



**Date Submitted:**

**Dates of Revisions:**

# School Name: Southside Center School Performance Plan 2012 - 2013

<p>All school advisory agendas, minutes, membership, and guidelines of operations are housed at the school site as well as the district office. These reflect the process used in the preparation and evaluation of the school performance plan and the school's annual budget. SAC funds in the amount of \$ [            ], will primarily be used for : [            ] .</p> <p>The names represented below indicate approval of the SPP by SAC committee members.</p> <p>[ Debra Haan            ] Principal</p> <p>[ Debra Barton        ] SAC Chair</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Legend</b></p> <p>AICE: Advance International Certificate of Education</p> <p>AP: Advanced Placement</p> <p>AYP: Adequate Yearly Progress</p> <p>CCS: Common Core Standards</p> <p>DA: Differentiated Accountability</p> <p>DEA: Discovery Education Assessment</p> <p>ED: Economically Disadvantaged</p> <p>ELL: English Language Learners</p> <p>ESE: Exceptional Student Education</p> <p>FAIR: Florida Assessment for Instruction of Reading</p> <p>FCAT: Florida Comprehensive Assessment Test</p> <p>IB: International Baccalaureate</p> <p>IEP: Individualized Education Plan</p> <p>IPDP: Individualized Professional Development Plan</p> <p>NGSSS: Next Generation Sunshine State Standards</p> </td> <td style="width: 50%; vertical-align: top;"> <p>NCLB: No Child Left Behind</p> <p>PDSP: Professional Development Site Plan</p> <p>PERT: Postsecondary Education Readiness Test (ACT's 10<sup>th</sup> Grade Assessment Test)</p> <p>PLAN: Progress Monitoring Plan</p> <p>PMP: Progress Monitoring System</p> <p>PMS: Plan of Care</p> <p>PPP: Pupil Progression Plan</p> <p>Rtl: Response to Intervention</p> <p>SAC: School Advisory Council</p> <p>SAI: Supplemental Academic Instruction</p> <p>SAT 10: Stanford Achievement Test</p> <p>SESAT: Stanford Early School Achievement Test</p> <p>SINI: Schools in Need of Improvement</p> <p>SPP/SIP: School Performance Plan; School Improvement Plan</p> <p>SWD: Students with Disabilities</p> <p>VE: Varying Exceptionalities</p> </td> </tr> </table>	<p><b>Legend</b></p> <p>AICE: Advance International Certificate of Education</p> <p>AP: Advanced Placement</p> <p>AYP: Adequate Yearly Progress</p> <p>CCS: Common Core Standards</p> <p>DA: Differentiated Accountability</p> <p>DEA: Discovery Education Assessment</p> <p>ED: Economically Disadvantaged</p> <p>ELL: English Language Learners</p> <p>ESE: Exceptional Student Education</p> <p>FAIR: Florida Assessment for Instruction of Reading</p> <p>FCAT: Florida Comprehensive Assessment Test</p> <p>IB: International Baccalaureate</p> <p>IEP: Individualized Education Plan</p> <p>IPDP: Individualized Professional Development Plan</p> <p>NGSSS: Next Generation Sunshine State Standards</p>	<p>NCLB: No Child Left Behind</p> <p>PDSP: Professional Development Site Plan</p> <p>PERT: Postsecondary Education Readiness Test (ACT's 10<sup>th</sup> Grade Assessment Test)</p> <p>PLAN: Progress Monitoring Plan</p> <p>PMP: Progress Monitoring System</p> <p>PMS: Plan of Care</p> <p>PPP: Pupil Progression Plan</p> <p>Rtl: Response to Intervention</p> <p>SAC: School Advisory Council</p> <p>SAI: Supplemental Academic Instruction</p> <p>SAT 10: Stanford Achievement Test</p> <p>SESAT: Stanford Early School Achievement Test</p> <p>SINI: Schools in Need of Improvement</p> <p>SPP/SIP: School Performance Plan; School Improvement Plan</p> <p>SWD: Students with Disabilities</p> <p>VE: Varying Exceptionalities</p>
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## **School Profile 2012- 2013**

