

Brevard Public Schools

# Audubon Elementary School



2021-22 Schoolwide Improvement Plan

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# Audubon Elementary School

1201 N BANANA RIVER DR, Merritt Island, FL 32952

<http://www.audubon.brevard.k12.fl.us/>

## Demographics

**Principal: Candace Jones M**

Start Date for this Principal: 7/19/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	96%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (51%) 2017-18: C (47%) 2016-17: B (56%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Brevard County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

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. 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.

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<b>Budget to Support Goals</b>	<b>0</b>

# Audubon Elementary School

1201 N BANANA RIVER DR, Merritt Island, FL 32952

<http://www.audubon.brevard.k12.fl.us/>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-6</p>	<p><b>2020-21 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">83%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">38%</p>

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

## School Board Approval

This plan is pending approval by the Brevard County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

## Purpose and Outline of the SIP

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. 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: School Information

### School Mission and Vision

**Provide the school's mission statement.**

To create a community of empowered life-long learners in an atmosphere of mutual respect and trust.

**Provide the school's vision statement.**

To create a partnership of students, parents, staff, and community. Our student-centered environment ensures that each learner will have the opportunity to soar to higher levels.

### School Leadership Team

**Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Jones, Candace	Principal	As the principal, Mrs. Jones creates and shares a common vision for the use of data to inform school-wide decision-making, aligns professional development with the identified needs of students and professionals, and helps to create a climate and culture of success, high expectations, positive character, and excellence.
Slentz, Jaime	Assistant Principal	As the assistant principal, Mrs. Slentz works collaboratively with staff members to develop, lead, and evaluate rigorous, standards-aligned instruction that is focused on student achievement.
Slaughter, Lauren	Reading Coach	As the instructional coach, Mrs. Slaughter coaches and supports school staff to design and improve instructional practices to ensure students' academic needs are met. As the MTSS facilitator, Mrs. Slaughter monitors common assessment data, including district purchased iReady, to support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
Hastings, Kalie	School Counselor	As the guidance counselor, Miss Hastings is responsible for the Social/Emotional program at Audubon, providing counseling to students individually and in the whole class setting. She works with all faculty to coordinate the IPST process, students with disabilities, and those with 504s. Miss Hastings serves as the point of contact for our ELL student population and monitors attendance for students of concern.
Loggins, Gina	Teacher, K-12	As a member of the Title 1 team, Mrs. Loggins is responsible for following all district and federal guidelines regarding Title 1 funding. She completes and submits routine required paperwork for compliance. Mrs. Loggins will work with grades 3-6, in Math, to support effective pedagogical practices to improve instruction. Mrs. Loggins is a member of the MTSS team, using research-based programs to provide small group interventions for students in Tier 2 and Tier 3 groups. She develops partnerships with parents as she organizes family engagement events that bridge the gap between home and school to support student learning.
Dunegan, Wendy	Teacher, K-12	As a member of the Title 1 team, Mrs. Dunegan is responsible for following all district and federal guidelines regarding Title 1 funding. She completes and submits routine required paperwork for compliance. Mrs. Dunegan is a member of the MTSS team, using research-based programs to provide small group interventions for students in Tier 2 and Tier 3 groups. She develops partnerships with parents as she organizes family engagement events that bridge the gap between home and school to support student learning.

### Demographic Information

**Principal start date**

Monday 7/19/2021, Candace Jones M



**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

**Total number of teacher positions allocated to the school**

40

**Total number of students enrolled at the school**

460

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

6

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

5

**Demographic Data**

**Early Warning Systems**

**2021-22**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	61	82	47	66	67	55	53	0	0	0	0	0	0	431
Attendance below 90 percent	5	15	3	12	13	9	6	0	0	0	0	0	0	63
One or more suspensions	0	4	0	2	4	2	2	0	0	0	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	2	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	6	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	3	11	3	7	4	5	4	0	0	0	0	0	0	37
LEVEL 1 ON 2021 FSA ELA	0	0	0	4	8	9	7	0	0	0	0	0	0	28
LEVEL 1 ON 2021 FSA MATH	0	0	0	4	15	11	11	0	0	0	0	0	0	41

