gains				49%	59%	58%	57%	62%	55%
ELA Lowest 25th Percentile				58%	51%	53%	61%	54%	48%
Math Achievement				73%	68%	63%	73%	69%	62%
Math Learning Gains				71%	64%	62%	76%	65%	59%
Math Lowest 25th Percentile				62%	55%	51%	79%	55%	47%
Science Achievement				50%	59%	53%	41%	60%	55%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	45%	61%	-16%	58%	-13%
Cohort Comparison						
04	2021					
	2019	40%	58%	-18%	58%	-18%
Cohort Comparison		-45%				
05	2021					
	2019	41%	60%	-19%	56%	-15%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	68%	1%	62%	7%
Cohort Comparison						
04	2021					
	2019	69%	65%	4%	64%	5%
Cohort Comparison		-69%				
05	2021					
	2019	75%	67%	8%	60%	15%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	46%	56%	-10%	53%	-7%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Progress monitoring tools by grade level: Kindergarten - iReady, 1st grade - iReady, 2nd grade - iReady, 3rd grade - District Quarterly Benchmark Assessment, 4th grade - District Quarterly Benchmark Assessment, 5th grade - District Quarterly Benchmark Assessment

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(15/101) 15%		(48/97) 49%
	Economically Disadvantaged	(15/100) 15%		(5/6) 83%
	Students With Disabilities	(0/18) 0%		(4/21) 19%
	English Language Learners	(5/41) 12%		(14/40) 35%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(25/114) 22%	(27/114) 24%	(49/114) 43%
	Economically Disadvantaged	(25/113) 22%	(26/113) 23%	(4/5) 80%
	Students With Disabilities	(2/27) 7%	(0/28) 0%	(4/31) 13%
	English Language Learners	(8/48) 17%	(8/48) 17%	(17/46) 37%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(42/98) 43%	(43/100) 43%	(37/102) 36%
	Economically Disadvantaged	(41/97) 42%	(42/99) 42%	(36/101) 36%
	Students With Disabilities	(9/22) 41%	(6/19) 32%	(3/21) 14%
	English Language Learners	(9/33) 27%	(13/37) 35%	(7/35) 20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	(66/98) 67%	(59/98) 60%	(30/97) 31%
	Economically Disadvantaged	(65/97) 67%	(58/97) 60%	(29/96) 30%
	Students With Disabilities	(11/21) 52%	(9/18) 50%	(3/20) 15%
	English Language Learners	(22/34) 65%	(19/36) 53%	(8/31) 26%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(30/115) 26%	(36/118) 31%	(46/123) 37%
	Economically Disadvantaged	(30/114) 26%	(34/116) 29%	(45/122) 37%
	Students With Disabilities	(7/29) 24%	(9/30) 30%	(9/33) 27%
	English Language Learners	(4/40) 10%	(6/39) 15%	(5/39) 13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	(51/114) 45%	(51/118) 43%	(14/121) 12%
	Economically Disadvantaged	(50/113) 44%	(50/116) 43%	(14/120) 12%
	Students With Disabilities	(9/29) 31%	(9/31) 29%	(0/31) 0%
	English Language Learners	(16/39) 41%	(13/39) 33%	(1/39) 3%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(33/86) 38%	(35/88) 40%	(32/93) 34%
	Economically Disadvantaged	(33/86) 38%	(35/88) 40%	(32/93) 34%
	Students With Disabilities	(7/24) 29%	(10/28) 36%	(3/26) 12%
	English Language Learners	(5/22) 23%	(2/21) 10%	(4/22) 18%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	(45/86) 52%	(48/90) 53%	(12/93) 13%
	Economically Disadvantaged	(45/86) 52%	(48/90) 53%	(12/93) 13%
	Students With Disabilities	(12/24) 50%	(9/28) 32%	(1/27) 4%
	English Language Learners	(9/22) 41%	(5/22) 23%	(1/22) 5%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	(19/85) 22%	(31/89) 35%	(31/91) 34%
	Economically Disadvantaged	(19/85) 22%	(31/89) 35%	(31/91) 34%
	Students With Disabilities	(5/24) 21%	(6/28) 21%	(3/26) 12%
	English Language Learners	(1/22) 5%	(2/22) 9%	(4/22) 18%
	Number/% Proficiency	Fall	Winter	Spring

### Subgroup Data Review

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	24	59	67	27	38	45	30				
ELL	29	55	69	38	42	50	29				
BLK	37			34							
HSP	37	51	67	43	35	37	36				
FRL	37	54	68	41	38	41	37				
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	32	43	50	74	67	67	35				
ELL	39	46	56	73	72	62	46				
BLK	55	48		72	67	60	31				
HSP	43	49	56	73	72	65	52				
FRL	43	49	58	73	71	62	50				

