

# AUDUBON ELEMENTARY

## School Improvement Plan

### Annual Update: 2025-26

*This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.<sup>1</sup>*

#### 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 State Standards (CCSS) as our guide, we manage our resources to support each child so that all can excel. Audubon commits to excellence by personalizing the school experience and fostering growth for each and every student. Our Parent Teacher Student Association (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.

#### 2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	<b>Literacy</b>	<b>Kindergarten and First Grade students and those who do not have strong foundational early reading skills</b>	Students will show growth in phonemic awareness and phonics and fluency, dependent on grade level and standard. Adults will collaborate to support students including general education, special education, multilingual learner, reading specialist and instructional assistant staff.
2	<b>Mathematics</b>	<b>Multi-lingual students, focusing on those in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade.</b>	To close the achievement gap that exists in math between students served in ML and those who are either exited or never served.
3	<b>Social Emotional Learning</b>	<b>All Students Kindergarten-5<sup>th</sup> Grade</b>	All students at Audubon will feel a sense of belonging to the school through relationships with adults, other students, and the overall school community.

<sup>1</sup> 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.

<b>Priority #1</b>	
<b>Priority Area</b>	Literacy
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Focus grade levels are kindergarten and first grade to build strong early foundational skills of reading.
<b>Focus Area</b>	Phonemic Awareness and Phonics
<b>Desired Outcome</b>	Students will show growth in phonemic awareness and phonics and fluency, dependent on grade level and standard. Adults will collaborate to support students including general education, special education, multilingual learner, reading specialist and instructional assistant staff.
<b>Current Data Supporting Focus Area</b>	<p>As a school we have focused on early literacy practices for the past few years. There has been a focus on small group instruction, training for teachers in UFLI and Heggerty curriculum, and alignment across student support teams to maximize learning.</p> <p>Last year’s SIP goal was to increase the percentage of students on track to meet grade level benchmarks by the end of the year, focusing on kindergarten and 1<sup>st</sup> grade. We showed success, particularly in first grade.</p> <p>According to Fall Fastbridge data, at least 85% of current second graders are on track to meet grade level benchmarks by the end of the year (up from 71% and 74% last year):              88% on track in phonemic awareness              85% on track in phonics and fluency</p> <p>Current 1<sup>st</sup> graders are:              77% on track in phonemic awareness              77% on track in phonics and fluency</p> <p>Current Kindergarten students are:              76% on track in phonemic awareness              88% on track in phonics and fluency</p> <p>This means we partially met the goal and will continue to focus on phonemic awareness and phonics &amp; fluency with the goal that all learners will increase skills in these areas. We will focus on students in all grades who have not met the goal and work to establish a solid foundation in reading regardless of experience, programming, or language acquisition.</p> <p>We will measure growth using the FastBridge s2i report, as well as classroom-based measures relevant to the grade level of the students. Teachers will build upon skills appropriately including general reading, sound spelling patterns, and morphology.</p>

<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Create a building schedule that is centered on student learning-protected core in literacy, small group instruction in the classroom, and an intervention block for all students.	Visible blocks on the building schedule
	Continuing to train staff members who serve primary students in literacy instruction on the Science of Reading and UFLI implementation (including general education, special education, multilingual teachers and other support staff).	Records of staff member professional development
	Increase collaboration between staff members to serve students in a way that is robust and streamlined, aligning goals, content, and is guided by the student experience. This includes reading specialist, special education, ML, and general education staff.	Schedule of staff collaboration and PLC time
	Implementation of UFLI in all primary classrooms, supplemented by Heggerty and Wonders as needed. With all students receiving robust instruction and/or appropriate tiered supports.	Teacher unit and lesson plans
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	Curriculum presentations in the fall from each staff member including additional reading specialist literacy night and ML literacy night.  Monthly meetings with PTSA presidents and active discussion around school improvement planning.	
<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	FastBridge assessment data including the s2i report and progress monitoring throughout the year. Additionally, UFLI placement assessments, Words Their Way spelling inventories, and teacher created assessments as well as student interviews.	

