



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Westgate Elementary

Year: 2019-20

Section I: School Mission, Vision, and Demographics:

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

School Demographics:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	541	NA	Two or More Races	64	11.83%
American Indian/Alaskan Native	4	0.74%	English Language Learners	77	14.23%
Asian	40	7.39%	Homeless/McKinney-Vento	18	3.33%

Black/African American	37	6.84%	Low Income	195	36.04%
Hispanic/Latino	90	16.64%	Section 504	17	3.14%
Native Hawaiian/Other Pacific Islander	9	1.66%	Students with Disabilities	87	16.08%
White	297	54.90%	Student Mobility	16	3.33%

*The data in this table is from the 18-19 school year.

Student, Family and Community Involvement in Plan:

- PSO Input
- Equity Team and Learning Team involvement in creation of the plan
- Access to SIP on website
- Student and Family Survey

Section II: Reflection & Evaluation of Prior Year’s Progress

Describe the progress your school made toward the improvement goals in the 2018-19 SIP.

Goal (restate the goals, whole school and opportunity gap group goals)	Narrative Reflection
Whole School: Students who have not shown growth on multiple measures	Most of our students showed growth throughout the school year on multiple measures. Our SBA scores show our growth trend up overall, with the majority of the growth in ELA rising to 55% growth in 2017-18 from 52.5% growth in 2016-17. Staff did a data dive with student growth information, specifically identifying

over time, will show growth.	the students who showed negative growth. We noticed that our low Math scores are often related to reading related Math word problems. We also noticed that students showing the least amount of growth, or no growth, are typically our students who are English language learners.
Opportunity Gap Goal: Students who have not shown growth on multiple measures over time, will show growth.	Staff identified students who have continued to show negative growth for one or more years. Of these students, 63% showed either positive or zero growth on multiple measures throughout the school year identified through our MTI process. We will identify and intervene with students who continue to show negative growth.

How has the progress described above informed your school’s improvement planning for this school year?

Westgate Staff has engaged in several different inquiry and data analysis processes throughout the 2018-19 school year. We began the year looking at our WSIF (ESSA) data from 2018 that targeted our ELL students as making poor progress. Then as a whole staff, we began asking questions about Student, Teacher, and Leader Practice, and digging deeper into those questions, over the period of 3 different staff meetings. In January, we surveyed staff about EL training and strategy use in the classroom. In January we also had the Principal PLN group shadow 11 ELL students across grade levels to record interactions and engagement.

During our March building day, the staff and para team engaged in an extensive data carousel and root cause analysis. Our needs became clear, and our Equity and Learning teams will continue to work together to break down those needs into actionable items and a theory of action.

Section III: Needs Assessment

A. Based on your data analyses and examination of other contextual factors, what specific claims can you make about your school’s Areas of Strength and Areas of Needed Growth (2-3 for each)?

Areas of Strength

1. Our data shows that our ELL students who come to WGE in grades K-2 show good progress, with most exiting ELL by Intermediate grades.



2. Based on our student shadow data, our ELL students are regularly engaged in the same learning task as all the students.

3. Our WSIF data shows growth among our ELL students from 2018 to 2019, reaching above the target line.

Areas of Needed Growth

1. Over 45% of our staff have not had ELL training in the past 5 years, and almost 30% have never had any training on sheltered instruction for students who are ELL in the Gen Ed classroom.


2. Student shadow data showed many of our students were not given hands on materials or did not use them, and many students had no opportunities for interaction.

3. Fewer systematic interventions available in intermediate grade levels impact the growth of students who are ELL after 3rd grade.

B. Based on your analyses, what specific areas of needed growth will your school focus? What is your rationale for this focus; why this above others? What has your improvement work identified as potential causal factors, i.e. what's happening or not happening in your school that's bringing the current results?

1. Staff Training: Through the root cause analysis, our staff agreed that our collective system at WGE is not working for our ELL students and that with more whole school training with common language and common sheltered instruction strategies. The equity and learning teams will continue to explore research to define the specific training needed, but currently we are focused on three broad areas: *Instructional Strategies; Cultural Proficiency and CRT strategies; Use of Instructional Tools.*

2. Family Engagement: We have also identified family engagement -specifically outreach - as another area for growth. How do we have more of an awareness that is sensitive to our families of different backgrounds? We will hold two Family Engagement Focus group sessions this year to increase family partnerships, specifically with our families of EL students.



