Baldwin Park Elementary

2016-17 Schoolwide Improvement Plan

Baldwin Park Elementary

1750 COMMON WAY RD, Orlando, FL 32814

https://baldwinparkes.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	36%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

*Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non- charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items

- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Baldwin Park Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - Diane Leinenbach	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

OCPS' mission is to lead our students to success with the support and involvement of families and the community.

b. Provide the school's vision statement.

OCPS' vision is to be the top producer of successful students in the nation.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Audubon Park Elementary is a culturally diverse school. Prior to the start of the school year, all students and parents have the opportunity to meet their teacher. Parents are encouraged to share information regarding their child's personal and learning preferences to help the teacher better prepare for their individual emotional and academic needs. The Best Practices for Inclusive Education (BPIE) assessment has also been used to identify strengths and areas of improvement and impacts the multi-tiered system of support (MTSS) at Audubon Park to allow for better scaffolding of learning. Throughout the year, teachers continue meeting with students and parents to discuss student progress. Each parent has a conference with the teacher after the first nine weeks of school and throughout the year as needed. Open House is also another avenue where parents have the opportunity to build relationships with teachers by visiting the classrooms and learning more about their child's school day.
Children of all cultures and backgrounds are accepted and cared for at Audubon Park Elementary. We are all truly one family.
The Best Practices for Inclusive Education (BPIE) assessment with its 34 indicators has been used to gain a better understanding of our students' needs. A team of administration, teachers, and parents worked through the process of the assessment to identify areas of growth. These areas have been embedded into the strategies and action steps within this School Improvement Plan. The assessment also aids the school in fortifying the multi-tiered system of support (MTSS) process.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

At Audubon Park we strive to create an environment where students feel safe and respected before, during and after school starting with the staff welcoming every child onto campus in the morning. Students are fully aware that all areas of campus inside and outside are supervised by administration at all times. Each teacher is responsible for walking students to their appropriate dismissal area at the end of the day. There is frequent communication between teachers and the parents in regards to daily drop off and pick up. Throughout the school year there are a variety of drills conducted to allow practice and to ensure students are always safe in the classroom regardless of circumstances. When children walk in the hallway, they always walk with a buddy. If a student is going to the clinic, they walk with two buddies in case one of the students stays behind. Students know that they can approach any adult in the building with a

concern regarding how they were treated or something that made them feel unsafe and they do so on a frequent basis. All exterior doors in the building remain locked at all times and no visitors are allowed on campus without signing in at the front office. The staff will politely ask anyone without a visitor's badge to return to the front office and sign in. Parents are not allowed to wander the hallways inside the building in the morning. They drop their children off at one of the drop off points located outside of the building. Classroom doors remain locked at all times. When substitutes are on campus, they trade their car keys for a classroom key so that the doors can remain locked and our keys are not lost. The school has a specific 30/30 plan in place with designated duties for each person on the administrative team. Sixteen security cameras were installed by the district and are monitored by administration as necessary. Teachers review the Student Code of Conduct once a quarter with their students. We have a SUPER Kids officer that promotes the education of safety and making safe decisions.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Each grade level has specific behavior reflection sheets. These are utilized in place of sending students to the front office to speak with a member of the administrative team. Students are able to remain in a classroom while reflecting on their behavior. Rules, expectations, procedures and routines exist around the school such as how to walk in the halls, behave at an assembly, etc. Teachers use visuals to help students understand these school-wide expectations. Teachers complete classroom referrals and have to document three incidents with behavior interventions before sending a child to the front office, except in the case of a severe violation. The Behavior Leadership Team trains the staff at Audubon Park to ensure the system is fairly and consistently enforced. To enhance our lunchroom climate, teachers are encouraged to review lunchroom rules with their students each day. In an effort to maintain a safe and orderly environment, students will follow the RockSTARS cafeteria plan. Students will earn stars to represent their ability to follow the cafeteria rules. A designated number of stars will earn a class reward.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Audubon Park Elementary is grateful to have a full-time CHILL Counselor. To students, life's problems sometimes seem too big to handle. Wanting to help students better cope with life's difficulties is why the Winter Park Health Foundation (WPHF) established the CHILL Program in partnership with Orange County Public Schools and its Winter Park consortium of schools.

CHILL – Community Help & Intervention in Life's Lessons – is a free counseling program for students of all ages in the public schools serving Winter Park and neighboring communities who need help with issues such as divorce, grief and loss, low self-esteem, anger management and depression. CHILL Counselors focus on prevention and early intervention programs.

Students can be referred to the CHILL program by teachers, school administrators, school social workers, SAFE Coordinators, parents, school psychologists, behavior specialists and nurses. Students also can refer themselves to the program. Individual and

group counseling takes place during the school day, preferably during "elective" classes so students don't miss any core classes, and students are assured of their right to confidentiality.

The CHILL Program is not mandated or forced upon any student. CHILL Counselors understand and believe true personal growth and change cannot take place unless the participant is ready and willing to make the commitment. In addition, parental consent is required to enroll a student in the program, and CHILL counseling records don't become part of the student's school records.

Counselors often use art and play therapy techniques with elementary school students. Their offices are equipped with welcoming toys and games to encourage the use of play in the counseling process. Students will find doll houses, sand trays, stuffed animals, puppets, crayons, paints and dolls to help them feel comfortable and to aid in accomplishing the therapeutic goals of the child, family and CHILL Counselor.

Students who show gaps or deficits in social emotional skills will be targeted through individualized plans which may include social stories, structured social skills training or individualized behavior charts. These interventions will be monitored and changed as needed.

