FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SOUTHSIDE ELEMENTARY SCHOOL

District Name: Sarasota

Principal: Mr. Steven E. Dragon

SAC Chair: Mrs. Paula Ippolito

Superintendent: Mrs. Lori White

Date of School Board Approval:

Last Modified on: 10/9/2012



Gerard Robinson, Commissioner Florida Department of Education 325 West Gaines Street Tallahassee, Florida 32399

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

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	Steven E. Dragon	M.S. in Ed. Leadership Nova Southeastern University; BS in Elementary Ed. Bridgewater State University, MA. Certifications: Elementary Ed. 1-6; School Principal K-12	3	18	Consistently maintains A school grade from 2004 - 2012; FCAT Reading proficiency 2011-2012 83% FCAT Math proficiency 2011-2012 75% FCAT Writing proficiency 2011-2012 98% FCAT Science proficiency 2011-2012 67% Reading learning gains 2011-2012 82% Math learning gains 2011-2012 81% Making learning gains in reading lowest quartile 2011-2012 82% Making learning gains in math lowest quartile 2011-2012 52%
Assis Principal	N/A				

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest

25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
	N/A				
	N/A				

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
	Use of Teacher Evaluation System (TES) Provide ongoing professional development	Steven E. Dragon, Principal Susan Nations, TOSA	May 2013	
2	District support for teachers in need of assistance	Steven E. Dragon, Principal District support staff	As Needed	
3	We recently hired three new instructional staff members. All three are highly effective teachers as documented by their evaluations and references. Two of the three have worked with this administration in a former school. They were selected by a team representative of the open positions.	Steven E. Dragon, Principal	September 2012	

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
Two (2)	These two instructionanl staff are out-of-field ESOL and are working to obtain that endorsement.

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 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
51	2.0%(1)	11.8%(6)	41.2%(21)	47.1%(24)	92.2%(47)	0.0%(0)	7.8%(4)	9.8%(5)	74.5%(38)

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	Rationale	Planned Mentoring
	Assigned	for Pairing	Activities

Ileana Manzano, Lead Mentor

Carol West

Both are kindergarten teachers Work together to complete the SCIP program

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.

I, Part A	
I, Part C- Migrant	
I, Part D	
X- Homeless	
lemental Academic Instruction (SAI)	
nce Prevention Programs	
tion Programs	
ing Programs	
Start	
Education	
er and Technical Education	
raining	

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Steven E. Dragon Susan Nations Stephanie Chillemi-Rivera Karan Manchester Julie Odenweller Larry Beck

Kathy Pedicini

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 team meets regularly each Tuesday to discuss individual students and their progress to the grade level curriculum. This multi-disciplinary team is responsible for aligning the needs of the students to the interventions and instruction. Members of the RtI team meet regularly with grade level teams to discuss student progress.

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

The RtI team is used to help identify those specific students who need assistance and are in student groups identified on the SIP that are in need of improvement. The RtI problem-solving process is used to correctly identify the students, examine the instruction they are receiving and adjust/provide instruction and interventions as necessary to promote student growth. The frequent evaluation of student progress by the RtI team helps ensure that identified students are making progress and that areas of need are being met.

MTSS Implementation

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

The data used to identify students is multi-metric. We utilize student FCAT data for reading and math, FAIR data for reading, FCAT and LEARN data for science, district benchmark assessments for math, FCAT and regular writing prompt results for writing and ongoing progress monitoring data for reading and math. The data management system used to summarize this data is a progress monitoring spreadsheet that we have created that tracks these results. In addition, we use the district's AS400 data system to track our behavior results.

Describe the plan to train staff on MTSS.

The staff has been trained on RtI using multiple methods. To begin each team was given an individual training session on the role of our RtI team and staff. The entire staff was also given an RtI overview at a staff meeting. Our curriculum leaders were given training and resources to use with their teams when planning and implementing tiered interventions.

Describe the plan to support MTSS.

The MTSS team remains available to participate in team collaborative meetings and ongoing information is given to curriculum leaders during weekly meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Steven E. Dragon, Principal Susan Nations, TOSA

Missy Windom, K Amy Pedler, 1 Heather Dachille, 2 Cherie Dennis, 3 Taunya Fogleman, 4 Katie Casanas, 5 Barbara Shontz, Specials Stephanie Chillemi-Rivera, ESE

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

The team meets regularly to discuss literacy initiatives. Grade level representatives meet with team members to introduce and implement literacy initiatives in the classroom.

