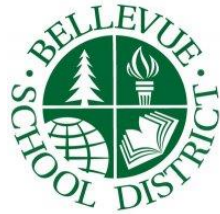


EASTGATE ELEMENTARY SCHOOL IMPROVEMENT PLAN

2019-2020

SCHOOL PRINCIPAL:
May Pelto



The mission of the Bellevue School District is to serve each and every student academically, socially and emotionally through a rigorous and relevant education that is innovative and individualized. As a learning community that values one another's humanity, we provide courageous support for an equitable and exceptional education for all students.

Eastgate Elementary School

2019-2020 School Improvement Plan

Eastgate Mission- *By nurturing healthy relationships we will create a safe and equitable community where we will prepare each and every student with the foundational social, emotional, and academic skills to be confident and thriving lifelong learners.*

Our work in serving every student, every day in every classroom is grounded in an idea of continuous improvement. Working with the Office of the Superintendent of Public Instruction, we use nine characteristics of successful schools to guide our work.

THE NINE CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

- 1 · Developing a clear and shared focus · 2 · Maintaining high standards and expectations for all students
- 3 · Using effective school leadership · 4 · Engaging in high levels of collaboration and communication
- 5 · Providing curriculum, instruction and assessments aligned with state standards · 6 · Ensuring frequent monitoring of learning and teaching · 7 · Delivering focused professional development · 8 · Maintaining a supportive learning environment · 9 · Promoting high levels of family and community involvement

Included in this school improvement plan are details to share the current focus at Eastgate Elementary, as well as outline our strengths and opportunities for the year ahead. In addition to promoting continuous improvement of student achievement of the state learning goals, we recognize that non-academic student learning and growth are key elements of student well-being and success. This plan is based on a comprehensive needs assessment of our school and programs, and included active participation and input from building staff, students, families, parents and community members.

Instructional Program Overview.....	Page 3
Profile	Page 4-5
School Goals & Key Performance Indicators	Page 6-10

Together, we will provide a safe environment where we will prepare each and every student with the foundational social, emotional and academic skills to be confident and successful lifelong learners.

SCHOOL BACKGROUND

Instructional Program Overview

Located in the southeast portion of Bellevue, Eastgate is a high achieving elementary school serving approximately 430 students. Our mission is that together, we will provide a safe environment where we will prepare each and every student with the foundational, social, emotional, and academic skills to be confident and successful lifelong learners.

Eastgate is committed to an inclusive community that welcomes all students, staff, and families. Eastgate is made up of seventeen general education classrooms and is one of two elementary schools in the district to host the District's Olympic Program. The Olympic Program serves students receiving special education services in the areas of organizational, executive functioning, and social competency skills that are often associated with Autism Spectrum Disorder. All Eastgate students receive a cohesive academic curriculum that is aligned to the Common Core State Standards in kindergarten through fifth grade. The core instructional program includes reading, writing, math, science, social studies, and social emotional learning. All students attend a specialist period four times per week: art, music, library, and physical education.

To align with district goals in high quality instruction, specifically in the area of literacy, this year the Eastgate staff is engaging in professional development to build our foundation in balanced literacy. We are embarking on our third year of offering after-school robotics as an extracurricular activity to extend the STEM curriculum. Students are supported and enriched through a variety of programs such as Special Education (including the Olympic Program), English Language Learning (ELL) services, and Learning Assistance Program (LAP) reading. Eastgate is supported by a vested and generous parent community.

The PTA organizes and provides enriching school day and evening events for students and families throughout the school year. In addition, the PTA provides teacher grants, extended learning opportunities for students, and funds an instructional assistant to support our reading goals.



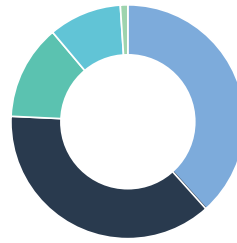
School Overview

Eastgate serves students from K through 5th grade with an academically rigorous program. Our talented teaching staff is committed to providing the support and individualized attention needed to ensure that all of our students achieve at high levels and are well prepared for middle school. Mission: Together we will provide a safe environment where we will prepare each and every student with the foundation social, emotional, and academic skills to be confident and successful life-long learners.

