

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: SOUTHSIDE ELEMENTARY SCHOOL

District Name: Nassau

Principal: Cindy Olson

SAC Chair: Dr. Charline Robinson

Superintendent: Dr. John Ruis

Date of School Board Approval:

Last Modified on: 10/26/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

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)
Principal	Cindy Olson	M.S. Educational Leadership/School Principal, B. S. Early Childhood Education, Associates Degree Psychology Certification-- , Hearing Impaired, Visually Impaired, Age 3 grade 3	5	5	Southside Elementary is a feeder school to Emma Love Hardee grades and AYP is based on ELH FCAT scores and learning gains. School Grade: A 2008-2009 AYP No School Grade: A 2009-2010 AYP No School Grade: A 2010-2011 AYP No School Grade: A 2011-2012 AYP No
		Leadership - All Levels Administration B.S., M. Ed., Ed.S., and a Ph.D. in Education with specialization in Elementary and Secondary			

Assis Principal	Dr. Charline Robinson	Educational Administration Elementary Education K-6 Early Childhood Education; B.S., M. Ed., Ed.S. Middle Grades Language Arts/Social Sciences English for Speakers of Other Language (ESOL) Reading Endorsement	2	1	Southside Elementary is a feeder school to Emma Love Hardee grades and AYP is based on ELH FCAT scores and learning gains. School Grade: A 2008-2009 AYP No School Grade: A 2009-2010 AYP No School Grade: A 2010-2011 AYP No School Grade: A 2011-2012 AYP No
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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.

Subject Area	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)
n/a					

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	New Teacher Orientation	Principal/ Staff Development	July-June 2012-13	
2	Weekly Meetings/trainings for new teachers	Grade Level Representative & District facilitator	August -June 2012-13	
3	Classroom visitation for all teachers	Principal and Assistant Principal	September-October 2012-13	
4	Applicants submit a portfolio, resume, interview process, and background check to ensure applicant is highly qualified for teaching position.	Principal and District personnel office	Prior to hire	
5	Professional Learning Communities to enhance teacher performance and collaboration.	PLC leaders	August 2012-2013	
6	Lesson Studies (CCSS) conducted during common planning time.	PLC leaders for lesson group	August 2012-2013	

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
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n/a

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
44	4.5%(2)	9.1%(4)	34.1%(15)	56.8%(25)	40.9%(18)	100.0%(44)	0.0%(0)	11.4%(5)	25.0%(11)

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
Sharon Rabant	Wendy Woods & Holly Warden	New to school and/or 1st grade	Monthly meetings to discuss: Cum folders, curriculum, Saxon Phonics, daily activities, records, requirements at SS, where to find things, Focus, Grades, Nassau county web page, Southside webpage and how to set up, Elmo trainnig, FAIR & grade level specific information, Rti, behavior management, strategies, organization, classroom management and anything needed to assist the new teachers. Grade level meetings monthly.
Dedra Mitchell	Kaysley Thornton	New to school and Kindergarten	Monthly meetings to discuss: Cum folders, curriculum, Saxon Phonics, daily activities, records, requirements at SS, where to find things, Focus, Grades, Nassau county web page, Southside webpage and how to set up, Elmo trainnig, FAIR & grade level specific information, Rti, behavior management, strategies, organization, classroom management and anything needed to assist the new teachers. Grade level meetings monthly.

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, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Individuals participating as members of the RtI Leadership Team include, but are not limited to the following: Guidance Counselor, Grade Level Team Representatives, student's teacher, teacher's buddy teacher or previous teacher, Speech Pathologist, School Psychologist and Staffing Specialist, parent, ESE teacher, and an administrator.

Principal and Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, assesses RtI skills of school staff through the analysis of referral data as well as ongoing informal observations, ensures implementation and appropriate documentation of interventions and documentation, ensures professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

RtI Level Chairs of Regular Education: There are two grade RtI level representatives for Kindergarten, First, and Second

grade. They provide information about core instruction, participate in data collection and analysis, Tier intervention, collaborate with grade level faculty to implement Tier 2 & 3 interventions and assist in the integration of Tier 1/2 and Tier 2/3 activities and lessons. Assist in conducting the RtI meeting with Guidance Counselor.

Guidance Counselor: Act as the coordinator of the RtI meetings during which pertinent personnel will assess all available information about students who are having difficulty. Assists with screening programs that provide information for early interventions for children considered 'at risk'; assists in the implementation and collection of data and provides support for assessment and implementation monitoring. At the Tier II and Tier III meetings, the counselor will take and type meeting notes, assist with the PMP's and make sure that the appropriate paperwork and data analysis is being implemented to insure timely implementation of the RtI process. The entire team will make monthly data-driven decisions about each student based on FAIR data, grades, baseline/midyear data and other pertinent data.

ESE Teachers: Participate in data collection, integrate core instructional activities and materials into Tier 3 interventions and collaborate with general education teachers and other support personnel in coteaching environments. ESE teachers can also collaborate with general education teachers to provide strategies for implementation of the RtI process by providing strategies and ideas

School Psychologist: Participates in child study team meetings including the analysis of data, monitoring of interventions, assistance in the development of strategies and interventions for Tier II and III students, collaborates with school-based staff in the development and implementation of the intervention plans and ongoing monitoring of the resulting data, facilitates data-based decision making activities. When she is on site, she will be able to doublecheck data that is being collected, offer strategies and suggestions for teachers, and actively participate in the process from beginning to end.

General Education Teachers - Teachers conduct progress monitoring, current documentation, current logs, and RtI Packet to compliance. Teachers develop plans in accordance with the district reading plan, the district math plan, the district writing plan, and the district code of conduct; coordinate with other general education teachers, ESE teachers, support personnel and parents and monitor the data collection and steps of the intervention plans that are implemented; identifies systematic patterns of student needs while working with district personnel and school-based personnel to identify appropriate, evidence-based intervention strategies. Teachers will maintain and submit weekly documented lesson plans of interventions for struggling readers, as well as a form of Differentiated Reading Centers for all students (no textbook series lesson plan).

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?

The RtI Leadership Team will conduct meetings during which the students who are in the RtI process will be discussed individually and progress will be monitored. Monthly meetings will be held where data that is collected will be analyzed and if progress is not being made, different strategies will be implemented, as well as throughout the process ongoing assessment and probing will continue to take place so that data is continually being collected to demonstrate the performance of each child. Teachers will start a PMP for students not on grade level.

Teachers refer students who are unable to meet grade level standards independently to the RtI team. The RtI Leadership Team will assess the baseline academic data, background information and the cause for the referral. Based on this information, the Guidance Counselor will schedule a RtI meeting with all pertinent personnel and parents to begin the RtI process of implementing interventions. Students information will be analyzed, including report cards, IDMS, Lexia, and FAIR data, other probes, basal reading tests from the Harcourt series and any other significant data that would contribute to creating and implementing appropriate individual strategies to meet the needs of the students. Each student is considered individually and prescriptive strategies are implemented based on the demonstrated specific needs of each child.

