



A small school for kids with BIG ideas

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**2013-2014**

**Action Plan for Student Achievement**

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**Oasis Charter Public School  
K-8<sup>th</sup> California Elementary School  
A Project of Under Construction  
Educational Network, Inc.**

**Board Approved on: January 22<sup>nd</sup>, 2014**

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## Introduction

Oasis Charter Public School faces a number of challenges. One of our main challenges is to continue strengthening student social, emotional, cognitive, academic and physical excellence of our students after an increase in enrollment and class size (dictated by budget issues). To meet this challenge we are continuously raising the academic and professional expectations expectations, creating more systems, policies, procedures and schedules to provide a well-rounded education to all students with a special focus on its subgroups. In 2013-2014, Oasis hired a number of new staff members including five classroom teachers, a four specialty instructors, a new instructional coordinator, two reading and math paraprofessionals, two recess supervisors, a math intervention specialist, literacy coaches, and a coach to fully implement culturally relevant pedagogy to ensure the academic, cognitive, social and emotional success of every student.

Oasis has been facing the major challenge of meeting the state and federal expectations of No Child Left Behind (NCLB) without undermining our constructivist philosophy and student-centered practice. Under the NCLB all students and subgroups are expected to perform at a proficient and advanced level on the California Standardized Test (CST). Fortunately, in the 2013 testing Oasis far exceeded its Academic Performance Index (API) target. However, Oasis once again did not meet a number of its Adequate Yearly Progress (AYP) targets in 2012-2013. However, our goal and responsibility is to provide, continuous, equitable, adequate and proper services to all students, with a focus in its subgroups.

The following is an academic excellence plan of goals and actions to be taken to raise the academic achievement of all students and improve the school's educational program.

### Oasis Charter Public School API

<b>Sub Groups &amp; Academic Year</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>White Non-Hispanic</b>	N/A	766	734	808						
<b>Hispanic or Latino</b>	579	N/A	N/A	664	N/A	N/A	722	677	685	723
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A	N/A	730	700	698	725
<b>Students with Disabilities</b>	N/A	718	672	N/A						
<b>English Learners</b>	N/A	578	642	643						
<b>All Students</b>	661	675	674	712	649	676	726	695	700	739

### Oasis' Mission Statement

The mission of the Oasis Charter Public School (OCPS) is to educate responsible citizens for a democracy.

Goals and Actions	Start Date	Completion Date	Amount
<b>Mathematics</b>			
<b>A. Increase Mathematics Proficiency for All Students Including Subgroups</b>			
1. Learning Communities by Team Planning, Peer Observations & Cognitive Coaching	8/14/2013	6/11/2014	\$0,000.00
2. On-Site and job-embedded Professional Development Training	8/06/2013	5/30/2014	\$0,000.00
3. Instructional Materials and Support	8/14/2013	6/11/2014	\$0,000.00
4. Math Intervention Teacher	10/9/2013	6/11/2014	
5. Small Group Intervention During School Hours	8/14/2013	6/11/2014	
6. After School Homework Support	8/14/2013	6/10/2014	
7. Math Paraeducators	8/14/2013	6/10/2014	
<b>School Climate and Culture</b>			
<b>B. Establishment of a Positive School Climate and Culture</b>			
8. Establish Strong and Open Communication with Families through the Home Visits, New Family Meetings and Weekly News	8/14/2013	6/12/2014	
9. School to Home Connection through Grade Level Family Nights and Monthly Family Seminars	9/15/2013	5/30/2014	
10. Climate/School Events through the Harvest Feast, GALA	8/14/2013	6/12/2014	
11. Social Justice Classroom to Ensure Access for Focus Students through Weekly Class Meetings, Student Council Meetings and Enrichment Clubs	8/16/2012	6/12/2013	
12. Build Staff Capacity and Teamwork through Bi-Weekly Team Planning, Community Building, and Staff Meetings	8/14/2013	6/12/2014	
13. Family Involvement and Participation	7/30/2013	6/30/2014	
14. Enriching Learning Experiences through Music, Spanish, Cooking, and Drama	8/14/2013	5/30/2014	
<b>Technology</b>			
<b>C. Increase Student Achievement through Technology Access and Instruction</b>			
15. Infrastructure and Equipment, Student Computers, LCD Projectors & Document Cameras	8/14/2012	6/11/2014	
16. Technology Support	8/14/2013	6/11/2014	

<b>English Language Development</b>			
<b>D. Increase Re-classification Rate and Proficiency for English Language Learners</b>			
17. Professional Development for ELD Strategies	8/5/2013	4/15/2014	
18. Instructional Material Support	8/14/2013	6/11/2014	
19. Family Involvement through the English Language Acquisition Committee (ELAC)	11/30/2013	6/30/2014	
20. Translation (ASL, English and Spanish)	8/14/2013	6/12/2014	\$1,000.00
21. CELDT testing	8/30/2013	6/12/2014	\$1,000.00
22. English Language Development Paraeducator	8/5/2013	6/11/2014	
<b>English Language Arts</b>			
<b>E. Increase Language Arts Proficiency for All Students Including Subgroups</b>			
23. Professional Development for Direct Instruction	8/7/2013	5/31/2014	\$13,000.00
24. Instructional Materials and Support	8/1/2013	6/11/2014	
25. Maximize Resources for Students Below Proficient	8/16/2013	6/12/2014	
26. Reading Paraeducator for Small Group Intervention During School Hours	8/14/2013	6/12/2014	
27. Family School to Home Connection Nights	9/15/2013	5/30/2014	
28. Reading Support through the A-Z Reading Program	8/16/2013	6/12/2014	
29. Culturally Relevant Pedagogy	8/5/2013	6/12/2014	
<b>Visual &amp; Performing Arts</b>			
<b>F. Increase Exposure to Fine Arts Instruction for All Students Including Subgroups</b>			
30. Music Instruction	8/14/2013	5/30/2014	\$15,000.00
31. Enrichment Clubs	9/15/2013	6/12/2014	\$1,000.00
32. Theater/Drama Instruction	8/5/2013	6/12/2014	
33. Visual Arts Instruction	8/5/2013	6/12/2014	
34. Physical Education Instruction	8/5/2013	6/12/2014	
<b>Total Annual Expenditures for Current Action Plan: \$</b>			

# Goals

## **Plan for Increase in Student Performance**

Oasis Charter Public School (OCPS) has reviewed and analyzed the academic performance of all its students and with a focus of its subgroups. OCPS has considered the effectiveness of the main elements of the instructional programs for students struggling to meet Annual Performance Index (API) and Adequate Yearly Progress (AYP) targets. As a result, OCPS has adopted the following school-wide goals, related actions and expenditures to raise the academic performance of student groups not meeting state standards:

## Goal Area: Mathematics

### A. Increase Mathematics Proficiency for All Students Including Subgroups

All second through eighth grade students will participate in the CST and Smarter Balanced testing. All of Oasis' students, including all subgroups, will meet annual API and AYP requirements in 2013-2014.

#### **How does this goal align to the Charter?**

Oasis embraces closing the achievement gap between Caucasian/White students and its subgroups. Student outcomes at Oasis address the state content and performance standards in each of the core academic areas of math, language arts, science, and history/social studies science (OCPS, pg. 6).