2018 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 2016-17	C & C Accel 2016-17
SWD	29	55	55	69	73	75	13				
ELL	38	60	68	68	74	70	11				
BLK	41	68		62	77	70	27				
HSP	41	56	63	74	76	80	42				
FRL	41	57	61	73	76	79	40				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	25
Total Points Earned for the Federal Index	341
Total Components for the Federal Index	8
Percent Tested	99%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

**English Language Learners**

Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

**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%	

<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
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%	
<b>White Students</b>	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis



**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?**

The school experienced a decrease in proficiency in each of the tested areas (English language arts, math, and science). The largest proficiency decrease was in math as it decreased from 73% in FY 19 to 41% in FY 21. Science had the second largest decrease with a decline from 50% in FY 19 to 37% in FY 21. Finally, ELA experienced a 7% decline in achievement from 44% in FY 19 to 37% in FY 21.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

Math gains had the largest decline from FY 19 (71%) to FY 21 (38%).

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

In 3rd grade, the largest decline was in subcategory 1 (Operations, Algebraic Thinking): FY 21 – 59%, FY 19 – 73%. In 4th grade, the largest decline was in subcategory 2 (Numbers and Operations in Base Ten): FY 21 – 49%, FY 19 – 74%. In 5th grade, the largest decline was in subcategory 1 (Operations, Algebraic Thinking, and Fractions): FY 21 – 35%, FY 19 – 64%. New actions to address these areas of need include job-embedded professional development as part of collaborative planning, close alignment of lesson plans, instruction, and student tasks to standards, formative assessment development and analysis during PLCs, and implementation of ALEKS including fact tables.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

English language arts gains of the Lowest 25% had the most improvement from FY 19 (58%) to FY 21 (68%).

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

In 5th grade, the largest increase was in subcategory 1 (Key Ideas and Details): FY 21 – 53%, FY 19 – 42%. The new actions the school took to positively impact these results included a close alignment of lesson plans with standards (item specs) to instruction and tasks; formative assessments during PLCs; and daily vocabulary integration.

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

The following strategies will be implemented in order to accelerate learning: extended school day by 30 minutes to provide small group acceleration exercises in English language arts (ELA) and math; systemic and explicit foundational skills instruction in ELA from K-5; incorporation of a Differentiated Instruction time within the ELA block to provide on-the-spot acceleration opportunities; and daily standards-aligned formative assessments.

**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 opportunities that will be provided at the school will include instructional scaffolding, iReady implementation and data tracking, collaborative learning structures, the teacher

instructional model (Marzano model), the writing process, academic notebooking, and standards-aligned instruction (thru vertical articulation meetings and collaborative planning).

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

The school will continue to implement the Leader in Me (LiM). LiM teaches students college, career and life-ready skills through the 7 Habits of Highly Effective People.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Math****Area of Focus**

**Description and Rationale:** Our overall math proficiency decreased from FY 19 (73%) to FY 21 (41%).

**Measurable Outcome:**

Through a concerted effort to identify high leverage strategies in increasing the math achievement, our intended outcome is to increase our achievement level by 15% to 56% overall.

**Monitoring:**

Monitoring towards this desired outcome will include student formative assessment tracking through Office 365 and monthly PLC meetings to track and update groupings; attendance at professional learning sessions and walkthrough data for implementation verification; quarterly data chats with teachers for ongoing progress monitoring and monthly teacher/student data chats; attendance at weekly collaborative planning sessions; monthly core data chat meetings to track student progress on assessed standards; and measurable outcomes in the areas of leadership, culture, and academics.

**Person responsible for monitoring outcome:**

Mark Frehe (frehem@collierschools.com)

**Evidence-based Strategy:**

The school will continue implementing a comprehensive approach to teaching mathematics through careful monitoring, data tracking, early intervention, lesson planning, and job-embedded professional development. Comprehensive adoption of the "3 Read Strategies" for reading comprehension, sense-making, and meta-awareness of math language.

**Rationale for Evidence-based Strategy:**

To increase overall mathematics proficiency, it takes a comprehensive approach to achieve this aim. Job-embedded professional development increases the capacity of all educators through tailored, high leverage instructional techniques. Monitoring, data tracking, and early intervention align with the development of a system of formative assessment to allow the school personnel to be able to use data related to students progression through standards to make sound instructional adjustments to ensure learning gains for all (including the Low 25%).

