



# 2020-21 Westgate Elementary School Profile

**Westgate Mission:** The Mission of Westgate Elementary School, is to work in partnership with family and community to prepare students to function successfully in a changing global society.

**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:**

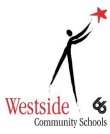
- Ensure a guaranteed and viable curriculum
- Provide best practice instruction supported by high-quality, teacher-generated assessments
- Provide a balanced literacy framework
- Work together in high-quality Professional Learning Communities every week
- Take part in ongoing, professional learning

WHO WE ARE						
2020-21 Demographics		2018-19 Overall State Testing -- NSCAS Percent Proficient Tested Grade Levels				
<b>Total Attendance:</b>	<b>257</b>		<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>
<b>Excessive Absenteeism:</b> (18+ days in 2019-20)	<b>5.28%</b>					
<b>Free/Reduced Lunch:</b>	<b>63.81%</b>	<b>English Language Arts</b>	<b>49%</b>	<b>49%</b>	<b>41%</b>	<b>55%</b>
<b>English Language Learners:</b>	<b>4.28%</b>	<b>Math</b>	<b>28%</b>	<b>11%</b>	<b>43%</b>	<b>45%</b>
<b>Excellence in Youth -</b> (gifted) grades 3-6:	<b>1.96%</b>	<b>Science</b> (only grade tested)			<b>59%</b>	
<b>Special Education:</b>	<b>21.79%</b>					

*Nebraska Educational Profile dated October, 2019*

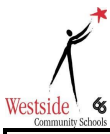
## OUR BUILDING OUTCOMES FOCUS

1. Ensure continued excellence in district, state, and national assessments, with a focus on **Math** and **Reading**.
2. Promote the social-emotional well-being of staff and students.
3. Grow a district culture that values, demonstrates, and promotes a sense of belonging and dignity.



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SPECIFIC OUTCOMES, REASONS AND ACTIVITIES		
Outcome Focus	Reason	Activities
Ensure continued excellence in district, state and national assessments, with a focus on meeting math benchmarks through effective instructional practices (Core Strategy 1).	After analyzing state testing data, we continue to see our students perform at a higher level in the area of reading, while our math scores are lower as is a trend across the district.	Utilizing staff collaborative teams at Westgate weekly to allow our teachers time to collaborate and focus on math. Staff analyzes data, discusses effective instructional strategies to reach all learners, and analyzes assessments. During Math collaboration times our grade level teams work to develop small group instruction and intervention groups while leveraging technology to check for understanding, provide immediate feedback and differentiate instruction.
Ensure continued excellence in district, state and national assessments, with a focus on meeting reading benchmarks through effective instructional practices(Core Strategy 1).	After analyzing our school benchmarking data we determined a need to continue to focus on our small group reading instruction, intervention and leveraging technology to support identified reading deficiencies (i.e. fluency, comprehension, decoding and vocabulary).	Utilizing our weekly building time to provide staff development and the implementation of collaborative grade level teams.Also, analyzing benchmarking data during weekly collaboration staff developed individual and grade level instructional plans to match the needs of student achievement levels in order to provide targeted and appropriate high quality core instruction. In K-3 classrooms our reading coordinators are a vital part of our small group reading block and intensive and targeted students are receiving 60 minutes of small group instruction.
Promote the social-emotional well-being of staff and students (Foundational Block 6).	After analyzing data from our behavior screener, we determine what interventions students need for support. We know the Covid19 pandemic has caused added stress for staff, students and families. Overall student wellness is important for academic achievement and developing social skills. Staff wellness is valued to be at our best for students every day.	Our PBIS Team(student discipline & behavior) is meeting monthly to look at student data and determining needs for biweekly professional development around the area of social-emotional learning. In addition, we also utilized the teacher and student self screener, along with the building use of decision rules to determine behavioral interventions for students. Our K-3 grade teams in collaboration with our School Counselor implemented self regulation curriculum to help support our students. Our staff participated in the Culture of Well Being Modules and building created wellness activities to support our staff well-being.



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<p>Grow a building culture that values, demonstrates, and promotes a sense of belonging and dignity(Foundational Block 6).</p>	<p>The documentation of social injustice has increased in our society and the media. As a public service provider, we want our staff to model and teach students what it means to be an ethical productive citizen without prejudice.</p>	<p>Several of our PBIS Team(student discipline &amp; behavior) members were trained on utilizing restorative circles in our classrooms who returned to our building and provided professional development to our team. Prior to the year beginning, our building master schedule was created to provide each classroom time for restorative circles daily to build community and increase the sense of student belonging within our building. In addition, our team has collaborated monthly around the area of belonging on virtual staff meetings that focus on instructional strategies to promote a sense of belonging and safety.</p>
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## OUR DESIGN TEAM WORK GROUPS AND WORK OVERVIEW