#### **What data did Oasis use to formulate this goal (findings from data analysis)?**

- CST Testing
- Curriculum Summative Embedded Assessments
- Teacher Supplemental Formative Assessments
- Math Unit Assessments

#### **What did the analysis of the data reveal that led Oasis to this goal?**

- Latinos/Hispanic, English Learners, Special Education, Socioeconomically Disadvantaged continue to score below all other subgroups. These groups continue to score below the advanced and proficient level in standardized assessments as well as in the Oasis' math assessments, Oasis continues to have an achievement gap.
- Students that continue to perform below grade level lack a basic understanding of problem solving and reasoning. They still have difficulty applying and choosing the

operations when solving equations. Student below grade level still do not have number sense, automaticity in math facts, and confusions on multi-step word problems.

**Who are the focus students?**

First through Eighth grade Latinos/Hispanics, English Language Learners, Special Education and Socioeconomically Disadvantaged students.

**What is the expected growth?**

The expected growth is 20% per year for each focus group until 100% of the student population reaches advanced and proficient levels in mathematics. Moving students from Far Below Basic, Below Basic, and Basic to Proficient and Advanced.

**What data will be collected to measure student achievement?**

- CST
- Curriculum Summative Embedded Assessments
- Teacher Supplemental Formative Assessments
- Math Unit Assessments

**What process will Oasis use to monitor and evaluate the data?**

- Progress Reports
- Student Narratives
- Student Study Team (SST)

**Actions to improve student academic achievement**

- Support classroom instruction through on-site and job-embedded professional development and coaching by Instructional Specialists.
- Response to Intervention Model (3 levels)
- Small group math intervention during the school day.
- Extend the instructional program by adding 40 minutes.
- Re-structure the math program to level math groupings.
- Increase instructional staffing to provide pull-out small group instruction.
- Develop grade level bench marks.
- Study center in the Life After School Program.
- Biweekly team planning, articulation meetings, peer observations, professional reflections, and peer feedback.
- Instructional materials that are aligned with Oasis' student-centered teaching practice.
- Ration is one adult to every six or eight students (depending on grade level).
- The groups are taught by trained, certified and/or fully credentialed teachers.
- Full-time Specialized Instruction teacher.

## 1. Learning Communities

### **Means of Achievement: Alignment of instruction with Common Core content standards**

#### **Tasks:**

- Classroom teachers will collaboratively review student progress data and monitor achievement.
- Student success and teacher concerns will be identified based on review of data
- Executive director will calendar Academic Team Planning meetings to review data throughout the year.
- Teachers will arrange on-site peer observations and peer coaching during one of their specialty/planning blocks.
- Results of student academic progress will be shared with other staff members, eg. Instructional Coordinator and Specialized Instruction teacher.
- Support to reinforce successes and interventions to address concerns.
- Grade level and articulation teams will review progress during the planning meetings.

#### **Measures:**

- Calendar of assessments and team planning by grade level twice a month.
- Classroom and unit-based assessments of student progress produced and documented.
- Data reported to Executive Director and staff in chart form.
- Data disaggregated by students below, meeting, approaching, or above benchmark targets.
- Interventions developed and students below benchmarks provided additional support.
- Review of CST Data as available.
- Articulation meetings twice a month.

#### **People Assigned:**

All instructional staff, assessment and benchmark committee, Executive Director and Instructional Coordinator

**Start Date:** 12/9/2013

**Completion Date:** 5/30/2014

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
General Purpose	Stipends for committee members	\$1,000.00

## 2. On-Site and Job-Embedded Professional Development Training

**Means of Achievement: Professional growth and staff collaboration to increase student achievement**

**Tasks:**

- Oasis Charter will refine the approach to support an effective on-site and a job-embedded professional development.
- Teachers and support staff, including paraprofessionals and administrators, will receive Everyday Math, Mathematical Context for Learning, workshops and conferences.
- Articulation meetings will take place at least twice a month to share best teaching practices and developmental level expectations.
- Grade level teams will meet at least twice a month to collaborate, discuss curriculum planning and student’s individual academic concerns to ensure that all students’ academic needs are being met successfully, especially that of its subgroups.
- Monthly literacy coaching and training, peer observations, team planning and articulation meetings will focus on developing effective a Professional Learning Community (PLC) to strengthen and align reading comprehension, fluency, and writing strategies.
- The grade level and articulation team will identify standards, develop curriculum, create formative assessments, select summative assessment, and share best teaching practices that are align with the school’s philosophy.

**Measures:**

- Formal and informal observations
- Peer feedback and observations
- CST Data
- Math Unit Assessments
- Informal, Observational and Formative Classroom Assessments
- Student Portfolios
- Student Projects and Presentations
- Scope and Sequence guides

**People Assigned**

All staff members and Instructional Coordinator

**Start Date:** 8/6/2013

**Completion Date:** 5/31/2014

Funding Resources	Related Expenditures	Estimated Cost
General Purpose	Schedule Release Time for Planning, Observations during a Specialty Block	\$0
	Assessments	\$3,000.00
	Literacy Coaching	\$20,000.00
Total Estimated Cost		\$

### 3. Instructional Materials and Support

#### **Means of Achievement: Improve and implement instructional strategies**

##### **Tasks:**

- Director will allocate funds to support the small group push-in and pull-out program.
- Instructional staff will determine materials, supplies and training necessary to implement, enhance and support intervention program.
- A combination of conventional, progressive and innovative standards-based intervention instruction.
- Staff will submit purchase requisition to directors for approval and processing.
- Materials purchased will be for use with targeted students.
- Staff will research and evaluate sufficiency of materials and support.
- Instructional staff will be provided the opportunity to attend and implement new training.
- Oasis will continue to maintain a full-time Specialized Instruction teacher to support the struggling students as well as the students with exceptional needs.

##### **Measures:**

- Classroom inventory of instructional materials and supplies
- Teacher documentation of standards-based instruction and requirements
- Twice a year evaluation and report to Oasis Community Council (OCC), Under Construction Educational Network, Inc. (UCEN) and Staff
- Individualized Education Plans

##### **People Assigned:**

Classroom teachers, specialized instruction teacher, instructional support staff, Instructional Coordinator and Executive Director

Start Date: 8/13/2013

Completion Date: 6/12/2014

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
General Purpose	Manipulatives, hands-on and supplemental materials and supplies	\$5,000.00
Special Education	Specialized Instruction Teacher	\$

#### 4. . After School Intervention Program

**Means of Achievement: Increase educational opportunity for focus students**

**Tasks:**

- Fourth through eighth grade students will participate in the additional weekly instructional time at least four days a week on Monday, Tuesday, Thursday and Friday from 4-5 p.m.

**Measures:**

- Number of students participating
- attendance records
- monthly formative and summative assessments
- Presentations, performances and projects
- Student portfolios

**People Assigned:**

- Instructional staff
- Instructional Coordinator
- Executive Director

**Start Date:** 1/13/2014

**Completion:** 5/23/2014

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
General Purpose	\$20-30 hourly rate for instructional staff	\$10,000

## 5. Small Group Intervention Program During School Hours

**Means of Achievement: Increase the educational services for the focus groups**

**Tasks:**

First through eighth grade will receive additional and specialized daily instructional time utilizing Common Core aligned intervention curriculum. Groups will be served for 30-40 minutes for 4-5 days a week.

**Measures:**

- Reading program weekly assessments
- Easy CBM
- Quick San Diego
- Developmental Reading Assessment (DRA)
- Reading A-Z
- Online RAZ Kids
- Read Naturally
- ELD assessments

**People Assigned:**

- Paraprofessionals
- Specialized Instruction teacher
- ELD teacher

**Start Date:** 8/16/2013

**Completion:** 6/12/2014

Funding Resources	Related Expenditures	Estimated Cost
General Purpose	Reading paraeducators salary and benefits	\$40,000.00
	ELD teacher	\$30,000.00
	Assessments	\$2,000.00
	Intervention Reading Program	\$5,000.00
Total Estimated Cost		\$

## 6. After School Homework Support

### **Means of Achievement: Extended learning time**

#### **Tasks:**

Students participating in the after school program and in need of mathematics support are welcome of to attend the additional tutoring support group, Monday through Friday. A college educated paraprofessional will assist with math homework and re-teaching the lesson when needed.

