



Continuous Improvement Process Plan 2018-2019

Einstein Elementary School

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Redmond, WA 98052

<https://einstein.lwsd.org/>

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Table of Contents

- I. Description of School
- II. District Performance Targets
- III. School Performance Over Time
- IV. CIP Reflection: Evaluate Outcomes of Goals
- V. Annual School Goals, Strategies, Resources and Progress Monitoring
- VI. Parent, Family and Community Involvement Strategies

I. Description of School

Albert Einstein Elementary School is a vibrant and diverse school that meets the needs of its varied population of learners at every level. Our dedicated and experienced staff collaborate and use data to make instructional decisions with a standards-based focus, ensuring that students receive instruction at the level that is right for each individual.

Einstein is a unique community with over 37 language groups represented within our student body and families from all socio-economic backgrounds. This diversity provides the unique opportunity to educate students on how to respect, appreciate and celebrate differences and to learn about many cultures. Through common expectations and celebrating successes, students at Einstein learn to value the perspective of others, developing skills for real-world application and future success.

Einstein is also home to several programs including several full-time Quest classrooms and a Dual Language Spanish Program. The full-time Quest program is designed to meet the needs of students who have been identified as having exceptional cognitive and academic ability by accelerating and enriching the district curriculum. The Dual Language program has instruction in two languages, with half of the time taught entirely in Spanish and the other half in English. Each dual language class is composed of approximately 50% native Spanish speakers and 50% English speakers. Language learning happens through content instruction and interaction between students.

In addition to a dynamic student body and high-quality instruction, Einstein is fortunate to have a supportive PTSA that provides a wide range of extracurricular opportunities for students, substantial classroom support for teachers and a deep volunteer base providing assistance to our school. Through PTSA support and example, our students have the opportunity to learn about giving back to the community, including philanthropic efforts like fundraising.

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 th graders meeting or exceeding state standards in Science	86.9%	81.9%	95%

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

Process to Determine District Performance Targets

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	88.7%	93.7%	96.7%	94.4%			
		1 st	83.5%	84.7%	88.2%	90.4%			
		2 nd	71.6%	82.3%	87.7%	85.5%			
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		62.3%	59.1%	68.1%	78%			
	% of 3 rd graders meeting or exceeding state standards in Math		55.1%	47.8%	76.1%	73%			
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		65.2%	63.5%	64.2%	74%			
	% of 4 th graders meeting or exceeding state standards in Math		61.1%	58.6%	55.7%	60%			
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		72.0%	73.7%	72.2%	73%			
	% of 5 th graders meeting or exceeding state standards in Math		56.0%	54.0%	58.5%	51%			
	% of 5 th graders meeting or exceeding state standards in Science		71.6%	77.4%	66.6%	53.7%			

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

The Einstein staff disaggregated schoolwide data to analyze student progress and trends over time. Over the course of several days, the staff met in relevant collaborative teams to reflect on recent assessment data. Through the use of a collaborative platform, staff shared reflections and future goals.

2017-2018 Goal <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: By June 2018, 93% of our K-2 students will be at benchmark in reading as measured by DIBELS.	Outcome: 90% of students in K-2 met or exceeded benchmark in reading as measured by the Spring 2018 End of Year DIBELS.
Narrative Reflection: 90% of students in K-2 met or exceeded benchmark in reading as measured by DIBELS. Student achievement was 3% below the 2017-2018 goal. Instruction delivery strategies and training such as small reading groups, consistent academic vocabulary, explicit phonics instruction, and CORE reading training contributed to our overall student achievement last year.	
Literacy: 3-5 ELA Goal: By June 2018, 71% of our 3-5 grade students will be at benchmark in reading as measured by the SBA.	Outcome: 75.2% of 3-5 met or exceeded the ELA standards, as measured by the SBA.
Narrative Reflection: We exceeded our goal for 3-5 ELA by 4.2%. Schoolwide SBA data was examined to determine areas and students of focus. The data showed third grade had 78% of students at or above standard, fourth grade had 74 % of students at or above standard, and fifth grade had 73% of students at or above standard in ELA. The 5 th grade cohort showed 8.9% growth compared to data from the previous year. The 4 th grade cohort showed 6.5% growth compared to data from the previous year. The consistency of having a push in model for Safety Net and ELL with lessons that aligned with our in-class units impacted the success of our students for the 2017-18 testing session.	
Math: 3-5 Math Goal: By June 2018, 70% of our 3-5 students will be at benchmark in reading as measured by the SBA.	Outcome: 61% of 3-5 grade students were at or above standard in math as measured by the SBA.

