Osceola Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Osceola Elementary School

5770 OSCEOLA TRL, Naples, FL 34109

https://www.collierschools.com/oes

Demographics

Principal: Diana Little

Start Date for this Principal: 7/6/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	71%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (76%) 2018-19: A (69%) 2017-18: A (72%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Collier County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	71%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

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

School Board Approval

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SIP Authority

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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.

The mission of Osceola Elementary is to provide our students with an outstanding education and opportunities that encourage each student to realize his/her fullest potential.

Provide the school's vision statement.

The Osceola Elementary School community is committed to creating and maintaining a safe and respectful learning environment where rigorous and appropriate teaching and learning take place, while children are stimulated to explore, motivated to learn, confident to question and encouraged to demonstrate strong character today and throughout their future.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Little, Diana	Principal	1. Implement the District's philosophy of education and instructional program in accordance with District policies and administrative guidelines, Florida Department of Education requirements, and provisions of State and Federal law. 2. Directs all school administrative operations. 3. Provides instructional leadership for all school programs. 4. Provides leadership for all school operations consistent with existing collective bargaining contracts, school law, Board Policies, and Administrative Procedures. 5. Provides leadership in developing, coordinating, implementing, and evaluating school instructional and extra-curricular programs. 6. Ensures there is a data driven focus on student achievement. 7. Creates a positive school climate and culture within the school. 8. Maintains fair, reasonable, and consistent discipline within the school. 9. Facilitates the School Advisory Committee and develops the School Improvement Plan. 10. Maintains a healthy and safe environment for students and staff (fire drills, code yellow, code red, etc.). 11. Ensures the proper maintenance and custodial care of school facility and grounds. 12. Supervises the creation of the master schedule and related staff assignments. 13. Provides professional development opportunities for all staff. 14. Evaluates instructional and non-instructional staff. 15. Assists as needed with District accreditation process. 16. Facilitates parent involvement in the school community. 17. Serves as liaison between school and community to utilize community resources. 18. Maintains and properly disposes of administrative and student records. 19. Serves as liaison between the school and District Support Services (Nutrition, Transportation, and Custodial). 20. Ensures compliance with state and district assessment requirements. 21. Ensures fiscal responsibility in the development and maintenance of locational and internal school budgets. 22. Supervises the preparation of county, state, and federal reports originating at the school level. 20. Maintains inventory of supplies, equipment, and furniture within the school. 23. Recruits and interviews prospective staff members. 24. Participates/facilitates in workshops, conferences, parent-teacher meetings, and extracurricular activities. 25. Provides leadership in implementing and evaluating before- and after-school instructional and extracurricular programs. 26. Performs other tasks, duties and responsibilities as assigned.
Wilk, Megan	Assistant Principal	1. Implement the District's philosophy of education and instructional program in accordance with District policies and administrative guidelines, Florida Department of Education requirements, and provisions of State and Federal law.

Name	Position Title	Job Duties and Responsibilities
		2. Assists the Principal in directing all school administrative operations. 3. Assists the Principal with providing instructional leadership for all school personnel and programs. SPECIFIC RESPONSIBILITIES 4. Manages school operations in the absence of the Principal. 5. Assists the Principal in maintaining a positive school climate and culture within the school. 6. Provides leadership with teachers and department chairperson/team leader concerning instructional programs. 7. Assists the Principal in planning and implementing interdisciplinary teams, student advisory programs, exploratory programs, extended day programs and transition programs with middle schools. 8. Develops and implements the school's master schedule and related staff assignments. 9. Works in conjunction with the Principal to maintain fair, reasonable, and consistent discipline within the school. 10. Oversees the testing program and aggregates, analyzes, interprets and communicates data in order to improve the instructional program. 8. Works in conjunction with the Principal to ensure there is a data drive focus on student achievement. 11. Assists the Principal in working with community groups and utilizing community resources. 12. Assists in the development of the School Improvement Plan. 13. Coordinates evaluation, selection, and distribution of instructional materials. 14. Assists the Principal in the selection, supervision, and evaluation of staff. 15. Supervises extra-curricular activities. 16. Assists the Principal in the preparation of Title I (if applicable), locational, and internal school budgets. 17. Assists the Principal in the preparation of county, state, and federal reports originating at the school level. 18. Coordinates and conducts appropriate parent/teacher conferences related to curriculum. 19. Secures substitute teachers as needed. 18. Works in conjunction with the Principal to maintain a healthy and safe environment for students and staff (fire drills, code yellow, code red). 20. Works in conjunction with the Principal to provide professional development opportunities for all staff. 21. Participates/facilitates in workshops, conferences, parent-teacher meetings. 22. Serves as liaison between school and community to utilize community resources. 23. Coordinates the IDEA 504 process. 24. Oversees the implementation of the Positive Behavior Support (PBS) program. 25. Works in conjunction with the Principal to supervise all aspects of the student day (i.e. student arrival, class transition, lunch, dismissal). 26. Performs other duties, tasks, and responsibilities as assigned by the Principal.

