



## 2013-2014 SCHOOL IMPROVEMENT PLAN

Audubon Park Elementary  
1750 COMMON WAY RD  
Orlando, FL 32814  
407-897-6400

### School Demographics

<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 39%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 41%

### School Grades History

<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A	<b>2009-10</b> A
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### SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### 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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Audubon Park Elementary

##### Principal

Anna G. Ferratusco

##### School Advisory Council chair

Cara Batterson

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Anna Ferratusco	Principal
Althea Jackson	Assistant Principal
Mallory Holliday	Assistant Principal
Audra Cervi	Literacy Coach (ELA/RTI)
Jamie Weiss	ELL Curriculum Compliance
Laura Haratine	ESE Behavior Specialist
Shannon Arnold	Administrative Dean
Amber Thomas	.5 Staffing Specialist
Destiny Pacha	.5 Staffing Specialist
Samantha New	Curriculum Resource Teacher

#### District-Level Information

##### District

Orange

##### Superintendent

Dr. Barbara M. Jenkins

##### Date of school board approval of SIP

1/28/2014

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. In addition to the teachers, support personnel, parents, business and community representatives, the SAC has a Chairperson and Secretary.

**Involvement of the SAC in the development of the SIP**

The SAC served as an advisory board to the school principal. Monthly meetings included review of school academic data and discussions on how findings could be improved.

**Activities of the SAC for the upcoming school year**

The School Advisory Council will meet monthly to review progress toward meeting current school improvement goals as well as develop the following year's school improvement plan.

**Projected use of school improvement funds, including the amount allocated to each project**

Not Applicable.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

N/A

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Anna G. Ferratusco**

Principal

Years as Administrator: 4

Years at Current School: 0

**Credentials**

Bachelor of Elementary Education,  
 Master of Educational Leadership,  
 ESOL Endorsement  
 State of Florida School Principal Certification

**Performance Record**

2012-13 - (High standards - 70.2% in Reading, 68.6% in Math, 50.3% in Writing, 61.9% in Science) (Learning Gains - 62.5% in Reading, 61.0% in Math) (Reading Subgroup Data (Proficient) - 71% white, 61.1% black, 69.4% Hispanic, 24.6% ESE, 37.5% ELL, 61.2% Economically Disadvantaged) (Math Subgroup Data (Proficient) - 66.6% white, 63.0% black, 67.8% Hispanic, 33.8% ESE, 52.5% ELL, 60.6% Economically Disadvantaged)

2011-12 - (High Standards – 71% in Reading, 68% in Math, 79% in Writing, 64% in Science) (Learning Gains – 75% in Reading, 75% in Math) (Lowest 25% - 76% in Reading, 68% in Math) (Reading Subgroup Data (Proficient) – 72% white, 69% black, 66% - Hispanic, 23% ESE, 49% ELL, 61% Economically Disadvantaged) (Math Subgroup Data (Proficient) – 66% White, 67% Black, 67% Hispanic, 25% ESE, 57% ELL, 58% Economically Disadvantaged).

2010-11 - A (High Standards – 90% in Reading, 88% in Math, 94% in Writing, 84% in Science) (Learning Gains – 81% in Reading, 62% in Math) (Lowest 25% - 69% in Reading, 56% in Math) (AYP 97% of criteria was met. Subgroups – Reading – Total 85%, White - 91%, Hispanic - 73%, Economically Disadvantaged - 76%. Math – Total - 83%, White - 89%, Hispanic - 74%, Economically Disadvantaged - 71%.)

<b>Althea Jackson</b>		
Asst Principal	Years as Administrator: 19	Years at Current School: 2
<b>Credentials</b>	State of Florida School Principal Certification, Certification in Ed. Leadership; Master Degree in Counselor Education; Bachelor Degree in Music Education	
<b>Performance Record</b>	<p>Assistant Principal, Audubon Park Elementary School 2011-present                  2012-2013: School Grade A; 79% Reading; 72% Math; 68% Writing; 84% Science; 69% Reading Learning Gains; 65% Math Learning Gains; 61% Gains Reading Lowest 25%; 51% Gains Math Lowest 25%.                  2011-2012: School Grade A; 78% Reading; 71% Math; 85% Writing; 77% Science; 75% Reading Learning Gains; 65% Math Learning Gains; 65% Reading Lowest 25%; 47% Gains Math Lowest 25%.                  Assistant Principal Lawton Chiles Elementary School 2009-2011 (Title I School)                  2010-2011: School grade "A"; 85% AYP; 88% Reading; 79% Math; 92% Writing; 69% Science; 72% Reading Learning Gains; 73% Math Learning Gains; 67% Reading Lowest 25%; 75% Math Lowest 25%.</p>	