The role of the RtI Leadership Team is to continually monitor and re-address the strategies and interventions that are put into place for students who are demonstrating need or not making progress with the use of data driven instruction. The RtI Leadership Team serves as a guide for the instructional staff who are directly serving the students in the classroom.

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?

The RtI Leadership Team is a built-in bridge to make the School Improvement Plan reflective of the academic focus needed.

The synchronization processes enable the School Improvement Plan to be a document that is meaningful to the community, parents, administrative, and instructional personnel. All stakeholders are able to develop ownership of the School Improvement Plan and able to assist in the successful implementation of the identified strategies.

The RtI Problem Solving Process is used in developing and implementing the School Improvement Plan because the two go hand in hand; through Response to Interventions strategies/skills which are demonstrated by the students and with each student's needs addressed individually, the improvement of the school is directly demonstrated. By addressing each student as an individual academically and holistically rather than 'teaching to the class', the School Improvement Plan becomes the

vehicle through which this process is accomplished successfully, but with continual improvement.

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.

The data provided from FAIR and Stanford 10, Baseline, Mid-year and End- of-Year Assessments in Reading, Writing, Math, and behavior are the data sources. The RtI data collection and analysis, benchmark assessments, rubrics, teacher generated informal assessments, student progress monitoring of data collected from interventions, and parent teacher conferences are some but not all of the systems used to summarize data. This information will be monitored throughout the school year.

Describe the plan to train staff on MTSS.

At the beginning of the 2012/13 school year, the faculty at Southside Elementary School was provided a current manual to assist in the implementation of Nassau County School District's RtI Policy and Procedures. The Nassau County School District continues with an identified core of district level trainers, led by an RtI District Specialist. These trainers provide the mechanism through which school site staff will be trained. This group has developed a training component, District RtI Implementation Manual, purchased resources to support the training component and scheduled training sessions for all school sites.

At the school level, teachers are provided assistance from the RtI grade level representatives, guidance counselor, staffing specialist, psychologist and other teachers.

Describe the plan to support MTSS.

The Guidance Counselor will conduct monthly meetings with the RtI Leaders to discuss progress of students and teachers documentation of data collection. RtI Leaders will conduct meetings to discuss and assist teachers in student strategies, data collection, and in the correct process for recording information.

The Guidance Counselor will schedule Tier II & III meetings with parents, teachers, psychologist, staffing specialist, and RtI Leader for grade level. Teachers will collaborate to discuss strategies at the RtI grade level meetings.

School-Based Literacy Leadership Team

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

The school based Literacy Leadership Team includes the Principal, Assistant Principal, Guidance Counselor, and two representatives from each grade level and Special Education.

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

The Leadership Team meets monthly after the Principal's meeting to discuss information obtained from the District. The role of the Leadership Team is to set goals and objectives, analyze data, RtI updates and monitoring, develop strategies, conduct fidelity checks, discuss curriculum needs and concerns within the school, train teachers and enhance student performance within the School Improvement Plan and review District SIP.

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

This team will focus specifically on ways that the school can integrate literacy into all content areas based on the CCSS, as well as, strengthen instructional strategies in reading and language arts. The Leadership Team meet to discuss all decision making topics, academic subjects, assessment data, concerns, strategies, and policies at Southside Elementary.

The major initiatives of the LLT will be to insure that reading/math/writing/science resources are available to assist teachers with all students. Analyzing the data from a variety of resources, the LLT will focus on the areas of relative weakness and collaborate to provide whatever is possible to ensure that all of the students at Southside Elementary become strong, dedicated readers. Assessing the data from sources such as Lexia, FAIR, the Basal Reading series, and other various resources, the LLT will work collaboratively to assist teachers directly in the classroom. Teachers will attend ongoing PLC training, and be continually updated concerning the district's initiatives.

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.

n/a

*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:	Students will make learning gains at or above the district average at Southside Elementary. Southside will work on reading skills to assist Emma Love Hardee. The percentage of students scoring at Achievement Level 3 in Reading will increase by 1% at ELH.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students at Southside participate in SAT 10 assessments. Emma Love students 74% (445) of the students scored at or above Level 3.	Students at SSE will increase by 1% to assist Emma Love Hardee on FCAT.

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	1.1 Consistency in time spent reading	1.1 Supplemental materials and programs to include: Access to fiction & non-fiction material interesting to students. Teachers reading to students. Accelerated Reader, Technology, Grade Level incentives to increase reading at school, AR Point Club, Reading Mentors, Peer reading/tutoring, Families Building Better	1.1 Teachers, Media Specialist, Principal, Assistant Principal	1.1 Student Data Form, FAIR Data, STAR Data, A.R. Data, teacher evaluation observation, increased reading scores	1.1 STAR, SRA Placement Test, FAIR, Accelerated Reader Data Increased reading in classroom
2	1.2 Levels of reading capabilities are varied.	1.2 Supplemental Programs such as Lexia, Accelerated Reader, Fast Forward, curriculum intervention/CCSS mastery. Teachers differentiate instruction and integrate all subjects. Text complexity identified for all students.	1.2 Teachers, Paraprofessionals	1.2 Program Data Analysis Lesson plans indicate how differentiating instruction Teacher Evaluation Observation	1.2 Analyzing Disaggregated Data by Teachers Students mastery of CCSS
3	1.3 New Common Core Standards	1.3 Workshops, Grade Level Meetings, PLC Meetings to gain an understanding of CCSS and implementation in	1.3 Teachers, Principal, Assistant Principal	1.3 Lesson Plans, Teacher Observation & Participation in Workshops and Meetings, Sign-in -Sheets	1.3 Teachers have understanding of CCSS and implement

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
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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Southside Elementary students will make learning gains at or above the district average. Southside is a feeder school to ELH. The percentage of ELH students scoring at or above Achievement Level 4 in Reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Southside 1st & 2nd grade students are administered the SAT 10 Assessment.	Students will show an increase in scores by 1% to assist ELH.