Name	Position Title	Job Duties and Responsibilities
Boot, Annie	Instructional Coach	1. Implement the District's philosophy of education and instructional program in accordance with District policies and administrative guidelines, Florida Department of Education requirements, and provisions of State and Federal law. 2. Assists in the implementation of the Collier County Public Schools K-12 Comprehensive Research-Based Reading Plan. SPECIFIC RESPONSIBILITIES 3. Assists in the implementation of an articulated K-12 literacy program. 4. Coordinates with appropriate groups and staff including ESE and ESOL personnel, for district-wide articulation regarding literacy issues. 5. Assists with the delivery of staff development. 6. Supports and follows up literacy training including meeting with teacher groups and modeling instructional strategies. 7. Participates actively in the selection of instructional materials for literacy development. 8. Assists school personnel and the staff of the technology department in efforts to utilize technology to enhance literacy instruction. 9. Works collaboratively with the administrative teams, assistant principal of curriculum, reading coaches, and staff at each assigned school to help implement an effective literacy program. 10. Assists in the design, implementation and evaluation of new instructional program development, assessment of student progress and identification of appropriate instructional strategies and materials. 11. Performs other duties as assigned.
Ruben, Nancy	School Counselor	1. Provides school counseling services for students, utilizing parents, staff, and community resources in the areas of academic achievement, career development, personal and social development, and community involvement and multicultural/global citizenship development. 2. Works with and through the lead counselor where applicable, in the area of student services. 3. Maintains professional growth via staff development activities both within and outside the district. Provides for the implementation and delivery of the district adopted school counseling curriculum based upon Florida's School Counseling Framework. 4. Serves as on-staff resource with expertise in student services. SPECIFIC RESPONSIBILITIES 5. Provides counseling services for students, and advisement to parents, teachers, staff, and outside agencies. Counseling services may include, but are not restricted to, targeted individual counseling, small group counseling, classroom presentations to support academic success, social skills, stress and anger management; and crisis intervention. Counseling services may include a review of psychological evaluations and standardized test scores. 6. Serves as a member of RtI (Response to Intervention) and/or PBIS (Positive Behavior Intervention Support Team(s) to support the referral process to include pre-referral screening and conferences, student progression, school level articulation and staffing for ESE. Assists with the coordination of student placement, agency referrals, student records, and

Name	Position Title	Job Duties and Responsibilities
		student recognition programs. 7. Serves as a member of the school's ELL (English Language Learners) Committee. 8. Plans, implements, and delivers the district adopted school counseling curriculum, based upon Florida's School Counseling Framework through the coordination of school-wide programs and grade specific classroom presentations, requiring articulation with the administration and classroom teachers. 9. Consults with teachers, teams, administrators, families and/or students regarding the progress of students. 10. Performs other duties as assigned by the Principal.
Schofield, Jamie	Teacher, ESE	1. Implements the District's philosophy of education and instructional program in accordance with District policies and administrative guidelines, Florida Department of Education requirements, and provisions of State and Federal law. 2. Promotes the shared vision of meeting the needs of all students utilizing a system of supports with differentiated instruction as the platform for integration of standards-based instruction. 3. Maintains detailed knowledge of procedural safeguards, evaluation, eligibility procedures, policies, laws, and regulations related to the educational needs of students with disabilities. 4. Remains informed, stays up-to-date on district initiatives as shared via email, iBriefings, webinars, meetings, etc. and takes appropriate action as needed. SPECIFIC RESPONSIBILITIES 5. Works collaboratively with district and school-based leadership teams including academic coaches, to review the fidelity of Tier 3 intervention implementation prior to referral for evaluation. 6. Maintains a working knowledge of local, state, and federal laws and regulations related to compliance with the Individuals with Disabilities Education Act (IDEA), ESEA and English Language Learners (ELLs), as well as guidelines pertaining to eligibility, delivery of services, and individualized plan development. 7. Attends all district required professional development activities aligned with specific position requirements and demonstrates active participation and follow-through at the school(s) of assignment. 8. Provides training and technical assistance in the use of the Enrich system, and consultation in the development of the Educational Plans (EP). Individual Educational Plans (IEP) and 504 plans according to individual student needs. 9. Prepares, reviews, and monitors the correct completion of educational documentation in student records pertaining to exceptional student (EP, IEP, 504) services to ensure compliance with federal, state, and local requirements. 10. Participates in annual self-assessment monitoring of student records in compliance with all requirements of IDEA and its regulations; Florida Statutes related to Special programs for Exceptional students; and Exceptional Student Education/Florida Education Finance Program (ESE/FEFP). Assists district and schoolbased administrators with F.T.E., student projections,