#### **Measures:**

- Improve mathematics performance on classroom assessments and on CST
- Improve student's confidence in their mathematical knowledge and skills

#### **People Assigned:**

Executive Director, after school program coordinators

**Start Date:** 8/16/2013

**Completion:** 6/12/2014

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
After School Program	After school program coordinators salary and benefits	\$20,000.00

## 7. Math Paraeducators

**Means of Achievement: Increase educational opportunity for focus students**

**Tasks:**

- Part-time math paraeducators will team with, specialized instruction teacher and the classroom teacher to support Kindergarten through eighth grade students who need additional support.
- Paraeducators will push in or pull small groups of 4-8 students five days a week for a maximum of 60 minutes to reinforce the concepts being taught in class.

**Measures:**

- Increase math proficiency for targeted students
- Curriculum unit assessments
- Summative and Formative assessments

**People Assigned:**

Executive Director, Instructional Coordinator, classroom teachers, math paraeducators and specialized instruction teacher

**Start Date:** 8/16/2013

**Completion:** 6/12/2014

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
General Purpose	Math paraeducators salary and benefits	\$50,000.00

## Goal Area: School Climate

### B. Establishment of Positive School Climate and Culture

Continue to establish an inclusive and equitable learning and gracious community where the stranger feels welcome to ensure that all students learn at their highest academic and cognitive potential in a socially just and democratic school.

#### **What data did Oasis use to form this goal (findings from data analysis)?**

- Staff Reflections from Peer Observations
- School and Program Evaluations
- Attendance Records
- Surveys
- Discipline Data
- CST Assessment/Achievement Gap
- New and All Family Meetings
- School Events (Harvest and GALA)
- Family Participation Agreements
- Family Volunteer Hours

#### **How does this goal align to the Charter?**

Oasis' commitment to equity and a belief that all children, staff, and families must feel valued for who they are and the deep cultural identity they bring to the school assist the community in creating a program that truly honors diversity. Oasis is a culturally sensitive and inclusive community (OCPS, pg. 3).

#### **What did the analysis of the data reveal that lead you to this goal?**

- Boys and low academically achieving students receive more discipline with suspension and behavior consequences.
- Families of upper grade students have less school participation.
- Academic achievement gap among the subgroups

#### **Which stakeholders were involved in analyzing data and developing this goal?**

- Executive Directors
- Staff
- Oasis Community Council

#### **Who are the focus students?**

Students and families who have been historically marginalized and disadvantaged, but mostly Latinos, English Learners, Students with Disabilities, Males, and Socioeconomically Disadvantaged.

**What is the expected growth?**

Improve academic achievement and performance based on inclusiveness, civic participation, and respect in the learning community.

**What data will be collected to measure student achievement?**

- CST Assessment
- Teacher Supplemental, Summative and Formative Assessments
- School Benchmark Assessments

**What process will you use to monitor and evaluate data?**

- Grade Level Meetings
- Behavior Referrals
- Attendance Records
- Articulation Meetings
- Family Meetings
- Focus Meetings

**Actions to improve student academic achievement.**

- Create an inclusion program for all focus students, with a special focus on identified subgroups.
- Plan and organize yearly culturally relevant as well as multi-cultural events to honor and recognize students and their family's background.
- Provide community events focused on culturally relevancy, social justice, democratic participation and equity to improve academic instruction and create positive and inclusive learning environments for all community members, including staff, students and their families.

**8. Establish a Strong and Open Communication with Families**

**Means of Achievement: Build a strong bond, a partnership and trust between families, school staff and students**

**Tasks:**

- During the first two months of school teachers will schedule a home visit after school. Teachers and families can opt to meet at a neutral location such as a coffee shop or library.
- The teachers are to find out what are the families goals and dreams for their child.
- Collect data about relevant information for students and families regarding issues that directly impact student academic achievement.
- Distribute to all families the weekly Thursday news and post it on the web to learning community members.
- Hold monthly family seminars to discuss and address topics of child abuse, self-esteem, positive discipline, among other topics of interest to the families.
- Share regular news with main stakeholder groups focused on learning, discipline, citizenship, social justice, academic achievement, civic participation, social, emotional, cognitive, and physical student development.
- Assemble and share information on a regular basis with the major stakeholders such as the OCC, UCEN, staff, among others.

**Measures:**

- Increase the academic performance of all students with a main focus on its subgroups
- Regular weekly distribution of newsletter through the Thursday folders and the website
- Collect and distribute information to the stakeholders and to the community at large

**People Assigned:**

Executive director, instructional coordinator, administrative staff, psychologist, OCC, and teachers

**Start Date:** 8/16/2013

**Completion:** 6/12/2014

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
General Purpose	Millage from school to the student's home	\$3,000.00
	Family Seminars	\$1,000.00
	Thursday Folders and Weekly News	\$1,000.00
Total Estimated Cost		\$

## 9. School to Home Connection

**Means of Achievement: Build a strong and solid connection between the home and school by keeping the families involved and informed about the academic expectations**

### Tasks:

- Schedule several Grade Level Family Nights to show case what the students have learned in their specialty classes. Family nights will keep families informed about future events and the academic expectations.
- Schedule a New Family Night to share information about the culture of the school and to listen to their wishes and expectations.
- Family night topics to be covered will be math, literacy, anti-bullying, and parenting, among other strategies for student success.
- Weekly news through the Thursday folders, website, classroom news and family meetings.

### Measures:

- Increase proficiency in all the academic areas for all students with a special focus on its subgroups.
- Surveys and event evaluations.
- Create a partnership and support system for the students.

### People Assigned:

Directors, support staff, administrative assistant, classroom teachers, paraeducators and specialized instruction teacher.

**Start Date:** 10/02/2013

**Completion:** 5/30/2014

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
General Purpose	Snacks for the family nights, Thursday folders, and family newsletters	\$1,000.00

## 10. Climate/School Events

**Means of Achievement: Involvement of students, staff, family, community and other stakeholders**

### Tasks:

- Identify school events that involve and include the diverse Oasis community and with a special focus on its subgroups.
- Calendar and publicize events to community with special attention and outreach to underperforming, underrepresented and underserved groups.
- Facilitate participation in all events for all stakeholders of the Oasis community through outreach.
- Monitor student attendance and family participation in school events.
- Inform families and stakeholders of family participation at least twice a year.
- Conduct and analyze ongoing and end-of-year surveys regarding events held:
  - August: New Family Meeting
  - September: All Family Meeting
  - October: Día de los Muertos/Halloween
  - November: Harvest Feast, 1<sup>st</sup> Family Specialty Nights, Family Camp Out
  - December: Christmas/Coming of the Lights
  - January: Christmas Gathering
  - February: Friendship Day
  - March: All Family Meeting, Family Literacy Nights
  - April: GALA
  - May: Family Specialty Nights, Talent Show, Family Day
  - June: Field Day, Boxland

### Measures:

- Data regarding family participation
- Survey results
- Student council feedback
- Family volunteer log
- Student attendance records
- OCC and staff feedback

### People Assigned:

Executive director, instructional coordinator, classroom teachers, support staff, OCC, and other community members and stakeholders.

