Einstein Elementary

School Improvement Plan

Annual Update: 2023-24

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 a 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 a full-time Quest classroom and a Dual Language Spanish-English Program. The full-time Quest program is designed to meet the needs of students 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 the school as a whole.

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

2023-24 PRIORITIES AT A GLANCE

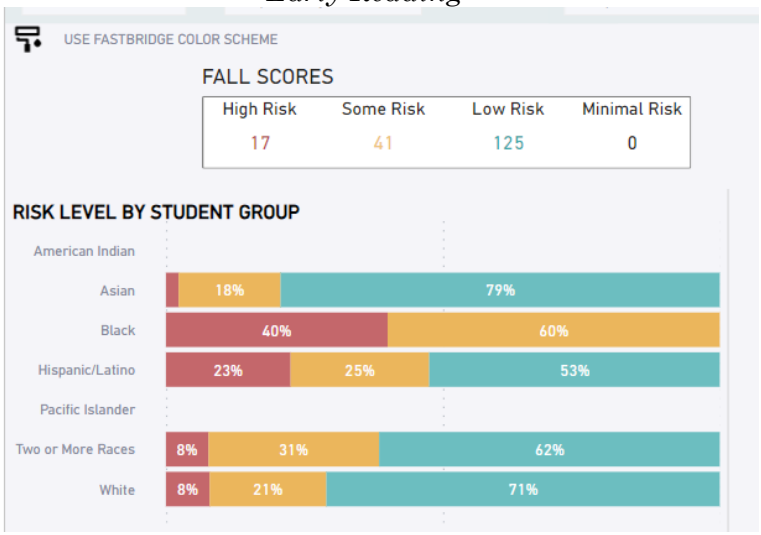
Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	**English Language Arts/Literacy**	K-1: phonics 2-5: fluency With a special focus on high-risk students specifically, underserved population disproportionately showing high risk in FastBridge data.	By Spring 2024, we will see 10% growth in each grade-band levels: both phonics and fluency, using FastBridge measurement.
2	**Mathematics**	K-5: Math Vocabulary With a special focus on high-risk students in all grade levels with students disproportionately showing high risk in FastBridge data.	By Spring 2024, we will see 10% growth as measured by the FastBridge aMath assessment.
3	**Attendance**	K-5 Attendance	By June 2024, we will see a decrease in total school absences from 7% in the

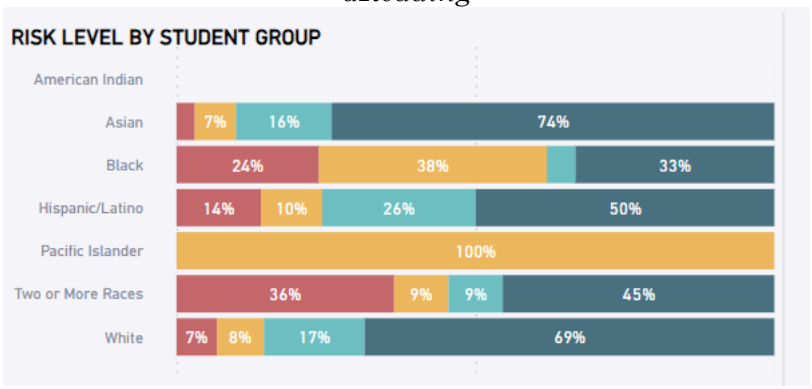
[1] LWSD School Board Approval on <insert date>

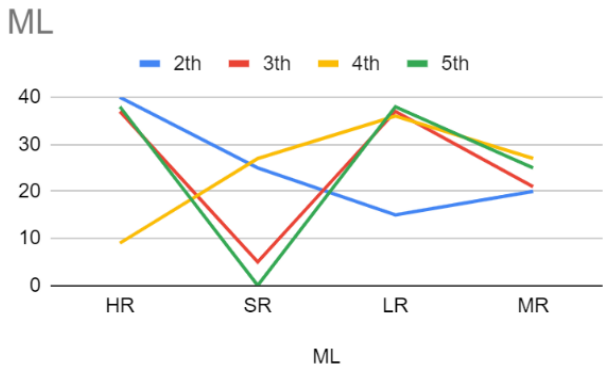
		With a focus on students demonstrating high risk absences students in all grade levels.	2022-2023 school year to 6% or less in the 2023-2024 school year, as measured by Skyward attendance reports.

