



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Oasis Charter Elementary School**

3415 OASIS BLVD

Cape Coral, FL 33914

239-542-1577

[www.oasiselementaryschool.net](http://www.oasiselementaryschool.net)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 15%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> Yes	<b>Minority Rate</b> 24%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Oasis Charter Elementary School

##### Principal

Steven Hook

##### School Advisory Council chair

Anne Kukurugya

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title

#### District-Level Information

##### District

Lee

##### Superintendent

Dr. Andela Pruitt

##### Date of school board approval of SIP

10/8/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

SAC membership consists of four staff members, one administrator, and three parents.

#### Involvement of the SAC in the development of the SIP

The school improvement plan is approved by the SAC committee after the principal and committee agrees upon approved goals.

#### Activities of the SAC for the upcoming school year

The SAC will approve the SIP, discuss ways that the school and community work together, and support PTO activities and parent involvement. The SAC will also discuss and clarify governing board policy decisions.

#### Projected use of school improvement funds, including the amount allocated to each project

Oasis Elementary does not receive any school improvement funds as a charter school.

#### Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Steven Hook**

Principal

Years as Administrator: 25

Years at Current School: 8

**Credentials**

BS Elementary Education 1979  
Masters in Educational Leadership 1989

**Performance Record**

Highly effective

**Kevn Brown**

Asst Principal

Years as Administrator: 0

Years at Current School: 8

**Credentials**

BS Science education 2005  
Masters in Educational Leadership 2011

**Performance Record**

Not available, first year in this position.

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Anne Kukurugya**

Part-time / District-based

Years as Coach: 5

Years at Current School: 8

**Areas**

RtI/MTSS

**Credentials**

Bachelors in Elementary Education 1996  
Masters in School Counseling 2002

**Performance Record**

Highly effective

**Classroom Teachers****# of classroom teachers**

53

**# receiving effective rating or higher**

50, 94%

**# Highly Qualified Teachers**

96%

**# certified in-field**

53, 100%

**# ESOL endorsed**

30, 57%

**# reading endorsed**

9, 17%

**# with advanced degrees**

15, 28%

**# National Board Certified**

2, 4%

**# first-year teachers**

5, 9%

**# with 1-5 years of experience**

21, 40%

**# with 6-14 years of experience**

23, 43%

**# with 15 or more years of experience**

7, 13%

**Education Paraprofessionals****# of paraprofessionals**

16

**# Highly Qualified**

15, 94%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).



### **Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Recruiting: Potential candidates apply for positions on line.

Retaining teachers: Administrative support, peer mentors/APPLES program, staff development opportunities, teachers collaborate and plan with grade level and school wide, maintaining a positive work environment.

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

New teachers participate in Lee County's APPLES program. These new teachers are paired with a mentor who have been teaching for at least 3 years. Weekly professional reading and monthly staff are provided for professional growth.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

Students are referred to MTSS if they are struggling and data is collected to determine interventions that are needed. Each grade level has been assigned an intervention teacher to support and work with these students in small groups and one on one. Student progress is monitored throughout MTSS.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

MTSS chairperson: oversees the MTSS process for all students, schedules MTSS meetings, communicates and supports staff with MTSS procedures.

MTSS team: attends MTSS meetings, collaborates and discuss students needs.

Classroom teacher: Initiates MTSS for struggling students, monitor students in MTSS as well as attend meetings to determine progress of student, implements interventions.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Students who are receiving MTSS interventions have specific measurable and observable goals that are created for them. These students are assessed weekly, in their area of need, for a total of eight weeks. At the end of the eight weeks the MTSS team meets to review and analyze the data that has been collected.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

FAIR, FCAT, STAR Early Literacy, STAR Reading, weekly assessments (tests, homework, quizzes)

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Staff members are provided a checklist to follow when they are initiating MTSS for a student. Continual support and communication are provided by the MTSS chairperson in assisting staff with MTSS. The MTSS chairperson also communicates, via phone and e-mail, to parents in regards to MTSS.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students  
**Minutes added to school year:** 8,100

Students who attend Oasis Elementary School approximately 45 minutes longer each school day than students in the Lee County School District. This additional time allows teachers to provide extra curricular focus on core academic subjects and the ability to meet and collaborate with fellow peers throughout the week. This additional time also allows for students to participate in technology, art, PE, media, Spanish, music, and guidance.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Data is collected through weekly and quarterly assessments of classroom grades and by the FCAT. According to the school accountability report Oasis Elementary has received a grade of A, each school year, since 2006/2007.

**Who is responsible for monitoring implementation of this strategy?**

This is a system wide approach adopted by our school board and it is monitored by the superintendent of the school system and the administration team at Oasis Elementary.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Steve Hook	Principal
Rhonda Gamboa	Media Specialist
Kevin Brown	Assistant Principal

**How the school-based LLT functions**

The team meets bi-monthly to review and discuss reading strategies and implementation of the ELA curriculum.

## **Major initiatives of the LLT**

The implementation and monitoring of the ELA Common Core Standards.

