

Orange County Public Schools

Audubon Park Elementary



2015-16 School Improvement Plan

Audubon Park Elementary

1750 COMMON WAY RD, Orlando, FL 32814

www.ocps.net/lc/east/eau

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	36%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	43%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

*Preliminary 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 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
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.

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 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.

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 a reward.

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.

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 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 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	19	13	16	16	20	15	99
One or more suspensions	3	4	2	4	1	1	15
Course failure in ELA or Math	23	30	36	39	27	22	177
Level 1 on statewide assessment	0	0	0	0	0	0	

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	12	4	4	7	5	5	37

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 increasing PLC/data meetings to once per week with a coach.

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.

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 use of the marquee, emails, phone calls, 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:

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
Reese, Michael	Instructional Coach

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 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 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.

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 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 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 (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 the writing lab.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lisa Flemming	Parent
Anna Ferratusco	Principal
Amber Grubbs	Parent
Colleen Kerney	Parent
Maria Medina	Parent
Rocio Jimenez	Parent
Alexia Gawlak	Parent
Joy Baylis	Parent
S. Beth Love	Parent
Jordan Karfeld	Business/Community
Ellen Tisdale	Parent
Veri Fenandes	Parent
Angela Reyes	Parent
Angela Myers	Teacher
Iris Fernandez	Parent
Julian Henro	Parent
Alexis Tamara	Parent
Kenneth Roberts	Parent
Maria Bracho	Parent
Francee Williams	Parent
Jiongmin Yong	Parent
Melissa Johnson	Teacher
Lauren D'Agnese	Teacher
Petrina Thomas	Teacher
Jennifer Soos	Teacher
Kathy Lima	Teacher
Anjali Kramer	Parent
Natalie Prill	Student

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 was shared and discussion occurred on the plan as related to the data.

Development of this school improvement plan

Before school was released in June 2015, the SAC reviewed the plan that was developed for 2014-2015

and made tentative recommendations for changes. When the template and SIP process was revised in August, 2015, 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:

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

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 (Answer the question-Proof from the text-Extend your response). 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 weekly for teachers to discuss instructional 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

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.

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

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.

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. Kindergarten-2nd grade can utilize IOWA 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. At the beginning of the 2015-2016 school year, only the 5th grade FCAT science assessment data is available. As the Florida State Assessment (FSA) results are released, additional planning and differentiation will occur.

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

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 common formative assessments.

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 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 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, 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.

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

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.

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, robotics, math and reading.

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.

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.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Stakeholders will collaborate and reflect to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Accelerate student performance)

- G2.** Audubon Park Elementary will Increase use of standards-based instruction which will lead to an increase in student achievement. (Division Priority: Invest in human capital)

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. Stakeholders will collaborate and reflect to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Accelerate student performance) 1a

G072623

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	72.0
AMO Reading - All Students	87.0
AMO Math - All Students	80.0
FCAT 2.0 Science Proficiency	77.0

Resources Available to Support the Goal 2

- PLC meetings
- SAC meetings
- Data notebooks
- Newsletter
- MTSS process with tiered instruction

Targeted Barriers to Achieving the Goal 3

- Differentiated support to close gaps in student achievement.

Plan to Monitor Progress Toward G1. 8

Data Meeting results of progress monitoring

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

SharePoint class study sheets

Plan to Monitor Progress Toward G1. 8

Monitoring the agenda and minutes of Professional Learning Community and Multi-Tiered System of Support meeting will provide evidence of how teachers differentiate to increase student academic achievement.

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

The minutes and data progress monitoring will provide evidence if collaboration is effective.

G2. Audubon Park Elementary will Increase use of standards-based instruction which will lead to an increase in student achievement. (Division Priority: Invest in human capital) 1a

G072624

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	72.0
Effective+ Teachers (Performance Rating)	75.0
AMO Reading - All Students	87.0
AMO Math - All Students	80.0
FCAT 2.0 Science Proficiency	77.0

Resources Available to Support the Goal 2

- Professional Development on best practices in using formative and summative assessment to guide instruction.
- Professional Development on utilizing iReady and interactive technology.

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge in assessment tied to standards

Plan to Monitor Progress Toward G2. 8

Observation conducted in the Effective Educators website to show standards-based instruction in the classroom.

Person Responsible

Anna Ferratusco

Schedule

Every 3 Weeks, from 9/8/2015 to 5/31/2016

Evidence of Completion

Data collection of an increased use of the student centered, super seven strategies in the Marzano framework.

