FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: NORTHSIDE ELEMENTARY SCHOOL

District Name: Bay

Principal: Wanda Robbins

SAC Chair: Maria McCalister

Superintendent: William Husfelt

Date of School Board Approval:

Last Modified on: 10/14/2012

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	Wanda Robbins	Specialist	4	18	2011-2012 Northside Elem: A % High Standards Rdg 64%, High Standards Math 60%, % High Standards Science 53%, % High Standards Writing 81%, % Learning Gains Rdg 78%, % Learning Gains Math 71%, Lowest 25% Learning Gains Rdg 72%, Lowest 25% Learning Gains Math 53% 2010-11 Northside Elem: A AYP No % High Standards Rdg 84% Math 85% % Learning Gains Rdg 73% Math 73% Lowest 25% Learning Gains Rdg 65% Math 63% 2009-10 Northside Elem: B AYP No % High Standards Rdg 81% Math 82% % Learning Gains Rdg 60% Math 57% Lowest 25% Learning Gains Rdg 48% Math 43% 2008-09 West Bay Elem: C AYP No % High Standards Rdg 82% Math 70% % Learning Gains Rdg 86% Math 63% Lowest 25% Learning Gains Rdg 89% Math 63% 2007-08 West Bay Elem: A AYP No % High Standards Rdg 86% Math 69% % Learning Gains Rdg 55% Math 60% Lowest 25% Learning Gains Rdg 40%

					2006-07 West Bay Elem: A AYP Yes % High Standards Rdg 82% Math 63% Learning Gains Rdg 66% Math 57% Lowest 25% Learning Gains Rdg 50% 2005-06 West Bay Elem: C AYP No % High Standards Rdg 75% Math 66% Learning Gains Rdg 67% Math 54% Lowest 25% Learning Gains Rdg 67%
Assis Principal	Amy Harvey	Masters in Educational Leadership	2	2	2011-2012 Northside Elem: A % High Standards Rdg 64%, High Standards Math 60%, % High Standards Science 53%, % High Standards Writing 81%, % Learning Gains Rdg 78%, % Learning Gains Math 71%, Lowest 25% Learning Gains Rdg 72%, Lowest 25% Learning Gains Math 53%

INSTRUCTIONAL COACHES

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

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

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	District recruits HQ Teachers	Ann Smith	Ongoing	All of our teachers are Highly Qualified.
2	Principal only selects applicants who are Highly Qualified.	Wanda Robbins	Ongoing	
3	New teachers will participate in Bay District's New Teacher Induction Program.	Asst. Principal	May 2013	
4	ESOL Endorsement and Reading Endorsement opportunities provided to all staff members via Bay District initiatives.	Principal	May 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
0% (0)	

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
40	0.0%(0)	30.0%(12)	35.0%(14)	35.0%(14)	35.0%(14)	100.0%(40)	10.0%(4)	5.0%(2)	40.0%(16)

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
Leah Margulies	Carla Santiny	Second year teacher; District Mentor	Bi-weekly meetings, observations in other kindergarten classes, close communication, professional development in areas of weakness and interests.
Leah Margulies	Elbert Stewart	Second year teacher; District Mentor	Bi-weekly meetings, observations in other 3rd grade classes, close communication, professional development in areas of weakness and interests.
Leah Margulies	Kristen Dautzenberg	Second year teacher; District Mentor	Bi-weekly meetings, observations in other 4th grade classes, close communication, professional development in areas of weakness and interests.
Leah Margulies	Karinia Basford	Second year teacher; District Mentor	Bi-weekly meetings, observations in other kindergarten classes, close communciation, professional development in areas of weakness and interests.
Leah Margulies	Nina Cooper	Second year teacher; District Mentor	Bi-weekly meetings, observations in other 1st grade classes, close communciation, professional development in areas of weakness and interests.
Leah Margulies	Jennifer Hornkohl	First year in Bay District; District Mentor	Bi-weekly meetings, observations in other 3rd grade classes, close communication, professional development in areas of weakness and interests.
Leah Margulies	Angel Casady	First year in Bay District; District Mentor	Bi-weekly meetings, observations in other 2nd grade classes, close communication, professional development in areas of weakness and interests.
Leah Margulies	Katrina Ensminger	Third year Teacher; District Mentor	Bi-weekly meetings, observations in other classes, close communication, professional development in areas of weakness and interests.
Leah Margulies	Kathy Rogers-Tharp	Third year Teacher; District Mentor	Bi-weekly meetings, observations in other ESE classes, close communication, professional development in areas of weakness and interests.
Leah Margulies	Jessica Valeski	Third year Teacher; District Mentor	Bi-weekly meetings, observations in other 1st grade classes, close communication, professional development in areas of weakness and interests.
			Bi-weekly meetings,

Leah Margulies	Jenna Curtis	Third year Teacher; District Mentor	observations in other 1st grade classes, close communication, professional development in areas of weakness and interests.
Leah Margulies	Deborah McDaniel	First year Teacher; District Mentor	Bi-weekly meetings, observations in other 5th grade classes, close communication, professional development in areas of weakness and interests.
Leah Margulies	Abbey Rimes	First year Teacher; District Mentor	Bi-weekly meetings, observations in other 3rd grade classes, close communication, professional development in areas of weakness and interests.