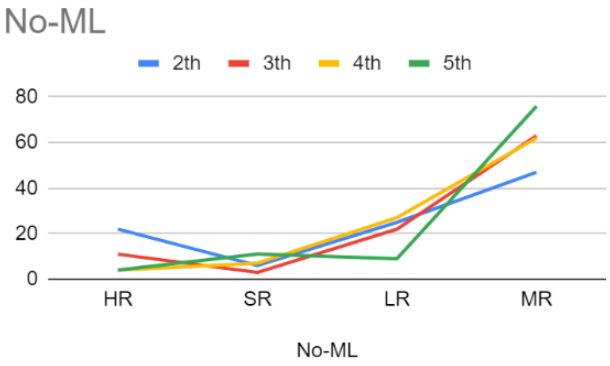
CONTINUOUS IMPROVEMENT PRIORITIES

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.

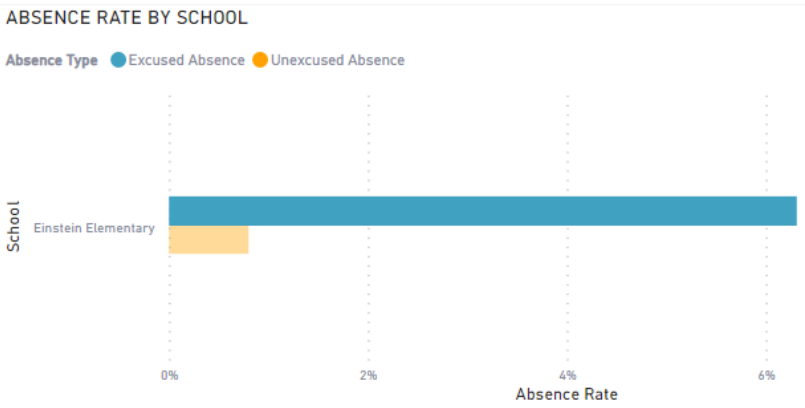
Priority #1	
Priority Area	English Language Arts/Literacy
Focus Area	Phonics and Fluency: High Risk Students
Focus Grade Level(s) and/or Student Group(s)	K-1: Phonics 2-5: Fluency With a special focus on high-risk students specifically, underserved population disproportionately showing high risk in FastBridge data
Desired Outcome	By Spring 2024, we will see 10% growth in each grade level in the areas of phonics and/or fluency, using the universal screener of FastBridge as a measurement.
Alignment with District Strategic Initiatives	MTSS
Data and Rationale Supporting Focus Area	We are focusing on phonics specifically on nonsense words for K-1 (earlyReading subtest). There will be a fluency focus for CBM reading for grades 2-5. This is due to our analysis of our FastBridge fall screener data. As the data below clearly shows, our students that are Black, Hispanic, or Latino are not performing at the same outcome levels as our Asian and White students, indicating a need to focus on phonics and fluency. *Early Reading* 

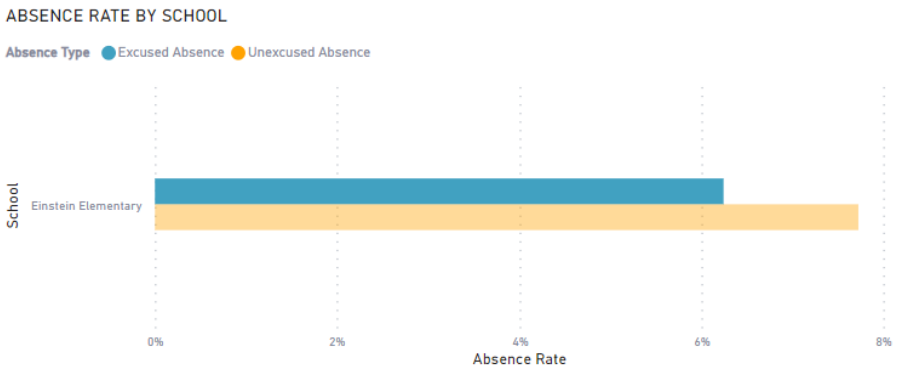
<table>
<tr><td></td><td>aReading
 
</td></tr>
<tr><td>Strategy to Address Priority</td><td>
<table>
<tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr>
<tr><td>Small group instruction (all grades)</td><td>Phonics (K) Wonders letter sound assessment (monthly)
Phonics (1) FastBridge nonsense word progress monitoring (monthly) as well as the phonics portion of the unit assessment
Fluency (2-5) Wonders Fluency Passages (Curriculum Cloud) (monthly)</td></tr>
<tr><td>Whole Group Heggerty (K-2)</td><td>Letter cards participation (oral response)</td></tr>
<tr><td>Partner Reading (2-5)</td><td>Your Turn practice pages, fluency check</td></tr>
<tr><td>ML, Safety Net, Sped</td><td>Progress Monitoring, WIDA, Fluency CBM, SIPPS. Wonderworks (4-5, fluency)</td></tr>
<tr><td>Lexia minimum 60 minutes per week</td><td>Lexia progress data</td></tr>
</table>
</td></tr>
<tr><td>Timeline for Focus</td><td>Fall, 2023 - Spring, 2024</td></tr>
<tr><td>Method(s) to Monitor Progress</td><td>Fast Bridge, grade level progress monitoring, formative data</td></tr>
</table>