Programs Offered

Olympic (special education)

Racial Diversity



- 38% Asian
- 1% Black
- 10% Hispanic
- 13% Two or more races
- 37% White
- N/A Native American
- N/A Pacific Islander

School & Student Characteristics ¹

	SCHOOL	DISTRICT ²
Enrollment	431	496
National Board Certified Teachers	35%	28%
Eligible for Free/Reduced Price Meals	17%	18%
Receiving Special Education Services	11%	6%
English Language Learners	20%	24%
First Language Other Than English	34%	42%
Mobility Rate ³	14%	14%

Attendance & Discipline

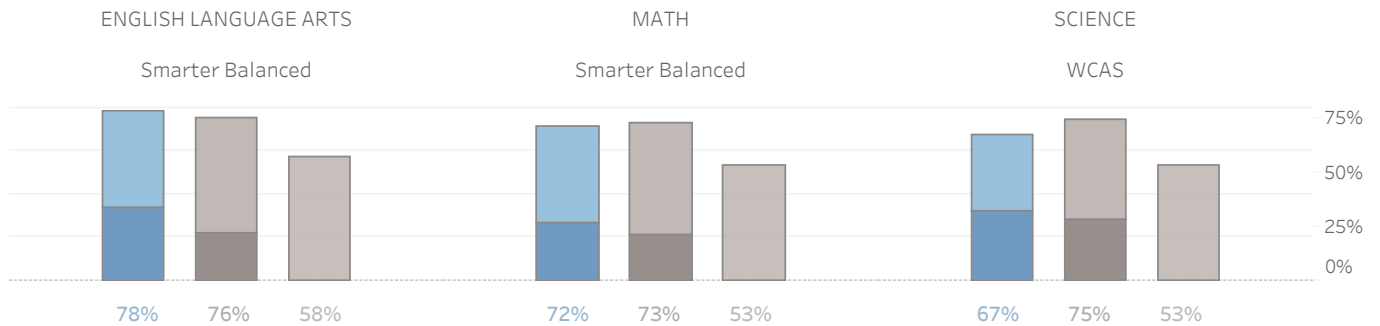
	SCHOOL	DISTRICT
Average Attendance Rate	97%	95%
Students with < 10 Absences Per Year	77%	72%
Students with 18+ Absences Per Year	5%	7%
Suspension Rate ⁴	0.0%	0.6%

Summary of Student Achievement



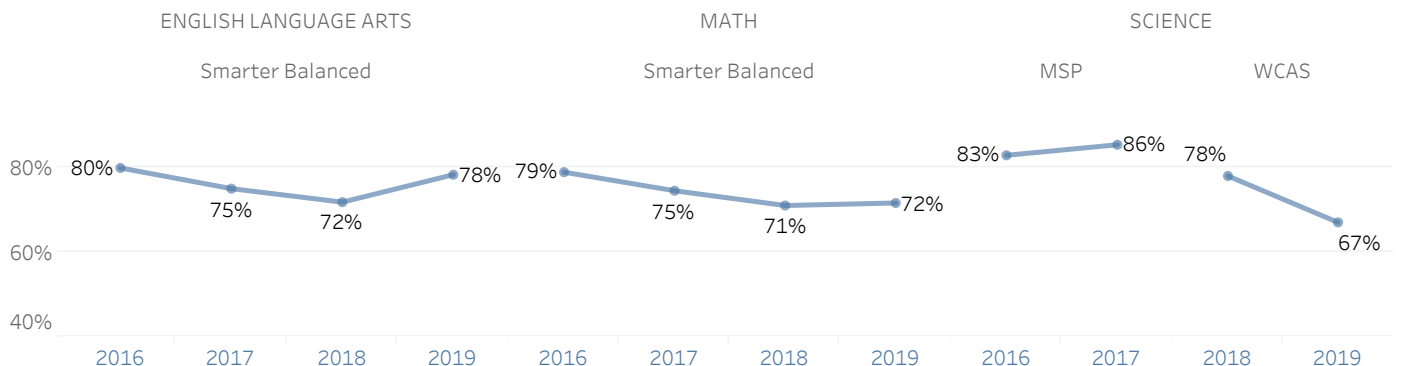
State Assessment Results for Grades 3-5 (Spring 2019)

Percentage of Students Meeting /Exceeding Standards



State Assessment Results for Grades 3-5 in the Last Four Years

Percentage of Students Meeting Standards



Glossary

National Board Certified Teachers

The National Board for Professional Teaching Standards offers a voluntary certification process for teachers to show that they have met the organization's standards for effective teaching. Teachers who apply go through a lengthy and rigorous screening process to obtain certification.

Science Assessments - WCAS/MSP

WCAS stands for Washington Comprehensive Assessment of Science, first administered in Spring 2018 to students state-wide in grades 5, 8 and 11. The WCAS replaces the WA State MSP science assessment. The WCAS is aligned to Next Generation Science Standards, which emphasize engineering and technology. The standards were adopted by the state in 2013. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Smarter Balanced

Starting in 2014-15, Washington State adopted the Smarter Balanced exams to assess student learning in English language arts and math in grades 3-8 and 10-11. These computer-based exams are aligned to the state's Common Core learning standards. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Special Education Services

Neighborhood schools provide a continuum of special education services. We provide specialty centers as well:

* **Cascade** program for students who benefit from behavioral supports due to emotional stressors.

* **Evergreen** program to serve young adults (ages 18-21) with disabilities.

* **Olympic** program to support students on the autism spectrum.

* **Pacific** program for students with significant developmental and intellectual disabilities.

* **PALS** (Preschool Age Learning) preschool to provide early intervention services for children with special needs (ages 3-5), together with typically developing peers.

End Notes

- 1 School and Student Characteristics**
Data are from October 1, 2018 unless otherwise specified.
- 2 District Average**
The district averages displayed here are the averages for district elementary schools.
- 3 Mobility Rate**
The percent of students who entered or withdrew from the school between October 1 and June 15, based on October 1 enrollment.
- 4 Suspension Rate**
The percent of students who received at least one in-school or out-of-school suspension or were expelled over the course of the school year.
- 5 State Assessment Results**
State pass rate percentages combine "Meets Standard" and "Exceeds Standard."

English Language Arts (ELA) SMART Goal

- At least 78% of Class of 2029 (current 3rd graders) will meet state standards in ELA, while meeting WSIF goals for all subgroups.
- We will decrease the gap between our highest and lowest achieving racial subgroups in ELA grades 3-5 by accelerating the growth for the lowest-scoring groups while maintaining or increasing proficiency levels of the highest scoring groups. Goal: Decrease the gap from 35% in 2019 to 31% in 2020.

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	81%	82%	76%	78%
Asian	81%	82%	84%	85%
Black	*	*	*	*
Hispanic	*	*	*	*
Two or More Races	92%	93%	*	*
White	71%	73%	72%	74%
Eligible for Free/Reduced Price Meals	79%	80%	41%	47%
Students with Disabilities	64%	67%	50%	55%
English Language Learners	*	*	25%	33%

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	73%	75%	78%	80%
Asian	79%	80%	82%	83%
Black	*	*	*	*
Hispanic	67%	70%	55%	59%
Two or More Races	71%	73%	90%	91%
White	72%	74%	76%	78%
Eligible for Free/Reduced Price Meals	58%	62%	54%	59%
Students with Disabilities	42%	47%	39%	45%
English Language Learners	50%	54%	32%	39%

Our Strengths in English Language Arts:

- Professional Learning: Teachers are active participants in professional learning opportunities for ELA.
- Master Schedule: A master schedule focused ensuring a 90-120 minute literacy block, allowing time for co-teaching and classroom push-in support for students receiving special education services.
- Tier I Instruction: Broadly, the quality of Tier 1 instruction in literacy allows students to achieve elevated levels.
- Multi-Tiered Systems and Supports: Multi-Tiered Systems and Support (MTSS) structures focus on data-driven practices which address achievement gaps and provide focused instruction and interventions.
- Additional Literacy Support: Eastgate PTSA supports K-2 literacy goals with the funding of a PACE literacy intervention specialist

Key Performance Indicators will include:

- DIBELS and TRC Assessments in grades K-2: These assessments are administered three times per year as both a universal screener and progress monitoring tool.
- STAR Reading and Math Assessments: STAR is used as a universal screener and progress monitoring tool. These are short assessments in reading and math that are administered to all students each fall and spring. The assessments are computer adaptive, which means they adjust to each answer that students provide. Results from STAR assessments are accurate predictors of the Smarter Balanced Assessments so that educators can use

Star scores to identify students in jeopardy of missing reading and math yearly progress goals in time to make meaningful adjustments to instruction.

- Smarter Balanced Assessments (SBA): Starting in 2014-15, Washington State adopted the Smarter Balanced Assessments to assess student learning in English Language Arts and Math in grades 3-8 and 10-11. These computer-based exams are aligned to the state's Common Core learning standards.

To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Instructional Time: Continued use and improvement of literacy blocks of at least 90 minutes for the purpose of balanced literacy instruction.
- Balanced Literacy: Continue to develop common understanding for high quality instruction in all literacy block components.
- Standards-based instruction: Ensure all students are receiving instruction aligned to grade levels standards as evidenced by classroom walkthroughs and observations and staff feedback via professional development.
- Culturally Responsive Practices: Provide professional development to implement culturally responsive teaching practices
- Equity & Inclusion: Develop and support trusting relationships among staff and students.
- Multi-Tiered System of Support (MTSS): Staff will engage in regular grade level cycles of improvement in which teams will analyze current student achievement data in order to adjust instructional and intervention groups.

Mathematics SMART Goal

- At least 74% of Class of 2029 (current 3rd graders) will meet state standards in MATH, while meeting WSIF goals for all subgroups.
- We will decrease the gap between our highest and lowest achieving racial subgroups in Math grades 3-5 by accelerating the growth for the lowest-scoring groups while maintaining or increasing proficiency levels of the highest scoring groups. Goal: Decrease the gap from 33% in 2019 to 29% in 2020.

Math: SBA Proficiency Rates and Goals: Grade 3*				
Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	80%	81%	72%	74%
Asian	78%	79%	80%	81%
Black	*	*	*	*
Hispanic	*	*	*	*
Two or More Races	92%	93%	*	*
White	76%	78%	70%	73%
Eligible for Free/Reduced Price Meals	64%	67%	41%	47%
Students with Disabilities	57%	61%	33%	40%
English Language Learners	*	*	31%	38%

Math: SBA Proficiency Rates and Goals: Grades 3-5				
Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	73%	75%	72%	74%
Asian	79%	80%	83%	84%
Black	*	*	*	*
Hispanic	72%	74%	50%	55%
Two or More Races	74%	76%	67%	70%
White	68%	70%	66%	69%
Eligible for Free/Reduced Price Meals	56%	60%	52%	57%
Students with Disabilities	40%	46%	31%	38%
English Language Learners	60%	63%	38%	45%

Our Strengths in the goal area:

- Professional Learning: Teachers are active participants in professional learning opportunities for Math.
- Master Schedule: Our master schedule allows for 60-minute math blocks and common planning time.
- Supplementary instructional materials: Supplementary mathematics resources to support student learning are accessible for all staff.
- Co-Teaching: Co-teaching with ELL facilitators and/or Special Education teachers

Key Performance Indicators will include:

- STAR Reading and Math Assessments: STAR is used as a universal screener and progress monitoring tool. These are short assessments in reading and math that are administered to all students each fall and spring. The assessments are computer adaptive, which means they adjust to each answer that students provide. Results from STAR assessments are accurate predictors of the Smarter Balanced Assessments so that educators can use Star scores to identify students in jeopardy of missing reading and math yearly progress goals in time to make meaningful adjustments to instruction.
- Smarter Balanced Assessments (SBA): Starting in 2014-15, Washington State adopted the Smarter Balanced Assessments to assess student learning in English Language Arts and Math in grades 3-8 and 10-11. These computer-based exams are aligned to the state's Common Core learning standards.