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

Services are provided to ensure students requiring additional remediation receive assistance. The delivery model will be through instructional/intervention programs during the school day and through an after-school tutorial. The 2012-2013 Title I allocation will be used to provide interventions, technology, classroom support, reduction of the adult-student ratio, and improve parent involvement.

Title I, Part C- Migrant

Northside Elementary will continue to network with the district and various agencies to support eligible families in need of services. Several business partners and volunteers provide clothing, food backpacks, and school supplies to help these families. Bay District Schools participates in the Panhandle Area Educational Consortium.

Title I, Part D

Eligible neglected and delinquent students receive support and services through the District's Drop-out Prevention programs.

Title II

The Bay District receives supplemental funds for professional development and stipends to teachers. Services are provided to schools through professional development opportunities and various forms of technology designed to enhance the instructional platform within the district. The district's instructional specialists provide assistance as needed in the form of mentoring, coaching, and training.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III funds provide staff development opportunities for instructional staff to attend conferences, district trainings, and participate in ESOL endorsement activities.

Title X- Homeless

The District's Homeless program personnel are provided through Title X funds and offer homeless families contact to services, agencies, and resources. Several business partners and volunteers provide clothing, food backpacks and school supplies to help these families. Northside's Guidance Counselors serve as vital links to these families and community resources.

Supplemental Academic Instruction (SAI)

SAI funds support activities to improve the school grade through prevention, intervention, remediation, and enrichment for students. SAI funds can be used for tutoring.

Violence Prevention Programs

The Bay District School Board has an approved policy on "Bullying, Harassment, or Cyberstalking" (Policy 7.2.7). This policy is reviewed annually, during Pre-school Inservice by the administrative and instructional staff at each school. Northside Elementary is in the second year of implementing the Positive Behavior System model (PBS). This is a school-wide program supported by school and district personnel to insure a safe and nonthreatening environment for our students.

Nutrition Programs

In accordance with federal guidelines, a free and reduced lunch program is offered at Northside Elementary. Newsletters and the district website provide lunch menus and nutrition information to parents.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Wanda Robbins (Principal); Micah Perkins (Guidance); Laura Myers (Speech/Lang Teacher); Karetta Monette (Psychologist); Dana Manis (RtI Staff Training Specialist; Katrina Ensminger (Intervention Teacher); Carla Santiny (Kindergarten teacher); Jessica Valeski (1st grade teacher); Kamber Cooper (2nd grade teacher); Elbert Stewart (3rd grade teacher); Judy Frye (4th grade teacher); Donna Gilbert (5th grade teacher); Ginger White (ESE teacher)

Administrator : Wanda Robbins - Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

School Psychologist: Karetta Monette - Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Laura Myers - Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

RtI Staff Training Specialist: Dana Manis - Supports school with the implementation of RtI. Regularly shares information with administrators/contact person at each school. Provides professional development to faculty and staff based on area of need. Attends school based Leadership Team Meetings as available. Assists with data analysis and development of intervention plans. Periodically reviews RtI folders for compliance/review MTSS/RtI report monthly.

Intervention Teacher: Katrina Ensminger - Participate in student data collection, integrates core instructional activities/materials into Tier II and Tier III instruction, collaborates with general education teachers regarding student progress, provides interventions to students in Tier II and Tier III.

Guidance Counselor: Micah Perkins - Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; assist the school and families to support the child's academic, emotional, behavioral and social success.

Regular Education Teachers: Carla Santiny, Jessica Valeski, Kamber Cooper, Elbert Stewart, Judy Frye, Donna Gilbert - Provide information about core instruction, participate in student data collection, deliver differentiated Tier 1 instruction, collaborate with other staff members in implementing Tier 2 approved interventions and progress monitoring using approved probes, collaborate with grade level peers regarding the MTSS/RtI process.

ESE Teacher: Ginger White - Participates in student data collection, integrates core instructional activities/materials, and collaborates with general education teachers through such activities as co-teaching.

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 Northside MTSS/RtI Team schedules monthly meetings to progress monitor. The Team meets with classroom teachers to discuss each MTSS/RtI student's progress and determine the future course of action, brainstorm ideas to assist, and research strategies to help with a student's specific problem. The Team also oversees interventions to ensure fidelity. Grade Chairs, Literacy Leadership Team, and ESE teachers all work with the MTSS/RtI Team to coordinate efforts.

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?

School and District members of the MTSS/RtI Team were consulted concerning the School Improvement Plan. Coordinated efforts are imperative in light of a short school day and the many requirements placed on teachers and students.

MTSS/RtI team will collaborate with the School Improvement Team and School Advisory Council to help in the development of the School Improvement Plan. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, and Relationship). The MTSS/RtI Team contributed to the Professional Development areas of plan by outlining how MTSS/RtI Professional Development will be delivered to faculty and staff.

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 following data sources were used to summarize data for each of the areas listed:

DIBELs Next
EasyCBM
SuccessMaker: Teacher Reports (Reading, Math, Science);
FCAT: DOE Website, FOCUS
FAIR/FLKRS: PMRN, (Kindergarten Reading)
Math Assessment; Discovery Education (Math)
Discipline Reports; FOCUS, MTSS/RtI:B (PBS Monitoring) (Behavior)

Describe the plan to train staff on MTSS.

