

Audubon Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Audubon Elementary is a professional learning community dedicated to the success of every student. We understand our collective responsibility for the children in our care. We monitor progress regularly to ensure high levels of learning. Using Common Core and District Power Standards as our guide, we manage our resources to aid each child so that all can excel. Audubon is an award-winning school that continues a commitment to excellence by personalizing the school experience and fostering growth for every student. Our PTSA promotes a strong sense of community and connectedness. We expect our students to be responsible, respectful, safe, and to give their best effort each day.

Mission Statement: *It is our mission to inspire all students to develop their potential, become life-long learners and be contributing members of our community. Our vision is for each student to have the skills, attitudes, and knowledge to be a: self-directed learner, effective communicator, complex thinker, collaborative worker, community contributor, quality producer, confident child and reflective student.*

Demographics:¹

	2016-17	2017-18	2018-19	
Student Enrollment (count)	594	594	602	
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0
	Asian	49.2	51.2	51.7
	Black/African American	0.7	1.0	0.5
	Hispanic/Latino of any race(s)	5.4	5.1	5.7
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	5.4	4.6	5.2
	White	39.2	38.2	37.0
Students Eligible for Free/Reduced Price Meals (%)	2.6	3.2	3.7	
Students Receiving Special Education Services (%)	6.0	7.1	8.5	
English Language Learners (%)	28.7	26.9	27.5	
Students with a First Language Other Than English (%)	56.9	60.4	60.4	
Mobility Rate (%) ²	24.7	18.2	14.3	

¹Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

² Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment³

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	86	87	83
1 st Grade	85	90	94
2 nd Grade	87	90	88

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 rd Grade	82	86	81
4 th Grade	82	81	91
5 th Grade	88	86	79

READING: By Group/Program, DIBELS Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	88	92	92
Black/African American	-	-	-
Hispanic/Latino	62	71	61
Two or more races	-	93	86
White	84	87	89
English Learner	76	78	79
Low Income	-	-	57
Special Education	61	55	60

ELA: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	87	86	87
Black/African American	-	-	-
Hispanic/Latino	73	77	54
Two or more races	87	82	80
White	82	85	85
English Learner	48	52	39
Low Income	-	58	-
Special Education	41	63	33

ACADEMIC PERFORMANCE DATA: MATH

ACADEMIC PERFORMANCE DATA: SCIENCE

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 rd Grade	82	92	78
4 th Grade	88	79	91
5 th Grade	86	82	78

SCIENCE: By Grade Level, WCAS⁶

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5 th Grade	n/a	90	78

MATH: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	92	90	91
Black/African American	-	-	-
Hispanic/Latino	60	62	31
Two or more races	91	88	70
White	82	83	82
English Learner	68	74	56
Low Income	-	25	-
Special Education	41	48	20

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	94	81
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	97	83
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	50	25

↘ = Cohort Track

³ Based on DIBELS Next Assessment, End-of-Year Benchmark.

⁴ Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

⁵ Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

⁶ WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	82	80	80
1 st Grade	88	90	87
2 nd Grade	88	89	91
3 rd Grade	88	89	90
4 th Grade	89	93	90
5 th Grade	93	96	96

ATTENDANCE: By Group/Program⁷

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	87	86	87
Black/African American	--	-	-
Hispanic/Latino	86	90	76
Two or more races	94	97	90
White	89	92	92
English Learner	83	84	84
Low Income	75	79	64
Special Education	86	90	82

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁸

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	85	88	-	-	90	85	53	56	54
Math Proficiency Rate (%)	87	93	-	-	90	85	74	41	46
ELA Median Student Growth Percentile ⁹	53	56.5	-	46	49	54	62	54.5	32
Math Median Student Growth Percentile	63	70	-	47.5	64	58.5	72	40.5	42
EL Progress Rate (%)	93	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	91	88	-	-	-	93	86	91	91

↘ = Cohort Track

⁷ Grades K-5 combined. Student/Program groups with less than 10 students marked as "--" and data not displayed due to privacy reasons.

⁸ Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "--" and not displayed due to privacy reasons.