**Action Steps to Implement**

Targeted, job-embedded professional development on delivery of standards aligned instruction, summarizing, cooperative-collaborative learning, and 3 Read Strategy.

**Person Responsible**

Mark Frehe (frehem@collierschools.com)

Data chats and progress monitoring with teachers and students. Students and teachers will set, track and monitor progress towards meeting goals through a system of empowering individuals.

**Person Responsible**

Mark Frehe (frehem@collierschools.com)

Weekly collaborative planning sessions led by math coach and administration to ensure instruction is standards-aligned and staff have all tools to successfully teach upcoming content.

**Person Responsible**

Mark Frehe (frehem@collierschools.com)

Students will be completing daily/weekly standards mastery assessments with state assessment style questions.

**Person Responsible** Maria Salinas (salinm6@collierschools.com)

Implementation of the Leader in Me school-wide initiative to increase student feelings of self-efficacy and emotional regulation.

**Person Responsible** Mark Frehe (frehem@collierschools.com)

**#2. Instructional Practice specifically relating to ELA****Area of Focus**

**Description and Rationale:** Our overall English language arts proficiency decreased from FY 19 (44%) to FY 21 (37%).

**Measurable Outcome:**

Through a concerted effort to identify high leverage strategies in increasing the English language arts achievement, our intended outcome is to increase our achievement level by 15% to 52% overall.

**Monitoring:**

Monitoring towards this desired outcome will include student formative assessment tracking and monthly PLC meetings to track and update groupings; attendance at professional learning sessions and walkthrough data for implementation verification; quarterly data chats with teachers for ongoing progress monitoring and monthly teacher/student data chats; attendance at weekly collaborative planning sessions; monthly core data chat meetings to track student progress on assessed standards; and measurable outcomes in the areas of leadership, culture, and academics.

**Person responsible for monitoring outcome:**

Chrissy Anderson (andersch@collierschools.com)

**Evidence-based Strategy:**

The school will continue implementing a comprehensive approach to teaching English language arts through careful monitoring, data tracking, early intervention, lesson planning, and job-embedded professional development.

**Rationale for Evidence-based Strategy:**

To increase overall English language arts proficiency, it takes a comprehensive approach to achieve this aim. Job-embedded professional development increases the capacity of all educators through tailored, high leverage instructional techniques. Monitoring, data tracking, and early intervention align with the development of a system of formative assessment to allow the school personnel to be able to use data related to students progression through standards to make sound instructional adjustments to ensure learning gains for all (including the Low 25%).

**Action Steps to Implement**

Targeted, job-embedded professional development on delivery of standards aligned instruction, summarizing, reciprocal teaching, cooperative-collaborative learning, elaboration techniques, the teacher instructional model, and the writing process.

**Person Responsible**

Chrissy Anderson (andersch@collierschools.com)

Data chats and progress monitoring with teachers and students. Students and teachers will set, track and monitor progress towards meeting goals through a system of empowering individuals.

**Person Responsible**

Chrissy Anderson (andersch@collierschools.com)

Weekly collaborative planning sessions led by reading coach and administration to ensure instruction is standards-aligned and staff have all tools to successfully teach upcoming content.

**Person Responsible**

Marta Doherty (doherm@collierschools.com)

Students will be completing daily/weekly/bi-weekly standard-aligned module assessments with state assessment style questions.

**Person Responsible** Chrissy Anderson (andersch@collierschools.com)

Implementation of the Leader in Me school-wide initiative to increase student feelings of self-efficacy and emotional regulation.

**Person Responsible** Mark Frehe (frehem@collierschools.com)

### #3. Instructional Practice specifically relating to Science

**Area of Focus**

**Description and Rationale:** Our overall science proficiency decreased from FY 19 (50%) to FY 21 (37%).

**Measurable Outcome:**

Through a concerted effort to identify high leverage strategies in increasing the science achievement, our intended outcome is to increase our achievement level by 18% to 55% overall.

**Monitoring:**

Monitoring towards this desired outcome will include student formative assessment tracking and monthly PLC meetings to track and update groupings; attendance at professional learning sessions and walkthrough data for implementation verification; quarterly data chats with teachers for ongoing progress monitoring and monthly teacher/student data chats; attendance at weekly collaborative planning sessions; monthly core data chat meetings to track student progress on assessed standards; and measurable outcomes in the areas of leadership, culture, and academics.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

The school will continue implementing a comprehensive approach to teaching science through careful monitoring, data tracking, early intervention, lesson planning, and job-embedded professional development.

