Our Visit Today

MEET & GREET: Welcome to our Westhill Family! Learn about our admin team and the “why” behind our work.

ABOUT WESTHILL: Share state & school data and how we are responding

QUESTIONS: Engage in the day with a disposition of curiosity

CLASSROOM VISITS: Meet our community of students & educators through recordings of distance learning

GROWTH & GRATITUDE: Offer a time to reflect on what we learned
Good Morning!
TALENA HAGEL, Assistant Principal
If a child can't learn the way we teach, maybe we should teach the way they learn.

Ignacio Estrada
The Westhill Way
RESPECTFUL, RESPONSIBLE & SAFE
RESPECT and EMPATHY
What are some examples of respect or empathy you have shown, or people have shown to you?

- Kara Gilmore
  Respect
  I showed respect to my mom by writing her a nice note, after she did the same to me.

- Kella Koo
  Respect
  I showed respect by raising my hand to speak when others are speaking.

- Ryan Nguyen
  Respect
  When my Dad offered to do my Halloween costume and when my partner did it for a whole week.

- Traci Edison
  Respect
  When several students wanted to talk at once, I noticed that some of the students waited to let each other go in order.

WESTHILL WAY 2020

RESPECTFUL
- Active listening, raise hand (virtual) to share
- Unmute only when it’s your turn to speak
- Clear workspace
- Video on helps us know if you’re engaged (we understand there are times you may have it off)

RESPONSIBLE
- On time, materials ready and nearby
- Take care of materials and devices
- Ignore distractions, pay attention to speaker
- Advocate for yourself during lessons

SAFE
- Responsible technology use
- Name displayed
- Sit/stand appropriately
- Be kind to yourself and others through words and actions
Student Demographics

Enrollment

471 (2019-20 School Year)

Gender

- Female: 48.0%
- Male: 52.0%

Race/Ethnicity

- Hawaiian/PI: 0.4%
- 2 or More: 8.9%
- Black: 1.3%
- Hispanic: 14.0%
- Asian: 15.3%
- White: 59.0%

Special Populations

- ELL: 12.3%
- Low Income: 13.8%
- Homeless: 0.2%
- 504: 4.5%
- Special Education: 16.8%
Unique to Westhill

Programs and People :}

Mid-Level Sensory
Schools Can’t Do It Alone

- Northshore Schools Foundation
- PTSA
- Watch DOGS
- Roots Of Empathy
- Sound FC Soccer
- Amazon, Google, Code.Org (maybe 2020/21?)
- Reading With Rover
- Girls On The Run
- Subaru Loves Learning
- Boy Scouts/Eagle Scouts (maybe 2020/21?)
- City Of Bothell Parks & Youth Court
- Champions Childcare
- Chess Wizards, Sponge (Clubs)
- Math Olympiad
- Parent & Community Volunteers
State Assessment Data
YIKES!

ESSA data showed us that our **Hispanic** and **EL** students have underperformed on the SBA the last 3 years.
# Washington School Improvement Framework

## Measures by Student Group

<table>
<thead>
<tr>
<th>Measure</th>
<th>All Students</th>
<th>American Indian/Alaskan Native</th>
<th>Asian</th>
<th>Black/African American</th>
<th>Hispanic/Latinx of any race(s)</th>
<th>Native Hawaiian/Other Pacific Islander</th>
<th>Two or More Races</th>
<th>White</th>
<th>English Learners</th>
<th>Low Income</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Proficiency Rate</td>
<td>72.3%</td>
<td>83.6%</td>
<td>35.2%</td>
<td>70.2%</td>
<td>77.9%</td>
<td>23.0%</td>
<td>42.4%</td>
<td>32.6%</td>
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<tr>
<td>Math Proficiency Rate</td>
<td>68.4%</td>
<td>83.6%</td>
<td>30.8%</td>
<td>69.3%</td>
<td>74.4%</td>
<td>18.0%</td>
<td></td>
<td>42.1%</td>
<td>32.6%</td>
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<tr>
<td>ELA Median SGP</td>
<td>51</td>
<td>69</td>
<td>50</td>
<td>41</td>
<td>46</td>
<td>54</td>
<td>31</td>
<td>46</td>
<td>50</td>
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<tr>
<td>Math Median SGP</td>
<td>52</td>
<td>70</td>
<td>51</td>
<td>37</td>
<td>54</td>
<td>49</td>
<td>40</td>
<td>49</td>
<td>55</td>
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<tr>
<td>Graduation Rate</td>
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<tr>
<td>EL Progress Rate</td>
<td>77.1%</td>
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<tr>
<td>Regular Attendance Rate</td>
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<tr>
<td>Ninth Grade On Track Rate</td>
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<tr>
<td>Dual Credit Rate</td>
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</tbody>
</table>

