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FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: OASIS MIDDLE SCHOOL

District Name: Manatee

Principal: Edna Fields-Bailey

SAC Chair: Gloria Mitchell

Superintendent: David Gaylor

Date of School Board Approval: October 16, 2012

Last Modified on: 10/19/2012



Gerard Robinson, Commissioner Florida Department of Education 325 West Gaines Street Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor K-12 Public Schools Florida Department of Education 325 West Gaines Street Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Gabriel Ortiz	BA Degree in Theatre Arts, California State Northridge MastersDegree in Fine Arts-Acting, Penn State University Certifications: Professional Educator's Certificate; Middle Grades Integrated Curriculum; Drama	5	5	2008-2009 - School Grade A Reading %, Math %, Writing % Science %, AYP %Subgroups Total , ED
		BS Degree in Pshycology; Human Resources Management,			

Assis Principal Rochelle Stokes	Florida State University MA Degree in Industrial and Labor Relations, Indiana University, Pennsylvania Ed. Specialist, National Louis University Certification: Professional Educator's Certificate in Business Education Other: Certification in Pre- Kindergarten/Primary Education	1	3	2005-2008 - Richard Milburn Academy- Workforce Development; Non-graded alternative school
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INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

	Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
No data submitted					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Collaboration with Educational departments of local colleges Participation in open-house events. Completion of survey to assess knowledge and ability to teach at-risk students. Focus on instrutional methods that create success in the classroom	Gabriel Ortiz		

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

 * When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out- of-field / and	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers		% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading	% National Board Certified Teachers	% ESOL Endorsed Teachers
7	0.0%(0)	28.6%(2)	71.4%(5)	0.0%(0)	42.9%(3)	71.4%(5)	14.3%(1)	0.0%(0)	28.6%(2)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Gabriel Ortiz	Louise Viverito	Mr. Ortiz functions as Master Teacher to train Ms. Viverito on the methodology processes and teaching strategies to achieve student academic success. Create a school classroom environment that uses high yield strategies of consistence and pervasiveness across the curriculum.	Modeling, walk-thrus, routine collaborative meetings, shadowing, coaching, observations, professional development
Gabriel Ortiz	Allison Parker	Mr. Ortiz functions as Master Teacher to train Ms. Parker on the methodology processes and teaching strategies to achieve student academic success. Create a school classroom environment that uses high yield strategies of consistence and pervasiveness across the curriculum.	Modeling, walk-thrus, routine collaborative meetings, shadowing, coaching, observations, professional development
Gabriel Ortiz	Russell Beck	Mr. Ortiz functions as Master Teacher to train Mr. Beck on the methodology processes and teaching strategies to achieve student academic success. Create a school classroom environment	Modeling, walk-thrus, routine collaborative meetings, shadowing, coaching, observations, professional development

		that uses high yield strategies of consistence and pervasiveness across the curriculum.	
Gabriel Ortiz	Rochelle Stokes	Mr. Ortiz functions as Master Teacher to train Ms. Stokes on the methodology processes and teaching strategies to achieve student academic success. Create a school classroom environment that uses high yield strategies of consistence and pervasiveness across the curriculum.	Modeling, walk-thrus, routine collaborative meetings, shadowing, coaching, observations, professional development

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I funds will be used to cover the cost of special core teachers delivering small group and/or one-to-one intensive instruction for the purpose of targeting students' academics areas needing improvement.

Title I, Part C- Migrant

Oasis does not have Migrant students enrolled at this time. Arrangements would be made through the district to provide services and support to students and parents via a migrant liaison.

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

Oasis coordinates with the District Social Worker and Project Heart to assist families of homeless students with services and support.

Supplemental Academic Instruction (SAI)

An after school Supplemental Educations Services (SES tutoring program is offered at the school location three days per week to improve student achievement.

Saturday school consisting of a four (4) hour instructional plan focusing on Reading and Mathematics.

Violence Prevention Programs

Student Mentoring Program - Teacher and staff personnel are assigned a number of students with whom to cultivate relationships, coach on life skills, become a sounding board, provide a listening ear, help with homework and etc.

Character Education through the Martial Arts focusing on respect, integrity, specking the truth, taking accountability for self, dependability, trustworthiness and etc.

Service Learning Projects to develop and encourage students' social awareness, concern and community involvement

Nutrition Programs

Approximately 96% of all students are participate in the state free and reduced lunch program. Focus is placed on heathly, nutritional choices to support and enhance learning capacities.

Housing Programs

N/A

Head Start

N/A

Adult Education

Parent Leadership Team formed to assist in the training and development of parents to gain knowledge of homework policy, procedures and management, FCAT practice and preparation, understanding student learning styles.

Career and Technical Education

Partner with local workforce board; working to bring a one stop

Partner with local post secondary sites to expose to training/ career opportunites

building broader business relationships to expose child to career mentors for the purpose of aiding career decision making

Job Training

N/A

Other

N/A

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

-School-based MTSS/RtI Team-

Identify the school-based MTSS leadership team.

Edna Field-Bailey, School Director

Gabriel Ortiz - Education Program Director

Tammy Clark - Data Coach

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

RTI Leadership Team meets weekly to monitor and evaluate student performance and determine appropriateness of academic intervention.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Analyze student based data and implement strategies to meet student needs.

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
2009/2010 FCAT results for Writing, Reading, Mathematics and Science
Describe the plan to train staff on MTSS.
Professional Development performed by The View Inc.
Describe the plan to support MTSS.
Literacy Leadership Team (LLT)
School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
Edna F. Bailey - Principal Gabriel Ortiz - Educational Program Director
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The role of the Literacy Leadership Team will be to review, track and monitor the reading progress of all students with special emphasis Level 1 and Level 2 readers. Responsible for the development and implementation pf the school-wide reading program. The team will meet monthly.
What will be the major initiatives of the LLT this year?
Fidelity of reading program, making decision on strategies and interventions to be used to meet the academic needs of the students.
Public School Choice
Supplemental Educational Services (SES) Notification No Attachment
*Elementary Title I Schools Only: Pre-School Transition
Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.
*Grades 6-12 Only
Sec. 1003.413(b) F.S.
For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.
*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?
Postsecondary Transition
Note: Required for High School - Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Oasis will have a 5% increase in the percentage of students scoring Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Gr 6 = 42% (11) Gr 7 = 32% (7) Gr 8 = 28% (7)	Gr 6 = 44% (11) Gr 7 = 34% (10) Gr 8 = 30% (7)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Assessment Data indicates students performance impeded by the need for improvement in reading comprehension.	Identify and select strategies to teach text comprehension. Develop a process or method to be routinely and consistently implemented in the classroom.	Edna Fields-Bailey Gabriel Ortiz	Walkthrough - Classroom observations, Student Classroom Interviews	Administration Walkthroughs, District Benchmark Assesstments, Teacher develope Mastery Test and FCAT.
	All content area teachers are not trained, certified in Reading	Weekly meetings with Literacy Leadership Team to determine reinforcement of Reading strategies by all content area teachers	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs Review Lesson Plans	Classroom Walkthrough Data FAIR
2		Implement the same reading strategy across all disciplines every week.		Review student classroom assessments	FCAT
		Develop content area lesson plans with embedded literacy strategies.			
	High percentage of teaching staff inexperienced in teaching academically At Risk Students	Staff Professional Development: Attend Conference on "How To Teach The Child That Does Not Look Like You"	Edna Bailey Gabriel Ortiz	Teacher Observations Classroom Walkthroughs	Classroom Walkthroughs FCAT
3		Ongoing implementation and use of strategies and ideas learned during conference.			

