Einstein Elementary

School Improvement Plan

Annual Update: 2021-22

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.[1]

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 substantial classroom support for teachers and crucial school support during the school's transition to in person learning during the COVID-19 pandemic.

Mission Statement: *Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.*
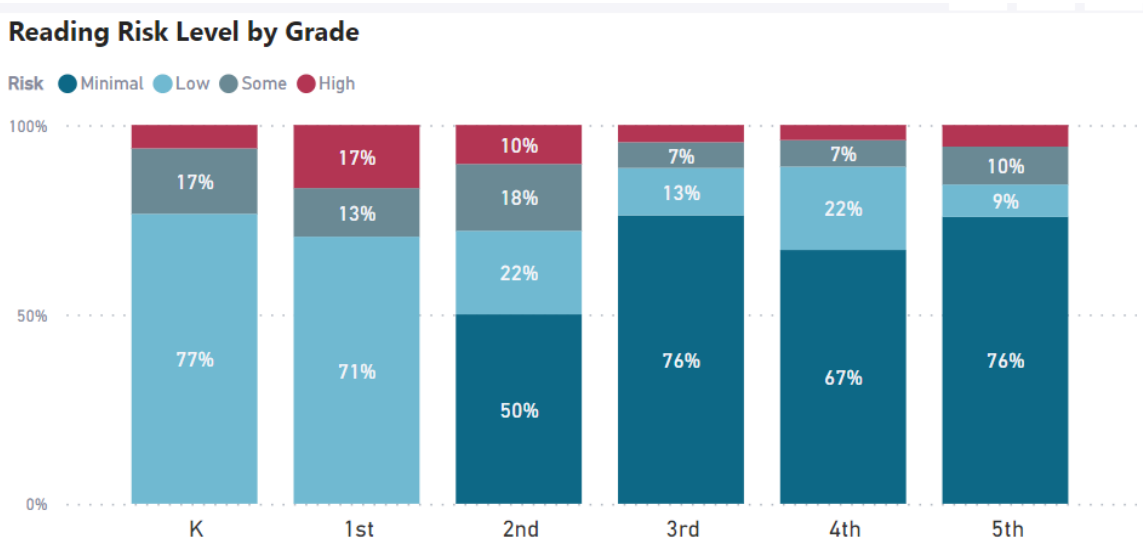
Demographics:[2]

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		455	401	420	450
Racial Diversity (%)	American Indian/Alaskan Native	0.0%	0.0%	0.2%	0.2%
	Asian	25.9%	43.9%	43.6%	45.6%
	Black/African American	4.4%	2.0%	2.9%	2.2%
	Hispanic/Latino of any race(s)	22.9%	18.7%	18.3%	18.9%
	Native Hawaiian/Other Pacific Islander	0.0%	0.0%	0.0%	0.0%
	Two or more races	8.8%	6.0%	7.4%	6.9%
	White	38.0%	29.4%	27.6%	26.2%
Students Eligible for Free/Reduced Price Meals (%)		28.4%	19.0%	17.4%	15.1%
Students Receiving Special Education Services (%)		17.4%	11.2%	12.6%	9.8%
English Language Learners (%)		19.8%	19.7%	17.6%	17.6%

CONTINUOUS IMPROVEMENT PRIORITIES

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[1] LWSD School Board Approval on <insert date>

[2] Enrollment and racial diversity based on annual October 1 headcount and includes any Preschool-Gr 12 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

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.

<table>
<tr><td colspan="2" align="center">Priority #1</td></tr>
<tr><td>Priority Area</td><td>English Language Arts/Literacy</td></tr>
<tr><td>Focus Area</td><td>Phonemic Awareness & Phonics Instruction</td></tr>
<tr><td>Focus Grade Level(s)</td><td>K - 5</td></tr>
<tr><td>Desired Outcome</td><td>85% Students in Grades K-5 will score at or above the low score on the FastBridge Reading assessment in Spring 2022 (K-2 low score is "Low Risk" 3-5 low score is "Minimal Risk").</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>MTSS</td></tr>
<tr><td>Alignment with Characteristics of Effective Schools</td><td>Clear and Shared Focus</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>

Further examination of FastBridge data shows large percentage of students needing phonics & fluency and phonemic awareness support over other components of reading.
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Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Individual teachers desegregating classroom data to identify specific areas of need.	FastBridge
	Developing small groups based on identified needs within Fastbridge data	FastBridge

	Increase instructional practices and professional development with phonics & phonemic awareness.	PD Agenda	
	Use of Heggerty Routines with Kindergarten and First Grade Classrooms to standardize phonemic awareness instruction.	Teacher Report	
Timeline for Focus	Fall, 2021 - Spring, 2022		
Method(s) to Monitor Progress	BOY, MOY, EOY (Winter/ Spring) Fastbridge assessment.		