<p>Narrative Reflection: Our goal of 70% of 3-5 grade students being at benchmark in math as measured by the SBA was not met. 61% of our students in 3-5 grade were at or above standard in math as measured by the SBA.</p> <p>Third grade continues to exceed the math goal with 73% proficiency. The lack of growth from 4th to 5th grade is an area of concern. We are seeing a downward trend in math scores as cohorts of students move from 3rd to 4th grade (76% in 2016-2017 to 60% in 2017-2018). In addition, we are seeing that as students move from 4th to 5th grade, their proficiency is stagnant (56% in 2016-2017 to 51% in 2017-2018).</p> <p>The next step for school growth is to identify supplemental materials to increase rigor and alignment with mathematical standards in hopes of increasing student proficiency. We will also work across grade levels to develop common language and practices to enhance students' mathematical proficiency, particularly in the area of problem solving and communication. 3rd-5th grades will use SBA-aligned formative assessment data to inform our instruction.</p>	
<p>Science: 5th Science Goal: By June of 2018, 70% of our 5th grade students will be at benchmark in Science, as measured by the SBA.</p>	<p>Outcome: 53.7% of 5th grade students met the Science benchmark as measured by the SBA.</p>
<p>Narrative Reflection: 17-18 actual achievement was 16.3% lower than the goal. This is also 12.9% lower than the previous year's achievement; however, last year was the first year students were tested using WCAS and the curriculum is not aligned to the new test at all. We are hopeful that with a year of WCAS under our belts, the 5th grade team will be able to better align their science instruction to the format of the WCAS.</p>	
<p>Achievement Gap Goal: By June of 2018, 26% of our Limited English students will be at benchmark in ELA as measured by the SBA.</p>	<p>Outcome: 9% of Limited English students were at or above benchmark in ELA as measured by the SBA.</p>
<p>Narrative Reflection: Schoolwide ELA SBA data shows: 3rd grade: 5 students total, 1 student met or exceeded standards (20% passing) 4th grade: 5 students total, 1 student met or exceeded standards (20% passing) 5th grade: 12 students total, 0 students met or exceeded standards (0% passing) Hispanic/Latino ELL Students: 0% Passing ELA SBA Asian ELL Students: 50% Passing ELA SBA White ELL Students: 33% Passing ELA SBA</p> <p>This was a rigorous goal that was not met. We are hopeful that the addition of SIOP strategies this school year will increase the achievement of our Limited English students.</p>	