^{*} When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

	40% of students meeting high standards in Reading	for instruction	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Classroom Walkthrough Data
		Tier 1 - All students participate in small group classroom instruction with differentation			
4		Tier 2 - Instruction for Level 1 and 2 students. Intervention: Reading Lab block with percriptive plan for areas of focus			
		Tier 3 - Pull outs for Level 1 and Level 2 students for more intensive instruction.			
5	New Reading Teacher lacks ability to incorporate and deliver instruction relative to	Staff development on strategies for teaching across all learning styles.	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs Lesson Plans	Classroom Walkthroug Data Lesson Plans
	students learning styles.		Gabrier Ortiz		FCAT
6	New Reading Teacher lacks knowledge of Learning Focused School Model	Provide Learning Focused Training through District	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Classroom Walkthrough Data Lesson Plans
		Mentoring and Coaching by Education Program Director			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	impeded by need for improvement in reading comprehension.	strategies to teach tesxt	Gabriel Ortiz		Admintrative Walkthroughs, Student Classroom Interviews, Mastery Test, FCAT.

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Oasis will have a 5% increase in the percentage of students scoring Level 4 & 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Gr 6 = 4% (1) Gr 7 = 9% (2) Gr 8 = 4% (1)	Gr 6 = 6% (2) Gr 7 =11% (4) Gr 8 = 6% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	All teachers are not trained, certified in Reading	Weekly meetings with Literacy Leadership Team to determine reinforcement of Reading strategies by all content	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs Review Lesson Plans	Classroom Walkthrough Data FAIR
1		area teachers Implement the same reading strategy across all disciplines every week.		Review student classroom assessments	FCAT
		Develop content area lesson plans with embedded literacy strategies			
	High percentage of teaching staff inexperienced in teaching academically At Risk Students	Staff Professional Development: Attend Conference on "How To Teach The Child That Does Not Look Like You"	Edna Bailey Gabriel Ortiz	Teacher Observations Classroom Walkthroughs	Classroom Walkthroughs FCAT
2		Ongoing implementation and use of strategies and ideas learned during conference.			
3	New Reading Teacher lacks knowledge of Learning Focused School Model	Provide Learning Focused Training through District Mentoring and Coaching by Education Program Director	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Classroom Walkthrough Data Lesson Plans
4	New Reading Teacher lacks ability to incorporate and deliver instruction relative to students learning styles.	Staff development on strategies for teaching across all learning styles.	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs Lesson Plans	Clasroom Walkthroug Data Lesson Plans FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment:

Students scoring at or above Achievement Level 7 in reading.

Reading Goal #2b:									
2012	2012 Current Level of Performance:					2013 Expected Level of Performance:			
		Pro	oblem-Solving Process	tol	ncrease St	udei	nt Achievement		
Antio	cipated Barrier	Strate	egy f	Posit	Determine Effectiveness of Strategy		Eval	Evaluation Tool	
			•		Submitted		,		
	on the analysis of st provement for the follo		achievement data, and	refer	ence to "Gu	ıidinç	g Questions", identify a	and o	define areas in need
3a. Fo			group: :udents making learnin	ıg	Oasis will h		a 5% increase in the ing Gain.	perc	entage of students
2012	Current Level of Pe	rform	nance:		2013 Expected Level of Performance:				
62% ((44)				67% (50)				
		Pro	oblem-Solving Process	tol	ncrease St	udei	nt Achievement		
	Anticipated Barr	ier	Strategy	R	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy		Evaluation Tool
1	All teachers are not trained, certified in Reading		Weekly meetings with Literacy Leadership Tear to determine reinforcement of Reading strategies by all content area teachers	Edna Bailey am			Classroom Walkthrou	ghs	Classroom Walkthrough Data FAIR FCAT
	High percentage of teaching staff inexperienced in tead academically At Risk Students	ching	Staff Professional Development: Attend Conference on "How To Teach The Child That Does Not Look Like You"	Gal	na Bailey briel Ortiz		Teacher Observations Classroom Walkthroug		Classroom Walkthrough Data FCAT
2			Ongoing implementation and use of strategies an ideas learned during conference.	d					
	38% students not malearning gains in Rea on spring 2010 FCAT	dng	Use the RTI framework as a school wide strategy for instruction Tier 2 - Instruction for Level 1 and 2 students.		na Bailey briel Ortiz		Classroom Walkthroughs		Walkthrough Data

3		Intervention: Reading Lab block with percriptive plan for areas of focus Tier 3 - Pull outs for Level 1 and Level 2 students for more			
		intensive instruction.			
4	Students are not consistent in completing Homework Assignments	Develop schoolwide homework policy requiring daily management and weekly review	Edna Bailey Allison Parker		Review of Student Homework Binder by Mentoring Teacher
5	New Reading Teacher lacks knowledge of Learning Focused School Model	Provide Learning Focused Training through District Mentoring and Coaching	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Classroom Walkthrough Data Lesson Plans
		by Education Program Director			
6	New Reading Teacher lacks ability to incorporate and deliver	Staff development on strategies for teaching across all learning styles.	Edna Bailey		Classroom Walkthrough Data
	instruction relative to students learning styles.	J. S.	Gabriel Ortiz	Lesson Plans	Lesson Plans
	aranan aran ng atyraan			FCAT	FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible **Evaluation Tool** Effectiveness of Strategy Monitoring No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25%

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	At least 50% of the lowest performing students will make a learning gain in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (35)	50% (37)