### **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Continual communication occurs between VPK and Kindergarten teachers. The VPK program and procedures mirrors the elementary school.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	79%	76%	No	81%
American Indian				
Asian				
Black/African American				
Hispanic	74%	69%	No	77%
White	80%	78%	No	82%
English language learners				
Students with disabilities	59%	46%	No	63%
Economically disadvantaged	74%	73%	No	77%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	121	30%	33%
Students scoring at or above Achievement Level 4	186	46%	48%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)			
Students in lowest 25% making learning gains (FCAT 2.0)		61%	50%

### Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	99	65%	81%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

### Area 3: Mathematics

#### Elementary and Middle School Mathematics

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	76%	No	80%
American Indian				
Asian				
Black/African American				
Hispanic	75%	71%	No	78%
White	77%	77%	Yes	79%
English language learners				
Students with disabilities	55%	59%	Yes	60%
Economically disadvantaged	73%	54%	No	75%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	166	41%	43%
Students scoring at or above Achievement Level 4	141	35%	37%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains			
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		74%	50%

**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%		No	80%
American Indian				
Asian				
Black/African American				
Hispanic	75%		No	78%
White	77%		No	79%
English language learners				
Students with disabilities	55%		No	60%
Economically disadvantaged	73%		No	75%

**Area 4: Science****Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	35%	37%
Students scoring at or above Achievement Level 4	41	32%	34%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Parents are required to volunteer 30 hours per family per year according to our school charter.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Families can volunteer in the classroom, at home, or at school functions.	694	100%	100%

## Goals Summary

- G1.** Students routinely engage in reading and comprehending grade level text across all grade levels.

## Goals Detail

**G1.** Students routinely engage in reading and comprehending grade level text across all grade levels.

### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

### Resources Available to Support the Goal

- Teachers
- Reading materials
- Support staff

### Targeted Barriers to Achieving the Goal

- Lack of professional development
- Not utilizing available data

### Plan to Monitor Progress Toward the Goal

Teacher self evaluation, peer observation and weekly team meetings

### Person or Persons Responsible

Teachers and administration

### Target Dates or Schedule:

Daily/weekly

### Evidence of Completion:

Data collection and observations

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Students routinely engage in reading and comprehending grade level text across all grade levels.

**G1.B1** Lack of professional development

**G1.B1.S1** Monthly staff meetings to provide the opportunity to share ideas obtained from staff development in regards to reading across the content areas.

#### Action Step 1

Providing staff development opportunities for ELA common core standards.

#### Person or Persons Responsible

Teachers and administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Documentation of staff development opportunities and administration observations.

#### Facilitator:

TBD

#### Participants:

Teachers and administration

#### Plan to Monitor Fidelity of Implementation of G1.B1.S1

Implementing the ELA common core standards in the classroom.

#### Person or Persons Responsible

Staff and administration

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Data collection, lesson plans, and observations.



### Plan to Monitor Effectiveness of G1.B1.S1

Teacher self evaluation, peer observation and weekly team meetings.

#### Person or Persons Responsible

Teachers and administration

#### Target Dates or Schedule

daily/weekly

#### Evidence of Completion

Data collection and observations.

### G1.B5 Not utilizing available data

#### G1.B5.S1 Create data teams at each grade level.

##### Action Step 1

Review and analyze weekly reading assessment to drive instruction.

#### Person or Persons Responsible

Grade level chairs with team.

#### Target Dates or Schedule

Weekly during team planning.

#### Evidence of Completion

Minutes of meetings, weekly grades, graphing classroom trends.

### Plan to Monitor Fidelity of Implementation of G1.B5.S1

Collect data on weekly assessments across the curriculum.

#### Person or Persons Responsible

Grade level teams and administration.

#### Target Dates or Schedule

Once a week or twice a month.

#### Evidence of Completion

Administration review of lesson plans, observations, and minutes of meetings.

## **Plan to Monitor Effectiveness of G1.B5.S1**

Collect data on weekly assessments across the curriculum.

### **Person or Persons Responsible**

Grade level teams and administration.

### **Target Dates or Schedule**

Once a week or twice a month.

### **Evidence of Completion**

Administration review of lesson plans, observations, and minutes of meetings.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Teachers and staff will participate in staff development opportunities throughout the course of the 2013-2014 school year. These opportunities will assist teachers in becoming more familiar with the Common Core Standards and will provide strategies that they can implement in their classroom in order to foster learning and growth for all students.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Students routinely engage in reading and comprehending grade level text across all grade levels.

**G1.B1** Lack of professional development

**G1.B1.S1** Monthly staff meetings to provide the opportunity to share ideas obtained from staff development in regards to reading across the content areas.

### **PD Opportunity 1**

Providing staff development opportunities for ELA common core standards.

#### **Facilitator**

TBD

#### **Participants**

Teachers and administration

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Documentation of staff development opportunities and administration observations.

## Appendix 2: Budget to Support School Improvement Goals