BPIE- Best Practices for Inclusive Education - is used to identify learning opportunities and resources for students with disabilities and share with stakeholders. All paraprofessionals will receive professional development opportunities this year to address how they can support learning using the least intrusive interventions for students with disabilities (SWDs).

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The early warning indicators used in this system are as follows:

*Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension: Attendance is monitored closely by the school's registrar, teachers, and administrators utilizing the Educational Data Warehouse (EDW) to identify students that have chronic attendance issues.

*One or more suspensions, whether in school or out of school: Suspensions are monitored closely by the dean, behavior specialist, and administrators using SMS and EDW.

*Course failure in English Language Arts (ELA) or math: Teachers are required to make contact with parents regarding failing grades and submit documentation to administration regarding interventions and parent communication. Weekly data meetings are held where teachers can express concerns about student progress to the administrative team and request assistance.

*A Level 1 score on the statewide, standardized assessments in ELA or math: Prior year standardized assessment data is shared with teachers prior to the start of the school year so interventions can be put in place. These students are automatically placed in Tier

3 and teachers submit documentation to administration identifying which students are Tier 2 and Tier 3 and what specific interventions are taking place.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	22	8	16	9	17	16	0	0	0	0	0	0	0	88
One or more suspensions	0	1	3	4	11	5	0	0	0	0	0	0	0	24
Course failure in ELA or Math	29	31	51	33	39	32	0	0	0	0	0	0	0	215
Level 1 on statewide assessment	0	0	0	12	24	28	0	0	0	0	0	0	0	64

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	8	4	11	20	28	28	0	0	0	0	0	0	0	99

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The first step is to identify the students that exhibit any of the previously listed indicators.

Awards are given each nine weeks to students who have perfect attendance. Students who continue to have attendance issues will have a truancy meeting with the child study team.

Behavior interventions will be provided to meet the individual needs of each student. For each student, interventions can include but are not limited to: think sheets, think time in other classrooms as opposed to the front office, Behavior Intervention Plans (BIPs), reward systems, and cool down passes to visit the behavior specialist.

Academic interventions will be provided to meet the individual needs of each student as well. These include but are not limited to: implementing the 5 Why's to get down to the root cause, daily Tier 2 intervention in the classroom, daily pullout intervention for Tier 3 students, professional development to increase teachers' proficiency with rigorous differentiated instruction, formative assessments, progress monitoring with Class Study Sheets housed on the school's SharePoint site, and PLC/data meetings once per week with a coach and administrator.

Computer-based programs such as iReady are used to supplement student learning. Tutoring is also provided for struggling students outside of the normal school day.

Indicator 28 of the Best Practices for Inclusive Education (BPIE) focuses on regularly scheduled collaborative planning time so the needs of all students are met. Special

education and general education teachers collaborate to plan effective instruction and assessment for all students.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Audubon Park Elementary is once again a Golden School and a Five-Star Awarded school due to our extensive parent involvement. We utilize various forms of communication to keep parents involved in the school environment including our school website, weekly newsletter from the principal and teachers, Connect Orange system, etc. There is constant two-way communication between parents and staff members.
Parents have several ways to get involved here at Audubon Park Elementary. They can join our Parent Teacher Association (PTA), School Advisory Council (SAC) and/or Falcon Fund. Each organization supports the school in different ways including fundraising events and academic support.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Audubon Park's relationship within the community is a two way street where we seek resources, donations, volunteer hours, staff and student incentive items, etc., while acknowledging what is given to us and using our large population to reciprocate towards these businesses. We promote them through the use of the marquee, emails, phone calls, and flyers to let the parents know that a particular business is helping us so the community can support them in return. Partner volunteer hours are used to work with struggling students on skills in need of improvement.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Ferratusco, Anna	Principal
Velazquez, Ruth	Assistant Principal
Arnold, Shannon	Dean
Durkin, Kathryn	Teacher, ESE
Welsh, Samantha	Instructional Coach
Genovese, Sherry	Other
Opalka, Jessica	Other
Stalter, Jessica	Instructional Coach
Weiss, Jamie	Other
Ledesma, Bethany	Assistant Principal
Reese, Michael	Instructional Coach
Cervi, Audra	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The Principal: Provides a common vision for the use of data-based decision making along with differentiated and rigorous instruction, monitors iObservation data and partners master teachers and coaches with teachers in need of improvement on targeted elements, and ensures that the school-based team is implementing the multi-tiered system of supports (MTSS) with fidelity. The principal also conducts assessments of MTSS skills of school staff, ensures implementation of intervention support and documentation, confirms adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans. In addition to that, the Principal facilitates bimonthly data meetings and individual data chats with all teachers, enables differentiated professional development for areas of need, expedites progress monitoring plan, provides frequent and immediate feedback to teachers via lesson plan reviews and classroom observations, and PLC activities. The assistant principals work on all of these items with the principal.

Teacher Team Leaders: Collaborate with team members to plan differentiated, rigorous lessons aligned with the Florida Standards and OCPS' Scope and Sequence, facilitate PLC meetings, provide support to teammates as needed, attend monthly team leader meetings and disseminate covered information to teammates.

Staffing Coordinator: Participates in student data collection, monitors the implementation of all IEPs and 504 Plans, collaborates with general education teachers to ensure SWD are receiving differentiated, rigorous instruction.

Instructional Coaches: Develop, lead, and evaluate school core content standards/ programs, participate in the design and delivery of professional development, perform frequent classroom visits and provide immediate feedback, assist in monitoring student data, review lesson plans and provide feedback to teachers, model for teachers as needed, and provide support for assessments.

Dean: Monitors discipline and implements interventions as needed.

Behavior Specialist: Develops and monitors fidelity of implementation for BIPs, facilitates individualized reward systems, teaches social skills groups as needed.