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. Stakeholders will collaborate and reflect to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Accelerate student performance) **1**

 G072623

G1.B2 Differentiated support to close gaps in student achievement. **2**

 B189495

G1.B2.S1 Differentiate the support that will close the gaps in student achievement **4**

 S200825

Strategy Rationale

Providing resources and collaboration for stakeholders will close the student achievement gaps.

Action Step 1 **5**

Professional Learning Community meetings addressing support and collaboration with a focus on the Florida Standards will occur.

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Agenda and minutes from the Professional Learning Community weekly meetings

Action Step 2 5

The continuation of implementing and collaborating with teachers on the Multi-Tiered System of Support process including the embedding of tiered instruction will occur.

Person Responsible

Anna Ferratusco

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Multi-Tiered Support Systems team meetings' notes and data will be collected.

Action Step 3 5

Grade level coaches will model how to implement small group instruction in all content areas based on student's academic needs.

Person Responsible

Anna Ferratusco

Schedule

Quarterly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Calendars indicating when coaches model lessons in classrooms

Action Step 4 5

Professional development on Depth of Knowledge instruction will occur.

Person Responsible

Audra Cervi

Schedule

Semiannually, from 9/1/2015 to 5/31/2016

Evidence of Completion

Sign-in sheets, agenda and presentation material from the professional development

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitoring of minutes from Professional Learning Community meetings and Multi-Tiered System of Support meetings.

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Grade level administrator will review minutes from Professional Learning Community meetings to monitor the implementation of standards.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teacher observations and monitoring of lesson plans to address small groups and Depth of Knowledge levels of instruction will occur.

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

The agendas and minutes along with teacher observations from the Professional Learning Communities and Multi-Tiered System of Support meetings will demonstrate the support needed to impact student achievement.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Providing support to the students based on the results of the collaboration of the teachers while implementing the Florida Standards will occur.

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

The agendas and minutes from the Professional Learning Community meetings and Multi-Tiered System of Support meetings focused on student academic success

G2. Audubon Park Elementary will Increase use of standards-based instruction which will lead to an increase in student achievement. (Division Priority: Invest in human capital) 1

 G072624

G2.B1 Teacher knowledge in assessment tied to standards 2

 B189496

G2.B1.S1 Monitor the implementation and effectiveness of utilizing formative and summative assessment to guide standard based instruction. 4

 S200827

Strategy Rationale

To track student achievement based on the standards.

Action Step 1 5

Professional Learning Communities

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Professional Learning Communities Notes

Action Step 2 5

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

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

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

Action Step 3 5

Teachers will continually self-assess which strategies are most effective and make adjustments based on data from formative and summative assessments.

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Professional Learning Community Collaboration notes

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

Monitor Professional Learning Community meetings, current action plan discussed

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Professional Learning Community notes, agendas and student data

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

Administrative team meetings, current action plan discussed

Person Responsible

Anna Ferratusco

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Administrative team meeting notes, agenda and student data

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

Analyzing formative and summative assessment data

Person Responsible

Anna Ferratusco

Schedule

Biweekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Data will demonstrate students understanding of the standards by showing growth on grade level standards.

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

Classrooms will be visited every 3 weeks to ensure standards based instruction is occurring.

Person Responsible

Anna Ferratusco

Schedule

Every 3 Weeks, from 8/24/2015 to 5/31/2016

Evidence of Completion

Data from IObservation will be used to show standards based instruction in the classroom.