<b>Mallory Holliday</b>		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
<b>Credentials</b>	Bachelor's: Elementary Education K-6 Master's: Educational Leadership ESOL Endorsed	
<b>Performance Record</b>	<p>2012-2013, Ivey Lane Elementary (Title I - 100%), Grade C, Reading 3+ 37%, Math 3+ 62%, Reading Gains 72%, Math Gains 81%, Lowest 25% Reading Gains 77%, Lowest 25% Math Gains 83%.                  2011-2012, Grade B, Reading 3+ 38%, Math 3+ 60%, Reading Gains 61%, Math Gains 88%, Lowest 25% Reading 67%, Math 87%.                  2010-2011, Grade C, 95% AYP, Reading 3+ 50%, Math 3+ 71%, Reading Gains 54%, Math Gains 72%, Lowest 25% Reading 53%, Math 73%.</p>	

**Instructional Coaches**

**# of instructional coaches**  
1

**# receiving effective rating or higher**  
(not entered because basis is < 10)



**Instructional Coach Information:**

**Audra Cervi**

Full-time / School-based

Years as Coach: 0

Years at Current School: 23

**Areas**

Reading/Literacy, Data, RtI/MTSS

**Credentials**

Bachelor Degree in Elementary Education; Reading Endorsed; Elementary Ed. Certification 1-6; ESOL Certification

**Performance Record**

Reading Resource: 2012-13: School Grade A; 79% Reading; 72% Math; 68% Writing; 84% Science; 69% Reading Learning Gains; 65% Math Learning Gains; 61% Gains Reading Lowest 25%; 51% Gains Math Lowest 25%.

2011-2012: School Grade A; Reading; 71% Math; 85% Writing; 77% Science; 75% Reading Learning Gains; 65% Math Learning Gains; 65% Reading Lowest 25%; 47% Gains Math Lowest 25%.

2010-2011: School Grade "A"; 97% AYP; 90% Reading; 88% Math; 94% Writing; 84% Science; 81% Reading Learning Gains; 62% Math Learning Gains; 69% Reading Lowest 25%; 56% Math Lowest 25%.

**Classroom Teachers**

**# of classroom teachers**

75

**# receiving effective rating or higher**

74, 99%

**# Highly Qualified Teachers**

100%

**# certified in-field**

75, 100%

**# ESOL endorsed**

61, 81%

**# reading endorsed**

12, 16%

**# with advanced degrees**

32, 43%

**# National Board Certified**

2, 3%

**# first-year teachers**

8, 11%

**# with 1-5 years of experience**

30, 40%

**# with 6-14 years of experience**

36, 48%

**# with 15 or more years of experience**

12, 16%

**Education Paraprofessionals**

**# of paraprofessionals**

16

**# Highly Qualified**

16, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

11

**# receiving effective rating or higher**

11, 100%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

1. Continue to employ team building activities in order to retain Highly Qualified Teachers; Grade Level Team Leaders
2. Pair veteran teachers with newly hired teachers; Althea Jackson, Assistant Principal
3. Fill expected vacancies through researching Highly Qualified Applicants as well as administrator referrals of Highly Qualified Teachers; Anna Ferratusco, Principal
4. Encourage the placement of college interns, then hire for quality as needed; Mallory Holliday, Assistant Principal

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the 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 biweekly 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.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The Principal: Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS, 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 and activities.

Teacher Team Leaders (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Staffing Coordinator: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach/Reading/Math/Science: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates

development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

The team also employs the assistance of the Technology Specialist who performs the following: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Each MTSS team member serves on the school improvement plan writing team. The MTSS team will also re-visit the SIP monthly, to ensure objectives are met.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

FAIR, Performance Matters, SRI, FCAT, Aimsweb progress monitoring tool, GoMath Beginning Of Year test, Journeys chapter tests and End Of Year test scores, as well as monthly writing prompt scores, serve as our data sources. Audubon Park Elementary also utilizes a district data warehouse intranet site.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Support will be provided through scheduling collaboration time during the school day and maintaining the technology needed to keep up with the necessary data analysis.

