

Brevard Public Schools

Audubon Elementary School



2022-23 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: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2021-22 ESSA Subgroups Represented (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
School Grades History	2021-22: B (61%) 2018-19: C (51%) 2017-18: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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.

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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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. (Last reviewed during preplanning 08-22)

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
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.
Wessinger, Megan	School Counselor	As the guidance counselor, Miss Wessinger 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 Wessinger serves as the point of contact for our ELL student population and monitors attendance for students of concern.

Demographic Information

Principal start date

Wednesday 7/1/2020, Candace Jones M

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

9

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

443

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	50	85	51	70	63	64	0	0	0	0	0	0	383
Attendance below 90 percent	0	16	18	6	13	20	8	0	0	0	0	0	0	81
One or more suspensions	0	7	10	1	2	3	12	0	0	0	0	0	0	35
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 2022 statewide FSA ELA assessment	0	0	0	22	15	13	11	0	0	0	0	0	0	61
Level 1 on 2022 statewide FSA Math assessment	0	0	0	27	18	12	22	0	0	0	0	0	0	79
Number of students with a substantial reading deficiency	20	14	7	9	9	11	13	0	0	0	0	0	0	83

Using the table above, complete the table below with the number of students by current grade level who have 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	4	5	3	14	15	18	0	0	0	0	0	0	59

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	15	2	3	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	1	0	1	0	0	0	0	0	0	3

Date this data was collected or last updated

Monday 10/3/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	59%	61%	56%				62%	62%	57%
ELA Learning Gains	62%						58%	60%	58%
ELA Lowest 25th Percentile	59%						36%	57%	53%
Math Achievement	64%	49%	50%				55%	63%	63%
Math Learning Gains	67%						61%	65%	62%
Math Lowest 25th Percentile	64%						35%	53%	51%
Science Achievement	51%	60%	59%				52%	57%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	64%	0%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	73%	61%	12%	58%	15%
Cohort Comparison		-64%				
05	2022					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-73%				
06	2022					
	2019	58%	60%	-2%	54%	4%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	53%	61%	-8%	62%	-9%
Cohort Comparison		0%				
04	2022					
	2019	58%	64%	-6%	64%	-6%
Cohort Comparison		-53%				
05	2022					
	2019	51%	60%	-9%	60%	-9%
Cohort Comparison		-58%				
06	2022					
	2019	63%	67%	-4%	55%	8%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	53%	56%	-3%	53%	0%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-53%				

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	28	45	50	32	50	56	33				
ELL	23			50	80						
BLK	20	42		36	73						
HSP	54	70		59	55		58				
MUL	73	88		74	88						
WHT	65	60	60	67	65	57	52				
FRL	45	58	62	47	60	59	37				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	426
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	81
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

After careful review of 2021-2022 state assessment scores, it is evident that the learning gains for all students and the bottom quartile in both reading and math show a drastic increase from the previous year's administration. Math scores for the lowest 25 showed a 33% increase from 2020-2021 and Reading learning gains for the lowest 25% student population improved by 22%. Overall learning gains for reading showed a 12% increase from 2020-2021 and math improved by 11%. Additionally, overall proficiency increased 3% on reading and 8% in math.

Schoolwide efforts during the 2021-2022 school year to focus on our subgroup of students with disabilities proved fruitful, as this subgroup showed a 6% increase in ELA proficiency and 5% increase in math proficiency. The learning gains for this same subgroup increased from 25% in 2020-2021 to 45% in ELA in 2021-2022 and a 2% increase in math. The lowest 25% student population increased from 25% in 2020-2021 to 50% in 2021-2022 and 29% to 56% in math.

For the 2021-2022 school year, Audubon's 3rd grade ELA scores indicate 49% proficiency, which continued to classify Audubon as a RAISE school for the 2022-2023 school year.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The area that indicates the greatest need for improvement is 5th grade science, as Audubon proficiency fell from 68% in 2020-2021 to 51% in 2021-2022. 51% fell below the district average of 58%, and the state average of 55%.

Additionally, a continued focus will remain on the current fourth grade cohort that placed Audubon into RAISE status.

