

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

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

School Name: OASIS MIDDLE SCHOOL

District Name: Manatee

Principal: Edna Fields-Bailey

SAC Chair: Gloria Mitchell

Superintendent: David Gaylor

Date of School Board Approval: October 16, 2012

Last Modified on: 10/19/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

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

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

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

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

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

### EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

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

### Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

### Staff Demographics

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

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

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

### Teacher Mentoring Program/Plan

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

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

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

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

#### Title I, Part A

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

#### Title I, Part C- Migrant

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

#### Title I, Part D

N/A

#### Title II

N/A

#### Title III

N/A

#### Title X- Homeless

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

#### Supplemental Academic Instruction (SAI)

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

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

Violence Prevention Programs

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

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

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

Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

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

Career and Technical Education

Partner with local workforce board; working to bring a one stop  
Partner with local post secondary sites to expose to training/ career opportunites

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

Job Training

N/A

Other

N/A

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

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

Edna Field-Bailey, School Director  
Gabriel Ortiz - Education Program Director  
Tammy Clark - Data Coach

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

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

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

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

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

2009/2010 FCAT results for Writing, Reading, Mathematics and Science

Describe the plan to train staff on MTSS.

Professional Development performed by The View Inc.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Edna F. Bailey - Principal  
Gabriel Ortiz - Educational Program Director

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The role of the Literacy Leadership Team will be to review, track and monitor the reading progress of all students with special emphasis Level 1 and Level 2 readers. Responsible for the development and implementation of the school-wide reading program. The team will meet monthly.

What will be the major initiatives of the LLT this year?

Fidelity of reading program, making decision on strategies and interventions to be used to meet the academic needs of the students.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

### \*High Schools Only

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

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

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

### Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

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

#### Problem-Solving Process to Increase Student Achievement

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



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

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Assessment Data indicate students performance impeded by need for improvement in reading comprehension.	Identify and select strategies to teach text comprehension.  Develop process or method for implementation of these strategies.	Edna Fields-Bailey  Gabriel Ortiz	Walkthroughs - Classroom observations, District Benchmark Assessments, Teach developed Mastery Test.	Administrative Walkthroughs, Student Classroom Interviews, Mastery Test, FCAT.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2b. Florida Alternate Assessment:  
Students scoring at or above Achievement Level 7 in reading.

Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Oasis will have a 5% increase in the percentage of students making a Learning Gain.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (44)	67% (50)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All teachers are not trained, certified in Reading	Weekly meetings with Literacy Leadership Team to determine reinforcement of Reading strategies by all content area teachers	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Classroom Walkthrough Data FAIR FCAT
2	High percentage of teaching staff inexperienced in teaching academically At Risk Students	Staff Professional Development: Attend Conference on "How To Teach The Child That Does Not Look Like You"  Ongoing implementation and use of strategies and ideas learned during conference.	Edna Bailey Gabriel Ortiz	Teacher Observations Classroom Walkthroughs	Classroom Walkthrough Data FCAT
	38% students not making learning gains in Reading on spring 2010 FCAT	Use the RTI framework as a school wide strategy for instruction  Tier 2 - Instruction for Level 1 and 2 students.	Edna Bailey Gabriel Ortiz	Classroom Walkthroughs	Walkthrough Data

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

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

Problem-Solving Process to Increase Student Achievement

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	Oasis will make AYP by meeting the AMO, Safe Harbor or through the Growth Model.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White = NA Black = NA Hispanic = NA Asian = NA American Indian = NA	White = 80% (15) Black = 80% (20) Hispanic = 80% (20) Asian = 80% (NA) American Indian = 80% (NA)

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All teachers are not trained, certified in Reading	Weekly meetings with Literacy Leadership Team to determine reinforcement of Reading strategies by all content area teachers	Edna Bailey  Gabriel Ortiz	Classroom Walkthroughs	Classroom Walkthrough Data  FAIR  FCAT
2	High percentage of teaching staff inexperienced in teaching academically At Risk Students	Staff Professional Development: Attend Conference on "How To Teach The Child That Does Not Look Like You"  Ongoing implementation	Edna Bailey  Gabriel Ortiz	Teacher Observations  Classroom Walkthroughs	Classroom Walkthroughs  FCAT

