Edmonds School District

THREE-YEAR PLAN

Edmonds School Improvement Plan (SIP) Grades K–6, K–8, 7–8, and 9–12

Template Revised 08/17/2026

Purpose

The Edmonds School Improvement Plan (SIP) tells how our school will achieve ***engagement, equity, and excellence*** for our students. The plan states goals and why these goals were chosen. Our plan outlines how staff members will ensure every student feels a sense of belonging and can engage in their best learning. Our three-year SIP also includes ongoing student and family engagement as well as opportunities to reflect and revise to ensure we are making progress toward our goals.

Our School Name: Westgate Elementary

Current School Year: 2026-2027

Section 1. Our School

The Westgate community is made up of caring families, dedicated staff, and nearly 500 amazing students.

At Westgate, we are dedicated to learning. Families and staff collaborate to nurture thoughtful, respectful, and curious students as they reach their full potential. Our students develop into responsible, critical thinkers who care for themselves, others, and the world around them. We understand that students have diverse learning styles, so we tailor instruction to address individual strengths and areas for growth.

Westgate is where everyone belongs. We aim to create an inclusive, bully-free community where students learn the importance of respect through intentional social-emotional learning and character development. Together, we work to be a positive influence in our school and beyond.

Category	Group	Count
Race/Ethnicity	White	240 students
	Hispanic/Latino (of any race)	148 students
	Two or More Races	48 students
	Asian	43 students
	Black/African American	18 students
	Native Hawaiian/Other Pacific Islander	7 students
	American Indian/Native Alaskan	3 students
Languages Spoken at Home	English	347 students
	Spanish	102 students
	Russian	6 students
	Amharic	5 students

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E3) Vision | Equity, engagement, and excellence for each and every student

Our Mission | Our mission is to advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset that will prepare them for success as lifelong learners and responsible world citizens.

Data and School Community Engagement Summary

Below is a list of possible data sources to help plan our three-year SIP or our annual target and strategies. Please check the data sources the SIP team used to tell our school's story. These data sources could include (but are not limited to) assessments, surveys, listening sessions or focus groups, participation in events, human resources data, and other data.

Equity (such as student demographics, listening sessions)

- ☑ Student demographics
- ☑ Employee demographics
- ☑ Enrollment in advanced courses and specialized programs
- ☑ Opportunity gaps in academics, social-emotional learning, and discipline
- ☑ Family Surveys
- ☑ Special education and least restrictive environment data
- ☐ Other

Engagement (such as school culture and climate)

- ☑ State data on students who are regular attenders
- ☑ District attendance data
- ☑ Exclusionary discipline data
- ☑ Student survey data
- ☑ Family survey data
- ☑ Family partnerships
- ☑ Participation in events and volunteer opportunities
- ☐ Other

Instructional Excellence (and student learning)

All Students

- [x] State ELA assessment
- [x] State math assessment
- [x] WCAS and/or WA-AIM
- [x] State student growth
- [x] Grade level on-track indicators
- [x] Acadience
- [x] Classroom observation tool
- [ ] Other

Elementary

- [x] State WaKIDS
- [x] i-Ready reading
- [x] i-Ready math
- [x] Running Records
- [ ] Other

Secondary

- [ ] State graduation rates
- [ ] State dropout rates
- [ ] State ninth grade on-track
- [ ] District course completion
- [ ] District grades/GPA
- [ ] District i-Ready
- [ ] Other

Reflection Questions (Please answer each question in 150 to 300 words.)

1. Based on the data that our team reviewed, what strengths and specific needs were identified to inform planning our school's SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

Based on the data reviewed, the Westgate staff identified strengths and areas of need to inform the development of the School Improvement Plan for all students and for specific student groups. Through structured cycles of inquiry, staff analyzed multiple data sources, including academic performance, language proficiency, and attendance trends. Each cycle concluded with a root cause analysis to ensure findings were directly connected to schoolwide planning. A significant outcome of this process was the identification of persistent disparities in achievement and growth for Multilingual Learners (MLs) when compared to their peers, underscoring the need for more targeted instructional support, strengthening Tier 1 core instruction, and providing additional resources.

2. Based on the data that our team reviewed, what areas are achieving our school's goals and/or making satisfactory progress? Why?

Westgate has implemented common schoolwide assessments that are reviewed quarterly by our Student Support Team to monitor student progress and inform instruction. We have strengthened our Multi-Tiered System of Supports (MTSS) and our Tier 1 practices. In addition, we have prioritized schoolwide implementation of GLAD strategies, ongoing professional development focused on supporting Multilingual Learners, and consistent progress monitoring across all grade levels and programs. As a result, our ML exit rates and OSPI progression percentages are higher than the district average.

3. Based on the data that our team reviewed, what areas are not achieving our school's goals and/or not making satisfactory progress? Why?

Multilingual Learners (MLs) contribute valuable linguistic and cultural assets to the Westgate community. With focused, high-quality instruction tailored to their needs and quality Tier 1 instruction, ML students can successfully access and achieve core content standards. Root cause analysis identified several priority areas to strengthen our support for ML student growth:

- Expanding professional development on high-impact instructional strategies for ML students
- Establishing consistent Tier 1 instructional practices and interventions across classrooms
- Ensuring consistent implementation of Tier 1 core instructional materials
- Aligning staff values and beliefs to foster a supportive learning environment for ML students
- Increasing data-driven collaboration among educators
- Developing and utilizing common assessments to monitor and support ML progress

These actions build on the strengths of our ML students and support equitable academic outcomes across the school.

4. How did our team or school engage school community members (e.g., families, students, educators) in an ongoing way to help create, support, and monitor the SIP?

We are intentionally engaging stakeholders in the development and monitoring of our School Improvement Plan through the following structures:

- Frequent meetings with the School Principal to monitor student growth and provide targeted professional development for staff
- Monthly Equity and Leadership Team meetings to review data, discuss progress, and plan next steps
- Ongoing opportunities for families to engage in dialogue with the principal
- Annual SIP presentations with the Parent Staff Organization (PSO) to ensure transparency and encourage two-way communication

Through these structures, we actively incorporate stakeholder input into decision-making, ensuring our improvement efforts reflect the perspectives and needs of the entire school community.

Section 3. School Improvement Plan (SIP)

This section describes what our staff members will do, what students will achieve, and how we will measure progress. Engagement and instructional excellence goals should incorporate equity, inclusion, and access for all students and student groups.

- **K–8 school goals should address a literacy goal, a math goal, and an engagement goal.**
- **High school goals should address an on-time graduation goal, a ninth-grade on-track for graduation goal, and an engagement goal.**

Long-Term SIP Goal 1 (Three-Year SMARTIE Goal)

Between the Fall of 2024 and the Spring of 2027, 3rd to 6th-grade students will achieve English Language Arts (ELA) grade-level standards, increasing from 56% to 70% as measured by the Smarter Balanced Assessment.

Data Review to Identify Our Annual Target Goal

Reflection questions to consider when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

Students in grade 3 will achieve grade-level standards in reading, increasing from 59% in Spring 2026 to 70% in Spring 2027, as measured by i-Ready.

Theory of Action (Use "If … then" statements to explain how our strategy or strategies will achieve this goal.)

If we deepen our knowledge of evidence-based instructional strategies, strengthen Tier 1 core instruction, and implement consistent grade-level intervention blocks focused on reading, then students will demonstrate measurable growth in reading skills and progress toward meeting grade-level standards. These efforts will build critical comprehension, fluency, and vocabulary skills that are essential for long-term academic success.

Annual Strategies and Ongoing Work Plan

Reflection questions to consider when identifying our key strategy or strategies

- *What solutions or strategies will we use to address the problem?*
- *Is the solution or strategy evidence-based?*
- *How will we make sure it is delivered with fidelity or as intended?*
- *What do families, staff members, and students think about the solution or strategy?*
- *What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?*

Please list one to three key strategies:

- Reading intervention for K-6 students to acquire the skills necessary for success as readers
- Elevate student reading proficiency across all grade levels by embedding explicit weekly vocabulary and academic language instruction into the core instructional block, ensuring consistent development of comprehension, oral language, content knowledge, word learning, academic discourse, and ownership.
- SBA interims implemented 3-6

What will the strategy or strategies look like in action?

- Ensure students receive two i-Ready lessons a week
- Grade-level reading intervention time for all students to acquire the skills they need to become successful readers.
- Professional Development focused on evidence-based Tier 1 core reading instructional strategies/resources
- Priority given to 3rd to 6th-grade SBA interims.

Team or person responsible:

Principal, Student Services Team, Leadership Team, and classroom teachers

Progress Monitoring

Reflection questions to consider when planning how we will monitor progress

- *What will staff and/or students know and be able to do after we implement the SIP?*
- *What data will be used to monitor progress?*
- *Are these data reliable?*
- *Is the collection of these data doable?*
- *How and when will we monitor progress?*

Progress monitoring: What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

- Acadience data review every 4 weeks - Title/LAP (Learning Assistance Program)/SPED Teams
- Quarterly i-Ready Reading Review - Classroom Teachers
- Frequent reading data chats with students/families - Classroom Teachers
- Interim and Annual Smarter Balanced Assessment Review - Leadership Team and Classroom Teachers
- Imagine Learning Benchmark review every 4-6 weeks - ML Team

Long-Term SIP Goal 2 (Three-Year SMARTIE Goal)

Between the Fall of 2024 and Spring of 2027, 3rd - 6th grade students will achieve math grade-level standards, increasing from 52% to 65% as measured by the Smarter Balanced Assessment.

Data Review to Identify Our Annual Target Goal

Reflection questions to consider when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*

- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

Students in grade 4 will achieve math grade-level standard, increasing from 46% in Spring 2026 to 65% in Spring 2027, as measured by i-Ready.

