

A grayscale photograph of a hand holding a pen, poised to write on a stack of papers. The background is slightly blurred, showing more papers and a desk. The text is overlaid on the center of the image.

EVERY CHILD EVERY DAY

October

Westhill Elementary, March 2020

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 ^{videos} VISITS: Meet our community of students & educators through recordings of distance learning

GROWTH &
GRATITUDE Offer a time to reflect on what we learned

Chrome File Edit View History Bookmarks People Tab Window Help

Mail - x My Drive x Ward 1 x Weekly x Parent x Mornin x Welcom x GoNoo x GRADE x GRADE x Record x Second x +

docs.google.com/presentation/d/1YT4hyh4VztwDmLsDDu4QKdveef-OMH0xiRcErgS6n0/edit#slide=id.p

Apps Chrome Outlook Synergy Clever | Log in Seesaw GoNoodle Northshore Schoo... Frontline NSD Professional... NSD Passwords

Morning Virtual Greetings

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was made on September 2 by Stephanie Horman

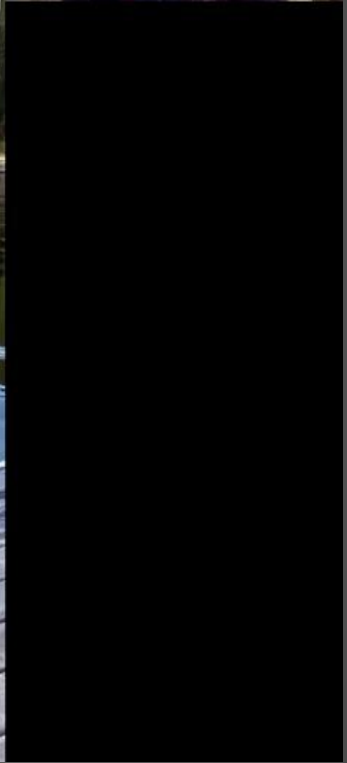
Background Layout+ Theme Transition

Good Morning!

DANCE SALUTE JUMP ROPE BIG WAVE TAKE A BOW FINGER WAVE

STRETCH HUG THROW UP TIDY FACE PEEK EYE GREASE

Click to add speaker notes



TALENA HAGEL, ASSISTANT PRINCIPAL



DANA WHITEHURST, PRINCIPAL



If a child can't learn the way we teach, maybe we should teach the way they learn.

Ignacio Estrada

What's On 4 Little



THE WESTHILL WAY

Mustangs
are...

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 6h

Respect

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

Kelia Keo 1d

I showed respect by raising my hand to speak when others are speaking

Ryann Nguyen 1d

Ryann

When my Dad offered to do my Halloween costume and when my brother did his (family) for a WECE

Traci Edson 1d

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

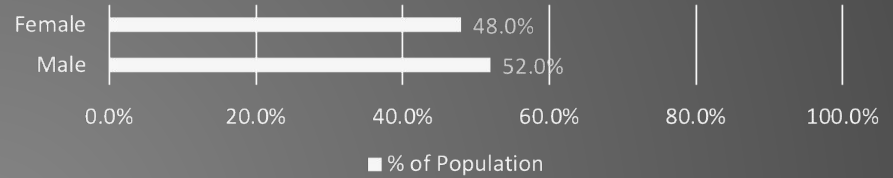


STUDENT DEMOGRAPHICS

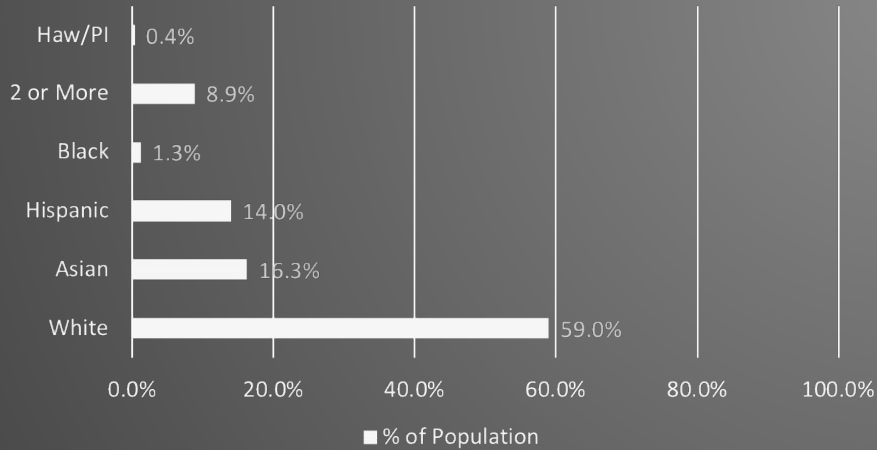
Enrollment

471 (2019-20 School Year)