CCT: Facilitates professional development for digital curriculum and monitors the fidelity of implementation, ensures all ELL students are provided rigorous and differentiated instruction.

Science Coach: Facilitates professional development while incorporating STEM into the curriculum and monitors the fidelity of implementation.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

All students receive Tier 1 instruction using an evidence-based, scientifically researched, core reading program called "Journeys" and core math program called "Go Math." Utilizing these core programs, our teachers deliver high-quality instruction with differentiation. Embedded assessments from both core programs allow teachers to monitor Tier 1 students' level of proficiency on specific benchmarks for the skill area.

Tier 2 instruction is provided for all children who fall below expected levels on individual benchmarks and are at risk for academic failure. Instruction is provided by the classroom teacher in smaller groups than Tier 1 either during small group instruction or the MTSS block. A Tier 2 component is embedded in the core programs; yet additional support may be provided using district approved, research based supplemental intervention programs. Data will be collected on the targeted students using the tools provided in the core programs.

Tier 3 instruction is provided to children who are considered to be at high risk for academic failure. These students are candidates for a pull-out, resource intervention program. Tier 3 students receive additional small group instruction. Tier 3 instruction is either provided by the classroom teacher, using the Tier 3 component embedded in the core program, or by a resource teacher, using the comprehensive reading program called "Voyager." Tier 3 students will receive weekly progress monitoring using a computer based tool called Aims Web by Pearson. Data is monitored weekly by the resource teacher and shared with the classroom teacher. MTSS meetings are held on these students and data is shared with administrators and intervention team on a monthly basis.

Students going through the MTSS process are discussed at PLC meetings each week as standards and data are discussed. A heavy focus is placed on struggling students who fall in the bottom 30%, and/or are in the ESE program. Biweekly progress monitoring for these targeted students also takes place.

Services and programs from federal, state and local funds are coordinated in the school. The following programs and or funding sources are utilized to support the needs of all students:

Our school nutrition program ensures free and reduced breakfast and lunch for all who qualify. The school lunch program also provides fresh nutritious choices on the daily menu.

We have an Audubon Cares Program which supports the Title X Homeless. Audubon Cares provides after school snacks as well as a weekend and holiday food pantry for this special population. The school PTA conducts annual food and clothing drives to assist with this effort. The school participates in a Bicycle Blessings program, where families donate bicycles, which are then refurbished by a Partner in Education, and redistributed to families in need of transportation to and from school.

Title II funds are used to purchase materials for staff development. This school year the materials will be used to assist teachers in raising the level of student interaction and engagement.

Our core reading program, (Journeys) and core math program, (Go Math), which focus on the needs of tier 1, 2, and 3 students are provided for all students through district text book funds. Extended learning opportunities are provided to students using Supplemental Academic Instruction (SAI) funds. The Voyager Comprehensive Intervention program which focuses on the needs of our tier 3 students is purchased from the school-based budget. The school budget is used to purchase other web based supplemental programs to address reading, math and technology needs of our students.

Audubon has a parent booster club called the Falcon Fund. This organization works with the school principal, the PTA and the SAC to determine school based needs, then provides an added funding source to meet those needs. This organization has assisted with purchasing site-based licenses for computer programs and iPads for grade levels without devices. They will be assisting with replacing older iPads this year with new ones to meet the growing demands of technology integration.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Lisa Fleming	Parent
Anna Ferratusco	Principal
Maria Medina	Parent
Rocio Jimenez	Parent
Alexia Gawlak	Business/Community
S. Beth Love	Parent
Iris Fernandez	Business/Community
Natalie Prill	Teacher
Annette Odell	Parent
Angela Myers	Teacher
Meifen Xu	Parent
Brandy Weiss	Parent
Christina Gerola	Parent
Megan Steinmetz	Parent
Sabrina Sibley	Parent
Lauren Jaso	Parent
Anne-Blyth Osbahr	Parent
Gina Fiore	Parent
Dawn Derrick	Parent
Hortensia Quevedo	Parent
Melissa Perry	Parent
Alexis Shanoff	Teacher
Renee Thompson	Parent
Margaux Quinn	Teacher
Erin Kelley	Parent
Margarita Zizza	Principal
Angela Tucciarelli	Teacher
Beth Visconti	Parent
Jennifer Soos	Teacher
Kathy Edwards	Parent
Maureen VanBeukering	Parent
Mireya Booher	Parent
Rhea Edwards	Teacher
Valerie Kennon	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The SAC committee worked during the year reviewing the plan and making input on changes for the upcoming year. Each meeting, data was shared and discussion occurred on the plan as related to the data.

b. Development of this school improvement plan

Before school was released in June 2016, the SAC reviewed the plan that was developed for 2015-2016 and made tentative recommendations for changes. When the template and SIP process was revised in August, 2016, the school leadership team collaboratively developed the SIP. The SAC will continue to be involved in the development and will oversee its implementation in conjunction with the school's administration, leadership team and faculty.

c. Preparation of the school's annual budget and plan

SAC assists in the preparation of the school's annual budget and plan as required. A portion of funds provided is used for implementing the school improvement plan.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Not Applicable.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