<p>School Effectiveness Goal: By June of 2018, 80% of students will respect those who are different from them as measured by the 9 Characteristics survey.</p>	<p>Outcome: 78% of staff and 76% of students feel that students respect those who are different from them.</p>
<p>Narrative Reflection: Results of the staff and student 9 Characteristics surveys were analyzed by staff, specifically in the area of learning environment. As measured by the survey, currently, 78% of staff and 76% of students feel that students respect those who are different from them. Based on this data, we will focus on celebrating student differences, emphasize empathy through the use of the Second Step program, and teach students specific for treating others with respect.</p>	
<p>Attendance Goal: By May of 2018, the students identified as chronically absent from the 2016-2017 school year will decrease their absences by 15%.</p>	<p>Outcome: 68% of identified students decreased their absences by 15%.</p>
<p>Narrative Reflection: The PBIS team regularly monitored the attendance of the chronically absent students. Class-based tracking and celebrations were utilized as tier 1 interventions. If students' absences increased, interventions were applied including student-based incentive programs</p>	
<p>Discipline Goal: By June of 2018, based on office referral data, Einstein Elementary will reduce the number of referrals from the playground from 219 to 175 (20%).</p>	<p>Outcome: The number of behavior referrals on the playground increased from 219 in 16-17 to 248 in 17-18.</p>
<p>Narrative Reflection: In September of 2018 referrals dropped by 61% (they are only 39% less than last year). In October 2018, the number of referrals is 29% less than last year, 2017. The number of behavior referrals on the playground increased from 219 in 16-17 to 248 in 17-18.</p>	

Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

<p>2017-18 Strategies to involve parents, families and the community in the CIP process: A Parent Advisory Committee was formed of parents representing various backgrounds.</p>
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Reflection on Outcome:

A small but diverse group of parents were formed, meeting several times during the school year.

2017-18 Strategies to inform parents, families and the community in the CIP process: Families were invited to join and participate in the PAC through the PTSA and school newsletters.

Reflection on Outcome:

Several parents responded to and participated in the PAC.

V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

2018-2019 SMART Goals, Strategies and Resources

Literacy:

K-2 Reading SMART Goal: By June 2019, we would like to see 88% of K-2 students meeting standard on DIBELS by the end of the year.

Process used to determine goal:

A team of staff members reviewed the 2017-2018 school year data and corresponding Fall 2018 scores.

Responsible individual or team:

One team member of each primary team.

Strategy/ies that will be implemented to support goal:

Student exposure to real text concurrently with phonics and phonemic awareness instruction, incorporating RACE strategies, small group reading, and explicit phonics instruction.

How challenge and rigor will be ensured for all students:

Oral reading fluency and comprehension will be of focus and emphasis.

How necessary interventions will be determined:

DIBELS will be used to determine phonics intervention, Safety Net groups, and ELL co-teaching lessons.

Any professional learning needed:

Reading instructional review as needed.

Any resources needed and plans to obtain them:
Additional intervention materials including SIPPS curriculum.

Timelines and Progress Monitoring Plans:
2018-2019 school year; K-2 PGE teams.

Literacy: 3-5 ELA SMART Goal:
By June 2019, 85% of our 3-5 grade students will be at benchmark in reading as measured by the SBA.

Process used to determine goal:
Reviewed 2017-2018 SBA data of current students, taking into account our population and demographic change and the addition of our 4/5 Quest program.

Responsible individual or team:
3rd, 4th, and 5th grade teachers.

Strategy/ies that will be implemented to support goal:
Common language throughout 3-5 grade levels; rewording assessments to expose students to SBA formatted questions.

How challenge and rigor will be ensured for all students:
Utilizing the SBA interim assessments; providing practice with higher order thinking questions and the RACE strategy.

How necessary interventions will be determined:
We will use the SBA interim data and scores from 2017-18 SBA testing to determine interventions.

Any professional learning needed:
Support with creating assessments.

Any resources needed and plans to obtain them:
Sample SBA questions through WCAP.

Timelines and Progress Monitoring Plans:
2018-19 academic year; each PGE team will progress monitor using the SBA interims.

Math: 3-5 Math SMART Goal: By June 2019, 75% of our 3-5 students will be at benchmark in math as measured by the SBA.

Process used to determine goal:
Schoolwide SBA data was examined to determine areas and students of focus. The data showed third grade had 73% of students at or above standard, fourth grade had 60% of students at or above standard, and fifth grade had 51% of students at or above standard in math. Given this data and the change in student demographics due to school boundary

changes, our updated goal for 2018-2019 school year reflects our current student population.

Responsible individual or team:
3rd, 4th, and 5th grade teachers.

