



SCHOOL PROFILE FOR WESTGATE ELEMENTARY

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				
2018--19 Demographics	2017-18 Overall State Testing -- NSCAS Percent Proficient Tested Grade Levels			
Total Attendance: 271				
Excessive Absenteeism: 6.25% (18+ days in 2017-18)	3rd	4th	5th	6th
Free/Reduced Lunch: 61.99%	English Language Arts	50%	57%	50%
English Language Learners: 4.80%	Math	38%	47%	42%
Excellence in Youth - (gifted) grades 3-6: 7.01%	Science (only grade tested)		69%	
Special Education: 18.45%				

Nebraska Educational Profile dated December 31, 2018

OUR BUILDING OUTCOME FOCUS

1. Ensure continued excellence in district, state and national assessments, with a focus on meeting reading benchmarks. (Core Strategy 1)
2. Ensure continued excellence in district, state and national assessments, with a focus on meeting math benchmarks. (Core Strategy 3)
3. Staff will increase the use of effective instructional practices in their classroom based on their personal professional goals and achieve these collaboratively. (Foundation: Outcome 2)
4. 100% of classrooms will implement PBIS Tier 1 components with consistency in their classrooms. (Foundation: Outcome 5)
5. Increase the number of students who experience authentic learning. (Core Strategy 2: Outcome 3)
6. Increase praise and recognition. (Gallup Teacher Engagement Survey, Question 4)



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SPECIFIC OUTCOMES, REASONS AND ACTIVITIES

OUTCOME FOCUS	REASON	ACTIVITY
<p>Ensure continued excellence in district, state and national assessments, with a focus on meeting math benchmarks Core Strategy 1</p>	<p>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.</p>	<p>Utilize Professional Learning Communities 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.</p>
<p>Ensure continued excellence in district, state and national assessments, with a focus on meeting reading benchmarks (Core Strategy 1).</p>	<p>After analyzing our 2016-2018 state testing and district benchmarking data, we saw our scores decrease which is a consistent trend in the district/state and wanted to refocus on Guided Reading instruction in our classrooms.</p>	<p>Utilizing our weekly building time to provide staff development on the components and structure of guided reading utilizing Jan Richardson as our primary resource. Staff members are also video-taping themselves teaching a guided reading lesson and will go through a guided self-reflection.</p>
<p>Staff will increase the use of effective instructional practices in their classroom based on their personal professional goals and achieve these by working collaboratively.</p>	<p>After looking at our district professional development on the foundational instructional practices, we wanted to take our focus on instructional practices even deeper. In addition we wanted to align Anita Archer and Charlotte Danielson Framework in our professional development at the building level.</p>	<p>Our staff members created personal professional goals connected to Danielson Instructional Domain. Team members then selected which of those would help them make the most impact in their instruction and on student achievement. These target areas have been the focus of Professional Learning Community work and professional development for our staff throughout the school year. Staff members have taken part in instructional rounds and focused monthly work with their personal professional goal partner. Administrators observe ALL staff members twice per year and facilitate reflective conversations.</p>
<p>100% of classrooms will implement PBiS Tier 1 components with consistency in their classrooms.</p>	<p>As we reflected on our TFI and SAS surveys over the past two years we have seen growth in our building in Tier 1, Tier 2 and Tier 3. Our scores have increased, but we strive for 100% implementation in these Tiers.</p>	<p>PBiS Team is meeting monthly to look at student data and providing professional development biweekly on components of Tier 1 and Tier 2. We meet monthly to check-in on Tier 2 individual student plans.</p>
<p>Increase the number of students who experience authentic learning.</p>	<p>After analyzing our recent student engagement survey and Gallup data, increasing opportunities for student choice and building hope was seen as an area of need.</p>	<p>Our students will continue to engage in the school-wide enrichment model twice each school year. We are beginning to focus on utilizing personalized learning during I/E and other content areas more consistently.</p>



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OUR DESIGN TEAMS AND AN OVERVIEW OF OUR WORK:

DESIGN TEAM	COMPLETED TASKS AND FUTURE WORK
Design Teams	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.
Instructional Team	The Instructional Team plans professional development based on differentiated teacher needs and personal professional goals of staff members. The Instructional Team is currently continuing their work on connecting Archer to Danielson Framework. In addition, they are creating a structure for ongoing instructional rounds of colleagues and facilitating discussion and growth around self reflection of a video of a lesson.
Math	The Mathematics Work Group is currently researching best practices in mathematics instruction, specifically exploring math fact instructional strategies for all grade levels.
PBiS	Members of the PBiS team 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 PBiS action plans, implementing SWIS and defining major and minor infractions.
Personalized Learning Team	The Personalized Learning Team collaborated and shared resources about ways to continue to help our SEM incorporate an authentic audience and critical thinking. They also have presented at Select a Session at the building level on ways to increase the number of students who are experiencing personalized learning.
Safety	The school Safety Team met and updated school response codes to include the standard response protocol. Students and staff are trained annually on SRP.