

Edmonds School District
 School Improvement Planning Process
Each Student Learning, Every Day!

School Name: Westgate Elementary

Year: 2018-19

School Theory of Action/Target Area

Students will increase learning and engagement by participating in *integrated leadership opportunities* and *project based learning*. As a result, students will *elaborate, use details, and provide evidence to support critical thinking skills*.

Whole School Achievement Goal- As a result of this action:

Compared to 66% of Westgate students who scored proficient in ELA SBA in Spring of 2018 , 69% of Westgate students will meet or exceed proficiency on the ELA SBA in Spring 2019.

Opportunity/Achievement Gap:

- **Measurement/Assessment:** SBA Summative English Language Arts and other measures

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
All Students Click here to enter text.	Click here to enter text.	Click here to enter text.
Comparison Group A Students not showing growth or showing negative growth over time will begin to show growth using multiple measures as our data source. *See attached Data Plan.	Currently, none of the students in our comparison group are showing growth in specific areas on multiple measures. *See attached data plan.	Our goal is for 100% of our students in this comparison group begin to show growth in the assessment areas which they are targeted.
Comparison Group B Students showing growth, and will continue to show positive growth trends on multiple measures.	Currently all the students in comparison group B are showing growth over time.	Our goal is for 100% of our students in the comparison group to continue to show growth over time.

Commitment Focus Areas:

You may choose to select one or more of the other options in addition to Effective Learning for All Students.

- Effective Learning for All Students
- Equity of Opportunity
- P-3rd Grade Early Learning
- Graduates Who Are Ready for Life

Edmonds School District
 School Improvement Planning Process
Each Student Learning, Every Day!

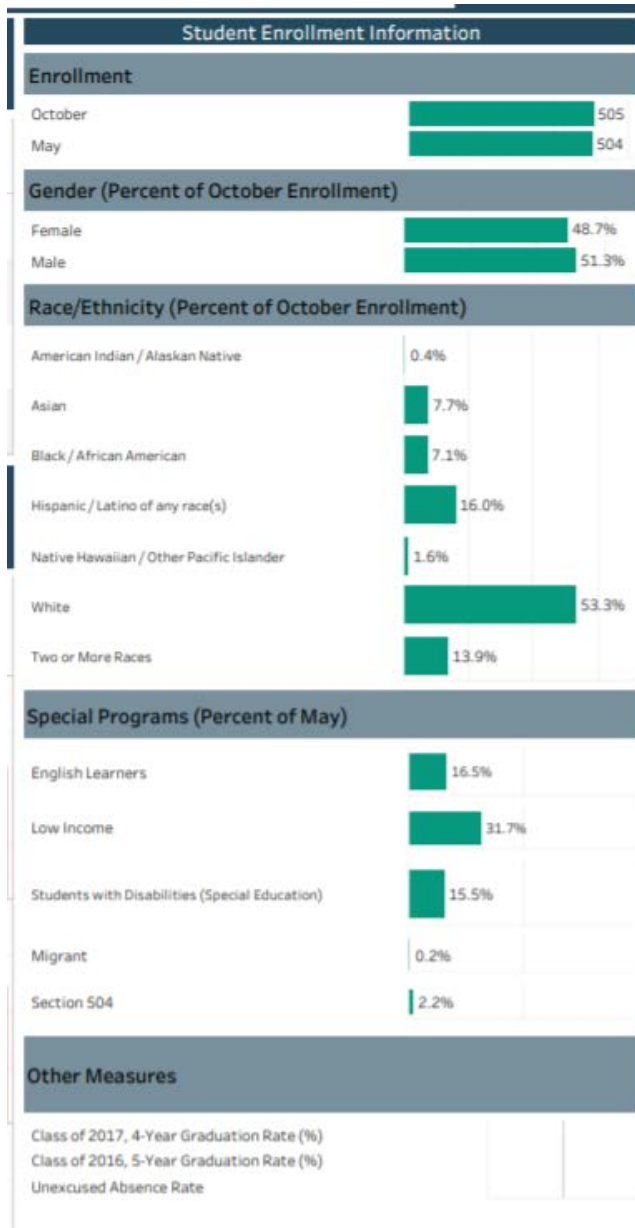
Specific Commitment Focus Key Performance Indicators:

Students meeting or exceeding grade-level standards in English Language Arts and growth over time.

School Vision/Mission:

The Westgate learning community, in a cooperative setting, believes in teaching the development of lifelong skills, knowledge and behaviors for lifelong learning, in an ever-changing global society.