<table>
<tr><th colspan="2">Priority #2</th></tr>
<tr><td>Priority Area</td><td>Mathematics</td></tr>
<tr><td>Focus Area</td><td>Vocabulary in Math</td></tr>
<tr><td>Focus Grade Level(s) and/or Student Group(s)</td><td>High risk students in all grade levels with focus on Multi-Lingual students disproportionately showing high risk in FastBridge data.</td></tr>
<tr><td>Desired Outcome</td><td>By Spring 2024, we will see 10% growth as measured by the FastBridge aMath assessment and LWSD Created End of Unit Assessments.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Equity</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>On the FastBridge assessment, specifically aMath data, there is a clear discrepancy in student risk level when contrasted with Multi-Lingual Student data. Because math vocabulary knowledge and usage are key to math conversations and collaboration, a focus on math vocabulary is our focus.
 

 
</td></tr>
<tr><td>Strategy to Address Priority</td><td>
<table>
<tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr>
<tr><td>SIOP Language Objectives using vocabulary</td><td>Learning Walks, formative data</td></tr>
<tr><td>Explicit Instruction of Math Vocabulary</td><td>Learning Walks, Use of vocabulary materials, Math Vocabulary Walls</td></tr>
<tr><td>Scaffolded Strategies that specifically impact vocabulary</td><td>Use of sentence frames, use of cognitive content dictionaries</td></tr>
</table>
</td></tr>
</table>

	Collect Vocabulary for each lesson by grade level	Learning Walks, Use of vocabulary materials, Math Vocabulary Walls
	Create Vocabulary lists, cards, and walls by grade level	Learning Walks, Use of vocabulary materials, Math Vocabulary Walls
Timeline for Focus	Fall, 2023 - Spring, 2024	
Method(s) to Monitor Progress	FastBridge, grade level progress monitoring, formative data	

Priority #3	
Priority Area	Attendance
Focus Area	Decrease the Number of School Absences
Focus Grade Level(s) and/or Student Group(s)	Kindergarten — 5th Grade High risk students in all grade levels with focus on Black/African American students showing high risk in attendance data.
Desired Outcome	By June 2024, we will decrease the number of total school absences from 7% in the 2022-2023 school year to 6% or less in the 2023-2024 school year, as measured by Skyward attendance reports.
Alignment with District Strategic Initiatives	MTSS
Data and Rationale Supporting Focus Area	From the beginning to end of the 2022-2023 school year, there were a total of 697 (7%) school absences at Einstein Elementary School. An analysis of the data showed the following trends: • Attendance rate was approximately 93%. • Out of the total 697 (7%) absences, 539 (6%) were excused absences and 158 (1%) were unexcused absences. • Grades K, 1, and 2 had the highest rates of absences. • Absences spiked before and after holidays including Thanksgiving Break, Veteran's Day, Winter Break, and Spring Break. • When look at absences by race, Black/African American students had a disproportionately higher rate of unexcused absences (nearly 8%) as compared to the school average of 1%. Current research shows that regular school absences can harm elementary students in many ways. They can negatively impact the academic achievement of all students, especially vulnerable students, such as low-income students, multilingual learners, students with disabilities, and homeless/foster youth. Students absent more frequently feel less connected and motivated at school than their peers. The more students are absent from school, the more it increases their chances of dropping out and having unhealthy behaviors later in life. Therefore, it is important to help students and families improve school attendance and student outcomes. Source: *www.attendanceworks.org* *All Students*  *Black/African American Subgroup*



Strategy to Address Priority

Action	Measure of Fidelity of Implementation
PBIS team tracking of attendance data	Team files & notes, PowerBI data
Attendance meetings for students with attendance concerns	Meeting tracking
Communicate educational impact of absences to families on a regular basis	School & teacher newsletters One-on-one teacher communication with families
Individual attendance letters when students have 3 or more unexcused absences per month	Monthly tracking on spreadsheet
Removing barriers to attendance based on individual needs or circumstances	Tracking on spreadsheet
Schoolwide monthly celebration/recognition of class/grade level(s) with highest attendance rate	Monthly recognition of students for perfect attendance that month School bulletin board with attendance rates

Timeline for Focus

November, 2023 - June, 2024

Method(s) to Monitor Progress

Monthly Attendance Data
Class Attendance Data
Individual Attendance Records

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.

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.[2] 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 June 2024
Invite families to submit SIP feedback to the school.	By June 2024

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 June 2023
Link to the SIP will be provided to families in a newsletter.	By June 2023

[2] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265