

Einstein Elementary School

School Improvement Plan

Annual Update: 2020-21

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Albert Einstein Elementary School is a diverse community with over 36 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 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 part of the time taught entirely in Spanish and the other part in English.

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.

Mission Statement: *Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.*

Demographics:¹

	2016-17	2017-18	2018-19
Student Enrollment (count)	433	456	401
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0
	Asian	25.9	25.9
	Black/African American	5.8	4.4
	Hispanic/Latino of any race(s)	24.0	23.0
	Native Hawaiian/Other Pacific Islander	0.0	0.0
	Two or more races	7.6	8.8
White	36.7	37.9	29.7
Students Eligible for Free/Reduced Price Meals (%)	32.2	29.1	18.9
Students Receiving Special Education Services (%)	13.4	15.0	10.7
English Language Learners (%)	22.1	20.0	18.6
Students with a First Language Other Than English (%)	45.5	41.6	44.1
Mobility Rate (%) ²	18.2	12.7	18.2

¹Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

² Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment³

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	97	94	83
1 st Grade	88	90	77
2 nd Grade	88	86	87

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 rd Grade	68	78	89
4 th Grade	64	75	82
5 th Grade	72	73	88

READING: By Group/Program, DIBELS Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	95	93	97
Black/African American	>97	-	-
Hispanic/Latino	76	83	64
Two or more races	94	100	-
White	93	89	73
English Learner	77	78	76
Low Income	76	80	56
Special Education	57	70	50

ELA: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	84	93	95
Black/African American	-	64	-
Hispanic/Latino	44	44	52
Two or more races	88	89	83
White	76	84	92
English Learner	22	9	-
Low Income	46	49	53
Special Education	9	22	37

**ACADEMIC PERFORMANCE DATA:
MATH**

**ACADEMIC PERFORMANCE DATA:
SCIENCE**

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 rd Grade	76	74	85
4 th Grade	56	60	79
5 th Grade	59	51	82

SCIENCE: By Grade Level, WCAS⁶

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5 th Grade	n/a	54	89

MATH: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	92	84	96
Black/African American	-	29	-
Hispanic/Latino	28	24	45
Two or more races	76	79	78
White	72	75	82
English Learner	22	9	-
Low Income	36	28	45
Special Education	23	22	47

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	64	94
Black/African American	n/a	-	-
Hispanic/Latino	n/a	22	-
Two or more races	n/a	-	-
White	n/a	65	95
English Learner	n/a	<5	-
Low Income	n/a	22	72
Special Education	n/a	18	-

 = Cohort Track

³ Based on DIBELS Next Assessment, End-of-Year Benchmark.

⁴ Grades K-2 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons. “American Indian/Alaskan Native” and “Native Hawaiian/Other Pacific Islander” not included in report due to fewer than 10 students in all categories.

⁵ Grades 3-5 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

⁶ WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	80	82	92
1 st Grade	79	92	88
2 nd Grade	92	87	92
3 rd Grade	91	94	97
4 th Grade	93	90	90
5 th Grade	86	89	90

ATTENDANCE: By Group/Program⁷

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	86	94	94
Black/African American	89-	84	90
Hispanic/Latino	86	91	96
Two or more races	84	92	100
White	88	83	85
English Learner	88	86	87
Low Income	84	86	88
Special Education	75	84	83

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁸

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	71	90	-	43	83	84	14	45	29
Math Proficiency Rate (%)	61	90	-	24	75	76	11	28	29
ELA Median Student Growth Percentile ⁹	60	64	-	56	66	61	54.5	53	37
Math Median Student Growth Percentile	48	49	-	47	53	48	44	47	44
EL Progress Rate (%)	80	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	92	94	-	89	92	93	87	85	86

↘ = Cohort Track

⁷ Grades K-5 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

⁸ Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as “-” and not displayed due to privacy reasons.

⁹ Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1		
Priority Area	English Language Arts/Literacy	
Focus Area	Writing: Information Writing	
Focus Grade Level(s)	K-5	
Desired Outcome	By June 2022, 70% of our K-2 students will be proficient (3 or higher) on the organization section of the grade-level specific informational writing rubric, and 85% of our Grade 3-5 students will be proficient on the content section of the grade-level specific informational writing rubric.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	On the 2019 SBA, the data shows that 45% of our Grade 3-5 students scored proficient on the Informational Performance Task in Organization/Purpose. 55% of the students that took the Informational PT were below or far below standard.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	All teacher teams (K-5) review scoring rubric and sample exemplars (on KIT) for the content section (3-5) and organization section (K-2) of information writing tasks.	% of teacher teams that have completed rubric and exemplar analysis.
	All grade levels (k-5) collaborate to ensure alignment with the grade level above and grade level below on informational writing unit.	% of teachers that access and align writing curriculums.
	All teams identify critical lesson components from information writing units to focus on for upcoming school year.	Lesson components identified for all grade levels.
	Each grade level team to develop a plan of pre-assessment and post-assessment, possibly using On-Demand style writing assessments (3-5) and immersion lessons (K-2).	Instructional plan completed.
	After instruction and assessment, teachers analyze student work in comparison to annotated student samples and rubrics.	% of teachers completing student work analysis.
Timeline for Focus	Fall, 2019 - Spring, 2022	