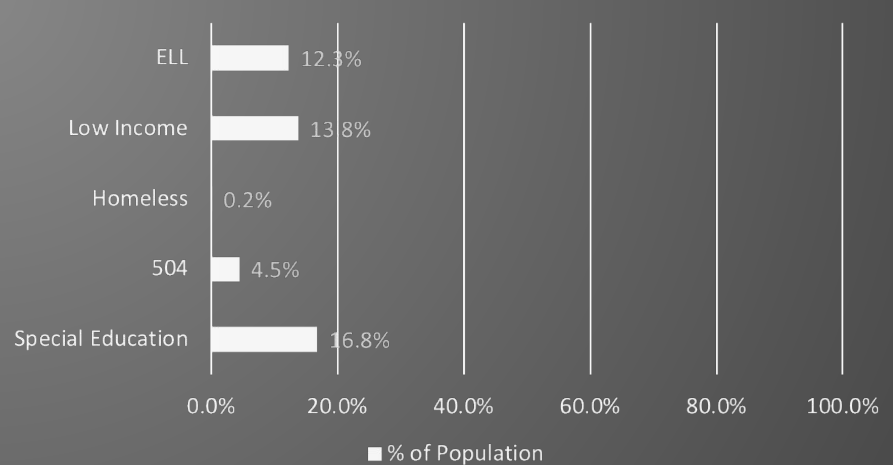
Gender



Race/Ethnicity



Special Populations





UNIQUE TO WESTHILL
Programs and People :)



MID-LEVEL SENSORY





1ST GRADE ART PILOT



STEM WITH THE TOYMAKER



COLOR RUN



MATH OLYMPIAD



ROOTS OF EMPATHY



WESTHILL FAMILIES



STUDENT OF THE QTR



CODE NIGHT



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

WA School Improvement Framew..

School Status:



Select a Dist.. Northshore School District

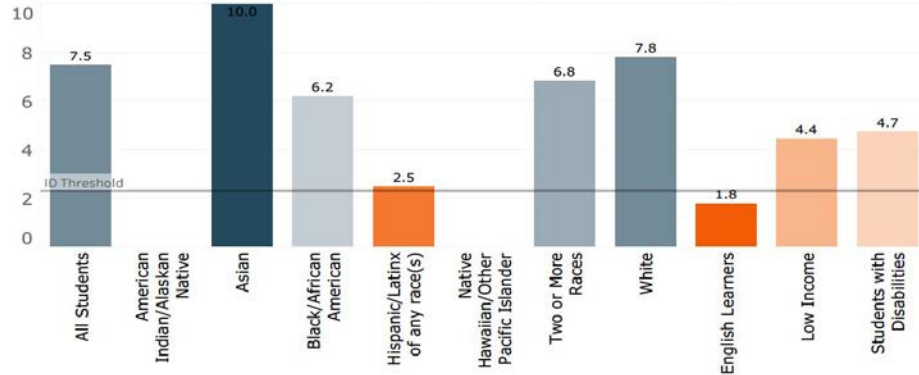
Support Tier I:
Targeted 1-2

Select a Sch.. Westhill Elementary



Missing Data? Click here to find out why *

Overall Framework Score by Student Group



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

	All Students	American Indian/Alaskan Native	Asian	Black/African American	Hispanic/Latinx of any race(s)	Native Hawaiian/Other Pacific Islander	Two or More Races	White	English Learners	Low Income	Students with Disabilities
ELA Proficiency Rate	72.3%		83.6%		35.2%		70.2%	77.9%	23.0%	42.4%	32.6%
Math Proficiency Rate	68.4%		83.6%		30.8%		69.3%	74.4%	18.0%	42.1%	32.6%
ELA Median SGP	51		69	50	41		46	54	31	46	50
Math Median SGP	52		70	51	37		54	49	40	49	55
Graduation Rate											
EL Progress Rate*	77.1%										
Regular Attendance Rate			94.4%		90.4%				91.3%	90.6%	90.7%
Ninth Grade On Track Rate											
Dual Credit Rate											

