

AUDUBON ELEMENTARY School Improvement Plan

Annual Update: 2022-23

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹

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*

2022-23 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Mathematics	Multilingual Learners in Kindergarten-5th Grade	All students, especially our multi-lingual learners, will show growth in their ability to clearly and precisely construct viable arguments to support their own mathematical reasoning, and as appropriate will be able to critique the reasoning of others. This will be measured by the Smarter Balanced Assessments (3 rd -5 th grade), FastBridge Screener (K-5 th), classroom assessments (K-5 th), and classroom observations.
2	English/Language Arts	Kindergarten-2nd Graders	Primary (K-2 nd) students (including all complex learners) will show growth in phonological awareness and word recognition as measured by FastBridge risk level, Lexia growth, and/or teacher created assessments. All students will show reasonable growth regardless of demographic designation. Growth will be measured through age-appropriate means of assessment starting with letter and sound recognition in kindergarten through more complex components of language in 5 th grade.

¹ LWSD School Board Approval on <insert date>

3	Social Emotional Learning	All students Kindergarten – 5th Grade	Each and every student will feel included and that they are an integral part of the school community. This multi-year goal will be attained by intentionally supporting relationship building between students and staff and students and other students, and providing opportunities for personal connections to daily school life including participation in clubs, and leadership activities. We will honor student voice and measure sense of belonging through the formal Panorama survey (3 rd -5 th grade) and utilize a building created survey for K-2 nd grade.
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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	Mathematics
Focus Area	Communicating reasoning in mathematics- developing math language
Focus Grade Level(s) and/or Student Group(s)	Multilingual Learners in Kindergarten through 5 th grade.
Desired Outcome	All students, especially our multi-lingual learners, will show growth in their ability to clearly and precisely construct viable arguments to support their own mathematical reasoning, and as appropriate will be able to critique the reasoning of others. This will be measured by the Smarter Balanced Assessments (3 rd -5 th grade), FastBridge Screener (K-5 th), classroom assessments (K-5 th), and classroom observations.
Alignment with District Strategic Initiatives	Equity
Data and Rationale Supporting Focus Area	<p>Schoolwide math data shows no common area of needed focus or specific strength. Each grade and subgroup have their own set of strengths and areas of growth.</p> <p>SBA Spring 2022: Percentage of students at or above grade level 3rd Grade- 83%</p>

	<p>4th Grade- 84% 5th Grade- 75%</p> <p>FastBridge Fall 2023: Percentage of students at low or minimal risk earlyMath Kindergarten- 84% 1st Grade- 85% 2nd Grade- 83%</p> <p>aMath 2nd Grade- 78% 3rd Grade- 87% 4th Grade- 85% 5th Grade- 85%</p> <p>One commonality across all grades however is that multi-lingual learners are more at risk according to FastBridge and only 53% of our multilingual students in 3rd-5th grade met standard on the SBA spring of 2022. Since multilingual learners consistently make up roughly 25% of the student population more efforts need to be put in place in order to meet the Tier 1 needs of all students including intentional math language practice.</p>													
<p>Strategy to Address Priority</p>	<table border="1"> <thead> <tr> <th data-bbox="456 919 980 999">Action</th> <th data-bbox="980 919 1521 999">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 999 980 1136">Focus on Illustrative Math vocabulary glossary- preteach/ reteach grade level vocabulary words</td> <td data-bbox="980 999 1521 1136">Provide professional development on use of vocabulary glossary and measure implementation during classroom observations.</td> </tr> <tr> <td data-bbox="456 1136 980 1350">Provide sentence stems for math talk through collaboration between MTSS coach, ML teachers, and general education staff.</td> <td data-bbox="980 1136 1521 1350">Staff meeting and LEAP agendas will show time dedicated to creation and sharing of a resource bank shared centrally on Teams. Classroom observations will show implementation.</td> </tr> <tr> <td data-bbox="456 1350 980 1493">Intentionally teach skills for turn and talks- going deeper with thinking, explain your reasoning, asking questions</td> <td data-bbox="980 1350 1521 1493">Staff meeting agendas to show time allocated to skill building in this area</td> </tr> <tr> <td data-bbox="456 1493 980 1598">Utilize math teacher leaders and district training opportunities</td> <td data-bbox="980 1493 1521 1598">Year long professional development plan that shows opportunities for math learning</td> </tr> <tr> <td data-bbox="456 1598 980 1713">Math: implementation rubric</td> <td data-bbox="980 1598 1521 1713">Allocate time during BLT to examine implementation rubric and track progress</td> </tr> </tbody> </table>		Action	Measure of Fidelity of Implementation	Focus on Illustrative Math vocabulary glossary- preteach/ reteach grade level vocabulary words	Provide professional development on use of vocabulary glossary and measure implementation during classroom observations.	Provide sentence stems for math talk through collaboration between MTSS coach, ML teachers, and general education staff.	Staff meeting and LEAP agendas will show time dedicated to creation and sharing of a resource bank shared centrally on Teams. Classroom observations will show implementation.	Intentionally teach skills for turn and talks- going deeper with thinking, explain your reasoning, asking questions	Staff meeting agendas to show time allocated to skill building in this area	Utilize math teacher leaders and district training opportunities	Year long professional development plan that shows opportunities for math learning	Math: implementation rubric	Allocate time during BLT to examine implementation rubric and track progress
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<p>Timeline for Focus</p>	<p>Fall, 2022 - Spring, 2023</p>													
<p>Method(s) to Monitor Progress</p>	<p>Smarter Balanced Assessment (3rd, 4th, and 5th grade) FastBridge earlyMath, aMath, CBMmath Automaticity Formal and informal classroom observations</p>													