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

Schoolwide Reading Partner Program
Identify remedial students and target small group instruction
Reading Counts Incentives
Teacher-made schoolwide reading video
Principal luncheons with book talks

Public School Choice

Supplemental Educational Services (SES) Notification No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*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?

N/A

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?

N/A

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 <u>High Schoo</u> <u>Feedback Report</u>	<u>1</u>
N/A	

PART II: EXPECTED IMPROVEMENTS

of improvement for the following group:

Reading Goals

reading.

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in Levels 3,4,5). There will be a minimum of a two percentage

By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less

reading. Reading Goal #1a:				point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.					
2012	2012 Current Level of Performance:				2013 Expe	ectec	d Level of Performar	ice:	
	3 - 25%(88) 3,4,5 - 83%(290)				Level 3 - 29 Level 3,4,5		5%		
		Pr	oblem-Solving Process	to I	ncrease Stu	uder	nt Achievement		
	Anticipated Barı	rier	Strategy	R	Person or Position Responsible Monitoring	for	Process Used to Determine Effectiveness of Strategy		Evaluation Tool
1		professional development use of The Planning for Instruction 2012-13 Su		Steven E. Dragon, Principal Susan Nations, TOSA		Review state and dis benchmark data, completeness of less plans and CPT discussions		State and district assessments, subject area tests, TES observations and evaluations	
2	Teacher comfort level differentiation of instruction	el of	Conscientiously plan and implement differentiation of instruction to address the multiple learning styles/modalities of each student	Pri Su TC	Steven E. Dragon, Principal Susan Nations, TOSA		Classroom walkthroug documentation in less plans, district benchn assessments	son	District benchmark assessments
	d on the analysis of sprovement for the fol		t achievement data, and r	refer	rence to "Gu	iding	Questions", identify a	and c	define areas in need
Stude	lorida Alternate As ents scoring at Leve ing Goal #1b:		nent: 5, and 6 in reading.						
2012	Current Level of Pe	erforn	nance:		2013 Expected Level of Performance:				
		Pr	oblem-Solving Process	to I	ncrease Stu	uder	nt Achievement		
Anticipated Barrier Strategy Positi For		esponsible Effe		cess Used to ermine ctiveness of itegy	Eval	uation Tool			
			No D	ata	Submitted				

^{*} 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: By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across 2a. FCAT 2.0: Students scoring at or above Achievement Levels 3,4,5). There will be a minimum of a one percentage Level 4 in reading. point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If Reading Goal #2a: 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup. 2012 Current Level of Performance: 2013 Expected Level of Performance: Level 4,5 - 58%(202) Level 4,5 - 60% Level 3,4,5 - 83%(290) Level 3,4,5 - 85% Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Effectiveness of Responsible for Monitoring Strategy Review state and district State and district Limited funds for outside To implement schoolwide Steven E. Dragon, Principal professional development use of The Planning for benchmark data, assessments, Instruction 2012-13 Susan Nations, completeness of lesson subject area tests Booklet provided to all TOSA plans and CPT TES observations teachers discussions and evaluations Teacher comfort level of Conscientiously plan and Steven E. Dragon, Classroom walkthroughs, District benchmark Principal differentiation of implement differentiation documentation in Jesson assessments instruction of instruction to address Susan Nations, plans, district benchmark 2 the multiple learning TOSA assessments styles/modalities of each student Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible **Evaluation Tool** Effectiveness of for Strategy Monitoring No Data Submitted

	CAT 2.0: Percentage of s in reading.	tudents making learning	percentage poir less than 70% a	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning			
Readi	ing Goal #3a:		increase for all	gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.			
2012	Current Level of Perform	nance:	2013 Expected	d Level of Performance:			
78%(′	167)		80%	80%			
	Pr	oblem-Solving Process t	to Increase Studer	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Limited funds for outside professional development	To implement schoolwide use of The Planning for Instruction 2012-13 Booklet provided to all teachers	Steven E. Dragon, Principal Susan Nations, TOSA	Review state and district benchmark data, completeness of lesson plans and CPT discussions	State and district assessments, subject area tests, TES observations and evaluations		
2	Teacher comfort level of differentiation of instruction	Conscientiously plan and implement differentiation of instruction to address the multiple learning styles/modalities of each student	Steven E. Dragon, Principal Susan Nations, TOSA	Classroom walkthroughs, documentation in lesson plans, district benchmark assessments	District benchmark assessments		