**Rationale for Evidence-based Strategy:**

To increase overall science proficiency, it takes a comprehensive approach to achieve this aim. Job-embedded professional development increases the capacity of all educators through tailored, high leverage instructional techniques. Monitoring, data tracking, and early intervention align with the development of a system of formative assessment to allow the school personnel to be able to use data related to students progression through standards to make sound instructional adjustments to ensure increased student proficiency.

#### Action Steps to Implement

Targeted, job-embedded professional development on delivery of standards aligned instruction, summarizing, 5 E instructional delivery model, cooperative-collaborative learning, academic interactive notebooking, and the teacher instructional model.

**Person Responsible**

Meg Howard (howarm2@collierschools.com)

Data chats and progress monitoring with teachers and students. Students and teachers will set, track and monitor progress towards meeting goals through a system of empowering individuals.

**Person Responsible**

Meg Howard (howarm2@collierschools.com)

Weekly collaborative planning sessions led by science coach and administration to ensure instruction is standards-aligned and staff have all tools to successfully teach upcoming content.

**Person Responsible**

Jacqueline Lopez (lopezj11@collierschools.com)

Students will be completing daily/weekly/bi-weekly standard-aligned formative assessments with state assessment style questions

**Person Responsible** Meg Howard (howarm2@collierschools.com)

Implementation of the Leader in Me school-wide initiative to increase student feelings of self-efficacy and emotional regulation.

**Person Responsible** Mark Frehe (frehem@collierschools.com)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**As measured by a recent administration of the Panorama Education survey to students in grades 3-5, students emotional regulation are significantly below like peers throughout Collier County Public Schools (33% to 43%) on a Spring 2021 administration of the Panorama Education survey of students in grades 3-5. Additionally, students feelings of self efficacy are below like peers throughout Collier County Public Schools (45% to 56%) on the Spring 2021 administration of the Panorama Education survey of students in grades 3-5.**

### Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

1. Survey parents to determine obstacles to parent involvement. Provide opportunities based on survey results for parents to attend training/workshops that empower them with skills to support their children at home.
2. Provide English language lessons to enable parents to be more involved in school and be a life-long learner model to their children. Training parents enhances the involvement of others.
3. Provide learning opportunities at a variety of times for parents to encourage the practice of skills taught at schools. (Learning Library, STEM, Literacy Night)
4. Provide opportunities for parents to join School Accountability Committee to provide input into the development and use of school and Title I funds, parent involvement plans, and school compact.
5. Provide multiple opportunities for parents to conference with teachers on the academic



- status of their children and learn about standards based reporting and instruction. (Report Card Pick Up Night)
6. Provide opportunity for parents to hear the Title I plan, use of funds, and see it in action. (Annual Title I meeting)
  7. Provide an opportunity to come to the school building just to have fun and increase comfort level. (Fall Festival)
  8. Develop roles for faith-based organizations and businesses in parental involvement activities.

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

The stakeholders of the school include staff members, students, parents, and the community.

1. Staff members are involved in promoting a positive culture and environment through the Leader in Me initiative. They work with students on direct instruction in social emotional learning (primarily 7 Habits of Highly Effective People), setting and tracking academic and personal goals, and participation in action teams to further the aim of enhancing the student experience in academics, culture, and leadership.
2. Students are involved in promoting a positive culture and environment through the Leader in Me initiative in various ways. They participate in direct lessons on the 7 Habits of Highly Effective People, setting and tracking academic and personal goals, participating in teams to give back to their community, and participate in student leadership opportunities monthly.
3. Parents are involved in promoting a positive culture and environment through the Leader in Me initiative in various ways including direct communication monthly through campus newsletters on family activities around the 7 Habits of Highly Effective People, monthly 7 Habits training sessions, participation in student-led conferences, and participation in the School Advisory Council.
4. Community members are involved in promoting a positive culture and environment through the Leader in Me initiative in various ways including direct communication monthly through campus newsletters on family activities around the 7 Habits of Highly Effective People, participation in the School Advisory Council, and assistance with student supplies and materials to ensure basic needs are met.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Instructional Practice: Math				\$250,023.26
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0631 - Eden Park Elementary School	Title, I Part A	0.3	\$25,699.41
			<i>Notes: Math Resource Teacher</i>			
	5100	130-Other Certified Instructional Personnel	0631 - Eden Park Elementary School	Title, I Part C	0.7	\$59,965.30
			<i>Notes: Math Resource Teacher</i>			
	6400	130-Other Certified Instructional Personnel	0631 - Eden Park Elementary School	Title, I Part A	1.0	\$83,558.71