3. School-wide Systems: Logistical considerations, such as class grouping, collaborative team time to analyze student data, push in services, primary reading structures are systems we identified for review to ensure we are set up for success.

C. Additional Data Required

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)
<p>If your participation rate is an area of opportunity, please describe your plan for increasing student participation during the school year:</p>	

D. Third Grade OSPI Literacy Expectation:

<p>What Percentage of Third Graders Met or Exceeded standard on the SBA ELA?</p> <p>67.4%</p>	<p>If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required.</p> <p>Plan is required: YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below:</p> <p>Reading: _____ Writing: _____</p> <p>Listening: _____ Research/Inquiry: _____</p>	

Section IV: Theory of Action

Theory of Action: If we improve our collective systems focusing on students who are English Language Learners, then all our students will show growth.

Rationale: We know that strategies and practices that are helpful for our students who are English language learners are also helpful for all our students. If we work together as a whole system, unified in vocabulary and sheltered instruction strategies, then we can make more of a substantial change across our whole school. That change must be present in systems, cultural awareness, and teaching practices. Staff have been introduced to *The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12* (Levine, Lukens, & Smallwood, 2007), and are intentionally designing lesson plans with structures that specifically benefit the EL students in their classroom.

Section V: Student Outcome Goals (Schoolwide and Opportunity Gap)

A. Whole School Achievement Goal(s) - As a result of the actions in our Theory of Action, WGE students will increase in SBA English Language Arts median student growth percentile score from 55% to 58%, and SBA Math median student growth from 48.5% to 52%.

B. Opportunity Gap Goal(s): As a result of the actions in our Theory of Action, WGE students who are identified as English language learners will increase scores of proficiency or higher on the SBA English Language Arts from 25% to 33%.

Section VI: Action Plan

Plan for 2019-20:

Key Improvement Action	Description	Timeline
Increase instructional staff capacity to support our students who are English learners	Our professional learning plan will focus on developing our awareness and learning around culturally responsive teaching, while also giving teachers a toolbox of sheltered instruction strategies to implement with intentionality.	Ongoing through the 2019-20 school year
Increase family engagement by implementing family	Our Equity Team will lead family engagement focus groups to hear feedback, specifically from our EL	2019-20 - 2x a year January and April

focus groups	population, about how we can better partner with their family to insure student success.	
Create a time and protocol for specific data analysis	WGE Staff will meet in grade level PLC teams and use a specific protocol to track formative student data and create informed lesson plans for next steps in instruction.	2019-20 - 4x a year 11/8; 12/18; 2/9; 5/6

Plan for Years 2 & 3:

2020-2021:

- Continued focus on increasing capacity to support our English learners. Our professional learning plan will focus on year 2 of our study of Culturally Responsive Teaching and the Brain - From Awareness to Action. We will also do another data dive into our students who are English language learners to measure progress. Continue training staff and implement sheltered instruction practices.

2021-2022:

- Based on the information we learn in the 2020-21 data analysis, we will adjust our learning to continue to implement the strategies that we know are improving student growth. We will also continue to improve our collective systems and common vocabulary.


Section VII: Grade Level/Specialist/Department Goals

Grade Level/Department/Team: Kindergarten

Goal: Through intentional and specific use of kindergarten appropriate: graphic organizers, vocabulary, and pictures, we will improve our students' understanding of the Next Generation Science Standards and Amplify curriculum.

We will measure this formatively by: Assessing students' pre and post science unit understanding of specific vocabulary through the use of KWL charts, and other pictorial graphic organizers.

We will measure this summatively by: Using pictorial and/or writing/labeling exit tickets at the end key lessons.



Action steps we will take to meet our goal: Incorporate more opportunities for Partner Turn & Talk, summarizing partner shares (less raising hand to share) to increase dialog and vocabulary for EL and all students.

Technology- this is how we will use technology to support meeting our goal: Use of online Amplify science videos, Scholastic 'Let's Find Out' digital resources, and digital graphic organizers.