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	0	6	11	10	9	0	0	0	0	0	0	39

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	11	0	5	4	1	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	2	0	1	0	0	0	0	0	0	0	3

**Date this data was collected or last updated**

Friday 9/10/2021

**2020-21 - As Reported**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	72	59	61	63	56	51	78	0	0	0	0	0	0	440
Attendance below 90 percent	6	9	9	13	10	4	11	0	0	0	0	0	0	62
One or more suspensions	1	1	1	4	4	3	7	0	0	0	0	0	0	21
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	1	8	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	7	12	0	0	0	0	0	0	22
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	1	2	6	4	6	0	0	0	0	0	0	21

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	3	1	0	1	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**2020-21 - Updated**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	72	59	61	63	56	51	78	0	0	0	0	0	0	440
Attendance below 90 percent	6	9	9	13	10	4	11	0	0	0	0	0	0	62
One or more suspensions	1	1	1	4	4	3	7	0	0	0	0	0	0	21
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	1	8	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	7	12	0	0	0	0	0	0	22
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	1	2	6	4	6	0	0	0	0	0	0	21

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	3	1	0	1	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				62%	62%	57%	59%	60%	56%
ELA Learning Gains				58%	60%	58%	53%	54%	55%
ELA Lowest 25th Percentile				36%	57%	53%	34%	46%	48%
Math Achievement				55%	63%	63%	60%	62%	62%
Math Learning Gains				61%	65%	62%	49%	59%	59%
Math Lowest 25th Percentile				35%	53%	51%	26%	49%	47%
Science Achievement				52%	57%	53%	49%	57%	55%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	64%	64%	0%	58%	6%
Cohort Comparison						
04	2021					
	2019	73%	61%	12%	58%	15%
Cohort Comparison		-64%				
05	2021					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-73%				
06	2021					
	2019	58%	60%	-2%	54%	4%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	53%	61%	-8%	62%	-9%
Cohort Comparison						
04	2021					
	2019	58%	64%	-6%	64%	-6%
Cohort Comparison		-53%				
05	2021					
	2019	51%	60%	-9%	60%	-9%
Cohort Comparison		-58%				
06	2021					
	2019	63%	67%	-4%	55%	8%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	53%	56%	-3%	53%	0%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Students in Grades K-6 are assessed three times per school year using iReady Diagnostic. This tool provides accurate and reliable data that helps teachers guide core instruction, as well as align interventions to meet students' individual needs.

Students in grade 5 are assessed twice a year on the Science Grade 5 Review part 1 and 2. This tool