The MTSS/RtI Team will be trained by the District. The team will conduct MTSS/RtI training at Faculty Meetings and Grade Group Meetings. Specific training related to a particular student or teacher will be on going. Team members are also available to assist teachers or staff members at any time during the day.

Describe the plan to support MTSS.

Northside has added an additional instructional unit dedicated to providing academic support for students in the MTSS/Rti process. In addition, a paraprofessional will be working directly with the Intervention Teacher to provide services. A paraprofessional will be assigned to each classroom for a minimum of 1 hour a week for direct academic student support. There will be continued progress monitoring by the MTSS/Rti team and modifications will be made to the plan as necessary.

Literacy Leadership Team (LLT)

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

Wanda Robbins, Principal; Amy Harvey, Administrative Asst.; Kelly Lewis, Kindergarten; Alison Allen, 1st; Tammy Mixon, 2nd; Jane Straten, 3rd; Marcy Burnette, 4th, Rachel Cowan, 5th; Ginger White, ESE; and JoAnne Miller, Special Area.

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

The LLT meets monthly to review data, programs, and research based strategies to assist all students. Team members go back to their grade groups and share information with teachers. LLT members also mentor teachers who are struggling in an area where the team member has a strength (i.e. guided reading lessons, reading center activities). This might be done through modeling or demonstration.

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

The Literacy Leadership Team will
1. Review data, particularly that of individual subgroups
2. Use data from assessments to determine whether or not strategies included in the School Improvement Plan are working and the best course of action.
3. Work with grade levels to ensure that they are using interventions with fidelity.
4. Provide support, model teaching strategies, and assist with Professional Development of the faculty and staff.
5. Oversee that the implementation the Comprehensive Reading Plan (CRP) is done with fidelity.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 8/28/2012)

*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.

At Northside Elementary School, support is provided to the preschooler from Pre-K to Kindergarten. Beginning early in the year, the Preschool teachers stress the importance of learning Pre-K skills to ensure learning in kindergarten. The students are exposed to kindergarten through books and activities which are similar to what will occur the following year. Mid-year, the Preschool teachers structure centers and workstations similar to the kindergarten classrooms. At the end of the school year, the PreK students will tour the kindergarten classrooms and meet the teachers.

Northside Elementary School participates in a staggered start for kindergarteners. A welcome letter is sent to all parents of incoming kindergarten students with notification of the date for orientation (first day of school) and whether their child will attend class on the second or third day of the new school year. The staggered start allows for each student to get acclimated to the new teacher and classroom on a smaller adult/student ratio. On the fourth day of school, all kindergarten students will attend.

On the first day of the new school year, a kindergarten orientation is held for the parents and students. During the orientation, parents are informed of policies and procedures while the students are given a tour of the school familiarizing themselves with the playground/gym, cafeteria, and library. The key components, parent involvement and open communication are stressed to ensure a successful kindergarten year.

*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:	At least 30% of students will score a level 3 on FCAT in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (74 students)	30% (83 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	Time constraints during the school day.	* Small group instruction. * Differentiated instruction. * NGSSS/Common Core driven not textbook driven curriculum. * Integrated curriculum. * Parent communication. * Increased Para support in classroom	*Administration * Literacy Leadership Team * Teachers * Parent Liaison	* Progress Monitoring * Classroom Walk Throughs/conferencing * Standardized Testing	Discovery Ed Computer Generated Reports FCAT Data
2	Increased percentage of students receiving free/reduced lunch.	*Professional Development in teaching students of poverty. *Use Ruby Payne's Research Based Strategies	*Administration * Literacy Leadership Team *Teachers *Parent Liaison	* Classroom Walk Throughs/conferencing * Progress monitoring	Discovery Ed FCAT Data Computer Generated Reports

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

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:	Maintain or increase percentage of students performing at level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (94 students)	37% (102 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	Time constraints	*Implement TAG classes at grades 3, 4, and 5. *Use mentors, volunteers and paraprofessionals. *Differentiated instruction.	*Administration *Literacy Leadership Team *Classroom Teachers	*Progress monitoring *Standardized testing	Discovery Ed FCAT Data Computer Generated Reports
2	Lack of access to computer based programs.	*Increase number of computer stations in classrooms *Updated additional computer lab for access by all students *Dedicated computer lab time for every class (Grades 1-5 daily, Kdg. 2-3 times weekly)	*Administration *Teachers *Computer Lab managers	*Progress monitoring *Standardized testing	Discovery Ed FCAT Data Computer Generated Reports

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:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
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
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:	At least 81% of students will make learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (145 students)	81% (151 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	Time constraints during the school day.	* Small group instruction. * Differentiated instruction. * NGSSS/Common Core driven not textbook driven curriculum. * Integrated curriculum. * Parent communication. * Increased Para support in classroom	*Administration * Literacy Leadership Team *Classroom Teachers *Parent Liaison	*Discovery Ed *FCAT Data *Data Chats with Administration *Computer Generated Reports	Discovery Ed SME Reports FCAT Data Computer Generated Reports
2	Increased percentage of students receiving free/reduced lunch.	*Professional Development in teaching students of poverty. *Use Ruby Payne's Research Based Strategies	*Administration *Literacy Leadership Team *Teachers *Parent Liaison	*Classroom Walk Throughs *Conferencing *Progress monitoring	Discovery Ed FCAT Data Computer Generated Reports

