

# Continuous Improvement Process Plan

## Albert Einstein Elementary School

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<http://www.lwsd.org/school/einstein>

# 2015-16



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2015-16

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## DESCRIPTION OF SCHOOL

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Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

Albert Einstein Elementary School is a vibrant and diverse school that meets the needs of its varied population of learners at every level. The additional resources that Einstein receives help us focus on the specific needs of our students to improve the learning experience of all students. Our dedicated and experienced staff collaborate and use data to make instructional decisions, ensuring that students receive instruction at the level that is right for each.

Einstein is a unique community with over 30 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.

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 fund raising.

## SCHOOL PERFORMANCE OVER TIME

			2014- 15	2015- 16	2016- 17	2017- 18	2018- 19	2019- 20	2020- 21
<b>Early Literacy Development</b>	% of K-2 at benchmark on End-of-Year Literacy assessment	K	88%						
		1 <sup>st</sup>	83%						
		2 <sup>nd</sup>	71%						
<b>3<sup>rd</sup> Graders' on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy		62%						
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		55%						
<b>4<sup>th</sup> Graders' on Track for Success</b>	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy		65%						
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		62%						
<b>5<sup>th</sup> Graders' on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy		72%						
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science		71%						
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math		56%						

## CIP REFLECTION: EVALUATE OUTCOMES

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### **2014-15 CIP Goals and 2015 Outcomes:**

#### *Data*

	Goal	Achievement (Achievement Level Descriptor)
3 <sup>rd</sup> Grade ELA	60% met or exceeded standard	62% met or exceeded standard
3 <sup>rd</sup> Grade Math	65% met or exceeded standard	55% met or exceeded standard
4 <sup>th</sup> Grade ELA	70% met or exceeded standard	65% met or exceeded standard
4 <sup>th</sup> Grade Math	70% met or exceeded standard	62% met or exceeded standard
5 <sup>th</sup> Grade ELA	76% met or exceeded standard	72% met or exceeded standard
5 <sup>th</sup> Grade Math	76% met or exceeded standard	56% met or exceeded standard
5 <sup>th</sup> Grade Science	60% met or exceeded standard	71% met or exceeded standard
Sub-Group	62% met or exceeded standard	43% met or exceeded standard
Challenge:	50% exceeded standard	36% exceeded standard
Perception:	Many parents are involved at the school. 70% Agree	Many parents are involved at the school. 62.5% Agree

#### **Narrative Reflection**

##### **ELA**

Kindergarten-Second Grade: We exceeded our goal, which shows that we dedicated daily time to literacy instruction. We used strategies and groupings to improve instruction. We used strategies like: flash card, guided reading, flexible grouping, reading technology (Headsprout), reading at home (take home reading), safety net pull out groups, KISN, push in IA's, whole group instruction, read aloud, and parent volunteers.

Third-Fifth Grade: We noticed that our achievement was close to what we predicted. We are proud of having 28 students exceed standards in ELA. To ensure growth, we assessed frequently and adjusted our instruction. We developed unit plans based on feedback from formative assessments. Our data team goal was for students to determine main idea of a text and recount key details and explain how they support the main idea. This goal was integrated across reading units, social studies, and science. It also helped increase student achievement in writing informational text. We used the data team process to assess, reflect, and adjust our instruction. We also used Writer's Workshop to systematically teach the writing process.

Some scores didn't reflect what we know our students are capable of. We were above the state percent proficiency, but below Lake Washington's percentage. We were strongest in Reading Claim. Claim to focus on is Writing. We used Writer's Workshop to each the different genres in writing. We used a specific strategy to teach finding and using Text Evidence to support answers. We used released items to practice strategies and skills.