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

Professional development on common formative assessments

Person Responsible

Anna Ferratusco

Schedule

On 8/18/2015

Evidence of Completion

Exit slips

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

Professional development on standards-based instruction

Person Responsible

Anna Ferratusco

Schedule

On 8/18/2015

Evidence of Completion

Exit slips

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

Lesson plan monitoring and feedback

Person Responsible

Anna Ferratusco

Schedule

On 5/31/2016

Evidence of Completion

Lesson plan feedback notes from administration

Appendix 1: Implementation Timeline

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

Orange - 0531 - Audubon Park Elementary - 2015-16 SIP
Audubon Park Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	Professional Learning Community meetings addressing support and collaboration with a focus on the Florida Standards will occur.	Ferratusco, Anna	9/1/2015	Agenda and minutes from the Professional Learning Community weekly meetings	5/31/2016 weekly
G2.B1.S1.A1	Professional Learning Communities	Ferratusco, Anna	8/24/2015	Professional Learning Communities Notes	5/31/2016 weekly
G1.B2.S1.A2	The continuation of implementing and collaborating with teachers on the Multi-Tiered System of Support process including the embedding of tiered instruction will occur.	Ferratusco, Anna	9/1/2015	Multi-Tiered Support Systems team meetings' notes and data will be collected.	5/31/2016 monthly
G2.B1.S1.A2	Review data to look for trends and patterns and how to best address them.	Ferratusco, Anna	8/24/2015	Teachers will group students for instruction based on needs shown through the data.	5/31/2016 weekly
G1.B2.S1.A3	Grade level coaches will model how to implement small group instruction in all content areas based on student's academic needs.	Ferratusco, Anna	9/1/2015	Calendars indicating when coaches model lessons in classrooms	5/31/2016 quarterly
G2.B1.S1.A3	Teachers will continually self-assess which strategies are most effective and make adjustments based on data from formative and summative assessments.	Ferratusco, Anna	8/24/2015	Professional Learning Community Collaboration notes	5/31/2016 weekly
G1.B2.S1.A4	Professional development on Depth of Knowledge instruction will occur.	Cervi, Audra	9/1/2015	Sign-in sheets, agenda and presentation material from the professional development	5/31/2016 semiannually
G1.MA1	Data Meeting results of progress monitoring	Ferratusco, Anna	9/1/2015	SharePoint class study sheets	5/31/2016 weekly
G1.MA2	Monitoring the agenda and minutes of Professional Learning Community and Multi-Tiered System of Support meeting will provide evidence of how teachers differentiate to increase student academic achievement.	Ferratusco, Anna	9/1/2015	The minutes and data progress monitoring will provide evidence if collaboration is effective.	5/31/2016 weekly
G1.B2.S1.MA1	Providing support to the students based on the results of the collaboration of the teachers while implementing the Florida Standards will occur.	Ferratusco, Anna	9/1/2015	The agendas and minutes from the Professional Learning Community meetings and Multi-Tiered System of Support meetings focused on student academic success	5/31/2016 weekly
G1.B2.S1.MA1	Monitoring of minutes from Professional Learning Community meetings and Multi-Tiered System of Support meetings.	Ferratusco, Anna	9/1/2015	Grade level administrator will review minutes from Professional Learning Community meetings to monitor the implementation of standards.	5/31/2016 weekly
G1.B2.S1.MA2	Teacher observations and monitoring of lesson plans to address small groups and Depth of Knowledge levels of instruction will occur.	Ferratusco, Anna	9/1/2015	The agendas and minutes along with teacher observations from the Professional Learning Communities and Multi-Tiered System of Support meetings will demonstrate the support needed to impact student achievement.	5/31/2016 weekly
G2.MA1	Observation conducted in the Effective Educators website to show standards-based instruction in the classroom.	Ferratusco, Anna	9/8/2015	Data collection of an increased use of the student centered, super seven strategies in the Marzano framework.	5/31/2016 every-3-weeks
G2.B1.S1.MA1	Professional development on common formative assessments	Ferratusco, Anna	8/18/2015	Exit slips	8/18/2015 one-time
G2.B1.S1.MA5	Professional development on standards-based instruction	Ferratusco, Anna	8/18/2015	Exit slips	8/18/2015 one-time
G2.B1.S1.MA6	Lesson plan monitoring and feedback	Ferratusco, Anna	8/31/2015	Lesson plan feedback notes from administration	5/31/2016 one-time
G2.B1.S1.MA1	Monitor Professional Learning Community meetings, current action plan discussed	Ferratusco, Anna	8/24/2015	Professional Learning Community notes, agendas and student data	5/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA2	Administrative team meetings, current action plan discussed	Ferratusco, Anna	8/24/2015	Administrative team meeting notes, agenda and student data	5/31/2016 weekly
G2.B1.S1.MA3	Analyzing formative and summative assessment data	Ferratusco, Anna	8/24/2015	Data will demonstrate students understanding of the standards by showing growth on grade level standards.	5/31/2016 biweekly
G2.B1.S1.MA7	Classrooms will be visited every 3 weeks to ensure standards based instruction is occurring.	Ferratusco, Anna	8/24/2015	Data from IObservation will be used to show standards based instruction in the classroom.	5/31/2016 every-3-weeks

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. Stakeholders will collaborate and reflect to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Accelerate student performance)

G1.B2 Differentiated support to close gaps in student achievement.

G1.B2.S1 Differentiate the support that will close the gaps in student achievement

PD Opportunity 1

Grade level coaches will model how to implement small group instruction in all content areas based on student's academic needs.

Facilitator

Instructional coaches

Participants

Instructional staff

Schedule

Quarterly, from 9/1/2015 to 5/31/2016

PD Opportunity 2

Professional development on Depth of Knowledge instruction will occur.