Method(s) to Monitor Progress	We will measure progress toward the desired outcome using the district-provided rubrics in the writing curriculum. K-2 teachers will measure progress using the organization section of the rubric. Grade 3-5 teachers will measure progress using the Content section of the rubric.
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Priority #2

Priority Area	Mathematics
Focus Area	Concepts and Procedures
Focus Grade Level(s)	3-5
Desired Outcome	90% of Grade 3-5 students will score at or above level on the Smarter Balanced Assessment mathematics section for Concepts and Procedures in Spring 2022.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)

Data and Rationale Supporting Focus Area

Students have three categories they are assessed on in mathematics on the Smarter Balanced Assessment: Concepts and Procedures, Problem Solving and Data Analysis, and Communicating Reasoning. Students receive a score on a four-point scale.

Grade	Below Standard	At/Near Standard	Above Standard
3	12%	12%	75%
4	13%	16%	71%
5	10%	13%	78%

Grade	Below Standard	At/Near Standard	Above Standard
3	5%	19%	75%
4	12%	22%	66%
5	7%	24%	72%

Grade	Below Standard	At/Near Standard	Above Standard
3	8%	18%	74%
4	7%	26%	66%
5	8%	19%	72%

Grade	Blank
3	100%
4	100%
5	100%

Overall, a higher percentage of students are scoring below standard on Concepts and Procedures than on Problem Solving and Data Analysis or Communicating Reasoning. This trend has been consistent over the past three years (2017-2019). This data supports our focus on Concepts and Procedures.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Each grade level team to identify which units cover material that is aligned to target standards.	% of teachers that access and align math curriculum to target standard(s).
	Each grade level team to develop a plan of pre-assessment and post-assessment using end-of-unit math assessments.	% of teachers that produce pre- and post-assessments for target unit(s).
	All teams identify critical content standards from applicable math units to focus on for upcoming school year.	% of grade levels that list target content standards.

	Grade K-5 students complete post-assessments using end-of-unit assessments.	% of students completing end-of-unit assessments.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Using standards aligned, common end of unit math assessments, all grade levels (K-5) will monitor progress by administering the assessment three times per school year. Student progress will be monitored by teachers in grade level teams.	

Priority #3

Priority Area	Social and Emotional	
Focus Area	Sense of Belonging	
Focus Grade Level(s)	3-5	
Desired Outcome	We will move the sense of belonging category on the Panorama Survey given by the school counselor from 61% to 70% over a 3-year period.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	61% of Grades 3-5 rated that they had a sense of belonging at school on the Panorama survey last year. This was a drop of 5% from the beginning of the year.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Every 2nd step/Kelso lessons taught by school counselor.	% of lessons taught.
	Whole school survey to monitor sense of community.	Total implementation of 2 formative assessments of students' sense of community between Panorama Survey points.
	Pep assemblies	Scheduled every month and all classes attend
	Lunch Groups	Several times a month
	Classroom meetings	% of teachers holding classroom meetings at least once a week
	Spirit Days	Measures of student involvement
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Panorama Survey and survey of staff to monitor classroom meetings.	

Priority #4

Priority Area	High Levels of Family and Community Involvement	
Focus Area	Higher family attendance for school events with a focus on increasing involvement of families with diverse backgrounds.	
Focus Grade Level(s)	K-5	
Desired Outcome	We will increase attendance by 10% at curriculum nights over 3 years. We will increase attendance at conferences to 100% over 3 years. We will increase attendance at library nights by 10% over 3 years.	
Alignment with District Strategic Initiatives	Culturally Responsive Family Engagement	
Data and Rationale Supporting Focus Area	On the Nine Characteristics Survey, only 44% completely agreed that there was a high level of family and community involvement.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Automated text to families for events.	Before each event, all families get an automated text in home language.
	Re-vamp curriculum night.	Increased attendance from previous years.
	Grade levels team with library night to promote.	Teachers encourage class to attend.
	Improve event promotion (stickers, flyers, teacher reminder, robocall, auto text).	Increased attendance from previous years.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Sign-in sheets from events and attendance data from parent-teacher conferences.	

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to “integrate technology literacy and fluency” in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies
- Utilizing digital tools to enhance learning
- Applying Ed Tech Learning Standards
- Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school’s date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

COMMUNITY ENGAGEMENT PLAN

As a district of doers, learners, and believers, our “why” drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.¹⁰ The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Parent SIP Information Meetings	Fall/Winter
	PTSA Communication	Fall/Winter
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Parent SIP Information Meetings	Fall/Winter
	PTSA Communication	Fall/Winter
	School Newsletters	Fall/Winter
	PTSA Newsletters	Fall/Winter

¹⁰ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r>