Name	Position Title	Job Duties and Responsibilities
		compliance monitoring, and federal, state, and local reports. 11. Conducts meeting using components of effective meeting facilitation assisting IEP teams in reaching agreements that lead to education programs and beneficial outcomes for students. 12. Gives information about organizations that offer support for parents of students with disabilities, information on agencies that can assist a student with a disability in transition from school and offers parents training about Exceptional Student Education. 13. Performs other duties as assigned.

Demographic Information

Principal start date

Monday 7/6/2020, Diana Little

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

608

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

1

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

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	76	91	104	101	83	134	0	0	0	0	0	0	0	589
Attendance below 90 percent	3	7	4	7	8	7	0	0	0	0	0	0	0	36
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 2022 statewide FSA ELA assessment	0	0	0	0	6	14	0	0	0	0	0	0	0	20
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	8	12	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	4	9	10	15	9	14	0	0	0	0	0	0	0	61

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	3	4	0	1	0	0	0	0	0	0	0	0	14
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

Wednesday 8/24/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	85	100	95	87	138	112	0	0	0	0	0	0	0	617
Attendance below 90 percent	6	5	9	6	8	5	0	0	0	0	0	0	0	39
One or more suspensions	0	2	1	1	4	4	0	0	0	0	0	0	0	12
Course failure in ELA	0	5	11	8	1	0	0	0	0	0	0	0	0	25
Course failure in Math	0	3	16	10	0	2	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	17	9	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	22	10	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	19	12	14	5	19	15	0	0	0	0	0	0	0	84

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	1	5	2	4	4	0	0	0	0	0	0	0	16

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	4	0	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	85	100	95	87	138	112	0	0	0	0	0	0	0	617
Attendance below 90 percent	6	5	9	6	8	5	0	0	0	0	0	0	0	39
One or more suspensions	0	2	1	1	4	4	0	0	0	0	0	0	0	12
Course failure in ELA	0	5	11	8	1	0	0	0	0	0	0	0	0	25
Course failure in Math	0	3	16	10	0	2	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	17	9	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	22	10	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	19	12	14	5	19	15	0	0	0	0	0	0	0	84

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	1	5	2	4	4	0	0	0	0	0	0	0	16

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	4	0	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	78%	64%	56%				79%	60%	57%
ELA Learning Gains	68%						62%	59%	58%
ELA Lowest 25th Percentile	55%						63%	51%	53%
Math Achievement	87%	56%	50%				78%	68%	63%
Math Learning Gains	85%						72%	64%	62%
Math Lowest 25th Percentile	84%						56%	55%	51%
Science Achievement	72%	72%	59%				75%	59%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	77%	61%	16%	58%	19%
Cohort Comparison		0%				
04	2022					
	2019	76%	58%	18%	58%	18%
Cohort Comparison		-77%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	69%	60%	9%	56%	13%
Cohort Comparison		-76%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	77%	68%	9%	62%	15%
Cohort Comparison		0%				
04	2022					
	2019	76%	65%	11%	64%	12%
Cohort Comparison		-77%				
05	2022					
	2019	73%	67%	6%	60%	13%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	72%	56%	16%	53%	19%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	37	45	36	67	84	80	33				
ELL	64	63	59	82	90	83	48				
BLK	62	82		54	73						
HSP	73	66	51	82	86	86	64				
WHT	84	68	56	95	86	85	80				
FRL	65	66	55	78	88	83	63				