### **School Profile:** (Narrative)

Southside Elementary was reconfigured in the 2009/2010 to Southside Center, a facility serving preschool-age children with disabilities and voluntary preschool students. Southside Center, home of the Tiger Cubs, is a public school located in the Florida Panhandle with approximately 250 students enrolled. The enrollment at Southside has steadily increased over the past few years due to the rapid growth in Crestview and surrounding areas, particularly with the addition of the Army Special 7<sup>th</sup> Forces. At present Southside has a population of 74.6% White, 10.9% Black, 7.8% Hispanic, 4.7% Multiracial, and 1.6% Asian cultures being represented. The total school population is comprised of 62% enrolled in the Voluntary Preschool Program, and 38% enrolled in the Preschool Disability Program. The VPK Program includes students that attend for a partial day, and students that also attend for the full-day. Funding for the full-day program is provided by Title 1, and is utilized for the students with the greatest academic needs. 90% of the VPK children attend all day. 49% of Southside's total population is on free and reduced meal status.

Under the direction and leadership of our School Advisory Council, the faculty, staff and parents at Southside set high academic standards and are committed to providing a safe, inviting and challenging environment for all students. Students are expected to master the Florida Early Learning and Developmental Standards for Four-Year-Olds. That goal is supported by highly qualified teachers; school based professional development, research-based instruction in small groups, a budgetary practice which directs every available dollar to the classroom to support student progress, and hands-on instructional programs emphasizing reading, writing, mathematics and science.

Southside's report card from the state indicates 87% of students attending Southside's full-year VPK program met Readiness Rates dictated by the State of Florida for entering kindergarten children, for the 2011/2012 school year. That achievement far exceed the state readiness requirement of 70%.

The following programs are provided to meet the individual needs of students: Exceptional Student Education (ESE) programs, Speech and Language, Occupational Therapy, and Physical Therapy. Southside Center also has a school psychologist, a staffing specialist, a social worker, and access to a behavior specialist.

One hundred percent of Southside's instructional staff is highly qualified, as indicated by state certification and continuing professional development. Approximately 33% of our PreKD teachers have 30 – 36 years teaching experience, and an additional 22% have taught for 25 years or more. Southside also a VPK program with 17% of the CDAs with 10 plus years' instructional experience, and 33% of the CDAs have at least five years experience working in the Voluntary Preschool Program. All teachers have been trained in the Common Core Standards for Kindergarten and are

using the standards daily in their classrooms. Lesson Study teams will be developed in the 2012/2013 school year to allow further expansion of the use and understanding of the Common Core Curriculum for the preschool-aged student.

Our Discovery Center is the hub of our school and provides an impressive quantity of educational materials on various levels and subjects, with a focus on math and science. Each classroom also has an extensive leveled library to achieve the literacy standards of our curriculum program. Southside Center’s curriculum, Creative Curriculum, incorporates our core values and serves to monitor student behavior throughout the school in a positive manner. The Discovery Center also provides a Listening Room with listening stations for whole-group instruction or small-group instruction, with the focus on math and science objectives. Big Books, CDs and puppets, focused on math and science instruction, are provided for the instructional use in the Listening Room.

Southside is committed to the integration of technology and instruction, with the creation of a computer-lab which houses student computers equipped with Waterford software. Each VPK student attends the Computer Lab a minimum of two times a week for additional/supplemental instruction in reading and math. The PreKD students also attend the Computer Lab, a minimum of one time a week for instruction in reading and math.

Southside Center has a volunteer program which encourages parents and community organizations to share in the academic progress of our students. Our School Advisory Council coordinates and assists in the development of Southside's annual School Performance Plan as well as helping prepare our budget, ensuring all available funds are expended to improve student performance.

Results of the 2011/2012 Customer Satisfaction Survey indicated a high level of satisfaction and support from the school community. 87% of parents agreed or strongly agreed that Southside Center provides an effective educational program for their children. The following attributes received the lowest ratings and, as such, will receive consideration and attention in the 2012-13 school year.

- 5% of parents slightly disagreed that homework is being used to reinforce what is taught in the classroom, but 53% strongly agreed, and 14% slightly agreed that homework is being used to reinforce what is taught in the classroom. 28% of parents had no opinion.
- 2% of parents strongly disagreed that their child’s school treats everyone fairly, regardless of race, economic status, or other relationships. But 96% strongly agreed and 2% slightly agreed that their child’s school treats everyone fairly, regardless of race, economic status, or other relationships.

