



2020-21 Middle School Profile

Mission: The mission of the Westside Middle School, as an exemplary model of early adolescent education, is to prepare students to become responsible citizens by providing a quality, success-oriented program for our students through a caring school/family/community partnership.

Vision: Westside Community Schools will relentlessly pursue innovative educational ideals and promise to personalize learning for every student. We invite the challenge of developing a community of learners who embrace a broader, richer definition of success.

As a result of that vision we ensure that the following is our **Foundation:**

- Ensure a guaranteed and viable curriculum
- Provide best practice instruction supported by high-quality, teacher-generated assessments
- Provide a balanced literacy framework
- Work together in high-quality Professional Learning Communities every week
- Take part in ongoing, professional learning

WHO WE ARE			
2020-21 Demographics		2018-19 Overall State Testing -- NSCAS Percent Proficient in All Grades Tested	
Total Attendance:	969		
Excessive Absenteeism: (18+ days in 2019-20)	2.85%	7th	8th
Free/Reduced Lunch:	34.88%	English Language Arts	57%
English Language Learners:	1.34%	Math	57%
Excellence in Youth:	22.70%	Science	59%
Special Education:	14.76%		

Nebraska Educational Profile dated October, 2019

OUR BUILDING OUTCOMES FOCUS

1. Increase math and reading proficiency on district, state, and national assessments. (Outcome 1)
2. Increase hope, engagement and well-being of students and staff. (Outcomes 2, 3)



2020-21 Middle School Profile

SPECIFIC OUTCOMES, REASONS AND ACTIVITIES		
Outcome Focus	Reason	Activities
<p>District Outcome 1: Increase Math and Reading Proficiency on district, state, and national assessments.</p>	<p>In analyzing our data on state and nationally normed assessments, math and reading is an area of focus.</p>	<p>Ensure continued excellence in District, state, and national assessments with a focus on Math and Reading</p> <ul style="list-style-type: none"> • Math IXL • ZAPS • 10th Hours • Co-teaching • Common Plan • Warrior Time • MAPs Testing • Vocab Specific Instruction • START on Time Tardy Plan • PD on State Assessment Test Questions • Increase testing on computers • PLC Process • PL on recommended practices for accommodations • Adding weekly collaboration between Sp.Ed. and Gen.Ed. Teachers • District Steering Committee interventions • Math Intervention Periods • Reading Intervention Periods • Common Summative Assessments unit challenge) and following pacing guides
<p>Outcomes 2, 3 Increase hope, engagement, and well-being of students and staff.</p>	<p>After reviewing and analyzing our Teacher and Student Engagement surveys,, data indicates we need to continue to focus on building hope and engagement for all by creating a sense of belonging, a positive environment, and building equity for all students.</p>	<p>Increase hope, engagement, and well-being of students and staff.</p> <ul style="list-style-type: none"> • Boystown Staff Training • PBiS • Behavioral Health Series • START Tardy Plan • Warrior Time • Personalized Learning • Best Practice instruction Sessions • Vocab Specific Instruction • Positive notes • Staff Awards • Admin Walkthroughs • Universal Screener • Second Step/SEL Lessons • Speaker for building on inclusion and diversity • Warrior Time • Design team will read a book on building culture of dignity to increase knowledge and generate ideas.

2020-21 Middle School Profile

OUR DESIGN TEAM WORK GROUPS AND WORK OVERVIEW

Work Groups	Completed Tasks and Future Work
<p>PBiS/Boystown/Gallup Strength Coaches/MTSS Coaches</p>	<p>Core Strategy 3: Outcome 5: Increase hope, engagement and well-being of students and staff. Works to ensure that all staff members have buy-in and provides background and training for all educational assistants and new teachers to the school. Data is shared monthly with the entire staff and weekly with interdisciplinary teams. The PBiS team meets once a month with a smaller group meeting once a month with our PBiS coach and mentor to develop an overall school action plan. Increase use of Warrior Bucks and developed an online Warrior Buck store for students. Several student recognitions through teams, positive office referrals, and attendance. Monthly PBIS celebrations for students and staff. Behavioral Health trainings each month. The Boystown Leadership team meets with each interdisciplinary team and Encore teachers to problem solve behavior concerns. Finally throughout the school year we have increased our Gallup activities to continue to strengthen teachers' strengths and celebrate others and their strengths.</p>
<p>Transition (Warrior Walk About)</p>	<p>Core Strategy 2: Outcome 5: Increase hope, engagement, and well-being of students and staff. This group of staff members develop a half day opportunity for 6th grade students throughout the district to become familiar with Westside Middle School and its staff. They create a variety of activities to help ease the transition between elementary and middle school.</p>
<p>WMS Design Team</p>	<p>Core Strategy 2: Outcome 5: Increase hope, engagement, and well-being of students and staff. Every staff member will have the opportunity to participate in multiple instructional rounds. Staff members recognized monthly and staff provide positive notes to each other. We will continue to measure our effectiveness through Engagement Surveys. The Design Team is participating in a book study that focuses on school culture. Currently the Design Team is working on a new schedule to increase instructional time.</p>

MULTICULTURAL EDUCATION



Our school regularly incorporates multicultural education in all areas, in all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans, with special emphasis on human relations and sensitivity toward all races.



Our school follows the adopted state standards, which incorporate multicultural education in all content areas. Our core curriculum includes language arts, social studies, science, mathematics, career and technical education, world language, visual and performing arts, and personal health and physical fitness.



Our school lessons are developed using District curriculum guides reflecting state standards and multicultural education.



Our school

- We offer specific multicultural classes, such as World Religions
- Guest Speaker in Spring 2021 on Race and Inclusion
- Courage Retreat by Youth Frontiers for 7th Grade Students in January 2020
- Variety of Lessons in SPARK for both grades on tolerance and understanding differences.
- Providing multicultural facts in the school bulletin