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

After looking at our Early Warning Systems and the number of students that fell below the 90% attendance rate this is an area for improvement. We are closely monitoring attendance throughout the 22-23 school year and holding attendance meetings with families to develop a plan to support the student.

While Audubon did not have any subgroups that fell below the 41% ESSA Federal Index, we will closely be monitoring our Students with Disabilities at 42%, and our Black/African Americans at 43%. Data will be tracked using i-Ready diagnostics and weekly reports, as well as analyzing the data from the FAST testing. We will continue to provide additional supports through interventions, small group instruction, and accommodations. New actions will be do ensure there is consistency in all classrooms with the implementation of small groups, fidelity in the use of district curriculum and compliance with daily interventions.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on the 2021-2022 FSA, Audubon's lowest 25% in math increased 33%, and the lowest 25% in reading increased by 22%.

The faculty at Audubon worked tirelessly during the 2021-2022 school year to provide targeted instruction and intervention to all students identified in the ESSA subgroups of English Language Learners, Black/African American students, and Students with Disabilities to ensure that they met or exceeded the ESSA Federal Percent of Points Index of 41%. All of these subgroups had placed Audubon in TSI status prior to 2021-2022, but all successfully exceeded that expectation on last year's state assessment.

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

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. Utilizing the Response to Intervention block schoolwide, the students that fell into the lowest 25% were participating in 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) received interventions from a reading endorsed teacher on staff. Utilizing ASP funds, we hired two adjunct teachers that supported students in small targeted groups for math.

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

Audubon will continue to utilize the Response to Intervention 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. Audubon will also be hiring adjunct teachers using the ASP funds to help support math instruction and supporting students will small targeted math groups.

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 2022-2023 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. Audubon will also be utilizing B.E.S.T. aligned reading and math curriculum with fidelity, as well as providing ongoing coaching to support small group instruction during ELA and Math blocks. Audubon will also have purposeful discussions and planning sessions with grade level teachers to ensure small group instruction is embedded in the daily lessons in both reading and math blocks.

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

Audubon will continue using the instructional materials (Read Naturally, 95%, Verbalize and Visualize, Lexia, PASI kit, Multisyllabic Words, Chip Kits) that were awarded in the 2021-2022 school year. These materials will be utilized with our underperforming lowest 25% subgroup, as well as the two ESSA subgroups that we are closely monitoring. 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, Audubon will continue to offer training and support to classroom teachers through our literacy coach, as well as district facilitators.

Also by closely monitoring student attendance, and highlighting teachers for their attendance, it will bring a focus on the need for consistency and implementing programs with fidelity.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Results from the 2021-2022 Reading and Math Florida Standards Assessment for the subgroups of Audubon's English Language Learners, Black/African American students, and Students with Disabilities clearly indicate an achievement gap that must be closed as we strive to serve all students with excellence. This data shows that only 28% of our students with disabilities demonstrated proficiency (based on a Level 3 or higher) with grade level standards in reading and 32% in Math, 23% of our English Language Learners were considered proficient in reading and 50% in Math, and 20% of our Black/African American student population earned a score that would indicate grade level proficiency in reading and 36% in Math.</p> <p>When looking at the state achievement levels the students with disabilities were at 23.7% in reading, 28% in math. 36.2% of Black/African American students were proficient in reading, and 34.3% in math. The English Language Learners were at 36% proficiency in reading, and 41.2% in proficiency in math.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Upon completion of the Florida Assessment of Student Thinking (FAST) at the end of the 2022-2023 school year, the subgroups of English Language Learners, Black/African American, and Students with Disabilities will increase proficiency rates to 40%.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Ongoing progress monitoring will be measured through MTSS intervention progress monitoring data, iReady diagnostic data, and PM 2 / PM 3 FAST data.</p>
Person responsible for monitoring outcome:	<p>Jaime Slentz (slentz.jaime@brevardschools.org)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>Audubon will implement a daily schoolwide Response to Intervention time with targeted, research-based interventions that are strategically selected for our Students with Disabilities, Black/African American students, and English Language Learners based off of ongoing classroom data, iReady diagnostic results, and FAST progress monitoring.</p>

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Title 1 Teachers (T) will work in small groups of K-6th providing Tier 2 and Tier 3 students in reading identified through ESSA subgroups.