	<p>The majority of students were at or near standard or above standard. Many students were only at or near standard for listening and speaking, so this would be a good focus for instruction this year. Students were especially strong in research/inquiry.</p>
<b>Math</b>	<p>Kindergarten-Second Grade: The data showed high and clear growth within the second grade. Students gained a clear understanding of: place value, properties of operations, and/or the relationship between addition and subtraction. Students that did not reach the goal were very close (many earning a 82%). I believe this may be because students felt rushed by the time limit or they forgot strategies as they moved on to their next goal.</p> <p>Third-Fifth Grade: Our math achievement was lower than we expected. We're proud of having 28 students above standard and many others near standard. We would like to see continued growth in problem solving and reasoning. We'd like students to be more confident in writing responses about math. We used flexible groupings to ensure we reached all students. We also had the support of safety net teachers to work with small groups of students. We did extra math enrichment once a week with all students.</p> <p>Above Washington's percent of proficiency, but below Lake Washington's percentage. Over 50% of our student were above standard in Concepts and Procedures. Communicating and Reasoning is an area of continued focus. Our ELL students scored lower in Communicating and Reasoning. In Math we used differentiated instruction for all student. We targeted Math foundational skills for our Data Team goal. We also taught two 45 minute differentiated skills groups to support, reinforce, or challenge students learning. We had students practice the SBA using the released tests online.</p> <p>The students performed above the state average, but below the district average. The majority of students were at, near, or above standard. The students were stronger in problem solving and modeling &amp; data analysis and communicating reasoning. They still need to grow in the area of concepts and procedures.</p>
<b>Science</b>	<p>Most students were at or above standard. Of the students below standard, almost twice as many were just below than well below.</p>
<b>Sub-Group</b>	<p>Almost half of our low-income students met or exceeded standard. This is due to the multiple supports put in place school-wide. Students are able to receive instruction in their general education classroom, as well as, intervention small groups and parent/community volunteers which resulted in closing the achievement gap.</p>
<b>Challenge:</b>	<p>Kindergarten-Second Grade: Our data stayed the same and showed no growth. We believe this is because many students were already at the benchmark of 90 wpm and continued with that same result. We used wonders curriculum, safety net, and nightly reading to support this fluency goal.</p> <p>Third-Fifth Grade: Parent involvement is essential to supporting our student population. We all had many volunteers within our classrooms. Additionally, there were several school-wide programs such as curriculum night, Redmond Library nights, Science Expo, Green Team, Family Math Night, International Night, PTSA programming, Community Serve Day, and Lunch Buddies. We also met with parents twice a year for conferences and communicated home often.</p>

	4 <sup>th</sup> grade had 44% of students at a Level 4. The majority of students that did pass were above standard. We used a specific strategy to teach finding and using Text Evidence to support answers. We used released items to practice strategies and skills.
<b>Perception:</b>	Our goal was to increase parent involvement at the school. We wanted to go from 63% to 70% and we achieved our goal with 86%. Parent involvement is essential to supporting our student population. Every teacher had many volunteers within the classrooms daily. Additionally, there were several school-wide programs such as curriculum nights, Redmond Library nights, Science Expo, Green Team, Family Math Night, International Night, PTSA programming, Community Serve Day, and Lunch Buddies. Teachers also met with parents twice a year for conferences and communicated home on a weekly basis. Steps were also put in place to begin implementation of the Watch D.O.G.S. program and Natural Leaders for the following school year.

## ANNUAL SCHOOL GOALS

### 2015-16 Annual School Goals:

SMART Goals	
<b>Literacy: K-2 Reading</b>	By June 2016, 86% of our K-2 students will be at benchmark in reading as measured by DIBELS.
<b>Literacy: 3-5 ELA</b>	By June 2016, 67% of our 3-5 students will be at benchmark in reading as measured by the SBA.
<b>Math: 3-5 Math</b>	By June 2016, 63% of our 3-5 students will be at benchmark in math as measured by the SBA.
<b>Science: 5<sup>th</sup> Science</b>	By June 2016, 72% of our 5 <sup>th</sup> grade students will be at benchmark in science as measured by the SBA.
<b>Achievement Gap</b>	By June of 2016, 47% of our low income students will be at benchmark in Reading as measured by the SBA.
<b>School Effectiveness:</b>	By May of 2016, the percentage of staff who report that the school successfully keeps unruly behavior to a minimum will increase from 12.5% to 60% as measured by the nine-characteristics survey (Question 4a).
<b>Attendance and Discipline:</b>	<p>Attendance: By May of 2016, the number of students reporting to the school tardy will decrease from 262 tardies in September 2015 by around 25% to less than 200 per month by June 2016 as measured by Skyward attendance reports.</p> <p>Discipline: Based on a three month average, Einstein Elementary School will reduce the average number of referrals per day per month from 2.53 to 2 per day.</p>

### Annual School Goals: Academic

At Einstein Elementary School, our grade level teams met to determine PGE student growth goals and SBA/common assessment target scores. We analyzed last year's assessment data and individual student data to determine assessment goals which were subsequently shared with staff.

In order to ensure all students are receiving challenging and rigorous instruction, many grade levels participate in a walk to math instructional format. In addition, instruction is differentiated based on student need.

For students who are struggling, teachers use a variety of differentiation strategies. Also, Einstein Elementary School's five safety net teachers provide additional support and instruction.

Our academic annual school goals are monitored on a monthly basis to discuss progress towards goals. Common assessments are given to accurately assess student achievement.