provides data that helps guide science instruction, in addition to preparing students for 5th Grade Science NGSSS.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37/66= 56%	42/71= 59%	57/77= 74%
	Economically Disadvantaged	21/45= 47%	26/50= 52%	30/53= 57%
	Students With Disabilities	5/15=33%	4/15= 27%	7/17=41%
	English Language Learners	0/2= 0%	1/2= 50%	1/4= 25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26/63= 41%	32/59= 54%	43/72= 58%
	Economically Disadvantaged	15/44= 34%	19/41= 46%	27/48= 56%
	Students With Disabilities	2/14= 14%	3/12= 25%	4/14= 29%
	English Language Learners	1/2= 50%	0/1= 0%	3/4= 75%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10/45= 22%	19/44= 43%	32/45= 71%
	Economically Disadvantaged	6/32= 19%	12/31= 57%	22/32= 69%
	Students With Disabilities	1/4= 25%	1/4= 25%	1/4= 25%
	English Language Learners	0/1= 0%	1/1= 100%	1/4= 100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12/45= 27%	16/44= 36%	28/45= 62%
	Economically Disadvantaged	8/32= 25%	10/31= 32%	18/32= 56% <sup>1</sup>
	Students With Disabilities	1/4= 25%	2/4= 50%	2/4= 50%
	English Language Learners	0/1= 0%	0/1= 0%	1/1= 100%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15/54= 28%	21/57= 37%	25/61= 41%
	Economically Disadvantaged	4/34= 12%	6/35= 17%	9/37= 24%
	Students With Disabilities	2/18= 11%	2/18= 11%	2/19= 11%
	English Language Learners	1/3= 33%	1/3= 33%	1/4= 25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10/54= 19%	16/56= 29%	23/61= 38%
	Economically Disadvantaged	1/34= 2%	4/34= 11%	9/37= 24%
	Students With Disabilities	0/18= 0%	2/17= 12%	3/19= 16%
	English Language Learners	0/3= 0%	0/3= 0%	1/4= 25%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27/54= 50%	34/55= 62%	43/59= 73%
	Economically Disadvantaged	15/34= 44%	20/34=59%	26/37= 70%
	Students With Disabilities	2/15= 13%	4/15= 26%	7/15= 47%
	English Language Learners	0/2= 0%	1/3= 33%	1/3= 33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7/52= 13%	20/53= 38%	30/59= 51%
	Economically Disadvantaged	3/34= 8%	10/34= 29%	17/37= 46%
	Students With Disabilities	1/15= 6%	0/15= 0%	6/15= 40%
	English Language Learners	0/2= 0%	1/2= 50%	0/3= 0%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16/48= 33%	25/47= 53%	30/49= 61%
	Economically Disadvantaged	10/32= 31%	16/32= 50%	17/32= 53%
	Students With Disabilities	2/11= 18%	4/11=36%	5/11=45%
	English Language Learners	0/1= 0%	0/1=0%	0/1= 0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12/47= 26%	16/48= 33%	31/48= 65%
	Economically Disadvantaged	5/32= 16%	8/32= 25%	19/32= 59%
	Students With Disabilities	2/10= 20%	4/11= 36%	4/11= 36%
	English Language Learners	0/1= 0%	0/1= 0%	1/1= 100%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	na	na	19/42= 45%
	Economically Disadvantaged	na	na	10/26= 38%
	Students With Disabilities	na	na	3/10= 30%
	English Language Learners	na	na	1/1= 100%

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22/46= 48%	30/45= 66%	32/46= 70%
	Economically Disadvantaged	10/28= 36%	15/27= 55%	17/28= 61%
	Students With Disabilities	1/10= 10%	3/10= 30%	1/10= 10%
	English Language Learners	0/1= 0%	0/1= 0%	1/1= 100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14/45= 31%	23/45= 51%	31/45= 69%
	Economically Disadvantaged	8/28= 29%	10/27= 37%	16/28= 57%
	Students With Disabilities	0/10= 0%	0/10= 0%	3/10= 30%
	English Language Learners	0/1= 0%	0/1= 0%	0/1= 0%

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	22	25	25	27	48	29	20				
ELL	30			20							
BLK	29	25		48	58						
HSP	72			64							
MUL	42	40		44	70						
WHT	61	55	50	59	58	27	73				
FRL	41	39	27	43	50	31	64				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	36	33	26	45	33	15				
ELL	36			27							
BLK	25	47	46	18	21	15					
HSP	48	47		40	53		20				
MUL	48	50		48	58		42				
WHT	71	61	36	64	67	39	63				
FRL	55	52	32	42	54	33	45				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	40	38	29	32	17	35				
BLK	19	38	36	19	44	42					
HSP	56	68		56	59						
MUL	44	45	36	47	45	31					
WHT	66	55	29	66	48	19	56				
FRL	53	49	31	53	43	27	41				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	354
Total Components for the Federal Index	7



<b>ESSA Federal Index</b>	
Percent Tested	98%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	25
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

The 2020-2021 Florida Standards Assessment (FSA) indicates that last year's fourth grade students performed below both the district and state proficiency averages for both ELA and Math. Reading showed that 49% of fourth grade students were proficient, as evidenced by a score of a Level 3 or above (a decrease of 14% from the 2018-2019 school year). The district average was 58% and the state average was 52%. FSA Math scores showed that only 49% of fourth grade students were proficient, a decrease of 9% from the 2018-2019 school year. The district average was 58%, while the state average was 53%.