Strategy/ies that will be implemented to support goal:
Classrooms will differentiate instruction by using data-driven, flexible small group instruction as needed. All students will also use Dreambox, an adaptive online curriculum, for a minimum of 60 minutes per week to supplement instruction.

How challenge and rigor will be ensured for all students: All grade levels are implementing challenging supplemental math curriculum materials to add rigor to daily lessons.

How necessary interventions will be determined:
Interventions will be determined by formative assessment and Interim Block Assessments.

Any professional learning needed:
Our school will also focus on professional development for teachers in the area of mathematics, including teaching strategies, time allotment, supplemental materials, and utilizing data to drive instruction.

Any resources needed and plans to obtain them:
Common grade level benchmark assessments will be created based on the SBA questions from IAB's. Staff members are needed to create these common assessments.

Timelines and Progress Monitoring Plans:
These baseline assessments will need to be created, administered, and graded by November 16th, 2018. The midyear assessment will need to be administered at the beginning of February 2019. The final assessment will be administered Mid-April 2019.

Science: 5 Science SMART Goal:
By June of 2019, 75% of our 5th grade students will be at or above benchmark in science, as measured by the WCAS.

Process used to determine goal:

- Looked at MSP/WCAS data to determine trends from prior years and gap areas for this year
- Looked at practice tests to identify format changes; anecdotal evidence from 4th/5th grade teachers observations

Responsible individual or team:

- 5th grade and 4/5 quest teachers.

Strategy/ies that will be implemented to support goal:

- Reformatting some questions on science tests (not just WCAS practice tests) so they look more similar to WCAS
- Identify and use common language to be used across intermediate grades (e.g.- "analyzing data")
- Direct instruction on concepts of making and reading graphs, tables

How challenge and rigor will be ensured for all students:

- Analyzing data is inherently a rigorous skill (DOK level 4), therefore, by participating in science as outlined here, students will be challenged at a rigorous level.

How necessary interventions will be determined:

- Students who need additional intervention will be determined using progress monitoring assessments and district end-of-unit assessments.

Any professional learning needed:

- All 4th and 5th grade teachers who teach science would need time to collaborate on rewriting current assessment question to align with WCAS format.

Any resources needed and plans to obtain them:

- WCAS practice tests/workbooks

Timelines and Progress Monitoring Plans:

- One progress monitoring assessment given per month (total of 5)
- FOSS assessments to be given once a quarter (end-of-unit)

Achievement Gap SMART Goal:

53 % of Hispanic/Latino 3rd graders will meet or exceed standards on the ELA SBA in June of 2019.

Process used to determine the goal:

We looked at the K-2 DIBELS scores to identify the percentage of students at standard or exceeding standard.

We also used 2017-2018 3-5 ELA SBA data to identify the percentage of Hispanic/Latino students meeting or exceeding standard.

Current 3rd grade 2nd grade DIBELS 73%

Current 4th grade 3rd grade DIBELS 77% 2nd Grade DIBELS 69% SBA ELA 47%

Current 5th Grade 4th Grade DIBELS 87% SBA ELA 53%

The trend from 2015-2018 shows a 30% decrease from DIBELS score to SBA ELA scores with Hispanic/Latino students. If this trend follows the 3rd grade Hispanic/Latino students would have a 43% meeting or exceeding standards rate. With our interventions we are hoping to increase this meet/exceed standards percentage to 53%.

Responsible individual or team:

Data Team, Einstein Staff

Strategy/ies that will be implemented to support goal:

R.A.C.E Strategy taught in all grade levels to answer open ended questions.

3rd Grade teachers will do interims.

Whole class comprehension grading training.

Type R.A.C.E. strategy to typing on computer.

How challenge and rigor will be ensured for all students:

Access to text at their appropriate reading level.

Exposure to grade level text.

How necessary interventions will be determined:

Data from assessments and interims given throughout the year and assessing students individual needs.