## **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program**Minutes added to school year:** 2,160

Students that fall into the bottom 25% in 3-5 grades will participate in after school instruction in reading and math two times a week for 60 minutes per session. These sessions will start at the beginning of the second nine weeks and run through the end of the third nine weeks.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Data will be collected through monthly Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI) computer based assessments that will measure the lexile levels in reading and math. The lexile levels will be analyzed to track student growth as well as guide instruction to meet the needs of each student involved in the after school program.

**Who is responsible for monitoring implementation of this strategy?**

After School Program teachers, Principal, Assistant Principal

**Strategy:** Before or After School Program**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 Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this 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. These results will be analyzed to determine the effectiveness of the program and whether students are increasing their reading lexile levels.

**Who is responsible for monitoring implementation of this strategy?**

Margaux Quinn, gifted teacher

**Strategy:** Before or After School Program**Minutes added to school year:** 1,680

Odyssey of the Mind is an international educational program that provides creative problem-solving opportunities for students from kindergarten through college. Team members apply their creativity to solve problems that range from building mechanical devices to presenting their own interpretation of literary classics. This program will be open to all K-5 students who want to participate.

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Data will be collected through the finished products that students create by working through the problems provided through the Odyssey of the Mind program as well as the performance of the team at the Odyssey of the Mind competition.

**Who is responsible for monitoring implementation of this strategy?**

Teri O'Connor, science lab teacher and Odyssey of the Mind program lead, Margaux Quinn, gifted teacher, Ginny Giffin, gifted teacher

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Anna G. Ferratusco	Principal
Sherry Genovese	Media Specialist
Susan Dunbar	Reading Resource Teacher
Amanda Gilmore	First Grade Teacher
Lori Harding	Fourth Grade Teacher
Candace Lyons	Kindergarten Teacher
Katie McClelland	First Grade Teacher
Bethany Merrill	Third Grade Teacher
Ann Mount	Art Instructor
Teri O'Connor	Science Lab Instructor
Erin Potoka	Third Grade Teacher
Audra Cervi	Reading Coach

**How the school-based LLT functions**

The team will meet once a month to discuss reading progress as well as reading needs. The team will discuss and plan literacy events as well as literacy strategies for classroom implementation. The literacy committee will support classroom literacy events. Literacy team will support the AR program in the classroom and provide incentives to students that meet their goal.

## Major initiatives of the LLT

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.

## Every Teacher Contributes to Reading Instruction

**How the school ensures every teacher contributes to the reading improvement of every student**

N/A

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

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 a Kindergarten play date on the Saturday before the first day of school. All new Kindergarten students and parents are invited to this bonding activity.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

N/A

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

N/A

**Strategies for improving student readiness for the public postsecondary level**

N/A

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	82%	79%	No	84%
American Indian				
Asian	81%	79%	No	83%
Black/African American	63%	49%	No	66%
Hispanic	65%	62%	No	69%
White	88%	88%	Yes	90%
English language learners	60%	53%	No	64%
Students with disabilities	52%	26%	No	57%
Economically disadvantaged	69%	48%	No	72%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	22%	25%
Students scoring at or above Achievement Level 4	197	56%	59%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	234	72%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	48	66%	69%



**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	33	28%	31%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	28	24%	27%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	29	25%	28%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		0%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	129	68%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	71%	Yes	74%
American Indian				
Asian	81%	82%	Yes	83%
Black/African American	44%	40%	No	50%
Hispanic	57%	54%	No	61%
White	78%	79%	Yes	80%
English language learners	55%	45%	No	60%
Students with disabilities	43%	29%	No	49%
Economically disadvantaged	58%	49%	No	62%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	110	31%	34%
Students scoring at or above Achievement Level 4	145	39%	42%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	217	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	40	53%	56%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	[data excluded for privacy reasons]		0%
Middle school performance on high school EOC and industry certifications	[data excluded for privacy reasons]		0%

**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	0%	No	74%
American Indian				
Asian	81%	0%	No	83%
Black/African American	44%	0%	No	50%
Hispanic	57%	0%	No	61%
White	78%	0%	No	80%
English language learners	55%	0%	No	60%
Students with disabilities	43%	0%	No	49%
Economically disadvantaged	58%	0%	No	62%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	<i>[data excluded for privacy reasons]</i>		0%
Students in lowest 25% making learning gains (EOC)	<i>[data excluded for privacy reasons]</i>		0%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		0%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	23%	26%
Students scoring at or above Achievement Level 4	108	60%	63%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