School Demographics:



Edmonds School District
 School Improvement Planning Process
Each Student Learning, Every Day!

Parent, Family, and Community Involvement in this Plan:

- **PSO Meeting Input**
- **Equity Team participation**
- **Newsletter Updates**

Review and Analysis of Data:

Check all data reviewed and analyzed to determine your Commitment focus area(s) and school target.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> State Assessments | <input type="checkbox"/> SAT/ACT | <input checked="" type="checkbox"/> Discipline Data |
| <input checked="" type="checkbox"/> ESSA Accountability Data | <input type="checkbox"/> AP/IB/CHS/Tech Prep | <input checked="" type="checkbox"/> Staff Perceptual Data |
| <input checked="" type="checkbox"/> District Assessments | <input type="checkbox"/> CTE Industry Certification | <input checked="" type="checkbox"/> Student Perceptual Data |
| <input checked="" type="checkbox"/> School Assessments | <input type="checkbox"/> Graduation Rate | <input type="checkbox"/> Parent Perceptual Data |
| <input checked="" type="checkbox"/> Classroom Assessments | <input checked="" type="checkbox"/> Attendance Data | <input type="checkbox"/> Other: |

Summary of strengths or greatest progress based on the data:

- | |
|--|
| • 5 th grade ELA SBA scores increased by 14% |
| • 6 th grade ELA SBA scores increased by 6% |
| • Grade 2 Reading scores continue to trend up |
| • Students receiving special education services continue to increase the number of standards met |

Prioritized areas of opportunity or greatest challenge based on the data:

- | |
|--|
| • Students receiving bilingual education services continue to show little growth on SBA ELA. |
| • Math SBA scores in grades 3-6 2017-18 showed a decrease in improvement. |
| • Students receiving free and reduced lunch are not showing trend growth that aligns with students not receiving free and reduced lunch. |
| • Staff continue to align student engagement tasks with content standards. |

State Participation Rate: 95% participation required

<input checked="" type="checkbox"/> Area of Strength (95% or more participation)	<input type="checkbox"/> Area of Opportunity (less than 95% participation)
If your participation rate is an area of opportunity , please describe your plan for increasing student participation during the school year: Click here to enter text.	

Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 64%	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box.
---	---

Edmonds School District
School Improvement Planning Process
Each Student Learning, Every Day!

Click here to enter text.

Plan is required: YES NO

If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below:

Reading: Click here to enter text.

Writing: Click here to enter text.

Listening: Click here to enter text.

Research/Inquiry: Click here to enter text.

Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal: Kindergarten Team

Student Learning Goal: By engaging in project based learning tasks, students will be exposed to high engagement activities to inspire and encourage them when they are writing. By June, Kindergarten students will show growth when writing to give an opinion; tell a narrative; and/or write to teach.

We will measure this Formatively by: Each student will have a writing folder/binder to store their work in progress. Students will self-assess using writing checklists, and share-out with peers.

We will measure this Summatively: Using a pre and post writing assessment(s), we evaluate student growth in the areas of narrative; opinion and write to teach.

Action steps we will take to meet our goal:

- Students will use Project Based Learning (such as STEM, STEAM, and Play to Learn) to promote engaging experiences. Students will write to give an opinion; tell a narrative; and/or write to teach.
- Teachers will meet to collaborate and reflect on specific achievable goals, and set objectives to meet those goals by June.

Technology:

Students publish and share final drafts through multiple sources of technology, such as sharing using the document camera, use of Story Maker, and/or MS Word.

Grade Level/Department/Team: First Grade Team: Amy Jonart, Sera Yoo, Chieh Chang, Thais Miller; Andrea Sisley

Student Learning Goal: Students will improve their leadership and critical thinking skills by problem solving and self-reflecting through a series of STEM-related activities.

We will measure this Formatively by:

- Seesaw - verbal explanation of project outcomes.
- Project-specific planning sheet with student ideas for how to tackle the problem.

We will measure this Summatively by:

- Using a rubric to track progress in student collaboration and problem-solving.

Action steps we will take to meet our goal:

- Develop a rubric for student collaboration and reflection.

Edmonds School District
School Improvement Planning Process
Each Student Learning, Every Day!

- Research and find age-appropriate and high interest STEM activities that align with our goal.

Technology-This is how we will utilize technology to meet our goal:

- Chromebooks-Seesaw--to record student thinking

Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal:

Grade Level/Department/Team: Second Grade team and LIS, T. Wittmann

Student Learning Goal: Integrate technology into content areas and Project Based learning to enhance student engagement and increase learning.