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	At least 75% of students in the lowest 25% will make adequate yearly progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (34 students)	75% (35 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	Time constraints for remediation	*Incorporate programs into school day through differentiated instruction. *Computer Tutorials *Graphic Organizers *Small group instruction *Increased intervention-based staff *SES for FCAT Level 2 students	Administrators Teachers	Progress monitoring Standardized testing	Discovery Ed Computer generated reports FCAT data
2	Increased percentage of students receiving free/reduced lunch	*Professional Development in teaching students of poverty. *Use Ruby Payne's Research Based Strategies*Professional Development in teaching students of poverty. *Use Ruby Payne's Research Based Strategies	Administration Teachers Parent Liaison	Progress monitoring Standardized testing	Discovery Ed Computer generated reports FCAT 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 # 5A :	By the 2016-2017 school year 82% of Northside Elementary School students will show satisfactory progress in reading. Baseline data 2010-2011: 63%				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	69	72	75	78	

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:	At least 73% of Hispanic students and 78% of White students will make satisfactory progress in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic 45% White: 68%	Hispanic: 73% White: 78%

	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	Parent communication	*Encourage parent use of Parent Portal *Provide parents access to computers at school via Parent Center and Media Center *Encourage teachers to communicate with parents on a weekly basis.	*Administrators *Guidance *District Resource Personnel *Faculty *Parent Liaison	*Use of Parent Portal *Communication Logs	*Reports with Parent Portal use *Communication Logs
2	Relevance of education	* Use NGSSS/Common Core curriculum that encourages goal setting and awareness of relevance of education	*Administrators *Guidance *District Resource Personnel *Faculty	*Progress monitoring *Conferring within grade groups	*Progress Reports and Report Cards *Grade group meeting notes
3	Lack of role model availability	*Enlist role models and volunteer involvement *Encourage use of minority subs when available	*Administrators *Guidance *Faculty and staff	*Progress monitoring *Sub and Volunteer sign-ins	Discovery Ed Computer generated reports FCAT data

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	At least 43% of students with disabilities will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%	43%

	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	Time constraints	*Incorporate programs into school day through differentiated instruction *Before school tutorial *Small group instruction *Direct instruction *Computerized tutorials *SES for FCAT Level 2	Administrators Teachers Support Staff	*Progress monitoring *Standardized testing *Progress Reports and Report Cards *Lesson Plans	Computer generated reports FCAT data DAR
2	Students need different approach to learning	*Use small group instruction *Individualized center activities *SRA and/or other programs designed for students with disabilities.	Administrators Teachers Support Staff	*Progress monitoring *Standardized testing *Progress Reports and Report Cards	Discovery Ed Computer generated reports FCAT data

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:	At least 62% of economically disadvantaged students will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59%	62%

	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	Time constraints	*Incorporate programs into school day through differentiated instruction. *Available computer tutorials *Graphic Organizers *Small group instruction *Before school tutorial *SES for level 2 FCAT	Administrators Teachers Support Staff	*Progress monitoring *Lesson Plans	Discovery Ed Computer generated reports FCAT data
2	Communication with students and parents	*Encourage use of Parent Portal *Provide parents access to computers at school *Encourage teachers to communicate with parents on a weekly basis. *Parent Academic Nights *Northside Website/Calendar	Administrators Guidance counselors Teachers Parent Liaison	*Progress monitoring *Site Counter on Northside Website	*Standardized testing *Progress Reports and Report Cards *Communication Logs *Site counter on Northside Website
	Rapid change in student demographics	*Develop awareness of concerns of low socio-	Administrators Teachers	*Progress monitoring *Lesson Plans	*Standardized testing

		economic groups through staff development (Ruby Payne) * Use curriculum that encourages goal setting and awareness of relevance of education	Support Staff Guidance counselors	*Classroom walk-throughs	*Progress Reports and Report Cards *Inservice sign-in sheets
3					

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
Technology Integration	Kdg-5th	District TOSA	School-wide	As scheduled	*Lesson Plans *Classroom Walkthroughs/Conferencing	Administrators
Discovery Education	Kdg-5th	Personnel & Software Co. Trained Teachers	School-wide	June 2013	*Discovery Ed Reports	Administrators Classroom Teachers
Ruby Payne Working with Poverty	Kdg-5th	District Trainers	School-wide	June 2013	*Lesson Plans *Classroom Walkthroughs	Administrators Classroom Teachers
Reading Frameworks	Kdg-5th new teachers	District Trainers	School-wide	As scheduled	*Lesson Plans *Classsroom Walkthroughs/Conferencing	Administrators
ELA Common Core Standards	Kdg-5th	District Trainers	School-wide	As scheduled	*Lesson Plans *Classroom Walkthroughs/Conferencing	Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
To increase paraprofessional support in the classrooms	Paraprofessionals	Title I	$113,983.00
Incorporate programs into the school day through small group and differentiated instruction	Intervention Teacher	Title I	$21,876.00
			Subtotal: $135,859.00
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
To update additional computer labs for access by all students and provide dedicated computer lab time for every class (Grades K - 5)	Student computers	Title I	$7,250.00
			Subtotal: $7,250.00
Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Paraprofessionals will be given opportunities for staff development to enhance skills needed to work in the classroom setting	Paraprofessional Training by Title I staff	Title I	$606.00
Instructional staff will refine professional skills through book	Professional books for book study	Title I	$1,000.00

study			
Instructional staff will be given opportunities for staff development in teaching students of poverty, use of NGSSS/Common Core driven curriculum	Registration fee for Reading by the Bay Ruby Payne Training Stipends for additional staff development opportunities	Title I	$3,901.00
			Subtotal: $5,507.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
To develop individualized center activities and incorporate programs into the school day through utilization of differentiated instruction	Instructional supplies, consumables,copiers,paper, laminator film, ink rizo supplies, copier, stamps	Title I	$18,145.00
			Subtotal: $18,145.00
			Grand Total: $166,761.00