**High School Science**

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		0%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	404	34%	38%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

**Area 7: Social Studies****U.S. History End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Civics End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	132	11%	8%
Students retained, pursuant to s. 1008.25, F.S.	15	1%	0%
Students who are not proficient in reading by third grade	38	21%	18%
Students who receive two or more behavior referrals	26	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	21	1%	1%

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students in ninth grade with one or more absences within the first 20 days	0	0%	0%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	0	0%	0%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	0	0%	0%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

During the 2012-2013 school year, 742 parents signed up and were approved to be ADDitions volunteers. Those ADDitions logged 5,769 volunteer hours. For the 2013-2014 school year, we will increase the number of ADDitions volunteer hours logged to 7,000.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
To achieve 300 logged ADDitions volunteer hours.	5769	77%	80%

**Area 10: Additional Targets**

**Additional targets for the school**

N/A

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
N/A	0	0%	0%



## Goals Summary

- G1.** We will increase the number of students accessing a digital curriculum through the implementation of the BYOD program, Bring Your Own Device, in 4th and 5th grade.
- G2.** We will increase learning gains across content areas through the implementation of rigorous, standards based instruction.
- G3.** We will implement differentiated instruction to meet the needs of our intervention, on-target, and enrichment students.

## Goals Detail

**G1.** We will increase the number of students accessing a digital curriculum through the implementation of the BYOD program, Bring Your Own Device, in 4th and 5th grade.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- Parental Involvement

### Resources Available to Support the Goal

- Resources will include computer devices that match the components required through OCPS and digital curriculum components from the core curriculum program.

### Targeted Barriers to Achieving the Goal

- Parents being able to provide students with devices.
- Teacher understanding of a digital curriculum model.

## Plan to Monitor Progress Toward the Goal

Monitor the number of devices provided by parents in the BYOD initiative.

### Person or Persons Responsible

Anna Ferratusco, Principal; Althea Jackson, Assistant Principal; Mallory Holliday, Assistant Principal

### Target Dates or Schedule:

November/December 2013

### Evidence of Completion:

number of devices provided by parents to students.

**G2. We will increase learning gains across content areas through the implementation of rigorous, standards based instruction.**

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- EWS
- EWS - Elementary School
- Additional Targets

### Resources Available to Support the Goal

- A Guide for Using Webb's Depth of Knowledge by Karin Hess, Ed. D. training and use of the information found in the book.
- Professional Learning Community (PLC) building on the knowledge of rigorous instruction
- Science, Technology, Engineering, and Mathematics (STEM) training.
- Voyager Comprehensive Intervention Program to tutor our lowest 25%.

### Targeted Barriers to Achieving the Goal

- There is a need to enhance teacher understanding of the use of Webb's Depth of Knowledge and how its implementation can accelerate student achievement by enhancing the level of rigor in standards based instruction.
- There is a need to provide comprehensive intervention instruction for our students performing in the lowest 25%.

## Plan to Monitor Progress Toward the Goal

Data meeting to review progress toward increasing learning gains of our student in the lowest 25%.

### Person or Persons Responsible

School administrators, Literacy Coach and Staffing Specialists.

### Target Dates or Schedule:

Biweekly reviews of progress to meet the goals of the bottom 25%.

### Evidence of Completion:

Voyager Program provided graphs for data meetings

**G3.** We will implement differentiated instruction to meet the needs of our intervention, on-target, and enrichment students.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS - Elementary School

### Resources Available to Support the Goal

- Journeys ELA Core Curriculum
- Go Math Core Curriculum
- Achieve 3000 (KidBiz) Web Based supplemental reading, and writing program.
- Reading Eggs, Web Based supplemental reading program.
- IReady, Web Based supplemental reading and math program.

### Targeted Barriers to Achieving the Goal

- Teacher training to fully implement a differentiated instructional model to meet the needs of the target populations addressed in our main goal.

## Plan to Monitor Progress Toward the Goal

We will monitor core program assessments, as well as Performance Matters, of intervention, on-target, and enrichment students to determine progress toward meeting our goal.

### **Person or Persons Responsible**

Anna Ferratusco, Althea Jackson, Mallory Holliday, Audra Cervi.

