

SCHOOL PROFILE for Swanson

Mission: The Mission of Swanson School, as a dynamic community alliance and model of innovative education, is to support and empower all learners to achieve academic excellence. This mission statement, forged by the students, staff, parents and community, reflects a commitment to exemplary learning. The award winning staff, a supportive school community, and a talented student body work in tandem to achieve impressive results.

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 (2015-16)

| Enrollment | Overall State Testing -- NeSA Percent Proficient in All Grades Tested |
|---------------------------------------------|-----------------------------------------------------------------------|
| Total Enrollment: 302 | Reading: 95% |
| Attendance Rate: 96.61% | Math: 89% |
| Free/Reduced Lunch: 16.23% | Science: 89% |
| Mobility: 3.31% | Writing: 86% |
| English Language Learners: 9.27% | |
| Excellence in Youth (gifted): 10.93% | |
| Special Education: 11.92% | |

Nebraska Department of Education State of the School Report, 2016

Our Building Outcome Focus

- 1a & 1b Ensure continued excelled in district, state, and national assessments, with a focus on math and reading (Core Strategy One).
2. Increase research based Tier 1 & 2 behavioral best practices with a concentration on the collection and analysis of data (Foundation: Outcome Two).
3. Increase hope, engagement, and well being of students and teachers by focusing on question 4 of the Gallup Teacher Engagement Survey (Core Strategy Two).

Specific Outcomes, Reasons, and Activities

| Outcome Focus | Reason | Activity |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1a. Ensure continued excellence in district, state, and national assessments, with a focus on math. | 1a. After analyzing state testing data, we have seen a plateau or steady decrease in the area of math for the last two years. | 1a. Began to embark on looking at consistent, research-based practices to increase number sense and fluency. A group of teachers have begun professional development and action research in math best practices. During the winter of 2017, we developed a cohort and a control group to collect baseline data to see if there are significant gains in the programming and instructional practices. |
| 1b. Ensure continued excelled in district, state, and national assessments, with a focus on reading. | 1b. After analyzing state testing data, we have seen an outstanding trend line in the area of reading. | 1b. Two work groups were formed to identify areas to maintain and to continue reading proficiency and excellence. One work group concentrated on instructional best practices and instruction routines. Work group #2 concentrated on responding to writing analytically. |
| 2. Increase research based Tier 1 & 2 behavioral best practices with a concentration on the collection and analysis of data. | 2. When we looked at our data, we saw a need to improve and to increase data collection and analysis building wide. | 2. The Positive Behavior in Schools (PBiS) work group developed and shared a school-wide process for analyzing and sharing behavioral data throughout the year. A sub-work group formed to look at implementing and/or increasing positive behavior supports in his or her classroom. |
| 3. Increase hope, engagement, and the well being of students and teachers by focusing on question 4 of the Gallup Teacher Engagement Survey. | 3. After analyzing the staff engagement survey, teacher recognition was seen as an area of need. | 3. Develop school goals toward improvement in this area. Use team leader, team and staff meetings to share strategies and successes. |

Our Design Teams and an overview of our work:

| Work Groups | Completed Tasks and Future Work |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1a. Math</p> <p>1b. Reading</p> | <p>1a. During the winter of 2017, we developed a cohort and a control group to collect baseline data to see if there are significant gains in the programming and instructional practices. Will determine in spring of 2017 to share effective strategies and to grow the programming and instructional techniques during the 2017-18 school year.</p> <p>1b. Kindergarten teachers will implement Instructional Routines in reading in January 2017 along with four other K-2 grade levels in the District. The 5-6 team will continue to collaborate and to analyze student writing samples throughout content areas. A continued emphasis will occur on literacy group discussions, reflection journals, and graphic organizers to increase knowledge, understanding and execution of a proficient response among students and staff.</p> |
| <p>2. PBiS</p> | <p>2. School team provided a refresh of our Behavior Support process among all stakeholders. 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. Is responsible for monthly and quarterly meetings to review and to analyze student data and school-wide implementation of the program. Monthly meetings with our coach and trainer occurred on a monthly basis with feedback provided for growth and development for future professional development. We look forward to continuing towards a systematic and systemic approach to behavior.</p> |
| <p>3. Hope and Engagement</p> | <p>3. Works to provide engaging activities among staff to increase hope at the building level. Leadership provides opportunities formally and informally throughout the year to build trust, engagement and hope. Many of the activities have been duplicated in the classroom.</p> |