Priority #2	
Priority Area	Mathematics
Focus Area	Concepts and Procedures
Focus Grade Level(s)	K-2
Desired Outcome	90% Students in Grades K-1 will score at or above the low score on the FastBridge Mathematics assessment in Spring 2022. 90% of Students in Grade 2 will score at or above the minimal score on the FastBridge Mathematics Assessment in Spring 2022.
Alignment with District Strategic Initiatives	MTSS
Alignment with Characteristics of Effective Schools	High Standards and Expectations for All Students
Data and Rationale Supporting Focus Area	Math Risk Level by Grade Risk ● Minimal ● Low ● Some ● High K: High 13%, Some 11%, Low 76% 1st: High 5%, Some 13%, Low 81% 2nd: High 12%, Some 7%, Low 19%, Minimal 62% 3rd: Low 16%, Minimal 75% 4th: High 9%, Some 10%, Minimal 78% 5th: High 7%, Some 10%, Low 9%, Minimal 74% K-1 are unable to achieve minimal risk on the Fastbridge Math Assesment, with low risk being the most they can achieve. Additionally, a deeper look at the Fastbridge data shows that the key areas where students need more support are: number sequecnce, numeral identification, and place value.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation	
	Individual teachers desegregating classroom data to identify specific areas of need.	FastBridge	
	Developing small groups based on identified needs within Fastbridge data.	FastBridge	
	Progress-monitoring small groups with Illustrative Mathematics assessments.	Individual class data collection/progress monitoring.	
	SIOP strategies for math vocabulary.	Individual class data collection/progress monitoring.	
	Hands-on interaction through the use of math manipulatives.	Individual class data collection/progress monitoring.	
Timeline for Focus	Fall, 2021 - Spring, 2022		
Method(s) to Monitor Progress	BOY, MOY, EOY (Winter/ Spring) Fastbridge assessment.		

<div align="center">**Priority #3**</div>

Priority Area	Behavior
Focus Area	Reduction of Negative School Behavior
Focus Grade Level(s)	K-5
Desired Outcome	20% Reduction in the number negative behavior incidences reported for K-5 students as measured by discipline data from 9/2021-11/2021 to the end of the 2021-2022 school year.
Alignment with District Strategic Initiatives	MTSS
Alignment with Characteristics of Effective Schools	High Standards and Expectations for All Students
Data and Rationale Supporting Focus Area	From 9/2021 through 11/2021, there were 80 reported discipline incidences at Einstein Elementary. This is an average of 1.4 incidents a school day.

Strategy to Address Priority

Action	Measure of Fidelity of Implementation
Teachers will teach and remind students of rules and expectations, including recess expectations, at the beginning of the school year and upon return from extended breaks (Winter, mid-winter, Spring).	Individual class data collection/progress monitoring
Admin team will provide reminders of school rules and expectations to grade-level groups, during each grade-level lunch time.	School data/progress monitoring
Posters will be added to major organized games on the playground. The visuals will include game rules, as well as conflict-resolution steps.	School data/progress monitoring
School-wide rules and expectations will be posted in visible locations around the school in English and Spanish	School data/progress monitoring
Individual Student Interventions	Student data/progress monitoring

Timeline for Focus	Fall, 2021 - Spring, 2022
Method(s) to Monitor Progress	Skyward behavior tracking, Power BI behavior tracking statistics

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 instruction.
   Core instructional technologies include Microsoft tools, SMART Technologies, and classroom footprint technologies.
2. Utilizing digital tools to enhance the learning process and ensure access to content.
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) and Technology Integration Specialist to identify training needs based on the TIF program goals. The BIT plan identifies year-long goals and plans for providing professional learning to meet training needs. Beginning and end of year Technology Integration survey data informs the personalization of individual school plans in alignment with strategic efforts.

Based on Spring Technology Integration staff survey data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☐Digital Citizenship
☐Integrating core instructional technologies within instruction
☒Utilizing digital tools to enhance learning and ensure student access to content
☐Applying Ed Tech Learning Standards across content areas

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 2019. During that year, the participation rate was met.

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.[3] 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
	Link to the SIP will be provided to families in a newsletter.	By February 2022
	Invite families to submit SIP feedback to the school.	By February 202

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	The completed SIP will be added to the Einstein Elementary website for all stakeholders to access.	By February 2022
	Link to the SIP will be provided to families in a newsletter.	By February 2022