Schoolwide iReady ELA data from 2020-2021 shows an increase in the percentage of students scoring on grade level from 40% on Diagnostic 1 to 63% at the end of the year on Diagnostic 3. Additionally, the number of students working significantly below grade level decreased from 16% on Diagnostic 1 to 10% on Diagnostic 3.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on analysis of last year's FSA and i-Ready diagnostic data, the lowest 25% student population in both ELA and Math demonstrated the greatest need for improvement. On the 2020-2021 FSA, the lowest 25% student population in both ELA and Math showed the lowest performance at 31% proficiency (Math) and 37% (ELA) respectively. Although this shows an increase of 1 percentage point for ELA from the 2018-2019 administration, Math exhibited a 4% decline and falls below the district average of 37%.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Looking at multiple year trend data for our lowest 25% student population, little progress has been made to close the achievement gap. Many of these students participate in our Exceptional Student Education (ESE) program and are provided additional supports through interventions, small group, and accommodations.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Based on the 2021-2022 Statewide Science Assessment (SSA), fifth grade Audubon students increased their percentage of overall proficiency from 52% to 68%.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

During the 2019-2020 school year, we incorporated a science lab on the activity wheel for all fourth and fifth grade students. This ensured that students had access to rigorous science concepts with a hands-on approach at least once per week. In addition to this, a Title 1 coach planned with the fourth grade science teachers weekly to guarantee that daily science instruction was taking place. Since so many of the third and fourth grade concepts are tested on SSA, it is vital that consistent instruction takes place in those grades, which was not happening prior to this school year. While Audubon did not have a science lab on the activity wheel for the 2020-2021 school year, the Title 1 coach worked collaboratively with both 4th and 5th grade teachers to plan daily lessons, team teach science lessons, and administer and analyze assessment data to make academic and instructional determinations. The PENDA online science program was also used with fidelity in grades 4th and 5th, and data was used to support instruction and reteach lessons in both grade levels.

**What strategies will need to be implemented in order to accelerate learning?**

Response to Intervention should be used with fidelity for all students identified as working below grade level in Reading. Those students already identified for Exceptional Student Education services (ESE) will participate in these daily interventions for additional support in the identified area of need based on classroom performance and assessment data. Those students identified with a substantial deficit in reading (those working two or more grade levels below) will receive interventions from a reading endorsed teacher on staff.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Ongoing professional development throughout the 2021-2022 school year will be provided for all teachers on the various research-based intervention programs that are included on Brevard County School's Decision Tree.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Audubon was recently awarded with the High Quality Instructional Materials grant to support literacy. This grant funds instructional materials that will be utilized with our underperforming lowest 25% subgroup. These approved materials are required to align with the science of reading and include explicit, systemic approaches with guided practice. With the understanding that instructional materials alone do not change student outcomes, training will be provided by the district to teachers, administration, and school coaches in each program.

