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

School Name: Westgate Elementary School   **Year: 2016-2017**

School Theory of Action/Target Area
If we are engaging in focused collaboration to improve learning and implement strategies around student engagement, specifically feedback, then students will construct viable arguments grounded in evidence that will lead to increased performance.

Whole School Achievement Goal- As a result of this action:
Compared to 70 % of Westgate students who scored proficient in ELA SBA in Spring 2016 , 73% of Westgate students will meet or exceed proficiency on the ELA SBA in Spring 2017.

Achievement Gap:

➢ **Measurement/Assessment:** SBA English Language Arts

Student Group	*Current % Successful*	*Goal % Successful*
Comparison Group A **Non Free and Reduced Lunch Students**	78%	80%
Comparison Group B **Free and Reduced Lunch Students**	56%	60%
All Students Click here to enter text.	**70%**	**73%**

Strategic Direction 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

Specific Strategic Direction Indicators of Focus:
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 empowers and advocates the development of lifelong skills, knowledge and behaviors for lifelong learning in an ever changing global society.

School Demographics:

Student Demographics		
Enrollment		
October 2015 Student Count		483
May 2016 Student Count		487
Gender (October 2015)		
Male	249	51.6%
Female	234	48.4%
Race/Ethnicity (October 2015)		
Hispanic / Latino of any race(s)	82	17.0%
American Indian / Alaskan Native	3	0.6%
Asian	41	8.5%
Black / African American	32	6.6%
Native Hawaiian / Other Pacific Islander	1	0.2%
White	258	53.4%
Two or More Races	66	13.7%
Special Programs		
Free or Reduced-Price Meals (May 2016)	181	37.2%
Special Education (May 2016)	81	16.6%
Transitional Bilingual (May 2016)	80	16.4%
Migrant (May 2016)	1	0.2%
Section 504 (May 2016)	29	6.0%
Other Information (more info)		
Unexcused Absence Rate (2015-16)	303	0.5%

Parent, Family, and Community Involvement in this Plan:

- Shared at PSO Meetings
- Equity Team work
- Continual sharing of Growth Mindset information

Review and Analysis of Data:
Check all data reviewed and analyzed that determined your Strategic Direction focus area(s) and your school target.

☒ State Assessments   ☐ AP/IB/CHS/Tech Prep   ☐ Discipline Data
☒ District Assessments   ☐ CTE Industry Certification   ☒ Staff Perceptual Data
☒ School Assessments   ☐ Graduation Rate   ☐ Student Perceptual Data
☒ Classroom Assessments   ☒ Attendance Data   ☐ Parent Perceptual Data
☐ SAT/ACT   ☒ Other: Report Card Data

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Summary of strengths or greatest progress based on the data:

• 70.11% of students in grades 3-6 met standard on SBA for ELA, an increase from 65.9% in 14-15
• 69.32% of students in grades 3-6 met standard on SBA for Mathematics, and increase from 61.6% in 14-15
• 86.6% of Grade 2 students were reading at grade level in the Spring of 2016
• 88.2% of Grade 2 students were meeting expectations in Math

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

	44% of our Free and Reduced lunch students did not meet standard for SBA in ELA
1.	48% of our Free and Reduced lunch students did not meet standard for SBA in Mathematics
2.	Staff identify Student Engagement as area of growth
3.	93% of staff want to leverage the PLC structure to enhance student improvement

State Participation Rate: 95% participation required

X Area of Strength (95% or more participation)	☐ 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? 80%	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box. **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. Listening: Click here to enter text.	Writing: 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:

Grade Level/Department/Team: Kindergarten

Student Learning Goal: By June, Kindergarten students will be able to write 3 sentences 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 finished and work in progress.   We will track their progression of their writing throughout the year.

We will measure this Summatively by:

Common Pre and Post Unit Writing prompts.

Action steps we will take to meet our goal:

Conferencing with students to provide immediate and specific equitable feedback.

Grade Level Collaboration

Establish Writing Journals

Using District Adopted Writing Materials to Teach and Model Mini Lesson Writing Strategies.

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

Students Publish and Share Finals Drafts through multiple sources of technology, such as sharing by the document camera, use of Store Maker, or MS Word.

Grade Level/Department/Team: Grade 1, Jamie Curtis, Sera Yoo, Chieh Chang, Karyn Roseburg, Jamie Wang, ELL

Student Learning Goal: Students will improve performance in writing by engaging in peer-to-peer and teacher-to-student conferences to receive timely, constructive, and substantive feedback.

We will measure this Formatively by:

Using checklists during writer's workshop and observing peer-to-peer feedback as well as how students incorporate teacher feedback into their writing.

We will measure this Summatively by:

Comparing pre- and post-writing assessments.

Action steps we will take to meet our goal:

Meeting during collaborative time, following protocol to review student writing, looking at If… Then resource, sharing ideas for feedback and formative assessments.

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

Students will have the opportunity to share and receive feedback from their parents, their peers and teachers through SeeSaw.

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Grade Level/Department/Team: Second Grade

Student Learning Goal: Using feedback students will show growth in their ability to develop a structure in their writing; overall, lead, transition, ending and organization.

We will measure this Formatively by:

We will analyze graphic organizers, student self-assessments, peer feedback, teacher student conferencing.

We will measure this Summatively by:

We will compare their on-demand task to their final product.

Action steps we will take to meet our goal:

Make sure our scoring is in alignment with each other based on the Rubrics for Writing.

Determine important mini-lessons to provide instruction and feedback to ensure student growth.

Develop a culture for peer feedback, teacher to teacher, teacher to student and student to student.

Develop a process to receive feedback. Model the process of feedback, i.e. giving, receiving and applying.

Develop graphic organizers, etc. to promote organization.

Seeking mentor texts and student samples to promote leads, transitions, endings and organization.

Monitor and adjust strategies to help students progress based on feedback.

Use resources such as the IF THEN Guide from Teacher Resource program.

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

SeeSaw for publishing, powerful words, character traits, transition words, showing sentences.

Epic Books, Tumble Books for mentor texts. (Enemy Pie for small moments)

Use You Tube to find lessons to supplement based on student need.

Grade Level/Department/Team: Third Grade

Student Learning Goal: If we are providing effective student conferences (teacher and peer), that include timely, specific feedback focused on elaboration techniques then our writers will show growth in their ability to elaborate in the three modes of writing.

We will measure this Formatively by:

- Recording writing conference notes
- Listening in on peer writing conferences to ensure that students are providing feedback to one another based on the elaboration techniques taught in the unit.

We will measure this Summatively by:

- Post assessment of each mode of writing
- Student elaboration questionnaire given at beginning and end of unit (self-assessment)

Action steps we will take to meet our goal:

- Score pre/post writing assessments together (using half days and/or C times), analyze for elaboration growth areas
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- During our C times, we will bring samples of student writing and discuss specific feedback we can provide the writer to improve elaboration based on the techniques taught in the unit.
- During C times, study various elaboration conferences from TCRWP. Use If/Then tool to study elaboration next steps for conferring.

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

- Use technology during our C times to watch effective conferring videos.

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

Chuck Ridley, Kim Lindemuth, Susie Kominsky-Scott, and Sandy Schinder

Student Learning Goal: Students will demonstrate growth in reading comprehension through learning comprehension strategies as evidenced by Benchmark assessments.

We will measure this Formatively by:

Compete a detail analysis the items in Benchmark pretests to identify trends.

Prioritize common themes and areas to be targeted.

Thinking Stems (similar to ACTIVE) will be used as a teaching tool.

Specific lessons geared toward students growth on identified skills and standards.

We will measure this Summatively by:

Benchmark Post-tests occur too late in the school year to allow teachers to adjust teaching.

Benchmark Mid-tests will be used to adjust teaching strategies.

Benchmark On-going assessments will be given so students can track their learning progress.

Action steps we will take to meet our goal:

-Complete a detailed analysis the items i Benchmark pretests to identify trends

-Prioritize common themes and areas to be targeted.

-Thinking Stems will be used as a teaching tool

-Specific lessons will be focused on the identified trends.

-Other classroom reading websites will be incorporated to reinforce comprehension skills

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

-Dig into technology both for professional development (teaching strategies) and for student learning development

-Identify useful web-sites that will increase student learning

Grade Level/Department/Team: 5/6/LIS

Student Learning Goal: Students will be able to more effectively give feedback by providing concrete examples and steps for action to their peers.

We will measure this Formatively by:

- checklists
- informal observations

We will measure this Summatively by:

- pre and post assessment
- written feedback

Action steps we will take to meet our goal

- make pre and post assessments
- research vocabulary and strategies for effective feedback
- model using vocabulary and strategies
- Sentence stems, guiding questions
- Baseline measurement of feedback effectiveness
- Feedback checklist, explanations, evidence & action steps outline

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

- pre/post on Google Form
- Google Docs with comments
- Google Classroom

Grade Level/Department/Team: K-4/Learning Support/Andrea Sisley, Martha Orvis, Tory Amos

Student Learning Goal: To reach the needs of our lowest readers in small groups so that all students receive effective instruction at their level to be successful readers and writers. From October to May decrease the number of students who qualify for LAP services in K-4.

We will measure this Formatively by:

Administering some of the following assessments: Road to Reading phonics/sight words level assessment, DIBELS Progress Monitoring, PASI, Really Great Reading decoding survey, classroom Benchmark assessments, and classroom ORR.

We will measure this Summatively by:

Using the DIBELS Benchmark Assessments administered Fall, Winter and Spring and using classroom based assessments.

Action steps we will take to meet our goal:

- Meeting weekly as a team to look at individual student performance and whole-group performance, to identify next steps in helping students achieve their specific IEP goals, as well as identified school-wide goal.
- Use assessments to drive instructional decisions and identify students' specific needs and creating small groups of students with similar needs.
- Collaborate with classroom teachers to monitor growth and deliver individualized reading lessons to meet each child at their instructional level.
- Facilitate students' deep understanding of language and phonics by focusing on multi-sensory word analysis i.e. Wired for Reading.

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

Students who also qualify for ELL services will use Imagine Learning. Depending on student need, students may use Raz Kids, Moby Max and Read Naturally Live. We will access online resources to analyze data to help determine the effectiveness of our program and any adjustments that need to be made to our instruction.

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

Learning Opportunities for Students	*Description of the Learning Opportunity*	*Schedule*
As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?	Collaborative time within teams following Plan-Do-Reflect protocol to review and analyze data. Small group instruction within the classroom.	Ongoing throughout the year.

	MTI meetings to address the trends of student learning.	
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	Collaborative time within teams following data analyzing protocol and lesson reflection Small group instruction with enrichment opportunities MTI meetings to address the trends of student learning.	Ongoing throughout the year.
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	Safety team – monthly meetings to ensure our school is following appropriate safety measures. Administrative Team – weekly meetings to review and address student concerns. Leadership – our school provides Leadership opportunities that focus on good community citizenship and responsibility.	Ongoing throughout the year.

Learning Opportunities Provided for Staff Specific to the School Target	*Description of the Learning Opportunity*	*Schedule*
Whole staff learning opportunities to support the focus and intentionality of this Goal.	Staff meetings and Building meeting time are focused on whole group learning specific to our goals: Student Feedback; PLC work; Growth Mindset; Student Leadership; Equity	Ongoing throughout the year.
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.	Equity Team Learning Team Student Leadership Committee Book Club Grade Level PLC Teams Ongoing feedback opportunities from staff	Ongoing throughout the year.

Action Plan for the School to Address the Third Grade OSPI Literacy Expectation:

Third Grade OSPI Literacy Expectation		
(The following information is required if <u>less than 60%</u> of Third Grade Students met or exceeded standards on SBA ELA)		
Intensive Reading and Literacy Improvement Plan	*Description of Intervention Practices*	*Monitoring Schedule*
Identify the intensive and targeted reading/literacy intervention practices, K-4, your school will implement. After your selection, write a brief description of your plan for implementation of that practice.	☐ Use of a coach/coaches ☐ Additional learning time within the School Day ☐ Before and After School Programs ☐ Family Involvement at School (and outside of school) ☐ Targeted Professional Learning ☐ Professional Learning Communities ☐ Tutoring	Click here to enter text.

	Click here to enter text.	
Specifically identify and describe your building's grade to grade transition plan. How is student learning information shared and how are intervention plans from year to year continued/modified/ expanded/ discarded?	Click here to enter text.	Click here to enter text.
Describe your *Targeted Family Engagement Plan* (specifically K-4) that ensures two way communication between home and school regarding individual student progress, the interventions and strategies being used and strategies for improving the student's reading skills at home.	Click here to enter text.	Click here to enter text.