Southside’s VPK Readiness Rate, which is based on the number of children that attended at least 70% of the school-year program and the score they received on the kindergarten FLKRS administered within the first 30 days of kindergarten, is steadily increasing.

VPK Provider Kindergarten Readiness Rate required by Florida	VPK Provider Kindergarten Readiness Rate achieved by Southside	School Year
Minimum 67	84	2009-2010
Minimum 70	87	2010-2011

Southside Center is committed to the belief that all children learn at different rates and have varying abilities and interests. We pledge to search for educational experiences that will allow students to have an opportunity to participate fully in all educational experiences and achieve developmental progress.

## School Profile 2012- 2013

**School Vision:** Maximize educational systems that empower students to successfully transition into a globally competitive society.

### **School Mission:**

Perpetuate our commitment to educational excellence through:

- Rigorous and relevant curriculum
- Accountability
- Stakeholder relationships

### **Belief Statements:**

- Every student regardless of ethnicity, gender, economic status or disability is expected to reach his or her academic potential.
- Students and staff are held to high, measurable standards of performance and conduct.
- Students are provided a positive and safe learning environment.
- Students' needs drive resource decisions.
- Education is the shared responsibility of the entire community of stakeholders.
- Curriculum and instruction are research-based.
- Differentiated instruction is based on analysis and application of student achievement data.
- Comprehensive professional development is imperative for quality instruction and improved student performance.
- Grades are an accurate reflection of a student's academic progress and skill application, as defined by the Next Generation Sunshine State Standards, Common Core Standards, and/or course content.
- Upon graduation, students will be college and/or career-ready.

School: Southside Center	School Focus: Reading
District Goal:	Students shall demonstrate reading proficiency at or above expected grade level.

Highly Qualified Status Administrators: (Title I)	Debra Haan	
Reading Instructors/Recruitment: (Secondary)	11% Teachers with reading certification/endorsement	Teachers working towards reading certification/endorsement.

Objective R-1	The percentage of all VPK students who will be proficient in Phonological Awareness and Oral Language/Vocabulary as defined by the State of Florida on the Florida Bright Beginning Assessment will be 70% or higher.

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>
All VPK students	<p>All students will demonstrate understanding of print concepts through daily classroom literacy activities. Students will show an interest in books, express pleasure with familiar books, and respond appropriately to stories being read.</p> <p>Teachers will use the model Creative Curriculum to promote print-rich environments. Daily reading/literature activities will be used in every classroom, everyday</p> <p>VPK Teachers will meet twice a year, in a group and individually with administrator, to analyze and strategize using the Bright Beginning Assessment student scores.</p>		<p><b>PDSP Focus:</b> Utilizing DOE website <a href="http://www.fldoe.org/earlyLearning/plans.asp">http://www.fldoe.org/earlyLearning/plans.asp</a> Lesson plans stressing the Standards for Four-Year Olds, targeting skills for language arts</p> <p><b>Objective/other:</b> [[  Common planning time is allocated daily for all teachers after student release in the afternoon.</p>	<p>Monthly Newsletters from School Classroom Weekly Newsletters</p> <p>SAC Meetings</p> <p>Parent/Teacher Conferences</p> <p>The Reading Connection/Home and School Connection distributed monthly</p> <p>Southside Facebook page</p> <p>Daily student planners</p>