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	2.2 High level students need more opportunities for challenges.	2.2 Using resources such as, but not limited to, Encyclopedias, Books, Teacher Book-Marked Websites, internet, etc. for students to prepare reports	2.2 Teachers, Media Specialist, Principal, Assistant Principal	2.2 Reports presented in class by students, teachers document in lesson plans.	2.2 Report Grade & documented in lesson plans.
2	2.3 Meeting the needs of all students at all levels	2.3 Differentiate to meet the needs of all student levels Supplemental Materials and Programs will be utilized.	2.3 Teachers, Principal, Assistant Principal	2.3 Student Data, Program Use Log, Observation of differentiating instruction	2.3 FAIR and STAR Data, Increased Use of Materials

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:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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n/a	
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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:	Southside Elementary students will make learning gains at or above the district level to assist ELH.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Students are making learning gains in reading. At ELH 73% (437) students made learning gains.	Students will increase reading skills by 1%.
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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	3.1 Lack of time to share and observe other teacher's "Best Practices"	3.1 Peer Coaching and Observation, PLC, Lesson Study and Grade Level Meetings	3.1 Principal, Assistant Principal, and PLC Facilitators	3.1 Teacher observation using new "Best Practices" from peer teachers	3.1 Teacher Observations, Sign-in-Sheets
2	3.2 Varying levels of student learning abilities	3.2 Students will be screened at the beginning of the year using several instruments: FAIR, STAR, IDMS Baseline testing. Utilization of the Think Central Website. Differentiated instruction, cooperative learning, integrated instruction throughout all content areas, student driven instruction and CCSS text complexity.	3.2 Teachers	3.2 Student Data from assessments	3.2 FAIR, STAR, Baseline Testing

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:		
n/a				
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:		Southside Elementary students will make learning gains at or above the district level to assist ELH. Students at SS will focus on inferential thinking and comprehension to assist ELH on their goal.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Students in the 25% are making progress based on their ability. 73% (437)students at ELH made learning gains.		Students will increase reading scores by 1% to assist ELH in their goal.			
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	4.1 Bridging Reading Gap between Higher Level Students and Lower Level Students	4.1 Students will be screened at the beginning of the school year through the use of several screening instruments to include: FAIR, STAR Reading, RTI Data Students will participate in remediation activities using technology, small group, individual and repeated instruction to mastery.	4.1 Teachers, Principal, Assistant Principal	4.1 Student Data Form: FAIR Data, STAR Data Analysis of District Baseline, Mid-year, and End-of-the-Year Assessments. RtI Data/ Documentation	4.1 Increase in FAIR and STAR Data
2	4.2 Parental Support	4.2 Student Incentives, Focus, School Functions, Families Building Better Reader	4.2 Teachers, Principal, Assistant Principal	4.2 Sign-In Sheets, Attendance of School Functions	4.2 Signed Communication such as: Planners, Weekly Folders
3	Inadequate use of context clues to develop Higher Order Thinking	graphic organizers, highlighting text, increase opportunities to use	Teachers	Lesson plans, observation	Assessment on FAIR, IDMS, SAT 10

	skills	context clues, explicit scaffolding instruction			
4	Lower quartile students require additional support to process information	Chunking content, elaboration of new information, small group differentiated instruction, data analysis to support instruction	Teacher Administration ESE Department	Assessment data, Walk-thrus, observations, lesson plans	FAIR, IDMS, SAT 10 data, evaluation data

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 # Southside Elementary will assist Emma Love Hardee in achieving proficiency in reading and math at target level.				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	74% reading 70	71	74	77	80	

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:	Southside Elementary subgroups by ethnicity will increase scores at or above the district average to assist ELH in their goal.
2012 Current Level of Performance:	2013 Expected Level of Performance:
K-2 white, 2 black, 0 Hispanic not making progress at grade level 1st grade-9 white, 8 black, 1 Hispanic not making progress at grade level 2nd grade-10 white, 12 black, 1 Hispanic in RtI & ESE	Southside Elementary subgroups by ethnicity will increase scores by 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
1	5B.1 Parent Support, understanding of CCSS & NGSSS, Language Barrier	5B.1 Teachers provide parent/teacher conferences to discuss CCSS & NGSSS expectations and how to assist their child at home. Provide translated information for parents.	5B.1 Teachers, Principal, Assistant Principal	5B.1 Increased Parent Participation and Understanding	5B.1 Students increased mastery of skills indicated on FAIR, and other assessments.
2	5B.2 Students need more repeated teaching to master concepts.	5B.2 Students will participate in remediation activities using technology, small group, individual and repeated instruction to mastery.	5B.2 Teachers, Principal, Assistant Principal	5B.2 FAIR Scores, Teacher Assessments, RtI Documentation/Data	Students show increased scores on 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.	Southside Elementary ELL students will make satisfactory
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Reading Goal #5C:	progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Kindergarten ELL students made satisfactory progress in reading. First and second grade students made satisfactory progress based on CELLA.	ELL students will make satisfactory progress based on CELLA.

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	5B.1 ELL students need more specific academic support.	5B.1 Teachers will diligently monitor and follow the ELL Plans providing all accommodations. Teachers will use ELL Reading Curriculum and interventions. Teachers will gain knowledge from peer teachers in other grade levels to assist ELL students in appropriate instruction in K-2.	5B.1 Teachers, Principal, Assistant Principal, District ELL Coach	5B.1 Analysis of ELL progress	5B.1 Teacher Progress Reports FAIR, CELLA Testing
2	5B.2 Many ELL students are not exposed to English at home. They are only exposed at school.	5B.2 Provide at home materials and services through ESOL program and county website, Edline, Think Central Website, At-home materials offered in their home language, dictionary	5B.2 Teachers, Parents, Principal, Assistant Principal	5B.2 Increased Performance on Standardized Tests Increased Communication between Home and School	5B.2 Parental Feedback, Parent-Teacher Conferences, Testing Data
3	SB.3 As our ELL school population grows, many students are not proficient in English.	5B.3 Teachers and staff will follow the ELL/LEP Plans and immerse students in English language. Teachers and staff will continue to learn various ways to assist ELL students and provide a quality inclusion education for them.	5B.3 Teachers, Principal, Assistant Principal, District ELL Coach	5B.3 ELL/LEP Plans Continued monitoring of progress academically	5B.3 Teacher Reports of Progress from ELL/LEP Plans Teachers - Graphing Data Monitoring of CELLA, FAIR, and other diagnostic tests to insure that they are learning and being taught appropriately.

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:	Southside students with disabilities will make satisfactory progress in reading to assist ELH in their goal.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD students made satisfactory progress based on their IEP goals. ELH students show a need for inferential thinking and comprehension skills.	SWD students will make satisfactory progress in reading by 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
1	5C.1 Students have difficulty learning key concepts.	5C.1 Student participation in targeted differentiated classroom skill groups to teach basic phonics and comprehension skills. Use intervention curriculum/SPIRE in Reading. Use Fast ForWord technology, Rti process strategies and follow the IEP. Share Think Central with parents and place on webpage.	5C.1 Teachers and Paraprofessionals	5C.1 Analyze and monitor data from evaluation tools.	5C.1 Teachers' Reports: Star Reading/ Accelerated Reader, FAIR, Lexia, Basal Assessments, Fast ForWord, Intervention Assessment, IEP Mastery, and Think Central Class Participation.