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

Purchase and utilize MAFS and LAFS books (T) for Tier 2 and Tier 3 intervention groups in reading and math through ESSA subgroups.

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

Purchase and utilize Zearn Math program (T) to support the math curriculum in the classroom.

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

Purchase math manipulatives (T) for hands on practice of math curriculum in the classroom.

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

Title 1 (T) will hold a Math Family Engagement event to focus on math concepts and math practice. An adult learning piece will focus on applying everyday math skills to daily occurrences in the home.

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

Teachers will use the Reveal and EdGems lesson block components in daily math instruction.

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

Administration will ensure fidelity with the use of the Reveal/EdGems lesson plan block components.

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

Teachers will embed the MTRS daily into math instruction

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

#2. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

The area that indicates the greatest need for improvement is 5th grade science, as Audubon proficiency fell from 68% in 2020-2021 to 51% in 2021-2022. 51% fell below the district average of 58%, and the state average of 55%. Additionally, a continued focus will remain on the current fourth grade level cohort that placed Audubon into RAISE status for the 2022-2023 school year.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

On the 2022-2023 Statewide Science Assessment (SSA), Audubon fifth grade students will increase the overall science proficiency to meet or exceed the district average. On the 2022-2023 FAST assessment, Audubon Elementary will increase the overall proficiency in reading from 38% to 62%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Classroom teachers will place a priority focus this year on the PENDA science assessments as well as the FAST assessment diagnostic data that will be given three times a year. The data will be monitored and analyzed. Classroom teachers will also continue to use information on the i-Ready diagnostic that will be given twice this year, as well as closely monitoring the instructional learning path and setting individual goals for diagnostic growth.

Person responsible for monitoring outcome:

Candace Jones (jones.candace@brevardschools.org)

Evidence-based

Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

The Benchmark Advanced curriculum will be used in all grades K through 6 classrooms during Tier 1 instruction. Reveal math curriculum will be used in grades K through 5 during Tier 1 instruction, and EdGems math curriculum will be used in sixth grade. 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.

Rationale for Evidence-based Strategy: Explain the rationale for

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. Reveal and EdGems math curriculums focus on rigor and coherence. There is a focus to gain a deeper understanding of the why behind the math.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement the Benchmark Advance Curriculum in K-5, and SAVVAS in sixth, as well as the Reveal math curriculum in K-5, and EdGems in sixth grade 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)

Title 1 teachers (T) to plan with teachers, 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)

Title 1 Teachers (T) will support teams in common standards based planning, and continued data analysis chats to include close monitoring of ESSA subgroups that are falling close to the 41% threshold.

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

Administration will use ASP funds to hire faculty to provide small group ELA and math instruction and intervention.

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

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

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

Teachers will utilize Penda Online Learning Science Program and PENDA online assessments for grades 3-5 to support science instruction in the classroom.

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 and Apple iPads will be purchased (T) to support the blended learning environment and to access the online Benchmark curriculum and SAVVAS reading curriculum, Reveal and EdGems math curriculum, 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 Benchmark and SAVVAS curriculum program.

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

Purchase Moby Max (T) to support Reading and Science Instruction in grades K-6th in school and home.

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

#3. Positive Culture and Environment specifically relating to Discipline

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

The 2021-2022 school year had 261 Office Discipline Referrals (ODRs) committed by 73 students. There were 367 total incidents. Compare this data to the 2020-2021 school year where there were 214 total Office Discipline Referrals, 293 total incidents and 75 students who committed the infractions shows that the 2021-2022 school year showed an increase in overall discipline occurrences. In breaking down suspension rates for 2021-2022, there were 31 In-School suspensions and 72 Out of School suspensions. The previous school year indicates 36 In-School suspensions and 45 Out of School suspensions. This data shows not only an increase in the number of discipline referrals, but an increase in the severity of the infractions that lead to students being suspended from school. A solid Tier 1 discipline plan will help teach appropriate behaviors and show a decrease in ODRs for the 2022-2023 school year.