### **Target Dates or Schedule:**

Fall, Winter, and Spring administrations.

### **Evidence of Completion:**

Performance Matters data, as well as core program data.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** We will increase the number of students accessing a digital curriculum through the implementation of the BYOD program, Bring Your Own Device, in 4th and 5th grade.

**G1.B2** Parents being able to provide students with devices.

**G1.B2.S1** Through school budget, donations and school organizations students will be provided with machines that meet the required components of OCPS.

#### Action Step 1

Survey parents to see who is able to provide their child with a device.

##### Person or Persons Responsible

Anna Ferratusco, Principal

##### Target Dates or Schedule

Winter of 2013

##### Evidence of Completion

Survey results

#### Action Step 2

School will provide devices to students who can not provide one.

##### Person or Persons Responsible

Anna Ferratusco, Principal; Althea Jackson, Assistant Principal; Mallory Holliday, Assistant Principal

##### Target Dates or Schedule

January 2014

##### Evidence of Completion

Number of devices in classrooms in 4th and 5th grade

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1**

Student machines provided by Audubon Park Elementary budget

#### **Person or Persons Responsible**

Anna Ferratusco, Principal; Althea Jackson, Assistant Principal; Mallory Holliday, Assistant Principal

#### **Target Dates or Schedule**

spring 2014

#### **Evidence of Completion**

school budget and record of purchase

### **Plan to Monitor Effectiveness of G1.B2.S1**

Number of students accessing digital curriculum on a daily basis.

#### **Person or Persons Responsible**

Anna Ferratusco, Principal; Althea Jackson, Assistant Principal; Mallory Holliday, Assistant Principal

#### **Target Dates or Schedule**

spring 2014

#### **Evidence of Completion**

usage reports

**G1.B4** Teacher understanding of a digital curriculum model.

**G1.B4.S1** Provide teachers with professional development on the implementation of digital curriculum and provide feedback on implementation through observations.

**Action Step 1**

Professional Development

**Person or Persons Responsible**

OCPS

**Target Dates or Schedule**

Winter 2013

**Evidence of Completion**

Records of teachers attending the professional development opportunities.

**Facilitator:**

OCPS

**Participants:**

4th and 5th grade teachers

**Plan to Monitor Fidelity of Implementation of G1.B4.S1**

Observe teachers in classroom and make notes on the strategies learned from the Professional Development activities.

**Person or Persons Responsible**

Marzano trained administrators

**Target Dates or Schedule**

2013-2014 school year

**Evidence of Completion**

observation feedback

## Plan to Monitor Effectiveness of G1.B4.S1

Student and teachers accessing the digital curriculum components

### Person or Persons Responsible

Marzano trained administrators

### Target Dates or Schedule

2013-2014 school year

### Evidence of Completion

observation feedback

**G2.** We will increase learning gains across content areas through the implementation of rigorous, standards based instruction.

**G2.B1** There is a need to enhance teacher understanding of the use of Webb's Depth of Knowledge and how its implementation can accelerate student achievement by enhancing the level of rigor in standards based instruction.

**G2.B1.S1** Purchase "A guide for Using Webb's Depth of Knowledge" by Karin Hess, Ed.D. for all instructional personnel and implement strategies to accelerate student achievement by using it to enhance the level of rigor in standards based instruction.

### Action Step 1

Incorporate the use of "A guide for Using Webb's Depth of Knowledge" by Karin Hess, Ed.D. by all instructional personnel, through the establishment of PLCs. Through the PLC process, teachers will study the book and implement it's recommended strategies to enhance the level of rigor in their standards based instruction.

### Person or Persons Responsible

Anna G. Ferratusco, Principal

### Target Dates or Schedule

Books ordered by October 1, 2013. PLCs on-going through out the 2013-14 school year

### Evidence of Completion

Purchase order, packing slip for books received. PLC schedule, agendas and sign-in sheets. Lesson Plan reviews to ascertain inclusion of Webb's DOK questions and activities. iObservation data documenting formal and informal observations.

### Facilitator:

K-5 teacher leaders

### Participants:

School-wide, grade level teams.



### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

PLC and classroom implementation of Webb's Depth of Knowledge to enhance rigor in standards based instruction.