*The EL Progress measure only applies to students who are English Learners



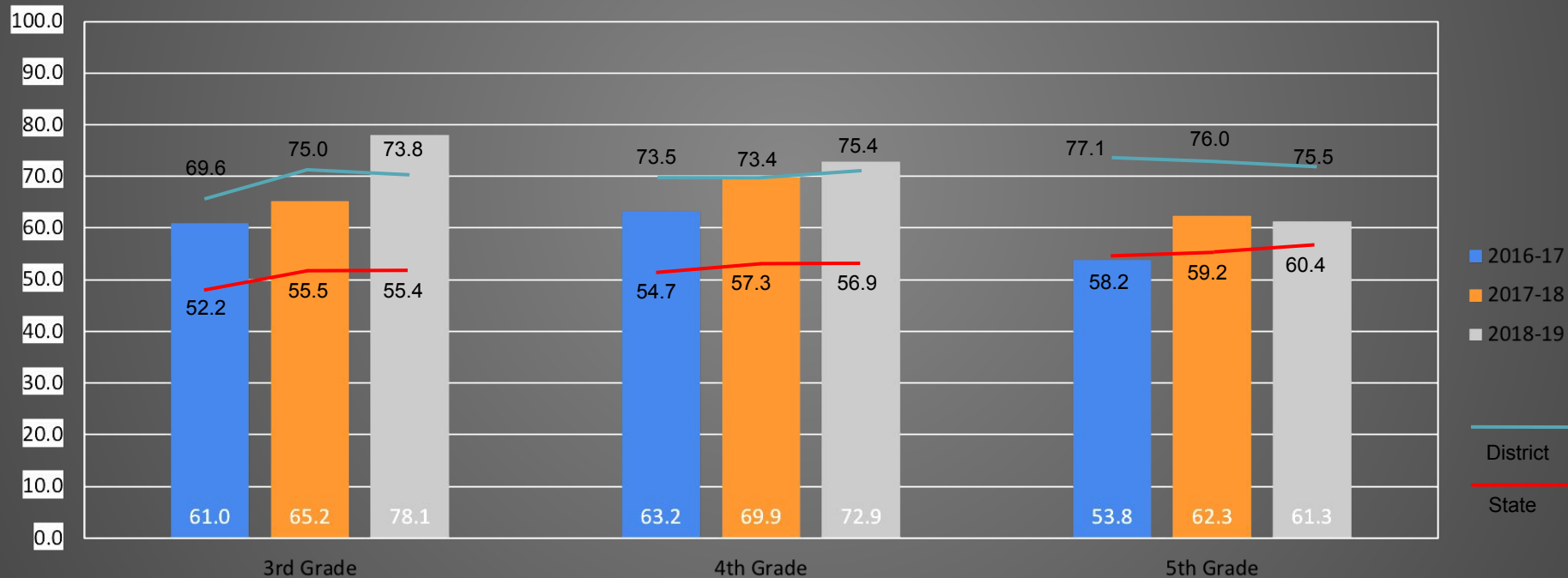
WHEN WE DENY OUR STORY, IT DEFINES US.

WHEN WE OWN THE STORY, WE CAN WRITE A
BRAVE NEW ENDING.

