



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Westgate Elementary

Year: 2020-2021

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)	539	NA	Two or More Races	69	12.8%
American Indian/Alaskan Native	5	0.93%	English Language Learners	78	14.47%
Asian	37	6.86%	Homeless/McKinney-Vento	15	2.78%
Black/African American	35	6.49%	Low Income	199	36.92%
Hispanic/Latino	98	18.18%	Section 504	14	2.6%
Native Hawaiian/Other Pacific Islander	3	0.56%	Students with Disabilities	80	14.84%
White	292	54.17%	Student Mobility	13	2.41%

*The data in this table is from the 19-20 school year.

Student, Family and Community Involvement in Plan:

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

Student, Family, and Community input has been gathered through virtual meetings and surveys due to the COVID-19 pandemic and remote learning. In an effort to build partnerships with students and families, staff met in Family Connection Meetings and Parent-Teacher conferences. To increase student and family engagement and to build a strong school community, our Parent School Organization (PSO) supports staff and students. The PSO bought school supplies for every student at WGE in the fall. PSO holds monthly meetings and supports school-wide events.

The WGE Staff, WGE Leadership Committee, and Instructional Coaches provided input for the building SIP in the fall.

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

Describe the progress your school made toward the improvement goals in the 2019-20 SIP.

Goal	Narrative Reflection:
2019 - 2020 Whole School Achievement Goal(s) - As a result of the actions in our Theory of Action, WGE students will see an increase in ELA SBA median student growth percentile from 55% to 58%, and	Westgate Elementary’s goal for 2019-2020 was to have all students, especially EL learners, show growth on multiple measures in reading. They planned to use their SBA scores, specifically in ELA, to assess growth. Although we did not have summative data from last year’s SBA to compare the progress of students, we have Teacher’s College Running Records and Acadience reading data. In 2019 - 2020, the staff needed more information about the students who did not show growth, even though they agreed that the collective system was not working for ELL students. They observed that more whole school training with common language and common strategies was needed. The focus was on three broad areas: <i>Instructional Strategies; Cultural Proficiency and CRT strategies; Use of Instructional Tools.</i>

<p>Math SBA from 48.5% to 52%.</p> <p>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 reduce the number of students who fall Well Below on SBA ELA by 10% and reduce the number of students who fall Well Below on SBA Math by 8%.</p>	<p>In March 2020, Westgate Elementary students moved from in person learning to remote learning due to the COVID-19 outbreak. Therefore staff training and family engagement plans as of March were disrupted or cancelled.</p> <p>Since that time, staff analysis of Staff Surveys, Family Surveys, and Engagement Surveys indicates that student motivation and student engagement in learning has become an area of need. Qualitative and quantitative data suggested that student participation and engagement dropped. SBA scores were not available. However, in the fall of 2020, we have I-Ready assessments to inform us at the beginning of the year, mid year, and at the end of the year. Additionally, Washington School Improvement Framework (WSIF) was released in February of 2020 and this Framework shows that “EL Students” are performing lower than “All Students”. I-Ready Diagnostic Assessments administered in October of 2020 show that 31% of our students receiving EL services are two levels behind in reading comprehension with Informational Text being the area that is most impacted.</p>
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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. This year we looked at WSIF (ESSA) data released in February of 2020 that showed that our “ELL Students” are not making the same progress as “All Students”. Then as a whole staff, we began asking questions about Student, Teacher, and Leader Practice, and digging deeper into those questions. We looked at the frequency of students logging into the Student Learning Management Systems, Family Engagement Survey data, Staff Survey data, Student Engagement Survey data, ELPA21 data, Panorama data, and fall I-Ready Diagnostic Testing data. We surveyed staff about EL training and strategy use in the classroom.

During our October building day, the staff engaged in an extensive data carousel and root cause analysis. Our needs became clear, and student engagement was a

key factor that presented as a challenge. Our Equity and Learning teams will continue to work together to break down those needs into actionable items.

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 growth in the percent of ELL students meeting standard on the ELPA21 from 21.7% in 2017-18 to 25.6% in 2018 to 2019.**
- 2. Students who receive EL services and come to WGE in grades K-2 show good progress, with most exiting ELL by Intermediate grades. Running Records assessment data shows that our students make positive growth toward proficiency in literacy each year. When students are at school, the data shows that students receiving EL services are typically engaged in the same learning task as students not receiving EL services.**
- 3. Student wellness data from Panorama showed that 48% of the students at Westgate in 3rd - 6th grade feel extremely connected to an adult at school right now compared to 43% of the students in the Edmonds School District as a whole.**

Areas of Needed Growth

- 1. Our staff analyzed a variety of data sources both historical and current. The Engagement Survey showed that less students were engaged in June of 2020 than April 2020. In the 2020 - 2021 school year, we have students not active on their Learning Management Systems. Family Survey data showed when asked, "What factor limited the ability for your student to engage with coursework?" Over 72% of Westgate families answered, "motivation" and the Staff Survey data showed over 77% of the staff when asked, "What do you feel your students struggled with most?" answered, "motivation".**
- 2. Over 22% of our staff have not had ELL training in the past 5 years, and 39% percent report they have never had any training on best practices for students who are ELL in the Gen Ed classroom.**

In the past at Westgate, it was observed that fewer systematic interventions were available in intermediate grade levels to impact the growth of students who are ELL after 3rd grade.