Based on the analysis of soft improvement for the fo		data, and refer	ence to "G	uiding Questions", iden	tify and define areas in need	
3b. Florida Alternate As Percentage of students reading.	ains in					
Reading Goal #3b:						
2012 Current Level of P	erformance:		2013 Expected Level of Performance:			
	Problem-Solvir	ng Process to I	ncrease S	tudent Achievement		
Anticipated Barrier Strategy Resp for			on or ion onsible toring	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:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				

Based on Amb	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%.			each year fro	om SY 2012-1013 to The target for yo	target goals for co 2016-1017 for t cour school's tota ar projection (20	his l population	
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
	84	86	87	89	90		

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: The FLDOE has identified the target goals for the AMOs each 5B. Student subgroups by ethnicity (White, Black, year from SY 2012-1013 to 2016-1017 for this population. Hispanic, Asian, American Indian) not making The target for your school's subpopulation(s) for SY 2012-2013 is indicated below. If your school's percent proficient is satisfactory progress in reading. at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the Reading Goal #5B: percent non-proficient within this population by 10% (Safe Harbor) 2012 Current Level of Performance: 2013 Expected Level of Performance: Percent of students at proficiency: Percent of students at proficiency: White 87%(247) White 87% Met AMO target Hispanic 62%(13) Hispanic 73% Asian 80%(11) Asian N/A Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited funds for outside professional development	Instruction 2012-13	Principal	completeness of lesson plans and CPT	State and district assessments, subject area tests, TES observations and evaluations
	differentiation of instruction	Conscientiously plan and implement differentiation of instruction to address the multiple learning styles/modalities of each student	Principal		District benchmark assessments

	I on the analysis of studen provement for the following		eference to "Guiding	Questions", identify and o	define areas in need	
satis	nglish Language Learner factory progress in readi ing Goal #5C:	` '	year from SY 20 The target for y indicated below above 95%, the school can also	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).		
2012	Current Level of Perform	nance:	2013 Expected	Level of Performance:		
35%			58%	58%		
	Pr	oblem-Solving Process t	to Increase Studer	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Limited funds for outside professional development	To implement schoolwide use of The Planning for Instruction 2012-13 Booklet provided to all teachers	Steven E. Dragon, Principal Susan Nations, TOSA	Review state and district benchmark data, completeness of lesson plans and CPT discussions	State and district assessments, subject area tests TES obsesrvations and evaluations	
2	Teacher comfort level of differentiation of instruction	Conscientiously plan and implement differentiation of instruction to address the multiple learning styles/modalities of each student	Steven E. Dragon, Principal Susan Nations, TOSA	Classroom walkthroughs, documentation in lesson plans, district benchmark assessments	District benchmark assessments	
Lack of additional support Utilize the ESOL Liaison for ELL students (new position in 2012-13) Lia to provide instruction for ESOL students		JoAnn Doane, ESOL Liaison	Review of FAIR assessment and state/district assessments each trimester	State and district assessments		

1	l on the analysis of studen provement for the following		eference to "Guiding	g Questions", identify and o	define areas in need	
satisf	tudents with Disabilities Factory progress in readi ing Goal #5D:	. ,	year from SY 20 The target for y indicated below above 95%, the school can also	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).		
2012 Current Level of Performance:			2013 Expected	d Level of Performance:		
41%	41%			67%		
	Pr	oblem-Solving Process t	to Increase Studer	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Limited funds for outside professional development	Inds for outside hal development use of The Planning for Instruction 2012-13 Booklet provided to all teachers		Review state and district benchmark data, completeness of lesson plans and CPT discussions	State and district assessments, subject area tests, TES obsesrvations and evaluations	
	Teacher comfort level of differentiation of	Conscientiously plan and implement differentiation	Steven E. Dragon, Principal	Classroom walkthroughs, documentation in lesson	District benchmark assessments	

1	2	instruction	of instruction to address	Susan Nations,	plans, district benchmark	
2		the multiple learning	TOSA	assessments		
			styles/modalities of each			
			student			

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:						
satist	conomically Disadvantag Factory progress in readi ing Goal #5E:	,	year from SY 20 The target for yindicated below above 95%, the school can also	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).		
2012	Current Level of Perforn	nance:	2013 Expected	d Level of Performance:		
71%			78%	78%		
	Pr	oblem-Solving Process t	to Increase Studer	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Limited funds for outside professional development	To implement schoolwide use of The Planning for Instruction 2012-13 Booklet provided to all teachers	Steven E. Dragon, Principal Susan Nations, TOSA	Review state and district benchmark data, completeness of lesson plans and CPT discussions	State and district assessments, subject area tests, TES observations and evaluations	
2	Teacher comfort level of differentiation	Conscientiously plan and implement differentiation of instruction to address the multiple learning styles/modalities of each student	Steven E. Dragon, Principal Susan Nations, TOSA	Classroom walkthroughs, documentation in lesson plans, district benchmark assessments	District benchmark assessments	

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.

