



**Pam Stewart, Commissioner**

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

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**Oasis Charter High School**

3519 OASIS BLVD

Cape Coral, FL 33914

239-541-1167

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

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## School Demographics

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<b>School Type</b> High School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 13%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> Yes	<b>Minority Rate</b> 23%

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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> B
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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 High School

##### Principal

Kimberly Lunger

##### School Advisory Council chair

Ashley Marchese

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

Name	Title
Terry Hall	Guidance
Charlene Long	Testing Coordinator
Amanda Sanford	Curriculum Director
Dana Christopher	English Department Head
David Christopher	Social Science Department Head
Shana Bruggeman	World Languages Department Head
Barb Jamison	Math Department Head
Steve Jamison	Science Department Head
Shannon George	Reading Department Head

#### District-Level Information

##### District

Lee

##### Superintendent

Dr. Nancy J 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

The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community members.

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

A initial meeting was held to review school achievement data and the information that would be needed to create and implement the School Improvement Plan. After feedback from the SAC members,

information was compiled, assessed, and updated goals were formulated. A follow-up meeting held on September 26, 2013 allowed committee members to review and finalize goals as stated.

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

The SAC will assist in the preparation and evaluation of the School Improvement Plan, will review current curriculum, course availabilities, AICE program updates, testing requirements, state standards, and school goals. The SAC member will have the opportunity multiple times a year to be involved with school activities and receive updates on status and progress of school improvement goals and professional development.

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

School improvement funds will be spent to directly support school improvement goals when/if the funds are allocated to the 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**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Kimberly Lunger**

Principal

Years as Administrator: 14

Years at Current School: 2

**Credentials**

MS – Ed Leadership, Nova Southeastern  
 Certified School Principal K-12  
 Certified History 6-12

**Performance Record**

2012-2013: A  
 2011-2012: A  
 2010-2011: A  
 2009-2010: B  
 2008-2009: A  
 2007-2008: A  
 2006-2007: C  
 2005-2006: B  
 2004-2005: D  
 2003-2004: C  
 2002-2003: C  
 2001-2002: C  
 2000-2001: C  
 1999-2000: C

2012-2013: Reading mastery = 71%, Math mastery = 77%,  
 Writing mastery = 70%, Science mastery = 100%,  
 2011-2012: Reading mastery = 68%, Math mastery = 73%,  
 Writing mastery = 92%, Science mastery = %,  
 2010-2011: Reading mastery = 59%, Math mastery = 87%,  
 Writing mastery = 89%, Science mastery = 46%, did not meet  
 AYP  
 2009-2010: Reading mastery = 62%, Math mastery = 84%,  
 Writing mastery = 92%, Science mastery = 43%, did not meet  
 AYP  
 2008-2009: Reading mastery = 58%, Math mastery= 81%, Writing  
 mastery= 91%, and Science mastery= 35%, did not meet AYP  
 2007-2008: Reading mastery= 50%, Math mastery= 80%, Writing  
 mastery= 89%, Science mastery= 32%, did not meet AYP  
 2006-2007: Reading mastery= 46%, Math mastery= 73%, Writing  
 mastery= 87%, Science mastery= 33%, did not meet AYP  
 2005-2006: Reading mastery= 43%, Math mastery= 75%, Writing  
 mastery= 87%, did not meet AYP  
 2004-2005: Reading mastery= 37%, Math mastery: 71%, Writing  
 mastery= 91%, did not meet AYP  
 2003-2004: Reading mastery: 39%, Math mastery: 67%, Writing  
 mastery: 90%  
 2002-2003: Reading mastery= 41%, Math mastery= 65%, Writing  
 mastery= 90%  
 2001-2002: Reading mastery= 35%, Math mastery= 60%, Writing  
 mastery= 91%

**Classroom Teachers**



**# of classroom teachers**

36

**# receiving effective rating or higher**

33, 92%

**# Highly Qualified Teachers**

97%

**# certified in-field**

35, 97%

**# ESOL endorsed**

3, 8%

**# reading endorsed**

2, 6%

**# with advanced degrees**

15, 42%

**# National Board Certified**

1, 3%

**# first-year teachers**

0, 0%

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

19, 53%

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

10, 28%

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

7, 19%

**Education Paraprofessionals**

**# of paraprofessionals**

1

**# Highly Qualified**

1, 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**

1. We recruit from educational colleges, job fairs, and by using professional organization listings.
2. Use of staff inductions processes, staff development meetings, and monthly literacy meetings.
3. Implementing APPLES, a new teacher orientation program as required per the Department of Education.
4. Partnering new teachers or teachers with less than 3 years' experience with veteran staff.
5. Follow up with all new or out of field staff to ensure attendance/participation in all required professional development.