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	55	69		72	77		58				
ELL	55	77	85	65	69	82	62				
ASN	64			93							
BLK	77			62							
HSP	61	68	67	66	68	62	63				
WHT	88	77		92	73		87				
FRL	64	72	69	69	72	76	67				
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	46	41	35	43	48	40	29				
ELL	58	59	61	62	75	67	45				
ASN	89			89							
HSP	68	57	67	70	73	61	69				
MUL	92			92							
WHT	84	65	65	83	71	52	79				
FRL	69	55	62	62	71	56	56				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	606
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	71
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	68
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	73
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	79
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	71
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

During the 21-22 school year, overall ELA achievement increased from 76% to 78%. In overall ELA learning gains, there was a decrease from 77% to 55%. Our SWD students decreased from 55% to 37%. ELL students saw an increase of scores from 55% to 64%. Hispanic students also saw an increase from 61% to 73%.

Overall math achievement increased from 81% to 87%. Our overall students making a gain increased from 74% to 85% with our lowest 25% increasing from 77% to 84%. Our SWD subgroup decreased from 72% to 67%. Our ELL subgroup saw an increase from 65% to 82%. Our ELL's making a learning gain increased from 69% to 90%.

Science overall achievement decreased from 78% to 72%. SWD students meeting proficiency decreased from 58% to 33%. Our ELL subgroup also decreased from 62% for 48%. Our Hispanic students increased from 62% to 64%.

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

Overall FSA ELA achievement has increased from 76% to 78%. Historically, in 2017 and 2018, ELA achievement was at 80% and 82%. Students making a gain in ELA has declined from 73% to 68% with our SWD students decreasing from 55% to 37%. Our Science achievement will also be emphasized with our grade 5 students. Achievement levels have decreased overall and within our subgroups of students.

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

Contributing factors include a lack of fidelity with grade level instruction. New implementation of BEST ELA and Math standards will emphasize grade-level instruction with a focus on student centered learning environments. New actions include using grade level content, engaging student-centered work, and implementation of problem solving skills. In addition, strategic instructional support will be implemented based on student needs. DI time will be utilized for push in support and small group intervention time to increase proficiency.

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

In the areas of math overall achievement, we saw an increase from 81% to 87%. Overall students making a gain increased from 74% to to 85% with our lowest 25% increasing from 77% to 84%. Our ELL subgroup increased from 65% to 82% in math achievement. Our Hispanic students meeting math

proficiency increased from 66% to 82%. In addition, our reading proficiency increased 2% from the 2021 school year.

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

In the area of math, 3rd-5th grade students received standards based grade level instruction. Morning mathletes occurred for our lowest 25% with the implementation of the ALEKS program. Departmentalization of
high performing math teachers in 5th grade was also a factor in improvement. In the area of reading, small group targeted instruction was provided to students based on their unique needs. The focus on students with disabilities was a priority throughout the year. Master scheduling of differentiated instructional time with ESE and ELL support services helped to maximize instructional time and support. Regularly scheduled MTSS meetings with grade levels and school leadership helped to identify student needs and review data to make instructional shifts.

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

In reading, the implementation of BEST standards, grade level instruction, and a focus on student centered learning environments will be fundamental to accelerate learning. Collaborative planning in the area of Literacy will focus on building background knowledge and vocabulary while utilizing grade level text. Instructional Conversations will be utilized within classrooms. Acting as facilitators, teachers will engage learners in discussions about stories, key concepts, and related personal experiences, which allow them to appreciate and build on each other's experiences, knowledge, and understanding. Literature Logs will be implemented to accelerate learning, giving students the opportunity to respond in writing to prompts or questions related to sections of stories, and sharing responses.
In math, the use of purposeful questions will be utilized to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. Students will be encouraged to solve complex problems. Teachers will promote a productive struggle approach to accelerate learning and maintain a student centered environment.
Overall strategic scheduling of resource teachers will be implemented to provide targeted instruction during differentiated instructional time.

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.

BEST standards training will be provided during professional learning days throughout the school year. Our Literacy Coach will provide professional learning and collaborative planning activities to all grade levels. Our Literacy Coach will provide support through the coaching cycle for identified teachers using formal and informal observations to support BEST standards implementation. Professional development will emphasize goal setting, tracking, and engaging classroom activities to promote a student centered classroom.