## Part III: Planning for Improvement

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

<b>Area of Focus Description and Rationale:</b>	<p>The Lowest 25% of student population is not getting access to rigorous, on grade level curriculum. On the 2020-2021 ELA FSA, 36% of the lowest 25% student population at Audubon scored proficient as indicated by a score of a Level 3 or higher on the ELA portion.</p> <p>This is one point lower than the district average of 37%. On the 2020-2021 Math FSA, 35% of the lowest 25% student population at Audubon scored proficient as indicated by a score of a Level 3 or higher on the Math portion. This is also slightly lower than the District average of 37%</p>
<b>Measurable Outcome:</b>	<p>On the 2021-2022 FSA, Audubon Elementary will increase the overall proficiency for the lowest 25% in ELA from 36% to 50%. Audubon will also increase the proficiency for the lowest 25% in Math from 35% to 50%.</p>
<b>Monitoring:</b>	<p>Classroom teachers will place a priority focus this year on having students track progress on iReady instructional path lessons and set individual goals for Diagnostic growth. iReady Diagnostic will be given three times a year and the data from these diagnostics will be monitored and analyzed.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Candace Jones (jones.candace@brevardschools.org)</p>
<b>Evidence-based Strategy:</b>	<p>The new Benchmark Advanced curriculum will be used in all grades K through 6 classrooms during Tier 1 instruction. Eureka math curriculum will be used in grades K through 5 during Tier 1 instruction. This will provide structured, rigorous, and on grade level curriculum. The Title 1 teachers will observe direct instruction and provide teachers with feedback through the coaching cycle. Weekly coaching meetings with the administrative team and Title 1 will be scheduled to ensure that suggested practices are implemented with fidelity as we complete our classroom walk-throughs.</p>
<b>Rationale for Evidence-based Strategy:</b>	<p>The Florida Benchmark Advance curriculum uses foundational skill and B.E.S.T. standards as their basis for instruction. It uses systematic lessons that develop essential background knowledge and content vocabulary. Eureka math curriculum focuses on rigor and coherence. There is a focus to gain a deeper understanding of the why behind the math.</p>

**Action Steps to Implement**

Implement the Benchmark Advance Curriculum across all grade levels with fidelity.

**Person Responsible** Candace Jones (jones.candace@brevardschools.org)

Title 1 Teachers (T) will provide Tier 2 and/or Tier 3 interventions in a small group setting daily.

**Person Responsible** Gina Loggins (loggins.gina@brevardschools.org)

Using iReady instructional path, students will monitor weekly progress towards their learning path. They will be analyzing diagnostic data to set goals for self improvement.

**Person Responsible** Lauren Slaughter (slaughter.lauren@brevardschools.org)

Utilize the Title 1 team (T) to plan, observe, and provide coaching feedback to improve instructional practice. Hold weekly coach's meeting with administration to discuss focus areas that will guide instruction.

**Person Responsible** Jaime Slentz (slentz.jaime@brevardschools.org)

Utilize the Title 1 Teachers (T) to support teams in common standards based planning, and continued data analysis chats to include close monitoring of ESSA subgroups.

**Person Responsible** Lauren Slaughter (slaughter.lauren@brevardschools.org)

Use Title 1 math coach (T) specifically dedicated to support tier 1 math instruction. This staff member will assess current instructional practices and provide resources to support improved instruction.

**Person Responsible** Gina Loggins (loggins.gina@brevardschools.org)

Use ASP funds to hire faculty to provide small group ELA and math instruction and intervention.

**Person Responsible** Jaime Slentz (slentz.jaime@brevardschools.org)

Purchase hands-on Eureka materials (T) to support classroom instruction in addition to supporting families at home.

**Person Responsible** Gina Loggins (loggins.gina@brevardschools.org)

Purchase Discovery Education (T) to support Science Instruction in grades K-6th in school and home.

**Person Responsible** Gina Loggins (loggins.gina@brevardschools.org)

Utilize Penda Online Learning Science Program for grades 3-5 to support science curriculum in the classroom.

**Person Responsible** Gina Loggins (loggins.gina@brevardschools.org)

Title 1 (T) will hold a virtual math family event to train families how to use manipulatives and resources at home to support the Eureka Math Curriculum.

**Person Responsible** Gina Loggins (loggins.gina@brevardschools.org)

Title 1 (T) will hold a STEAM family event that focuses on Science Inquiry. Information about the Stemsopes and Penda programs will be shared with families as well as ways to make connections at home to support the science curriculum.

**Person Responsible** Wendy Dunegan (dunegan.wendy@brevardschools.org)

Lenovo Thinkpad laptops will be purchased (T) to support the blended learning environment and to access the online Benchmark curriculum, Eureka Math, and Science resources.