Work Groups	Completed Tasks and Future Work
<p><b>Design Teams</b></p>	<p>Design Team members are representatives of the certified staff members across the building. They serve as ambassadors to the rest of the staff regarding school achievement, data analysis, and formation / feedback on the school goal and achievement targets. Lead members of each of our design teams work each year to determine our core beliefs for our school culture and develop activities to ensure our culture remains a top focus.</p>
<p><b>Reading</b></p>	<p>The Reading Team collaborates with Building Leadership to help plan professional development based on differentiated teacher needs and personal professional goals of staff members. Our Reading Team closely collaborated with our classroom teachers and special education teachers to analyze student data, create Instructional Plans utilizing best practice instruction and targeting intensive student needs with appropriate interventions. The Reading Team consistently supports and collaborates with classroom teachers on best practice. The Reading Team worked collaboratively with district English Language Arts leadership to implement digital curriculum and activities for extended campus remote learning.</p>
<p><b>Math</b></p>	<p>The Mathematics Work Group is currently researching best practices in mathematics instruction, specifically exploring math fact instructional strategies for all grade levels. In addition, this team is collaborating with our Student Engagement Team to maximize our students' math skill practice on a Math app called IXL, both at home and school. Westgate is piloting the research based Do the Math intervention. The Math team collaborated with the classroom teachers and special education teachers to analyze student data and determine student needs for intervention. In the Spring of 2021, the Math Team hopes to determine based on benchmark data which grade levels will implement Spring Math Classwide Intervention. The Math Team worked collaboratively with district Math leadership to implement digital curriculum and activities for extended campus remote learning. Classroom Teachers have embraced and implemented novel technology applications, such as ClassKick and HMH Math, to be able to give appropriate timely feedback to learners both at home and in school to make instructional decisions.</p>



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<b>Positive Behavioral Interventions &amp; Supports (PBIS)</b>	Members of the PBIS team(student discipline and behavior) have worked to establish school-wide behavioral expectations for students: Be Safe, Be Respectful and Be Responsible. This year, members of the committee are developing action plans based around decreased number of office referrals, implementing our modified Tier 2 and Tier 3 Check-In and Check Out system, increasing our number of students participating in social skills groups and developing professional development for staff. We have a Student Leadership team that works to gain student input and promote positive school expectations. The team has created professional development activities and shared instructional practices to boost students' sense of belonging at Westgate, including signage and incentives for modeling expected behavior. The PBIS team deployed a Belonging Survey to be completed in quarter 2 and 4 for all K-6 students to measure overall sense of belonging and school culture.
<b>Student Engagement Team</b>	The Student Engagement Team collaborated and shared resources about ways to continue to increase student engagement in classrooms with utilizing both technology and goal setting. This year, they also have presented at the building level about different technology resources available to check for student understanding and increase student engagement. In the Spring of 2021, our Student Engagement Team hopes to host a Virtual Steam Event and One School One Book to increase student and family engagement at Westgate.
<b>Safety</b>	The school Safety Team met and updated school response roles and personnel. Westside uses the Standard Response Protocol(SRP) framework implemented by multiple Metro Omaha school districts. Students and staff are trained annually. The team practices drills throughout the academic year and collaborates on best practice strategies for maintaining a safe and orderly environment.

## 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 also incorporates activities, such as ....

- Create inclusive classrooms that welcomes all students
- Multicultural learning activities around particular events, such as the birthday of Martin Luther King, Jr., Chinese New Year, and Columbus Day:
  - Kindergarten: Martin Luther King(literature/discussion/kindness activity), Black History Month(literature/discussion) and Columbus Day (literature/discussion).
  - 1st Grade: Holiday traditions around the world (literature, discussion, video--Winter and fall harvest holidays), Martin Luther King (literature/discussion/activities).
  - 2nd Grade: New Years Around the World Unit in Social Studies: Chinese New Year, Rosh Hashanah, and Diwali (literature/ graphic organizer/class discussion/anchor chart), Dr. Martin Luther King, Jr. (literature/discussion, video, writing activity), Birthdays Around the World Unit in Social Studies: Sudan, Mexico, and Korea (literature/ graphic organizer/class discussion/anchor chart)
  - 3rd Grade: Martin Luther King Jr. (literature/discussion, video, comprehension activities) and immigration unit.
  - 4th Grade: Dr. Martin Luther King, Jr. video/activity, perspective units focusing on various cultures around historical events-building of the Transcontinental Railroad, migrant workers, etc
  - 5th Grade: Martin Luther King Video and article, guided reading books focusing on cultural perspectives
  - 6th Grade:Martin Luther King Day discussion, Black History Month activities (study famous African Americans, projects relating to famous African Americans, literature incorporated during guided reading relating to Black History Month-Freedom Walkers)
- ELL parent handbook and Welcome packet
- District cultural awareness sessions (Spring 2020)