

# Einstein Elementary School

## School Improvement Plan

### Annual Update: 2025-26

*This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.<sup>1</sup>*

#### 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 a Dual Language Spanish-English Program which 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.

#### 2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	<b>K-2 Phonics</b> Focusing on student growth	By Spring 2025, we will see a 10% growth in student scores for the grade levels K-2 as measured by the FastBridge Assessment (earlyReading letter sounds for K, earlyReading nonsense words for 1, CBM for 2).
		<b>3-5 Reading Comprehension</b> Focusing on student growth	By Spring of 2025, we will see a 10% growth of student scores in reading comprehension for grade-band levels 3-5 as measured by the FastBridge Assessment (aReading).
2	Mathematics	K-5: Fluency through building number sense	K-1 <sup>st</sup> : By Spring 2025, we will see 10% growth as measured by the FastBridge earlyMath assessment and IM assessments.

<sup>1</sup> LWSD School Board Approval on <insert date>

Students will develop strong number sense to improve their fluency in mathematics. This includes understanding numbers, their relationships, and operations, which supports flexible thinking and problem-solving.

2<sup>nd</sup> – 5<sup>th</sup>: By Spring 2025, we will see 10% growth as measured by the FastBridge CBM Math Automaticity assessment and IM assessment.

With a focus on High risk students in all grade levels with focus on Multilingual students disproportionately showing high risk in FastBridge data.

**3 Social  
Emotional  
Learning**

K-5 Emotional Regulation

By Spring 2026, we will see an increase in the area of Emotional Regulation by 10%. Based on the Panorama Survey and Street Data, we will see an increase from 54% positive student responses to 64% positive student responses.

## 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** Literacy

**Focus Grade Level(s) and/or Student Group(s)** **K-2 Phonics**  
Focusing on growth of individual students

**3-5 Reading comprehension**  
Focusing on growth of individual students

**Focus Area** Phonics K-2, Comprehension 3-5

**Desired Outcome** By Spring 2025, we will see a 10% growth of student scores in phonics by grade level as measured by the FastBridge Assessment (earlyReading letter sounds for K, earlyReading nonsense words for 1, CBM for 2).

By Spring of 2025, we will see a 10% growth of student scores in reading comprehension for each grade level 3-5 as measured by the FastBridge Assessment (aReading).

**Current Data Supporting Focus Area** We are focusing on phonics for grades K-2 and we are focusing on comprehension for grades 3-5. This is due to our analysis of our FastBridge fall screener data. As the data below shows our students need supports in these areas.

	Fall 2024	Fall 2025
Kinder	72%	81%
1st	82%	77%
2nd	75%	84%
3rd	82%	82%
4th	83%	81%
5th	83%	82%

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Small group instruction (all grades)	Phonics (K) CORE Letter sound assessment (monthly).
		Phonics (1) FastBridge nonsense word progress monitoring (monthly) as well as the phonics portion of the unit assessment.

Phonics (2): Fastbridge CBM (monthly).

Whole group Heggerty (K-2)  
ML, Safety Net, Sped  
Lexia minimum 40 minutes per week  
UFLI

3-5 Fastbridge, Lexia, Wonders weekly reading formative assessments, LWSO unit summative assessments.  
Letter cards participation (oral response)  
Progress Monitoring, WIDA, Fluency CBM, SIPPS.  
Wonderworks (4-5, fluency)  
Lexia progress data  
Weekly UFLI assessments

**Strategy to Engage Students, Families, Parents and Community Members**

**Action:** Provide resources to parents around literacy, providing books through classroom and school libraries  
Curriculum offered annually every fall and family conferences

**Timeline for Focus**

Fall, 2025 - Spring, 2026

**Method(s) to Monitor Progress**

Fast Bridge, grade level progress monitoring, UFLI and Wonders Assessments, Formative data

## Priority #2

**Priority Area** Mathematics

**Focus Grade Level(s) and/or Student Group(s)** Fluency through building number sense

Students will develop strong number sense to improve their fluency in mathematics. This includes understanding numbers, their relationships, and operations, which supports flexible thinking and problem-solving.

**Focus Area** High risk students in all grade levels with focus on Multilingual students disproportionately showing high risk in FastBridge data.

**Desired Outcome** K-1<sup>st</sup>: By Spring 2025, we will see 10% growth as measured by the FastBridge earlyMath assessment and IM assessments.

2<sup>nd</sup> – 5<sup>th</sup>: By Spring 2025, we will see 10% growth as measured by the FastBridge CBM Math Automaticity assessment and IM assessment.

**Current Data Supporting Focus Area**

Grade	Fall 2023	Fall 2024	Fall 2025
Kinder			85
1st		85	84
2nd	80	80	82
3rd	83	80	92
4th	78	74	71
5th	83	76	74
Cohort	Fall 2023	Fall 2024	Fall 2025
Current Kinder			85
Current 1st		85	84
Current 2nd	85	84	82
Current 3rd	86	80	92
Current 4th	80	80	71
Current 5th	83	74	74

Analysis of our FastBridge fall screener data. As the data above shows our students need supports in these areas.