*The EL Progress measure only applies to students who are English Learners*
When we deny our story, it defines us. When we own the story, we can write a brave new ending.

Brene Brown
Smarter Balanced Results - **ELA**

### Percent Proficient - ELA

<table>
<thead>
<tr>
<th>Grade</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade</td>
<td>61.0</td>
<td>65.2</td>
<td>78.1</td>
</tr>
<tr>
<td>4th Grade</td>
<td>63.2</td>
<td>69.9</td>
<td>72.9</td>
</tr>
<tr>
<td>5th Grade</td>
<td>53.8</td>
<td>62.3</td>
<td>61.3</td>
</tr>
</tbody>
</table>

- **District**
- **State**
Smarter Balanced Results - Math

Percent Proficient - Math

<table>
<thead>
<tr>
<th>Grade</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade</td>
<td>57.5</td>
<td>57.5</td>
<td>58.0</td>
</tr>
<tr>
<td>4th Grade</td>
<td>53.9</td>
<td>53.8</td>
<td>54.0</td>
</tr>
<tr>
<td>5th Grade</td>
<td>48.3</td>
<td>48.5</td>
<td>48.3</td>
</tr>
</tbody>
</table>

District

State
School Based Data & Building Goals
WESTHILL 2020.21 SAP

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
Westhill mathematicians learning English will increase their proficiency in base ten number and operations by making one year or more of growth.

*as measured by iReady, SBA, unit assessments for numbers and operations.
Our Theory of Action

ADMIN/SDLT provides PD to teachers on WHY and HOW to provide ACCESS for ALL (EL, culturally responsive, various skill levels)

Teachers provide targeted instruction with differentiation to meet the needs of ALL (mini lesson, small groups, stations AND utilize continuous cycles of inquiry)

Increased number of EL mathematicians meeting and/or exceeding standard in numbers & operations
GOAL 3
Growth for Every Student

Increased percentages of EL (with specific focus on our Hispanic students) students meeting standard in writing.

EL students will increase mathematical proficiency in the base ten numbers and operations

- Goal continued due to switch to online-learning and progress monitoring divided in Homeroom dashboard

Increase mathematical proficiency in numbers and operations
- All students
- Subgroup: EL
2019 SBA overall MATH achievement level (3rd-5th)

62% EL below standard
30% non-EL below standard
# Math i-Ready Scores (end-of-year view)

<table>
<thead>
<tr>
<th></th>
<th>Winter Jan6-Feb7</th>
<th>Fall Sep5-Oct18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes - English Learner</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wtrr Jan6-Feb7</td>
<td>34%</td>
<td>46%</td>
</tr>
<tr>
<td>Fall Sep5-Oct18</td>
<td>7%</td>
<td>70%</td>
</tr>
<tr>
<td><strong>No - English Learner</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wtrr Jan6-Feb7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30%</td>
<td>65%</td>
<td>5%</td>
</tr>
<tr>
<td>Fall Sep5-Oct18</td>
<td>12%</td>
<td>79%</td>
</tr>
</tbody>
</table>
## JANUARY: 1st Grade