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:	Southside economically disadvantaged students will make satisfactory progress in reading by 1% to assist ELH.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students are making satisfactory progress in reading.	Students scores will increase by 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
1	5E.1 Students not being Provided Sufficient Resources to Assist Families	5E.1 Students provided the opportunity to participate in the District's Food Program, Blessings in a Backpack, Sutton Place, CARRT, after School Tutoring (1st @ 2nd Grades before SAT 10 Testing), Shop with Cops Program	5E.1 Teachers, Principal, Assistant Principal, Community Resources, Guidance Counselor	5E.1 Participation of Families in Programs	5E.1 Data from increased participation in various assistance programs.
2	5E.2 Parents knowledge and understanding of CCSS & NGSSS and ability to assist student. Language Barrier	5E.2 Teachers provide Parent/Teacher Conferences to discuss CCSS & NGSSS expectations and how to assist their child at home. Provide translated information for parents.	5E.2 Teachers, Principal, Assistant Principal	5E.2 Increased Parent Participation at Home	5E.2 Signature on Weekly Reports, Reading Logs and other information sent home.
	5E.3 Students need more repeated teaching to	5E.3 Students will participate in remediation activities	5E.3 Teachers, Principal, Assistant	5E.3 Scores on FAIR, Lexia, Teacher Assessments	5E.3 FAIR, Lexia Data Analysis, fewer

3	master concepts.	using technology, small group, individual and repeated instruction to mastery	Principal, Paraprofessionals	students on RTI Log
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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
CCSS focus in PLC meetings	PK-2 & all subjects	Robbins, Rabant, Hyers PLC Leaders and Principal, Assistant Principal	School-wide	2012-13 school year	Sign in sheets, agenda, minutes, lesson plans	CCSS Leadership Team
Lesson Study/planning during Common Planning Time	PK-2 & All Subjects	Thomas, Gilbride, Hyers, Pittman, Bass, Whittier, Robbins, Rabant	School-wide	2012-13 School Year	Sign-in-Sheets, Agenda, Minutes turned in to Principal, Lesson Plans Principal & Assistant Principal monitor	PLC Leadership Team
Data Analysis	PK-2/All Subjects	Principal, Assistant Principal	School-wide	2012-13 School Year	Data Reports from Assessments	Leadership Team, Principal, Asst. Principal
21st Century Skills, Feedback and Rubrics	K-2	PLC Leaders, Principal, Assistant Principal	School-wide	August 27, 2012	Lesson Plans, Observations	Teachers, Principal, Assistant Principal
Grade Level Meetings	PK- 2/all	Pittman, Hicks, Broussard, Hall GLC Leaders	School-wide	2012-13 School Year	Sign-in-Sheets, Agenda, Minutes	Principal, Assistant Principal
Common Core State Standards Training	K-2 Reading, Mathematics, Writing	Olson, Robinson, Rabant	Sharing School-wide	June 2012	Trainings Provided within School	Principal, Assistant Principal, Rabant
Reading 6: Supervised Practicum, Part B	K-8	Robinson	Assistant Principal	May 2012	Share with Teachers	Principal, Assistant Principal
Continuous Improvement Model for Teachers	K-8	Robinson	Assistant Principal	July 2012	Share with Teachers	Principal, Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
1. Provide students books to take home	1. Traveling books & envelopes	General funds	\$300.00
2. Provide teachers copies of reading assessments	2. Printing	general Funds	\$1,019.16
3. Students supplemental materials	3. Words I use, Quick words books	General funds	\$663.66
			Subtotal: \$1,982.82
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
CCSS training	Lesson Study Kits	General funds	\$327.00
CCSS quick reference guides for teachers	Flip charts CCSS	General funds	\$886.82
			Subtotal: \$1,213.82
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,196.64

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:		The percentage of students proficient in CELLA listening/speaking will increase 1%.			
2012 Current Percent of Students Proficient in listening/speaking:					
K-2 35%					
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	ELLs have not had enough time in the ESOL program to become proficient with English.	Teachers and ELL para, if available, will continue to work with ELLs at their level, making the needed accommodations with the content area material.	Teachers, ELL Para, Principal, Assistant Principal	Observation	Observation
2	ESOL endorsed teachers need to differentiate through strategies when working with ELLs at the different English levels.	ESOL endorsed teachers will provide differentiated instruction for ELLs.	Teachers, Principal, Assistant Principal	Lesson Plans Observation Test Results	Lesson Plans Observation Test Results
3	Lesson plans need to be modified for the English level of each ELL.	Teachers will use the ELLs LEP Plan when making lesson plans.	Teachers, Principal, Assistant Principal	Teacher Lesson Plans	Teacher Lesson Plans

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:	Goal: The percentage of students proficient in CELLA reading will increase 1%.
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2012 Current Percent of Students Proficient in reading:

K-2 16%

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	<p>ELLs have not had enough time in the ESOL program to become proficient with English.</p> <p>Average time for ELLs to be proficient is 3-5 years.</p> <p>However, each ELL is different based on support from home and literacy levels of parents.</p>	<p>Teachers and ELL para, if available, will continue to work with ELLs at their level, making the needed accommodations with the content area material.</p>	<p>Teachers, ELL Para, Principal, Assistant Principal</p>	<p>Observation Teacher Lesson Plans</p>	<p>Observation Teacher Lesson Plans</p>

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

3. Students scoring proficient in writing. CELLA Goal #3:	Goal: The percentage of students proficient in CELLA writing will increase 1%.
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2012 Current Percent of Students Proficient in writing:

Writing - 24%

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	<p>ELLs have not had enough time in the ESOL program to become proficient with English.</p> <p>Average time for ELLs to be proficient is 3-5 years; however, each ELL is different based on support from home and literacy levels of parents.</p>	<p>Teachers will need to use the ELLs LEP Plan when making lesson plans.</p>	<p>Teachers, Principal, Assistant Principal</p>	<p>Teacher Lesson Plans</p>	<p>Teacher Lesson Plans</p>

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary 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:	Southside Elementary students will make learning gains at or above the district average in math. Southside will improve student scores to assist the feeder school Emma Love Hardee.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Kindergarten is at grade level. SAT 10 score were 76% (165) for 1st grade and 70% for 2nd grade (128).	Southside Elementary teachers and students will focus on CCSS mastery to show an increase in scores by 1% to assist Emma Love Hardee Elementary.

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	1.1 Students are working at grade level and require additional motivation to increase skills.	1.1 Teachers will provide supplemental assistance by utilizing the Reteach pages in curriculum & CCSS. Online Florida intervention computer program to assist students. Teachers will utilize the Math technology program, IXL, to reinforce and enhance computer and math skills.	1.1 Classroom Teachers, Principal, Assistant Principal	1.1 Lesson Plans, Teacher Observation Formative and Summative assessment Baseline & mid-year data from IDMS	1.1 SAT 10 results IDMS data Unit Tests IXL data analysis
2	1.2 Time available to work in small groups with teacher on individual skills.	1.2 Teachers will use cooperative learning, peer teaching and student centered activities to enhance students learning.	1.2 Classroom Teachers, Principal, Assistant Principal	1.2 Lesson Plans, Teacher Observation	1.2 IDMS Data SAT 10 Results, Unit Tests IXL Data
3	1.3	1.3	1.3	1.3	1.3

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:
n/a	

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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Southside Elementary will provide enrichment to high achieving students to challenge and ensure growth. The students will make learning gains at or above district level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
At Southside Elementary the average SAT 10 score for 1st grade was 76% (165) and 2nd grade was 70% (128). Kindergarten was at grade level.	Southside Elementary will increase the number of students scoring higher on the SAT 10 to meet or exceed the district average.