Facilitator

Audra Cervi

Participants

Instructional staff

Schedule

Semiannually, from 9/1/2015 to 5/31/2016

G2. Audubon Park Elementary will Increase use of standards-based instruction which will lead to an increase in student achievement. (Division Priority: Invest in human capital)

G2.B1 Teacher knowledge in assessment tied to standards

G2.B1.S1 Monitor the implementation and effectiveness of utilizing formative and summative assessment to guide standard based instruction.

PD Opportunity 1

Professional Learning Communities

Facilitator

Grade level team leaders and administrative leader assigned

Participants

Leadership team and grade level teachers

Schedule

Weekly, from 8/24/2015 to 5/31/2016

PD Opportunity 2

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

Facilitator

Leadership team

Participants

Leadership team and grade level teachers.

Schedule

Weekly, from 8/24/2015 to 5/31/2016

PD Opportunity 3

Teachers will continually self-assess which strategies are most effective and make adjustments based on data from formative and summative assessments.

Facilitator

Leadership team

Participants

Leadership team and grade level teachers

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Technical Assistance Items

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

G1. Stakeholders will collaborate and reflect to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Accelerate student performance)

G1.B2 Differentiated support to close gaps in student achievement.

G1.B2.S1 Differentiate the support that will close the gaps in student achievement

PD Opportunity 1

The continuation of implementing and collaborating with teachers on the Multi-Tiered System of Support process including the embedding of tiered instruction will occur.

Facilitator

Audra Cervi

Participants

Administrator assigned to the grade level

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Budget

Budget Data

1	G1.B2.S1.A1	Professional Learning Community meetings addressing support and collaboration with a focus on the Florida Standards will occur.				\$0.00
2	G1.B2.S1.A2	The continuation of implementing and collaborating with teachers on the Multi-Tiered System of Support process including the embedding of tiered instruction will occur.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	0531 - Audubon Park Elementary	General Fund		\$20,000.00
<i>Notes: Salary for MTSS coach</i>						
3	G1.B2.S1.A3	Grade level coaches will model how to implement small group instruction in all content areas based on student's academic needs.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
	5100	100-Salaries	0531 - Audubon Park Elementary	General Fund		\$20,000.00
			<i>Notes: Salaries for coaches to model how to implement small group instruction in all content areas.</i>			
4	G1.B2.S1.A4	Professional development on Depth of Knowledge instruction will occur.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	0531 - Audubon Park Elementary	General Fund		\$1,000.00
			<i>Notes: Salary of coach to provide professional development in Depth of Knowledge.</i>			
	5100	590-Other Materials and Supplies	0531 - Audubon Park Elementary	General Fund		\$500.00
			<i>Notes: Materials and supplies for professional development</i>			
5	G2.B1.S1.A1	Professional Learning Communities				\$36,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	590-Other Materials and Supplies	0531 - Audubon Park Elementary	General Fund		\$1,000.00
			<i>Notes: To pay for the cost of materials used during PLC meetings. This budget line item is for all PLC strategies in the SIP plan.</i>			
	5100	100-Salaries	0531 - Audubon Park Elementary	General Fund		\$20,000.00
			<i>Notes: Pay for the cost of salaries for coaches to serve as PLC leaders. This budget line item is for all PLC strategies in the SIP plan.</i>			
	5100	140-Substitute Teachers	0531 - Audubon Park Elementary	General Fund		\$15,000.00
			<i>Notes: Classroom teachers receive substitute coverage for a total of 2 days throughout the year to meet as a PLC group. This budget line item is for all PLC strategies in the SIP plan.</i>			
6	G2.B1.S1.A2	Review data to look for trends and patterns and how to best address them.				\$37,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	0531 - Audubon Park Elementary	General Fund		\$10,000.00
			<i>Notes: Salary of CRT to review data and look for trends and patterns. This budget line item is for all strategies in the SIP plan related to the salary of the CRT.</i>			
	5100	690-Computer Software	0531 - Audubon Park Elementary	General Fund		\$27,000.00
			<i>Notes: Purchase of iReady computer program. This budget line item is for all strategies in the SIP plan related iReady implementation.</i>			
7	G2.B1.S1.A3	Teachers will continually self-assess which strategies are most effective and make adjustments based on data from formative and summative assessments.				\$100,000.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	0531 - Audubon Park Elementary	General Fund		\$100,000.00
			<i>Notes: Salaries of classroom teachers</i>			
					Total:	\$214,500.00