#### **Person or Persons Responsible**

Anna G. Ferratusco, Principal; Althea Jackson, Assistant Principal; Mallory Holliday, Assistant Principal

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Review Lesson Plans to ascertain inclusion of Webb's DOK questions and activities. Review PLC sign in sheets and agendas. Conduct Formal and Informal teacher observations with consultation/collaboration.

### **Plan to Monitor Effectiveness of G2.B1.S1**

Formal and informal classroom observations to ensure strategies are implemented which will increase rigor of standards based instruction.

#### **Person or Persons Responsible**

Anna Ferratusco, principal; Althea Jackson, assistant principal; Mallory Holliday, assistant principal; peer teachers.

#### **Target Dates or Schedule**

On-going, daily, weekly, monthly and as needed.

#### **Evidence of Completion**

Observation data. Review Class Study Sheets to track student growth.

**G2.B3** There is a need to provide comprehensive intervention instruction for our students performing in the lowest 25%.

**G2.B3.S1** Purchase the Voyager Comprehensive Intervention program and ensure a cadre of teachers are trained in it's specific use, so they may work specifically with our lowest 25%.

### **Action Step 1**

Implement the "Voyager Comprehensive Intervention Program" with a select cadre of teachers who will use the program to affect increased growth and achievement with our tier 3 students in the lowest 25%.

#### **Person or Persons Responsible**

Anna G. Ferratusco, principal

#### **Target Dates or Schedule**

Initial training complete by September 30, 2013. On-going implementation through out the 2013-2014 school year.

#### **Evidence of Completion**

Scheduled training date and receipt of materials. Data meetings to review progress toward increasing learning gains of our tier 3 student in the lowest 25%. FCAT Data showing increased learning gains of students in our lowest 25%.

#### **Facilitator:**

Voyager Personnel

#### **Participants:**

Literacy Resource Team: Audra Cervi, Peggy Krogel, Tara Liddy, Christine DeTardo, Kate Durkin, Susan Dunbar

### **Plan to Monitor Fidelity of Implementation of G2.B3.S1**

Initial Inventory Assessment to determine resource group placement for each tier 3 student. Formal and informal observations of teacher implementation of strategies in the class setting.

#### **Person or Persons Responsible**

Resource Team working with small groups. School administration and Literacy Coach observing teacher implementation.

#### **Target Dates or Schedule**

Inventory Assessment By September 30, 2013. On-going Formal and Informal observations.

#### **Evidence of Completion**

Inventory Assessment Results/data. iObservation data.

## Plan to Monitor Effectiveness of G2.B3.S1

Use the Voyager student progress monitoring tool on the 5th and 10th day of the lesson. Monitor the students weekly using AIMSWEB by Pearson.

### Person or Persons Responsible

Resource team will progress monitoring students in their own group. Literacy Coach will compile data for the administrative team to review.

### Target Dates or Schedule

Weekly, as well as every 5th and 10th lesson.

### Evidence of Completion

AIMSWEB and Voyager progress monitoring data.

**G3.** We will implement differentiated instruction to meet the needs of our intervention, on-target, and enrichment students.

**G3.B1** Teacher training to fully implement a differentiated instructional model to meet the needs of the target populations addressed in our main goal.

**G3.B1.S2** Instruction will be differentiated within all content areas to address all learners.

### Action Step 1

Fully implement Common Core Standards (CCSS) in grades K-2, and implement a blended curriculum of CCSS and Supplemental NGSS aligned to FCAT 2.0 in grades 3-5, using the adopted core reading (Journeys) and math (Go Math) curriculum, focusing on differentiated instruction by taking advantage of on-line as well as face to face training opportunities offered through the core program providers as well as the district.

### Person or Persons Responsible

Classroom Teachers

### Target Dates or Schedule

On-going August 2013 - June 2014.

### Evidence of Completion

OCPS Professional Development Services Training and Participation Record. Lesson Plans showing evidence of planning for differentiation.

### Facilitator:

Core Program provided as well as district provided facilitators.

### Participants:

Classroom Teachers

### **Plan to Monitor Fidelity of Implementation of G3.B1.S2**

Informal and formal observations to monitor for differentiation in the classrooms. Lesson plan checks to monitor planning for differentiation.

#### **Person or Persons Responsible**

Leadership Team: Anna G. Ferratusco, principal; Althea Jackson, assistant principal; Mallory Holliday, assistant principal.