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	2.1. Students need to be provided the opportunity to participate in enrichment activities to stimulate learning.	2.1 Students who are high achievers in Math will be challenged with enrichment STEM activities, research and other challenging academics. Provided opportunities to participate in peer mentoring as math enrichment from classroom teachers.	2.1 Classroom Teachers, Principal, Assistant Principal	2.1 Lesson Plans, Teacher Observation, Increased Projects presented to Class	2.1 Math Pre, Mid-year and Post-Tests, Grades, and Teacher Observations
2	2.2 Teacher have a lack of time to focus on high achievers.	2.2 Teachers incorporate higher level thinking strategies throughout the classroom lessons and subjects. Differentiate curriculum for enrichment. Higher level Essential Questions.	2.2 Teachers, Principal, Assistant Principal	2.2 Teacher Observation, Lesson Plans	Teacher Evaluation Observation indicated differentiated instruction

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:	Southside Elementary School is a Pre-K through 2nd Grade feeder school to Emma Love Hardee Elementary School. Students will make learning gains at or above the district average for all grades to support Emma Love Hardee.
2012 Current Level of Performance:	2013 Expected Level of Performance:
At Southside Elementary, the average score on the SAT 10 in first grade was 76% (165) and in second grade it was 70% (128). Kindergarten students are at grade level.	Southside students SAT 10 math scores will meet or exceed the district average.

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	3.1 Instruction needs integration with hands on and cooperative learning activities to enhance students making learning gains.	3.1 Based on CCSS, teachers need to differentiate and incorporate hands on and cooperative learning in the classroom. Integrate math in all subjects.	3.1 Classroom Teachers, Principal, Assistant Principal	3.1 Teacher Evaluation Observation	3.1 Pre-, Mid-, and Post-Baseline Math Assessments (Instructional Data Management System - IDMS)
2	3.2 Students are achieving mastery in math concepts based on CCSS.	3.2 Teachers integrate concepts to mastery using whole, small group, and individual instruction throughout all subjects.	3.2 Classroom Teachers	3.2 Scores on Pre-, Mid-, and Post-Baseline Math Assessments Teacher Evaluation Observation	3.2 Pre-, Mid-, and Post-Baseline Math Assessments (Instructional Data Management System - IDMS)

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					
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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:	Southside Elementary School is a Pre-K through 2nd Grade Feeder school to Emma Love Hardee Elementary School. Southside students will make learning gains at or above the district average for all grades to support Emma Love Hardee.
2012 Current Level of Performance:	2013 Expected Level of Performance:
At Southside Elementary 24% of the students in 1st grade and 30% in 2nd grade were in lowest 25% on the SAT 10.	Southside students will increase mastery of the SAT 10 math skills to meet or exceed the district average and support Emma Love Hardee as a feeder 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
1	4.1 Students in the lowest quartile are below grade level and require additional time to master skills. Varying levels of student learning abilities	4.1 Teachers provide CCSS integrated & differentiated instruction. Teachers will use intervention curriculum to improve student learning. Teachers will provide repetitive remediation in small groups or individual. Students will be in the RtI Process.	4.1 Classroom Teachers, Principal, Assistant Principal	4.1 Scores on Pre-, Mid-, and Post-Baseline Math Assessments; Teacher documentation on RtI	4.1 Pre-, Mid-, and Post-Baseline Math Assessments (Instructional Data Management System - IDMS) Teacher RtI data
2	4.2 Students not mastering previous math concepts	4.2 Teachers teach each concept to mastery using whole, small group, and individual instruction with manipulatives, hands on, and cooperative learning.	4.2 Classroom Teachers, Principal, Assistant Principal	4.2 Scores on Pre-, Mid-, and Post-Baseline Math Assessments; RtI documentation Increased number of students mastering skills RtI documentation	4.2 Pre-, Mid-, and Post-Baseline Math Assessments (Instructional Data Management System - IDMS) RtI data
3	Lack of experience with fractions, operations and measurement. Better understanding of operation clues.	spiraling incorporation of skills with the use of centers and IXL, Math software that focuses on specific skills	Teachers	Observation, analyzing data	IDMS, IXL data

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%.	Elementary School Mathematics Goal #
5A :	<input type="text"/>

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68	71	74	77	80	

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:	Southside Elementary ethnicity subgroups will increase scores at or above the district average to assist ELH in their goal.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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K-2 white, 2 black, 0 Hispanic not making progress at grade level 1st grade-9 white, 8 black, 1 Hispanic not making progress at grade level 2nd grade-10 white, 12 black, 1 Hispanic in Rtl & ESE	During the 2013 FCAT, the Ethnicity subgroup will continue to be monitored for progress at ELH. At Southside the level of performance will increase by 1%.
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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	5.1 Students are below grade level and require additional time to master skills. Varying levels of student learning abilities.	5.1 Teachers provide CCSS integrated & differentiated instruction. Teachers will use intervention curriculum to improve student learning. Teachers will provide repetitive remediation in small groups or individual. Students struggling will be in the Rtl process	5.1 Classroom teachers, Principal, Assistant Principal	5.1 Scores on Pre-, Mid, and Post Baseline Math Assessments; Teacher documentation on Rtl	5.1 Pre-, Mid, and Post Baseline Math Assessments
2	5.2 Students not mastering previous math concepts	5.2 Teachers teach each concept to mastery using whole, small group, and individual instruction with manipulatives, and hands on learning.	5.2 Classroom Teachers, Principal, Assistant Principal	5.2 Scores on Pre-, Mid, and Post Baseline Math Assessments; Teacher documentation on Rtl	5.2 Pre-, Mid, and Post Baseline Math 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	At Emma Love Hardee, even though the ELL subgroup is not yet considered large enough to affect AYP, this group is being closely monitored so that their ELL plans are being appropriately implemented with ELL endorsed teachers. Southside Elementary School is a Pre-K through 2nd Grade Feeder school to Emma Love Hardee Elementary School.
2012 Current Level of Performance:	2013 Expected Level of Performance:

At Emma Love Hardee, the ELL population continues to grow and is being closely monitored so that they are not only becoming proficient in English, but are learning the fundamental and grade level math instruction by ESOL endorsed teachers.	At Emma Love Hardee during the 2012 FCAT, the ELL's will perform at grade level on the Math FCAT. Southside students will perform on grade level in math.
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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	5B.1 Inaccurate matching of student instructional levels with instructional materials.	5B.1 Utilize GO MATH ESOL leveled activities & CCSS to effectively match instructional materials with student instructional levels.	5B.1 Teacher, District ELL Coach	5B.1 Scores on Pre-, Mid-, and Post-Baseline Math Assessments	5B.1 Pre-, Mid-, and Post-Baseline Math Assessments (Instructional Data Management System - IDMS) CELLA
2	5B.2 Parents may not speak English fluently.	5B.2 Translate materials in their primary language provided through CCSS, Harcourt Curriculum series and District ESOL program. Utilize the ESOL paraprofessional to translate and assist teacher in remediation	5B.2 Teachers, Parents, Principal, Assistant Principal	5B.2 Increase communication between home and school.	5B.2 Parent/Teacher Conferences Amount of translated materials provided
3	5.B.3 Students have a difficult time translating math computations.	5.B.3 Utilize the ELL portion of the GO MATH Curriculum & CCSS to teach math concepts.	5.B.3 Teachers, Parents Principal, Assistant Principal	5.B.3 Gains made in GO MATH/CCSS using ELL Curriculum and Assessments	5.B.3 Pre-, Mid-, and Post-Baseline Math Assessments (Instructional Data Management System - IDMS)

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:	Southside Elementary School is a Pre-K through 2nd Grade Feeder school to Emma Love Hardee Elementary School. Students will make satisfactory progress in Math based on their IEPs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Some students made satisfactory progress.	Southside SWD students will show gains according to their IEP and grade level expectations on the SAT 10 Math.

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	5C.1. SWD students require additional time to master required skills due to varying abilities.	5C.1. Individualized or small group differentiated instruction with accommodations based on their IEP. Utilization of the intervention math curriculum & CCSS.	5C.1. Classroom Teachers, Paraprofessional, Administrators	5C.1. Quarterly evaluation of goals identified in Individual Education Plan (IEP) Scores on Pre-, Mid-, and Post-Baseline Math Assessments.	5C.1. Individual Education Plan (IEP) goals. Pre-, Mid-, and Post-Baseline Math Assessments (Instructional Data Management System - IDMS).

2	5C.2. Teacher's knowledge of differentiation and CCSS to integrate for all learning styles.	5C.2. Teachers will utilize differentiated activities in the Go Math Program. Teachers will increase their knowledge of differentiating instruction & integration. CCSS & NGSSS standards will be taught to mastery.	5C.2. Classroom Teachers, ESE Teachers, Principal, Assistant Principal	5C.2. Lesson Plans; Teacher Observations Improved Student Performance	5C.2. Lesson Plans, Teacher Evaluation, Student Mastery
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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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Southside Elementary School is a Pre-K through 2nd Grade Feeder school to Emma Love Hardee Elementary School. Students will make learning gains at or above the district average.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Some Emma Love Hardee students are not making satisfactory progress on the FCAT. Kindergarten students are at grade level. Some first & second grade students are not making satisfactory progress.	Southside students will perform at or above grade level in math.

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	5E.2 Varying levels of student learning abilities require additional time to master skills.	5E.2 Teachers will provide supplemental assistance utilizing the Reteach pages of curriculum and Florida Intervention computer program. Teachers will utilize IXL Math program technology to reinforce skills. Teachers will teach CCSS math skills to mastery to all students using all modes of learning.	5D.2 Classroom Teachers, Principal, Assistant Principal	5D.2 Scores on Pre-, Mid-, and Post-Baseline Math Assessments; Teacher Rti documentation Teacher evaluation	5D.2 Pre-, Mid-, and Post-Baseline Math Assessments (Instructional Data Management System - IDMS) Mastery of skills IXL data
2	5E.2 Parents are unaware of curriculum standards and CCSS. Parents have varying math skills.	5E.2 Teachers will conduct conferences to explain math CCSS standards. Teachers will provide information about curriculum & CCSS at Open House. CCSS will be posted in two locations easily accessible to parents. Information about CCSS will be sent home.	5E.2 Teachers, Principal, Assistant Principal	5E.2 Increased parent understanding of CCSS	Parent participation with homework & increased understanding of CCSS

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
CCSS focus in PLC meetings	PK-2 & All Subjects	Robbins, Hyers, Rabant	School-wide	2012-13 School Year	sign in sheets, agenda, minutes, Principal & Asst.Principal monitor, Lesson Plans	PLC Leadership Team, Principal, Assistant Principal
Lesson Study/planning PLC	PK-2 & All Subjects	Robbins, Hyers, Rabant, Gilbride, Thomas, Pittman, Bass, Whittier	School-wide	2012-13 School Year	Sign-in-Sheets, Agenda, Minutes, Principal, Asst. Principal monitor, Lesson Plans	PLC Leadership Team, Principal, Assistant Principal
Data Analysis	PK-2/all subjects	Principal, Asst. Principal	School-wide	2012-13 School Year	Data Reports from Assessments	Leadership Team, Teachers, Principal, Assistant Principal
Grade level Meetings	PK-2/all	Grade level leaders, Pittman, Hicks, Broussard	School-wide	2012-13 School Year	Sign-in-Sheets, Agends, Minutes	Principal, Assistant Principal
Math for K-8 Teachers: Algebraic Thinking	K-8	Robinson	Assistant Principal	July 2012	Share with Teachers	Principal, Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students enhanced math technology	IXL program license	PTO funds	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PD CCSS teachers	Paper, ink, copy maintance	General Funds	\$400.00
			Subtotal: \$400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,400.00

* 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:	Students will demonstrate Science concepts in classroom activities.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% (590) Satisfactory	At Southside Elementary students will increase their level of performance by 1% in Science.

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	1.1 Time Limitations	1.1 Science instruction will be incorporated throughout lessons to provide STEM activities. Weekly Science Lab visits.	1.1 Teachers, Principal, Assistant Principal, Science Lab Personnel	1.1 Student Participation in STEM Activities Science Lab Participation	1.1 Student Participation Teacher Observations
2	1.2 Limited Time for Students to Share STEM Activities	1.2 Schedule and conduct a school-wide Science Fair. Teachers will schedule time for students to participate in hands-on learning, cooperative groups, and opportunities to share their achievements.	1.2 Teachers, Principal, Assistant Principal	1.2 Science Fair Projects, Lesson plans/schedules	1.2 Student Participation and Display of Projects
3	1.3 Language barriers for ELL students and mastery of concept by other students	1.3 Students will increase understanding of Science through observation, exploration, sorting, recording, comparing, analyzing, applying, demonstrating and proving the use of scientific skills for teachers.	1.3 Teachers, Principal, Assistant Principal	1.3 Teacher observation, assessments, lesson plans	1.3 Kindergarten: teacher observation of attained skills First & Second: 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:	
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:
n/a	.