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:	At least 66% of Northside's ELL students will be proficient in listening/speaking.

2012 Current Percent of Students Proficient in listening/speaking:

63% (12 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	Time constraints during the school day.	*Small group instruction. *Differentiated instruction. *Parent communication *Increased Para support in classroom	Administration Teachers	*Progress Monitoring *Classroom walk-throughs *Lesson Plans	CELLA Assessment

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:	At least 35% of Northside's ELL students will be proficient in reading.

2012 Current Percent of Students Proficient in reading:

32% (6 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	Time constraints during the school day.	*Small group instruction. *Differentiated instruction. *Parent communication *Increased Para support in classroom	Administration Teachers	*Progress Monitoring *Classroom walk-throughs *Lesson Plans	CELLA Assessment

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	At least 35% of Northside's ELL students will be proficient in writing.
2012 Current Percent of Students Proficient in writing:	
32% (6 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	Time constraints during the school day.	*Small group instruction. *Differentiated instruction. *Parent communication *Increased Para support in classroom	Administration Teachers	*Progress Monitoring *Classroom walk-throughs *Lesson Plans	CELLA Assessment

CELLA Budget:

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

| No Data | No Data | No Data | $0.00 |

Subtotal: $0.00

Grand Total: $0.00

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:	At least 32% of Northside students will score a level 3 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (80 students)	32% (88 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	Limited support from home within lower performing population.	*Parent Academic Nights	Administrators Teachers Parent Liaison Guidance	Progress monitoring through Data Chats Grade Level meetings Classroom Walk-Throughs Parent Night Sign-in Sheets Contact Logs	Discovery Ed Computer generated reports FCAT scores
2	Time constraints	* Small group instruction. * Differentiated instruction. *NGSSS driven not textbook driven curriculum. *Integrated curriculum. *Parent communication. *Increased Para support in classroom	*Administration *Literacy Leadership Team *Teachers *Parent Liaison	*Progress Monitoring *Classroom Walk Throughs/conferencing *Standardized Testing	Discovery Ed Computer generated reports FCAT scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	At least 31% of Northside students will maintain or increase scores in levels 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (77 students)	31% (85 students)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Lack of access to computer based programs.</td><td>*Increase number of computer stations in classrooms
*Updated additional computer lab for access by all students
*Dedicated computer lab time for every class (Grades 1-5 daily, Kdg. 2-3 times weekly)</td><td>*Administration
*Teachers
*Computer Lab managers</td><td>*Progress monitoring
*Standardized testing</td><td>Discovery Ed Computer generated reports FCAT scores</td></tr>
<tr><td>2</td><td>Time constraints</td><td>*Implement TAG classes at grades 3, 4, and 5.
*Use mentors, volunteers and paraprofessionals.
*Differentiated instruction.</td><td>*Administration
*Literacy Leadership Team
*Classroom Teachers</td><td>*Progress monitoring
*Standardized testing</td><td>Discovery Ed FCAT Data Computer Generated Reports</td></tr>
</table>

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:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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:	At least 74% of students at Northside will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (132 students)	74% (138 students)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<th></th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td>1</td>
<td>Time constraints</td>
<td>* Small group instruction.
* Differentiated instruction.
*NGSSS driven not textbook driven curriculum.
*Integrated curriculum.
*Parent communication.
*Increased Para support in classroom</td>
<td>*Administration
*Literacy Leadership Team
*Classroom Teachers
*Parent Liaison</td>
<td>*Discovery Ed
*FCAT Data
*Data Chats with Administration
*Computer Generated Reports</td>
<td>Discovery Ed SME Reports
FCAT Data
Computer Generated Reports</td>
</tr>
<tr>
<td>2</td>
<td>Increased percentage of students receiving free/reduced lunch.</td>
<td>*Professional Development in teaching students of poverty.
*Use Ruby Payne's Research Based Strategies</td>
<td>*Administration
*Literacy Leadership Team
*Teachers
*Parent Liaison</td>
<td>*Classroom Walk Throughs
*Conferencing
*Progress monitoring</td>
<td>Discovery Ed
FCAT Data
Computer Generated Reports</td>
</tr>
<tr>
<td>3</td>
<td>Available personnel to implement effective math interventions.</td>
<td>*Add a dedicated intervention teacher and para
*Add inclusion math model at grade levels 1-5</td>
<td>*Administration
*Teachers
*Intervention Specialist</td>
<td>Progress monitoring through Data Chats
Grade Level meetings
Classroom Walk-Throughs/Conferencing
Lesson Plans</td>
<td>Discovery Ed
Computer generated reports
FCAT scores</td>
</tr>
</table>