Grade Level/Department/Team: 1st Grade and Andrea Sisley

Goal: From October to May, students will be able to plan their narrative writing by using an organizational tool such as a graphic organizer.

We will measure this formatively by:

1. Using a graphic organizer during each narrative writing unit.

We will measure this summatively by:

1. Comparing their Fall published piece to their Spring published piece.

Action steps we will take to meet our goal:


1. Create a modifiable graphic organizer for each writing unit for students to use to plan their writing.
2. Model how to use the graphic organizer with shared writing.
3. Incorporate the specific academic language that pertains to the writing unit and graphic organizer.


Technology- this is how we will use technology to support meeting our goal: This is not applicable to our SIP goal.

Grade Level/Department/Team: 2nd Grade, Lisa Gates (LS), Deidre Dockweiler (ISES)

Goal: Students who are learning language will incorporate science vocabulary in their group work, science journal, and other conversation related to science.

We will measure this formatively by: Teacher observations and listening to student/class conversations, student science journals, Seesaw posts, Pre and Post Assessment and CBM for Amplify





We will measure this summatively by: student science journal entries, Seesaw posts, Pre and Post Assessment and CBM for Amplify

Action steps we will take to meet our goal: Regular team meetings, frequent conversations with ELL and LS teachers, modify science curriculum as needed to support students with language concerns, incorporating ideas and suggestions presented at staff and district meetings

Technology- this is how we will use technology to support meeting our goal: Students will use Seesaw to show their level of understanding throughout various science lessons. Use slides from Amplify to help students understand concepts. Search for and use other on-line resources to support learning. Imagine Learning used in class.

Grade Level/Department/Team: 3rd Grade

Goal: Students will show growth in reading comprehension.

We will measure this formatively by: ongoing comprehension assessments

We will measure this summatively by: Moby Max, Benchmark, Independent Reading Level, October and April summarizing assessment


Action steps we will take to meet our goal: Use tools that Jamie Wang sent out to specifically address the needs of our English Language Learners in addition to all learners. (Summarizing/retelling document), Mini-lessons (whole group and small group) that focus on retelling and summarizing, finding the main idea and supporting details


Technology- this is how we will use technology to support meeting our goal: online picture dictionaries, read/write app and audio tools so students can listen to reading, Epic, Raz Kids, Moby Max, Scholastic News online, Imagine Learning

Grade Level/Department/Team: 4th Grade, Roy Kindelberger (ISES)

Goal: To improve reading fluency and word recognition for all students, which we hope to see improved reading comprehension.

We will measure this formatively by: Reading fluency assessments with Teacher College Running Records.





We will measure this summatively by: Comprehension assessments, Benchmark pre, mid-year and post test. Ongoing assessments checks with benchmark, readworks and other reading comprehension assessments.

Action steps we will take to meet our goal: Small group and whole group instruction targeting reading fluency, vocabulary and reading comprehension in the content areas of social studies, math, and science. We will utilize strategies recommended by our ELL Teacher for 2019-20 school year.

Technology- Amplify Science Apps, Imagine Learning for ELL students, Moby Max Reading, Readworks and Benchmark Universe.

Grade Level/Department/Team: 5th grade

Goal: Improve class understanding of scientific vocabulary

We will measure this formatively by: Exit ticket and informal observations, including group/class discussions

We will measure this summatively by: Pre and Post test

Action steps we will take to meet our goal: Based on pre-vocabulary test, determine best usage of ELL strategies (graphic organizers and more visuals) and implement as needed.

Technology- this is how we will use technology to support meeting our goal: Amplify is technology based, students access Amplify via Chromebooks and online simulations and activities.


Grade Level/Department/Team: 6th Grade including 5/6 Combo and Angie Clarke (LS)


Goal: We will provide instruction, time, and opportunities for instructions, anchor charts, and reading passages to be shared electronically so that our EL students can acquire ownership of the translation of print materials from the school community.

We will measure this formatively by: Observation and communication with students

We will measure this summatively by: Student growth via quantitative data

Action steps we will take to meet our goal: Translated documents, Vocabulary Cards





Technology- this is how we will use technology to support meeting our goal: Students will use the translation feature to change the website into their own language, as well as other documents.

