



School Improvement Plan

Eastgate

2020-21



To affirm and inspire each and every student to learn and thrive as creators of their future world.



Eastgate is a community that values the racial, cultural, and individual differences of each of our students. We feel it is through nurturing healthy relationships with our students and families where we can best prepare each and every student with foundational, social, emotional, and academic skills to be confident and thriving lifelong learners. At Eastgate, we are honored to embrace the linguistic and cultural diversity of our community, having over 30 languages spoken by our student body and over 15 languages spoken by our staff. As one of two elementary schools in the district supporting students in the Olympic program, we are proud of our work around academic inclusion. The partnership we have with our Eastgate PTA provides opportunities for enrichment in arts and literacy.

The Eastgate staff believe it is our responsibility to ensure each student in our care feels a strong sense of belonging and a sense of connection. For students, this means engaging in activities that build a sense of identity and pride who we are. This may be through activities like identity maps, I am From Poems, or Circle of Friends presentations. Our staff has been working over the past few years to ensure classroom libraries act as both windows and mirrors for students; meaning students see themselves represented in the stories we read aloud and the stories they read, as well as these stories teach them about people whose lives may be different from them.

The Eastgate staff also believes it is our responsibility to help students define what it means to be creators of their future world. Students have a variety of leadership opportunities they may choose to engage in depending on their interests. Our Service Team helps our young activist learn about ways they can better our community. Our Students Organized Against Racism Team allows students the opportunity to discuss race and inequities they see in our world and what they can do to impact change. Our Eastgate Green Team students are impacting environmental changes in our school and beyond. Additionally, the Eastgate PTA supports students to become creators of their future world through support of a variety family engagement nights.

See Appendix for School Profile

Affirm and Inspire

Goal

Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

Sense of Connection

Measures and Targets

- Increase percent of students reporting feeling connected to peers by 3 percentage points from Spring 2020 to Spring 2021.
- Increase percent of students with disabilities reporting feeling connected to peers by 3% percentage points from Spring 2020 to Spring 2021.

Percent of students reporting feeling somewhat or very connected to their classmates on student survey		
Grades 3-5 Subgroups	Spring 2020	Spring 2021 Target
All Students	89%	92%
Black	*	
Hispanic	*	
Low Income	*	
English Language Learners	*	
Students with Disabilities	70%	73%

* Data not available for student subgroups < 10

Data Reflection

- Overall students are feeling connected to their peers
- Our students with disabilities reported feeling less connected to their peers by almost 20%
- The total number of students participating in the survey was around 100 students and certain subgroups had a N-size of less than 10. Even still, when looking at our data, our students who identify as English Language Learners and Students with Disabilities identify a feeling not connected at a higher level than their peers. Key strategies to engage these subgroups have been developed.

Key Strategies/Adjustments

- Inclusive Practices to Increase Peer Connections
 - 3 Signature Practices from Collaborative for Academic, Social and Emotional Learning (CASEL) for inclusive virtual lessons
 - Inclusive welcoming activity
 - Engaging strategies
 - Optimistic Closure
 - Interest Clubs for K-2 and 3-5 based on student interest survey
- Student Leadership

- Latino Eagles Affinity Group was created during remote learning. This group will continue to meet in 2020-2021 school year. Students will have opportunities to share about their individual identities
- Students Organized Against Racism (SOAR)
- Eagle Broadcasters
- Student Well Being Team Focus
 - Examination of Panorama data and identifying subgroups needing more support.
 - Tier 1 PBIS interventions remotely and in building. Continuation and expansion of programs implemented during remote learning such as Interest Clubs and Recess Games that provide students with connections with various adults at Eastgate and an opportunity to show up as their authentic selves.
 - Focus on Sense of Identity- SWB Team will continue to explore staff and student focus on sense of identity and collaborate with other Eastgate leadership teams on strengthening opportunities for students to explore their identities and see themselves reflected in school curriculum, common spaces, and at schoolwide events like assemblies and morning announcements.

Progress Monitoring

- District developed student survey
- Interest club attendance data

Inspired and Affirmed

Measures and Targets

- At least 60% of students are inspired and affirmed in their day-to-day instruction as measured by student surveys.

Percent of students reporting feeling inspired and affirmed in instruction	
Grades 3-5	Fall 2020 Survey (baseline)
All Students	TBD
Black	TBD
Hispanic	TBD
Low Income	TBD
English Language Learners	TBD
Students with Disabilities	TBD

Data Reflection

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Key Strategies/Adjustments

- Racial Equity and Inclusion Team Focus
 - Culturally responsive teaching and learning through windows and mirrors text experiences
 - Plan, Do, Study Adjust model for identifying inequities we notice during remote learning, create strategies for engaging students, and re-evaluating effectiveness and next steps

- Inclusion Practices
 - 3 Signature Practices from CASEL for inclusive virtual lessons
 - Interest Clubs for K-2 and 3-5 based on student interest survey
- Student Leadership
 - Latino Eagles Affinity Group was created during remote learning. This group will continue to meet in 2020-2021 school year. Students will have opportunities to share about their individual identities
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Progress Monitoring

- Panorama Student Survey
- Daily Attendance Data

Learn and Thrive

Goal

Students achieve high levels of academic success and outcomes are not predicted by race or income

ELA Proficiency and Growth

Measures and Targets

- 85% of students in the Class of 2029 cohort* will meet or exceed state standards in ELA by spring of 2021, with increases as noted for the following subgroups: Black, Hispanic, Special Education, English Learners, Low Income.
- 80% of students in grades K-5 will show at least one year of growth in literacy as measured by adaptive software (i.e. Lexia), for students who have the recommended software usage.

Percentage Meeting/Exceeding Standard on SBA or Star

Eastgate Class of 2029 Cohort*	English Language Arts (ELA)	
	2019-20 Grade 3** (n=48)	Target 2020-21 Grade 4
All Students	81%	85%
Black	N/A	N/A
Hispanic	N/A	N/A
Special Ed Services	N/A	N/A
English Learners	N/A	N/A
Low Income	N/A	N/A

*Cohorts will be assessed by including all students who began in the cohort in Year 1 as of October 1, 2018 and who remain in the cohort when measures are taken. Students entering the district after Year 1 (October 1, 2018) will not be included in the cohort data.

**Data shown are Winter Star projections of spring proficiency levels, because spring testing was cancelled due to COVID-19.

Students Grades K-5	% of students that show a year's worth of growth in Literacy	
	November Check Point	Spring 2020-21 Target
All Students		
Black		
Hispanic		
Students with Disabilities		
English Learners		
Low Income		

Data Reflection

- FALL STAR Reading scores indicated 68% of students were on track to meet standard, but 79% were on standard by winter STAR assessments
- 57% of Hispanic students demonstrated proficiency on STAR Reading assessment, indicating our strategies have not yet been effective for Hispanic students
- There are also marked STAR score difference between students who have an IEP vs. students without an IEP and English Language Learners and native English Speakers

Key Strategies/Adjustments

- **Eastgate Powerful Practices**
 - Setting Goals and Clear Focus - Lessons have clear learning intentions with goals that clarify what success looks like. Must be challenging for the students relative to their current mastery of the topic. Lesson goals are shared with the students
 - Explicit Teaching - When teachers adopt explicit teaching practices they clearly show students what to do and how to do it. The teacher decides on learning intentions and success criteria, makes them transparent to students, and demonstrates them by modelling.
 - Metacognition - Metacognitive strategies teach students to think about their own thinking. When students become aware of the learning process, they gain control over their learning. Metacognition extends to self-regulation, or managing one's own motivation toward learning. Metacognitive activities can include planning how to approach learning tasks, evaluating progress, and monitoring comprehension.
 - Student Self Efficacy - Self-efficacy refers to a student's belief about their ability to successfully complete a task and can be situation specific
- **Support Staff:** The MLL Facilitator(s), Special Education Teacher, ITCL, and PACE Facilitator will provide direct instruction to students to provide intervention, additional scaffolding, and extensions based on student data using a variety of co-teaching models.
- **Academic MTSS:** Students' literacy data and progress will be monitored through an MTSS cycle every 6-8 weeks. Grade level teams meet together with administration, ITCL, special education, MLL facilitator, and PACE facilitator to determine intervention plans and progress monitoring.
- **Embedded Professional Development for Lexia**

Progress Monitoring

- TRC progress monitoring cycles for identified students in grades 3-5
- Lexia will be used for regular progress monitoring

Math Proficiency and Growth

Measures and Target

- 80% of students in the Class of 2029 cohort* will meet or exceed state standards in math by spring of 2021, with increases as noted for the following subgroups: Black, Hispanic, Special Education, English Learners, Low Income.
- 80% of students in grades K-5 will show at least one year of growth in math as measured by adaptive software (i.e. Freckle), for students who have the recommended software usage.

Percentage Meeting/Exceeding Standard on SBA or Star

Eastgate Class of 2026 Cohort*	Math	
	2019-20 Grade 3** (n=48)	Target 2020-21 Grade 4
All Students	75%	80%
Black	N/A	N/A
Hispanic	N/A	N/A
Special Ed Services	N/A	N/A
English Learners	N/A	N/A
Low Income	N/A	N/A

*Cohorts will be assessed by including all students who began in the cohort in Year 1 as of October 1, 2018 and who remain in the cohort when measures are taken. Students entering the district after Year 1 (October 1, 2018) will not be included in the cohort data.

**Data shown are Winter Star projections of spring proficiency levels, because spring testing was cancelled due to COVID-19.

Students Grades K-5	% of students that show a year's worth of growth in Math	
	November Check Point	Spring 2020-21 Target
All Students		
Black		
Hispanic		
Students with Disabilities		
English Learners		
Low Income		

Data Reflection

- Winter STAR Math scores indicated 78% of students were on track to meet standard by the end of the year.
- Nearly half of the students are exceeding proficiency standards on the math STAR assessment
- 29% of Hispanic students demonstrated proficiency on STAR Math assessment, indicating our strategies have not yet been effective for Hispanic students

Key Strategies/Adjustments

- **Eastgate Powerful Practices** (defined above and transferrable across disciplines)
 - Setting Goals and Clear Focus
 - Explicit Teaching
 - Metacognition
 - Student Self Efficacy

- **Academic MTSS:** Students’ literacy data and progress will be monitored through an MTSS cycle every 6-8 weeks. Grade level teams meet together with administration, ITCL, special education, MLL facilitator, and PACE facilitator to determine intervention plans and progress monitoring.

Progress Monitoring

- Freckle will be used to regularly progress monitor students

English Language Acquisition

Measures and Targets

- For students receiving ELL services in the Class of 2029 increase % (to be set by November 2020) demonstrating progress in language acquisition skills as measured by the Achievement Level Descriptors.

Percentage Demonstrating Progress in Language Acquisition Skills		
Class of 2029 Cohort	Fall 2020	2020-21 Target
Reading	To come	Will be set by November 2020
Writing	To come	Will be set by November 2020
Listening	To come	Will be set by November 2020
Speaking	To come	Will be set by November 2020

Data Reflection

- To be completed once baseline data is uploaded

Key Strategies/Adjustments

- **MLL Facilitator Model**
 - Co-Planning and Co-Teaching
 - Incorporating GLAD/SIOP strategies
 - Utilizing language and content objectives for lessons
- **Eastgate Powerful Practices**
 - Setting Goals and Clear Focus
 - Explicit Teaching
 - Metacognition
 - Student Self Efficacy
-

Progress Monitoring

- Achievement Level Descriptors (ALDs) that correspond to each of the performance levels for each domain
- Academic progress monitoring using Lexia and TRC in literacy and Freckle in math

Creators of Their Future World

Goal

Students effectively problem solve and lead for positive local and global change by developing global awareness, cultural competency, and learn advanced skills in processing and applying information through the effective use of technology and engineering.

Global Awareness and Cultural Competence

Measures and Targets

- At least **75%** of students show proficiency in global awareness and cultural competence by completing a performance task in 2nd grade.

Global Awareness and Cultural Competence		
	2019-20	Target 2020-21
Grade 2	NA	75%

Data Reflection

- Grade 2 performance task was not completed in 2019-2020 school year. No previous data is available.

Key Strategies/Adjustments

Grade 2 students will engage in multiple tasks over six weeks, demonstrating their understanding of civic engagement and cultural competence, within their spring Social Studies unit “Families in Their Neighborhoods.”

Grade 2 Students will

- Share about their own cultural identity, learn about the cultural identity of classmates, and appreciate the many contributions of everyone in the classroom community (cultural competence)
- Solve problems to meet the needs of their neighborhood communities (global awareness)
- Engage in discussions, collective problem-solving, and collective and individual action to address community concerns (civic engagement & creators of their future world)

Professional development will be provided to 2nd grade teachers, ITCLs and administrators to ensure educators understand the shifts. . .

- Educator professional development – December-January
- Teaching and Learning professional development for ITCLs
- Administrator professional development – December-January
- Increased communication in Principal Digest (Leadership News) and in Teaching and Learning Newsletter.

Progress Monitoring

- Grade 2 students will complete surveys at the beginning and end of the unit. Survey data will provide information regarding their perceived ability to demonstrate civic action.
- Grade 2 students will be scored on a rubric for the multiple tasks within the unit.
- Attendance and reflections on learning at professional development (ex. Cert Admin for leaders, Teaching and Learning meetings for ITCLs and Educator Professional Development for 2nd grade teachers)

Family Engagement

Goal

Families, particularly those who have been traditionally marginalized, are more informed, better able to find support, and are more empowered to contribute to student success.

Informed, Supported, and Empowered

Measures and Targets

- 75% of families report they feel informed, supported, and empowered to contribute to their student's success as measured by the Family Satisfaction Survey.
- Increase percent of families with students with disabilities who feel informed by 5% from Spring 2020 to Spring 2021.
- Increase percent of families with English Language Learners who feel informed by 3% from Spring 2020 to Spring 2021.

Percent of Families Feeling "Informed" on Family Satisfaction Survey	2019-20	Target 2020-21
All	65%	70%
Black	*	
Hispanic	*	
Students with Disabilities	54%	60%
English Learners	70%	73%
Low Income	*	

Percent of Families Feeling "Supported" on Family Satisfaction Survey	2019-20	Target 2020-21
All	69%	72%
Black	*	
Hispanic	*	
Students with Disabilities	85%	85%
English Learners	90%	90%
Low Income	*	

Percent of Families Feeling "Empowered" on Family Satisfaction Survey	2019-20	Target 2020-21
All	67%	70%
Black	*	
Hispanic	*	
Students with Disabilities	77%	77%
English Learners	75%	75%

Low Income	*		
* Data not available for student subgroups < 10			
Data Reflection			
<ul style="list-style-type: none"> • Students who receive additional supports (ELL, Special Education) demonstrated a higher percentage of being supported and empowered than families who do not receive these supports • Families that identify as multi-ethnic had the lowest sense of engagement with only 55% reporting positively, compared to the highest racial subgroup score being Asian families at 73% positive response • Reported family connection to school drops off significantly in 4th and 5th grades with only 49 and 47% of families responding positively • The response rate was low with just over 60 families responding. Key strategies were created to identify ways to inform and engage families • Data points that were over the district maintain goal were set to maintain, data points below were set with targets of 3-5% growth 			
Key Strategies/Adjustments			
<ul style="list-style-type: none"> • Family and Community Engagement Team was developed. The team identified two goals: <ul style="list-style-type: none"> ○ Inform – use language translation tools regularly to ensure parents receive information in their preferred language; specifically supporting increasing communication through newsletters and family meetings ○ Engage – partnering with PTA to create monthly Eastgate Challenges and start Family Ambassador program • Counselor and administration to host parent engagement coffee house <ul style="list-style-type: none"> ○ New family coffee house ○ Parent engagement series 			
Progress Monitoring			
<ul style="list-style-type: none"> • Family Engagement Survey 			

Glossary



2019-2020 School Profile

Eastgate Elementary

<http://www.bsd405.org/eastgate/>

May Pelto, Principal

4255 153rd Ave SE

Bellevue, WA 98006

425-456-5100

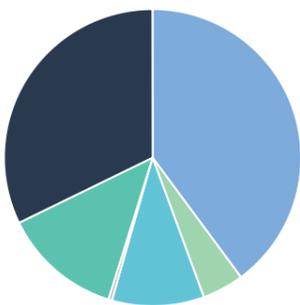
School Overview

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



Racial Diversity Detail

<1%	American Indian or Alaska Native
39%	Asian
4%	Black/African-American
10%	Hispanic
<1%	Pacific Islander
12%	Two or more races
32%	White

School & Student Characteristics¹

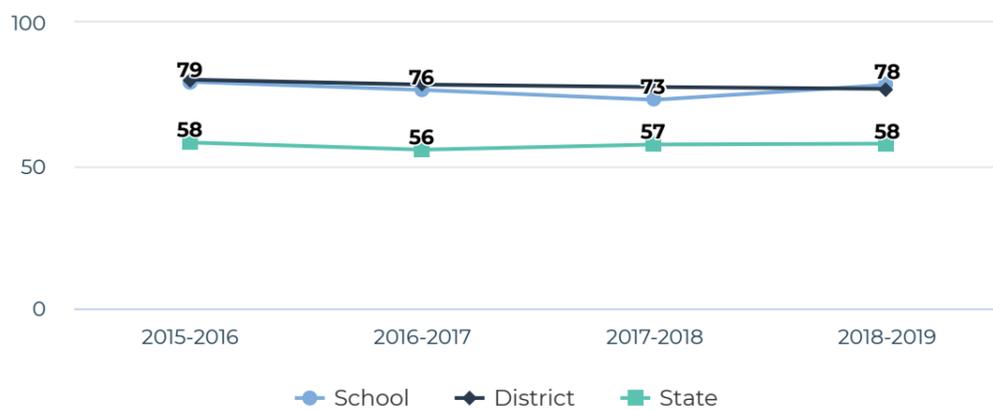
	SCHOOL	DISTRICT ²
Enrollment	459	526
National Board Certified Teachers	32%	23%
Eligible for Free/Reduced Price Meals	14%	16%
Receiving Special Education Services	12%	9%
English Language Learners	22%	21%
First Language Other Than English	39%	42%
Mobility Rate ³	10%	13%
Average Attendance Rate	97%	95%

Summary of Student Achievement

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

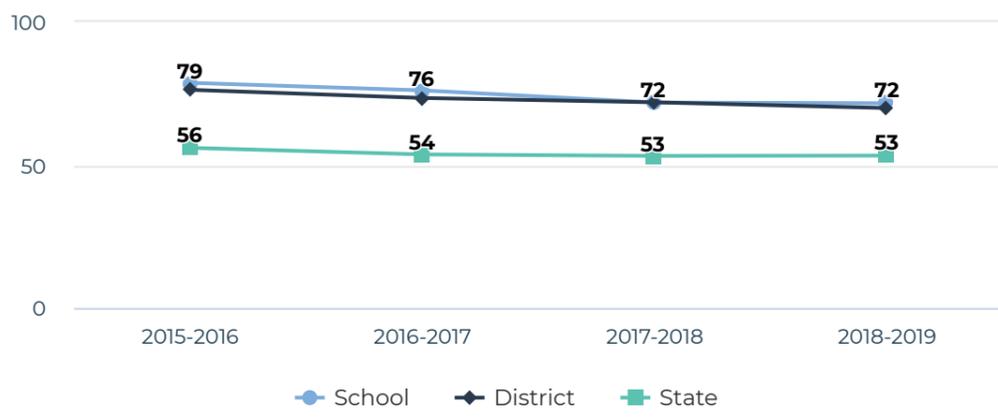
English Language Arts

Smarter Balanced - Percentage of Students Meeting Standards



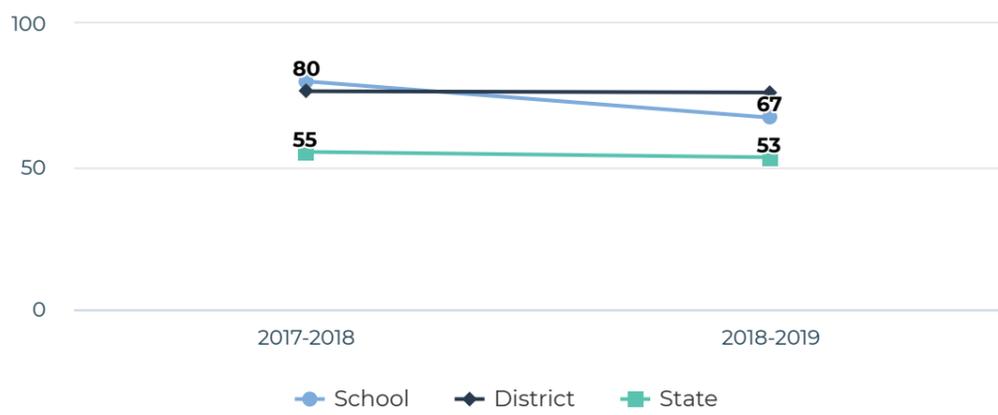
Mathematics

Smarter Balanced - Percentage of Students Meeting Standards



Science

WCAS - 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

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 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, 2019 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.