				Target Dates		
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)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Schoolwide implementation of the Reading Comprehension Rubric provided to all teachers in the Planning for Instruction 2012-13 Booklet	K-5	Susan Nations, TOSA	All instructional staff K-5	2012-13 during Weekly PLCs	Classroom walkthroughs, FAIR assessments, data collected by teachers using the Reading Comprehension Rubric	School Administration

Evidence-based Prograi	m(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$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 Developme	ent		
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 Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

2. Students scoring proficient in reading.

2012 Current Percent of Students Proficient in reading:

CELLA Goal #2:

When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).						
Students speak in Englis	Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring pr	oficient in listening/speal	king.				
CELLA Goal #1:						
2012 Current Percent	of Students Proficient in I	istening/speak	ing:			
	Problem-Solving Proces	ss to Increase S	tudent Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
No Data Submitted						

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

Students write in Englis	sh at grade level in a	a manner similar	to non-El	LL students.	
3. Students scoring p	roficient in writing	J.			
CELLA Goal #3:					
2012 Current Percent	of Students Profic	cient in writing:			
	Problem-Solvin	g Process to In	icrease S	itudent Achievemer	nt
Anticipated Barrier	Strategy	Perso Positi Respo for Monit	on onsible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

CELLA Budget:

Evidence-based Progra	am(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 Developm	ent		
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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

	d on the analysis of s provement for the foll		it achievement data, and reg g group:	efer	ence to "Gu	iding	Questions", identify a	and d	lefine areas in need
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:			By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.						
2012	Current Level of Pe	erforn	nance:		2013 Ехрє	ectec	d Level of Performan	ıce:	
	3 - 27%(92) 3,4,5 - 74%(257)				Level 3 - 20 Level 3,4,5		5%		
		Pr	roblem-Solving Process	to I	ncrease Sti	uder	nt Achievement		
	Anticipated Barr	rier	Strategy	R	Person or Position Responsible Monitoring	for	Process Used to Determine Effectiveness of Strategy		Evaluation Tool
1		oment	To implement schoolwide use of The Planning for Instruction 2012-13 Booklet provided to all teachers	Prir	even E. Drag ncipal san Nations, ISA		Review state and dis benchmark data, completeness of lesse plans and CPT discussions	on	State and district assessments, subject area tests, TES observations and evaluations
2	Teacher comfort lev differentiation of instruction		Conscientiously plan and implement differentiation of instruction to address the multiple learning styles/modalities of each student	Prir Sus TO:	even E. Drag ncipal san Nations, SSA		Classroom walkthroug documentation in less plans, district benchn assessments	son	District benchmark assessments
	d on the analysis of sprovement for the follow		it achievement data, and re	efer	ence to "Gu	iding	g Questions", identify a	and d	define areas in need
1b. F	lorida Alternate Ass	sessn		S.					
2012	Current Level of Pe	erforn	nance:		2013 Expє	ected	d Level of Performan	nce:	
	_	Pr	roblem-Solving Process	to I	ncrease Stu	uder	nt Achievement		_
Antic	cipated Barrier	Strat	tegy Professional	Posit Respo or	onsible	Dete Effe	cess Used to ermine ectiveness of ategy	Eval	uation Tool
			No D	ata :	Submitted				