Priority #2

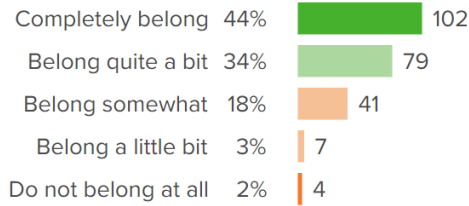
Priority Area	English Language Arts/Literacy	
Focus Area	Reading	
Focus Grade Level(s) and/or Student Group(s)	Phonological Awareness and Word Recognition in Kindergarten through 2 nd Grade	
Desired Outcome	Primary (K-2 nd) students (including all complex learners) will show growth in phonological awareness and word recognition as measured by FastBridge risk level, Lexia growth, and/or teacher created assessments. All students will show reasonable growth regardless of demographic designation. Growth will be measured through age-appropriate means of assessment starting with letter and sound recognition in kindergarten through more complex components of language in 5 th grade.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	<p>Looking specifically at FastBridge data and kindergarten readiness scores via WA Kids it appears that younger students have strong literacy skills. FastBridge scores range from 78%-83% and WAKids kindergarten readiness scores range from 80%-95%. However, the number of students in kindergarten, 1st, and 2nd grade that qualified for Safety Net services at the beginning of the year increased from 19 to 26 students in one year's time (Fall 2021 to Fall 2022). Even though the student population also slightly increased, this data is still significant. Also, scores for kindergarten, 1st, and 2nd grade are lower by average compared to 3rd, 4th, and 5th grade FastBridge data which ranges from 83%-98%.</p> <p>This group of students also had their first years of education heavily impacted by the pandemic. They did preschool and/or kindergarten in a remote or hybrid setting. By focusing on strong literacy skills now we aim to increase their scores to the present levels that our intermediate grades have and know that phonemic awareness and word recognition specifically will build a strong foundation for future years.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teachers will use data-based decisions to create Wonders small groups	Visibility of data-based decision making and skills based small groups in teacher lesson plans, teacher self-reporting, and informal/formal observations of classrooms.
	Ongoing assessment of student skills through FastBridge, Lexia, and teacher created assessments	Calendar of FastBridge beginning, middle, and end of year assessments, plus regularly scheduled teacher designated check ins through other means of assessment.