<p><b>All VPK students and approximately 50% of PreKD students</b></p>	<p>Students, will recognize most letters when shown an uppercase or lowercase letter, and will be able to accurately say its name</p> <p>Children will use environmental print; participate in interactive read-a-loud times, seeing and hearing adult’s model reading and writing.</p> <p>Teachers will model the order of print on a page, in reading and writing. They will call attention to the organization of print.</p> <p>PreKD teachers will utilize all essential elements of an effective lesson in planning and delivery based on Charlotte Danielson’s model e.g. demonstrating knowledge of students, setting instructional outcomes, etc.</p> <p>VPK Teachers, PreKD Teachers, and PreKD classroom assistants will scaffold all letters of the alphabet, making sure all letters are introduced in an isolated method, and also incorporated and enhanced in intentional instruction, building upon foundational knowledge.</p>	<p>\$275 – books for resource</p>	<p><b>PDSP Focus:</b> Utilizing DOE website <a href="http://www.fldoe.org/earlyLearning/plans.asp">http://www.fldoe.org/earlyLearning/plans.asp</a> Lesson plans stressing the Standards for Four-Year Olds, targeting skills for language arts</p> <p>Book Study – Alphabet Art by Judy Press</p> <p>All teachers will receive training on the Common Core Standards during preplanning and early release</p> <p>Creative Curriculum Checklist</p> <p>Anecdotal Notes</p> <p>Teacher Observations</p>	<p>Monthly Newsletters from School Classroom Weekly Newsletters</p> <p>SAC Meetings</p> <p>Parent/Teacher Conferences</p> <p>The Reading Connection/Home and School Connection distributed monthly Letters from classroom teachers</p>
<p><b>All VPK students</b></p>	<p>Students will demonstrate an understanding by linking new information to things they already know. They will use puppets, dress-up, flannel board pieces, and written expressions to recall information from a story and retell the story using dramatic play.</p> <p>Students will attend the Computer Lab and participate in the Waterford program a minimum of two times a week, focusing on the content area of reading.</p>	<p>\$200 – books for book study</p>	<p><b>PDSP Focus –</b> Utilizing DOE website <a href="http://www.fldoe.org/earlyLearning/plans.asp">http://www.fldoe.org/earlyLearning/plans.asp</a> Lesson plans stressing the Standards for Four-Year Olds, targeting skills for language arts</p> <p>Book Study – Early Intervention Games by Barbara Sher</p> <p>PD – Shower Curtain Activities</p>	<p>Monthly Newsletters from School Classroom Weekly Newsletters</p> <p>SAC Meetings</p> <p>Parent/Teacher Conferences</p> <p>The Reading Connection/Home and School Connection distributed monthly Letters from classroom teachers</p>

	<p>VPK Teachers and PreKD Teachers will provide weekly opportunities for all students to participate in dramatic play in a whole-group setting, a small-group setting, and in centers.</p> <p>Parents will be informed on student progress on instructional goals at a face-to-face meeting once a year and Bright Beginning Progress reports will be sent home twice a year.</p> <p>VPK teachers will use the Aligned Curriculum, developed by VPK teachers, as a resource for instructional activities. Curriculum is divided into monthly themes, letters being taught, shapes, pre-reading skills, and math skills.</p> <p>Students will show an understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.</p> <p>Students will sing songs during morning meeting time, and add hand and body motions to the song at the appropriate time.</p> <p>Teachers will engage in daily conversations with the students on themes and content-related topics or in social conversations where children take multiple turns listening and responding.</p> <p>Teachers will model, and students will participate, in using props to demonstrate active listening.</p> <p>Teachers will provide directions to students using very specific language for locations, sizes, shapes, and relationships.</p>		<p>During Early Release teachers will discuss and compare lesson plan templates, and how to document CCS</p>	
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<p><b>All PreK-D students</b></p>	<p>Students will play games in the Discovery Center and in the classroom using positional words</p> <p>Teachers will ask children who, what, where, and why questions during shared reading, and such questions will be documented in weekly lesson plans</p> <p>Teachers will use Scholastic Book <i>Just-Right Homework Activities for PreK</i> to assign relevant and purposeful extension assignments once a week</p> <p>Teachers will use strategies for small-group learning, suggested in <i>Visible Learning</i> by John Hattie. They will employ specific cooperative learning strategies, including varying teaching and appropriately challenging accommodations to fit the needs of the students.</p> <p>Teachers will display and review the CCS, using CCS cards in student-friendly language, which address academic skills required for successful transition to kindergarten.</p> <p>Students will be provided instruction, support, and resources as defined in their IEP</p>	<p>\$380 – books for resource</p>	<p>Utilizing Common Core Standards for kindergarten as bridge to the end of the year – CCS will be discussed and involved at each Early Release PD</p>	
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- **The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.**

<b>School:</b>	<b>School Focus: Math</b>
<b>District Goal:</b>	<b>Students shall demonstrate math proficiency at or above expected grade level.</b>