### **Annual School Goals: Achievement Gap**

In analyzing our sub-groups, we found that our low income students were not performing in a manner equivalent to their peers. As a result, in the interest of ensuring that all students succeed to high levels, we chose this group as our focus.

Based on assessment data collected on an ongoing basis, our students performing at a level one or two receive intensive push in or pull out instruction. Staff meet regularly to discuss student progress and needs.

### **Annual School Goals: School Effectiveness**

Upon examination of nine-characteristics data, 87.5% of teachers did not feel that the school successfully kept unruly behavior to a minimum in the 2014-2015 school year. Because a safe environment is key to student learning success, we selected this measure of school effectiveness.

A school discipline committee will be formed to develop a positive and comprehensive student management plan. This team will meet monthly to develop common learning expectations, common positive incentives for students, and study ongoing discipline data to make adjustments according to the needs of students.

### **Annual School Goals: Attendance and Discipline**

#### **Attendance:**

For the month of September, 262 students were tardy. Of these students, 71% (187/262) arrived within the first fifteen minutes of the day. Unfortunately, this means that these tardy students missed key routines, instructions, and introductory teaching, all of which affects student learning. We will monitor tardies on a monthly basis, notifying parents in writing about tardy concerns, communicate tardiness trends with staff, and develop plans with students to encourage attendance improvement.

#### **Discipline:**

For the months of September, October, and November, an average of 2.53 students received a write up per day. In order to increase student safety, participation in class, and learning, we will work to reduce behavior warranting discipline. Steps we will take include collecting discipline data, analyzing and responding to data on a monthly basis, developing and teaching schoolwide expectations, and developing incentive systems.

## INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

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<b>Goal Area</b>	<b>Literacy</b>
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> <li>-Differentiated Instruction</li> <li>-RTI/Safety Net,</li> <li>-District ELA Curriculum</li> <li>-Grade level collaboration</li> <li>-CORE Strategies</li> </ul>
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> <li>-CORE Training</li> <li>-LEAP Training</li> <li>-PLC</li> <li>-District CEL Writing Training</li> </ul>
<i>Resources needed</i>	<ul style="list-style-type: none"> <li>-Wonders</li> <li>-Burst</li> <li>-WonderWorks</li> <li>-CORE Training</li> </ul>
<i>Responsible individual or team</i>	-Principal, Associate Principal, Staff, Volunteers

<b>Goal Area</b>	<b>Math</b>
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> <li>-Differentiated Instruction</li> <li>-RTI/Safety Net</li> <li>-Walk to Math</li> <li>-District Math Curriculum</li> <li>-Grade level collaboration</li> </ul>
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> <li>-LEAP Training</li> <li>-CCS Review</li> <li>-PLC</li> </ul>
<i>Resources needed</i>	<ul style="list-style-type: none"> <li>-enVision Math Curriculum</li> <li>-STAR Math</li> </ul>
<i>Responsible individual or team</i>	-Principal, Associate Principal, Staff, Volunteers

<b>Goal Area</b>	<b>Attendance</b>
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> <li>-Clear processes for monitoring attendance on a weekly basis</li> <li>-Inform families and staff about student absences through safe arrival calls and attendance letters</li> <li>-Developing plans with students and families</li> </ul>
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> <li>-Newsletter Articles for Parents</li> <li>-Copies of attendance letters to parents</li> </ul>
<i>Resources needed</i>	<ul style="list-style-type: none"> <li>-Monthly Attendance Reports</li> <li>-LWSD Attendance Policies</li> </ul>

<i>Responsible individual or team</i>	-Principal, Associate Principal, Staff, Registrar
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<b>Goal Area</b>	<b>Discipline</b>
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> <li>-Schoolwide Behavior Expectations</li> <li>-Clearly defining expected behaviors for students</li> <li>-Process or Recognizing students making a good choices</li> <li>-Standardized Discipline Documents</li> <li>-Track discipline data to discover patterns in data</li> </ul>
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> <li>-PBIS Training for Staff</li> <li>-LEAP Training</li> </ul>
<i>Resources needed</i>	<ul style="list-style-type: none"> <li>-PBIS Materials</li> <li>-SWIS Subscription</li> </ul>
<i>Responsible individual or team</i>	Principal, Associate Principal, PBIS Committee including parents and students

## PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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Strategies to involve parents, families, and the community in the Continuous Improvement Process

We will present the CIP at a PTSA board meeting in the winter. Parents will be included in our PBIS Committee and Dress Code committees. We will also have the CIP available online.

Strategies to inform parents, families, and the community about the Continuous Improvement Process

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