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

Non-evaluative walkthroughs will be used to monitor benchmark and/or target aligned work. Strategic scheduling of resource personnel will be utilized to support our students with greatest needs. Our mathletes program will be implemented to close achievement gaps of subgroups of students. Reading challenges will be implemented throughout the year to provide rigorous, grade level tasks. Administration will continue to monitor differentiated instruction time to ensure students' needs are met and instruction is aligned to BEST standards.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Increase ELA achievement from 78% to 82%. FSA data indicated ELA Achievement decreased from 82% to 79% in 2018-2019. Historically, in 2017 and 2018, ELA achievement was at 80% and 82%. School year data in 2021-2022 showed an increase from 76% to 78%. Examining ELA benchmark data, i-Ready reports, and ELA FSA results concluded that ELA scores within the lowest 25% are at a risk of decline. Students making a gain in ELA has declined from 73% to 68% with our SWD students decreasing from 55% to 37%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If students receive BEST standards based on grade level instruction in ELA with an emphasis on instructional conversations and literature logs to build comprehension, then the number of students attaining achievement on FAST English Language Arts Test in May will increase from 78% to 82%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Non-evaluative walkthroughs will be used to monitor implementation of BEST standards. Classroom observations will include evidence of instructional conversations and literature logs. Administration, classroom teachers, ESE inclusion teachers and literacy coach participate in weekly collaborative planning to focus on student progression of learning and provide evidence of students meeting grade level benchmarks.
Person responsible for monitoring outcome:	Diana Little (littld@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Instructional Conversations are small-group discussions. Acting as facilitators, teachers engage learners in discussions about stories, key concepts, and related personal experiences, which allow them to appreciate and build on each other's experiences, knowledge, and understanding. Literature Logs require students to respond in writing to prompts or questions related to sections of stories. These responses are then shared in small groups or with a partner.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rationale is to use instructional conversations and literature logs in ELA to facilitate discussions and enhance comprehension and vocabulary development. Literature logs will enable students to respond in writing to text-based questions. This will allow students to be better prepared for FAST.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement instructional conversations and literature logs as strategies during reading instruction.

Person Responsible   Annie Boot (bootan@collierschools.com)

Teachers will provide evidence of students meeting BEST benchmarks during weekly collaborative planning time.

Person Responsible   Annie Boot (bootan@collierschools.com)

Classroom observations will include evidence-based strategies and will emphasize grade level content.

Person Responsible   Diana Little (littld@collierschools.com)

Teachers will continue professional development on BEST benchmarks and consistently collaborate on rigorous lesson planning with an emphasis on grade-level content.

Person Responsible   Annie Boot (bootan@collierschools.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Increase math achievement from 87% to 90%. Overall math achievement increased from 81% to 87%. Our overall students making a gain increased from 74% to 85% with our lowest 25% increasing from 77% to 84%. Our SWD students decreased from 72% to 67%. Our ELL subgroup saw an increase from 65% to 82%. Our ELL's making a learning gain increased from 69% to 90%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If students receive consistent, standards-based, grade level instruction in Math with an emphasis on posing purposeful questions to assess and advance students' reasoning, then the number of students attaining achievement on FAST Mathematics Test at the end of FY23 will increase from 87% to 90%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Non-evaluative walkthroughs will be used to monitor benchmark progress and target aligned work.
Person responsible for monitoring outcome:	Diana Little (littld@collierschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Use purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students will continue with the opportunity to advance reasoning and sense making through purposeful questions during classroom instruction. This allows students to learn math with understanding and dive deeper into learning while engaging in higher order thinking and independent learning. Teachers will use district adopted benchmarks to allow students to be better prepared for FAST.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will collaboratively plan for instruction that provides students with the opportunity to ask questions and engage in productive struggle.

Person Responsible	Diana Little (littld@collierschools.com)

Collaborative planning will emphasize grade-level content and best practices to promote student achievement.

Person Responsible	Diana Little (littld@collierschools.com)

Teachers will praise students for problem solving and higher order thinking as evidence of benchmark.

Person Responsible   Diana Little (littld@collierschools.com)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Increase Science achievement from 72% to 78%. Science overall achievement decreased from 78% to 72%. SWD students meeting proficiency decreased from 58% to 33%. Our ELL subgroup also decreased from 62% to 48%. Our Hispanic students increased from 62% to 64%. Science benchmark data indicated a need for growth in science overall achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	When teachers facilitate questions with and among students and encourage them to communicate to actively engage and reinforce content, then fifth grade proficiency on the Spring 2023 Grade 5 Statewide Science Assessment will increase 6 percentage points, from 72% to 78%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Non-evaluative walkthroughs will be used to monitor benchmark progress and aligned work. Student work and assessment results will be emphasized and reviewed monthly. Administration will be present during fifth grade collaborative planning to ensure teachers are actively engaged in facilitating questions with students.
Person responsible for monitoring outcome:	Megan Wilk (wilkm@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Facilitating questions to communicate with and among students. One of the methods for encouraging students to communicate is to ask them questions. Teacher questions can serve a variety of purposes: to manage the classroom, to reinforce a fact or concept, to stimulate thinking, to arouse interest, and to help students develop mind-set.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rationale is to use facilitating questions to communicate with and among students. Encouraging students to communicate and ask them questions provides opportunities to allow for greater student involvement and initiative. Facilitating questions will enable students to respond to various questions to help reinforce facts or concepts, facilitate thinking, and arouse interest. This will allow students to be better prepared for the Statewide Science Assessment.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will utilize science notebooks to keep track of questions used to facilitate learning.

Person Responsible   Megan Wilk (wilkm@collierschools.com)

Student work reflects completion of planned activities and tasks.

Person Responsible   Megan Wilk (wilkm@collierschools.com)

Classroom observations will include evidence-based strategies and will emphasize grade level content.

Person Responsible   Megan Wilk (wilkm@collierschools.com)

Teachers will engage in standards-aligned, collaborative planning that incorporates facilitating questions and student responses.

Person Responsible   Megan Wilk (wilkm@collierschools.com)

Teachers will monitor student progress though formative assessment data and quarterly benchmark data.

Person Responsible   Megan Wilk (wilkm@collierschools.com)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

Osceola Elementary continues to implement PBiS where we look to reward positive behaviors. Each week, a
student is chosen by the teacher to be the "Chief of the Week" based on exhibiting the school-wide
expectations: be respectful, be responsible, and be a problem solver. Monthly, each teacher chooses a
student to receive the "Chief Champion" award in ELA, math, writing and related arts based on their efforts.
Daily, students are also
recognized with a "Chief Card" for displaying the Chief qualities during the school day.

New this year, is our incentive program for Chief behavior at recess and lunch. When students follow
expectations, they will earn a sticker for the day from their recess assistant. Once a class receives a certain
amount of stickers, their class will earn a prize like having lunch with the principal and assistant principal.

Also this year, our focus is on life skills led by our guidance counselor and leadership team This includes
utilizing the 30/60 initiative with new students, using the buddy bench, acknowledging and working with our
handle with care students, and promoting GRIT around our school campus. New students, our "New Chiefs
on the Block", have a monthly meet and greet where they will receive an OES spirit bracelet and a healthy
snack. Another initiative, called "Who is your One", pairs a staff member with a student who have scored a
level 1 on both ELA and math FSA for mentoring . Students will also take ownership of their Leadership
Portfolio (student data binder) of their work including iReady scores, math assessments, writing sample and
nonacademic recognition (certificates). Quarterly, students are recognized for academic achievement and
excellence (certificates) based on their report
card.

"Connect for Success" is a district-wide initiative that allows every child the opportunity to develop
meaningful relationships with their school staff and fellow students. Students will engage in "Connect for

Success" activities provided by their teacher every Tuesday and Thursday morning during the school year. The goal of this initiative is for students to increase their sense of belonging and connectiveness to others within the school community. This includes developing a relationship with a trusted adult who understands their needs and to whom they can talk. The development of this program allows for an environment where students can learn and grow socially, emotionally, and academically. Each student in grades 3-5 will keep an electronic reflection journal of their "Connect for Success" activities.

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

In the broader community, Osceola partners with various organizations including Osceola PTO, Sports Club and other external community organizations to support the vision and mission of Osceola Elementary School. When feasible, parents and guardians are encouraged to volunteer and to participate in the decision making process at school.

The school's PBIS Leadership Action Team is representative of all grade levels and instructional facets of the the school's culture and environment. Some functions of the PBIS Leadership Action Team include review of the 7 Habits, maintenance and operation of the PBIS Incentive Program, student certificates for their Leadership Portfolio, "New Chiefs on the Block", and other positive culture building events.

Building positive relationships with all stakeholders by providing meaningful input allows all to have a voice within the Osceola community.