On the Safe Schools for Alex dashboard, Audubon ranked #1,111 out of #1,305 elementary schools statewide for the number of overall incidents reported for the 2020-2021 school year. This calculates to 1.9 incidents per 100 students, which falls into the "very high" category. When looking at our suspension rates, Audubon ranked #1,169 out of #1,305 elementary schools statewide and #39 out of #124 in Brevard County. The Safe Schools for Alex dashboard does not presently have the most updated data from the 2021-2022 school year.

The overwhelming data supports the need for a solid Tier 1 discipline plan to help teach appropriate behaviors and show a decrease in ODRs for the 2022-2023 school year.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2022-2023 school year, Audubon will decrease its overall number of reported incidents per 100 students from 1.9 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: Describe how this Area of Focus will be monitored for the desired outcome.

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

Teachers will continue the Professional Development that began during the 2020-2021 school year that was focused on Conscious Discipline. We will be revisiting the

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

foundational understandings, learning about how brain states impact behavior, and the importance of developing composure and assertiveness. as well as the practical, actionable steps that promote positive classroom practices via monthly meetings.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Continue to implement a Response to Intervention flowchart specifically as it relates to behavior. Teachers will be following the process by completing a tier 1 checklist, have administration in to do an observation, and talk about the strategies that have been implemented in the classroom. This process will be reviewed in monthly discipline meetings as students are identified for Tier 2 and Tier 3 interventions and monitored for effectiveness. Audubon will follow the MTSS process and utilize the district behavior MTSS resource website to support behavior interventions.

Person

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

Utilize district MTSS for Behavior contact to guide teachers in selecting appropriate interventions for Tier 2 as discussed in monthly discipline meetings, in addition to consults as needed with Behavior Analyst for those students who have been moved into a Tier 3 intervention group based on

Person

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

Provide ongoing professional development during early release Fridays on Social Emotional/Lifeskills and Conscious Discipline strategies that were first introduced during the 2020-2021 school year.

Person

Responsible Megan Wessinger (wessinger.megan@brevardschools.org)

Continue to utilize schoolwide PBIS (first established during the 2019-2020 school year) at Audubon as we implement SOAR expectations in 100% of our classrooms and in all areas of school campus. Establish quarterly incentives to encourage students to earn Eagle Bills as they are recognized daily for meeting the schoolwide expectations. Hold weekly PBIS refreshers during grade level activity classes for those

students who are not routinely exhibiting expected behaviors as referenced in our schoolwide expectations of safety, ownership, achievement, and respect.

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

All staff will use Conscious Discipline language and strategies with consistency.

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

* *PM1 percentages by grade of students who are in need of intervention:

Kindergarten: 38%

First: 23%

Second: 22%

*D3 i-Ready data from 21-22 shows that 28% of students in grades K-2 are not on track to score grade level or above on the statewide ELA assessment and are scoring 1 or more grade levels below.

* Planning sessions need to have a clear structure to focus on the alignment of benchmarks, resources, student tasks, assessments, and the transfer to instruction. Planning sessions will include the use of Daily Overviews, B.E.S.T Spiral (with a focus on the ELA expectations), grade level analysis sheets, and BENCHMARK curriculum.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

* D3 i-Ready data from 21-22 shows that 37% of students in grades 3-5 are not on track to score grade level or above on the statewide ELA assessment and are scoring 1 or more grade levels below.

• Planning sessions need to have a clear structure to focus on the alignment of benchmarks, resources, student tasks, assessments, and the transfer to instruction. Planning sessions will include the use of

Daily Overviews, B.E.S.T Spiral (with a focus on the ELA expectations), grade level analysis sheets, and BENCHMARK curriculum.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

- Short Term – From FAST-STAR-PM1 to PM2

*PM1 percentages by grade of students who are in need of intervention:

Kindergarten: PM 1: 38% literacy achievement will increase to 45%.

First: PM 1 23% literacy achievement will increase to 33%.

Second: PM 1 22% literacy achievement will increase to 32%.