BRENE BROWN

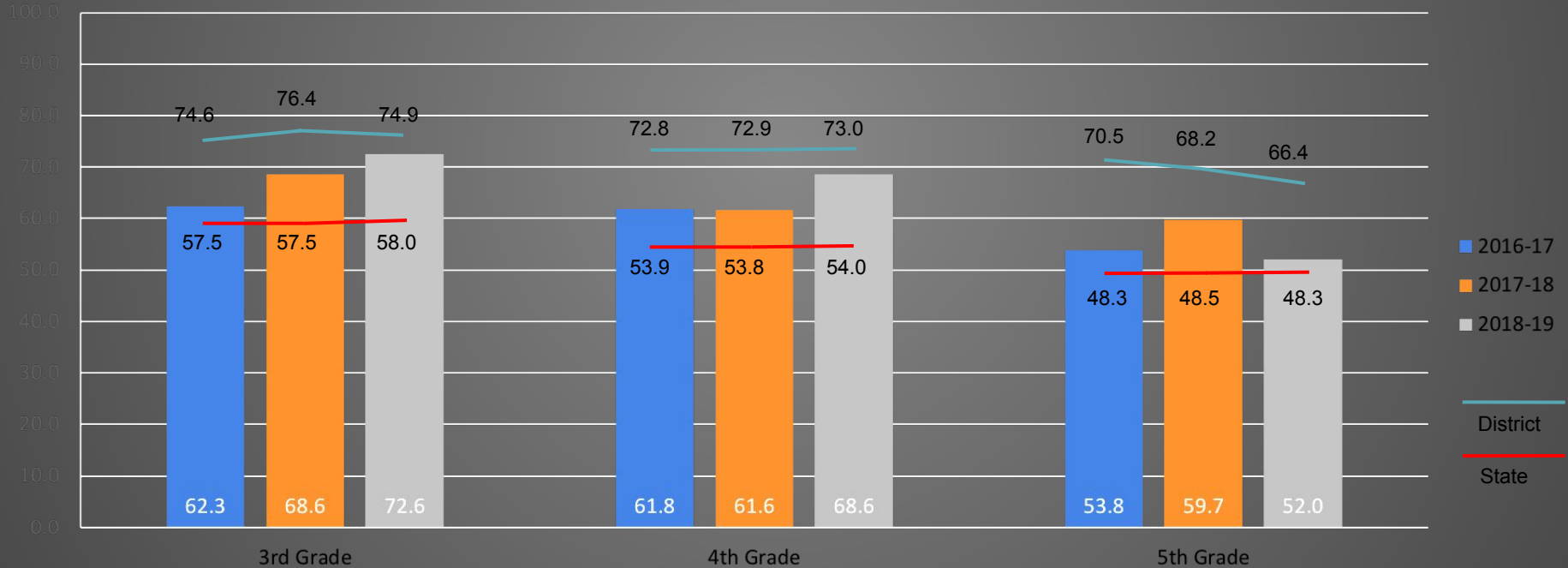
Smarter Balanced Results - ELA

Percent Proficient - ELA



Smarter Balanced Results - Math

Percent Proficient - Math





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

GOAL 3



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

Increase mathematical proficiency in **numbers and operations**

- All students
- Subgroup: EL

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

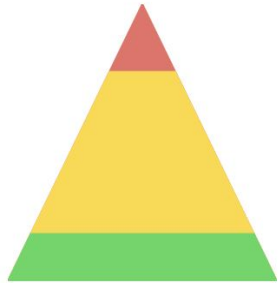
2019 SBA overall MATH achievement level (3rd-5th)

62% EL below standard
30% non-EL below standard






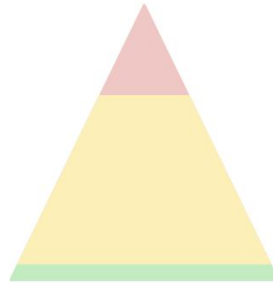
Criterion Referenced

Overall Placement 

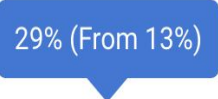


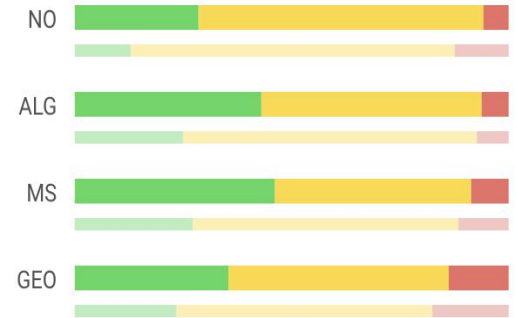
Wntr Jan6-Feb7

-  **At Risk for Tier 3**
6% (From 11%)
-  **Tier 2**
63% (From 78%)
-  **Tier 1**
31% (From 12%)



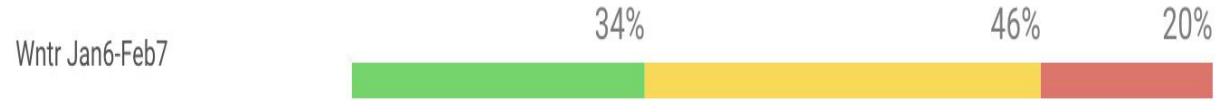
Fall Sep5-Oct18

Placement  29% (From 13%)