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

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	At least 56% of students in the lowest quartile at Northside will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (25 students)	56% (26 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	Increased percentage of students receiving free/reduced lunch	*Professional Development in teaching students of poverty. *Use Ruby Payne's Research Based Strategies *Professional Development in teaching students of poverty. *Use Ruby Payne's Research Based Strategies	Administration Teachers Parent Liaison	Progress monitoring Standardized testing	Discovery Ed Computer generated reports FCAT data
2	Time constraints for remediation	*Incorporate programs into school day through differentiated instruction. *Computer Tutorials *Graphic Organizers *Small group instruction *Increase intervention-based staff *SES for FCAT Level 2 students	Administrators Teachers	Progress monitoring Standardized testing	Discovery Ed Computer generated reports FCAT 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 # By the 2016-2017 school year 83% of Northside Elementary School students will show satisfactory progress in math. Baseline data 2010-2011: 66% 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69	72	75	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:	All reported subgroups will meet the Target AMO in Math for the 2012-3013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 33% Hispanic: 45% White: 68%	Black: 53% Hispanic: 58% White: 80%

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	Parent communication	*Encourage parent use of Parent Portal *Provide parents access to computers at school *Encourage teachers to communicate with parents on a weekly basis.	*Administrators *Guidance *District Resource Personnel *Faculty *Parent Liaison	*Use of Parent Portal *Communiation Logs	*Reports with Parent Portal use *Communication Logs
2	*Relevance of education	* Use NGSSS math curriculum that encourages goal setting and awareness of relevance of education	*Administrators *Guidance *District Resource Personnel *Faculty	*Progress monitoring *Conferring within grade groups	*Progress Reports and Report Cards *Grade group meeting notes
3	*Lack of role model availability	*Enlist role models and volunteer involvement *Encourage use of minority subs when available	*Administrators *Guidance *Faculty and staff	*Progress monitoring *Sub and Volunteer sign-ins	Discovery Ed Computer generated reports FCAT data

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

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

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

of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	At least 44% of students with disabilities will make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%	44%

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	Time constraints	*Incorporate programs into school day through differentiated instruction *Before school tutorial *Small group instruction *Direct instruction *Computerized tutorials *SES for FCAT Level 2	Administrators Teachers Support Staff	*Progress monitoring *Standardized testing *Progress Reports and Report Cards *Lesson Plans	Computer generated reports FCAT data
2	Students need different approach to learning	*Use manipulatives *Use real life problem solving activities *Use Number Worlds, Stecht-Vaughn and/or other programs designed for students with disabilities.	Administrators Teachers Support Staff	*Progress monitoring *Standardized testing *Progress Reports and Report Cards	Discovery Ed Computer generated reports FCAT data

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:	At least 66% of economically disadvantaged students will make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53%	66%

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	Time constraints	*Incorporate programs into school day through differentiated instruction. *Available computer tutorials *Graphic Organizers *Small group instruction *Before school tutorial	Administrators Teachers Support Staff	*Progress monitoring *Lesson Plans	Discovery Ed Computer generated reports FCAT data

		*SES for level 2 FCAT			
2	Communication with students and parents	*Encourage use of Parent Portal *Provide parents access to computers at school *Encourage teachers to communicate with parents on a weekly basis. *Parent Academic Nights *Northside Website/Calendar	Administrators Guidance counselors Teachers Parent Liaison	*Progress monitoring *Site Counter on Northside Website	*Standardized testing *Progress Reports and Report Cards *Communication Logs *Site counter on Northside Website
3	Rapid change in student demographics	*Develop awareness of concerns of low socio-economic groups through staff development (Ruby Payne) * Use curriculum that encourages goal setting and awareness of relevance of education	Administrators Teachers Support Staff Guidance counselors	*Progress monitoring *Lesson Plans *Classroom walk-throughs	*Standardized testing *Progress Reports and Report Cards *Inservice sign-in sheets

End of Elementary School Mathematics Goals

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
Technology Integration	Kdg-5th	District TOSA	School-wide	As scheduled	*Lesson Plans *Classroom Walkthroughs/Conferencing	Administrators
Discovery Education	Kdg-5th	District Personnel and Software Co. trained teachers	School-wide	June 20133	Discovery Ed Reports	Administrators Classroom Teachers
Ruby Payne Working with Poverty	Kdg-5th	District Trainers	School-wide	June 2013	*Lesson Plans *Classroom Walkthroughs	Administrators Classroom Teachers
Math Frameworks	Kdg-5th new teachers	District Personnel	School-wide	As scheduled	*Lesson Plans *Classroom Walkthroughs/Conferencing	Administrators
Math Common Core Standards	Kdg-5th	District Personnel	School-wide	As scheduled	*Lesson Plans *Classroom Walkthroughs/Conferencing	Administrators