	Intentional training and use of Haggerty curriculum in all general education classrooms	Evident in teacher lesson plans and visible in classrooms.
	Use of SIPPS in Special Education and Safety Net	Evident in teacher lesson plans and visible in classrooms.
	Staff training in Core Reading Fundamentals through LWSD Core Literacy Training	Measure by percentage of staff participating in Core Literacy Training in one of the spring cohorts.
Timeline for Focus	Fall, 2022 - Spring, 2023	
Method(s) to Monitor Progress	FastBridge: earlyReading, aReading, autoReading Teacher created assessments Lexia	

Priority #3

Priority Area	Social and Emotional
Focus Area	Student sense of belonging at school
Focus Grade Level(s) and/or Student Group(s)	Kindergarten through 5 th Grade
Desired Outcome	The ultimate goal is that each and every student will feel included and that they are an integral part of the school community. This multi-year goal will be attained by intentionally supporting relationship building between students and staff and students and other students, and providing opportunities for personal connections to daily school life including clubs, leadership activities. We will honor student voice and measure sense of belonging through the formal Panorama survey (3 rd -5 th grade) and a building created survey (K-2 nd grade). Some growth will be no students selecting “do not belong at all” or “belong a little bit” and great growth will be all students selecting “completely belong” or “belong quite a bit”.
Alignment with District Strategic Initiatives	Inclusion
Data and Rationale Supporting Focus Area	<p>Panorama survey data indicates that 78% students in 3rd-5th grade responded positively to the question “overall, how much do you feel like you belong at your school”. Although this is an improvement from the previous year, the scores are still not at a desirable level as we would like to see 100% of students respond positively to this question.</p> <p>Developing a sense of belonging is especially important this year as all students have returned to in person learning after two years of remote learning options and our student population has grown back to pre-pandemic levels. We have also focused on inclusive practices as we have welcomed back students previously placed at neighboring schools. These changing dynamics over the past couple of years have shown more than ever the need to focus on student sense of belonging.</p> <p>Finally, behavior and social emotional instruction is an identified area of need according to the Fidelity Integrity Assessment, component 4.2. Upon self-assessment in Fall 2022 Audubon is at an ‘installing’ level of implementation and increasing efforts in this area will directly impact student sense of belonging</p>

Q.4: Overall, how much do you feel like you belong at your school?



▲ 4 from last survey

Favorable: **78%**

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Incorporate social emotional learning (SEL) goals into yearlong staff professional development plan: facilitated “Emerge, Maintain, Restore” (EMR) protocol, equity tidbits at staff meetings, implementation of Purposeful People curriculum	LEAP and Staff Meeting agendas show time dedicated to SEL training (district and building led). Includes restorative practices cohort sharing (community circles).
	Provide opportunities for students to participate in the school community: small groups and/or lunch bunches, student leadership and committee opportunities, student voice, clubs, big buddies, etc.	Percentage of students involved in student-led activities.
	Administer student survey specifically related to sense of belonging and relationships.	Facilitate data based dialogues around Panorama survey (3 rd -5 th) and modified survey (K-2 nd) twice a year.
	Ensure all students are able to access and participate in school wide events during school and after.	Percentage of students participating in PTSA events.
Timeline for Focus	Fall, 2022 - Spring, 2023	
Method(s) to Monitor Progress	Panorama survey data (3 rd -5 th), a modified survey (K-2 nd), percentage of participation in student events/clubs/leadership opportunities, and informal check ins throughout the year.	

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.

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.² 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
	Administer Panorama survey to families and staff to gather information around areas of strength and growth	Fall 2022 and Spring 2023
	Regularly meet with PTSA presidents to collaborate and share information both ways	Monthly from Summer 2022-Spring 2023
Strategy to Inform Students, Families, Parents and Community	Action	Timeline
	Post School Improvement Plan to school website	Winter 2023

² LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>

Members of the SIP	Share School Improvement Plan specifically with PTSA presidents at board meeting or monthly admin meeting	Winter 2023
	Review efforts towards goals via Audubon 'News From The Nest' monthly newsletter	Winter 2023-Spring 2023