



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Oasis Charter Middle School

3507 OASIS BLVD

Cape Coral, FL 33914

239-945-1999

www.oasismiddleschool.net

School Demographics

School Type
Middle School

Title I
No

Free and Reduced Lunch Rate
15%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
28%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

SIP Authority and Template

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

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

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

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

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

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

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 Middle School

Principal

Kevin Beckman

School Advisory Council chair

Crystal Mraz

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

Name	Title
Keith Graham	Assistant Principal
Kristina Proctor	Teacher Leader
Katie O'Reilly	Guidance Counselor
Rick Theriault	Technology Specialist
Scott Sabo	Science Department Head
Andy McCarthy	Social Studies Department Head
Karen Baxter	Language Arts Department Head
Keri Reider	Reading Department Head
Crystal Mraz	Mathematics Department Head
Chris Fennell	STEM Department Head
Elisa Collins	Specials/Electives Department Head

District-Level Information

District

Lee

Superintendent

Dr. Angela Pruitt/Dr. Nancy Graham

Date of school board approval of SIP

Pending

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

Kevin Beckman - Administrator
 Crystal Mraz - SAC Chair
 Kristina Proctor - Secretary/Teacher
 - Support Staff

Involvement of the SAC in the development of the SIP

The SAC reviews school data and provides input towards the development of school improvement plan goals. The SAC then votes on the goals.

Activities of the SAC for the upcoming school year

The purpose of the SAC is to perform the functions that are prescribed by the regulations of the School Board. The SAC will assist in the preparation and evaluation of the School Improvement Plan, will give advice concerning the annual school budget, and will approve the use of School A+ funds.

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

School Improvement funds will be spent directly on resources that will support the school improvement goals when/if the funds are allocated to schools.

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:

Kevin Beckman

Principal

Years as Administrator: 6

Years at Current School: 1

Credentials

B.S. Elementary Ed.
M.S. Educational Leadership
Certification: Elem. Ed., ESOL, Gifted, Ed. Leadership.

Performance Record

During the 6 years as an administrator, all 6 have been as an "A" School.

Keith Graham

Asst Principal

Years as Administrator: 1

Years at Current School: 7

Credentials

B.S. Degree from Edinboro University
 M.S. Ed Leadership from Barry University
 Elementary Ed and Ed Leadership certification

Performance Record

During the 1 year as an administrator, it was an "A" School.

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

46

receiving effective rating or higher

46, 100%

Highly Qualified Teachers

89%

certified in-field

42, 91%

ESOL endorsed

41, 89%

reading endorsed

6, 13%

with advanced degrees

15, 33%

National Board Certified

0, 0%

first-year teachers

1, 2%

with 1-5 years of experience

11, 24%

with 6-14 years of experience

23, 50%

with 15 or more years of experience

11, 24%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

4, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

receiving effective rating or higher

(not entered because basis is < 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

We recruit from educational colleges, job fairs, and by using professional organization listings. We use a staff induction process, periodic staff development sessions, and monthly meetings to keep staff up to date professionally.

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

At Oasis we pair our teachers with mentors that are certified and also pair them with their department heads. At the beginning of the year we have an introduction training. We also require all of our teachers to be part of a PLC department meeting.

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

Our Exceptional Student Education (ESE) Teacher and Guidance Counselor: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with

general education teachers through such activities as co-teaching and provide support for an ESE inclusion model.

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

The team meets periodically during the year to review summative and formative data and student progress based on that data. The team will recommend class placements for students and strategies to be used to increase development in the student's area of need.

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

The data analysis of the team informs the school improvement process to help build on areas of strength and provide intervention and additional support for areas of need.

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

We use a variety of data sources including but not limited to FCAT data, common formative assessments, teacher input, student record data (behavior, attendance, grades, etc.) to inform the decision making process.

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

Individual professional development will be provided to classroom teachers, as needed

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: Before or After School Program

Minutes added to school year:

Does not apply.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Does not apply.

Who is responsible for monitoring implementation of this strategy?

Does not apply.