	I on the analysis of studen provement for the following	t achievement data, and reg group:	eference to "C	Guiding	Questions", identify and	define areas in need
Level	CAT 2.0: Students scorin 4 in mathematics. ematics Goal #2a:	ng at or above Achievem	percentage than 70% Levels 3, point increase yow or nor demore overall present that the property of the proper	ge poir 6 are c 4,5). T rease f demor nore st nstrate roficien	3, there will be a minimum nt increase for Level 4,5 sturrently demonstrating properties will be a minimum of or Level 4,5 students when strating proficiency (acrostudents are proficient, the an increase in the percentage target will be less than any subgroup.	tudents, when less officiency (across a one percentage re 70% or more are ss Levels 3,4,5). If school can maintain t proficient. No
2012 Current Level of Performance:				pected	Level of Performance:	
	4,5 - 48% (165) 3,4,5 - 74% (257)		Level 4,5 Level 3,4			
	Pr	oblem-Solving Process	to Increase S	Studer	nt Achievement	
	Anticipated Barrier	Strategy	Person Positio Responsib Monitori	n le for	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited funds for outside professional development	To implement schoolwide use of The Planning for Instruction 2012-13 Booklet provided to all teachers	Steven E. Dr Principal Susan Natior TOSA	Ü	Review state and district benchmark data, completeness of lesson plans and CPT discussions	State and district assessments, subject area tests, TES observations and evaluations
2	Teacher comfort level of differentiation of instruction	Conscientiously plan and implement differentiation of instruction to address the multiple learning styles/modalities of each student	Steven E. Dr Principal Susan Natior TOSA		Classroom walkthroughs, documentation in lesson plans, district benchmark assessments	District benchmark assessments
	I on the analysis of studen provement for the following	t achievement data, and roggroup:	eference to "C	Guiding	Questions", identify and o	define areas in need
Stude math	lorida Alternate Assessnents scoring at or above ematics. ematics Goal #2b:					
2012	Current Level of Perforr	nance:	2013 Ex	pected	Level of Performance:	
	Pr	roblem-Solving Process	to Increase S	Studer	nt Achievement	

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:

Person or

Responsible

Monitoring

No Data Submitted

Position

Strategy

Anticipated Barrier

Process Used to

Effectiveness of Strategy Evaluation Tool

Determine

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.			By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning		
Goal #3a:		increase for all	student groups where 70%	or more are	
Level of Perforr	nance:	2013 Expected	d Level of Performance:		
77% (164)					
Pr	oblem-Solving Process t	to Increase Studer	nt Achievement		
ipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
funds for outside onal development	To implement schoolwide use of The Planning for Instruction 2012-13 Booklet provided to all teachers	Steven E. Dragon, Principal Susan Nations, TOSA	Review state and district benchmark data, completeness of lesson plans and CPT discussions	State and district assessments, subject area tests, TES observations and evaluations	
comfort level of iation of	Conscientiously plan and implement differentiation	Steven E. Dragon, Principal	Classroom walkthroughs, documentation in lesson	District benchmark assessments	
i	Goal #3a: Level of Perforn Pr ipated Barrier funds for outside onal development	Problem-Solving Process problem-Solving Process Strategy Funds for outside onal development and development of the Planning for Instruction 2012-13 Booklet provided to all teachers	percentage polices than 70% gain. There will increase for all currently demonstrated by the problem-Solving Process to Increase Studer Person or Position Responsible for Monitoring Tunds for outside onal development on teachers To implement schoolwide use of The Planning for Instruction 2012-13 Booklet provided to all teachers To implement schoolwide Susan Nations, TOSA	percentage point increase for all student fless than 70% are currently demonstrating gain. There will be a minimum of a two perincrease for all student groups where 70% currently demonstrating an annual learning an annual learning for large of the Planning for Instruction 2012-13 Booklet provided to all teachers	

	Based on the analysis of student achievement data, and refeor improvement for the following group:				tify and define areas in need
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.					
Mathematics Goal #3b:					
2012 Current Level of P	erformance:		2013 Exp	ected Level of Perfor	mance:
	Problem-Solving	Process to I	ncrease S ⁻	tudent Achievement	
Anticipated Barrier	for		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.

By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lower quartile.

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited funds for outside professional development	To implement schoolwide use of The Planning for Instruction 2012-13 Booklet provided to all teachers			State and district assessments, subject area tests, TES observations and evaluations
2	Teacher comfort level of differentiation of instruction	Conscientiously plan and implement differentiation of instruction to address the multiple learning styles/modalities of each student	Principal		District benchmark assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target Elementary School Mathematics Goal # 5A. Ambitious but Achievable Annual The FLDOE has identified the target goals for the AMOs * Measurable Objectives (AMOs). In six year each year from SY 2012-1013 to 2016-1017 for this school will reduce their achievement gap population. The target for your school's total population by 50%. for SY 2012-2013 and the 5 year projection (2016-2017) is Baseline data 2011-2012 2012-2013 2013-2014 2014-2015 2015-2016 2016-2017 2010-2011 87 84 85 88 90

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.

The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).