- Long Term - By the Spring 2023 FAST, literacy achievement will increase to 50%.

Grades 3-5: Measureable Outcome(s)

- Short Term – From FAST-Cambium-PM1 to PM2, literacy achievement will increase to 50% proficiency.

- Long Term - By the Spring 2023 FAST, literacy achievement will increase to 62% proficiency.

**scores above include grades 3-6

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

- PM 1, PM 2, FAST- Add to data wall and use to create differentiated small groups and identify students who need interventions.
- i-Ready D1 and D2- Add scores to data wall to help form groups, and students will use the pathway to practice needed skills.
- Walkthroughs with feedback using portions of the Literacy Walkthrough checklists
- Benchmark Advance District Required Assessments; data will be used to drive instruction and create small groups. Teachers will also use the new Writing Rubrics along with the BEST benchmarks to assess student writing. Scores will then be used to plan writing small groups.
- Intervention Data

Intervention instruction to specifically target identified gaps. Teacher and Coach will analyze OPM data and adjust intervention groups as needed. Tier 3 students will be instructed by a Reading Endorsed Teacher.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Jones, Candace, jones.candace@brevardschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

- Explicit instruction

Introduces new information clearly/directly

Models/demonstrates use of the new information

Provides visual/auditory examples

- Systematic instruction

Logical progression

Conducts a cumulative review (enables students to make connections)

Opportunities for students to practice previous content

- Scaffolded instruction

Intentional/temporary

Open-ended questions, prompts and cues, breaking down into smaller steps, visual aids, examples and/or encouragement

Gradual release

**All above will use Benchmark Advance Curriculum

- * 95% Group (Strong level of evidence)

Materials and processes are geared towards struggling readers and permit teachers to begin instruction at student's lowest skill deficit, with a focus on PA and Phonics

- * Collaborative Planning

Supports consistent, high-quality implementation of Benchmark Advance and B.E.S.T

Allows for instructional strategies, resources, tools, and materials to be scaffolded and differentiated

- * i-Ready (Promising level of evidence)

Universal screener data is used to start data conversations

Formative data used to differentiate instruction

Personalize pathways and scaffolded support

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

All evidence-based practices/programs listed above address the identified need that is improving primary literacy achievement. The identified practices/programs show proven record of effectiveness for the target population as they are:

B.E.S.T. Standards Aligned

Aligned with the Brevard K-12 Comprehensive Evidence-based Reading Plan and found on Decision Trees

Meet Florida's definition of evidence-based

Systematic and/or Explicit

Geared towards struggling readers with an emphasis on Foundational Skills such as Phonological

Awareness

and Phonics

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Coach facilitates benchmark-aligned planning. Focusing on current 3rd grade teachers to ensure they have a strong Tier 1. Focusing on the current cohort of 4th and 6th grade students who put us in RAISE status.</p> <ul style="list-style-type: none"> • Literacy Leadership: <ul style="list-style-type: none"> - Clearly communicate the expectations for planning. - Collaborate with other content coaches before and after each planning. • Literacy Coaching: <ul style="list-style-type: none"> - Lesson planning with teachers, modeling, co-teaching, engaging in conversations - Identify and plan for the supports that teachers will need before, during, and after planning - Ensure teachers are using the B.E.S.T Spiral, daily overview plans, and analysis sheets to plan on their own as well as team planning. • Assessments: <ul style="list-style-type: none"> - Coach will help teachers identify research based interventions using Decision Trees - Regular data chats around Benchmark, I-ready, FAST, OPMs • Professional Learning <ul style="list-style-type: none"> - Literacy Coach provides job-embedded PD and side by side coaching - Maximize PD by infusing small chunks during grade level meetings 	<p>Slaughter, Lauren, slaughter.lauren@brevardschools.org</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 review sessions in Conscious Discipline for the 2022-2023 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 life skills 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 during morning meetings.