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To increase paraprofessional support in the classrooms	Paraprofessionals	Title I	$37,994.00
Incorporate programs into the school day through small group and differentiated instruction	Intervention Teacher	Title I	$21,876.00
			Subtotal: $59,870.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To update additional computer labs for access by all students			

| | Student computers for SM5 | Title I | $7,250.00 |

and provide dedicated computer lab time for every class, Grades k-5 | Student computers for SM5 | Title I | $7,250.00

| Subtotal: $7,250.00 |

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Instructional staff will be given opportunities for staff development to enhance math	Stipends for additional staff development opportunites in math	Title I	$1,300.00
Members of staff will attend the math conference.	Math conference	Title I	$3,500.00
		Subtotal:	$4,800.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal:	$0.00
		Grand Total:	**$71,920.00**

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Northside Elementary will have 40% of students scoring level 3 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (33 students)	40% (36 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	Available time in the school day for effective science instruction.	*Intergrate science non-fiction text into the reading curriculum.	Administrators Classroom Teachers	*Progress monitoring of science grades during data chats *Standardized tests *Lesson Plans	Discovery Ed FCAT Science

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

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	Northside will maintain or increase the number of students scoring in level 4 or 5 in science during the 2012-13 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (14 students)	19% (17 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	Time constraints	*Provide enrichment activities in Science while other students are provided remediation. *Provide more hands-on project based activities in all areas that utilize scientific thinking and problem solving *Implement TAG program at grades 3,4 and 5	Administrators Teachers	*Classroom Walk-Throughs *Data Chats *Presentations of Projects *Lesson Plans	Discovery Ed FCAT

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discovery Education Science Resources	K - 5	District Staff Development Personnel	School-Wide	June 2013	*Classroom Walk-throughs *Lesson plans	Administrators
Think Central Science Fusion	K - 5	District Staff Development Personnel	School - Wide	June 2013	*Classroom Walk-throughs *Lesson Plans	Administrators

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Develop science skills through direct experiences at Biophilia Center (4th grade)	Field trip to Biophilia Center	Title I	$1,000.00
			Subtotal: $1,000.00
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: $1,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	At least 83% of Northside's 4th grade students will score a level 3 or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (74 students)	83% (77 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	Time constraints	*Integrated curriculum *SMILE Writing Program *Northside Writes	Administrators Classroom Teachers	Progress Monitoring of Northside Writes	FCAT Writes scores Northside Writes scores
2	Continuity in writing program	*All grades will use the FCAT Writes rubric *Harcourt Writing and SMILE Writing techniques will be used K-5	Administrators Classroom Teachers	Progress Monitoring of Northside Writes	FCAT Writes scores Northside Writes scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SMILE Writing Program	Grades 2-4	SMILE Rep	New Teachers in grades 2-4	June 2013	*Classroom Walk-throughs *Data Chats *Lesson Plans	Administrators

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 Attendance Goal #1:	Northside Elementary will increase the attendance rate by 1% during the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.43%	96.43%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
200	180
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

177	160

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	Elementary students have little or no control over getting themselves to school.	*Teachers, Administration, office personnel or guidance will contact parents through email, letters, and phone calls to parents of students who have established a pattern of non-attendance.	Assistant Administrator Guidance counselors Teachers	Monitor attendance	FOCUS reports on attendance.
2	Large population of car riders and/or walkers.	*Attendance awards through PBS program *Nine week perfect attendance certificates	Guidance counselors Administration Teachers	Monitor attendance	FOCUS reports on attendance.

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
FOCUS Training	K - 5	*MIS Computer based training *Designated Expert Teachers	School Wide	On-going	FOCUS attendance reports monitored by A.A.	Administrators

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
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 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:	Northside Elementary will decrease the number of out of school suspensions by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
148	133
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
78 students	71 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	Limited parental support for behavior modification.	*Parent involvement in behavior management *Provide positive role models through mentoring *In-school suspension	Administration PBS Team Guidance Counselors	Decrease in number of students referred to office for behavior.	*Comparision of number of students sent to office in 2011-2012 and 2012-2013 *RtI:B Data

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
Positive Behavior Support	All teachers and staff PreK-5th	PBS Team	School-wide faculty and support staff	June 2013	Lesson Plans Classroom Walkthroughs/Conferencing	Administratorss Teachers
Ruby Payne Professional Development Training and Strategies	PreK-5th	District Trainers	School-wide faculty	June 2013	Lesson Plans Classroom Walkthroughs/Conferencing	Administrators Teachers

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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Northside will increase parent participation in school activities to 40% or higher.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
30% = 192 active volunteers	40% = 250 active volunteers
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	Parents not able to come to school during school hours.	*Faculty will communicate with parents through newsletters, web sites, FOCUS Parent Portal, phone calls, and notes. *Parents will be encouraged to participate in P.T.O. or volunteer for other school activities. *Faculty will send home activities parents can complete when convenient for them to encourage them to be part of the school. *Parent recognition for participation *Parent Academic Nights *Employ a Parent Liaison to facilitate parental involvement	Administrators Faculty and Staff Parent Liasion	Determine increase through various tracking methods of parent participation	*PTO Sign-in *Volunteer hours logged *Northside Website counter

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
To increase parent involvement through the services of a parent liaison	Hire parent liasion	Title I	$10,238.00
To link school to home through parent conferences which will be recorded on parent compacts	Teachers will be provided substitutes 2 times during the school year in order to schedule and meet with parents	Title I	$5,500.00
			Subtotal: $15,738.00
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
Provide workshops/opportunities to encourage parents to become partners in the educational process	Food for open house, mini-workshops for the purpose of explaining grade level expectations, strategies for homework assistance, explanations of test results, opportunities to serve on the School Advisory Council and P.T.O.	Title I	$4,317.00
			Subtotal: $4,317.00
			Grand Total: $20,055.00