	Pr	oblem-Solving Process	to Increase Studer	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All teachers are not trained, certified in Reading	Weekly meetings with Literacy Leadership Team to determine reinforcement of Reading strategies by all content		Classroom Walkthroughs	Classroom Walkthrough Data FAIR
		area teachers			FCAT
2	High percentage of teaching staff inexperienced in teaching academically At Risk Students	Staff Professional Development: Attend Conference on "How To Teach The Child That Does Not Look Like You"	Edna Bailey Gabriel Ortiz	Teacher Observations Classroom Walkthroughs	Classroom Walkthroughs FCAT
		Ongoing implementation and use of strategies and ideas learned during conference.			
	56% of our students scored Level 1 or Level 2 on Spring 2010 FCAT	Use the RTI framework as a school wide strategy for instruction	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Classroom Walkthrouh Data
		Tier 1 - All students participate in small group classroom instruction with differentation			FCAT
3		Tier 2 - Instruction for Level 1 and 2 students. Intervention: Reading Lab block with percriptive plan for areas of focus			
		Tier 3 - Pull outs for Level 1 and Level 2 students for more intensive instruction.			
	Students are not	Develop schoolwide	Edna Bailey	Student Homework Binder	
4	consistent in completing Homework Assignments	homework policy requiring daily management and weekly review	Allison Parker		Homework Binder by Mentoring Teacher
5	New Reading Teacher lacks knowledge of Learning Focused School Model	Provide Learning Focused Training through the District	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Classroom Walkthrough Data Lesson Plans
		Mentoring and Coaching by Education Program Director			
6	New Reading Teacher lacks ability to incorporate and deliver instruction relative to	Staff development on strategies for teaching across all learning styles.	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs Lesson Plans	Classroom Walkthrough Data Lesson Plans
	students learning styles.				FCAT

Based	l on Ambi	itious but Achiev	able Annual	Measurable Ob	jecti	ves (AMOs), AM	O-2, I	Reading and Math Pe	erformance Target
Measu	urable Ob I will redu	but Achievable A njectives (AMOs) uce their achieve	In six year	Reading Goal #	#				E
	ine data 0-2011	2011-2012	2012-2013	2013-201	4	2014-201	5	2015-2016	2016-2017
		analysis of stude			efere	ence to "Guiding	Ques	stions", identify and	define areas in nee
5B. S Hispa	tudent s anic, Asia	ubgroups by et an, American I r progress in read	hnicity (Whadian) not n	nite, Black,		Oasis will make through the Gro		by meeting the AMO, Model.	Safe Harbor or
2012	Current	Level of Perfor	mance:			2013 Expected	d Leve	el of Performance:	
Black Hispar Asian	nic = NA	n = NA				White = 80% (1 Black = 80% (20 Hispanic = 80% Asian = 80% (N American Indian	0) (20) A)	% (NA)	
		F	roblem-Sol	lving Process	toIr	ncrease Studer	nt Ach	nievement	
	Antic	ipated Barrier	St	rategy		Person or Position esponsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Too
1		ners are not certified in	Literacy Le to determi reinforcem strategies	Weekly meetings with Literacy Leadership Team to determine reinforcement of Reading strategies by all content area teachers		a Bailey oriel Ortiz	Class	room Walkthroughs	Classroom Walkthrough Data FAIR FCAT
	teaching inexperie	enced in teachin cally At Risk	Conference Teach The	ent: Attend		a Bailey oriel Ortiz		ner Observations room Walkthroughs	Classroom Walkthroughs FCAT
2			0 0		Trans				
	scored L	our students evel 1 or Level 2 g 2010 FCAT				a Bailey oriel Ortiz	Walk	throughs	Classroom Walkthrouhs
			classroom with differ	in small group instruction entation					FCAT
3			Level 1 an	struction for d 2 students. on:Reading Lab					

		block with percriptive plan for areas of focus Tier 3 - Pull outs for Level 1 and Level 2 students for more intensive instruction.			
4	Students are not consistent in completing Homework Assignments	Develop schoolwide homework policy requiring daily management and weekly review	Edna Bailey Allison Parker	Student Homework Binder	Review of Student Homework Binder by Mentoring Teacher
5	New Reading Teacher lacks knowledge of Learning Focused School Model	Provide Learning Focused Training through the District Mentoring and Coaching by Education Program Director	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Classroom Walkthrough Data Lesson Plans
6	New Reading Teacher lacks ability to incorporate and deliver instruction relative to students learning styles.	Staff development on strategies for teaching across all learning styles.	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs Lesson Plans	Classroom Walkthrough Data Lesson Plans FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Oasis will make AYP by meeting the AMO, Safe Harbor or through the Growth Model.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL = NA	ELL = 80% (4)

L						
		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1	trained, certified in Reading	Weekly meetings with Literacy Leadership Team to determine reinforcement of Reading strategies by all content area teachers	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Classroom Walkthrough Data FAIR FCAT
	2	High percentage of teaching staff inexperienced in teaching academically At Risk Students		Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Classroom Walkthroughs FCAT

		and use of strategies and ideas learned during conference.			
3	56% of our students scored Level 1 or Level 2 on Spring 2010 FCAT	Use the RTI framework as a school wide strategy for instruction Tier 1 - All students participate in small group classroom instruction with differentation Tier 2 - Instruction for Level 1 and 2 students. Intervention: Reading Lab block with percriptive plan for areas of focus Tier 3 - Pull outs for Level 1 and Level 2 students for more intensive instruction.	Edna Bailey Gabriel Ortiz	Walkthroughs	Classroom Walkthrouhs FAIR FCAT
4	Students are not consistent in completing Homework Assignments	Develop schoolwide homework policy requiring daily management and weekly review	Edna Bailey Allison Parker	Student Homework Binder	Review of Student Homework Binder by Mentoring Teacher
5	Teacher lacks knowledge of Learning Focused School Model	Provide Learning Focused Training through the District Mentoring and Coaching by Education Program Director	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Classroom Walkthrough Data Lesson Plans
6	New Reading Teacher lacks ability to incorporate and deliver instruction relative to students learning styles.	Staff development on strategies for teaching across all learning styles.	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs Lesson Plans	Classroom Walkthrough Data Lesson Plans FCAT