### **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**

Instructional staff members with less than 3 years of teaching experience are paired with a veteran educator for assistance with school policies, classroom procedures, effective management techniques, and subject related alignments. Informal weekly meetings to discuss development and offer guidance are arranged by the mentor and the developing teacher. Areas of professional need are reported to the Clinical Educator / APPLES Administrator for further review.

### **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**

1. Define the problem: Review existing student data to determine specific problems. Narrow the problem to identify the deficit skill area.
2. Analyze the cause: Develop a hypothesis why problem is occurring. Consider student's rate of learning.
3. Develop a plan: Identify interventions that will meet student's needs. The plan should include a timeframe, frequency of interventions, who will provide intervention, and a timeframe to evaluate the effectiveness of intervention.
4. Implement the plan: Use quality staff to deliver the intervention, and document delivery using multiple sources. Revise, modify, and intensify with expanding supports if necessary.
5. Evaluate the plan: Collect data through progress monitoring using charts and/or graphs. If performance falls significantly below the aim-line over consecutive monitoring periods, MTSS team should revisit the intervention plan to make appropriate modifications or revisions.

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

The team meets frequently to discuss the needs of our students, write interventions, and help classroom teacher's implement and monitor interventions.

The roles of each member are as follows:

Principal

Facilitate implementation of MTSS in the building

Provide or coordinate valuable and continuous professional development

Assign teachers to support MTSS implementation

Attend MTSS Team meetings to be active in the MTSS change process

Conduct classroom Walk-Throughs to monitor fidelity

Classroom Teacher

Keep ongoing progress monitoring notes

Attend MTSS meetings to collaborate on and monitor students who are struggling

Implement interventions designed by the MTSS team for students receiving supplemental and intensive supports

Deliver instructional interventions with fidelity

Meet regularly with parents to discuss progress

Guidance Counselor

Attend MTSS Team meetings

Maintain log of all students involved in the MTSS process

Assist with parental invites and meeting planning

Complete necessary MTSS forms

Meet regularly with parents to discuss progress

ESE Teacher

Consult with MTSS Team regarding Tier 3 interventions

Incorporate MTSS data when determining ESE eligibility

School Psychologist

Attend MTSS Team meetings on some students receiving supplemental supports and on all students receiving intensive supports

Monitor data collection process for fidelity

Review and interpret progress monitoring data

Collaborate with MTSS Team on effective instruction and specific interventions

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

High levels of fidelity are maintained in the implementation of both interventions and progress monitoring through sufficient time allocation, adequate intervention intensity, qualified and trained staff, and sufficient materials and resources. Intervention plans are applied consistently and accurately. Administrator ensures fidelity by monitoring the delivery of instruction.

### **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**

The data source and management system used to access and analyze data is a three tier model of school supports.

Tier 1: All students in Tier 1 receive high quality scientific, research-based instruction from general education teachers in the core curriculum. Tier 1 instruction occurs in the general education setting through differentiated instruction. Progress monitoring charts or graphs document student growth over time to determine whether the student is progressing as expected in the core curriculum.

Tier 2: Strategic, or supplemental, interventions are provided to students who are not achieving the desired standards through the core curriculum. Strategic interventions are targeted at identified student needs and stated in an intervention plan, and are reviewed through progress monitoring at appropriate intervals after interventions are implemented.

Tier 3: Intensive interventions are designed to accelerate a student's rate of learning by increasing the frequency and duration of interventions based on the lack of responsiveness to the interventions provided at Tier 1 and Tier 2. Intensive interventions are usually delivered in small group. Progress monitoring is completed more frequently. Students who are successful at Tier 3 and no longer need intensive individualized interventions may be returned to previous levels. Students who are not successful or require permanence in terms of Tier 3 intensity should be referred to the Child Study Team to determine course of action.

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

In order to understand MTSS and build capacity in data-based problem solving for staff and parents, an MTSS team is formed that includes the student's general education teacher(s) and parents. Other participants may include administrators, counselors, speech and language pathologist, ESOL representative, etc. Each participant provides information about the student in order to determine interventions that will be effective. Information and data can be shared through parent-teacher conferences, regularly scheduled meetings, progress monitoring meetings, or by other methods.