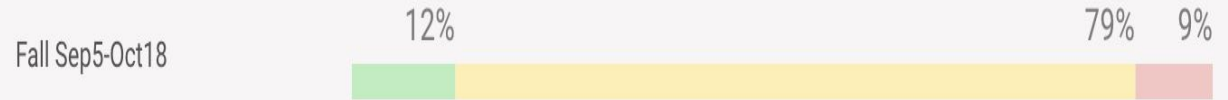


Math **i-Ready** Scores (end-of-year view)

Yes - English Learner



No - English Learner



JANUARY: 1st Grade

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

iReady #/operations (EoY view):

iReady (# & op)	FALL	WINTER
On (Mid/Late) or Above	15%	21%
One Below or Early On	69%	69%
Two or More Below	16%	9

EL only

iReady (# & op)	FALL	WINTER
On (Mid/Late) or Above	7%	21%
One Below or Early On	64%	50%
Two or More Below	29%	29

UNIT 3 (SGG data)

UNIT 3	PRE	POST
@/above 80%	15%	92%
66-79%	12%	5%
below 66%	73%	3

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

How many different ways can we write
23,982?



Share



James Barnes

23,982



Tiffany Hong

word form



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



GOAL 2



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

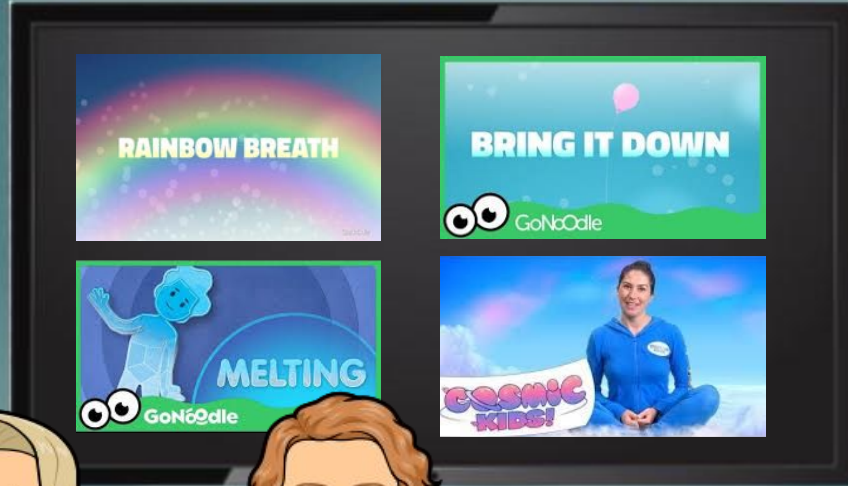
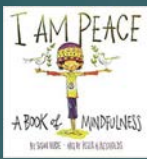
Engage in adult learning (resilience, self-regulation, implicit bias, TIS, conflict, equity & change), structure the schedule to allow cross-grade learning, and time for reflection (individ. & group)