### Here's What! (5-10 minutes)
(Facts about the data)

<table>
<thead>
<tr>
<th>iReady #/operations (EoY view)</th>
<th>FALL</th>
<th>WINTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>iReady (#&amp; op) On (Mid/Late) or Above</td>
<td>15%</td>
<td>21%</td>
</tr>
<tr>
<td>iReady (#&amp; op) One Below or Early On</td>
<td>69%</td>
<td>69%</td>
</tr>
<tr>
<td>iReady (#&amp; op) Two or More Below</td>
<td>16%</td>
<td>9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EL only</th>
<th>FALL</th>
<th>WINTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL only</td>
<td>7%</td>
<td>21%</td>
</tr>
<tr>
<td>EL only</td>
<td>64%</td>
<td>50%</td>
</tr>
<tr>
<td>EL only</td>
<td>29%</td>
<td>29%</td>
</tr>
</tbody>
</table>

### So What? (Interpretation)

What we have done to improve knowledge (& therefore scores):
- Emphasis on numbers and operations through
  - Small groups
  - Math stations
  - Mathville
  - Intentional teaching in morning meeting/calendar times
  - Direct instruction using pictures and representation (circles, sticks, boxes)
  - TPR

### Now What? (Implications and adjustments)

What do we need to continue?
- Small groups
- Individualized instruction for those in yellow & red - maybe with the iReady instruction piece? Math stations?

What do we need to change?
- Red EL: indivi. inst & work with EL staff
- 5 names (not listed here for confidentiality)
- 3 languages

### UNIT 3 (SGG data)

<table>
<thead>
<tr>
<th>UNIT 3</th>
<th>PRE</th>
<th>POST</th>
</tr>
</thead>
<tbody>
<tr>
<td>@/above 80%</td>
<td>15%</td>
<td>92%</td>
</tr>
<tr>
<td>66-79%</td>
<td>12%</td>
<td>5%</td>
</tr>
<tr>
<td>below 66%</td>
<td>73%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Data to BRING next time: student data and work samples for those in red and yellow
How many different ways can we write 23,982?

- James Barnes: 23,982
- Tiffany Hong: word from
- Jaidan Tang: 20,000+3,000+80+2
- Alex Lynch: twenty-three thousand nine hundred eighty-four

Amyra Aujla: word form
GOAL 4
Innovative, Creative, Critical Thinkers

Students use appropriate technology/digital tools to facilitate classroom instruction, projects, collaborative learning, and informed decision making.

Students can explain how they reasoned through a problem or issue across subjects or in their own lives.

Students use apply learning to solve real world challenges in imaginative ways.
We will build emotional resilience among our students by teaching self-regulation strategies with common language to support their access to instruction and peers.
Results of Student Climate & Safety Survey (percent of students report that...)

97% they feel safe (emotionally & physically) at school
95% they feel safe (emotionally & physically) on the bus
89% they have friends they can talk to at school
91% they have an adult they can talk to

100 % of office referrals: SELF-REGULATION
Our Theory of Action

Engage in adult learning (resilience, self-regulation, implicit bias, TIS, conflict, equity & change), structure the schedule to allow cross-grade learning, and time for reflection (indiv. & group)

Study & practice virtues in inclusive “families”, use common language for self-regulation and practice scenarios (ZONES), and engage in resilience activities

Increased number of students practicing positive self-regulation strategies and therefore increased access to instruction and positive social relationships.
GOAL 2

Responsible, Resilient, Empathetic Learners

Students feel safe, have a sense of belonging and personally meaningful friendships, and believe that their school is vibrant and inclusive, with rules that are fair and equitable.

Build emotional resilience among our students by teaching self-regulation strategies with common language to support their access to instruction and peers (ZONES, 2nd Step).

Students model positive social skills and resiliency for a culturally diverse community.
LET'S TALK ABOUT EQUITY
● Partnership ....
● Embrace and encourage curiosity (brave conversations)
● Recognize our own implicit bias & reactions/responses
● Intentionally create identity safety in every learning environment
● Intentional recruitment and hiring practices to increase diversity of staff
● WE ARE WESTHILL night (ON HOLD)
● PD and conversations (staff & families)
Thoughts, Wonders, Questions, and Possibilities...
**GROWTH**

What is something new you learned about Westhill today?

What inspired you to want to learn more?

**GRATITUDE**

What did you appreciate about our time together today?

Would you like to write a note to a class, student, or staff member you visited with today?
THANK YOU

for joining us at Westhill today!

You can meet the rest of our Westhill Staff Family at this link