3. Our I-Ready Reading Diagnostic data shows reading comprehension of informational text is the area that is most impacted and 31% of students receiving EL services are two levels behind.

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?

It has become increasingly clear that we need to focus on student engagement for all students. Addressing this causal factor will move systems forward by creating opportunities for students to access instruction and interventions. Through the root cause analysis, our staff agreed that our collective system at WGE is not working for all students and specifically is not working for our ELL students.

Analysis of 2020 WSIF data shows that on the ELA Smarter Balanced Assessment, EL students and all students are struggling with reading comprehension. To address these areas of growth, we will learn and integrate high leverage, research based instructional practices for EL students into general education classroom practice. Currently the EL students are receiving push in or pull out services. The general education teachers report they need more training in EL strategies. Additionally, we will know and use research based practices for high student engagement. Therefore, we will continue to focus on the two broad areas previously identified as needs of high significance and high control for Westgate Elementary; *Culturally Responsive practices and consistent use of instructional strategies and tools for serving students receiving EL services.* Additionally, we have identified family engagement -specifically outreach - as another area for growth.

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

D. Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA in 18-19? 67.4%	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Plan is required: YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met in 18-19) below:	
Reading: Listening:	Writing: Research/Inquiry:

Section IV: Theory of Action

If the school community of Westgate Elementary works to improve our practice to highly engage students in learning then we will increase student achievement and engagement for students receiving English Language services and for all students.

Rationale: The rising problem of practice for Westgate Elementary is that all of our students are not highly engaged and students receiving EL services are not making the same progress in reading comprehension as the rest of the school. We know that strategies and best practices to engage our students who are English language learners are beneficial for all students. If we work together as a whole system, unified in using best practice, 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.

Therefore, we will continue to refine our conceptual understanding of K-6 literacy practices, while using culturally responsive practices that engage our EL students and all students. EL students benefit from continuous and strategic practice of listening, speaking, reading, and writing. There is clear evidence that teachers tend to do most of the talking in class. As students are acquiring proficiency in English, they need to be exposed to higher-order thinking questions and tasks. The findings of the National Literacy Panel on Language Minority Children and Youth (August & Shanahan, 2006) revealed the important



relationship between oral proficiency in English and reading and writing proficiency. Specifically, reading comprehension skills and writing skills are positively correlated with oral language proficiency in English (Geva, 2006). To address these causal factors and move our systems improvement forward, we believe we need to know and use research based instructional practices in ELA, high leverage EL Instructional practices, and high engagement practices. We need to examine our beliefs and be culturally responsive in our strategies and instruction.

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 see an increase in ELA SBA median student growth percentile from 50% to 53%.**

- 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 reduce the number of students who fall “Well Below” on SBA ELA by 10%.**

- C. Connections to Blueprint 2025 Metrics - Our School Improvement Plan (SIP) connects to Blueprint 2025 directly as we ensure all students have bright futures including our students receiving services in EL. We are working to remove barriers to success and ensure equitable access to all students. Additionally, we have high expectations for all students to reach their highest potential with strong academic growth.**

- D. Social Emotional Learning Focus - As a result of our actions in engaging students, WGE students will see an increase in feeling connected to adults in our school as shown by Student Wellness data from Panorama and our Family Survey data and Staff Survey data will show student motivation has increased over time.**

Section VI: Action Plan

Plan for 2020-21:





Key Improvement Action	Description	Timeline
<p>Research and practice high-leverage EL/SIOP and language acquisition strategies</p> <p>Collect data between fall and spring to evaluate use of EL/SIOP strategies</p>	<p>Staff will participate in professional learning opportunities to understand second language acquisition and high-leverage EL/SIOP strategies learned.</p> <p>Staff will develop a collective understanding of culturally responsive teaching.</p>	<p>Ongoing through the 2020-21 school year during staff meetings and building time</p>
<p>Research and practice engaging instructional strategies for virtual learning</p>	<p>Staff will participate in professional learning opportunities to promote high engagement of students during virtual learning.</p>	<p>Ongoing through the 2020-21 school year during staff meetings and building time.</p>
<p>Work through a data protocol to analyze reading data</p>	<p>WGE Staff will meet and use a specific protocol to track formative student</p>	<p>Ongoing through the 2020-21 school year</p>





	data and plan for further instruction.	
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Plan for Years 2 & 3:

2021-2022:

- **Continued focus on increasing our capacity to use best practice in teaching our English Language Learners and using high engagement strategies especially with virtual remote learning.**

2022-2023:

- **Based on the information we learn in the 2021-22 data analysis, we will adjust our learning to continue to implement the strategies that we know are improving student growth. We will continue to focus on increasing our capacity to support our English Language Learners using instructional strategies that are best practice.**

Section VII: Grade Level/Department Goals

Grade Level/Department/Team: Kindergarten Team

Goal: Participate in collaborative team level meetings to provide intentional and specific Seesaw activities that will help to promote student engagement in order to increase student understanding of letter sounds.

We will measure this Formatively by: Assessing students' pre and post understanding of letter sounds through the use of Seesaw assessment activities at the end of key lessons as well as the use of exit tickets. The students will be able to utilize and apply technology to complete assignments.

We will measure this Summatively by: Comparing and analyzing pre and post assessment results, conferring with students, providing feedback on specific skills and grade level collaboration and analysis of year-end results.





Students will see their own progress as evidenced in their Seesaw journal feed and their progress through iReady Reading skills.

Action steps we will take to meet our goal: We will train and introduce the students on the use of virtual learning tools. We will increase more opportunities for letter and sound identification through the use of Seesaw activities.

Technology-This is how we will utilize technology to meet our goal: Use of online Seesaw platform, Starfall, Razkids Reading, iReady Reading as well as Scholastic 'Let's Find Out' digital resources.

Grade Level/Department/Team: 1st grade

Goal: Between October 2020 and May 2021, by providing small group instruction and interactive Seesaw activities, we will increase student engagement. This will help improve students' accuracy and fluency in reading measured by ORR's, fluency assignments on Seesaw, and data from observations in small group instruction. Our team will meet regularly and collaborate to set goals, develop engagement strategies, and develop a rubric to evaluate progress and gather data.

We will measure this Formatively: by tracking students' reading fluency and accuracy in small groups as well as through reading assignments on Seesaw. We will also utilize data from standardized Acadience testing to monitor accuracy and fluency which is administered in Winter and Spring.

We will measure this Summatively by: Administering ORR's in October, January and May, and using our team-created accuracy and fluency rubric.

Action steps we will take to meet our goal: We will collaborate to create a detailed, 4-point rubric to assess students' accuracy and fluency skills. We will also create reading activities in Seesaw to monitor and track progress. We will be targeting accuracy and fluency in small groups.

Technology: This is how we will utilize technology to meet our goal: We will utilize Seesaw to create engaging reading activities for students. We will also meet on Zoom to collaborate as a team and work in small groups with our students.





Grade Level/Department/Team: Second Grade

Goal: As a Second Grade team, we will monitor student progress in the math strands of addition/subtraction relationships, facts within 20, and place value understanding. Based on student data, we will make small groups for students as needed to help with understanding in each strand to provide targeted, differentiated instruction and feedback.

Working as a cross-grade level team, we will collaborate to create BOY, MOY, and EOY summative diagnostic assessments, by giving several problems in each area, to determine and monitor student understanding. Other mathematical assessments will be completed through fluency checks, quick quizzes and unit assessments.

Second Grade Teachers will observe students in daily interactions and work completion to monitor for understanding. Teachers will also hold conversations with and listen to students to better understand mathematical thinking and understanding (1:1 conversations, small groups, Seesaw activities, etc.).

Second grade students will show their understanding in addition/subtraction relationships, facts within 20, and place value understanding through Seesaw activities by using text, voice captions, videos and other Seesaw tools. Teachers may respond to students through Zoom meetings, as well as providing written, verbal and video feedback on Seesaw.

We will measure this Formatively by: Second Grade Teachers will observe students in daily interactions and work completion to monitor for understanding. Teachers will also document (anecdotal records) and hold conversations with and listen to students to better understand mathematical thinking and understanding (1:1 conversations, small groups, Seesaw activities, etc.).

Second grade students will show their understanding in addition/subtraction relationships, facts within 20, and place value understanding through Seesaw activities by using text, voice captions, videos and other Seesaw tools. Teachers may respond to students through Zoom meetings, as well as providing written, verbal and video feedback on Seesaw.





We will measure this Summatively by: Working as a cross-grade level team, we will collaborate to create BOY, MOY, and EOY summative diagnostic assessments, by giving several problems in each area, to determine and monitor student understanding. Other mathematical assessments will be completed through fluency checks, quick quizzes and unit assessments.