The majority of the SAC members are not employed by the school district. The SAC is composed of the school administrators and an appropriately balanced number of teachers, education support employees, parents and other business and community citizens who are representative of the ethnic, racial and economic community served by the school.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Ferratusco, Anna	Principal
Velazquez, Ruth	Assistant Principal
Cervi, Audra	Instructional Coach
Welsh, Samantha	Instructional Coach
Genovese, Sherry	Other
Ledesma, Bethany	Assistant Principal
Reese, Michael	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives for this year will include the following:
The LLT's major initiative is to increase literacy through the use of student engagement using Kagan strategies. Teachers have already received a full-day training on Kagan strategies with a specialist and the LLT will continue to incorporate those strategies when delivering professional development. The LLT will support teachers in the use of Accelerated Reader (AR) as a daily tool to help track individual student comprehension. The LLT will help promote AR and provide student recognition and AR rewards. The LLT will work with classroom teachers to set reasonable literacy goals for each student. The LLT will also increase the implementation of digital books in K-3 classrooms, coordinate high-quality literacy tutoring for at-risk K-3 students, and plan a family literacy night where the digital books will be highlighted.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Audubon Park provides teachers with half days every quarter to work collaboratively on developing lesson plans. The professional development plan will focus on enhancing professional pedagogic growth of all teachers in order to create positive working relationships. Professional Learning Community (PLC) meetings are held weekly for teachers to discuss instructional best practices across all content areas.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Strategies to recruit, develop and retain highly qualified teachers at Audubon Park Elementary include: continuing to employ team building activities in order to retain Highly Qualified Teachers, pairing veteran teachers with newly hired teachers, filling expected vacancies through researching Highly Qualified Applicants as well as administrator referrals of Highly Qualified Teachers, and encouraging the placement of college interns, then hire for quality as needed.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Mentor pairings are placed together based on teacher background and experience; as well as student achievement data. The pairs either work on the same grade level or share qualities that should make the pairing successful. Mentor pairings meet bimonthly and as much as necessary as the year progresses. Events like meet the teacher, progress reports, report cards, testing, curriculum, the Marzano teacher evaluation system, etc., are all expected topics of conversation and occur as needed and as it becomes relevant. Mike Reese oversees our beginning teachers and the pairing process. He also acts as a resource for teachers with any questions they have.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

At Audubon Park Elementary, teachers are given a district scope and sequence at the beginning of each school year that provides them with direction in covering all of their content area standards. Instructional coaches and administration meet with teachers individually and as grade levels to check their progress towards teaching these standards and to ensure that they are implemented with fidelity and rigor. Instructional coaches meet with teachers individually or in groups to help teachers in planning lessons using their provided curriculum materials to teach the standards. Instructional staff members are given a half-day planning time once a quarter to allow them the opportunity to plan lessons that are aligned to Florida's standards and ensure only the pieces of the core instructional program that are aligned are utilized for instruction.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The teachers evaluate students to establish strengths and weaknesses in reading and math on each grade level. Kindergarten-2nd grade will utilize Measures of Academic Progress (MAP) assessments when discussing data. iReady data will be used often to make determinations of student progress along with curriculum assessments and teacher-created formative assessments. Scheduled weekly PLC/data meetings are on the school calendar to address student progress on each grade level. Teachers were provided with specific data regarding Florida Standards Assessments (FSA) so they are aware of the goals each student needs to make.

The Best Practices for Inclusive Education (BPIE) are based upon a school level self-assessment used to determine the priority needs of students. It assists with identifying strategies which are then incorporated into Tier II and Tier III interventions. Specifically, indicator 20 focuses on multi-tiered system of student supports (MTSS).

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,400

Students will participate in book clubs that focus on interest based reading. There are groups after school Monday through Friday for one hour blocks. The club runs two sessions, fall and spring. Each session includes monthly meetings where students discuss books.

Strategy Rationale

Book clubs are offered to foster a love for reading and provide enrichment or additional support for students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Ferratusco, Anna, anna.ferratusco@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected by the products students create within their reading groups as well as progress that will be tracked on reading comprehension using the Accelerated Reader (AR) computer program and Scholastic Reading Inventory (SRI). These results will be analyzed to determine the effectiveness of the program and whether students are increasing their reading lexile levels.

Strategy: Extended School Day

Minutes added to school year: 2,000

After school enrichment clubs

Strategy Rationale

After school clubs are offered to foster a love for science, math and leadership and provide enrichment or additional support for students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Ledesma, Bethany, bethany.ledesma@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Membership will be collected to ensure students are participating. Classroom assessments will be used to monitor students progress on the skills.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Each spring, our school participates in the Orange County Public Schools (OCPS) district sponsored Kindergarten Pre-Registration drive. In April of the year prior to the start of Kindergarten, parents are invited to come to the school, register their students early, and pick up an information packet about the school.

A Kindergarten Orientation is held in May so that kindergarten students can experience the lunch line, where they receive a delicious breakfast, and parents can get some basic kindergarten information. Parents are taken on a tour of the kindergarten classrooms to see what the classrooms look like as well as examples of activities kindergartners do.

The PTA plans four Kindergarten Play Dates during the summer so students have a chance to make friends with their peers before the first day of school. All new Kindergarten students and parents are invited to these bonding activities.

As each student progresses to the next grade level, important documentation and data is provided to the new teacher to ensure a seamless transition.