<b>Objective M-1</b>	<b>The percentage of all VPK students who will be proficient in Mathematics as defined by the State of Florida on the Florida Bright Beginning Assessment will be 70% or higher.</b>
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<b>Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart</b>	<b>Strategies/Innovative methods &amp; extended learning opportunities</b> <small>Include technology and assessment</small>	<b>Budget</b>	<b>Professional Development</b> <small>(Identify measurable teacher outcome)</small>	<b>Communication with Parents &amp; Customer Relations</b> <small>(Community/Parent awareness)</small>
All VPK	<p>Teachers will provide opportunities for children to count objects while placing them in individual containers. Materials will be provided for one-to-one matching activities in a whole group setting, a small group setting, and at stations.</p> <p>Students will demonstrate their knowledge of one-to-one correspondence while counting and comparing objects.</p> <p>Bright Beginning data will be collected in September, January, and May on all VPK students. This data will be used in Data Chats with administration to plan for specific instruction, identify strengths and weaknesses, target areas of concern, and identify students in need of remediation or enrichment.</p>		<p><b>PDSP Focus:</b> Utilizing DOE website <a href="http://www.fldoe.org/earlyLearning/plans.asp">http://www.fldoe.org/earlyLearning/plans.asp</a> Lesson plans stressing the Standards for Four-Year Olds, targeting skills for cognitive development and general knowledge in math</p> <p>Presentation of methods and techniques learned at Beyond Centers and Circle Time, stressing discovery tubs and calendar time</p> <p><b>Objective/other:</b></p>	<p>Monthly Newsletters from School Classroom Weekly Newsletters</p> <p>SAC Meetings</p> <p>Parent/Teacher Conferences</p> <p>The Reading Connection/Home and School Connection distributed monthly</p> <p>Letters from classroom teachers</p>

	<p>Students will attend the Computer Lab and participate in the Waterford program a minimum of two times a week, focusing on the content area of math.</p> <p>Students will begin to understand the characteristics of patterns and non-patterns and begin to reproduce patterns with at least two elements.</p> <p>Teachers will model how to find patterns in a predictable book, and students will respond to the next likely line or pattern</p> <p>Students will use rhythm instruments to create a pattern</p> <p>Teachers will help students to identify patterns and non-patterns in nature, on nature walks, in books, and on the computer</p> <p>Students will be able to sort, order, compare, and describe objects according to characteristics or attributes.</p> <p>Teacher will model, and students will repeat, appropriate math language as objects are placed in increasing order of size where the increasing unit is constant</p> <p>Teachers will incorporate games and activities into daily routines that require students to follow directions in order to find different places in space</p> <p>Students will use plastic links, paper clips, and other non-standard measurement tools to measure items in the classroom</p>			
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<b>School:</b>	<b>School Focus: Writing</b>
<b>District Goal:</b>	<b>Students shall demonstrate writing proficiency at or above expected grade level.</b>

<b>Objective</b>	<b>The percentage of all VPK students who will be proficient in Print Knowledge as defined by the State of Florida on the Florida Bright Beginning Assessment will be 70% or higher.</b>
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<b>Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart</b>	<b>Strategies/Innovative methods &amp; extended learning opportunities</b> <small>Include technology and assessment</small>	<b>Budget</b>	<b>Professional Development</b> <small>(Identify measurable teacher outcome)</small>	<b>Communication with Parents &amp; Customer Relations</b> <small>(Community/Parent awareness)</small>
All PreKD and VPK	Children will use all fingers to hold a crayon or pencil in the palm of their hand. They will make random contact with paper, composing lines down and across.		<b>PDSP Focus:</b> Handwriting without Tears Creative Curriculum	Monthly Newsletters from School Classroom Weekly Newsletters
All VPK	Children will copy a cross, circle, square, and triangle. They will write numbers and letters in their name.		<b>Objective/other:</b>	SAC Meetings Parent/Teacher Conferences
All VPK	Children will begin prewriting phase by dictating a story to their teacher, and creating a picture to go along with the story.  Teachers will use charts and graphs to capture student's ideas  Teachers will model, and students will practice, providing an alternate ending to a story			The Reading Connection/Home and School Connection distributed monthly  Letters from classroom teachers  Southside Facebook page  Daily student planners

<p><b>All PreK-D students</b></p>	<p>Teachers will create and use compound word cards to demonstrate compound words.</p> <p>Students will use picture cards to identify the beginning sound of familiar words. They will be able to also identify the word(s) that begin with a different sound than the designated card or picture of a specific item or word.</p> <p>Students will write their first name with correct lettering of capital and lowercase letters.</p> <p>Students will be provided instruction, support, and resources as defined in their IEP</p>			
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<b>School:</b>	<b>School Focus: Science</b>
<b>District Goal:</b>	<b>Students shall demonstrate science proficiency at or above expected grade level.</b>

