



## Audubon Park Elementary

1750 COMMON WAY RD, Orlando, FL 32814

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
39%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
41%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### 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 with a grade of F within the prior two years. 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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### 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.

##### Provide the school's vision statement

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

#### School Environment

##### 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. 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.

Once a year, our Gifted students host a program called "Disability Rotations" where groups of students present on different disabilities. Each classroom rotates throughout each station learning about each disability and how you can be a friend to someone with that particular disability. Children of all cultures and backgrounds are accepted and cared for at Audubon Park Elementary. We are all truly one family.

##### 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 they 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 remained 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 last school year and are monitored by administration as necessary. Teachers review the Student Code of Conduct once a quarter with their students.

**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 the reward of eating on the stage.

**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. That 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. There is no cost to students or families.

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.

### **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).

**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:

\*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 ELA or math: Teachers are required to make contact with parents regarding failing grades and submit documentation to administration regarding interventions and parent communication. Bimonthly 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.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	24	12	19	20	14	16	105
One or more suspensions	8	2	6	3	4	6	29
Course failure in ELA or Math	0	0	15	21	26	29	91
Level 1 on statewide assessment	0	0	0	37	20	26	83

*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	
Students exhibiting two or more indicators	2	1	5	23	18	22	71

**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.

Rewards are given to students with an attendance rate less than 90% by the teacher and/or administrator when they have a full week of 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 increasing data meetings to twice a month.

Computer-based programs (iStation, Achieve 3000, Typing Club, and Khan Academy) are used to supplement student learning. Tutoring is also provided for struggling students outside of the normal school day.

## Family and Community Involvement

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).

**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).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **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 PTA, SAC and/or Falcon Fund. Each organization supports the school in different ways including fundraising events and academic support.

**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 relationships 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 massive population to reciprocate towards these businesses. We promote them through the marquee, email, phone call, and flyers to let the parents know that this particular business is helping us so let's support them in return. Partner volunteer hours are used to work with struggling students on skills in need of improvement.

## 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).

### School Leadership Team

#### **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
Cervi, Audra	Instructional Coach
Durkin, Kathryn	Teacher, ESE
Ward, Samantha	Instructional Coach
Genovese, Sherry	Other
Opalka, Jessica	Other
Stalter, Jessica	Other
Weiss, Jamie	Other
Ledesma, Bethany	Assistant Principal

### Duties

***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, differentiated and rigorous instruction, monitors iObservation data and partners master teachers and coaches with teachers in need of improvement on targeted elements, ensures that the school-based team is implementing MTSS with fidelity, conducts assessments of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans, facilitates bimonthly data meetings and individual data chats with all teachers, facilitates differentiated professional development for areas of need, facilitates progress monitoring plan, provides frequent and immediate feedback to teacher via lesson plan reviews and classroom observations, and 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.

***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.

The MTSS team meets once a month to discuss each student in the school. A heavy focus is placed on struggling students, students who fall in the bottom 30%, and/or students in the ESE program. Biweekly progress monitoring for these targeted students also takes place.

Federal, state and local funds, services and programs are coordinated in the school. The following programs and or funding sources are coordinated 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 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 our 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 rigor of standards based instruction.

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 funds (SAI). 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 the writing lab.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Nicole Tringas	Parent

**Duties**

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

*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 is shared and discussion occur on the plan as related to the data.

*Development of this school improvement plan*

Before school was released in June 2014, the SAC reviewed the plan that was developed for 2013-2014 and made tentative recommendations for changes. When the template and SIP process was revised in August, 2014, the school leadership team collaboratively developed the SIP. At the first SAC meeting, the draft of the SIP was reviewed, and new input was solicited. 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.

*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.

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

Not Applicable.

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

Yes

*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.

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

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

## Duties

### ***Describe how the LLT promotes literacy within the school***

The major initiatives for this year will include the following:

The LLT's major initiative is to increase literacy at APE. The LLT is dedicated to increasing students' independent reading levels at APE. The LLT's goal will be to promote and support literacy throughout the school. The LLT will support teachers in the use of Accelerated Reader 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.

## 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).

### **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. PLC meetings are held monthly for teachers to discuss instruction best practices across all content areas.

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

1. Continue to employ team building activities in order to retain Highly Qualified Teachers.
2. Pair veteran teachers with newly hired teachers.
3. Fill expected vacancies through researching Highly Qualified Applicants as well as administrator referrals of Highly Qualified Teachers.
4. Encourage the placement of college interns, then hire for quality as needed.

### **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 experiences; 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.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

Our 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. Our 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. Our Curriculum Resource Teacher (CRT) meets with teachers individually or in groups to help teachers in planning lessons using their provided curriculum materials to teach the standards. We have a half-day planning time for each grade level 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.

### **Instructional Strategies**

***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. Fourth and fifth grade are given data from 2014 FCAT and comparison data on the school's strengths and weaknesses on the standards (benchmark). Third through fifth grade will administer benchmark tests in the fall to pinpoint the areas that need to be addressed in instruction and intervention. Scheduled bi-monthly data meetings are on the school calendar to address student progress on each grade level. Mini-benchmark assessments will be used to monitor student progress on specific standards throughout the school year.

***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:** Before School Program

**Minutes added to school year:** 2,700

Students in grades 2-5 that fall into Tier 3 for math will receive additional math instruction twice a week for one hour before school starting on 9/23/14 through 3/19/15 using Go Math Intensive Intervention materials.

#### ***Strategy Rationale***

To increase Tier 3 student achievement in math through additional instruction in a small group setting.

#### ***Strategy Purpose(s)***

- Core Academic Instruction

#### ***Person(s) responsible for monitoring implementation of the strategy***

Ferratusco, Anna, [anna.ferratusco@ocps.net](mailto:anna.ferratusco@ocps.net)

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

All Tier 3 students will take the Prerequisite Skills Inventory Assessment at the start of the program. The data gathered from this assessment will determine the order of instruction for the tutoring program. Throughout the tutoring program, students will be monitored using skills based assessments. The success of the program will also be monitored using summative data such as FSA Math, Go Math Mid-Year and End-of-Year Assessments, and Benchmark exams.



**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.

**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 times a year, a month long in the fall semester and a month long session in the spring semester.

**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 along with SRI. These results will be analyzed to determine the effectiveness of the program and whether students are increasing their reading lexile levels.

**Student Transition and Readiness**

**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).

***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 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, pick up an information packet about the school and sign up for a formative assessment time. Formative assessment results are used to help with initial classroom placement and to give the school an idea of student curricula needs.

Kindergarten Meet - the - Teacher is scheduled one hour earlier than the other grade levels. Parents and students have an opportunity to come in the week before the start of the school year to meet the classroom teacher; meet other students in the class; familiarize themselves with their route to class; as well as class materials. This activity proves to lessen the stress of the first day of school and provide for a smooth transition to kindergarten.

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 who require special accommodations

**College and Career Readiness**

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

N/A

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

N/A

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

N/A

***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***

N/A

## 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.** Audubon Park Elementary School will increase the effectiveness of differentiated and rigorous instruction in all content areas in the classroom.

## Strategic Goals Detail

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

**G1.** Audubon Park Elementary School will increase the effectiveness of differentiated and rigorous instruction in all content areas in the classroom. 1a

G037985

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	80.0
Math Lowest 25% Gains	65.0
FCAT 2.0 Science Proficiency	85.0
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	75.0
FSA - Mathematics - Proficiency Rate	77.0
Math Gains	79.0

**Resources Available to Support the Goal** 2

- Achieve 3000, iStation, Marzano's Instructional Framework, Core Connections, Go Math Interventions, Digital Curriculum (BYOD), Journeys, Science Fusion, Voyager, Individual Educational Plans, Educational Plans, OCPS' Scope and Sequence, and STEM Instruction.
- 

**Targeted Barriers to Achieving the Goal** 3

- Instructional staff will need additional resources, tools and training on utilizing Achieve 3000, Core Connections, iStation, and intervention/enrichment components to support instruction.

**Plan to Monitor Progress Toward G1.** 8

Classroom observations and lesson plan reviews

**Person Responsible**

Anna Ferratusco

**Schedule**

Weekly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

iobservation feedback, lesson plan feedback

## 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.** Audubon Park Elementary School will increase the effectiveness of differentiated and rigorous instruction in all content areas in the classroom. **1**

 G037985

**G1.B1** Instructional staff will need additional resources, tools and training on utilizing Achieve 3000, Core Connections, iStation, and intervention/enrichment components to support instruction. **2**

 B091559

**G1.B1.S4** Monitor implementation and effectiveness of these instructional programs **4**

 S106098

#### Strategy Rationale

To track student achievement within the programs.

#### Action Step 1 **5**

Hold biweekly data meetings

#### Person Responsible

Anna Ferratusco

#### Schedule

Biweekly, from 8/26/2014 to 5/29/2015

#### Evidence of Completion

Teacher data reports

## Action Step 2 5

Review data to look for trends and patterns and how best to address them

### **Person Responsible**

Anna Ferratusco

### **Schedule**

Biweekly, from 8/26/2014 to 5/29/2015

### ***Evidence of Completion***

Teachers will group students for instruction based on needs shown through the data

## Action Step 3 5

Students will begin to track their own data

### **Person Responsible**

Anna Ferratusco

### **Schedule**

Weekly, from 9/2/2014 to 5/29/2015

### ***Evidence of Completion***

Student tracking sheets, data notebooks, data walls

## Action Step 4 5

Teachers will continually self-assess which strategies are most effective and make adjustments as necessary; Administrative team will review at data meetings

### **Person Responsible**

Anna Ferratusco

### **Schedule**

Biweekly, from 8/26/2014 to 5/29/2015

### ***Evidence of Completion***

Individual data chats with teachers

**Plan to Monitor Fidelity of Implementation of G1.B1.S4 6**

At weekly administrative team meetings, current action plan is discussed

**Person Responsible**

Anna Ferratusco

**Schedule**

Weekly, from 8/26/2014 to 5/29/2015

**Evidence of Completion**

Administrative team meeting notes, agenda, and student data

**Plan to Monitor Fidelity of Implementation of G1.B1.S4 6**

At monthly SAC meetings, current action plan will be discussed

**Person Responsible**

Anna Ferratusco

**Schedule**

Monthly, from 8/26/2014 to 5/29/2015

**Evidence of Completion**

SAC meeting notes and agenda

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7**

Analyzing student data

**Person Responsible**

Anna Ferratusco

**Schedule**

Weekly, from 8/26/2014 to 5/29/2015

**Evidence of Completion**

Data shows growth for all students

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.A1	Hold biweekly data meetings	Ferratusco, Anna	8/26/2014	Teacher data reports	5/29/2015 biweekly
G1.B1.S4.A2	Review data to look for trends and patterns and how best to address them	Ferratusco, Anna	8/26/2014	Teachers will group students for instruction based on needs shown through the data	5/29/2015 biweekly
G1.B1.S4.A3	Students will begin to track their own data	Ferratusco, Anna	9/2/2014	Student tracking sheets, data notebooks, data walls	5/29/2015 weekly
G1.B1.S4.A4	Teachers will continually self-assess which strategies are most effective and make adjustments as necessary; Administrative team will review at data meetings	Ferratusco, Anna	8/26/2014	Individual data chats with teachers	5/29/2015 biweekly
G1.MA1	Classroom observations and lesson plan reviews	Ferratusco, Anna	8/25/2014	jobobservation feedback, lesson plan feedback	5/29/2015 weekly
G1.B1.S4.MA1	Analyzing student data	Ferratusco, Anna	8/26/2014	Data shows growth for all students	5/29/2015 weekly
G1.B1.S4.MA1	At weekly administrative team meetings, current action plan is discussed	Ferratusco, Anna	8/26/2014	Administrative team meeting notes, agenda, and student data	5/29/2015 weekly
G1.B1.S4.MA2	At monthly SAC meetings, current action plan will be discussed	Ferratusco, Anna	8/26/2014	SAC meeting notes and agenda	5/29/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

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

**G1.** Audubon Park Elementary School will increase the effectiveness of differentiated and rigorous instruction in all content areas in the classroom.

**G1.B1** Instructional staff will need additional resources, tools and training on utilizing Achieve 3000, Core Connections, iStation, and intervention/enrichment components to support instruction.

**G1.B1.S4** Monitor implementation and effectiveness of these instructional programs

### **PD Opportunity 1**

Hold biweekly data meetings

#### **Facilitator**

Anna Ferratusco

#### **Participants**

All Teachers and Administrative Team

#### **Schedule**

Biweekly, from 8/26/2014 to 5/29/2015

### **PD Opportunity 2**

Review data to look for trends and patterns and how best to address them

#### **Facilitator**

Anna Ferratusco

#### **Participants**

All Teachers and Administrative Team

#### **Schedule**

Biweekly, from 8/26/2014 to 5/29/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
Grand Total	0