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:	Generate student interest in STEM through infusion of real-world connections, enrichment opportunities, and best practices classroom strategies in STEM teaching

	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	Time constraints	*Incorporate STEM activities into reading block *Provide real-world, hands on STEM experiences *Provide opportunities for community leaders to model and share information regarding career opportunities in STEM	Administration Teachers	*Classroom walk-throughs *Lesson plans	Discovery Ed Computer Generated Reports FCAT Data

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

STEM Budget:

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

Additional Goal(s)

Safety 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. Safety Goal Goal Safety Goal Goal #1:	Northside will decrease the number of discipline referrals by 5% or more.
2012 Current level:	2013 Expected level:
333	316

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	Adequate funding	*Provide Character Education via ITV *Continue implementation of school wide Positive Behavior Support.	Administration Faculty Staff	Compare last year's referral data to this year.	Office referral data PBS tracking system
2	Adequate personnel	*Add and train Safety Patrol to help supervise high traffic areas.	Administration	Compare last year's referral data to this year.	Office Referral data PBS tracking system.

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
Positive Behavior System	PreK-5	PBS team (guidance counselors, teacher representatives, and Administrators)	School-wide	June 2013	Office Referral data PBS database sheets	Administrators

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
PBS Training	School PBS Team	N/A	$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 Safety Goal Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To increase paraprofessional support in the classrooms	Paraprofessionals	Title I	$113,983.00
Reading	Incorporate programs into the school day through small group and differentiated instruction	Intervention Teacher	Title I	$21,876.00
Mathematics	To increase paraprofessional support in the classrooms	Paraprofessionals	Title I	$37,994.00
Mathematics	Incorporate programs into the school day through small group and differentiated instruction	Intervention Teacher	Title I	$21,876.00
Science	Develop science skills through direct experiences at Biophilia Center (4th grade)	Field trip to Biophilia Center	Title I	$1,000.00
Parent Involvement	To increase parent involvement through the services of a parent liaison	Hire parent liasion	Title I	$10,238.00
Parent Involvement	To link school to home through parent conferences which will be recorded on parent compacts	Teachers will be provided substitutes 2 times during the school year in order to schedule and meet with parents	Title I	$5,500.00
				Subtotal: $212,467.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To update additional computer labs for access by all students and provide dedicated computer lab time for every class (Grades K - 5)	Student computers	Title I	$7,250.00
Mathematics	To update additional computer labs for access by all students and provide dedicated computer lab time for every class, Grades k-5	Student computers for SM5	Title I	$7,250.00
Safety Goal	PBS Training	School PBS Team	N/A	$0.00
				Subtotal: $14,500.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Paraprofessionals will be given opportunities for staff development to enhance skills needed to work in the classroom setting	Paraprofessional Training by Title I staff	Title I	$606.00
Reading	Instructional staff will refine professional skills through book study	Professional books for book study	Title I	$1,000.00
Reading	Instructional staff will be given opportunities for staff development in teaching students of poverty, use of NGSSS/Common Core driven curriculum	Registration fee for Reading by the Bay Ruby Payne Training Stipends for additional staff development opportunities	Title I	$3,901.00
Mathematics	Instructional staff will be given opportunities for staff development to enhance math	Stipends for additional staff development opportunites in math	Title I	$1,300.00
Mathematics	Members of staff will attend the math	Math conference	Title I	$3,500.00

	conference.			
				Subtotal: $10,307.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To develop individualized center activities and incorporate programs into the school day through utilization of differentiated instruction	Instructional supplies, consumables,copiers,paper, laminator film, ink rizo supplies, copier, stamps	Title I	$18,145.00
Parent Involvement	Provide workshops/opportunities to encourage parents to become partners in the educational process	Food for open house, mini-workshops for the purpose of explaining grade level expectations, strategies for homework assistance, explanations of test results, opportunities to serve on the School Advisory Council and P.T.O.	Title I	$4,317.00
				Subtotal: $22,462.00
				Grand Total: $259,736.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ᴊⁿ Priority	ᴊⁿ Focus	ᴊⁿ Prevent	ᴊⁿ NA

Are you a reward school: ᴊⁿ Yes ᴊⁿ No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ 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

Northside Elementary School's Advisory Council is reflective demographically of the student body and is comprised of at least 51% non-school based members. Parents, teaachers, and educational support staff are elected by their peers and, if necessary, the school principal may appoint additional members including a business partner to bring the council in compliance with state requirements. This council will act as an advisory body to the school administrators; provide community members a vehicle for shared decision-making concerning school affairs; provide community members a means for understanding school, district, and state educational issues; decide expenditures for the School Advisory Council funds; and provide input, quarterly monitoring of, and approval of the School Improvement Plan. During the 2012-2013 school year, the School Advisory Council will meet a minimum of four times.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Bay School District
NORTHSIDE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	85%	77%	71%	317	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	73%			146	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	63% (YES)			128	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					591	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Bay School District
NORTHSIDE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	82%	77%	60%	300	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	57%			117	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	43% (NO)			91	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					508	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested