



# SCHOOL PROFILE FOR SWANSON ELEMENTARY

**Swanson Mission:** The Mission of Swanson Elementary 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

### 2017-18 Demographics

**Total Attendance:** 299  
**Excessive Absenteeism:** 2.74%  
 (16+ days in 2016-17)  
**Free/Reduced Lunch:** 17.39%  
**English Language Learners:** 9.36%  
**Excellence in Youth -**  
 (gifted) grades 3-6: 8.36%  
**Special Education:** 10.03%

### 2016-17 Overall State Testing -- NeSA Percent Proficient in All Grades Tested

	3rd	4th	5th	6th
English Language Arts	77	78	89	71
Math	96	84	98	91
Science (only grade tested)			99	

*Nebraska Educational Profile dated December 1, 2017*

## OUR BUILDING OUTCOME FOCUS

1. Ensure continued excellence in district, state and national assessments, with a focus on math. (Core Strategy 1)
2. Ensure continued excellence in district, state and national assessments, with a focus on reading. (Core Strategy 1)
3. Promote and maintain a positive and effective school climate with the implementation of PBIS Tier 1.5 (Foundation: Outcome 2)
4. Increase hope, engagement and well-being of teachers by focusing on Question 4 of the Gallup Teacher Engagement Survey. (Core Strategy 2)
5. Increase the amount of time students are allowed personal choice for their own learning. (Core Strategy 2)



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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 math.</p>	<p>After analyzing state testing data, we have seen a plateau or steady decrease in the area of math for the last two years (2014-15 &amp; 2015-16). Initiated focus in the 2016-17 school year.</p>	<p>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 including Math Mindset Training for second and third grade teachers starting in the 2017-18 school year.</p>
<p>Ensure continued excellence in district, state and national assessments, with a focus on reading.</p>	<p>After analyzing state testing data, we have seen an outstanding trend line in the area of reading.</p>	<p>Two work groups were formed to identify areas to maintain and to continue reading proficiency and excellence. Work group #1 concentrated on instructional best practices and instructional routines. Work group #2 concentrated on responding to writing analytically in their grade level groups.</p>
<p>Promote and maintain a positive and effective school climate with the implementation of PBIS Tier 1.5</p>	<p>When we looked at our data, we saw a need to improve and to increase data collection and analysis building wide. We continue this work this year, but have added communicating our practices and results with our stakeholders. We also saw a need for increased collaboration and communication between regular education and special education teachers.</p>	<p>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 report our communications via our monthly newsletter to parents and community. Special Services began meeting with regular education teachers weekly to ensure Core classroom instruction and IEP goals were being met with fidelity.</p>
<p>Increase Praise and Recognition of teachers by focusing on Question 4 of Gallup Teacher Engagement Survey.</p>	<p>After analyzing the staff engagement survey, teacher recognition was seen as an area of need.</p>	<p>Develop school goals toward improvement in this area. Use team leader, team and staff meetings to share strategies and successes.</p>
<p>Increase the amount of time students are allowed personal choice for their own learning</p>	<p>Collect information on personal choice occurring in classrooms throughout the building.</p>	<p>Provide collaboration time for teachers to discuss personalization, utilize Personalization coaches, and share/observe personalization in action.</p>

**OUR DESIGN TEAMS AND AN OVERVIEW OF OUR WORK:**

<b>DESIGN TEAM</b>	<b>COMPLETED TASKS AND FUTURE WORK</b>
<b>Math</b>	Second and Third Grade teachers began work utilizing the Math Mindset. Each teacher set a goal according to the tenets of the Math Mindset philosophy. Majority of the work group chose Making Mistakes. The work group has worked on using common language and vocabulary and utilizing the strategies provided in training. They will continue to develop the mindset thinking and develop skills.
<b>Reading</b>	First Grade Teachers joined the work of Instructional Routines with our Kindergarten teachers. First grade teachers began implementation of Instructional Routines in August of 2017. Although not a work group, the 5-6 team will continue to collaborate and to analyze Text Dependent Analysis in reading as well as integrated in other core content areas. Some of this work has also been discussed in 5th and 6th grade level meetings District wide.
<b>PBiS</b>	School team provided a refresh of our Behavior Support process among all stakeholders. Tier I and III supports at Swanson were areas of strength during work with the State of Nebraska. We will continue to focus on Tier II interventions and strategies school wide. We will continue to work on communication to our stakeholders regarding our work with PBiS.
<b>Hope and Engagement</b>	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.
<b>Personalization</b>	We had several members of the work group attend the District's Personalization training this year. The group members' expertise range from flexible grouping to alternate assessments. Common practices throughout the group include flexible learning space, guided notes, and alternate products. They shared that these practices have lead to an increase in students taking risk on more rigorous assignments/ assessments. Work will continue in utilizing teacher and video presentations and exploring other technology for instruction.