**Person Responsible** Gina Loggins (loggins.gina@brevardschools.org)

Title 1 (T) will hold a Trunk or Read Family Event with an adult learning component that will focus on comprehension and vocabulary through the new Benchmark curriculum program.

**Person Responsible** Gina Loggins (loggins.gina@brevardschools.org)

**#2. Culture & Environment specifically relating to Discipline**

**Area of Focus Description and Rationale:** Based on 2019-2020 Safe Schools for Alex information, Audubon ranked #52 out of #56 Brevard County elementary schools based on the number of reported discipline incidents per 100 students. This ranks Audubon 1,148 out of 1,395 elementary schools statewide, which is categorized as "very high". Additionally, Audubon ranked in the "very high" category for total combined suspensions for the 2019-2020 school year, with 51 total suspensions and 9.6 suspensions per 100 students. The statewide rate was 3.9 suspensions per 100 students. This total earned Audubon a statewide ranking of 1,208 out of 1,395 elementary schools.

**Measurable Outcome:** By the end of the 2021-2022 school year, Audubon will decrease its overall number of reported incidents per 100 students from 1.7 to the statewide average of 1.0. Moreover, Audubon will decrease the amount of suspensions to match the statewide average of 3.9 suspensions per 100 students.

**Monitoring:** Discipline data will be pulled from Florida's Statewide Behavior Database monthly, provided to schoolwide discipline team (established 2021-2022 school year), and analyzed to determine progress towards year end goals.

**Person responsible for monitoring outcome:** Jaime Slentz (slentz.jaime@brevardschools.org)

**Evidence-based Strategy:** Teachers will continue the Professional Development that began during the 2020-2021 school year that was focused on Conscious Discipline. Last year's focus was on foundational understandings, learning about how brain states impact behavior, and the importance of developing composure and assertiveness. This year, the focus will be on practical, actionable steps that promote positive classroom practices via monthly meetings.

**Rationale for Evidence-based Strategy:** Conscious Discipline is an evidence-based, trauma-informed approach. It is recognized by the Substance Abuse and Mental Health Administration's (SAMHSA's) National Registry of Evidence-based Programs and Practices (NREPP), and received high ratings in 8 of 10 categories in a Harvard analysis of the nation's top 25 social-emotional learning programs. The Harvard study's authors say, "Conscious Discipline provides an array of behavior management strategies and classroom structures that teachers can use to turn everyday situations into learning opportunities."

**Action Steps to Implement**

Create and implement a Response to Intervention flowchart specifically as it relates to behavior. This process will be reviewed in monthly discipline meetings as students are identified for Tier 2 and Tier 3 interventions and monitored for effectiveness.

**Person Responsible** Jaime Slentz (slentz.jaime@brevardschools.org)

**#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus Description and Rationale:** There were three subgroups who fell below the 41% threshold during the 2020-2021 school year. These include our English Language Learners, Students with Disabilities, and African American student population. The staff and administration at Audubon will monitor ESSA subgroups throughout the year via the MTSS process. Frequent and ongoing data analysis of the students in any of these subgroups will take place during weekly data meetings for both Math and Reading. All students who are of concern and fall into any of these 3 subgroups will receive tiered interventions during the schoolwide Response to Intervention time daily, as well as receive additional small group support from a certified teacher through the use of ASP funds.

**Measurable Outcome:** On the 2021-2022 FSA, all subgroups will score above the state Federal Index threshold of 41%.

**Monitoring:** Frequent and ongoing data analysis of the students in any of these subgroups will take place during weekly data meetings for both Math and Reading. Any of these students who are of concern as it relates to this data review will be provided small group and tiered instruction to help close the achievement gap.

**Person responsible for monitoring outcome:** Lauren Slaughter (slaughter.lauren@brevardschools.org)

**Evidence-based Strategy:** Audubon was recently awarded the High Quality Instructional Materials grant to support literacy. One of the resources that will be utilized in small group instruction is 95% group lessons for Phonics and Phonemic Awareness.