	on the analysis of student provement for the following		eference to "Guiding	Questions", identify and	define areas in need	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:				Oasis will make AYP by meeting the AMO, Safe Harbor or through the Growth Model.		
2012	Current Level of Perforn	nance:	2013 Expected	2013 Expected Level of Performance:		
SWD :	= NA		SWD = (9)	SWD = (9)		
Problem-Solving Process to Increase S				nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1	All teachers are not trained, certified in Reading	ained, certified in Literacy Leadership Team		Classroom Walkthroughs	Classroom Walkthrough Data FAIR FCAT
2	High percentage of teaching staff inexperienced in teaching academically At Risk Students	Staff Professional Development: Attend Conference on "How To Teach The Child That Does Not Look Like You" Ongoing implementation and use of strategies and ideas learned during conference.	Edna Bailey Gabriel Ortiz	TeacherObservations Classroom Walkthroughs	Classroom Walkthroughs FCAT
3	56% of our students scored Level 1 or Level 2 on Spring 2010 FCAT	Use the RTI framework as a school wide strategy for instruction Tier 1 - All students participate in small group classroom instruction with differentation Tier 2 - Instruction for Level 1 and 2 students. Intervention: Reading Lab block with percriptive plan for areas of focus Tier 3 - Pull outs for Level 1 and Level 2 students for more intensive instruction.	Edna Bailey Gabriel Ortiz	Walkthroughs	Classroom Walkthroughs FAIR FCAT
4	Students are not consistent in completing Homework Assignments	Develop schoolwide homework policy requiring daily management and weekly review	Edna Bailey Allison Parker	Student Homework Binder	Review of Student Homework Binder by Mentoring Teacher
5	Teacher lacks knowledge of Learning Focused School Model	Training through the District Mentoring and Coaching by Education Program Director	Gabriel Ortiz	Classroom Walkthroughs	Classroom Walkthrough Data Lesson Plans
6	New Reading Teacher lacks ability to incorporate and deliver instruction relative to students learning styles.	Staff development on strategies for teaching across all learning styles.	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs Lesson Plans	Classroom Walkthrough Data Lesson Plans FCAT

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Oasis will make AYP by meeting the AMO, Safe Harbor or through the Growth Model.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED = 42% (29)	ED = 48% (31)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too
1	All teachers are not trained, certified in Reading	Weekly meetings with Literacy Leadership Team to determine reinforcement of Reading strategies by all content area teachers		Classroom Walkthroughs	Classroom Walkthrough Data FAIR FCAT
2	High percentage of teaching staff inexperienced in teaching academically At Risk Students	Staff Professional Development: Attend Conference on "How To Teach The Child That Does Not Look Like You"	Edna Bailey Gabriel Ortiz	TeacherObservations Classroom Walkthroughs	Classroom Walkthroughs FCAT
		Ongoing implementation and use of strategies and ideas learned during conference.			
3	56% of our students scored Level 1 or Level 2 on Spring 2010 FCAT	Use the RTI framework as a school wide strategy for instruction Tier 1 - All students participate in small group classroom instruction with differentation Tier 2 - Instruction for Level 1 and 2 students. Intervention: Reading Lab block with percriptive plan for areas of focus Tier 3 - Pull outs for Level 1 and Level 2 students for more intensive instruction.	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Classroom Walkthroughs FAIR FCAT

4	50% of Lowest 25% making Learning Gains in Reading on spring 2010 FCAT	Tier 2 - Instruction for Level 1 and 2 students. Intervention: Reading Lab block with percriptive plan for areas of focus Tier 3 - Pull outs for Level 1 and Level 2 students for more intensive instruction.	Edna Bailey Gabriel Ortiz	Individual student assessment	FAIR Individual student assessment
5	Students are not consistent in completing Homework Assignments	Develop schoolwide homework policy requiring daily management and weekly review	Edna Bailey Allison Parker	Student Homework Binder	Review of Student Homework Binder by Mentoring Teacher
6	Teacher lacks knowledge of Learning Focused School Model Mentoring and Coaby Education Prog		Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Classroom Walkthrough Data Lesson Plans
7	New Reading Teacher lacks ability to incorporate and deliver instruction relative to students learning styles.	Staff development on strategies for teaching across all learning styles.	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Classroom Walkthroug Data Lesson Plans FCAT

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC,subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible fo Monitoring	
No Data Submitted							

Reading Budget:

Evidence-based Program(s)/Material(s)						
Strategy	Description of Resources	Funding Source	Available Amount			
No Data	No Data	No Data	\$0.00			
			Subtotal: \$0.00			
Technology						
Strategy	Description of Resources	Funding Source	Available Amount			

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Reading Goa

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)). Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. 1. Students scoring proficient in listening/speaking. CELLA Goal #1: 2012 Current Percent of Students Proficient in listening/speaking: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Strategy Anticipated Barrier Responsible **Evaluation Tool** Effectiveness of Strategy Monitoring No Data Submitted

Students read in English at grade level text in a manner similar to non-ELL students.						
2. Students scoring pr	2. Students scoring proficient in reading.					
CELLA Goal #2:	CELLA Goal #2:					
2012 Current Percent	of Students Proficient in I	reading:				
	Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

No Data Submitted

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring pr	oficient in writing				
CELLA Goal #3:					
2012 Current Percent	of Students Profic	ient in writing	:		
	Problem-Solving	g Process to Ir	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

CELLA Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		-	Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		-	Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Middle School Mathematics Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Oasis will have a 5% increase in the percentage of students scoring Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Gr 6 = 8% (2) Gr 7 = 14% (4) Gr 8 = 16% (4)	Gr 6 = 13% (4) Gr 7 = 19% (5) Gr 8 = 21% (6)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Assessment Data indicates students performance impeded by the need for improvement in reading comprehension.	Identify and select strategies to teach text comprehension. Develop a process or method to be routinely and consistently implemented in the classroom.	Edna Fields-Bailey Gabriel Ortiz	Walkthrough - Classroom observations, Student Classroom Interviews	Administration Walkthroughs, District Benchmarl Assesstments, Teacher develope Mastery Test and FCAT.
2	Mathematics Teacher lacks ability to incorporate and deliver instruction relative to students learning styles.	Staff development on strategies for teaching across all learning styles.	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Lesson Plans FCAT
3	Newly Hired Mathmatics teacher with no experience teaching academically At Risk students	Mentored by experienced Teacher; Weekly collaborative planning Staff Development on high yield teaching strategies Staff Professional Development: Attend Conference on "How To Teach The Child That Does Not Look Like You"	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs Results of District Benchmark Assessments Individual Student Progress	District Benchmark Assessments FCAT
4	New Mathemtics Teacher lacks knowledge of Learning Focused School Model	Provide Learning Focused Training through District Mentoring and Coaching by Education Program Director	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Classroom Walkthrough Data Lesson Plans
	38% of students meeting high standards in Mathematics	Use the RTI framework as a school wide strategy for instruction Tier 1 - All students participate in small group	Gabriel Ortiz	Classroom Walkthroughs	Classroom Walkthrough Data