We will measure this Formatively by:

Use technology to periodically monitor student progress.

We will measure this Summatively by:

Students will increase their math, reading, and writing skills by using technology.

For example, students will increase their communication skills by explaining their thinking on Seesaw.

Action steps we will take to meet our goal:

- teach digital citizenship
- provide time on a regular basis to get on all technology sites below
- observe and keep anecdotal notes on student engagement
- Integrate technology into our lessons and activities such as STEM and STEAM units and lessons
- collaborate and analyze students' progress on our assessments
- Pursue NGSS based lessons for Physical Science

Technology-This is how we will utilize technology to meet our goal:

- Seesaw
- Typing Club
- Mystery Science.com
- Google Classroom
- Moby Max, Raz-Kids, Xtra-Math
- Code.org
- Kahoot
- Break Out Boxes

Edmonds School District
School Improvement Planning Process
Each Student Learning, Every Day!

Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal: 3rd Grade - DeChenne, Hamilton, Petrova, Whitelaw

Student Learning Goal: Students will increase their engagement in text read at school through the use of *Storyworks Jr* and *Sno-Isle Reading Challenge* books. The date range will be October 2018 - April 2019.

Project based learning: Students will choose their favorite *Debate It* article, do additional research, and create a presentation to give to their class to vote. Students will also participate in an in-school reading challenge based on the *Sno-Isle Reading Challenge* books.

We will measure this Formatively by:

Reading journal entries, exit ticket/Google form questions of engagement on read alouds and *Storyworks Jr* articles

We will measure this Summatively by:

Comparing our pre-assessment with our post-assessment, teacher anecdotal notes, final written reflection, Sno-Isle reading questionnaire, post reading reflection on read-alouds and if they think we should continue purchasing *Storyworks Jr.* next year

Action steps we will take to meet our goal:

Collect, reading journal entries, write and collect exit ticket/Google form questions of engagement on read alouds and *Storyworks Jr* articles

Comparing our pre-assessment with our post-assessment, teacher anecdotal notes, final written reflection, Sno-Isle reading questionnaire, post reading reflection on read-alouds and if they think we should continue purchasing *Storyworks Jr.* next year

Technology-This is how we will utilize technology to meet our goal:

Kelly McCarty will come help students with Google Slides, WeVideo, or Google Docs for Debate It presentation. Students will also research online for more information for their debate presentation.

Grade Level/Department/Team: Fourth and Fifth Grade and Intensive Support 4-6

Chuck Ridley, Kim Lindemuth, Susie Kominsky-Scott, Erik Overleese, Pam Roppo, Roy Kindelberger and Jamie Wang

Student Learning Goal: Students will strengthen their skills for elaborating, using details, and providing evidence to support their critical thinking skills in project based learning.

We will measure this Formatively by:

- Exit tickets, small group tasks, and on demand writing prompts
- STEM project notes (planning, evaluation, modifications, outcome, reflection)

Edmonds School District
School Improvement Planning Process
Each Student Learning, Every Day!

- Problem based project notes (planning, evaluation, modifications, outcome, reflection)

We will measure this Summatively by:

Pre and post tasks using the essential questions;

1. What is the solution to the problem / main idea?
2. What evidence do you have to support your solution / main idea?

Action steps we will take to meet our goal:

- Provide students with multiple problem learning tasks / activities in various academic areas
- Model elaborations in writing & note taking
- Create and/or modify problem based learning scoring rubrics
- Meet every two weeks as a 4th/5th grade band share collaboration notes over time from our collaborative meetings with plans to implement in our classrooms (October - April)

Technology-This is how we will utilize technology to meet our goal:

- Laptop – Google doc, slides, etc.
- Camera and video recorder

Grade Level/Department/Team: Grade 6 Team – Sipe, Sorge, Roy

Student Learning Goal: Our students will elaborate, use details, and provide evidence to support critical thinking skills through project based learning opportunities such as career mapping, Interact Social Studies units, Amplify (Science), STEM projects, Breakout Boxes, and extended literacy projects with reading and writing.

We will measure this Formatively by:

Check-ins, observations, mini-lessons, journals

We will measure this Summatively by:

Using rubrics that call out elaborations, details, and providing evidence to support critical thinking skills to score group work as well as the end product (presentation, reflections, final product).