**Rationale for Evidence-based Strategy:** 95 Percent Group instructional materials and processes are uniquely designed to provide targeted instruction on specific skills. Although many students in intermediate grades have not mastered phonics skills, core instruction often does not include a focus on this element of reading. Using this as a Tier 2/Tier 3 intervention allows struggling readers to master simple concepts before moving onto more difficult skills. Lessons are scaffolded to allow for gradual release of responsibility in the learning process from teacher to student. The diagnostic screeners are aligned with the instructional materials and a continuum of skills, allowing teachers to begin instruction at a student's lowest skill deficit. 95% Group materials address both the knowledge-base and skill-base of learning to read in an appropriate manner that is clearly linked to research.

**Action Steps to Implement**

Attend district training in how to use materials provided with the High Quality Instructional Materials Grant.

**Person Responsible** Lauren Slaughter (slaughter.lauren@brevardschools.org)

Identify lowest 25% students based off 2021-2022 FSA and iReady Diagnostic 1 data.

**Person Responsible** Jaime Slentz (slentz.jaime@brevardschools.org)

Discuss students of concern in bi-weekly data meetings, review ongoing progress monitoring data, and align appropriate interventions to identified skill deficits during Response to Intervention.

**Person Responsible** Lauren Slaughter (slaughter.lauren@brevardschools.org)

Certified teachers to use High Quality Instructional Materials Grant resources to provide small group instruction using ASP funds.



**Person Responsible** Jaime Slentz (slentz.jaime@brevardschools.org)

Title 1 Teachers (T) will provide Tier 2 and Tier 3 interventions to students of concern that are identified in these ESSA subgroups.

**Person Responsible** Wendy Dunegan (dunegan.wendy@brevardschools.org)

**#4. Instructional Practice specifically relating to ELA**

The 2020-21 FSA ELA data showed the following:

**Area of Focus Description and Rationale:** 3rd Grade was 56% proficient compared to district 60% and state 54%.  
 4th Grade was 49% proficient compared to district 58% and state 52%  
 5th Grade was 73% proficient compared to district 59% and state 54%  
 6th Grade was 53% proficient compared to district 62% and state 52%

**Measurable Outcome:** Proficiency in 4th grade will increase from 49% to 56% as measured by FSA ELA scores and cohort of students from 4th grade moving to 5th grade will increase from a 4th grade overall proficiency of 49% to 56% as well.

**Monitoring:** We will utilize the iReady Diagnostic 3 times each year.  
 Benchmark Unit Tests/Weekly Tests  
 Standards Mastery Assessments

**Person responsible for monitoring outcome:** Candace Jones (jones.candace@brevardschools.org)

**Evidence-based Strategy:** Overall Tier I ELA performance will improve based on effective progress monitoring, implementation of rigorous ELA tasks provided by Benchmark curriculum, monthly grade level meetings, and small group instruction.

**Rationale for Evidence-based Strategy:** Research shows that data driven instruction is a high yield strategy. Hattie (2011) states that teacher efficacy and clarity are high impact strategies.

**Action Steps to Implement**

(T) Literacy coach will provide monthly planning sessions with grade level teams focused on ELA specifically, including Tier I implementation of the Benchmark Reading Series.

**Person Responsible** Lauren Slaughter (slaughter.lauren@brevardschools.org)

(T) Literacy coach/admin and Title I teachers will meet with grade level teams focused on student achievement data and progress monitoring data on a monthly basis. Small group instruction based on this data, including planning for differentiation, scaffolding learning and acceleration will occur.

**Person Responsible** Jaime Slentz (slentz.jaime@brevardschools.org)

Benchmark curriculum will be implemented with fidelity as evidenced by walk throughs and targeted feedback by administration.