Any professional learning needed:

Whole staff R.A.C.E strategy training.

Any resources needed and plans to obtain them:

1-1 computers for students to practice typing.

Additional Comprehension schoolwide assessments.

Timelines and Progress Monitoring Plans: Each grade level team at 3rd-5th grade will monitor student progress on a monthly basis utilizing interim assessments.

School Effectiveness SMART Goal:

50% of staff members will rate family involvement as high based on the 9 Characteristics Survey.

Process used to determine goal:

Data from last year showed that 26% of staff members feel that there is low family involvement in volunteer opportunities.

Responsible individual or team:

All Einstein staff.

Strategy/ies that will be implemented to support goal:

- encourage 100% of staff membership in PTSA
- offer more structured and consistent volunteer opportunities, i.e. Watch Dogs, Passport Club, Math Challenge
- increase community outreach (i.e. Positive Communication Postcards) in an effort to make the school feel like a welcoming and friendly place.

How challenge and rigor will be ensured for all students:

When families are engaged and invested in their learning community, challenge and rigor are a natural outcome.

How necessary interventions will be determined:
Volunteer involvement will be tracked using volunteer sign-in sheets.

Any professional learning needed:
None.

Any resources needed and plans to obtain them:
Research other schools with high volunteerism.

Timelines and Progress Monitoring Plans:
2018-19 School year; progress monitoring ongoing.

Attendance SMART Goal:
Last year there were 446.2 absences per month. This year we will decrease the average number of absences per month by 10% to a total of 401.6 average absences per month.

Process used to determine goal:
Attendance data for the past three school years was reviewed.

Responsible individual or team:
The PBIS team.

Strategy/ies that will be implemented to support goal:
Class recognitions, celebrations, daily attendance tracking, and individual recognition of excellent attendance.

How challenge and rigor will be ensured for all students:
Students will be challenged through individual class recognitions at spirit assemblies.

How necessary interventions will be determined:
Students who reach the “chronically absent” mark (10% or more absences in a month) will be individually monitored. Plans will be developed in conjunction with parents/guardians to improve student attendance.

Any professional learning needed:
None at this time.

Any resources needed and plans to obtain them:
None at this time.

Timelines and Progress Monitoring Plans:
Monthly attendance monitoring.

Discipline SMART Goal: Referrals on the playground will be reduced by 15% (from 248 to 211) by June 2019.

Looked at prior data from previous 3 years and determined the playground was where most of the referrals were coming from. Also, data showed that the most common referral was for minor physical aggression and defiance.

Responsible individual or team:

Cheryl Plate, Theresa Conner, Brendan Ren.

Strategy/ies that will be implemented to support goal:

Use of common language throughout school. Use of playground posters for rules and behavior expectations. Use of tier one and tier two strategies. Forming small groups to address common issues in students.

How necessary interventions will be determined:

Interventions will be determined case by case, based on information from referrals and staff.

Any professional learning needed:

None at this time.

Any resources needed and plans to obtain them:

Need for more Einstein related posters. Need to custom make these posters and send to print center.

Timelines and Progress Monitoring Plans:

We will monitor behavior through communication slips and recess referrals. We will also check monthly data reports from data system.

VI. Parent, Family and Community Involvement Strategies for 2018- 2019

2018-19 Strategies to involve parents, families and the community in the CIP process: A Parent Advisory Committee will be formed to be a part of the CIP process.
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Timelines and Progress Monitoring Plans: The team will meet three times over the course of the school year.

2018-19 Strategies to inform parents, families and the community in the CIP process: Families will be invited to participate in the PAC team via both the school newsletter and person invitation. In addition, a brief PTSA presentation will be made.
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Timelines and Progress Monitoring Plans: Progress will be monitored by the Building Leadership Team on a monthly basis. In addition, the Logistics Team will meet with the Parent Advisory Committee three times over the course of the school year.
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