To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Advanced Learning: Whole Staff professional development on differentiation in mathematics to support Advanced Learning qualified students
- Multi-Lingual Learners (MLL) Professional Development with a focus on strategies such as Universal design, SIOP and GLAD to support students in the classroom
- Technology & Innovation: Opportunities for professional development to focus on innovation, instruction, and integration of technology tools to support instruction and learning

- Multi-Tiered Systems and Supports: Use the MTSS structure (5-week cycle) to analyze data and adjust instruction to meet the needs of students in math based on multiple data points

Student Well-Being

SMART goal for this year

Goal- We will increase student sense of belonging on the Panorama Survey from 76% in fall 2018 to 80% in fall 2019.

Our Strengths in the goal area:

- Equity & Inclusion: Staff is committed to getting to know each student and racializing our data on staff-student relationships.
- Strong Trusting Relationships: Staff identified relationships between and among students and staff as a goal area building-wide.

Key Performance Indicators will include:

- Panorama Student Survey: The Panorama Student Survey is a tool used to collect student feedback on school climate and classroom culture to help improve practice. Individual student responses are confidential. Individual teacher reports are only accessible to that teacher. Students take the survey online. The survey includes multiple parts: a school climate survey and two teacher surveys. Students fill out the two teacher surveys for teachers randomly selected from their schedules.
- Social Emotional Learning Screener: In the fall, staff will administer the DESSA Mini, a social emotional screener, to proactively identify students who may need additional or personalized supports with social emotional learning.
- SEL Walkthrough Template: The use of a SEL Walk through template to document the level of implementation of evidence-based SEL instruction.

Year	District % Favorable	Eastgate % Favorable
Spring 2016	73%	72%
Fall 2016	72%	74%
Fall 2017	72%	79%
Spring 2018	67%	70%
Fall 2018	72%	76%
Fall 2019		

To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Multi-Tiered System of Support (MTSS): Teachers across all grades will work with building and district staff to develop interventions and plans of support for students not achieving the SEL standards established for each grade.
- Equity & Inclusion: Professional development focused on the intersection between SEL and Culturally Responsive Teaching will be provided to staff.
- Social-Emotional Learning (SEL): All teachers will deliver evidence-based universal SEL instruction in their classrooms to all students as evidenced by the SEL walk template and create plans for implementation improvement based on strengths and areas for growth.
- Equity & Inclusion: All Student Well-Being team members will attend Beyond Diversity and Implicit Bias training.
- Social-Emotional Learning: Teach Second Step curriculum and the RULER program for all classrooms K-5.
- Bullying Prevention: Teach four Second Step Bullying Prevention Lessons for all students in all grades in the Fall 2019.
- Positive Intervention Behavior Supports (PBIS): Improve the functioning of the PBIS Tier 1, 2 and 3 teams to ensure interventions are provided to students to meet their social and emotional needs with different levels of intensity.

Implementation SMART goals for this year

Family and Community Engagement: At least 20% of families in each subgroup will participate in the family engagement survey.

As a school community, we have the important mission of shaping the future of the next generation. The families of our students are essential partners in supporting student academic and social emotional development, community partners play an important role providing services, resources and a network of support to our most vulnerable families. Our educators, administrators and school staff embrace a culture of service focused on working together with families and the community to ensure all students succeed in school and life.

We know that the key to our success lies in ensuring that all stakeholders develop the capacity, knowledge and skills needed to collaborate effectively and participate in the education process as equal partners.

Our strengths in this area:

- Family Engagement: Eastgate is a community with high family involvement and strong student achievement.
- PTA Partnership: We have an active PTA committed to curriculum enhancement supporting teachers' instruction.
- Structured Opportunities: Eastgate currently hosts a weekly Coffee House

Key Performance Indicators:

- Family Engagement survey
- Participation of parents, particularly by different population groups, in school teams, school activities, and focus groups.

To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Parent Engagement Opportunities: Expand opportunities for parents, local organizations, and members of the community to learn and support our work together (PBIS and Sense of Belonging representation).
 - Relationship Building: Strengthen relationships with parents and families through deeper understanding of their perspectives and needs.
 - Communication: Improve two-way communication with families and community partners by implementing focus groups each semester to share information and solicit feedback.
 - Community Partnership: Implement a better system to match resources and services in the community with identified student needs.
 - Equity & Inclusion: Implementing equitable and culturally responsive family engagement practices aligned with academic goals.
-