^{*} When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

5		classroom instruction with differentation Tier 2 - Instruction for Level 1 and 2 students. Intervention: Math Lab block with percriptive plan for areas of focus Tier 3 - Pull outs for Level 1 and Level 2 students for more intensive instruction.			
of im	d on the analysis of studen provement for the following	group:	eference to "Guiding	g Questions", identify and	define areas in nee
	Torida Alternate Assessn ents scoring at Levels 4,		S.		
	nematics Goal #1b:				
2012	Current Level of Perforn	nance:	2013 Expecte	d Level of Performance:	
	Pr Anticipated Barrier	oblem-Solving Process t	to Increase Stude Person or Position Responsible for	nt Achievement Process Used to Determine Effectiveness of	Evaluation Tool
1	Assessment Data indicate students performance impeded by need for improvement in reading comprehension.	Identify and select strategies to teach tesxt comprehension. Develop process or method for implemention of these strategies.	Monitoring Edna Fields-Bailey	Strategy	Admintrative Walkthroughs, Student Classroom Interviews, Mastery Test, FCAT.
	d on the analysis of studen provement for the following		eference to "Guiding	g Questions", identify and	define areas in nee
2a. F Leve	CAT 2.0: Students scoring 4 in mathematics. Dematics Goal #2a:			a 5% increase in the perc &5.	entage of students
2012	! Current Level of Perforn	nance:	2013 Expecte	d Level of Performance:	
Gr 7	= 0% (0) = 5% (1) = 4% (1)		Gr 6 = 5% (2) Gr 7 = 10% (3) Gr 8 = 9% (3)		
Gr 7	= 5% (1) = 4% (1)	oblem-Solving Process t	Gr 7 = 10% (3) Gr 8 = 9% (3)	nt Achievement	

1	Newly Hired Mathmatics teacher with no experience teaching academically At Risk students	Mentored by experienced Teacher; Weekly collaborative planning Staff Development on high yield teaching strategies Staff Professional	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs Results of District Benchmark Assessments Individual Student Progress	District Benchmark Assessments FCAT
	New Mathematics	Development: Attend Conference on "How To Teach The Child That Does Not Look Like You"	Edna Bailey	Classroom Walkthroughs	Lesson Plans
2	Teacher lacks ability to incorporate and deliver instruction relative to students learning styles.	strategies for teaching across all learning styles.	Gabriel Ortiz	olassi oom Walkim oagris	FCAT
3	New Mathematics Teacher lacks knowledge of Learning Focused School Model	Provide Learning Focused Training through District Mentoring and Coaching by Education Program Director	Edna Bailey Gabriel Ortiz	classroom Walkthroughs	Classroom Walkthrough Data Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible **Evaluation Tool** Effectiveness of for Strategy Monitoring No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.

Mathematics Goal #3a:

Oasis will have a 5% increase in the percentage of students making a Learning Gain.

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Mathematics Teacher lacks ability to incorporate and deliver instruction relative to students learning styles.	Staff development on strategies for teaching across all learning styles.	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Lesson Plans FCAT
2	Newly Hired Mathmatics teacher with no experience teaching academically At Risk students	Mentored by experienced Teacher; Weekly collaborative planning Staff Development on high yield teaching strategies Staff Professional Development: Attend Conference on "How To Teach The Child That Does Not Look Like You"	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs District Benchmark Assessments Individual Student Progress	Results of District Benchmark Assessments FCAT
3	New Mathematics Teacher lacks knowledge of Learning Focused School Model	Provide Learning Focused Training through District Mentoring and Coaching by Education Program Director	Edna Bailey Gabriel Ortis	Classroom Walkthroughs	Classroom Walkthrough Data Lesson plans
4	32% of students not making learning gains in Mathematics on spring 2010 FCAT	Use the RTI framework as a school wide strategy for instruction Tier 2 - Instruction for Level 1 and 2 students. Intervention: Math Lab block with percriptive plan for areas of focus Tier 3 - Pull outs for Level 1 and Level 2 students for more intensive instruction.	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Classroom Walkthrough Data
5	Students are not consistent in completing Homework Assignments	Develop schoolwide homework policy requiring daily management and weekly review	Edna Bailey Allison Parker	Student Homework Binder	Review of Student Homework Binder by Mentoring Teacher

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment:

Percentage of students making Learning Gains in mathematics.

Mathematics Goal #3b:

2012 Current Level of Performance:		20	013 Exp	ected Level of Perfor	mance:
	Problem-Solvino	g Process to Incr	rease St	rudent Achievement	
Anticipated Barrier	Strategy	Person Position Respons for Monitor	n sible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Sub	omitted		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.

Mathematics Goal #4:

2012 Current Level of Performance:

2013 Expected Level of Performance:

57% (41)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New Mathematics Teacher lacks ability to incorporate and deliver instruction relative to students learning styles.	Staff development on strategies for teaching across all learning styles.	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Lesson Plans FCAT
2	Newly Hired Mathmatics teacher with no experience teaching academically At Risk students	Mentored by experienced Teacher-Education Program Director Weekly collaborative planning Staff Development on high yield teaching strategies Staff Professional Development: Attend Conference on "How To Teach The Child That Does Not Look Like You"	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Results of District Benchmark Assessments Individual Student Progress District Benchmark Assessments FCAT
3	New Mathemtics Teacher lacks knowledge of Learning Focused School Model	Provide Learning Focused Training through District Mentoring and Coaching by Education Program Director	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Classroom Walkthrough Data Lesson Plans

	scored Level 1 or Level 2	Use the RTI framework as a school wide strategy for instruction Tier 1 - All students participate in small group classroom instruction with differentation Tier 2 - Instruction for Level 1 and 2 students.	Edna Bailey Gabriel Ortix	Classroom Walkthroughs	Classroom Walkthrough Data FAIR FCAT
4		Intervention: Math Lab block with percriptive plan for areas of focus Tier 3 - Pull outs for Level 1 and Level 2 students for more intensive instruction.			

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target Middle School Mathematics Goal # 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. 5A: Baseline data 2011-2012 2013-2014 2014-2015 2012-2013 2015-2016 2016-2017 2010-2011 Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making Oasis will make AYP by meeting the AMO, Safe Harbor or satisfactory progress in mathematics. through the Growth Model. Mathematics Goal #5B: 2012 Current Level of Performance: 2013 Expected Level of Performance: White = NA White = 80% (15) Black = NA Black = 80% (20) Hispanic = NA Hispanic = 80% (20)Asian = NA Asian = 80% (NA)American Indian = NA American Indian = 80% (NA)

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Newly Hired Mathmatics teacher with no experience teaching academically At Risk students	Mentored by experienced Teacher-Education Program Director	Edna Bailey Gabriel Ortiz	Walkthroughs	Results of District Benchmark Assessments
	Weekly collaborative planning			Individual Student Progress District Benchmark

1		Staff Development on high yield teaching strategies Staff Professional Development: Attend Conference on "How To Teach The Child That Does Not Look Like You"			Assessments
2	New Mathematics Teacher lacks ability to incorporate and deliver instruction relative to students learning styles.	Staff development on strategies for teaching across all learning styles.	Edna Bailey Gabriel Ortiz	Walkthroughs Lesson Plans	Lesson Plans FCAT
3	New Mathematics Teacher lacks knowledge of Learning Focused School Model	Provide Learning Focused Training through District Mentoring and Coaching by Education Program Director	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Walkthrough Data Lesson plans
4	Students are not consistent in completing Homework Assignments	Develop schoolwide homework policy requiring daily management and weekly review	Edna Bailey Allison Parker	Student Homework Binder	Review of Student Homework Binder by Mentoring Teacher