⁹ Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1		
Priority Area	English Language Arts/Literacy	
Focus Area	Writing-Evidence and Elaboration Anchor Standards: CCSS ELA-LITERACY.CCRAW.1 and CCSS ELA-LITERACY.CCRAW.9	
Focus Grade Level(s)	K-5	
Desired Outcome	Students in 3 rd thru 5 th grade will show improvement from 5.65 to 7.0 on the ELA Performance Task as measured by the ELA Smarter Balance Assessment administered in the Spring of 2020, 2021, and 2022.	
Alignment with District Strategic Initiatives	Innovative Learning Opportunities	
Data and Rationale Supporting Focus Area	According to SBA ELA Performance Task Data student average scores have lowered from 6.94 to 5.65 over a three-year period. With significant decrease in students scoring half or better on Evidence and Elaboration.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Kindergarten: Evidence in science and math. In writing, students are using post it notes to mark in the non-fiction and informational text. Then, they are using these facts in their writing.	Curriculum Based Assessment Grade Level Designed Assessment
	First Grade: Students to be able to explain details in their own words, support facts by reading and finding key details. Practice highlighting key details in the text. Details in their own words to support the main idea of a story or a problem.	Curriculum Based Assessment Grade Level Designed Assessment
	Second Grade: Technology Project - famous landmarks focus on the evidence and elaboration on the facts they find.	Coordination of strategies between 2 nd , 3 rd , 4 th , 5 th , and Intervention Services Curriculum Based Assessment Grade Level Designed Assessment
	Third Grade: Connected with second grade (tech project with animals).	Coordination of strategies between 2 nd , 3 rd , 4 th , 5 th , and Intervention Services Curriculum Based Assessment

	<p>Students write their facts on notecards and sort those facts into different paragraphs.</p> <p>R.A.C.E. strategy (focusing on the “E, which stands for the elaboration piece) "this proves.....because"</p>	<p>Grade Level Designed Assessment</p>
	<p>Fourth Grade: R.A.C.E. strategy with elaboration.</p>	<p>Coordination of strategies between 2nd, 3rd, 4th, 5th, and Intervention Services</p> <p>Curriculum Based Assessment Grade Level Designed Assessment</p>
	<p>Fifth Grade:</p> <p>Graphic Organizer "the claim is..." "the evidence shows..." Integrating with science and social studies. Using Maver's Thoughts to support student's elaboration on claims.</p>	<p>Coordination of strategies between 2nd, 3rd, 4th, 5th, and Intervention Services</p> <p>Curriculum Based Assessment Grade Level Designed Assessment</p>
	<p>Intervention Services:</p> <p>R.A.C.E.</p> <p>Vocabulary and word lists being used to help students integrate new words into their writing and evidence.</p> <p>Safety Net – focusing on illustrating the problems, drawing a picture, and underlining key words and phrases.</p>	<p>Coordination of strategies between 2nd, 3rd, 4th, 5th, and Intervention Services</p> <p>Curriculum Based Assessment Grade Level Designed Assessment</p>
<p>Timeline for Focus</p>	<p>Fall, 2019 - Spring, 2022</p>	
<p>Method(s) to Monitor Progress</p>	<p>Cross Grade Level Discussion using Comparable Data Points. Regular Progress Review from teachers and Overall Progress Review by Data Analysis Team.</p> <p>Elaboration will use data from assessments and rubrics to track goals - SIP Goal was based on a multiple year trend – so having a SIP goal that goes for three years would be interesting to see the change that is made. (2022)</p>	

Priority #2

Priority Area	Mathematics	
Focus Area	Problem Solving/Data Analysis Standards for Mathematical Practice: CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them	
Focus Grade Level(s)	K-5	
Desired Outcome	Students in 3 rd thru 5 th grade will improve from 60% of students to 70% or more students exceeding standard as measured by the Smarter Balanced Assessment in the sub area of Problem Solving/Data Analysis administered in the Spring of 2020, 2021, and 2022.	
Alignment with District Strategic Initiatives	Innovative Learning Opportunities	
Data and Rationale Supporting Focus Area	Over a four-year period, our SBA scores of students meeting or exceeding standards in the sub score area of Problem Solving/ Data Analysis fell from 70% exceeding, down to 60%.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Kindergarten: Evidence in science and math. Data Analysis - graphing (examples: pumpkins, apples, leaves) helps the students understand more, the same, and fewer.	Curriculum Based Assessment Grade Level Designed Assessment
	First Grade: Students to be able to explain details in their own words, support facts by reading and finding key details. Practice highlighting key details in the text. Details in their own words to support the main idea of a problem.	Curriculum Based Assessment Grade Level Designed Assessment
	Second Grade: Technology Project - famous landmarks focus on the evidence and elaboration on the facts they find. Math - math word problems using the CUBES strategy - reading step by step problems.	Vertical articulation between second and third grade *Formally introduced to CUBES in second grade, third grade it continues, fourth grade focuses on math action words, and fifth grade continues to use CUBES Curriculum Based Assessment Grade Level Designed Assessment
	Third Grade: Connected with second grade (tech project with animals).	Vertical articulation between second and third grade

