

Audubon Elementary

School Improvement Plan

Annual Update: 2023-24

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

SCHOOL OVERVIEW

Description: At Audubon Elementary, we are a team of professionals who care deeply about the success of every student. We work together to track their progress and help them achieve high levels of learning. We use the Common Core and District Power Standards as our instructional framework, and we use our resources to support each child’s needs and strengths. Audubon is a school that strives for excellence by tailoring the school experience and fostering growth for every student. Our partnership with PTSA helps to support a strong sense of community and belonging for all. We expect our students to be responsible, respectful, safe and to do their best every 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*

2023-24 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Mathematics	K-5th Multi-Lingual Learners	Close the proficiency gap that currently exists between multi-lingual and non-multi-lingual learners as measured by the FastBridge screener.
2	English Language Arts	Grades K and 1st	85% or more of Kindergarten and First Grade students will demonstrate proficiency in foundational reading skills (Phonemic Awareness and Phonics & Fluency) as measured by early Reading on the Screening-to-Intervention (s2i) FastBridge Report
3	Social Emotional Learning	3rd-5th Grade Students	At least 50% of 3 rd , 4 th , and 5 th grade students will respond positively to regulating their emotions as measured by the Panorama survey.

¹ LWSD School Board Approval on <insert date>

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	Instructional Routines and Academic Language Development	
Focus Grade Level(s) and/or Student Group(s)	K-5 Multi-Lingual Learners	
Desired Outcome	Close the proficiency gap that currently exists between K-5th multi-lingual learners and non-multi-lingual learners as measured by the FastBridge screener.	
Alignment with District Strategic Initiatives	Equity	
Data and Rationale Supporting Focus Area	<p>27.7% of the student population at Audubon Elementary are multi-lingual learners. This number continues to be steady even though the overall school population has decreased in size and data shows a continued proficiency gap between ML and non-ML learners.</p> <p>As measured by FastBridge Fall 2023:</p> <ul style="list-style-type: none"> • 73% of multilingual students in kindergarten and 1st grade are low risk compared to 96% of non-multilingual students on the EarlyMath assessment. (note: no students are minimal risk) • 78% of multilingual students in 2nd, 3rd, 4th, and 5th grade are low or minimal risk (33% low and 45% minimal) as compared to 83% (15% low and 68% minimal) for non-multilingual students on the aMath assessment. 	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Focus on math language including the Illustrative Math (IM) vocabulary glossary- pre-teach/reteach grade level vocabulary words.	Evidence of math vocabulary visible in classroom and lesson plans.
	Teachers facilitate Math Language Routines (IM Implementation Rubric C1.4) to advance language development consistent with the goal and design of the lesson and may adapt the MLR in response to students' evolving competencies and stage of language development while maintaining access to grade-level mathematics.	Formal and informal classroom walkthroughs, PLC planning documents.

	<p>Teachers provide equitable access to meaningful learning (IM Implementation Rubric C2.2) by embedding a variety of structures to support all students (ie. clear directions and visual cues), maintain cognitive demand of the activities, and allow multiple means of representation.</p>	<p>Formal and informal classroom walkthroughs, PLC planning documents.</p>
	<p>Utilize a master schedule that allows collaboration between ML and general education teachers and provides opportunities for (pull out) language support and (push in) math support.</p>	<p>Master schedule</p>
<p>Timeline for Focus</p>	<p>Fall, 2022 - Spring, 2024</p>	
<p>Method(s) to Monitor Progress</p>	<p>FastBridge assessments: EarlyMath and aMath</p>	