Theory of Action (Use "If … then" statements to explain how our strategy or strategies will achieve this goal.)

If we implement differentiated small-group instruction within core mathematics, then students will experience a balanced math framework that addresses learning gaps, supports their growth, and builds confidence in their development as mathematicians.

Annual Strategies and Ongoing Work Plan

Questions to consider when identifying our key strategy or strategies

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?
- How will we make sure it is delivered with fidelity or as intended?
- What do families, staff members, and students think about the solution or strategy?
- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

Please list one to three key strategies

- Math intervention for K-6 students to acquire the skills necessary for success as mathematicians, in conjunction with effective Tier I math instruction.
- Elevate student math proficiency across all grade levels by embedding high-impact daily routines in grades K–2 and quick practices in grades K–6 from the Math Expressions curriculum into the core instructional block, ensuring consistent development of number sense, fluency, automaticity, problem-solving, mathematical discourse, and ownership.

What will the strategy or strategies look like in action?

- Grade-level math intervention time.
- Ensure students receive two i-Ready math lessons a week.
- SBA interims implemented in grades 3-6
- School-wide implementation of the Daily Routines (K–2) and Quick Practices (3–6).
- Meet with the 4th-grade team and Learning Support teachers for a needs assessment.

Team or person responsible

Principal and instructional staff.

Progress Monitoring

Questions to consider when planning how you will monitor progress

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

- Quarterly i-Ready Math Review - Classroom Teachers
- Frequent math data chats with students/families - Classroom Teachers
- Annual and Interim Smarter Balanced Assessment Review - Leadership Team and Classroom Teachers

Long-Term SIP Goal 3 (Three-Year SMARTIE Goal)

Between Fall of 2024 and Spring of 2027, 3rd and 4th grade students will increase their sense of belonging/supportive relationships from 75% to 85% as measured by the District's Student Belonging Survey.

Data Review to Identify Our Annual Target Goal

Reflection questions when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

Between Fall of 2026 and Spring of 2027, 3rd and 4th grade students will increase their sense of belonging/supportive relationships, increasing from 75% to 85% as measured by the District's Belonging Survey.

Theory of Action (Use "If … then" statements to explain how our strategy or strategies will achieve this goal.)

If we implement a self-regulation-focused social-emotional curriculum along with consistent school-wide expectations, then students will develop essential social and emotional skills, fostering behaviors that contribute to an inclusive, caring, and safe school environment for everyone.

Annual Strategies and Ongoing Work Plan

Questions to consider when planning our key strategy or strategies

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?
- How will we make sure it is delivered with fidelity or as intended?
- What do families, staff members, and students think about the solution or strategy?
- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

Please list one to three key strategies

Continue teaching/promoting social-emotional learning, problem-solving strategies, and school-wide expectations through partnership with families: Engagement efforts that reflect a proactive versus a reactive approach.

What will the strategy or strategies look like in action?

- Continue and expand the sensory/occupational therapy space where students can have scheduled movement breaks in their day.
- Calm down/reset the area in each classroom.
- Promote school-wide expectations and social-emotional learning (Second Step, Kelso's Choice) with newsletters, announcements, and classroom lessons.
- Grow student leaders through morning announcers, newcomer buddies, crossing guards, library helpers, and cross-grade level buddies.
- Ongoing social-emotional learning professional development.
- Trauma-informed instruction and encouragement of art activities connected with a sense of self and self-expression.
- Continue data review/analysis to make course adjustments.

Team or person responsible: Behavior Team, Equity Team, classroom teachers, classified staff, Principal, and Leadership Team

Progress Monitoring

Questions to consider when planning how you will monitor progress

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

- Annual District Belonging Survey Data - Leadership Team
- Weekly Office referral data - Behavior Team
- Monthly attendance data - Attendance Team

Section 4. Who Helped or Will Help Design Our SIP?

Name	Role
Stephen Hearn leads the Leadership, Equity, and Building committees.	Principal
Kelly McCarty, Lisa Hamilton, Deborah Fournier, Karyn Roseburg, Kate Sipe, Kaitlynn Kleinbach, Cassy Sorge, Angie Carkeek, Carrie Hamilton-Engbert, Olivia Heindel-Gappmayer, and Dessie Petrova focused on improving our instructional practices.	Leadership Committee
Kim Lindemuth, Chieh Jan Chang, Kristen Walker, Brian Woolford, Susie Kominsky-Scott, Kathleen Mayes, Michele Hamilton, and Deborah Fournier focused on reducing the achievement and opportunity gap.	Equity committee
Elizabeth Nogales, Tami McKenzie, Matt Walton, Kaare Whitelaw, Andrea Sisley, Amy Jonart, Katie DeChenne, and James Roy focused on school-wide systems/logistics.	Building committee

Links to supporting documents

- Edmonds School District 2021–2026 Strategic Plan
- Mid-year SIP Reflect/Revise_2026-27
- End of year SIP Reflect/Revise_2026-27