**Start Date:** 8/14/2013

**Completion:** 6/12/2014

Funding Resources	Related Expenditures	Estimated Cost
General Purpose	Event rental space, survey and event materials, and refreshments for events	\$2,000.00

## 11. Social Justice Classroom to Ensure Access for Focus Students

**Means of Achievement: Increase involvement of staff, families, students and other community members**

**Tasks:**

- Display art pieces to represent diversity around cultural awareness and/or unconscious bias
- Close the achievement gap by offering multicultural, culturally sensitive, and enrichment classes.
- Offer diversity and leadership training to stakeholders such as OCC, Staff and UCEN on cultural competency, equity and social justice.
- Provide training from Center for Ethical Leadership to staff members to fully implement equity and social justice teaching and learning methods and strategies.
- Offer resources to support from Kathy Richman to instructional staff to incorporate culturally responsive curriculum for lesson planning and instructional strategies.
- Acknowledge and celebrate our school diversity.
- School spirit days shall reflect and support the school culture, climate and social justice themes.
- Community training on anti-bullying, empathy and character building i.e. civic and democratic citizenship, class meetings, life skills, and primary choices.
- Hire a counselor to provide support for student conflicts, small groups, emotional/social issues that interfere with their learning.
- Contract a counselor with Sticks and Stones to teach conflict resolution skills and anti-bullying behavior.
- Provide social and emotional support to students and to community.

**Measures:**

- In cooperation with OCC and UCEN when appropriate, plan and implement community events.
- Work in collaboration with Dr. Christine Sleeter, Kathy Richman, Center for Ethical Leadership, Love and Logic and the Sticks and Stones Program to complement Oasis' culturally relevant teaching and learning methods and strategies.
- Suspensions, office behavior referrals, and feedback from community.
- Progress reports in the area of social, behavior and civic participation
- Reflection from staff, OCC, UCEN and other community members
- Input and reflection from Student Council

**People Assigned:**

Administration, leadership teams, students, community, and staff

**Start Date:** 8/16/2013

**Completion:** 6/12/2014

Funding Resources	Related Expenditures	Estimated Cost
General Purpose	Materials, supplies, events/assemblies, meetings,	\$

	training, and coaching	
	Counselor's Contract	\$15,000.00

## 12. Build Staff Capacity and Teamwork

**Means of Achievement: Increase staff development and professional collaboration to align instruction with standards**

### Tasks:

- Administration will calendar bi-weekly teacher collaboration and articulation meetings on minimum days.
- Staff and administration will agree on themes based on school's vision, mission, culture, climate and goals.
- Work collaboratively to develop benchmarks, and alignment between CST, curriculum and standards.
- On-site peer coaching and observations.
- Create a weekly class schedule to allocate adequate time for teachers to plan and do peer observations.
- Allocate funding for instructional staff to do off-site research, observations and evaluations.

### Measures:

- Student Achievement and Assessments (CSTs, CELDT, DRA, Curriculum Embedded, Student Projects, etc.)

### People Assigned:

Instructional Coordinator, Executive Director and all instructional staff

**Start Date:** 8/16/2013

**Completion:** 6/12/2014

Funding Resources	Related Expenditures	Estimated Cost
General Purpose	Substitute Salaries	\$1,000.00

### 13. Family Involvement and Participation

#### **Means of Achievement: Increase involvement, collaboration, and participation**

##### **Tasks:**

- Administration, staff, UCEN, and OCC will review and approve annually a Family Involvement and Participation Agreement.
- Family Involvement and Participation Agreement will be posted on the web, printed and updated annually in the Family Handbook.
- At the beginning of the school year and during the first All Family Meeting every family will receive an Oasis Family/Student Handbook.
- Families who missed the All Family Meeting will receive a copy of the handbook in the Thursday Folders.
- Copies of the handbook will be at the front office for families and member of the public to have access to them.
- Teachers and the OCC will create a list of possible ways in which the families can collaborate with the staff, participate in school and support their child's education.

##### **Measures:**

- All Family Meeting Night agenda and sign in sheet.
- Family participation agreements and log-in sheet.

##### **People Assigned:**

OCC, Administration, Families, and Staff

**Start Date:** 8/16/2013

**Completion:** 6/12/2014

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
General Purpose	Refreshments and Snacks	\$200.00

## 14. Enriching Learning Experiences

**Means of Achievement: Expand, foster and challenge student's academic achievement**

### Tasks:

- Administration will allocate funding for music a music teacher to work with all students for at least twice a week for 30-45 minutes.
- Administration will set aside funding to hire a teacher a Spanish teacher to teach each group at least twice a week for 30-60 minutes.
- Enrichment clubs to focus on multicultural and culturally relevant education every Wednesday from 9-11:30 a.m. Those groups to be multi-age and to work directly with focus groups to create a presentation for the Oasis community.
- Organized and competitive sports after school four days a week for an hour each day.
- Administration will allocated adequate funding for the students to explore, experiment and experience the beauty, history and culture of our area by taking various local field trips with their families providing additional supervision.

### Measures:

- Office behavior referrals
- Suspensions
- Formal and informal assessments
- CST
- Progress reports
- Student narratives
- Social and emotional rubrics
- Projects and presentations

### People Assigned:

Music, Spanish, PE teacher, sports volunteers, instructional staff, classroom teachers, and administration

**Start Date:** 8/16/2013

**Completion:** 6/12/2014

Funding Resources	Related Expenditures	Estimated Cost
General Purpose	Supplies, materials, specialty and enrichment teacher contracts, sports equipment, refreshments and snacks	\$

## Goal Area: Technology

### C. Increase Student Achievement through Technology Access and Instruction

All students will be exposed to the essential standards in instructional technology. The technology lab will be equipped with modern technology to increase student achievement and increase student proficiency. The percentage of students in these classrooms who score at or above proficiency will increase by academic level per CST criteria. All teachers and students will be trained in the use of the acquired technology.

#### **What data did Oasis use to form this goal (findings from data analysis)?**

- Research based studies show greater student engagement when using modern technology. Low language students, visual learners, Special Education students and English Learners show high level of participation, interest and learning.
- CST Assessment
- Student Academic Projects
- Teacher/Technology Made Assessments

#### **How does this goal align to the Charter?**

Through integrated-project-based activities as well as direct instruction, group decision making, and family based learning opportunities, OCPS fosters the development of responsible citizenship skills, literacy, logical thinking, creative problem solving, and the ability to represent one's ideas in variety of ways. Oasis offers a high quality educational program that equips its students with the necessary skills to fulfill their personal aspirations and advocate for the common good (OCPS, pg. 2).

#### **What did the analysis of the data reveal that lead you to this goal?**

- Oasis has not identified any essential standards in instructional technology nor any assessments. However, research indicates that all students benefit from greater exposure to technology instruction.

#### **Which stakeholders were involved in analyzing data and developing this goal?**

- Oasis did not have identified groups to involve them in the analysis of the data and to develop goals. However, families, students, instructional staff, administrators and specialized instruction staff shall be involved in the process.

#### **Who are the focus students?**

- All students and every subgroup in all 10 classes, Kindergarten through eighth grade, until assessments and curriculum are created to analyze students not mastering technology standards. However, English Language Learners, Special Education Students and other learners greatly benefit from the use of modern technology.

**What is the expected growth?**

- Students in the far below, below basic and basic will show a 20% increase. School-wide, students will increase by at least 15%.