### Literacy Leadership Team (LLT)

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

Name	Title
Kimberly Lunger	Principal
Dana Christopher	Language Arts Department Head
David Christopher	Social Studies Department Head
Shannon George	Reading Department Head
Steve Jamison	Science Department Head
Amanda Sanford	Director of Curriculum
Shana Bruggeman	World Languages Department Head
Barb Jamison	Math Department Head

#### How the school-based LLT functions

The literacy team meets periodically to discuss strategies and resources to support student reading at all levels. In addition, the LLT discusses and plans staff professional development and discusses pressing issues/areas of school-wide concerns. The team also works with our library staff to expand our library resources to support both struggling readers and higher-level readers.

#### Major initiatives of the LLT

1. Focusing on cross-curricular integration of reading strategies and writing.
2. School-wide vocabulary development plan
3. Professional development and classroom integration assistance for TurnItIn (newly integrated literacy component)

### Every Teacher Contributes to Reading Instruction

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

Every teacher is required to document their use of reading and writing strategies in their lesson plans. Teachers work with the language arts department to create, research, and implement quality reading components in their lessons as well as implement effective writing components. A vocabulary development plan was also established for all instructors. Instructors are also observed by Administrative walk-throughs.

### 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 High School is committed to providing a curriculum that emphasizes real-world hands-on learning activities and labs through a variety of courses across content areas. The majority of teachers on staff have been trained through Cambridge courses, which emphasize critical thinking and a problem-solving approach to coursework. A Senior Success course is also implemented to help students transition successfully into a college or work environment.

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

The school counselors and instructional staff are committed to advising each and every student on their career path and assisting them with planning for their future by offering a diverse curriculum. Each student is provided with opportunities to review their personal academic history each year, which is then explained and discussed in preparation to set goals for academic courses, Bright Futures, and career development to ensure success. Seminars are implemented for topics such as college admission requirements, financial aide, major selection, and required assessments.

**Strategies for improving student readiness for the public postsecondary level**

Oasis High is committed to motivating students to take AICE and DE classes by encouraging more teacher discussion on these courses and having each student speak with a school counselor regarding their postsecondary plans. Seniors are also enrolled in Career Research and Decision Making (Senior Success), which help students prepare for postsecondary success with resumes, applications, and scholarship funds. Seminars are implemented for topics such as college admission requirements, financial aide, major selection, and required assessments. Student success is tracked to ensure graduation, Florida Bright Futures, and college entrance requirements are met to best support the students individually.

## 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	74%	71%	Yes	77%
American Indian				
Asian				
Black/African American	70%		No	73%
Hispanic	63%	73%	Yes	67%
White	77%	71%	Yes	79%
English language learners				
Students with disabilities	53%	32%	No	58%
Economically disadvantaged	68%	56%	Yes	71%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	107	27%	30%
Students scoring at or above Achievement Level 4	168	43%	45%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	277	71%	74%
Students in lowest 25% making learning gains (FCAT 2.0)	71	68%	69%

#### 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)	[data excluded for privacy reasons]		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		75%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		60%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	121	65%	68%

**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	139	70%	73%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics**

**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	56%	77%	Yes	60%
American Indian				
Asian				
Black/African American				
Hispanic	41%	79%	Yes	47%
White	58%	78%	Yes	63%
English language learners				
Students with disabilities	45%	57%	Yes	50%
Economically disadvantaged	46%	72%	Yes	51%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	280	85%	85%
Students in lowest 25% making learning gains (EOC)	61	74%	74%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	100	60%	65%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	59	44%	44%
Students scoring at or above Achievement Level 4	41	31%	31%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	31%	36%
Students scoring at or above Achievement Level 4	79	40%	40%

**Area 4: Science****Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	33%	36%
Students scoring at or above Achievement Level 4	61	68%	70%

**Area 8: Early Warning Systems****High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	101	16%	12%
Students in ninth grade with one or more absences within the first 20 days	11	0%	0%
Students in ninth grade who fail two or more courses in any subject	32	15%	13%
Students with grade point average less than 2.0	40	6%	5%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	27	4%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	5	0%	0%



**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	101	98%	98%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	14	93%	95%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	1	100%	100%

**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**

Currently school policy requires parents to volunteer 30 or more hours to the school during the year. Parents are able to volunteer at any school events and are able to assist staff with classroom needs. Volunteer hours are also able to be served at the elementary and middle school levels.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
18,930 total hours for the 631 families	6178	33%	40%

**Area 10: Additional Targets****Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

**G1.** Increase student achievement literacy gains school-wide by focusing on teaching and learning.

## Goals Detail

**G1.** Increase student achievement literacy gains school-wide by focusing on teaching and learning.

### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, Postsecondary Readiness)
- Writing

### Resources Available to Support the Goal

- Achieve 3000
- Vocabulary Development Plan
- Ability grouping by reading and writing level
- Professional Development for Reading Instructor
- TurnItIn.com program and resources

### Targeted Barriers to Achieving the Goal

- Professional Development across the curriculum
- Lesson plans deficient in data driven strategies

### Plan to Monitor Progress Toward the Goal

Continued evaluation of the data gathered from Achieve 3000, FAIR, FCAT Retakes, PSAT. Review documentation of data and gains through lesson planning and assessment.