#### **Target Dates or Schedule**

On-going, daily, weekly, monthly through out the 2013-2014 school year.

#### **Evidence of Completion**

iObservation data. Lesson Plans.

### **Plan to Monitor Effectiveness of G3.B1.S2**

Data meetings to discuss student progress. Discussion of Weekly Service Review Survey Data. Classroom observations of differentiation in action.

#### **Person or Persons Responsible**

Anna Ferratusco, Althea Jackson, Mallory Holliday, Audra Cervi, Amber Thomas, Destiny Pascha, Grade level teacher teams.

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Classroom Data Sheets, Weekly Service Review Survey Data.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** We will increase the number of students accessing a digital curriculum through the implementation of the BYOD program, Bring Your Own Device, in 4th and 5th grade.

**G1.B4** Teacher understanding of a digital curriculum model.

**G1.B4.S1** Provide teachers with professional development on the implementation of digital curriculum and provide feedback on implementation through observations.

### **PD Opportunity 1**

Professional Development

#### **Facilitator**

OCPS

#### **Participants**

4th and 5th grade teachers

#### **Target Dates or Schedule**

Winter 2013

#### **Evidence of Completion**

Records of teachers attending the professional development opportunities.

**G2.** We will increase learning gains across content areas through the implementation of rigorous, standards based instruction.

**G2.B1** There is a need to enhance teacher understanding of the use of Webb's Depth of Knowledge and how its implementation can accelerate student achievement by enhancing the level of rigor in standards based instruction.

**G2.B1.S1** Purchase "A guide for Using Webb's Depth of Knowledge" by Karin Hess, Ed.D. for all instructional personnel and implement strategies to accelerate student achievement by using it to enhance the level of rigor in standards based instruction.

### **PD Opportunity 1**

Incorporate the use of "A guide for Using Webb's Depth of Knowledge" by Karin Hess, Ed.D. by all instructional personnel, through the establishment of PLCs. Through the PLC process, teachers will study the book and implement it's recommended strategies to enhance the level of rigor in their standards based instruction.

#### **Facilitator**

K-5 teacher leaders

#### **Participants**

School-wide, grade level teams.

#### **Target Dates or Schedule**

Books ordered by October 1, 2013. PLCs on-going through out the 2013-14 school year

#### **Evidence of Completion**

Purchase order, packing slip for books received. PLC schedule, agendas and sign-in sheets. Lesson Plan reviews to ascertain inclusion of Webb's DOK questions and activities. iObservation data documenting formal and informal observations.

**G2.B3** There is a need to provide comprehensive intervention instruction for our students performing in the lowest 25%.

**G2.B3.S1** Purchase the Voyager Comprehensive Intervention program and ensure a cadre of teachers are trained in it's specific use, so they may work specifically with our lowest 25%.

### **PD Opportunity 1**

Implement the "Voyager Comprehensive Intervention Program" with a select cadre of teachers who will use the program to affect increased growth and achievement with our tier 3 students in the lowest 25%.

#### **Facilitator**

Voyager Personnel

#### **Participants**

Literacy Resource Team: Audra Cervi, Peggy Krogel, Tara Liddy, Christine DeTardo, Kate Durkin, Susan Dunbar

#### **Target Dates or Schedule**

Initial training complete by September 30, 2013. On-going implementation through out the 2013-2014 school year.

#### **Evidence of Completion**

Scheduled training date and receipt of materials. Data meetings to review progress toward increasing learning gains of our tier 3 student in the lowest 25%. FCAT Data showing increased learning gains of students in our lowest 25%.



**G3.** We will implement differentiated instruction to meet the needs of our intervention, on-target, and enrichment students.

**G3.B1** Teacher training to fully implement a differentiated instructional model to meet the needs of the target populations addressed in our main goal.

**G3.B1.S2** Instruction will be differentiated within all content areas to address all learners.

### **PD Opportunity 1**

Fully implement Common Core Standards (CCSS) in grades K-2, and implement a blended curriculum of CCSS and Supplemental NGSS aligned to FCAT 2.0 in grades 3-5, using the adopted core reading (Journeys) and math (Go Math) curriculum, focusing on differentiated instruction by taking advantage of on-line as well as face to face training opportunities offered through the core program providers as well as the district.

#### **Facilitator**

Core Program provided as well as district provided facilitators.

#### **Participants**

Classroom Teachers

#### **Target Dates or Schedule**

On-going August 2013 - June 2014.