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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

Reading Budget:

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

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

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.				
CELLA Goal #1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

No Data Submitted

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.  
CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

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

# Middle School Mathematics Goals

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

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

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

## Problem-Solving Process to Increase Student Achievement

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

5	<p>classroom instruction with differentiation</p> <p>Tier 2 - Instruction for Level 1 and 2 students. Intervention: Math Lab block with prescriptive plan for areas of focus</p> <p>Tier 3 - Pull outs for Level 1 and Level 2 students for more intensive instruction.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Assessment Data indicate students performance impeded by need for improvement in reading comprehension.	Identify and select strategies to teach text comprehension.  Develop process or method for implementation of these strategies.	Edna Fields-Bailey  Gabriel Ortiz	Walkthroughs - Classroom observations, District Benchmark Assessments, Teach developed Mastery Test.	Administrative Walkthroughs, Student Classroom Interviews, Mastery Test, FCAT.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	Oasis will have a 5% increase in the percentage of students scoring Level 4&5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Gr 6 = 0% (0) Gr 7 = 5% (1) Gr 8 = 4% (1)	Gr 6 = 5% (2) Gr 7 = 10% (3) Gr 8 = 9% (3)

Problem-Solving Process to Increase Student Achievement

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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	Oasis will have a 5% increase in the percentage of students making a Learning Gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:



68% (49)

73% (54)

## Problem-Solving Process to Increase Student Achievement

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

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

3b. Florida Alternate Assessment:  
Percentage of students making Learning Gains in mathematics.

Mathematics Goal #3b:

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	At least 50% of the lowest performing students will make a learning gain in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (41)	50% (37)

Problem-Solving Process to Increase Student Achievement

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

4	65% of our students scored Level 1 or Level 2 on Spring 2010 FCAT	Use the RTI framework as a school wide strategy for instruction  Tier 1 - All students participate in small group classroom instruction with differentiation  Tier 2 - Instruction for Level 1 and 2 students. Intervention: Math Lab block with perceptive plan for areas of focus  Tier 3 - Pull outs for Level 1 and Level 2 students for more intensive instruction.	Edna Bailey  Gabriel Ortix	Classroom Walkthroughs	Classroom Walkthrough Data  FAIR  FCAT
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal #				
		5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	Oasis will make AYP by meeting the AMO, Safe Harbor or through the Growth Model.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White = NA Black = NA Hispanic = NA Asian = NA American Indian = NA	White = 80% (15) Black = 80% (20) Hispanic = 80% (20) Asian = 80% (NA) American Indian = 80% (NA)

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

		Director			
4	Students are not consistent in completing Homework Assignments	Develop schoolwide homework policy requiring daily management and weekly review	Edna Bailey Allison Parker	Student Homework Binder	Review of Student Homework Binder by Mentoring Teacher

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Oasis will make AYP by meeting the AMO, Safe Harbor or through the Growth Model.
2012 Current Level of Performance:	2013 Expected Level of Performance:

ED = 42% (29)

ED = 49% (32)

## Problem-Solving Process to Increase Student Achievement

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

End of Middle School Mathematics Goals

## Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra.

Algebra Goal #1:

2012 Current Level of Performance:

2013 Expected Level of Performance:

## Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	3A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  Algebra Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.  Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.  Algebra Goal #3E:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Algebra EOC Goals

## Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # 3A : <input type="text"/>			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.  Geometry Goal # 3B:		
2012 Current Level of Performance:		2013 Expected Level of Performance:
<input type="text"/>		<input type="text"/>

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.  Geometry Goal # 3C:		
2012 Current Level of Performance:		2013 Expected Level of Performance:
<input type="text"/>		<input type="text"/>

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.  Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.  Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

*End of Geometry EOC Goals*

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

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

Mathematics Budget:

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

*End of Mathematics Goals*

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal # 1a:		Oasis will have a 5% increase in the percentage of students scoring Level 3.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Gr 8 = 16% (4)		Gr 8 = 21% (5)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

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

1b. Florida Alternate Assessment:  
Students scoring at Levels 4, 5, and 6 in science.