Results from the 2021-2022 Youth Truth survey compared Audubon Elementary students' ratings to 721 other elementary schools in the country. This information is based on 93% 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 three years as a high area, and Instructional Methods was noted three years in a row as a low rated area. Audubon's highest rated question was "Does you think your teacher wants you to work your hardest?" This is very similar to the prior years highest rated question "Do you think your teachers wants you to try your best?" The lowest rated question for the second year in a row was "Does what you learn in class help you outside of school?" The highest and lowest rated questions directly relate to the themes of engagement and academic challenge. In the area of school safety, 65% of the respondents feel safe at school. This is a drop from the previous year which was 72%. This year also posed a question about emotional and mental health. 66% of the students responded positively to the question: "When I'm feeling upset, there is an adult outside of school I can talk to". Working with grade level teams, we will look at the student responses, reflect and work to incorporate ways to improve student perspectives on engagement, safety, and meeting student's needs to empower them with tools to support their emotional states.

Parent Survey results for the 2021-2022 school year showed that 88.16% of parents feel that the school is safe and they feel welcome. 78.85% feel that the office is polite and helpful. Parents prefer to get an email for communication 80.98%, and 91.03% want interims and report cards sent home as paper copies. 72.66% prefer family fun nights and 76% would like to see academic support materials sent home. 80.92% 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. Parents also want to ensure personnel resources are not being pulled due to constant behaviors on campus. Administration will be having Mocha Mondays each month to keep the lines of communication open as well as allow parents a venue to share ideas, offer feedback and understand that their input is being heard and valued.

The EDI Insight survey administered during the 2021-2022 school year shows the lowest domains were academic expectations and learning environment. The highest domains were in observation and feedback, leadership and evaluation. In conversation with teachers, academic expectations were due to frustration with a new reading curriculum, and implementing new standards. We will continue to focus on these areas through conversations, observations, as well as working to provide meaningful and purposeful professional development. Teacher leaders will lead a discussion on the EDI results and provide feedback to administration on ways to improve feedback and support in the areas of academic expectations and learning environment.

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

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.

Engaging ALL Stakeholders

- The school engages families, students, and all faculty in a shared understanding of academic and behavioral expectations as well as high-quality instruction.
- Teachers communicate high expectations for all students (e.g., "All students are college

material"). Teachers meet in PLCs weekly to routinely examine and disaggregated data to look for themes/patterns among student groups. This data and the following, discipline referrals or incident reports, in and out-of-school suspension and attendance also forms the basis for discussions of what's working (or not) for particular groups within a school and what needs to be done. The school provides orientation for new teachers and ongoing support from a mentor teacher. Teachers establish and practice clear expectations and classroom procedures, provide frequent feedback to students, and encourage students to be caring and respectful to one another. Teachers model such interactions in the classroom. The school's curriculum and teachers' lesson plans draw on the diverse interests and experiences of students.

- Leaders demonstrate how those beliefs manifest in the school building. For example:
- Collaborative planning is solutions-oriented and based in disaggregated data
- Student work is displayed throughout school
- All students are enrolled in college- and career-ready prep curriculum . The administration ensures that teachers have resources, training, and ongoing support to meet their needs, as well as provide frequent, constructive feedback, and, actively make themselves available to teachers and staff. The leadership team actively solicit staff feedback on school-wide procedures and create opportunities for teachers to assume leadership roles. They also structure the master schedule to include collaborative planning and ensure it is rooted in data on student progress and interests.
- A clear code of conduct for students and adults with input from students, families, and school personnel has been created such as, establishing specific strategies, but attainable for reducing disproportionate discipline with staff, student, and family input. Implementing evidence-based alternatives to exclusionary discipline (e.g., restorative practices and positive behavioral supports) and provide ongoing training and feedback to teachers on implementing these approaches is also a focus.

SAC - The school has established an infrastructure to support family engagement, such as a decision-making SAC council. It reaches out to families and the community early and often - not just when there is an issue. Audubon will continue to seek input from families on how the school can support students, and follow up with conversations about what's being done as a result of their input. We also ensure that logistics of parent/teacher conferences and other school events enable all parents to participate (schedule to accommodate varied work hours, offer translation, and provide food and childcare). It is a priority for the school to intentionally engage with families of historically under-served students (e.g., by providing opportunities for small-group conversations with school leaders).