**Priority #2**

<b>Priority Area</b>	Mathematics	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Multilingual Students, especially those who are in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade and who are receiving supports from the ML program.	
<b>Focus Area</b>	Developing academic language that allows all students to access math instruction.	
<b>Desired Outcome</b>	To close the achievement gap that exists in math between students served in ML and those who are either exited or never served.	
<b>Current Data Supporting Focus Area</b>	<p>The student population at Audubon shows that at least 50% of students are multi-lingual learners and have varying needs related to academic language development:                  25% of students are multi-lingual and are actively receiving ML services.                  25% previously received ML services and have exited the program.                  50% have never qualified for ML services, but may speak multiple languages.</p> <p>Smarter Balanced Assessment scores from the 2024-2025 school year show the following percentages of students meeting standard in math:                  59% of students eligible for ML services                  90% of students previously eligible for ML services                  85% of students never eligible for ML services</p> <p>This data along with teacher observation indicates a need for robust supports to help students develop academic language that will reduce the language barrier in math.</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Create and utilize a schedule that protects math core instruction and allows for small groups and interventions.	Building schedule
	Choose ML services that support individual student needs: ie. Push in, pull out, and intentional overlap with reading specialist and special education programming.	ML flowchart, Student Intervention Team (SIT) notes.
	When possible, maximize collaboration between staff to align ML practices with math content, and to identify potential language barriers.	Building schedule and PLC/team meeting agendas
	Intentionally preteach, teach, and review mathematical content language in small and large groups using a variety of strategies.	Lesson plans and team planning notes from general education, special education, and ML teachers.

	Provide staff development opportunities centered around SIOP strategies.	PD calendar.
	Modify assignments as needed to identify and remove the language barrier.	Saved resources on Teams or One Note
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	Classroom newsletters, Multilingual Learner program parent newsletters, whole team parent/teacher conferences.	
<b>Timeline for Focus</b>	Fall, 2024 - Spring, 2026	
<b>Method(s) to Monitor Progress</b>	Smarter Balanced Assessments, percentage of students exiting ML program, FastBridge assessments, student interviews.	

**Priority #3**

<b>Priority Area</b>	Social Emotional Learning	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	All students at Audubon will feel a sense of belonging to the school through relationships with adults, other students, and the overall school community.	
<b>Focus Area</b>	Student sense of belonging	
<b>Desired Outcome</b>	All students will feel connected to the school, adults, and other students.	
<b>Current Data Supporting Focus Area</b>	<p>As a school we have focused on student sense of belonging for many School Improvement Plans, and both Panorama and building created measures continue to show a percentage of students who feel connected at 65-75%. The percentage has not shown a significant change since 2019.</p> <p>In previous years we have focused on schoolwide practices, teacher student relationships through classroom SEL supports, and student to student connections. This year we continue to look for ways to connect each and every student to the school community.</p> <p>This year we will recenter practices and collaborate more efficiently to increase student sense of belonging. We will reimagine SEL lessons with special education staff and the counselor collaborating closely with teachers for co-teaching, whole group, and small group lessons as needed.</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Implement a variety of ways to assess student sense of belonging across grade levels.	Panorama, youth needs survey, staff created surveys and open ended questions.
	Increase social opportunities for students across grade levels: three grades at recess, and unassigned seating at lunch, flexible lunch bunches.	Lunchroom practices.
	Counselor small group lessons tweaked to include students who are cross-served in various programs.	Counselor planning for lessons per SIT and MTSS team notes, and calendar.
	Community circles occurring regularly in the classroom, with prompt cards and other resources shared as needed.	Teacher lesson plans.
<b>Strategy to Engage Students, Families, Parents and Community Members</b>	<p>Partnership and two-way communication with PTSA to receive feedback on their perspectives.</p> <p>SEL information in newsletters from general education teachers and counselor</p>	
<b>Timeline for Focus</b>	Fall, 2024 - Spring, 2026	

<b>Method(s) to Monitor Progress</b>	Surveys and interviews, lesson plans,
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## 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.