**What data will be collected to measure student achievement?**

- CST Assessment
- Technology Instructional Assessments (to be created)
- Classroom performance
- Student created projects
- Assemblies and presentations

**What process will you use to monitor and evaluate data?**

- Quarterly academic conferences

**Actions to improve achievement to exit program improvement**

- Need to identify essential technology standards and must create curriculum that is aligned with the charter for each class.

**15. Infrastructure and Equipment****Means of Achievement: Foster, support and improve instructional strategies to increase student academic achievement****Tasks:**

- Hire an IT professional to update and re-structure the infrastructure.
- Purchase LCD projectors, document cameras, projector screens, and technology carts, to give each teacher one per classroom.
- Provide each teacher with a digital camera and a memory card for instructional purposes and to capture school events.
- Allocate funding to purchase a class set of wireless and modern laptops to be added to the portable computer lab.
- Add a new wired computer system to have two wireless copy machines at two different locations.
- Add new and additional wireless access points.
- Purchase a server, a fire-wall, a filter, a hub, along other modern technology equipment.
- Download online computer software.
- Purchase software and hardware such as memory cards and flash drives.
- Networked computers will be available in classrooms, administrative building, and computer labs and will have literacy programs installed or be accessed online.
- Administration will allocate funding to purchase a set of wireless laptops for the computer lab.
- Allocate funding to purchase ipads for the specialized instruction classroom.

**Measures:**

- Student presentations and publications

- Technology surveys
- Inventories

**People Assigned:**

Technology specialist and administration

**Start Date:** 8/16/2013

**Completion:** 6/12/2014

Funding Resources	Related Expenditures	Estimated Cost
General Purpose	Laptops, document cameras, LCD projectors & pointers, software, and technology carts	\$

## 16. Technology Support

**Means of Achievement: Increase educational opportunity for students and staff**

**Tasks:**

- Contract a part-time computer specialist for 20 hours per month
- Maintain updated every and all laptops and desktops
- Problem solve, upload support programs and download online software
- Inventory all programs, equipment, materials and software
- Trouble Shoot on a regular basis
- Evaluate and survey technology needs for students and staff
- Contract an instructional technology specialist for 10 hours per week to support staff, teachers, and students in learning new technology, aligning content standards with the Oasis theory about teaching and learning and ultimately increase academic achievement

**Measures:**

- Schedule staff usage for non-instructional purposes
- Create a schedule for classroom usage for instructional purposes
- Inventory sheets
- Surveys
- Student created projects and presentations

**People Assigned:**

Directors, staff, technology specialist, community members

**Start Date:** 8/16/2013

**Completion:** 6/12/2014

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
General Purpose	Contract for technology specialists	\$

## Goal Area: English Language Development

### D. Increase Re-classification Rate and Proficiency for English Language Learners

All English Learners will demonstrate growth of at least one level in English language proficiency as measured by the CELDT. All identified English Learners will meet annual AYP, API and NCLB requirements. The percentage of ELs scoring proficient or above on the 2014 ELA and Math CST will increase by at least 10%.

#### **What data did Oasis use to form this goal (findings from data analysis)?**

- CST
- Teacher Assessment
- CELDT
- Summative and Formative Assessments
- Formal and Informal classroom Assessments (DRA, Easy CBM, etc.)

#### **How does this goal align to the Charter?**

Oasis embraces closing the achievement gap between English Learners (EL) and English native speakers. The goal is to ensure a quality ELL instructional that enables the ELL students to attain English proficiency, achievement in all academic subject areas, and to have full access to the range of educational experiences and opportunities that Oasis offers to all of its students (OCPS, pg. 6)

#### **What did the analysis of the data reveal that lead you to this goal?**

English Learners have an academic achievement gap compared to English native speakers. The majority of English Learners are Latinos and Socioeconomically Disadvantaged. English Learners need additional support to achieve proficiency and mastery on ELA per CST standards.

#### **Which stakeholders were involved in analyzing data and developing this goal?**

- Executive Director
- Instructional staff
- Instructional Coordinator
- Oasis Community Council

#### **Who are the focus students?**

- Hispanic/Latinos as they also represent the highest ethnic population of our school
- Socioeconomically Disadvantaged students. Majority of these students are Hispanic/Latinos.
- All English Learners in Kindergarten through 8<sup>th</sup> grade

**What is the expected growth?**

- Students will meet the English proficiency requirements (as appropriate) by 2014. Students with limited English proficiency will show a 10% increase in the proficiency rate on the 2014 ELA.

**What data will be collected to measure student achievement?**

- CELDT
- CST Assessment
- Informal and Formal Assessments
- Writing Samples and Assessments

**What process will you use to monitor and evaluate data?**

- Grade Level Meetings
- Articulation Meetings
- Progress Reports
- Student/Family Conferences
- Teacher review of English language learner's reading and writing assessments
- Instructional staff collaboration to provide ongoing interventions
- Academic Narratives

**Actions to improve achievement to exit program improvement.**

- Alignment of grade level Common Core Standards based curriculum through continuous teacher collaboration, articulation, including sharing of best practices, GLAD, Daily 5, Gradual Release of Responsibility, Literacy, ELD, SDAIE strategies among others.
- Implementation of researched based test preparation strategies.
- Intervention Program.
- Identify and implement essential ELD standards for ELLs.
- Professional development and county office workshops in the areas of need such as: vocabulary development, academic language, reading comprehension, writing, and front-loading.

**17. Professional Development for ELD Strategies****Means of Achievement: Alignment of instruction with English Language Development content standards through professional collaboration****Tasks:**

- Administration will allocate funding to provide ELD professional development to effectively increase English Limited Proficient (ELP) student acquire and develop proficiency in all academic content areas.
- Identify and implement effective professional development and program development opportunities for instructional staff.
- Identify and allocate funding to purchase instructional materials and supplies.
- Provide planning and release time for staff to participate in curriculum development.
- Focus staff on importance and academic impact of ELD instruction.

- Provide student-centered Language Acquisition (LA) training.
- Identify leadership instructional staff members to participate in Professional Learning Communities to work on aligning content standards with EL teaching and learning strategies.
- The reading and writing coaches will provide coaching, curriculum development, and direct instructional support.
- Adopt the Developmental English Proficiency Test (ADEPT) which is a valid and reliable oral language assessment instrument that is well aligned with the CELDT and it will be used for K-8<sup>th</sup> grade students.
- Provide training for instructional staff to administer the ADEPT
- Release teachers from classroom to do peer observations, and curriculum planning.

**Measures:**

- CELDT
- Formative and Summative Assessments
- Informal Classroom Observations
- ADEPT
- Oral Presentations
- Projects
- Student portfolios
- Feedback from peer observations
- Teacher reflections

**People Assigned:**

Classroom teachers, Executive Director, Instructional Coordinator and Literacy Coaches

**Start Date:** 8/16/2013

**Completion:** 6/12/2014

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
General Purpose	Contracts for Literacy coaches	\$15,000.00
	Purchase the ADEPT assessments and training	\$10,000.00
	Workshop registration, and substitute salaries	\$5,000.00

## 18. Instructional Support

**Means of Achievement: Increase English Language Development proficiency and reduce the number of ELLs through the re-classification process**

### **Tasks:**

- Executive Director, Instructional Coordinator and Specialized Instruction teacher will review CELDT scores to identify determine the materials and supplies needed.
- Administration team will review available data and materials to identify areas of need.
- Allocate funding to purchase supplemental instructional materials for ELD small group instruction.
- Administration team will seek input from instructional teachers, support staff, and from administration regarding the selection of instructional materials and supplies.
- Identify and purchase professional development materials for instructional staff to support reading fluency, comprehension and academic language acquisition.
- Hire an English Language Acquisition Paraeducator to meet daily with the identified students.
- Allocate funding to purchase materials for the paraeducator to introduce vocabulary and comprehension skills and to help students with classroom assignments as needed.
- Learning/reading buddy systems, upper with lower grade, to develop oral language development.
- Teachers will collaborate with their grade-leveled partners to plan and select ELD standards as well as critical teaching and learning strategies to be used in the classroom with ELLs.
- Students from CSU Monterey Bay to support Kindergarten students develop their oral language skills to work in the classroom three hours per week.
- Service learning students from CSU Monterey to support 1<sup>st</sup> through 8<sup>th</sup> grade students.
- Purchase and fully implement the Phonics and Friends and the Read Naturally Programs.
- Purchase books on tape, headphones, boom boxes, and other ELD instructional material.