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Oasis will make AYP by meeting the AMO, Safe Harbor or through the Growth Model.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL = NA	ELL = 80% (4)

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		Newly Hired Mathmatics teacher with no experience teaching academically At Risk students	Mentored by experienced Teacher-Education Program Director Weekly collaborative	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Results of District Benchmark Assessments
	1		planning Staff Development on high yield teaching strategies			Progress District Benchmark Assessments FCAT
	2	New Mathematics Teacher lacks ability to incorporate and deliver instruction relative to students learning styles.	Staff development on strategies for teaching across all learning styles.	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs Lesson Plans	Lesson Plans FCAT
3		New Mathematics Teacher lacks knowledge of Learning Focused School Model	Provide Learning Focused Training through District Mentoring and Coaching by Education Program	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Classroom Walkthrough Data Lesson plans

	Director		
consistent in completing Homework Assignments	homework policy requiring	,	Review of Student Homework Binder by Mentoring Teacher

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Oasis will make AYP by meeting the AMO, Safe Harbor or through the Growth Model.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD = NA	SWD = (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Newly Hired Mathmatics teacher with no experience teaching academically At Risk students	Mentored by experienced Teacher-Education Program Director	Edna Bailey Gabriel Ortiz	Walkthroughs	Results of District Benchmark Assessments
1		Weekly collaborative planning Staff Development on high yield teaching strategies			Individual Student Progress District Benchmark Assessments
2	New Mathematics Teacher lacks ability to incorporate and deliver instruction relative to students learning styles.	Staff development on strategies for teaching across all learning styles.	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Lesson Plans FCAT
3	New Mathematics Teacher lacks knowledge of Learning Focused School Model	Provide Learning Focused Training through District Mentoring and Coaching by Education Program Director	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Classroom Walkthrough Data Lesson plans
4	Students are not consistent in completing Homework Assignments	Develop schoolwide homework policy requiring daily management and weekly review	Edna Bailey Alison Parker	Student Homework Binder	Review of Student Homework Binder by Mentoring Teacher

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

	Oasis will make AYP by meeting the AMO, Safe Harbor or through the Growth Model.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Newly Hired Mathmatics teacher with no experience teaching academically At Risk students	Mentored by experienced Teacher; Weekly collaborative planning Staff Development on high yield teaching strategies Staff Professional Development: Attend Conference on "How To Teach The Child That Does Not Look Like You"	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Results of District Benchmark Assessments Individual Student Progress District Benchmark Assessments FCAT
2	New Mathematics Teacher lacks ability to incorporate and deliver instruction relative to students learning styles.	Staff development on strategies for teaching across all learning styles.	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs Lesson Plans	Lesson Plans FCAT
3	New Mathematics Teacher lacks knowledge of Learning Focused School Model	Provide Learning Focused Training through District Mentoring and Coaching by Education Program Director	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Classroom Walkthrough Data Lesson plans
4	Students are not consistent in completing Homework Assignments	Develop schoolwide homework policy requiring daily management and weekly review	Edna Bailey Allison Parker	Student Homework Binder	Review of Student Homework Binder by Mentoring Teacher

End of Middle School Mathematics Goa

Algebra End-of-Course (EOC) Goals

ì					
	Based on the analysis of student achievement data,	and reference to	"Guiding Questions"	, identify and define	areas in nee
	of improvement for the following group:				

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Algebra.					
Algebra Goal #1:					
2012 Current Level of Performance:	2013 Expected Level of Performance:				
Problem-Solving Process to Increase Student Achievement					

Anticipated E	3arrier	Strategy		Perso Positi Respo for Monit	on onsible	Process L Determin Effectiver Strategy	е	Evalu	ation Tool
			No	Data S	Submitted				
Based on the a		student achievemo	ent data, and	d refere	ence to "Gi	uiding Ques	tions", identify	and de	fine areas in nee
*	coring at c	or above Achieve	ement Level	s 4					
Algebra Goal	#2:								
2012 Current	Level of P	erformance:			2013 Exp	ected Leve	el of Performa	nce:	
		Problem-Sol	ving Proces	s to Ir	ncrease St	tudent Ach	ilevement		
Anticipated E	3arrier	Strategy		Perso Positi Respo for Monit	on onsible	Process L Determin Effectiver Strategy	е	Evalu	ation Tool
			No		Submitted	1			
Based on Amb	itious but A	achievable Annual			ves (AMOs), AMO-2, F	Reading and Ma	ath Perf	ormance Target
3A. Ambitious Measurable Ob school will red by 50%.	jectives (Al	able Annual MOs). In six year chievement gap	Algebra Goa	#					4
Baseline data 2010-2011	2011-201	2 2012-2013	2013-2	014	2014-2015		2015-201	6	2016-2017
		student achieveme llowing subgroup:	ent data, and	d refere	ence to "Gi	uiding Ques	tions", identify	and de	fine areas in nee
3B. Student s Hispanic, Asia satisfactory p	ubgroups an, Americ progress ir	by ethnicity (Wh an Indian) not m							
Algebra Goal	#3B: 								
2012 Current	Level of P	erformance:			2013 Exp	ected Leve	el of Performa	nce:	
		Problem-Sol	ving Proces	s to Ir	ncrease St	tudent Ach	ievement		

Anticipated Barrier	Strategy	Posit Resp for	on or ion onsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	N	o Data	Submitted		
L					
Based on the analysis of of improvement for the f	student achievement data, an ollowing subgroup:	d refer	ence to "Gu	uiding Questions", identify	and define areas in nee
3C. English Language l satisfactory progress i	earners (ELL) not making n Algebra.				
Algebra Goal #3C:					
2012 Current Level of	Performance:		2013 Exp	ected Level of Performa	nce:
	Problem-Solving Proce	ss to I	ncrease St	tudent Achievement	
Anticipated Barrier	Strategy	Posit Resp for	on or ion onsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	N		Submitted		
of improvement for the f	bilities (SWD) not making	d refer	ence to "Gu	uiding Questions", identify	and define areas in nee
Algebra Goal #3D:					
2012 Current Level of	Performance:		2013 Expected Level of Performance:		
	Problem-Solving Proce	ss to I	ncrease St	udent Achievement	
Anticipated Barrier	Strategy	Posit Resp for	on or ion onsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	N	o Data	Submitted		
of improvement for the f			ence to "Gu	uiding Questions", identify	and define areas in nee
3E. Economically Disac satisfactory progress i	dvantaged students not mak n Algebra.	ing			
Algebra Goal #3E:					

2012 Current Level of Performance:			2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement						
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted						

End of Algebra EOC Goa

Geometry End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

3,		,	3	, , , , , ,	**
Based on the analysis o in need of improvement			eference to	o "Guiding Questions",	identify and define areas
1. Students scoring at Achievement Level 3 in Geometry.					
Geometry Goal #1:					
2012 Current Level of	Performance:		2013 Expected Level of Performance:		
	Problem-Solvino	g Process to I	ncrease S	tudent Achievement	
Anticipated Barrier Strategy Posit Resp for		on or ion onsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		No Data S	Submitted		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels
4 and 5 in Geometry.