Mathematics Goal #5B:

White 79%(221)

Hispanic 47%

2013 Expected Level of Performance:

Subgroups and their level of proficiency: Asian 84%(11)

2012 Current Level of Performance:

Subgroups and their level of proficiency: Asian N/A White 87%

Problem-Solving Process to Increase Student Achievement

Hispanic 65%

ı					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	professional development	To implement schoolwide use of The Planning for Instruction 2012-13 Booklet provided to all teachers	Principal Susan Nations,	Review state and district benchmark data, completeness of lesson plans and CPT discussions	State and district assessments, subject area tests, TES observations and evaluations
	differentiation of instruction	Conscientiously plan and implement differentiation of instruction to address the multiple learning styles/modalities of each student	Principal		District benchmark assessments

	d on the analysis of studen provement for the following		eference to "Guiding	Questions", identify and o	define areas in need
satis	nglish Language Learner factory progress in math ematics Goal #5C:	` '	year from SY 20 The target for y indicated below above 95%, the school can also	identified the target goals 212-1013 to 2016-1017 for cour this subpopulation(s). If your schools percent perschool can maintain that achieve their goal by reduvithin this population by 10	this population. for SY 2012-2013 in proficient is at or percentage. Your ucing the percent
2012	Current Level of Perform	nance:	2013 Expected	Level of Performance:	
39% 65%					
	Pr	oblem-Solving Process t	to Increase Studer	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited funds for outside professional development	To implement schoolwide use of The Planning for Instruction 2012-13 Booklet provided to all teachers	Steven E. Dragon, Principal Susan Nations, TOSA	Review state and district benchmark data, completeness of lesson plans and CPT discussions	State and district assessments, subject area tests TES observations and evaluations
2	Teacher comfort level of differentiation of instruction	Conscientiously plan and implement differentiation of instruction to address the multiple learning styles/modalities of each student		Classroom walkthroughs, documentation in lesson plans, district benchmark assessments	District benchmark assessments
3	Lack of additional support for ELL students	Utilize the ESOL Liaison (new position in 2012-13) to provide instruction for ESOL students	JoAnn Doane, ESOL Liaison	Review of FAIR assessment and state/district assessments each trimester	State and district assessments

	on the analysis of studen provement for the following		efer	ence to "Guiding	Questions", identify and o	define areas in need
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:				The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).		
2012	Current Level of Perform	nance:		2013 Expected	Level of Performance:	
44%				67%		
	Pr	oblem-Solving Process t	to I i	ncrease Studer	nt Achievement	
	Anticipated Barrier	Strategy	R	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	professional development use of The Planning for Prin		even E. Dragon, ncipal san Nations, SA	Review state and district benchmark data, completeness of lesson plans and CPT discussions	State and district assessments, subject area tests, TES obsesrvations and evaluations	
	Teacher comfort level of differentiation of	Conscientiously plan and implement differentiation			Classroom walkthroughs, documentation in lesson	District benchmark assessments

2		of instruction to address the multiple learning styles/modalities of each student	TOSA	plans, district benchmark assessments	
---	--	--	------	--	--

	d on the analysis of studen		eference to "Guidino	g Questions", identify and o	define areas in need	
satis	Economically Disadvanta sfactory progress in math nematics Goal #5E:		year from SY 20 The target for y indicated below above 95%, the school can also	identified the target goals 012-1013 to 2016-1017 for your this subpopulation(s) or . If your schools percent perschool can maintain that achieve their goal by reduvithin this population by 10	r this population. for SY 2012-2013 is proficient is at or percentage. Your ucing the percent	
2012	2 Current Level of Perforr	nance:	2013 Expected	d Level of Performance:		
56%			76%	76%		
	Pr	oblem-Solving Process	to Increase Studer	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	professional development use of The Planning for Pr Instruction 2012-13 St		Steven E. Dragon, Principal Susan Nations, TOSA	Review state and district benchmark data, completeness of lesson plans and CPT discussions	State and district assessments, subject area tests, TES obsesrvations and evaluations	
2	Teacher comfort level of differentiation of instruction of instruction to address Su		Steven E. Dragon, Principal Susan Nations, TOSA	Classroom walkthroughs, documentation in lesson plans, district benchmark assessments	District benchmark assessments	

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		
	No Data Submitted							

Mathematics Budget:

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

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

	d on the analysis of studin need of improvemen			Guiding Questions", ider	ntify and define	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:			By the year 20 percentage po when less that proficiency (ad minimum of a student groups demonstrating subgroup that demonstrate a proficiency tar	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.		
2012 Current Level of Performance:			2013 Expecte	ed Level of Performan	ce:	
	Level 3 - 38%(44) Level 3,4,5 - 68%(79)			Level 3 - 42% Level 3,4,5 - 72%		
	Prob	lem-Solving Process t	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Limited funds for outside professional development	To implement schoolwide use of The Planning for Instruction 2012-13 Booklet provided to all teachers	Steven E. Dragon, Principal Susan Nations, TOSA	Review state and district benchmark data, completeness of lesson plans and CPT discussions	State and district assessments, subject area tests, TES observations and evaluations	
2	Implementation of the new science series at grades K-2	Professional development opportunities provided by the school using Title II funds	Steven E. Dragon, Principal Susan Nations, TOSA District Science Coordinator	Classroom walkthroughs, administrator reviews of lesson plans, collaborative planning checklist	Program assessments	

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solving I	Process to I	ncrease S	Student Achievement	İ
Anticipated Barrier	Strategy	Posi Resp for	on or tion oonsible Itoring	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: By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating 2a. FCAT 2.0: Students scoring at or above proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all Achievement Level 4 in science. student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any Science Goal #2a: subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup. 2012 Current Level of Performance: 2013 Expected Level of Performance: Level 4,5 - 30%(35) Level 4,5 - 34% Level 3,4,5 - 68%(79) Level 3,4,5 - 72% 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 funds for outside professional development	schoolwide use of The Planning for Instruction	Dragon, Principal Susan Nations,	Review state and district benchmark data, completeness of lesson plans and CPT discussions	State and district assessments, subject area tests, TES observations and evaluations
2	Teacher comfort level of differentiation of instruction	and implement	Dragon, Principal Susan Nations, TOSA	Classroom walkthroughs, documentation in lesson plans, district benchmark assessments	District benchmark assessments

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

2b. Florida Alternate Assessment:

Students scoring at or above Achievement Level 7

in science.					
Science Goal #2b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
	Problem-Solving Proces	s to I	ncrease S	Student Achievement	
Anticipated Barrier	Strategy	Posit Resp for	on or tion oonsible toring	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
Science professional development using the new Fusion series provided to all K-2 teachers	K-2 teachers	Mations	All instructional staff K-2	Sept May	Classroom walkthroughs, collaborative planning checklists, documentation in lesson plans	School administration

Science Budget:

Evidence-based Program(s)/Mat	erial(s)		
Strategy	Description of Resources	Funding Source	Available Amount
Provide professional development in Fusion Science to all K-2 teachers	Use of Title II Professional Development Dollars	Title II Funds	\$2,272.00
			Subtotal: \$2,272.00
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: \$2,272.00

End of Science Goals

Writing Goals

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

1	on the analysis of stude ed of improvement for the		nd reference to "Gu	uiding Questions", identif	y and define areas	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:			vel percentage poi less than 75% on the writing percentage poi 75% or more a the writing ess must maintain	percentage point increase for all student groups where 75% or more are currently demonstrating 4.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for		
2012	Current Level of Perfo	rmance:	2013 Expecte	2013 Expected Level of Performance:		
98%(109)			98%	98%		
	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	High current scores	Ongoing collaboration in teams for writing instruction	Classroom Teachers Susan Nations, TOSA	Writing scores and student performance	Writing assessments	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:						
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:			By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 4.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 4.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.			
2012	2012 Current Level of Performance:			2013 Expected Level of Performance:		
63%(70)			67%	67%		
	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		To maintain high scores through regular assessments and collaborative conversations during PLCs.		5	Writing assessments
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Writing Budget:

Evidence-based Progra	am(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 Developm	nent		
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)

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

ATTENDANCE GOAL - RATE

For the attendance year 2012-2013, the attendance rate will increase. If the current attendance rate is less than