<b>Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart</b>	<b>Strategies/Innovative methods &amp; extended learning opportunities</b> <small>Include technology and assessment</small>	<b>Budget</b>	<b>Professional Development</b> <small>(Identify measurable teacher outcome)</small>	<b>Communication with Parents &amp; Customer Relations</b> <small>(Community/Parent awareness)</small>
<p>All VPK and PreKD students</p>	<p>Students will use scientific inquiry to ask questions, observe, and make comparisons.</p> <p>Teachers will use comparative terminology verbally or by signing to compare two or more objects</p> <p>Teachers will use descriptive terminology to describe objects, and to illicit responses from students.</p> <p>Southside Center will host a Family Science Night on November 16, 2012. This will allow for student, parent, and teacher participation in simple science experiments, hands-on activities in earth and space, investigation and inquiry, technology and exploration.</p> <p>Teachers will provide students an opportunity to investigate and describe the taste and texture of materials during cooking projects.</p> <p>Teachers will use big books and CDs in the Listening Room to introduce, review, and culminate science topics.</p>	<p>\$325 – Family Science Night</p>	<p><b>PDSP Focus:</b></p> <p><b>Objective/other:</b></p> <p>Teachers will be trained by the Emerald Coast Science Center on hands-on science experiments for preschool-aged students.</p>	



	Teachers will use read alouds which focus on information text and are used for close reading activities		<a href="http://www.readingrockets.org/audience/teachers/">http://www.readingrockets.org/audience/teachers/</a> Waterford	
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<b>School:</b>		<b>School Focus: College Readiness/Academic Acceleration</b>
<b>School Objective:</b>		

<b>Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart</b>	<b>Strategies/innovative methods &amp; extended learning opportunities</b> <small>Include technology and assessment</small>	<b>Budget</b>	<b>Professional Development</b> <small>(Identify measurable teacher outcome)</small>	<b>Communication with Parents &amp; Customer Relations</b> <small>(Community/Parent awareness)</small>
			<b>PDSP Focus:</b>  <b>Objective/other:</b>	

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# Title I Schools

School: Southside Center

Instruction by highly qualified teachers	Strategies to attract highly qualified teachers	Plans for assisting preschool children in the transition from early childhood programs to local elementary programs (preschool transition strategies)
<p>[ ]</p> <p>All teachers at Southside Center are highly qualified. Ongoing professional development ensures all teachers retain this status.</p> <p>Professional Development is listed under Professional Development in the Southside Center Performance Plan and in the PDSP.]</p>	<p>The application process for Okaloosa County employment is located on the Okaloosa County website.</p> <p>All new teachers are assigned a peer mentor. Teachers in their first year at Southside Center will participate in informational meetings in order to become proficient in the use/completion of school/district processes to include: progress monitoring plans, ESE referrals, Pupil Progression Plan and technology (i.e., Dashboard),.]</p>	<p>Southside Center partners will all Title 1 schools in close proximity to coordinate a kindergarten field trip in the spring. Children visit the school that they are zoned for, to take a tour and meet the administration at their future kindergarten site. ]</p>

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**SUPPLEMENTAL PAGE**  
**2012 - 2013**

**Accreditation Standards**

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resources and Support Systems
6. Stakeholder Communication and Relationships
7. Commitment to Continuous Improvement

GOAL 1: OCSD will develop innovative and relevant curricula which engage students and are tailored to their individual needs and aspirations.

- PreKD teachers develop, and adhere to Individual Education Plans for 100% of their students
- PreKD Field Day/VPK Field Day
- Computer Lab with Waterford Software

GOAL 2: OCSD will ensure the achievement of high academic standards by all students as measured by national, state and local standards.

- Southside VPK students scored 87% Kindergarten Readiness Rate, as defined by FLDOE

GOAL 3: OCSD will ensure conditions are in place which optimize learning for all students.

- Classroom walk-throughs
- Administrator/teacher data chats 2 times a year
- Lesson plan documentation of higher-level questioning, instructional outcomes stated as goals for students, small-group or individual instruction considering individual student needs

GOAL 4: OCSD will actively pursue family and community members to become our partners in the improvement of student performance and the process of school improvement.

- Southside's SAC Committee will contribute and approve the SPP
- Southside Family Science Night