Geometry Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Itor	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
No Data Submitted						

Based on Ambitiou Target	ıs but	Achievable	Annual Measurab	ole Ob	jectives (A	MOs), i	AMO-2, Reading a	nd Math Performance	
3A. Ambitious but	Achie	vahle	Geometry Goal #						
Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		3A :					<u> </u>		
Baseline data 2011-2012	20	12-2013	2013-2014	2014-2015		2015-2016	2016-2017		
Based on the analy				and r	eference to) "Guid	ing Questions", id	entify and define areas	
3B. Student subg Hispanic, Asian, A satisfactory prog	Amer	ican India	n) not making	k,					
Geometry Goal #	3B:								
2012 Current Lev	el of	Performa	nce:		2013 Expected Level of Performance:				
		Problem	n-Solving Proces	s to I	ncrease S	tudent	Achievement		
Anticipated Barr	Anticipated Barrier Strategy Res			Posi ⁻ Resp for	Determine		Evaluation Tool		
			No	Data	Submitted				
Based on the analy				and r	eference to) "Guid	ing Questions", id	entify and define areas	
3C. English Langi	uage	Learners ((ELL) not makind	7					
satisfactory progress in Geometry.									
Geometry Goal #	3C:								
2012 Current Lev	/el of	Performa	nce:		2013 Expected Level of Performance:				

Anticipated Barrier	Strategy	Responsible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
No Data Submitted						

Based on the analysis of in need of improvement			d reference t	o "Guiding Questions	", identify and define areas	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.						
Geometry Goal #3D:						
2012 Current Level of Performance:			2013 Exp	2013 Expected Level of Performance:		
	Problem-Solvi	ng Process to	Increase S	Student Achievemei	nt	
Anticipated Barrier	nticipated Barrier Strategy Posi for		rson or sition sponsible onitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		No Da	a Submitted			

Based on the analysis of in need of improvement			reference to	o "Guiding Questions"	, identify and define areas		
3E. Economically Disa making satisfactory processory Cool #3E.							
Geometry Goal #3E:							
2012 Current Level of		2013 Expected Level of Performance:					
	Problem-Solving F	Process to I	ncrease S	Student Achievemen	t		
Anticipated Barrier Strategy Position		son or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
	No Data Submitted						

End of Geometry EOC Goals

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC,subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring	
No Data Submitted							

Mathematics Budget:

Evidence-based Progra	m(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	ent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

Elementary and Middle School Science Goals

^{*} When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:							
				Oasis will have a 5% increase in the percentage of students scoring Level 3.			
2012 Current Level of Performance:			2013 Expecte	2013 Expected Level of Performance:			
Gr 8 :	= 16% (4)		Gr 8 = 21% (5)	Gr 8 = 21% (5)			
	Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

1	Assessment Data indicates students performance impeded by the need for improvement in reading comprehension.	Identify and select strategies to teach text comprehension. Develop a process or method to be routinely and consistently implemented in the classroom.	Edna Fields- Bailey Gabriel Ortiz	Walkthrough - Classroom observations, Student Classroom Interviews	Administration Walkthroughs, District Benchmark Assesstments, Teacher developed Mastery Test and FCAT.
2	84% of our students did not meet high standards in Science for spring 2010 FCAT	Use the RTI framework as a school wide strategy for instruction Tier 1 - All students participate in small group classroom instruction with differentation Tier 2 - Instruction for Level 1 and 2 students. Intervention: Lab block with percriptive plan for areas of focus Tier 3 - Pull outs for Level 1 and Level 2 students for more intensive instruction.	, and the second	Classroom Walkthroughs	Classroom Walkthrough Data District Benchmark Assessments
3	Students are not consistent in completing Homework Assignments	Develop schoolwide homework policy requiring daily management and weekly review	Edna Bailey Allison Parker	Student Homework Binder	Review of Student Homework Binder by Mentoring Teacher

area	areas in need of improvement for the following group:						
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.							
Science Goal #1b:							
201	2 Current Level of Perfo	ormance:	2013 Expecte	2013 Expected Level of Performance:			
	Prob	lem-Solving Process t	to Increase Stude	ent Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too		
1		Identify and select strategies to teach tesxt comprehension. Develop process or method for implemention of these	Edna Fields- Bailey Gabriel Ortiz	Walkthroughs - Classroom observations, District Benchmark Assessments, Teach developed Mastery Test.	Admintrative Walkthroughs, Student Classroom Interviews, Mastery Test, FCAT.		

		strategies.				
	d on the analysis of stud s in need of improvemen			Guiding Questions", ide	entify and define	
Achi				Oasis will have a 5% increase in the percentage of students scoring Level 4&5.		
2012	2 Current Level of Perfo	ormance:	2013 Expecte	ed Level of Performan	ice:	
Gr 8	Gr 8 = 0% (0)					
	Prob	lem-Solving Process	to Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Students are not consistent in completing Homework Assignments	Develop schoolwide homework policy requiring daily management and weekly review	Edna Bailey Allison Parker	Student Homework Binder	Review of Student Homework Binder by Mentoring Teacher	
2	Lack of quality Instruction focusing on higer order thinking and complexity	Learning Focused Curriculum Teacher Resignment; knowledgabe and passionate Structure class with more rigor	Edna Bailey Allison Parker	Classroom Walkthroughs	Individual Student Assessments District Benchmark assessments	
	d on the analysis of stud s in need of improvemen			Guiding Questions", ide	entify and define	
Stud	Florida Alternate Asses ents scoring at or abo ience.		17			
Scier	nce Goal #2b:					
2012	2 Current Level of Perfo	ormance:	2013 Expecte	ed Level of Performan	ice:	

Problem-Solving Process to Increase Student Achievement

Person or

Position

for

Responsible

Monitoring

No Data Submitted

Anticipated Barrier

Strategy

Process Used to

Effectiveness of

Evaluation Tool

Determine

Strategy

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC,subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring	
No Data Submitted							