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

	rtendance ndance Goal #1:		percentage of will maintain of ATTENDANCE (By the year 20 who are absended when 40% or absences annupercentage poor absences annupercentage poor ATTENDANCE (By the year 20 who are Tardy When 30% or Tardies annuall percentage poor I less than 30 Tardies annuall percentage poor Tardies annuall percentage poor Tardies is 10% or Tardies annuall percentage poor Tardies is 10% or Tardies annuall percentage poor Tardies is 10% or Tardies is 10% or Tardies annuall percentage poor Tardies is 10% or Tar	90%, there will be a minimum 4% increase. If the current percentage of attendance is 90% or greater, the school will maintain or increase the percentage. ATTENDANCE GOAL- ABSENCES By the year 2013, there will be a decrease of students who are absent ten or more days. When 40% or more of the students have ten or more absences annually, there will be a minimum of a 4 percentage point decrease. If less than 40% of the students have ten or more absences annually, there will be a minimum of a 2 percentage point decrease. ATTENDANCE GOAL- TARDY By the year 2013, there will be a decrease of students who are Tardy ten or more days. When 30% or more of the students have ten or more Tardies annually, there will be a minimum of a 4 percentage point decrease. If less than 30% of the students have ten or more Tardies annually, there will be a minimum of a 2 percentage point decrease. If the current percent of Tardies is 10% or less, the school can maintain or decrease the percentage.				
2012	2 Current Attendance R	ate:	2013 Expecte	2013 Expected Attendance Rate:				
95.79	% (737/770)		97.7%	97.7%				
	2 Current Number of Sto ences (10 or more)	udents with Excessive		2013 Expected Number of Students with Excessive Absences (10 or more)				
222			207	207				
	2 Current Number of Stoles (10 or more)	udents with Excessive		2013 Expected Number of Students with Excessive Tardies (10 or more)				
46			31	31				
	Pro	blem-Solving Process t	o Increase Stude	ent Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1	Student travel	Encourage travel during school holidays only	Registrar and Administrative Team	Attendance monitoring	CrossPointe attendance reports			

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

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

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

Attendance Budget:

Evidence-based Progr			Available
Strategy	Description of Resources	Funding Source	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 Developn	nent		
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
	<u> </u>		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: By the year 2013, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will 1. Suspension maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce Suspension Goal #1: the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%. 2013 Expected Number of In-School Suspensions 2012 Total Number of In-School Suspensions 2013 Expected Number of Students Suspended In-2012 Total Number of Students Suspended In-School School 2013 Expected Number of Out-of-School 2012 Number of Out-of-School Suspensions Suspensions 0 0

	· ·			2013 Expected Number of Students Suspended Out- of-School		
0			0			
Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Student behavior	Continued implementation and refinement of the schoolwide PBS	PBS Team	Monitoring and evaluation of student behavior	Suspension rate	

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

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

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

Suspension Budget:

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

Parent Involvement Goal(s)

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: Southside Elementary School has one of the highest levels of parent involvement in the district's elementary *Please refer to the percentage of parents who schools. No goal is needed at this time.s participated in school activities, duplicated or unduplicated. 2012 Current Level of Parent Involvement: 2013 Expected Level of Parent Involvement: More than 90% of parents were involved in school Maintain high levels of parent involvement. activities. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier **Evaluation Tool** Strategy Responsible for Effectiveness of Strategy Monitoring PTO President Monitoring attendance Economy Provide low cost Actual number at school-related Steven Dragon, parental and student attending activities Principal events

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:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Гесhnology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

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

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
N- D-t-	No Data	No Data	\$0.00
No Data	NO Data	NO Data	\$0.00
No Data	NO Data	No Data	Subtotal: \$0.00

End of Parent Involvement Goal(s)

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

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)). Based on the analysis of school data, identify and define areas in need of improvement: 1. STEM STEM Goal #1: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible Evaluation Tool Effectiveness of Strategy Monitoring

No Data Submitted

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

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

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

STEM Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
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)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based I	Program(s)/Material(s)			
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A			\$0.00
Science	Provide professional development in Fusion Science to all K-2 teachers	Use of Title II Professional Development Dollars	Title II Funds	\$2,272.00
				Subtotal: \$2,272.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Dev	elopment			
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$2,272.00

Differentiated Accountability

School-level Differentiated Accountability Compliance



Are you a reward school: † Yes † No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
To provide schoolwide educational opportunities which enhance academic achievement and build community within the school. (Florida Studio Theatre)	\$7,202.61

Approve the allocation of the SAC budget dollars for Florida Studio Theater

Review of SIP and student achievement data

Review/discussion flexible supplement allocation

Discussion about legislative issues effecting the funding of education

Review/revision of school policies and procedures

Discussion about ongoing issues with student drop-off and pick-up

Review and discussion of Climate Survey results

Review and discussion of the staffing model for our school

Presentation of ongoing partnerships with community organizations

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Sarasota School District SOUTHSI DE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing		Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	94%	97%	80%	363	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	77%	78%			155	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?	67% (YES)	67% (YES)			134	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					652	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					А	Grade based on total points, adequate progress, and % of students tested

Sarasota School District SOUTHSI DE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	93%	97%	76%	358	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	66%	71%			137	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?	60% (YES)	72% (YES)				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					627	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					А	Grade based on total points, adequate progress, and % of students tested