### **Measures:**

- ADEPT
- CELDT
- Classroom performance
- Classroom formal and informal assessments
- Paraeducator lesson plans
- Class schedules for small group instruction, pull-out and push-in
- Number of reclassified students
- Student projects
- Student presentations
- Student portfolios

### **People Assigned:**

Executive Director, Instructional Coordinator, classroom teachers, students, CSUMB Students, and English Language Arts paraeducator

**Start Date:** 8/16/2013

**Completion:** 6/12/2014

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
General Purpose Funding	Salary and benefits for a ELA paraeducator Read Naturally, Phonics and Friends, Headphones, Books on Tape, Boom boxes, ELD instructional materials and supplies	\$20,000.00 \$10,000.00

## 19. Family Involvement

### Means of Achievement: Alignment of needs with instructional ELD standards

#### Tasks:

- English Language Acquisition Committee (ELAC) meetings minimum of 5xs in the school year.
- Family Literacy Nights based on community needs including the needs of ELLs.

#### Measures:

- Family Meetings Sign in Sheets
- CELDT
- ADEPT
- Classroom Formal and Informal Assessments
- Summative and Formative Assessments

#### People Assigned:

Executive Director, Instructional Coordinator, teachers, instructional support staff family members of EL students

**Start Date:** 8/16/2013

**Completion:** 6/12/2014

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
General Purpose	Snacks and refreshments for meetings, family training materials and supplies	\$5,000.00

## 20. Translation

**Means of Achievement: Access to services and information to EL students and families**

**Tasks:**

- Translation, English/Spanish, of newsletters and weekly announcements.
- Translation, English/Spanish and American Sign Language (ASL), for Family Meetings, Family Literacy Nights, and Family/Teacher Conferences
- Translation for Student Study Team meetings
- Contract a licensed translator as needed

**Measures:**

- Sign in sheets
- Contracts

**People Assigned:**

Executive Director, Instructional Coordinator, staff, and translators

**Start Date:** 8/16/2013

**Completion:** 6/12/2014

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
General Purpose	Contract translators	\$2,000.00
	Phone calls to invite to meetings and conferences	
	Flyers and newsletters	\$1,000.00

21. California English Language Development Testing (CELDT)

**Means of Achievement: Alignment of ELD level with ELD content standards and instruction**

**Tasks:**

- Directors will coordinate testing with the ELL specialist to test identified ELs.
- Arrange testing with ELL specialist for newly enrolled students within the first 30 days of enrollment.
- Schedule at least a grade level meeting per month to align ELD level with ELD content standards and instructions.
- Administration will meet with teachers and instructional support staff throughout the year to go over lesson planning and teaching strategies and curriculum implementation.

**Measures:**

- CELDT Scores
- Lesson Plans
- Lesson Observations
- Class Walk-thru

**People Assigned:**

Executive Director, Instructional Coordinator and ELL specialist

**Start Date:** 8/16/2013

**Completion:** 6/12/2014

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
General Purpose	Contract for ELL Specialist on an hourly basis for testing	\$2,000.00

## 22. English Language Development Paraeducator

**Means of Achievement: Increase educational opportunity for students and staff**

**Tasks:**

- English Language Development paraeducator will collaborate with classroom teachers to strategically plan and decide on delivery method to introduce and strengthen language and literacy skills.
- Paraeducator will pull-out and/or push-in students to provide small group instruction.
- Administration will allocate funding to purchase ELD materials and supplies.
- Administration, instructional staff, and teachers will identify and select the most appropriate ELD curriculum that is aligned with the content standards.
- Use adopted curriculum such as the Read Naturally and Phonics and Friends Programs.
- Assess students every six weeks of instruction to determine their current ELD level and their area of need.
- Lesson planning, curriculum delivery and strategies must be aligned with content standards and school philosophy.

**Measures:**

- Class and small group schedules
- Paraeducator lesson plans
- CELDT Scores
- ADEPT Scores
- Curriculum Assessments

**People Assigned:**

Executive Directors, Instructional Coordinator, paraeducator and classroom teachers

**Start Date:** 8/16/2013

**Completion:** 6/12/2014

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
General Purpose	Paraeducator salary and benefits	\$20,000.00

# Goal Area: English Language Arts

## E. Increase ELA Proficiency for ALL Students

All second through eighth grade students will participate in the CST Assessment and Smarter Balanced testing. All of Oasis' students, including all subgroups, will meet annual API and AYP requirements in 2013-2014.

### **How does this goal align to the Charter?**

Oasis embraces closing the achievement gap between Caucasian/White students and its subgroups. Student outcomes at Oasis address the state content and performance standards in each of the core academic areas of math, language arts, science, and history/social studies science (OCPS, pg. 6).

### **What data did Oasis use to formulate this goal (findings from data analysis)?**

- CST Assessment
- Curriculum Summative Embedded Assessments
- Teacher Supplemental Formative Assessments
- CELDT Assessments
- Progress Reports
- Student Narratives

### **What did the analysis of the data reveal that led Oasis to this goal?**

- Latinos/Hispanic, English Learners, Special Education, Socioeconomically Disadvantaged continue to score below all other subgroups. These groups continue to score below the advanced and proficient level in standardized assessments as well as in the Oasis' ELA assessments, Oasis continues to have an achievement gap.
- Students that continue to perform below grade level lack a basic comprehension and writing skills. They still have difficulty writing complete sentences and applying the rules of the written English language. Student below grade level still struggle with comparing and contrasting different genres.

### **Who are the focus students?**

First through Eighth grade Latinos/Hispanics, English Language Learners, Special Education and Socioeconomically Disadvantaged students.

### **What is the expected growth?**

The expected growth is 25% per year for each focus group until 100% of the student population reaches advanced and proficient levels in mathematics. Moving students from Far Below Basic, Below Basic, and Basic to Proficient and Advanced.

### **What data will be collected to measure student achievement?**

- CST Assessment
- Curriculum Summative Embedded Assessments
- Teacher Supplemental Formative Assessments
- Read Naturally
- Easy CBM
- Developmental Reading Assessment

### **What process will Oasis use to monitor and evaluate the data?**

- Progress Reports
- Student Narratives
- Student Study Team (SST)
- CELDT
- Gradual Release of Responsibility, Reading and Writing Instruction
- Read Naturally
- Easy CBM
- Quick San Diego
- Developmental Reading Assessment (DRA)
- Reading A-Z
- Formal and Informal Observations Tools
- Peer Observations and Feedback Tools

### **Actions to improve student academic achievement**

- Support classroom instruction through on-site and job-embedded professional development and coaching by Instructional Specialists.
- Response to Intervention Model (3 levels)
- Small group math intervention during the school day.
- Extend the instructional program by adding 40 minutes.
- Re-structure the math program to level math groupings.
- Increase instructional staffing to provide pull-out small group instruction.
- Develop grade level bench marks.
- Study center in the Life After School Program.
- Biweekly team planning, articulation meetings, peer observations, professional reflections, and peer feedback.
- Instructional materials that are aligned with Oasis' student-centered teaching practice.
- Ratio is one adult to every six or eight students (depending on grade level).
- The groups are taught by trained, certified and/or fully credentialed teachers.
- Full-time Specialized Instruction teacher.