Science Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Assessment Data indicate students performance impeded by need for improvement in reading comprehension.	Identify and select strategies to teach tesxt comprehension. Develop process or method for implementation of these	Edna Fields-Bailey Gabriel Ortiz	Walkthroughs - Classroom observations, District Benchmark Assessments, Teach developed Mastery Test.	Admintrative Walkthroughs, Student Classroom Interviews, Mastery Test, FCAT.

strategies.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Oasis will have a 5% increase in the percentage of students scoring Level 4&5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Gr 8 = 0% (0)	Gr 8 = 5% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not consistent in completing Homework Assignments	Develop schoolwide homework policy requiring daily management and weekly review	Edna Bailey Allison Parker	Student Homework Binder	Review of Student Homework Binder  by Mentoring Teacher
2	Lack of quality Instruction focusing on higher order thinking and complexity	Learning Focused Curriculum  Teacher Resignment; knowledgabe and passionate  Structure class with more rigor	Edna Bailey Allison Parker	Classroom Walkthroughs	Individual Student Assessments  District Benchmark assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Science Budget:

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

*End of Science Goals*

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal # 1a:	Oasis will have 85% of students scoring a 3.5 on the FCAT Writing test, or a 10% increase from prior year's scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
>78%	>85%

Problem-Solving Process to Increase Student Achievement

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

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Writing Budget:

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



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

End of Writing Goals

## Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Assessment Data indicates students performance impeded by the need for improvement in reading comprehension.	Identify and select strategies to teach text comprehension.  Develop a process or method to be routinely and consistently implemented in the classroom.	Edna Fields-Bailey Gabriel Ortiz	Walkthrough - Classroom observations, Student Classroom Interviews	Administration Walkthroughs, District Benchmark Assesments, Teacher developed Mastery Test and FCAT.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

Civics Budget:

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

*End of Civics Goals*

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	Improve Attendance Rate by 2% over previous year
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Current Attendance Rate - 93%	Expected Attendance Rate = 95%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
Current Excessive Absence - 11	Expected Excessive Absences - 6
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
Current Excessive Tardies - 9	Expected Excessive Tardies - 0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack sense of commitment and responsibility	Develop Attendance Recognition Program	Edna Bailey Kregg Edwards	Reduction in number of absence and tardies	Monthly Attendance Records

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

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

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

Attendance Budget:

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

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

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:				
1. Suspension				
Suspension Goal #1:				
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions		
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School		
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions		
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of Suspension Goal(s)*

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>The Parent Involvement goal is to increase student achievement through parent involvement activities with a 5% increase.</p>

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Current level of parent involvement is 37% (33).	Expected level of parent involvement is 42% (47).

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of how to participate on planning and review committees	Conference nights, family workshops, Parent Leadership Team, flyers, telephone contact, and website	Administration	Sign-in, increase in Parent Leadership Team membership, Establishment of requested committees, and surveys	Parent Survey
2	Lack of knowledge of community resources	Conference nights, family workshops, Parent Leadership Team, flyers, telephone contact, and website	Administration	Sign-in, increase in Parent Leadership Team membership, Establishment of requested committees, and surveys	Parent Survey

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

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

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

Parent Involvement Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

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

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

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

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

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

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

## STEM Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of STEM Goal(s)

## Career and Technical Education (CTE) Goal(s)

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

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

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

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

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

CTE Budget:

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



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

*End of CTE Goal(s)*

Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

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

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA	
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Are you a reward school:  Yes  No

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

No Attachment

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

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

Describe projected use of SAC funds	Amount
No data submitted	

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

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Manatee School District OASIS MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	46%	92%	20%	208	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	56%	75%			131	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	70% (YES)			128	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					467	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

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