Priority #2

Priority Area	English Language Arts/Literacy	
Focus Area	Phonemic Awareness and Phonics & Fluency	
Focus Grade Level(s) and/or Student Group(s)	Kindergarten and First Grade	
Desired Outcome	85% or more of Kindergarten and First Grade students will demonstrate proficiency in foundational reading skills (Phonemic Awareness and Phonics & Fluency) as measured by earlyReading on the Screening-to-Intervention (s2i) FastBridge Report.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	<p>Percentage of Kindergarten students currently on track: meet the low-risk benchmark on the Screening-to-Intervention (s2i) FastBridge report:</p> <ul style="list-style-type: none"> • 79% earlyReading English- Onset Sounds: phonemic awareness • 77% earlyReading English- Letter Sounds: phonics and fluency <p>Percentage of 1st Grade students currently on track: meet the low-risk benchmark on the Screening-to-Intervention (s2i) FastBridge report:</p> <ul style="list-style-type: none"> • 66% earlyReading English- Word Segmenting: phonemic awareness • 75% earlyReading English- Sentence Reading: phonics and fluency 	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implementation of Heggerty as part of core instruction to increase phonemic awareness.	Visibility in lesson plans and whole group instruction.
	Utilize additional curricular resources for MTSS planning including Lexia, FastBridge Screening to Intervention Reports, Wonderworks	Visibility in lesson plans and small group instruction.
	Staff professional development opportunities: ex. Foundational Literacy Course, building LEAP time, TOSA supports, MTSS coaching cycles	Cornerstone reports, staff meeting agenda items, building LEAP time agendas, weekly MTSS meetings and student helpdesk.
	Master schedule built to facilitate delivery of Safety Net, Multi Language, and Special Education Services	Master schedule
Timeline for Focus	Fall, 2023 - Spring, 2024	
Method(s) to Monitor Progress	FastBridge earlyReading English	

Priority #3

Priority Area	Social and Emotional											
Focus Area	Emotion Regulation											
Focus Grade Level(s) and/or Student Group(s)	3 rd -5 th Graders											
Desired Outcome	At least 50% of 3 rd , 4 th , and 5 th grade students will respond positively to regulating their emotions as measured by the Panorama survey.											
Alignment with District Strategic Initiatives	MTSS											
Data and Rationale Supporting Focus Area	<p>Emotion regulation has consistently been lower than the district average, with the highest percent favorable reaching 51% spring of 2023. That number dropped dramatically to 44% fall of 2023.</p> <p>The questions with the highest drop in score were “how often are you able to pull yourself out of a bad mood?” and “when everybody around you gets angry, how relaxed can you stay?”.</p> <p>This shows a clear need for direct support in the area of emotion regulation.</p>											
Strategy to Address Priority	<table border="1"> <thead> <tr> <th align="center">Action</th> <th align="center">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Utilize curricular resources to address whole and small group needs: ex. Panorama Playbook and PurposeFull People</td> <td>Visible in lesson plans, whole group, and small group instruction.</td> </tr> <tr> <td>Counseling support may include classroom lessons or small group instruction, ideally in Zones of Regulation or Kelso’s Choices.</td> <td>Monthly calendar of counselor classroom supports.</td> </tr> <tr> <td>Student ambassadors</td> <td>Student sign ups and participation data</td> </tr> <tr> <td>Community Circles</td> <td>Monthly prompts provided by school counselor</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Utilize curricular resources to address whole and small group needs: ex. Panorama Playbook and PurposeFull People	Visible in lesson plans, whole group, and small group instruction.	Counseling support may include classroom lessons or small group instruction, ideally in Zones of Regulation or Kelso’s Choices.	Monthly calendar of counselor classroom supports.	Student ambassadors	Student sign ups and participation data	Community Circles	Monthly prompts provided by school counselor	
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Timeline for Focus	Fall, 2023 - Spring, 2024											
Method(s) to Monitor Progress	Panorama Survey											

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
	Regular meetings with Parent Ambassador (PTSA)	At minimum, monthly
	Staff participation in PTSA Board meetings	Monthly
	Family representation on equity team	Monthly
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Newly established Parent Outreach Committee	Monthly
	Utilization of school website and ParentSquare	Ongoing

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