### Person or Persons Responsible

Kim Lunger Amanda Sanford

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

All grade level assessments Lesson Plans Walk-through assessments Formative Assessments

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase student achievement literacy gains school-wide by focusing on teaching and learning.

**G1.B1** Professional Development across the curriculum

**G1.B1.S1** Establish a Data Analysis Team to analyze assessment data and determine low performing areas

#### **Action Step 1**

Establish Data Analysis Team

#### **Person or Persons Responsible**

Amanda Sanford Charlene Long

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

Begin committee member search: September 25, 2013 First D.A.T. Meeting October 3, 2013  
Present to Faculty: October 30, 2013 Re-evaluate Data and Target Areas: January 15, 2014

#### **Evidence of Completion**

A document that will identify and prioritize our low-performing areas in literacy from multiple assessments to help guide professional development for all content areas. A re-evaluate document will be completed mid-year to reflect current assessment performance and monitor progress.

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

Verify members of the Data Analyze Team

#### **Person or Persons Responsible**

Terry Hall Shannon George

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

September 25, 2013 October 3, 2013 October 30, 2013 January 15, 2014

#### **Evidence of Completion**

Meeting sign-in sheet Development low performance document

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

Data will be collected from all assessments to determine the low performing literacy areas

#### **Person or Persons Responsible**

Amanda Sanford Charlene Long

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

October 3, 2013 Periodic progress: January 15, 2014

#### **Evidence of Completion**

Data documentation

### **G1.B1.S2 Professional development on utilizing data to improve literacy across curriculum**

#### **Action Step 1**

Professional development trainings for all staff: AICE Training Achieve 3000 TurnItIn Kagan Cooperative Learning Strategies

#### **Person or Persons Responsible**

All instructional staff

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

Quarterly or as schedule permits.

#### **Evidence of Completion**

## **Action Step 2**

Monthly staff development meetings for all staff members to address literacy training and development.

### **Person or Persons Responsible**

Kim Lunger Amanda Sanford

### **Target Dates or Schedule**

October 30, 2013 November 19, 2013 December 18, 2013 January 29, 2013 February 26, 2013  
March 26, 2013 April 30, 2013

### **Evidence of Completion**

Faculty sign-in sheet Training materials distributed to faculty by facilitator

### **Facilitator:**

District Title II Trainers

### **Participants:**

All instructional faculty

## **Action Step 3**

Train the trainer activity with all department heads to further their understanding of our professional development goal and the implementation of the strategies that were developed at the former faculty meeting. A reading specialist will help guide the departments on implementation techniques and examples.

### **Person or Persons Responsible**

Amanda Sanford Charlene Long Shannon George Dana Christopher

### **Target Dates or Schedule**

November 6, 2013

### **Evidence of Completion**

Department Head sign-in Amanda Sanford report to principal

#### **Action Step 4**

Developmental department meetings by content area to review the list of strategies provided in the October faculty meeting by Shannon George and D.A.T. Department members will review, update, and modify specific strategies that will be most beneficial for the content area and their literacy needs. The department will then identify implementation procedures for the specified strategies and incorporate them into their instruction.

#### **Person or Persons Responsible**

Dana Christopher - Language Arts David Christopher - Social Studies Barb Jamison - Mathematics Shana Bruggeman - World Languages Ashley Marchese - Science Shannon George - Reading Keely Bambrey-Zedd - Performing and Fine Arts Jason Bowman - Physical Education Karen Wolters - ESE

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

November 2013

#### **Evidence of Completion**

Department finalized list of strategies submitted to Amanda Sanford at the November 19, 2013 Faculty meeting. Lesson plan documentation of strategies implemented ongoing as of December 1, 2013.