Action steps we will take to meet our goal

Using our yearly curriculum map, we will integrate various project based learning opportunities throughout the school year. We will provide rubrics and guidelines to all students that give choices in the final product for their project. Teachers will work with students to map out timelines for projects (begin with the end in mind) and will have frequent check-ins throughout the process with all students/groups.

Technology-This is how we will utilize technology to meet our goal:

Edmonds School District
School Improvement Planning Process
Each Student Learning, Every Day!

Google Docs, Google Classroom, webquest, digital journals (seesaw?), WeVideo, Google Slides, Google Forms, Amplify Science

Grade Level/Department/Team: Learning Support

Student Learning Goal: By learning and applying social thinking skills, students with social/emotional/behavioral goals will demonstrate appropriate application of emotional regulation strategies in the school environment.

We will measure this Formatively by:

We will measure this formatively using behavior charts, student self reports, work in social groups, and teacher observations.

We will measure this Summatively by:

We will measure this summatively by progress monitoring through behavior charts and data, student self reports, and teacher observations.

Action steps we will take to meet our goal:

- Meet regularly to discuss student progress and reflect on data
- Collaborate on instructional strategies to teach and reinforce Social Thinking skills

Technology-This is how we will utilize technology to meet our goal:

- Use a variety of online resources to supplement the books and manipulatives we use, and lesson plans we develop, for Social Thinking social skills instruction

Action Plan for the School to Address the Target Area to in order to meet the Achievement Goals:

<i>Learning Opportunities for Students</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?	MTI meetings to identify and address the trends of student learning. Small group instruction and classroom interventions. Collaborative time within teams and staff meeting time to plan engaging, hands on lessons that reach the content standards.	Ongoing

Edmonds School District
 School Improvement Planning Process
Each Student Learning, Every Day!

As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	Enrichment and challenge opportunities within the classroom. Project based learning that has challenge embedded.	Ongoing
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	Administrative team, including counselor, meets weekly to identify and address student concerns. Safety team meets monthly to ensure school is following appropriate safety measures. Leadership opportunities available for students that focus on responsibility and citizenship.	Ongoing

<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
Whole staff learning opportunities to support the focus and intentionality of this goal.	Staff meetings and building time are focused professional development to support student engagement for all students. Book study, <i>The Power of our Words</i> , by whole staff. Common language is a focus.	Ongoing
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this goal.	Equity Team; Learning Team; Technology team and Tech Thursday; Student Leadership committee; Behavior Focus Group; MTI teams	Ongoing

Edmonds School District
 School Improvement Planning Process
Each Student Learning, Every Day!

Westgate Data Plan 2018-2019

Indicator Type	Data Source	Who to Sample?	Specific Measures	Who collects & When?
<p>Student Learning</p> <p>Students who have not shown growth, or shown backwards growth on multiple measures over time. Grades 4-6 SBA ELA; Grades K-3 DIBELS and 2nd grade Spring Assessments.</p>	Classroom Based Assessments, including SBA Interim Assessments in ELA	Grades 4-6 identified as not showing growth on the SBA ELA over time.	<p>Performance levels of student group and Progress Reports on IEP goals.</p> <p>Percent of change in assessments over time.</p>	<p>Grades 4-6 General Education Teachers and Grades 4-6 ELL/SpEd Specialists</p> <p>MTI Meetings Fall, Winter, Spring - 3x a year.</p>
	Practical Measures - teacher reflections and student reflections	<p>Grades K-6 teachers and ELL/SpEd specialists</p> <p>1:1 Student conversations</p>	Qualitative claims why students are successful and/or why they are struggling	<p>Principals or Assistant Principals will sample Grades General Education Teachers and Grades ELL/SpEd Specialists, Fall 2018 and Spring 2019</p> <p>MTI Meetings Fall, Winter, Spring - 3x per year</p>
	Classroom Based Assessments and DIBELS progress monitoring	Grades K-3 identified as not showing growth over time on multiple measures.	Percent of change in assessments over time	<p>DIBELS progress monitoring monthly</p> <p>Classroom Based Assessments ongoing</p> <p>MTI Meetings Fall, Winter, Spring - 3x a year</p>
	Attendance and Discipline Reports (SWIS and Skyward)	<p>Grades K-3 identified as not showing growth over time on multiple measures.</p> <p>Grades 4-6 identified as not showing growth on the SBA ELA over time.</p>	<p>Percent of students with greater than 90% attendance</p> <p>Percent of students without a suspension or expulsion</p> <p>Number of office referrals and reason for office referral</p>	<p>Para III, Registrar, Assistant Principal and Principal</p> <p>Fall, Winter and Spring</p>