Action steps we will take to meet our goal:

Teachers will create the BOY, MOY, and EOY diagnostics to gather data.
Teachers will give the BOY, MOY, and EOY diagnostics to students.
Teachers will review data regularly to inform instruction.
Teachers will meet in teams to discuss next steps needed for instruction to help foster student growth.
Teachers will hold small group instruction as needed to support student understanding.
Teachers will communicate with families and provide support for increasing student math understanding at home.

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

Teachers will use data collected from Zoom and Seesaw.
Teachers will provide feedback to students using the tools in Seesaw (IE making videos for students, providing written and verbal feedback)
Teachers will meet with students over Zoom 1:1 and in small groups.
Students will use Seesaw to show and explain their math thinking.
Students will use other math related sites on Clever and online.

Grade Level/Department/Team: 3rd Grade

Goal: Students will show growth in their reading level.

We will measure this Formatively by: comprehension and fluency measurements, small group work, Acadience testing for students well below benchmark

We will measure this Summatively by: Raz-Kids running record level, Teachers College independent reading level, iReady reading level

Action steps we will take to meet our goal: Use tools sent out by our ELL Teacher to specifically address the needs of our English Language Learners in addition to all learners, form and work with small groups targeting fluency,





complete reading level assessments intermittently. LAP interventions for those who qualify and small group interventions for those with IEPs.

Technology-This is how we will utilize technology to meet our goal: digital library on Clever, audio tools so students can listen to reading, Epic, Raz Kids, Imagine Learning

Grade Level/Department/Team: 4th grade team and EL teacher

Goal: To collaborate to improve word recognition and reading comprehension for all students and increase student engagement.

We will measure this Formatively by: assessing in Fall, Winter, and Spring with i-Ready reading assessments and meet twice a month to analyze data, share best practices, learn new curriculum and technology. We will also participate in training for new technology and curriculum.

We will measure this Summatively by: using comprehension assessments in content areas, i-Ready reading assessments at the beginning, middle, and end of the year, unit Benchmark Universe comprehension assessments, and ongoing comprehension assessments checks using Imagine Learning, ReadWorks, and other reading comprehension assessments.

Action steps we will take to meet our goal: Small group and whole group instruction targeting vocabulary and reading comprehension in the content areas of social studies, math, and science. We will utilize strategies recommended by our EL teacher for the 2020-2021 school year.

Technology-This is how we will utilize technology to meet our goal: Amplify Science apps, Imagine Learning for EL students, i-Ready, ReadWorks, Benchmark Universe, Khan Academy, and Scholastic News.

Grade Level/Department/Team: 5th grade team

Goal: Work with grade-level team to improve student understanding of math vocabulary, specifically to improve ELL student engagement and subsequent achievement, using district math curriculum.

We will measure this Formatively by: End of unit assessments





We will measure this Summatively by: quizzes, check in tickets, anecdotal observations.

Action steps we will take to meet our goal: Determine necessary vocabulary for successful understanding of math units

Technology - This is how we will utilize technology to meet our goal: Laptops, Expressions Math and Canvas.

Grade Level/Department/Team: 6th grade and 5/6 split

Goal: Online learning is difficult for all students, but extraordinarily difficult for EL students. Since engagement efforts precede technical EL instructional strategies, we will work to engage our EL learners to the level of their peers and therefore will increase reading scores.

^ **Specific** in remote learning because it is specific obstacles; specific students; specific deficits of the program; and specific attention to performance.

^ **Measurable** because currently students are not always at meetings; doing Canvas work; or successfully getting into applications (like iready.)

^ **Attainable** - We believe our students have the ability to be more highly engaged in the remote learning process.

^ **Relevant** - After getting all of the kids into zoom, Canvas, and other applications (like iready) the struggling students are the EL students, so that's why we are building this goal.

^ **Time-bound** - We are actively working to find solutions to engage our EL learners, and feel it's a pressing need for the health of our classrooms.

We will measure this Formatively by: We will meet monthly, starting in January, to share engagement data of our language learners. This includes sharing our recent victories with EL students; sharing working strategies; and implementing strategies learned at building-wide PD offered in coordination with our SIP goal.

We will measure this Summatively by: We hope our EL students will engage and perform similarly to their English speaking peers as soon as possible, but certainly by the end of the year. We will be seeking and supporting the designation "highly engaged" for zoom, Canvas and other applications by May, as noted by teacher data.





Action steps we will take to meet our goal:

Research best practices

Monthly meetings with our colleagues

Invite EL teacher to our meetings

Consult Abbey (instructional coach)

Participate in PD offered by WG administration

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

Zoom with students; breakout rooms; zoom with colleagues; online PD offered through school district; programs for students to record responses like Pear Deck, We Video, develop accessible activities to document practice in new (reading) vocabulary and improve repetition; Canvas; Amplify Science in Spanish; Khan Academy translated into Spanish; Google Translate; parent/teacher conferences; other tech resources as we learn them through PD.