### **Plan to Monitor Fidelity of Implementation of G1.B1.S2**

To establish meeting agenda or coordinate training

#### **Person or Persons Responsible**

Kimberly Lunger

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

Monthly

#### **Evidence of Completion**

Agenda Training documentation Faculty sign-ins

## Plan to Monitor Effectiveness of G1.B1.S2

Teacher feedback provided from monthly department meetings

### Person or Persons Responsible

All content department heads

### Target Dates or Schedule

Monthly

### Evidence of Completion

Report to the principal

## G1.B1.S4 District meetings attended by all department heads

### Action Step 1

Content department heads will attend District directed meetings to keep updated on district policies and direction related to particular curriculum areas

### Person or Persons Responsible

All Department Heads

### Target Dates or Schedule

Quarterly as the District schedules

### Evidence of Completion

District Sign-in sheets Feedback to Oasis department members and Curriculum Director

## Plan to Monitor Fidelity of Implementation of G1.B1.S4

District Meetings

### Person or Persons Responsible

Ashley Marchese

### Target Dates or Schedule

After each district meeting

### Evidence of Completion

Sign-in sheets and Feedback

## Plan to Monitor Effectiveness of G1.B1.S4

District Meetings

### Person or Persons Responsible

Amanda Sanford

### Target Dates or Schedule

After district meetings

### Evidence of Completion

Sign-in sheets and feedback

## G1.B2 Lesson plans deficient in data driven strategies

### G1.B2.S1 Professional development on data implementation techniques

#### Action Step 1

The Data Analysis Team will provide instructors with target areas of need based on multiple assessments

#### Person or Persons Responsible

Charlene Long Amanda Sanford Shannon George Dana Christopher

#### Target Dates or Schedule

Ongoing as assessment data is obtained for comparison

#### Evidence of Completion

Document of target needs

#### Action Step 2

Instructional strategies to incorporate available data into differentiated instruction techniques. Target strategies such as: reading comprehension, higher-level questioning, student data folders, collaborated etc. Provide samples of structures and strategies that are driven by data collected through various assessments.

#### Person or Persons Responsible

Learning Literacy Team

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Lesson plans



### **Action Step 3**

Utilize review teams comprised of experienced teachers to provide feedback on teacher lesson plans. Model effective implementation techniques.

#### **Person or Persons Responsible**

Kim Lunger Amanda Sanford Comprised team of veteran instructors

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

Monthly feedback Weekly lesson plan review

#### **Evidence of Completion**

Lesson plans Surveys

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1**

Progression of improvement on lesson plans as well as survey responses

#### **Person or Persons Responsible**

Kim Lunger Amanda Sanford

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

Weekly submission review Monthly feedback on progress

#### **Evidence of Completion**

Lesson plans Surveys

### **Plan to Monitor Effectiveness of G1.B2.S1**

Monitors progression and improvement on strategies implemented

#### **Person or Persons Responsible**

Kim Lunger Amanda Sanford

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

Weekly submission reviews Monthly feedback

#### **Evidence of Completion**

Lesson plans

## 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

#### Title II

Title I coordinates with other programs funded under the NCLB through SIP (School Improvement Program) process. Within this plan, Oasis High complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science, and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Oasis High School completes a needs assessment before writing goals for the year. The Title II funds are then expended according to the staff and professional development needs of our 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. Increase student achievement literacy gains school-wide by focusing on teaching and learning.

#### G1.B1 Professional Development across the curriculum

##### G1.B1.S2 Professional development on utilizing data to improve literacy across curriculum

#### PD Opportunity 1

Monthly staff development meetings for all staff members to address literacy training and development.

#### Facilitator

District Title II Trainers

#### Participants

All instructional faculty

#### Target Dates or Schedule

October 30, 2013 November 19, 2013 December 18, 2013 January 29, 2013 February 26, 2013  
March 26, 2013 April 30, 2013

#### Evidence of Completion

Faculty sign-in sheet Training materials distributed to faculty by facilitator

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement literacy gains school-wide by focusing on teaching and learning.	\$25,000
Total		\$25,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Internal and General Funds; Title II	\$25,000	\$25,000
Total	\$25,000	\$25,000

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

#### G1. Increase student achievement literacy gains school-wide by focusing on teaching and learning.

##### G1.B1 Professional Development across the curriculum

##### G1.B1.S2 Professional development on utilizing data to improve literacy across curriculum

#### Action Step 1

Professional development trainings for all staff: AICE Training Achieve 3000 TurnItIn Kagan Cooperative Learning Strategies

#### Resource Type

Professional Development

#### Resource

AICE; Achieve 3000, TurnItIn, Kagan

#### Funding Source

Internal and General Funds; Title II

#### Amount Needed

\$25,000