Literacy Leadership Team (LLT)

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

Name	Title
Kevin Beckman	Principal
Keith Graham	Assistant Principal
Kerri Rieder	Reading Dept. Head

How the school-based LLT functions

The literacy team meets periodically to discuss strategies and resources to support student reading at all levels. The team works with our library staff to expand our library resources to support both struggling readers and higher level readers.

Major initiatives of the LLT

The major initiatives this year are to increase the use of comprehension structuring and vocabulary activities across the curriculum this year.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Oasis Middle ensures every teacher contributes to the reading improvement of every student by having teachers document it in their lesson plans through On Course.

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

Does not apply.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

Oasis Middle requires all 8th grade students to take a careers class. The class teaches students the relevance of the subjects they take and the career path it will lead to.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Does not apply.

Strategies for improving student readiness for the public postsecondary level

Does not apply.

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	76%	73%	No	78%
American Indian				
Asian				
Black/African American	75%	67%	No	78%
Hispanic	79%	69%	No	81%
White	75%	74%	No	78%
English language learners	69%	40%	No	72%
Students with disabilities	53%	40%	No	57%
Economically disadvantaged	65%	69%	Yes	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	270	33%	39%
Students scoring at or above Achievement Level 4	322	39%	39%

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)	135	65%	68%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

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	253	64%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	68%	68%	Yes	72%
American Indian				
Asian				
Black/African American	42%	39%	No	48%
Hispanic	69%	63%	No	72%
White	68%	70%	Yes	72%
English language learners	58%	40%	No	63%
Students with disabilities	41%	36%	No	47%
Economically disadvantaged	63%	62%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	275	34%	40%
Students scoring at or above Achievement Level 4	260	32%	32%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains			
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	123	59%	63%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	108	52%	
Students scoring at or above Achievement Level 4	44	21%	

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	32%	
Students scoring at or above Achievement Level 4	69	27%	

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		6
Participation in STEM-related experiences provided for students	132	100%	100%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

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

Our parental involvement targets for Oasis Middle is 30 or more hours per year per family.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100% of student families to meet volunteer commitment			

Goals Summary

- G1.** Oasis Middle School will increase student achievement gains school-wide by focusing on writing strategies.

Goals Detail

G1. Oasis Middle School will increase student achievement gains school-wide by focusing on writing strategies.

Targets Supported

- Writing
- Algebra 1 EOC
- Civics EOC
- Science - Middle School
- STEM - All Levels

Resources Available to Support the Goal

- Professional Learning Communities (PLC's), teacher mentors, flexible Schedule to allow for collaborative planning, OnCourse Lesson Planner

Targeted Barriers to Achieving the Goal

- Teachers have not been properly trained in implementing writing strategies.

Plan to Monitor Progress Toward the Goal

Strategies being implemented in lessons and class room activities.

Person or Persons Responsible

Administration and Dept. Heads

Target Dates or Schedule:

On going

Evidence of Completion:

Agendas, lesson plans, and walk-throughs.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Oasis Middle School will increase student achievement gains school-wide by focusing on writing strategies.

G1.B3 Teachers have not been properly trained in implementing writing strategies.

G1.B3.S1 Implement PLC's to allow for collaborative planning, professional development for writing strategies across the curriculum, and data analysis to plan for student learning.

Action Step 1

Discuss writing strategies in specific content areas.

Person or Persons Responsible

Leadership Team/Department Heads

Target Dates or Schedule

Monthly department meetings (first Wednesday of every month 7am-7:30am) Staff Meetings (last Wednesday of every month)

Evidence of Completion

Agendas

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Monitor PLC Implementation

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Common Assessments and Lesson Plans

Plan to Monitor Effectiveness of G1.B3.S1

Monitor student writing assignments documented in data folders, journals, portfolios, or assessments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher documentation, Student Work Samples

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

At Oasis Middle we utilize Title II funds. These funds are used for professional development with our staff. Title II allows our staff to be current on common core and is allowing us to integrate the Cambridge program into our curriculum which will assist in meeting our student needs.

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.

Appendix 2: Budget to Support School Improvement Goals