A meeting is held in May to ensure success of students transitioning to our feeder middle school for those who may require special accommodations.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Teachers promote career and colleges through the sharing of the universities or technical schools they attended. Once a year various community members, including parents, visit classrooms to present on their careers. After exposing students to several careers, teachers follow-up to discuss student aspirations.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Career and technology information is supported by Audubon Park Elementary through a Digital Tools Certificate earned by our students in grades 3-5 in the areas of Word Processing, spreadsheets and digital presentations. Audubon Park Elementary is also a one-to-one pilot program in grades 3-5. Students bring their own devices from home as well as check out school devices to practice in a digital curriculum environment. Students have options to participate in Academic Clubs related to STEM, science, math and reading.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

At Audubon Park Elementary, students are exposed to many career and technical educational programs. This is incorporated into science and social studies lessons through real life connections. Students participate in quarterly STEM days to bring an awareness of careers and technology to students.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

Audubon Park Elementary utilizes tutoring to scaffold the learning for students who are not on grade level in reading and math. Instructional staff focuses on teaching the essential standards at the appropriate levels to ensure students master grade level expectations and standards. This will allow students to be ready each year for the upcoming grade level curriculum.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Accelerate student performance)

G2. Increase ELA and Mathematics learning gains in the bottom 25%. (Division Priority: Narrow the achievement gaps)

G3. Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Ensure career and college readiness)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Accelerate student performance) `1a`

🔑 G084406

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	69.0
Math Gains	68.0

Targeted Barriers to Achieving the Goal `3`

- Differentiated support to ensure students are being challenged

Resources Available to Help Reduce or Eliminate the Barriers `2`

- PLC meetings

- Coaching support

- Academic notebooks

- Learning goals and scales

Plan to Monitor Progress Toward G1. `8`

i-Ready data and common formative assessments

Person Responsible
Anna Ferratusco

Schedule
Every 3 Weeks, from 9/6/2016 to 5/26/2017

Evidence of Completion
i-Ready reports; Class Study Sheets

G2. Increase ELA and Mathematics learning gains in the bottom 25%. (Division Priority: Narrow the achievement gaps) `1a`

🔑 G084407

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	45.0
Math Lowest 25% Gains	44.0

Targeted Barriers to Achieving the Goal `3`

- Differentiated support to close achievement gaps and ensure learning gains within the bottom 25%

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Coaching support
- Academic notebooks
- MTSS process
- PLC meetings
- Kagan strategies

Plan to Monitor Progress Toward G2. `8`

iObservation reports targeting the grouping/engagement strategy elements

Person Responsible
Anna Ferratusco

Schedule
Monthly, from 9/6/2016 to 5/26/2017

Evidence of Completion
iObservation reports and common formative assessments

G3. Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Ensure career and college readiness) 1a

🔑 G084408

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	77.0
FSA Mathematics Achievement	78.0
FCAT 2.0 Science Proficiency	69.0

Targeted Barriers to Achieving the Goal 3

- Differentiated support to increase proficiency in all subgroups

Resources Available to Help Reduce or Eliminate the Barriers 2

- Coaches

- i-Ready

- Go Math resources

- MTPs

- Journey's resources

- Common assessments

Plan to Monitor Progress Toward G3. 8

Class study sheets (common assessments and i-Ready data)

Person Responsible
Anna Ferratusco

Schedule
Monthly, from 9/6/2016 to 5/26/2017

Evidence of Completion
Class study sheets

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   S123456 = Quick Key

G1. Increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Accelerate student performance) 1

🔑 G084406

G1.B1 Differentiated support to ensure students are being challenged 2

🔑 B224239

G1.B1.S1 Utilize academic notebooks to track student progress and learning 4

🔑 S236654

Strategy Rationale

By utilizing academic notebooks teachers will be able to identify potential areas for enrichment

Action Step 1 5

Utilize time during PLCs to collaborate about what academic notebooks should contain.

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

PLC notes and student academic notebooks

Action Step 2 5

Through the use of academic notebooks, provide actionable feedback to ensure mastery and enrichment of the standard.

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Teachers will track student data through Class Study Sheets to ensure achievement; feedback as given in the academic notebook is qualitative data that will be observed as well.

Action Step 3 `5`

Offer various enrichment opportunities through after-school extracurricular activities.

Person Responsible

Bethany Ledesma

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Attendance logs, performances, and participation in district competititions

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Monitor PLCs

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

PLC/MTSS notes, agendas, and student data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administrative team meetings

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Administrative team meeting notes, agendas, and student data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Academic notebook monitoring through classroom observations

Person Responsible

Anna Ferratusco

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Academic notebooks and iObservation feedback

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Individual student chats with teachers

Person Responsible

Anna Ferratusco

Schedule

Every 3 Weeks, from 8/22/2016 to 5/26/2017

Evidence of Completion

Meeting notes

G1.B1.S2 By utilizing effective collaborative planning strategies, Audubon Park will have an increase in achievement of all students. 4

🔑 S236655

Strategy Rationale

By collaboratively and intentionally planning standards based lessons, there will be an increase in the achievement of all students.

Action Step 1 5

Designated weekly common planning times per grade level with administrative and coaches support will occur.

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Grade level lesson plans will be posted on Sharepoint.

Action Step 2 5

Schedule grade level planning days quarterly to collaboratively and intentionally plan for standards
based instruction.

Person Responsible

Anna Ferratusco

Schedule

Quarterly, from 8/29/2016 to 5/27/2017

Evidence of Completion

Teams will analyze the rigor and depth required in the Florida Standards to plan lessons to increase the achievement of all students.

Action Step 3 `5`

Lesson Plan review

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Teachers will plan lessons aligned to Florida Standards with increased levels of rigor.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Classroom Observations

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Administration and Instructional Coaches will conduct class observations using lesson plans as a guide to match instruction and provide meaningful and actionable feedback.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Review of Lesson Plans and alignment to district MTPs and Florida Standards will occur.

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Submitted lesson plans and observed implementation of lessons by administration.

G2. Increase ELA and Mathematics learning gains in the bottom 25%. (Division Priority: Narrow the achievement gaps) 1

🔑 G084407

G2.B1 Differentiated support to close achievement gaps and ensure learning gains within the bottom 25% 2

🔑 B224241

G2.B1.S1 Utilize Kagan strategies to increase student engagement 4

🔑 S236656

Strategy Rationale

Bottom quartile students are often disengaged with content. Kagan strategies will help keep all students engaged to help further academic progress.

Action Step 1 5

Provide Kagan professional development to teachers.

Person Responsible

Anna Ferratusco

Schedule

On 8/9/2016

Evidence of Completion

Sign-in sheets and exit slips

Action Step 2 5

Provide ongoing modeling of Kagan strategies through school level professional development.

Person Responsible

Anna Ferratusco

Schedule

Monthly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Sign-in sheets and exit slips

Action Step 3 5

Monitor the use of Kagan grouping strategies within the classroom.

Person Responsible

Anna Ferratusco

Schedule

Monthly, from 9/6/2016 to 4/28/2017

Evidence of Completion

iObservation reports showing feedback

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Professional development throughout the year

Person Responsible

Anna Ferratusco

Schedule

Monthly, from 8/15/2016 to 5/24/2017

Evidence of Completion

Sign-in sheets and exit slips

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teacher evaluations and coaching observations

Person Responsible

Anna Ferratusco

Schedule

Monthly, from 8/29/2016 to 4/28/2017

Evidence of Completion

Evaluation reports will be pulled noting ratings in the "Enacted on the Spot" elements to ensure teachers are utilizing engagement and grouping strategies. Administration will provide feedback when conducting observations with regards to the engagement and grouping strategies seen or ones that need to be utilized.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Observations of strategies being utilized in the classroom

Person Responsible

Anna Ferratusco

Schedule

Monthly, from 8/29/2016 to 4/28/2017

Evidence of Completion

Evaluation reports will be pulled noting ratings in the "Enacted on the Spot" elements to ensure teachers are utilizing engagement strategies. Administration will provide feedback when conducting observations with regards to the engagement strategies seen or ones that need to be utilized.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Lesson plan monitoring and feedback

Person Responsible

Anna Ferratusco

Schedule

Monthly, from 8/15/2016 to 5/22/2017

Evidence of Completion

Lesson plan feedback notes from administration

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Review and analyze student data to track progress

Person Responsible

Anna Ferratusco

Schedule

Every 3 Weeks, from 9/6/2016 to 5/26/2017

Evidence of Completion

Common formative assessments

G2.B1.S2 Based on BPIE results, the staffing specialist will provide professional development on best practices for inclusive education for SWDs. 4

S236657

Strategy Rationale

By improving the knowledge of teachers through professional development on best practices with SWDs, teachers will be able to help bottom quartile students (including SWDs) make better learning gains.

Action Step 1 5

Staffing specialist will provide development to staff focusing on best practices for SWDs as related to inclusion.

Person Responsible

Kathryn Durkin

Schedule

On 11/4/2016

Evidence of Completion

Exit slips, sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Attend and monitor the individual grade level professional development sessions.

Person Responsible

Anna Ferratusco

Schedule

On 11/4/2016

Evidence of Completion

Sign-in sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Review exit slips to identify new knowledge as a result of the professional development sessions.

Person Responsible

Anna Ferratusco

Schedule

On 11/11/2016

Evidence of Completion

Exit slips from various professional development sessions

G3. Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Ensure career and college readiness) 1

🔑 G084408

G3.B1 Differentiated support to increase proficiency in all subgroups 2

🔑 B224244

G3.B1.S1 Instructional/science coach assigned to math and science teachers for monitoring during PLCs and to provide coaching support in the classroom. 4

🔑 S236658

Strategy Rationale

Science coach has the knowledge and expertise to provide modeling and actionable feedback to ensure standards-based instruction is taking place.

Action Step 1 5

A schedule for the coaches will be developed and updated based upon the needs that arise from the PLC meetings.

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Schedule and coaches log

Action Step 2 5

Professional Learning Community meetings will be the springboard for coaches to provide guidance to teachers.

Person Responsible

Michael Reese

Schedule

Weekly, from 8/23/2016 to 5/23/2017

Evidence of Completion

PLC/MTSS meeting notes

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Monitoring of the coach's schedule and log

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Coach's log; iObservation reports; i-Ready data

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Monitoring of minutes of PLCs and MTSS meetings

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 8/23/2016 to 5/23/2017

Evidence of Completion

PLC/MTSS minutes

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Monitor student data

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 8/23/2016 to 5/23/2017

Evidence of Completion

Common assessments and i-Ready data

G3.B1.S2 Coaches are assigned to specific grade levels to provide ELA/Mathematics support through modeling and actionable feedback. 4

🔑 S236659

Strategy Rationale

Coaches have a strong understanding of the grade level standards and the expectations of successful instruction.

Action Step 1 5

Coaches schedule will reflect grade level and subject matter support to be given.

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Schedule and coach's log

Action Step 2 5

Professional Learning Community meetings will be used to determine the types of support to be given to teachers.

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 8/23/2016 to 5/26/2017

Evidence of Completion

PLC/MTSS minutes

Action Step 3 `5`

Schedule grade level planning days quarterly to collaboratively and intentionally plan for standards based instruction.

Person Responsible

Anna Ferratusco

Schedule

Quarterly, from 10/17/2016 to 5/26/2017

Evidence of Completion

Teams along with coach support, will analyze the rigor and depth required in the Florida Standards to plan lessons to increase the achievement of all students.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 `6`

Monitoring of the coach's schedule and log

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Coach's log; iObservation reports; i-Ready data

Plan to Monitor Fidelity of Implementation of G3.B1.S2 `6`

Monitoring of minutes of PLCs and MTSS meetings

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 8/23/2016 to 5/23/2017

Evidence of Completion

PLC/MTSS minutes

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Monitor student data

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 8/23/2016 to 5/23/2017

Evidence of Completion

Common assessments and i-Ready data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S1.A1 🔍 A305377	Provide Kagan professional development to teachers.	Ferratusco, Anna	8/9/2016	Sign-in sheets and exit slips	8/9/2016 one-time
G2.B1.S2.MA1 🔍 M311419	Attend and monitor the individual grade level professional development sessions.	Ferratusco, Anna	10/31/2016	Sign-in sheets	11/4/2016 one-time
G2.B1.S2.A1 🔍 A305380	Staffing specialist will provide development to staff focusing on best practices for SWDs as...	Durkin, Kathryn	10/31/2016	Exit slips, sign in sheets	11/4/2016 one-time
G2.B1.S2.MA1 🔍 M311418	Review exit slips to identify new knowledge as a result of the professional development sessions.	Ferratusco, Anna	11/7/2016	Exit slips from various professional development sessions	11/11/2016 one-time
G2.B1.S1.MA1 🔍 M311413	Observations of strategies being utilized in the classroom	Ferratusco, Anna	8/29/2016	Evaluation reports will be pulled noting ratings in the "Enacted on the Spot" elements to ensure teachers are utilizing engagement strategies. Administration will provide feedback when conducting observations with regards to the engagement strategies seen or ones that need to be utilized.	4/28/2017 monthly
G2.B1.S1.MA2 🔍 M311417	Teacher evaluations and coaching observations	Ferratusco, Anna	8/29/2016	Evaluation reports will be pulled noting ratings in the "Enacted on the Spot" elements to ensure teachers are utilizing engagement and grouping strategies. Administration will provide feedback when conducting observations with regards to the engagement and grouping strategies seen or ones that need to be utilized.	4/28/2017 monthly
G2.B1.S1.A3 🔍 A305379	Monitor the use of Kagan grouping strategies within the classroom.	Ferratusco, Anna	9/6/2016	iObservation reports showing feedback	4/28/2017 monthly
G2.B1.S1.MA4 🔍 M311414	Lesson plan monitoring and feedback	Ferratusco, Anna	8/15/2016	Lesson plan feedback notes from administration	5/22/2017 monthly
G3.B1.S1.MA1 🔍 M311421	Monitor student data	Ferratusco, Anna	8/23/2016	Common assessments and i-Ready data	5/23/2017 weekly
G3.B1.S1.MA2 🔍 M311423	Monitoring of minutes of PLCs and MTSS meetings	Ferratusco, Anna	8/23/2016	PLC/MTSS minutes	5/23/2017 weekly
G3.B1.S1.A2 🔍 A305382	Professional Learning Community meetings will be the springboard for coaches to provide guidance to...	Reese, Michael	8/23/2016	PLC/MTSS meeting notes	5/23/2017 weekly
G3.B1.S2.MA1 🔍 M311424	Monitor student data	Ferratusco, Anna	8/23/2016	Common assessments and i-Ready data	5/23/2017 weekly
G3.B1.S2.MA2 🔍 M311426	Monitoring of minutes of PLCs and MTSS meetings	Ferratusco, Anna	8/23/2016	PLC/MTSS minutes	5/23/2017 weekly
G2.B1.S1.MA1 🔍 M311416	Professional development throughout the year	Ferratusco, Anna	8/15/2016	Sign-in sheets and exit slips	5/24/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1 M311412	i-Ready data and common formative assessments	Ferratusco, Anna	9/6/2016	i-Ready reports; Class Study Sheets	5/26/2017 every-3-weeks
G2.MA1 M311420	iObservation reports targeting the grouping/engagement strategy elements	Ferratusco, Anna	9/6/2016	iObservation reports and common formative assessments	5/26/2017 monthly
G3.MA1 M311427	Class study sheets (common assessments and i-Ready data)	Ferratusco, Anna	9/6/2016	Class study sheets	5/26/2017 monthly
G1.B1.S1.MA1 M311406	Academic notebook monitoring through classroom observations	Ferratusco, Anna	8/22/2016	Academic notebooks and iObservation feedback	5/26/2017 monthly
G1.B1.S1.MA4 M311407	Individual student chats with teachers	Ferratusco, Anna	8/22/2016	Meeting notes	5/26/2017 every-3-weeks
G1.B1.S1.MA1 M311408	Monitor PLCs	Ferratusco, Anna	8/22/2016	PLC/MTSS notes, agendas, and student data	5/26/2017 weekly
G1.B1.S1.MA2 M311409	Administrative team meetings	Ferratusco, Anna	8/22/2016	Administrative team meeting notes, agendas, and student data	5/26/2017 weekly
G1.B1.S1.A1 A305371	Utilize time during PLCs to collaborate about what academic notebooks should contain.	Ferratusco, Anna	8/22/2016	PLC notes and student academic notebooks	5/26/2017 weekly
G1.B1.S1.A2 A305372	Through the use of academic notebooks, provide actionable feedback to ensure mastery and enrichment...	Ferratusco, Anna	8/22/2016	Teachers will track student data through Class Study Sheets to ensure achievement; feedback as given in the academic notebook is qualitative data that will be observed as well.	5/26/2017 weekly
G1.B1.S1.A3 A305373	Offer various enrichment opportunities through after-school extracurricular activities.	Ledesma, Bethany	8/22/2016	Attendance logs, performances, and participation in district competitions	5/26/2017 weekly
G2.B1.S1.MA5 M311415	Review and analyze student data to track progress	Ferratusco, Anna	9/6/2016	Common formative assessments	5/26/2017 every-3-weeks
G2.B1.S1.A2 A305378	Provide ongoing modeling of Kagan strategies through school level professional development.	Ferratusco, Anna	8/31/2016	Sign-in sheets and exit slips	5/26/2017 monthly
G3.B1.S1.MA1 M311422	Monitoring of the coach's schedule and log	Ferratusco, Anna	9/6/2016	Coach's log; iObservation reports; i-Ready data	5/26/2017 weekly
G3.B1.S1.A1 A305381	A schedule for the coaches will be developed and updated based upon the needs that arise from the...	Ferratusco, Anna	8/15/2016	Schedule and coaches log	5/26/2017 weekly
G1.B1.S2.MA1 M311410	Review of Lesson Plans and alignment to district MTPs and Florida Standards will occur.	Ferratusco, Anna	8/29/2016	Submitted lesson plans and observed implementation of lessons by administration.	5/26/2017 weekly
G1.B1.S2.MA1 M311411	Classroom Observations	Ferratusco, Anna	8/29/2016	Administration and Instructional Coaches will conduct class observations using lesson plans as a guide to match instruction and provide meaningful and actionable feedback.	5/26/2017 weekly
G1.B1.S2.A1 A305374	Designated weekly common planning times per grade level with administrative and coaches support...	Ferratusco, Anna	8/29/2016	Grade level lesson plans will be posted on Sharepoint.	5/26/2017 weekly
G1.B1.S2.A3 A305376	Lesson Plan review	Ferratusco, Anna	8/22/2016	Teachers will plan lessons aligned to Florida Standards with increased levels of rigor.	5/26/2017 weekly
G3.B1.S2.MA1 M311425	Monitoring of the coach's schedule and log	Ferratusco, Anna	9/6/2016	Coach's log; iObservation reports; i-Ready data	5/26/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.A1 🔑 A305383	Coaches schedule will reflect grade level and subject matter support to be given.	Ferratusco, Anna	8/15/2016	Schedule and coach's log	5/26/2017 weekly
G3.B1.S2.A2 🔑 A305384	Professional Learning Community meetings will be used to determine the types of support to be given...	Ferratusco, Anna	8/23/2016	PLC/MTSS minutes	5/26/2017 weekly
G3.B1.S2.A3 🔑 A305385	Schedule grade level planning days quarterly to collaboratively and intentionally plan for...	Ferratusco, Anna	10/17/2016	Teams along with coach support, will analyze the rigor and depth required in the Florida Standards to plan lessons to increase the achievement of all students.	5/26/2017 quarterly
G1.B1.S2.A2 🔑 A305375	Schedule grade level planning days quarterly to collaboratively and intentionally plan for...	Ferratusco, Anna	8/29/2016	Teams will analyze the rigor and depth required in the Florida Standards to plan lessons to increase the achievement of all students.	5/27/2017 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Increase ELA and Mathematics learning gains in the bottom 25%. (Division Priority: Narrow the achievement gaps)

G2.B1 Differentiated support to close achievement gaps and ensure learning gains within the bottom 25%

G2.B1.S1 Utilize Kagan strategies to increase student engagement

PD Opportunity 1

Provide Kagan professional development to teachers.

Facilitator

Kagan representative

Participants

All teachers

Schedule

On 8/9/2016

PD Opportunity 2

Provide ongoing modeling of Kagan strategies through school level professional development.

Facilitator

Instructional coaches

Participants

All teachers

Schedule

Monthly, from 8/31/2016 to 5/26/2017

G2.B1.S2 Based on BPIE results, the staffing specialist will provide professional development on best practices for inclusive education for SWDs.

PD Opportunity 1

Staffing specialist will provide development to staff focusing on best practices for SWDs as related to inclusion.

Facilitator

Kathryn Durkin

Participants

All teachers

Schedule

On 11/4/2016

VII. Budget

1	G1.B1.S1.A1	Utilize time during PLCs to collaborate about what academic notebooks should contain.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0531 - Baldwin Park Elementary			$1,000.00
2	G1.B1.S1.A2	Through the use of academic notebooks, provide actionable feedback to ensure mastery and enrichment of the standard.				$0.00
3	G1.B1.S1.A3	Offer various enrichment opportunities through after-school extracurricular activities.				$13,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	239-Other	0531 - Baldwin Park Elementary	General Fund		$13,200.00
4	G1.B1.S2.A1	Designated weekly common planning times per grade level with administrative and coaches support will occur.				$0.00
5	G1.B1.S2.A2	Schedule grade level planning days quarterly to collaboratively and intentionally plan for standards based instruction.				$0.00
6	G1.B1.S2.A3	Lesson Plan review				$0.00
7	G2.B1.S1.A1	Provide Kagan professional development to teachers.				$8,229.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0531 - Baldwin Park Elementary	Other		$8,229.00

8	G2.B1.S1.A2	Provide ongoing modeling of Kagan strategies through school level professional development.				$0.00
9	G2.B1.S1.A3	Monitor the use of Kagan grouping strategies within the classroom.				$0.00
10	G2.B1.S2.A1	Staffing specialist will provide development to staff focusing on best practices for SWDs as related to inclusion.				$0.00
11	G3.B1.S1.A1	A schedule for the coaches will be developed and updated based upon the needs that arise from the PLC meetings.				$0.00
12	G3.B1.S1.A2	Professional Learning Community meetings will be the springboard for coaches to provide guidance to teachers.				$0.00
13	G3.B1.S2.A1	Coaches schedule will reflect grade level and subject matter support to be given.				$0.00
14	G3.B1.S2.A2	Professional Learning Community meetings will be used to determine the types of support to be given to teachers.				$0.00
15	G3.B1.S2.A3	Schedule grade level planning days quarterly to collaboratively and intentionally plan for standards based instruction.				$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	140-Substitute Teachers	0531 - Baldwin Park Elementary	General Fund		$10,000.00
					Total:	$32,429.00