**Strategy to Address Priority**

**Action**

**Measure of Fidelity of Implementation**

Enhancing the Student Experience in Math cohort with Dr. Anita Lenges from the University of Washington.

Meeting notes from the sessions and collaboration meetings with Dr. Lenges. Implementation of strategies provided by Dr. Lenges in each classroom.

Staff Meeting/PD session minutes, presentations, agendas etc. That relate to math instruction development.

Integrate 10–15 minute Number Talks into daily math instruction across all grade levels.

Ensure consistent use of Illustrative Math warm-ups that focus on number relationships and operations.

Provide PD sessions focused on number sense, Number Talks, and fluency-building strategies using Illustrative Math

Monthly classroom walkthroughs using a Number Talk fidelity checklist. Student participation and strategy sharing tracked via exit tickets or journals.

Lesson plan reviews to confirm inclusion of warm-ups. Peer observations focused on warm-up implementation. Student math journals showing engagement with warm-up tasks. PD attendance and feedback forms. Pre- and post-PD teacher surveys on confidence and knowledge. Implementation goals tracked through coaching cycles.

**Strategy to Engage Students, Families, Parents and Community Members**

Extend math learning beyond the classroom and build family capacity to support fluency.

**Timeline for Focus**

Fall, 2025 - Spring, 2026

**Method(s) to Monitor Progress**

FastBridge, grade level progress monitoring, formative data, IM unit assessments

### Priority #3

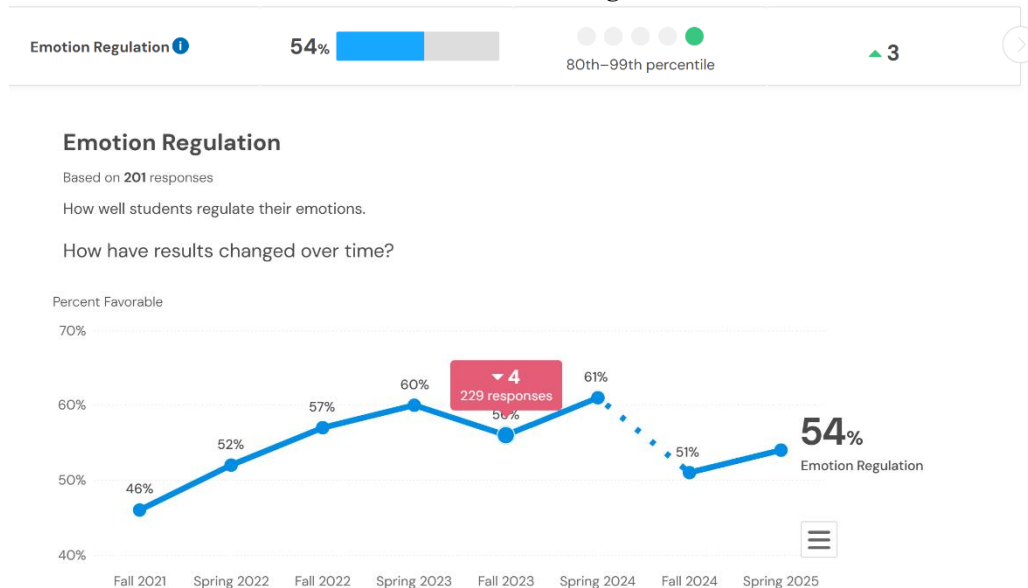
**Priority Area** Social Emotional Learning

**Focus Grade Level(s) and/or Student Group(s)** K-5

**Focus Area** Emotional Regulation

**Desired Outcome** By Spring 2026, we will see an increase in the area of Emotional Regulation by 10%. Based on the Panorama Survey and Street Data, we will see an increase from 54% positive student responses to 64% positive student responses.

**Current Data Supporting Focus Area** Panorama Data in the area of Emotional Regulation:



**Strategy to Address Priority**

**Action**

**Measure of Fidelity of Implementation**

Schoolwide SEL Instruction

Use of Purposeful People K-5  
Use of Second Step K-5  
Use of Kelso’s Choices K-2

IA Trainings

Monthly training for classified staff to learn strategies to support student behavior.

Community/Restorative Circles  
Mini-lessons surrounding specific behaviors

In all classrooms.  
Second Step (digital version).

Tier 2 Small Group Intervention

Counselor will provide Tier 2 intervention to students who need additional support.

**Strategy to Engage Students, Families, Parents and Community Members**

- Counselor Presentation at PTSA Meeting
- Communication through Parent Square to Families about Groups
- Family Surveys

<b>Timeline for Focus</b>	Fall, 2025 - Spring, 2026
<b>Method(s) to Monitor Progress</b>	Panorama, Street Data Surveys

## 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.