### 23. Professional Development for Direct Instruction

**Means of Achievement: Increase professional collaboration and articulation to increase academic achievement for All students and staff**

**Tasks:**

- Administration allocated funding to contract two instructional literacy coaches to provide training and coaching.
- Bi-monthly team meetings to discuss best teaching practices.
- Teachers participate in peer observations and use them to share best teaching practices.
- All instructional staff will attend training offered by the Alisal Union School District, Monterey County Office of Education or any other in collaboration with other local charter schools.
- Funds will be allocated to provide PD that will effectively increase student's English language proficiency in English Language Arts.
- Funds will be allocated to provide training for Daily 5 Café, Read Naturally, and GLAD.
- Create a schedule that allows instructional staff to do bi-monthly peer observations.
- Staff will provide feedback to their colleagues based on their observations.
- Professional development and workshops in the areas of need such as: vocabulary development, academic language, reading comprehension, writing, and front-loading.
- Oasis will hire a culturally responsive curriculum coach.
- All instructional staff will receive training by constructivist, culturally sensitive, and progressive professionals.
- The coach will work with teachers to develop interdisciplinary thematic units that include and build on students' home and community culture. These units will be grade-level appropriate and will address the Common Core Standards.
- The coach will observe all teachers individually in their classrooms, to learn about teachers' styles and about their students.
- The coach will then meet with grade-level teams to help them formulate plans for their units, as well as helping them to locate resources to carry out their lesson plans. These could include books and magazine articles, films, guest speakers, field trip possibilities, and family involvement.

**Measures:**

- CST
- Walk-Thrus
- Formal and Informal Observations
- Teacher Reflections
- Peer Observations and Feedback
- PD Evaluations and Surveys

**People Assigned:**

Executive Director, Instructional Coordinator, instructional staff, and teachers.

**Start Date:** 8/16/2013

**Completion:** 6/12/2014

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
General Purpose	Substitute Salaries	\$2,000.00
	Literacy Coaches	\$20,000.00
	Literacy Training	\$5,000.00

## 24. Instructional Materials and Supplies

### **Means of Achievement: Implement, improve and align instructional strategies with school's philosophy**

#### **Tasks:**

- Director will allocate funds to support the small group push-in and pull-out program.
- Instructional staff will determine materials, supplies and training necessary to implement, enhance and support intervention program.
- A combination of conventional, progressive and innovative standards-based intervention instruction.
- Staff will submit purchase requisition to directors for approval and processing.
- Materials and curriculum purchased will be for use with targeted students such as Read Naturally, boom boxes, flash cards, among others.
- Staff will research and evaluate sufficiency of materials and support.
- Instructional staff will be provided the opportunity to attend and implement new training.
- Allocate funding to purchase instructional materials, such as core literature, student newspaper, expository texts, audio books, reading class sets, and phonics books will be purchased to support students in class as well as in the reading intervention groups.

#### **Measures:**

- Classroom inventory of instructional materials and supplies
- Teacher documentation of standards-based instruction and requirements
- Twice a year evaluation and report to Oasis Community Council (OCC), Under Construction Educational Network, Inc. (UCEN) and Staff
- Individualized Education Plans

#### **People Assigned:**

Classroom teachers, specialized instruction teacher, instructional support staff, Instructional Coordinator and Executive Director

Start Date: 8/13/2013

Completion Date: 6/12/2014

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
General Purpose	Manipulatives, hands-on and supplemental materials and supplies	\$5,000.00
Special Education	Specialized Instruction Teacher	\$

## 25. Maximize Resources for Students Below Proficient

### Means of Achievement: Increase English language proficiency for the identified students

#### Tasks:

- Administration will allocate adequate funding to hire two part-time reading paraprofessionals.
- Allocate funding to hire two part-time licensed reading intervention teachers.
- Part-time reading paraeducators will team with, specialized instruction teacher and the classroom teacher to support first through eighth grade students who need additional support.
- Paraeducators will push-in or pull small groups of 4-8 students three to four days a week for a maximum of 45 minutes to reinforce the concepts being taught in class.
- All first through eighth grade students not meeting grade level standards will receive leveled small group instruction based on their identified English language needs.
- Teachers, paraprofessionals, and administration will identify and group the students based on their CST and Oasis' reading assessments.
- Student's response to intervention will be communicated regularly with classroom teachers.
- Instructional team will meet regularly to align and modify the class and the specialty schedule.
- Intervention reading teachers and paraprofessionals will support classroom teachers in articulation and team planning meetings to align core grade level programs and standards in English Language Arts.
- Instructional team and administration will meet to select the most appropriate reading intervention curriculum.
- Oasis will continue to maintain a full-time Specialized Instruction teacher to support the struggling students as well as the students with exceptional needs.

#### Measures:

- CST
- Read Naturally Assessments
- Summative and Formative assessments
- Progress Reports
- Student Narratives

#### People Assigned:

Executive Director, Instructional Coordinator, classroom teachers, reading intervention teachers, reading paraeducators and specialized instruction teacher

**Start Date:** 8/16/2013

**Completion:** 6/12/2014

Funding Resources	Related Expenditures	Estimated Cost
General Purpose	Reading paraeducators salary and benefits	\$40,000.00
	Reading Intervention teacher salary and benefits	\$10,000.00

	Specialized Instruction Teacher	\$
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## 26. Family School to Home Connection Nights

**Means of Achievement: Increase family involvement and strengthen relationship between families and school**

**Tasks:**

- Schedule Literacy, Science and Specialty Family Nights.
- Administration will send home in English and Spanish reminders.
- Administration will allocate funding for monthly Family Seminars.
- Seminars to be provided in American Sign Language, English and Spanish.
- The school will provide snacks or finger food for the family nights.
- Child care to be provided.
- Two all day book fairs will be scheduled during the Family/Teacher conference weeks.

**Measures:**

- Sign in sheets
- Family participation log
- Surveys

**People Assigned:**

Executive Director, instructional coordinator, teachers, specialty instructors, and instructional staff

**Start Date:** 9/15/2012

**Completion:** 6/12/2013

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
General Purpose	Snacks for the Family Nights	\$
	Psychologist contract	\$

## 27. After School Homework Support

### **Means of Achievement: Extended learning time**

#### **Tasks:**

- Students participating in the after school program and in need of ELA support are welcome of to attend the additional tutoring support group, Monday through Friday.
- A college educated paraprofessional will assist with reading and writing homework and re-teaching skills and reading strategies when needed.

#### **Measures:**

- Improve ELA performance on classroom assessments and on CST
- Improve student's confidence in their reading and writing knowledge and skills

#### **People Assigned:**

Executive Director, after school program coordinators

**Start Date:** 8/14/2013

**Completion:** 6/12/2014

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
After School Program	After school program coordinators salary and benefits	\$40,000.00

## Goal Area: Visual & Performing Arts

### F. Fine Arts Instruction for All Students Including Subgroups

All students will have access to fine arts instruction to increase students' self-confidence, academic achievement, sense of belonging, connection and identity to the school community. Multiple intelligences are also addressed as students receive fine arts instruction.