	<p>Write facts on notecards and sort those facts into different paragraphs.</p> <p>R.A.C.E. strategy (E = elaboration piece) "this proves.....because"</p> <p>Math Problem Solving - CUBES and problem-solving packets using deductive reasoning.</p>	<p>*Formally introduced to CUBES in second grade, third grade it continues, fourth grade focuses on math action words, and fifth grade continues to use CUBES</p> <p>Curriculum Based Assessment Grade Level Designed Assessment</p>
	<p>Fourth Grade: R.A.C.E. strategy with elaboration.</p> <p>Math vocabulary - what words mean and what they're asking the students to do.</p>	<p>*Formally introduced to CUBES in second grade, third grade it continues, fourth grade focuses on math action words, and fifth grade continues to use CUBES</p> <p>Curriculum Based Assessment Grade Level Designed Assessment</p>
	<p>Fifth Grade:</p> <p>Math - CUBES strategy. At the beginning of each topic we introduce vocabulary first and make sure that they're using it.</p>	<p>Problem Solving/Data Analysis – Envision, end-of-topic assessments (problem-solving questions) as well as the problem-solving questions throughout the Envision curriculum as well as the CDSA. Gone from 70% to 60%</p>
	<p>Intervention Services:</p> <p>Safety Net – focusing on illustrating the problems, drawing a picture, and underlining key words and phrases.</p> <p>*Formally introduced to CUBES in second grade, third grade it continues, fourth grade focuses on math action words, and fifth grade continues to use CUBES.</p>	<p>Individual Student/Group Intervention</p>
<p>Timeline for Focus</p>	<p>Fall, 2019 - Spring, 2022</p>	
<p>Method(s) to Monitor Progress</p>	<p>Problem Solving/Data Analysis – Envision end of topic assessments (problem-solving questions) as well as the problem-solving questions throughout the Envision curriculum as well as the CDSA.</p>	

Priority #3

Priority Area	Social and Emotional	
Focus Area	Pulling yourself out of bad mood and clearly describing feelings	
Focus Grade Level(s)	3-5	
Desired Outcome	<p>Students in 3rd-5th grade will improve the number of favorable responses to Social Awareness-Question 4 (able to clearly describe your feelings) from 56% to over 70% of students, as measured by the Panorama Survey issued in the Fall of 2019 and Spring of 2020.</p> <p>Students in 3rd-5th grade will improve the number of favorable responses to Emotion Regulation-Question 1 (able to pull yourself out of a bad move) from 48% to over 70% of students, as measured by the Panorama Survey issued in the Fall of 2019 and the Spring of 2020.</p>	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	Currently, have 48% of students responding favorably to pulling themselves out of a bad mood; 56% responding favorably to being able to clearly describe their feelings.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Data Hounds Team tasked with monitoring of school-wide data	Quarterly meetings and notes
	Team formed that includes principal, associate principal and counselor to review behavior communication data	Monthly meeting
	Sharing of team data with stakeholders	Findings shared monthly with classified staff, and certificated staff
	Problem solving session	Classified staff to engage in a 15-20 minute problem-solving/scenario session with certificated staff at LEAP professional learning sessions
	Panorama Survey Resources shared with grade level teams	Lesson resources based on Panorama Survey results shared with grade level teams by the counselor
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Fall and Spring Panorama Survey	

Priority #4

Priority Area	High Levels of Collaboration and Communication	
Focus Area	Nine Characteristics Survey Question 42 (feedback to staff) and 47 (staff getting the help they need to improve)	
Focus Grade Level(s)	K–5 staff	
Desired Outcome	On questions 42 and 47 of the Nine Characteristics Survey, staff members will increase the number of Agree Completely/Mostly responses from 85% to 100% Agree Completely/Mostly, as measured by the Nine Characteristics Survey administered in the Spring of 2020.	
Alignment with District Strategic Initiatives	Professional Learning	
Data and Rationale Supporting Focus Area	Question 47, 15% of staff slightly agree or disagree. Question 42, 15% of staff slightly agree or disagree.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Staff development to have common definition of ‘feedback’	PGE Goals will include Danielson focus area determined by each staff member in collaboration with building administration.
	Feedback ‘plan’ to be part of PGE goals discussion	Comprehensive teachers: At observation pre- and post-conference. Focused teachers: At goal setting and summary conference. Classified Staff: As part of classified staff meetings.
	Professional development ‘plan’ to be part of PGE goals discussion	Comprehensive teachers: At observation pre- and post-conference. Focused teachers: At goal setting and summary conference.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Nine Characteristics Survey	

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to “integrate technology literacy and fluency” in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies
- Utilizing digital tools to enhance learning
- Applying Ed Tech Learning Standards
- Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was not met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school’s date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

COMMUNITY ENGAGEMENT PLAN

As a district of doers, learners, and believers, our “why” drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.¹⁰ The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	PTSA President Meetings	Monthly from August 2019-June 2020
	PTSA Executive Committee Meeting	December 2019
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Coffee Conversation with Principal	October 2019, January 2020, March 2020
	PTSA General Meeting Presentation	December 2019

¹⁰ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r>