			<i>Notes: TSA, Math Coach</i>			
	5100	130-Other Certified Instructional Personnel	0631 - Eden Park Elementary School	Title, I Part A	1.0	\$80,799.84
			<i>Notes: Math Resource Teacher</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$278,920.14</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0631 - Eden Park Elementary School	Title, I Part A	0.3	\$35,612.98
			<i>Notes: Reading Resource Teacher</i>			
	5100	130-Other Certified Instructional Personnel	0631 - Eden Park Elementary School	Title, I Part C	0.7	\$83,096.95
			<i>Notes: Reading Resource Teacher</i>			
	5100	130-Other Certified Instructional Personnel	0631 - Eden Park Elementary School	Title, I Part A	0.3	\$24,405.49
			<i>Notes: Reading Resource Teacher</i>			
	5100	130-Other Certified Instructional Personnel	0631 - Eden Park Elementary School	Title, I Part C	0.7	\$56,946.14
			<i>Notes: Reading Resource Teacher</i>			
	6400	130-Other Certified Instructional Personnel	0631 - Eden Park Elementary School	Title, I Part A	0.25	\$8,992.07
			<i>Notes: Parent Involvement Assistant</i>			
	5100	150-Aides	0631 - Eden Park Elementary School	Title, I Part C	0.25	\$8,992.06
			<i>Notes: Bilingual Para-pro</i>			
	5100	510-Supplies	0631 - Eden Park Elementary School	Title, I Part A		\$9,871.76
			<i>Notes: Instructional Resource Supplies</i>			
	6400	750-Other Personal Services	0631 - Eden Park Elementary School	Title, I Part A		\$3,000.00
			<i>Notes: Substitute Teachers</i>			
	6400	130-Other Certified Instructional Personnel	0631 - Eden Park Elementary School	Title, I Part A		\$1,952.63
			<i>Notes: Pre-extension</i>			
	6150	310-Professional and Technical Services	0631 - Eden Park Elementary School	Title, I Part A		\$3,000.00
			<i>Notes: Staff Development Consultant PI</i>			
	6150	310-Professional and Technical Services	0631 - Eden Park Elementary School	Title, I Part A		\$3,000.00
			<i>Notes: Staff Development Consultant PI</i>			
	6150	510-Supplies	0631 - Eden Park Elementary School	Title, I Part A		\$1,329.68
			<i>Notes: PI Supplies</i>			

	6400	310-Professional and Technical Services	0631 - Eden Park Elementary School	Title, I Part A		\$3,000.00
			<i>Notes: Staff Development Consultant</i>			
	6400	310-Professional and Technical Services	0631 - Eden Park Elementary School	Title, I Part A		\$3,000.00
			<i>Notes: Staff Development Consultant</i>			
	6400	310-Professional and Technical Services	0631 - Eden Park Elementary School	Title, I Part A		\$3,000.00
			<i>Notes: Staff Development Consultant</i>			
	6400	510-Supplies	0631 - Eden Park Elementary School	Title, I Part A		\$4,520.00
			<i>Notes: Materials for training</i>			
	5900	130-Other Certified Instructional Personnel	0631 - Eden Park Elementary School	Title, I Part A		\$14,086.10
			<i>Notes: Saturday School - Instructional Staff</i>			
	7300	160-Other Support Personnel	0631 - Eden Park Elementary School	Title, I Part A		\$1,604.75
			<i>Notes: Saturday School - Clerical Staff</i>			
	5900	510-Supplies	0631 - Eden Park Elementary School	Title, I Part A		\$2,000.00
			<i>Notes: Saturday School</i>			
	6150	510-Supplies	0631 - Eden Park Elementary School	Title, I Part A		\$709.53
			<i>Notes: PI Supplies</i>			
	6150	390-Other Purchased Services	0631 - Eden Park Elementary School	Title, I Part A		\$2,500.00
			<i>Notes: PI Printing Services</i>			
	6150	519-Technology-Related Supplies	0631 - Eden Park Elementary School	Title, I Part A		\$200.00
			<i>Notes: Technology Supplies</i>			
	6400	610-Library Books	0631 - Eden Park Elementary School	Title, I Part A		\$2,100.00
			<i>Notes: Staff Development Supplies</i>			
	5900	510-Supplies	0631 - Eden Park Elementary School	Title, I Part C		\$2,000.00
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Science</b>				<b>\$76,284.20</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0631 - Eden Park Elementary School	Title, I Part A	1.0	\$76,284.20
			<i>Notes: TSA, Science Coach</i>			
					<b>Total:</b>	<b>\$605,227.60</b>