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

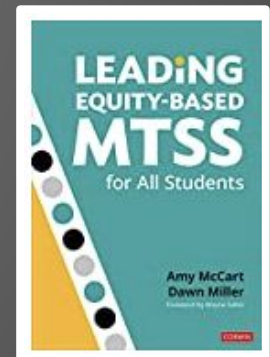
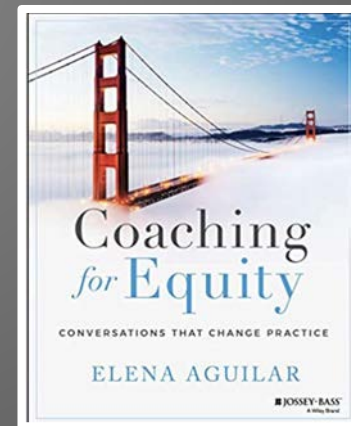
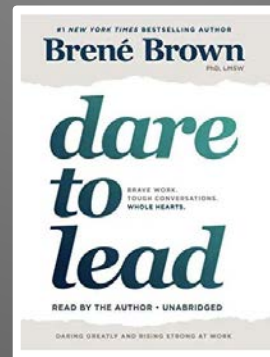
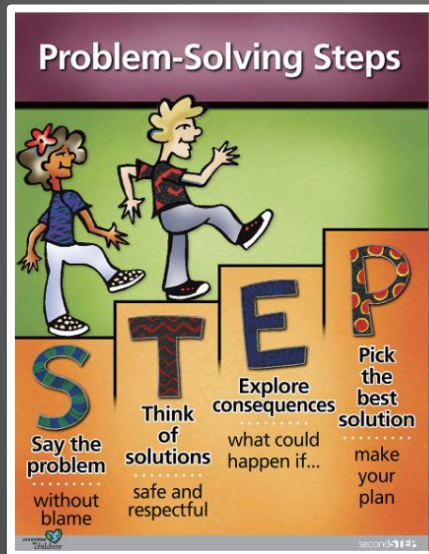
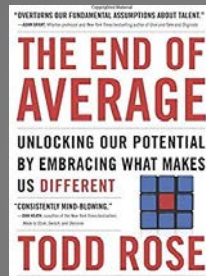
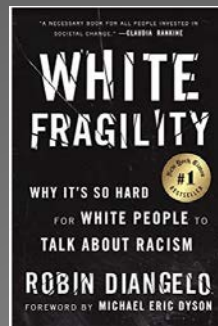
Responsible, Resilient, Empathetic Learners

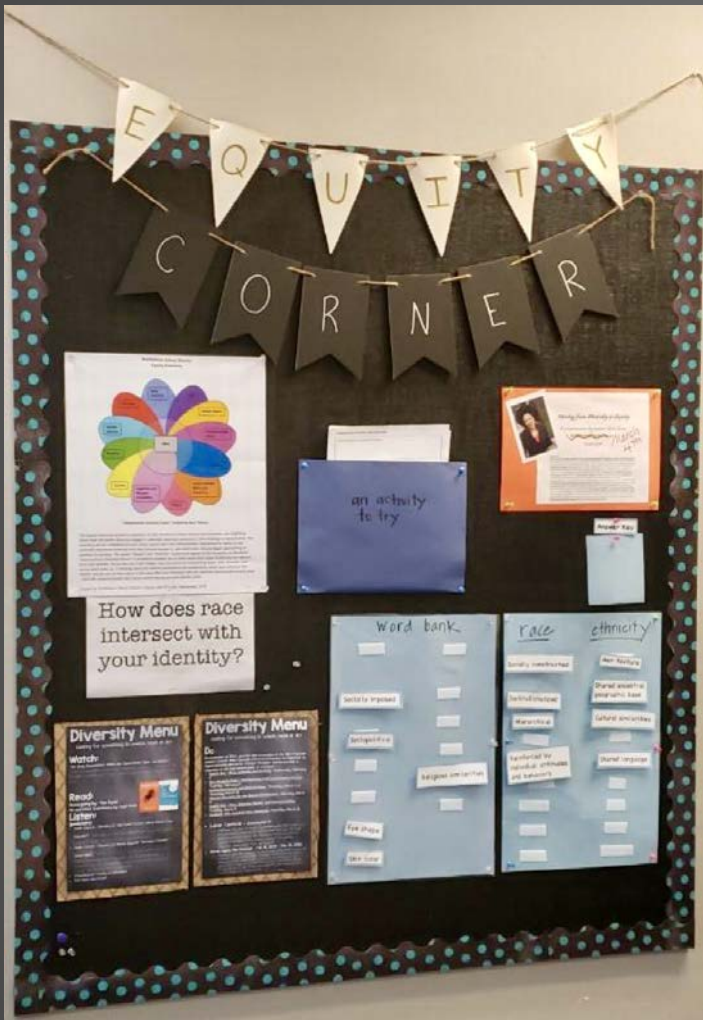
Students feel safe, have a sense of belonging and personally meaningful friendships, and believe that their school is vibrant and inclusive, with rules that are fair and equitable.

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

What ZONE Am I In?			
BLUE	GREEN	YELLOW	RED
			
Sad Tired Sick Bored	Calm I'm Ready to Work Happy I'm Okay	Silly/Wiggly Upset Excited Confused/Worried	Frustrated Mad Yelling Out of Control






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)







Winston Johnson



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](#)