#### **What data did Oasis use to form this goal (findings from data analysis)?**

Research studies have long indicated a greater academic success for students who are exposed to fine arts.

#### **How does this goal align to the Charter?**

Oasis has always supported fine arts. Music classes and enrichment clubs are part of curriculum and instruction. Oasis believes that the ability to represent one's thinking in a variety of ways is a necessary attribute if students are to be able to express and defend their ideas and opinions to a wide variety of audiences (OCPS, pg. 8).

#### **What did the analysis of the data reveal that lead you to this goal?**

Students struggle academically, including English Learners and Socioeconomically Disadvantaged students, perform at the same level of the other students in the music and enrichment clubs.

#### **Which stakeholders were involved in analyzing data and developing this goal?**

Families, teachers, support staff, specialty instructors, administrators.

#### **Who are the focus students?**

All Oasis' students.

#### **What is the expected growth?**

All students will have access to fine arts instruction to provide greater school connectedness and raise academic proficiency

#### **What data will be collected to measure student achievement?**

The achievement gap between Latinos, Socioeconomically Disadvantaged and other groups will close by 20% each year.

#### **What process will you use to monitor and evaluate data?**

Review student engagement in enrichment clubs, drama, music, and art program data from surveys.

#### **Actions to increase student academic achievement.**

Increase academic achievement for all students by providing enrichment experiences. Keep detailed data on focus group of students, such as Latino/Hispanic, English Language Learners, Students with Exceptional Needs, and Socioeconomically Disadvantaged students.

## 28. Music Instruction

**Means of Achievement: Increase educational and musical knowledge and skills for ALL students including its subgroups**

### Tasks:

- Administration will allocate funding to hire a part-time music instructor.
- All students will participate in weekly music classes, at least twice a week for 30 minutes.
- Fourth through eighth grade students will be invited to participate in weekly instrument instruction through Keeping Music Alive on Fridays from 4-5 p.m.
- Allocate funding to purchase a sound system.
- Purchase musical instruments and materials.
- Students will be learn to play different instruments.
- Teachers will prepare the students for at least two Family Nights performances throughout the year.
- Meetings with classroom teachers to align class topics, curriculum standards and music instruction.

### Measures:

- Number of participating students and attendance records
- Student performance

### People Assigned:

Executive Directors, Instructional Coordinator, music instructor and teachers

**Start Date:** 8/14/2013

**Completion:** 6/12/2014

Funding Resources	Related Expenditures	Estimated Cost
General Purpose	Contract for Music Instructor	\$5,000.00
	Sound System	\$1,000.00
	Musical materials and supplies	\$5,000.00

## 29. Enrichment Clubs

**Means of Achievement: Provide access to multi-cultural and culturally relevant experiences for ALL students including its subgroups**

### Tasks:

- All students will select an enrichment class to participate in multi-age groupings every Wednesday from 9-11:40 a.m.
- Enrichment classes will focus on developing academic vocabulary and public speaking through drama, chorus, dance, second language learning, sewing, beading, cooking, multi-cultural exploration, as well as other arts and crafts learning experiences.
- Administration will allocate funding to contract part-time specialty teachers to provide small group instruction during enrichment days.
- Teachers will prepare their students for school-wide presentations.
- Meetings with all instructional staff to come up with a theme and share best teaching practices.

### Measures:

- Number of participating students
- Attendance records
- Students' performance and projects.

### People Assigned:

Executive Directors, Instructional Coordinator, teachers, and instructional staff

**Start Date:** 9/15/2013

**Completion:** 6/5/2014

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
General Purpose	Materials and supplies for enrichment classes	\$2,000.00

### 30. Theater/Drama Instruction

**Means of Achievement: Increase and strengthen oral and reading development and public speaking skills for ALL students including its subgroups**

**Tasks:**

- All students will participate in theater arts classes, at least 10-15 weeks throughout the school year for 30-60 minute sessions.
- Administration will allocate funding to hire a part-time theater arts instructor.
- Allocate funding to purchase materials and supplies such as play scripts, props, sets and costumes.
- Meetings with classroom teachers to align class topics, curriculum standards and theater arts instruction.
- Prepare students for a presentation for the grade level Family Night.

**Measures:**

- Number of participating students
- Attendance records
- Student performance

**People Assigned:**

Executive Directors, Instructional Coordinator, theater/drama instructor and teachers

**Start Date:** 8/14/2013

**Completion:** 6/12/2014

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
General Purpose	Contract for Theater/Drama Instructor	\$15,000.00
	Theater/Drama materials and supplies	\$1,000.00

### 31. Visual Arts Instruction

**Means of Achievement: Increase and strengthen the social, emotional, artistic and academic expressions of ALL students including that of its subgroups**

**Tasks:**

- All students will participate in weekly art classes, at least twice a week for 60 minutes.
- Build connections and relationships with local art display galleries and historical community locations.
- Administration will allocate funding to hire a full-time visual arts instructor.
- Students' art work will be displayed in the community places.
- Allocate funding to purchase art materials and supplies.
- Meetings with classroom teachers to align class topics, curriculum standards and art instruction.
- Students will write about their art work and will create oral presentations.

**Measures:**

- Number of participating students
- Attendance records
- Student art displays
- Written student work samples
- Presentations and art projects

**People Assigned:**

Executive Directors, Instructional Coordinator, art instructor and teachers

**Start Date:** 8/14/2013

**Completion:** 6/12/2014

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
General Purpose	Contract for Art Instructor	\$30,000.00
	Art materials and supplies	\$5,000.00

## 32. Physical Education Instruction

**Means of Achievement: Increase and strengthen the physical, social, emotional and academic development of ALL students including that of its subgroups**

### Tasks:

- All students will participate in weekly P.E. classes, at least four days a week for 30 minutes.
- Build connections and relationships with local entities to play after school competitive sports such as flag football, basketball, among others.
- Participate in competitive sports with other local schools.
- Allocate funding to purchase P.E. materials and supplies.
- Meetings with classroom teachers to align class topics, curriculum standards and P.E. instruction.
- Students will create presentations for the Family Nights.
- Instructor will prepare and will execute health and safety classes for all students.
- Students will prepare for the state physical test.

### Measures:

- Number of participating students
- Attendance records
- Physical fitness test
- Competitive sports scores
- Presentations

### People Assigned:

Executive Directors, Instructional Coordinator, P.E. instructor and teachers

**Start Date:** 8/14/2013

**Completion:** 6/12/2014

<b>Funding Resources</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>
General Purpose	Contract for P.E. Instructor	\$20,000.00
	P.E. materials and supplies	\$5,000.00

## **Conclusion**

The staff, families, UCEN board, OCC members, and community at large of Oasis Charter Public School (OCPS) is committed to providing all students with the highest quality and equitable education. OCPS fosters, values and supports the social, emotional, cognitive, academic, and physical development of the students. At OCPS students have ample and various learning opportunities to explore, experiment and experience the world, but especially their community. OCPS' action plan will support, challenge and enhance the academic experience of every student.

The above strategic plan will increase and improve student academic performance, family participation, student engagement, staff development, and the overall community climate. It will also increase the overall student social, emotional, cognitive and physical development for all students and particularly for Oasis' identified subgroups, Hispanic/Latino, special education, English learners, and the socioeconomically disadvantaged. The main goal is to close the achievement gap between the high and the low academically achievement groups. Another important goal is to fully engage all students with the culturally relevant and academically leveled curriculum.