Science Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

^{*} When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1a. FCAT 2.0: Students scoring at Achievement Level3.0 and higher in writing.Writing Goal #1a:	Oasis will have 85% of students scoring a 3.5 on the FCAT Writing test, or a 10% increase from prior year's scores.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
>78%	>85%			

Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	New enrolled 8th grade students with limited writing experience in prior grades.	Writing Workshops Mini-Lessons	GaberielOrtiz	Student Writing Journals	Writing Rubric	

Based on the analysis o in need of improvement			reference to	o "Guiding Questions"	, identify and define areas
1b. Florida Alternate A at 4 or higher in writir	ts scoring				
Writing Goal #1b:					
2012 Current Level of		2013 Exp	pected Level of Perfo	ormance:	
	Problem-Solving P	Process to I	ncrease S	tudent Achievemen	t
Anticipated Barrier	Strategy	Posi Resp for	on or tion oonsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC,subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring	
No Data Submitted							

Writing Budget:

Evidence-based Program(s)/Material(s)					
Strategy	Description of Resources	Funding Source	Available Amount		
No Data	No Data	No Data	\$0.00		
	•		Subtotal: \$0.00		
Technology					

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developme	nt		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

* Whei	When using percentages, include the number of students the percentage represents (e.g., 70% (35)).						
	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas n need of improvement for the following group:						
1. Stu	1. Students scoring at Achievement Level 3 in Civics.						
Civics	s Goal #1:						
2012	Current Level of Perfo	rmance:	2013 Expe	cted Level of Performance	: :		
	Prol	olem-Solving Process t	o Increase Stu	udent Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible f Monitoring		Evaluation Tool		
	Assessment Data indicates students performance impeded by the need for improvement in reading comprehension.	Identify and select strategies to teach text comprehension. Develop a process or method to be routinely and consistently implemented in the classroom.		Classroom observations, Student Classroom Interviews	Administration Walkthroughs, District Benchmark Assesstments, Teacher developed Mastery Test and FCAT.		
	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas n need of improvement for the following group:						

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas n need of improvement for the following group:					
2. Students scoring at or above Achievement Levels4 and 5 in Civics.Civics Goal #2:					
2012 Current Level of Performance:	2013 Expected Level of Performance:				

Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC,subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Civics Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		-	Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		-	Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Civics Goals

Attendance Goal(s)

^{*} When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

	I on the analysis of atter provement:	ndance data, and refere	ence to	"Guiding Que	estions", identify and def	ine areas in need		
Attendance Attendance Goal #1:				Improve Attendance Rate by 2% over previous year				
2012	Current Attendance R	ate:	2	013 Expecte	d Attendance Rate:			
Curre	nt Attendance Rate - 93	%	E:	Expected Attendance Rate = 95%				
	Current Number of Stunces (10 or more)	udents with Excessive		013 Expecte bsences (10	d Number of Students or more)	with Excessive		
Curre	Current Excessive Absence - 11				Expected Excessive Absences - 6			
	Current Number of Stues (10 or more)	udents with Excessive		2013 Expected Number of Students with Excessive Tardies (10 or more)				
Curre	nt Excessive Tardies - 9		E:	Expected Excessive Tardies - 0				
	Pro	olem-Solving Process	to Inc	crease Stude	nt Achievement			
	Anticipated Barrier	Strategy	Res	Person or Position ponsible for lonitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Students lack sense of commitment and responsibility	Develop Attendance Recognition Program		Bailey g Edwards	Reduction in number of absence and tardies	Monthly Attendance Records		

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC,subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring	
No Data Submitted							

Attendance Budget:

Evidence-based Program(s)/Material(s)						
Strategy	Description of Resources	Funding Source	Available Amount			
No Data	No Data	No Data	\$0.00			
			Subtotal: \$0.00			
Technology						

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developme	ent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		-	Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

3 / 1 1 3 1	,	,		() ()	
Based on the analysis of improvement:	f suspension data, and refer	ence	to "Guiding	Questions", identify a	nd define areas in need
1. Suspension					
Suspension Goal #1:					
2012 Total Number of In-School Suspensions			2013 Exp	ected Number of In-	School Suspensions
2012 Total Number of	Students Suspended In-Se	chool	2013 Exp School	ected Number of Stu	idents Suspended In-
2012 Number of Out-c	of-School Suspensions		2013 Expected Number of Out-of-School Suspensions		
2012 Total Number of School	Students Suspended Out-	of-	2013 Expected Number of Students Suspended Out- of-School		
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No		Submitted		

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC,subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring	
No Data Submitted							

Suspension Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		-	Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement

Parent Involvement Goal #1:

*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.

The Parent Involvement goal is to increase student achievement through parent involvement activities with a 5% increase.

Curre	nt level of parent involve	ment is 37% (33).	Expected level	Expected level of parent involvement is 42% (47).			
	Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Lack of knowledge of how to participate on planning and review committees	Conference nights, family workshops, Parent Leadership Team, flyers, telephone contact, and website	Administration	Sign-in, increase in Parent Leadership Team membership, Establishment of requested committees, and surveys	Parent Survey		
2	Lack of knowledge of community resources	Conference nights, family workshops, Parent Leadership Team, flyers, telephone contact, and website	Administration	Sign-in, increase in Parent Leadership Team membership, Establishment of requested committees, and surveys	Parent Survey		

2012 Current Level of Parent Involvement: 2013 Expected Level of Parent Involvement:

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC,subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Progran	n(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developme	nt		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis	of school data, ident	ify and define area	as in ne	ed of improvement:		
1. STEM						
STEM Goal #1:						
	Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person Position Resport for Moniton	n nsible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		No Data Suk	bmitted			

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC,subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
	·	•	Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		-	Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis o	f school data, identify and d	efine areas in ne	ed of improvement:		
1. CTE					
CTE Goal #1:					
	Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No	Data Submitted			

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC,subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring	
	No Data Submitted						

CTE Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
	•	•	Subtotal: \$0.00
Professional Developme	ent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		-	Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based F	Program(s)/Material(s)			
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Dev	elopment			
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance



Are you a reward school: jn Yes jn No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.



If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount			
No data submitted				

Describe the activities of the School Advisory Council for the upcoming year

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012 Adequate Yearly Progress (AYP) Trend Data 2010-2011 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Manatee School District OASIS MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Iscianca	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	46%	92%	20%	200	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	56%	75%				 3 ways to make gains: Improve FCAT Levels Maintain Level 3, 4, or 5 Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	70% (YES)				Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					467	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					С	Grade based on total points, adequate progress, and % of students tested

Manatee School District OASI S MI DDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	40%	38%	89%	6%	173	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	68%			130	3 ways to make gains: Improve FCAT Levels Maintain Level 3, 4, or 5 Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	57% (YES)			107	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					410	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested