



2018-19 School Performance Report

19515 88th AVE NE • Bothell, WA 98011 • 425.408.5500 • www.nsd.org/westhill

Principal: Dana Whitehurst

Assistant Principal: Talena Hagel

Mascot: Mustangs

Colors: Purple and Gold

At Westhill, we believe in “Every Child, Every Day”. We provide engaging learning opportunities designed to reach our diverse learners, as well as a place where students, families and staff feel valued and at home. We work to ensure students learn critical thinking skills, team building, leadership and collaboration skills, global perspectives, communication skills, creativity and perseverance that will prepare them for lifelong success after graduation.

Learning is a very social experience and we celebrate the many lessons students teach one another. We value diversity, friendship, civility, empathy and the courage it takes to stand up for others.

In taking a growth mindset approach to teaching and learning, our dedicated staff also engage in continuous professional development opportunities to improve instruction and growth for each student.

Dana Whitehurst, Principal

Mission Statement: *As a school community, we inspire students to grow intellectually and personally to become positive, productive citizens in a diverse society. We do this by building relationships with students and families, creating a safe environment and providing time and resources necessary for all students to learn.*

2018-19 School Facts

Based on the October 2018 enrollment report, there were **481** students enrolled at Westhill Elementary School with an ethnic composition of:

- American Indian/Alaskan Native 0.4%
- Asian/Pacific Islander 16.6%
- Black/African American 1.5%
- Caucasian 59.3%
- Hispanic 13.3%
- Two or More Races 8.9%

Student Demographics

- Students who qualify for free/reduced meals 15.2%
- Students who qualify for Special Education 15.2%
- English Learners 14.1%
- Migrant 0.0%
- Section 504 5.6%

Westhill has 29 classroom teachers

- Avg. years teacher experience 14
- Teachers with at least a Master’s 76%
- Teachers who are highly qualified 0.0%



Westhill Elementary

Home of the Mustangs!

Assessments

Northshore School District administers Smarter Balanced Assessments (SBA) in English/Language Arts (ELA) and math in grades 3, 4, 5, 6, 7, 8 and 10; and the Washington Comprehensive Assessments of Science (WCAS) in grades 5, 8, and 11 to students annually in compliance with state and federal laws.

Community Involvement

We value the extremely strong support of our parents, alumni and community members. Volunteer opportunities, both inside and outside of the classroom are available and our PTA/PTSA's support all of our co-curricular programs.

Contact the school for information on volunteer or PTA/PTSA opportunities.

Our school facilities are available for community use at 425.408.7810.

	ELA	Math	Science	ELA	Math	Science
	17-18	17-18	17-18	18-19	18-19	18-19
Grade 3	65.1	68.5	.	78.1	72.6	.
NSD	75	76.3	.	73.8	74.9	.
State	55.5	57.5	.	55.4	58	.
Grade 4	69.7	61.5	.	72.9	68.6	.
NSD	73.4	72.8	.	75.4	73	.
State	57.3	53.8	.	56.9	54	.
Grade 5	62.2	59.6	64.8	61.3	52.0	54.7
NSD	76	68.2	74.8	60.4	66.4	71.6
State	59.2	48.5	55.1	59.2	48.3	53.2

School Strategic Action Plan

At Westhill we challenge students to grow intellectually and personally to become productive citizens in a diverse society. We do this by focusing on standards-based instruction, creating a safe environment, and providing the time and resources necessary for all students to learn.

Each year, we review our student data and identify goals that guide the work we do to ensure each of our students learns at high levels and, ultimately, is prepared for success in career, college, and life.

Our goals for the 2018-19 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

GOAL 2: Responsible, Resilient, Empathetic Learners

Between September 2018 and May 2019, the percentage of students who report they feel **socially-emotionally safe** at Westhill will increase to 90% as measured by the fall and spring student climate survey, anecdotal notes from staff, student and parent report.





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To work on this goal, we have chosen the following instructional strategies that are culturally responsive, inclusive, high leverage, and adhere to universal design for learning. These strategies will be used in Westhill's classrooms and throughout all learning environments. These strategies we have chosen are based on best practices and have been shown to make a positive impact on student learning.

- All 16 Classroom Positive Classroom Management Strategies school-wide
- 2nd Step lessons in every classroom (co-taught when possible with LC, paras, principal, parents, etc.)
- Reciprocal teaching methods across subject areas
- We will study and implement restorative practices. RESTORATIVE PRACTICES: to cultivate a culture in which everyone feels like they **belong**. They build a particular **sense of community** in which every member-students, staff, volunteers feel that they are **seen, heard, and respected**. (Amos Clifford)
 - *Building relationships among and between staff, students, families, and community*
 - *Provide inclusive opportunities (recess soccer, unified school programs ,art club, ambassadors, families), to set the stage for safe restoration*
 - *Utilize class circles*
- Changed Kindergarten interview to include an opportunity for families to share a cultural story/experience that would give a bigger picture of their children
- Restorative justice practices for meanness-not recess detention sorry notes, etc.
- Call on kids who don't raise their hands more in a non-threatening way, listen intently when kids come with recess concerns or find times to meet with them, support families of students, try kindness feel-good folders with kids
- Increase common language around self-regulation and problem solving with ZONES
- Added ADVISORY time 3x/week to support inclusive opportunities within and among grade levels

GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps

Between September 2018 and May of 2019, all of our EL students at Westhill will show improvement in their writing as measured by SBA interim and end of year assessments, the Units of Study Writing Rubrics and/or Units of Study Writing Progressions applied to multiple pieces of writing including pre/post Narrative On Demands and other curriculum-based writing samples.