**Person Responsible** Candace Jones (jones.candace@brevardschools.org)

Title 1 (T) will hold a Literacy Night family event to help families understand and analyze the iReady diagnostic and weekly data reports. Strategies will be shared that focus on reading comprehension.

**Person Responsible** Lauren Slaughter (slaughter.lauren@brevardschools.org)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Based on 2019-2020 Safe Schools for Alex information, Audubon ranked #52 out of #56 Brevard County elementary schools based on the number of reported discipline incidents per 100 students. This ranks Audubon 1,148 out of 1,395 elementary schools statewide, which is categorized as "very high". Additionally, Audubon ranked in the "very high" category for a total combined suspensions for the 2019-2020 school year, with 51 total suspensions and 9.6 suspensions per 100 students. The statewide rate was 3.9 suspensions per 100 students. This total earned Audubon a statewide ranking of 1,208 out of 1,395 elementary schools. Audubon administration will review discipline data monthly to identify trends, monitor risk ratio, and support changes in practices that will lead to a decrease in overall discipline events and suspensions.**

#### **Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### **Describe how the school addresses building a positive school culture and environment.**

Student Discipline will continue to be an area of focus as Audubon builds on the PBIS program that was first implemented during the 2019-2020 school year. Using established S.O.A.R. expectations, students and faculty alike will be held accountable for following clearly defined rules for behavior.

Teachers in grades PreK through sixth grade will continue to receive professional development in Conscious Discipline for the 2021-2022 school year. This research-based program focuses on emotional regulation and behavior management strategies to help improve school culture.

The Caring School Community curriculum will be utilized in all classrooms during Morning Meetings to support the social emotional learning of Audubon students.

In those classrooms showing the need for more extensive SEL instruction, the school guidance counselor will use Monique Burr curriculum, as well as implement Sanford Harmony lessons. she will also conduct life skill groups.

Weekly breathing techniques, coping strategies, and best practices for problem solving will be shared with all students via the morning announcements.

Results from the 2021-2022 Youth Truth survey compared Audubon Elementary students' ratings to 624 other elementary schools in the country. This information is based on 84% response rate. Audubon's highest rated themes were in Engagement and Culture, and the lowest rated themes were Academic Challenge and Instructional Methods. Engagement was noted two years as a high area, and Instructional Methods was noted two years in a row as a low rated area. For the second year in a row, the highest rated

question was "Does your teacher want you to do your best?" With the lowest rated being "Does what you learn in class help you outside of school?" In the area of school safety, 72% of the respondents feel safe at school.

Parent Survey for the 2020-2021 showed that 89.47% of parents feel that the school is safe and they feel welcome. 75.50% feel that the office is polite and helpful. Parents prefer to get an email for communication. 73% prefer family fun nights and 77.36% would like to see academic support materials sent home. 73.64% of families feel like they provide input to Audubon, and most families would like to see more updates to our older facility, improving behavior, and better communication with classroom teachers.

EDI Insight survey shows the lowest domains are hiring process, academic opportunity, and professional development. The highest domains are in school operations, leadership and learning environment. Even with these domains as the lowest, Audubon was only slightly below the district average in all areas. We will continue to focus on these areas through conversations, observations, as well as working to provide meaningful and purposeful professional development.

### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

As principal, Mrs. Candace Jones will be responsible for ensuring that Audubon Elementary establishes a positive culture for the students, staff, and parents alike. This will be accomplished through the schoolwide implementation of Conscious Discipline strategies in all classrooms, CHAMPS strategies in grades third through sixth, as well as enhancing social emotional learning through Caring School Community and Sanford Harmony lessons. By engaging in ongoing classroom walkthroughs, and keeping consistent and honest dialogue with all stakeholders, Audubon will continue to strengthen professional practices. As a model school for Florida PBIS Resilience Award, Audubon works hard to instill a positive culture through the implementation of our SOAR expectations. Various community partners have adopted Audubon and are supporting our PBIS program each month. Quarterly celebrations are planned to recognize the efforts of students and staff that continuously work towards reaching for high expectations.