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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Southside Elementary students will demonstrate Science concepts in classroom activities to assist Emma Love Hardee (feeder school).
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (75) achieved Excellent	Increase scores by 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
1	2.1 Higher Level concepts & Thinking Skills in Science	2.1 Teachers will teach high frequency Science vocabulary in their lessons. Teachers will teach higher level thinking skills. Teachers will share concepts using Discovery Education.	2.1 Teachers, Principal, Assistant Principal	2.1 Lesson Plans, Teacher observations Students demonstrate mastery of skills	2.1 Assessments
2	2.2 Obtain knowledge & greater understanding of how to integrate enrichment	2.2 Teachers will focus on differentiation of enrichment activities within the classroom	2.2 Teacher, Principal, Assistant Principal	2.2 Lesson Plans, Teacher observations	2.2 Lesson plans, teacher observation

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:
n/a	

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
Lesson Study/planning PLC to focus on STEM activities to be included in lesson plans	PK-2/all subjects	Lesson study facilitators and Science Committee	School-wide	2012-13 school year, meetings 30 minutes each week	Sign in sheets, agenda, minutes, and Lesson Plans	Principal & Assistant Principal, PLC Facilitators
PLC meetings to discuss STEM integration throughout daily lessons	PK-2/STEM	PLC Leaders & Science Committee	School-wide	2012-13 school year	Lesson Plans, PLC sign in sheets & minutes	PLC Leaders, Administration, Science Committee
Data Analysis	K-2/Science	Administration	School-wide	2012-13 school year	Data reports from assessments	Leadership Team, Administration, Teachers
Grade Level meetings	PK-2/all	Grade level leaders	School-wide	2012-13 school year	sign in sheets, agenda, minutes	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Project materials for Science Fair	Poster board, paper	General funds	\$100.00
Consumables for Science Lab	agenda books, head phones, cups and other equipment	General funds & PTO	\$755.00
			Subtotal: \$855.00
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
Provide supplies for PD	Paper, copy costs, ink	General funds	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

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:	Southside Elementary School is a Pre-K through 2nd grade feeder school to Emma Love Hardee. Southside will increase 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
K-2 Scores were Satisfactory.	Students will increase 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
1	Vocabulary	The students will be exposed to a variety of vocabulary at different levels of complexity.	Teachers	Beginning, Middle, and End-of-Year Writing Assessments; Nassau County Baseline Assessment Writing Prompts	Rubric K-5 Nassau District Writing Rubric
2	Knowledge	The students will engage in a variety of exposure to the world in which they live to relate to writing prompts.	Teachers	Beginning, Middle, and End-of-Year Writing Assessments; Nassau County Baseline Assessment Writing Prompts	Rubric K-5 Nassau District Writing Rubric
3	Time-Order Events	The students will engage in sequencing activities which will build a concrete foundation of time-order events.	Teachers	Beginning, Middle, and End-of-Year Writing Assessments; Nassau County Baseline Assessment Writing Prompts	Rubric K-5 Nassau District 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:
n/a	.

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
PLC focus on integration of writing into all subjects.	K-2/Writing	PLC Leaders	School-wide	2012-13 School Year	Lesson Plans, Sign-in-Sheets, Minutes	Teachers, PLC Leaders, Principal, Assistant Principal

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
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 Writing 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	The goal at Southside Elementary is to decrease the

Attendance Goal # 1:	number of absences and tardies during the 2012/2013 school year and assist every child in attending school daily while keeping parents aware of school policies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
90%(590)	90%(590) of the students will attend school on a consistent basis
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
There were 20 students that had excessive absences in 2011-12 school year. K-7, 1st-8 and 2nd-4.	The number of students with excessive absences in the 2012/13 school year will decrease by 1%.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2011/12, there were 148 students with excessive tardies.	In 2012-13, the number of students with excessive tardies will decrease by 1% of the students.

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	1. Our students rely on parents to get them up and bring them to school. Some parents are consistently not getting their child to school.	<p>1. A SchoolReach absence message will be sent to the child's home when absent from school. This message will remind parent to send in note upon return to school.</p> <p>Inform parents of District attendance policy via webpage, newsletter, student handbook and information at Meet & Greet</p> <p>Principal or Asst. Principal will contact parent by phone to discuss after 5 consecutive absences and offer strategies to improve.</p> <p>A 5 & 10 day attendance letter will be sent home to parent via child or mail.</p> <p>Parent/teacher conference to discuss attendance and strategies to improve.</p> <p>Attendance officer will do a homevisit contact after absences exceed the District Policy.</p> <p>Attendance Intervention meeting (Rti) with parents,</p>	1. Principal, Asst. Principal, Teachers, Guidance Counselor, Data Operator, Attendance Officer	<p>1. Attendance card reporting in Focus.</p> <p>Home Visit by Attendance office</p> <p>Court Process</p>	1. Improved attendance and performance in class Attendance records will indicate improvement.

		attendance officer, principal, teacher and guidance counselor. Court referral after continued absences that have exceeded the District policy.			
2	2. Parents are not sending in parent/doctor notes when they can to excuse absences.	2. The teacher will contact parent when absent after one day to remind them to send in a note. Parent/teacher conference to discuss attendance and importance of notes. A SchoolReach absence message will be sent to the child's home when absent from school. This message will remind parent to send in note upon return to school.	2. Principal, Asst. Principal, Teacher, Guidance Counselor, Data Operator, Attendance Officer	2. Attendance cards Home Visit by Attendance office	2. Increased number of notes to excuse absences.
3	3. Parents responsibility to bring child to school on time.	3. Principal or Asst. Principal will contact parent by phone to discuss after 5 consecutive tardies and offer strategies to improve. Parent/Teacher conference to discuss tardies and strategies to improve. The teacher will notify attendance officer and contact parent when excessive tardies accumulate. (after 5 tardies) Inform parents of District attendance/tardy policy via webpage, newsletter, student handbook and information at Meet & Greet	3. Principal, Asst. Principal, Teacher, Guidance Counselor, Data Operator, Attendance Officer	3. Attendance cards Home Visit by Attendance office Court Process	3. Improved attendance and performance in class Attendance cards will indicate improvement

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
Provide materials for attendance/tardy letters to parents	paper, stamps, ink, copy costs	General funds	\$200.00
			Subtotal: \$200.00
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: \$200.00

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:	The number of in-school and out of school suspensions will decrease in the school year 2012/2013.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In 2011/12, There were no In-School Suspensions. Most of the discipline referrals were from the bus.	In 2012/13, the in-school suspensions will decrease by 1%..
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
n/a	n/a

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2011/12, there were 0 students suspended throughout the school year. The 62 discipline referrals were from the bus and of those 7 resulted in bus suspension for 1 to 2 days.	In 2012/13, the expected number of students suspended from the bus will decrease by 1%.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
n/a	n/a