Between September 2018 and May of 2019, 90% of our students at Westhill will be at standard in their writing (lead, transitions, ending, organization, elaboration) as measured by the Units of Study Writing Rubrics and/or Units of Study Writing Progressions applied to multiple pieces of writing including pre/post Narrative On Demands and other curriculum-based writing samples.

To work on this goal, we have chosen the following instructional strategies that are culturally responsive, inclusive, high leverage, and adhere to universal design for learning. These strategies will be used in Westhill's classrooms and throughout all learning environments. These strategies we have chosen are based on best practices and have been shown to make a positive impact on student learning.



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- Direct writing instruction in every classroom
 - Utilization of mentor texts and rubrics for teachers and students to identify needed skills
 - Teaching key academic vocabulary for each type of academic writing (narrative, informational/expository, and opinion/argumentative)
 - Teaching key components of each genre ie: dialogue for narrative, citations for informational, vocabulary and transitions for opinion)
- Specifically for our EL writers, we will use the following school-wide.
 - R/?/L Post-Its (remind/question/learn) = these support independence and conferring
 - 10 : 2 : 2 (instruction : talk : write) or in specialists it may be (instruction : talk : perform)
 - TPR Total Physical Response
 - Possibly dialogue journals
- Additionally, we will be working on Oct 3rd with Maywood Hill our EL TOSAs to learn more about language acquisition and how we can support ALL students with these strategies (and more) in all subject matters.
- Writing is the last area for ELs to master when learning English so knowing each ELs proficiency level is important to consider when making realistic goals.
- Increase EL conferences during writing
- HOME-SCHOOL CONNECTION: afterschool homework club for parents with EL staff

Facilities

Westhill Elementary School opened its doors for full-time use on January 7, 1960, and has been an integral part of the Bothell community ever since. Our most recent building remodel was completed in 1994.

Westhill has an office wing housing our main office, nurse's office, staff work room, storage area and lounge. Another wing houses our music rooms, gym, kitchen facilities and custodial area. We have two classroom wings—a primary wing and an intermediate wing. We added five portable classrooms. All classrooms have been retrofitted with updated technologies for instruction and student use. This link to the most current technologies has been vital to our goal of preparing our students for success in the 21st century.

Westhill students, local sports organizations and various community groups enjoy our spacious playfield and playground area, along with our gym. PTSA donations have supported playground enhancements that provide additional areas for student play and recreation.



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About Northshore:

Northshore is the 10th largest school district in Washington with almost 23,000 students in 20 elementary schools, six junior high schools, four comprehensive high schools, an alternative high school, a preschool program and an independent contract program grades 1-12. The district encompasses over 60 square miles and includes the cities of Bothell, Kenmore and Woodinville as well as part of unincorporated King County.

Annual School

Performance Report:

This report is published by the Northshore School District Communications Department. This information is a requirement of our state's legislature. The Northshore School District supports this sharing of educational information with the community. If you have questions about district policies or programs, or need this publication in an alternate format, please call the Communications Office at 425.408.7670.

Northshore School District 2018-19 Fiscal Information

Revenues 2018-19

State	260,582,838	76.7%
Federal	11,294,053	3.3%
Taxes	50,881,572	15.0%
Other	17,047,210	5.0%
Total revenues for 2018-19	\$339,805,673	

Expenditures 2018-19

Teaching & Teaching Support	249,256,823	76.77%
School & Central Office Administration	32,266,107	9.94%
Custodial/Maintenance/Grounds/Operations	15,999,970	4.93%
Nutrition Services	6,911,591	2.13%
Transportation	10,519,018	3.24%
Utilities	4,846,706	1.49%
All Other Support Services	4,878,154	1.50%
Total expenditures for 2018-19	\$324,678,368	

Average per pupil/per day expenditure for 2018-19 \$79.33

2017-22 Strategic Plan Goals

1. Success in the Early Years
2. Responsible, Resilient, Empathetic Learners
3. Growth for Every Student, Elimination of Outcome and Opportunity Gaps
4. Innovative, Creative, Critical Thinkers
5. Ready for Lifelong Success after Graduation

Board of Directors: Sandy Hayes, president; David Cogan, vice president; Amy Cast; Jacqueline McGourty and Bob Swain

Superintendent: Dr. Michelle Reid

Northshore School District prohibits discrimination on the basis of age, sex, marital status, sexual orientation including gender expression or identity, race, creed, religion, color, national origin, honorably discharged veteran or military status, or the presence of any sensory, mental, or physical disability or the use of a trained dog guide or service animal by a person with a disability. The following employee(s) have been designated to handle questions and complaints of alleged unlawful discrimination: Director of Human Resources (Title IX, ADA, and Civil Rights Compliance), Director of Student Services (Section 504), 3330 Monte Villa Parkway, Bothell, WA 98021, (425) 408-6000.



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