#### **Evidence of Completion**

OCPS Professional Development Services Training and Participation Record. Lesson Plans showing evidence of planning for differentiation.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	We will increase the number of students accessing a digital curriculum through the implementation of the BYOD program, Bring Your Own Device, in 4th and 5th grade.	\$20
G2.	We will increase learning gains across content areas through the implementation of rigorous, standards based instruction.	\$2,820
Total		\$2,840

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Evidence-Based Materials	Total
District Text Book Funds	\$0	\$0	\$0	\$0
Title II Funds	\$0	\$2,800	\$0	\$2,800
School Based Budget (State Adopted Curriculum)	\$20	\$0	\$0	\$20
school based budget	\$0	\$0	\$20	\$20
	\$0	\$0	\$0	\$0
Total	\$20	\$2,800	\$20	\$2,840

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** We will increase the number of students accessing a digital curriculum through the implementation of the BYOD program, Bring Your Own Device, in 4th and 5th grade.

**G1.B2** Parents being able to provide students with devices.

**G1.B2.S1** Through school budget, donations and school organizations students will be provided with machines that meet the required components of OCPS.

**Action Step 2**

School will provide devices to students who can not provide one.

**Resource Type**

Evidence-Based Materials

**Resource**

Computer devices

**Funding Source**

school based budget

**Amount Needed**

\$20

**G1.B4** Teacher understanding of a digital curriculum model.

**G1.B4.S1** Provide teachers with professional development on the implementation of digital curriculum and provide feedback on implementation through observations.

**Action Step 1**

Professional Development

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G2.** We will increase learning gains across content areas through the implementation of rigorous, standards based instruction.

**G2.B1** There is a need to enhance teacher understanding of the use of Webb's Depth of Knowledge and how its implementation can accelerate student achievement by enhancing the level of rigor in standards based instruction.

**G2.B1.S1** Purchase "A guide for Using Webb's Depth of Knowledge" by Karin Hess, Ed.D. for all instructional personnel and implement strategies to accelerate student achievement by using it to enhance the level of rigor in standards based instruction.

**Action Step 1**

Incorporate the use of "A guide for Using Webb's Depth of Knowledge" by Karin Hess, Ed.D. by all instructional personnel, through the establishment of PLCs. Through the PLC process, teachers will study the book and implement it's recommended strategies to enhance the level of rigor in their standards based instruction.

**Resource Type**

Professional Development

**Resource**

A consolidated tool educators can use to implement Webb's Depth of Knowledge for curriculum and assessment.

**Funding Source**

Title II Funds

**Amount Needed**

\$2,800

**G2.B3** There is a need to provide comprehensive intervention instruction for our students performing in the lowest 25%.

**G2.B3.S1** Purchase the Voyager Comprehensive Intervention program and ensure a cadre of teachers are trained in it's specific use, so they may work specifically with our lowest 25%.

**Action Step 1**

Implement the "Voyager Comprehensive Intervention Program" with a select cadre of teachers who will use the program to affect increased growth and achievement with our tier 3 students in the lowest 25%.

**Resource Type**

Evidence-Based Program

**Resource**

A comprehensive K-5 reading intervention program that acceletates reading performance for struggling students by targeting and teaching priority skills. The program builds confident and fluent grade-level readers through a blended approach of teacher-led

**Funding Source**

School Based Budget (State Adopted Curriculum)

**Amount Needed**

\$20

**G3.** We will implement differentiated instruction to meet the needs of our intervention, on-target, and enrichment students.

**G3.B1** Teacher training to fully implement a differentiated instructional model to meet the needs of the target populations addressed in our main goal.

**G3.B1.S2** Instruction will be differentiated within all content areas to address all learners.

**Action Step 1**

Fully implement Common Core Standards (CCSS) in grades K-2, and implement a blended curriculum of CCSS and Supplemental NGSS aligned to FCAT 2.0 in grades 3-5, using the adopted core reading (Journeys) and math (Go Math) curriculum, focusing on differentiated instruction by taking advantage of on-line as well as face to face training opportunities offered through the core program providers as well as the district.

**Resource Type**

Evidence-Based Program

**Resource**

Journeys Core Reading Curriculum K-5 and Go Math Core Math Curriculum K-5.

**Funding Source**

District Text Book Funds

**Amount Needed**

\$0