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 listening skills, respect and discipline have decrease.	<p>1.Character Education in the classroom by teachers.</p> <p>Student Behavior Contract in place with parent signature.</p> <p>Bus, cafeteria and safety rules taught in school and reinforced.</p> <p>Teach appropriate behavior for bus and school.</p> <p>School/Classroom Rules and Discipline Plans in place and shared with parents at Meet & Greet and Open House.</p> <p>Parent/teacher conference to discuss behavior and strategies to improve.</p> <p>Student behavior charts to track daily or weekly progress go home daily or weekly with student.</p> <p>Conduct parent meeting to resolve bus behavior.</p>	Parents, Teachers, Principal, Asst. Principal, Guidance Counselor, Parents, Students, Bus Drivers	Decrease in the number of discipline forms resulting in in-school or out of school suspension, increase in appropriate behavior in classroom and bus.	Number of Discipline Forms

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

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
			Grand Total: \$0.00

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:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Southside will increase parent participation.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Two Hundred and Forty parents volunteered in 2011-2012.	Increase parent participation by 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
1.1	Parents often do not have time to attend school activities; therefore, school staff collaborate and	1.1 Identify various community resources that work with the school, provide information to parents	1.1 Teachers, Principal, Assistant Principal, Guidance Counselor	1.1 Teacher Reports, Sign-In-Sheets for Parent/Teacher Conferences, Phone Logs, Newsletters	1.1 Teacher Reports, Sign-In-Sheets for Parent/Teacher Conferences, Phone Logs, Newsletters

1	communicate with parents concerning student performance.	about outside agencies that are beneficial to students and provide informational materials. Communication will be increased through Open House, weekly newsletters, school monthly calendar/menu, FAIR, IDMS math and other assessment results shared with parents at parent/teacher conferences, phone calls from teacher to discuss success and concerns and monthly classroom strategies sent home that can be used to increase student learning.			
2	1.2 Parents need to be part of the decision making processes that occur in the school.	1.2 Communicate the purpose of the parent involvement committee and volunteer options and encourage parents to actively participate and be part of the school; including different committees such as, but not limited to, SAC or P.T.O. Committees.	1.2 Principal, Assistant Principal, SAC Chair, Volunteer/Mentoring Coordinator	1.2 School Reach, Volunteer/Mentoring Hours Documented, SAC Participation, Parent Participation at School	1.2 SAC Report, Volunteer/Mentoring Sign In

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:		Southside Elementary will provide integrated lessons in the area of Science, Technology, Engineering and Math to work toward 21st Century Goals.			
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	1.1 Time limitations	1.1 Teachers will brainstorm ways to integrate STEM activities into lessons.	1.1 Teachers, Principal, Assistant Principal	1.1 Lesson Plans/Schedules	1.1 Lesson Plans Teacher Observation
2	1.2 Knowledge of STEM related activities	1.2 Science Committee will distribute a Quarterly newsletter with STEM ideas for teachers.	1.2 Science Committee, Teachers, Principal, Assistant Principal	1.2 STEM activities on lesson plans, teacher observations	1.2 Lesson Plans, Newsletter, Teacher Observation
3	1.3 Publicity of STEM activities	1.3 School-wide Science Fair, Newspaper to report STEM Activities	1.3 Science Committee, teachers, Principal, Assistant Principal	1.3 Community feedback, Sign-In-Sheets, Newspaper Articles	1.3 Student & class participation, community feedback, Parent Sign-In-Sheets

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
PLC						

meetings to focus on STEM integration in instruction	Pk-2	PLC Leaders	School-wide	2012-13 school-year	Lesson plans, observations, sign in sheets, minutes	Teachers, Administration
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STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide ideas for STEM activities	paper, copies	General funds	\$100.00
			Subtotal: \$100.00
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: \$100.00

End of STEM Goal(s)

Additional Goal(s)

Technology Goal: Goal:

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. Technology Goal: Goal Technology Goal: Goal # 1:			Students at Southside have various levels of exposure to technology equipment.		
2012 Current level:			2013 Expected level:		
Teachers are using technology in the classroom			Students exposure to classroom technology use to increase		
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 use technology for games and assessment only at this time	Students will be use computers for research, photo technology, writing reports, and other technology instruction in the classroom and computer lab. Students will utilize ipads for various learning tasks.	Teachers, Principal, Assistant Principal	Lesson Plans, Teacher observations	Students projects, reports generated from increased use of computer
2	Teachers and students skill level	Teachers will learn technology skills from peers, at GLC meetings and online trainings Teachers will teach students skills to assist in learning	Teachers, Principal, Assistant Principal	Participation in training and use of technology	Teacher and student use of technology to assist in learning

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
Grade Level meetings	PK-2	Technology contact	school-wide	2012-13 school year	Sign in sheets	Principal, Assistant Principal

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 Technology Goal: Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
Reading	1. Provide students books to take home	1. Traveling books & envelopes	General funds	\$300.00
Reading	2. Provide teachers copies of reading assessments	2. Printing	general Funds	\$1,019.16
Reading	3. Students supplemental materials	3. Words I use, Quick words books	General funds	\$663.66
CELLA				\$0.00
Mathematics				\$0.00
Science	Project materials for Science Fair	Poster board, paper	General funds	\$100.00
Science	Consumables for Science Lab	agenda books, head phones, cups and other equipment	General funds & PTO	\$755.00
Attendance	Provide materials for attendance/tardy letters to parents	paper, stamps, ink, copy costs	General funds	\$200.00
STEM	Provide ideas for STEM activities	paper, copies	General funds	\$100.00
				Subtotal: \$3,137.82
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA				\$0.00
Mathematics	Provide students enhanced math technology	IXL program license	PTO funds	\$2,000.00
				Subtotal: \$2,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	CCSS training	Lesson Study Kits	General funds	\$327.00
Reading	CCSS quick reference guides for teachers	Flip charts CCSS	General funds	\$886.82
CELLA				\$0.00
Mathematics	PD CCSS teachers	Paper, ink, copy maintance	General Funds	\$400.00
Science	Provide supplies for PD	Paper, copy costs, ink	General funds	\$200.00
				Subtotal: \$1,813.82
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA				\$0.00
				Subtotal: \$0.00
				Grand Total: \$6,951.64

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.

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.

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The SAC will have a minimum of four meetings during the 2012 - 2013 School Year to review and approve the School Improvement Plan, review Climate Survey Results, and to vote on other school related matters such as School Recognition Funds and to monitor student progress as measured by FAIR, IDMS, Writing Baseline and other data. Committees will meet monthly to evaluate results and determine effectiveness of strategies and then to formulate new strategies or modify existing ones for the following school year. Committees may meet more often to prepare for special events within the school.

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
No Data Found
No Data Found