



DISTRICT PROFILE FOR WESTSIDE COMMUNITY SCHOOLS

The **Mission** of the Westside Community School District, as an innovative educational system, is to ensure academic excellence and serve the unique needs of all learners.

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)

Enrollment

Total Attendance: 5,936
Excessive Absenteeism: 9.35%
 (16+ days in 2016-17)
Four-Year Graduation Rate: 91.31%
Free/Reduced Lunch: 33.96%
English Language Learners: 2.54%
Excellence in Youth (gifted) grades 3-12: 7.05%
Special Education: 14%

Overall State testing -- NeSA Percent Proficient Over the State Average

Area Tested	3 rd	4 th	5 th	6 th	7 th	8 th	11 th
English Language Arts	9	13	8	11	10	0	13
Math	6	6	2	7	10	7	7
Science			8			3	11

* Significant changes to the state assessment program have been implemented and will continue to evolve over the next four years.

Nebraska Department of Education State of the School Report, 2018

OUR DISTRICT OUTCOME FOCUS

1. Ensure continued excellence in district, state, and national assessments, with a focus on **Math** and **Reading**. (Core Strategy 1)
2. Increase hope, **engagement**, and well-being of students and teachers by focusing on Question Four of the Gallup Teacher Engagement survey. (Core Strategy 2)
3. Increase exposure to new and existing **technology**, with a focus on the use of **data** (Core Strategy 3)
4. Continue to develop and implement processes that foster **Shared leadership** at the building, district, and community levels, with a focus on Design teams and collaborative teachers teams. (Supporting Goal 3)



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SPECIFIC OUTCOMES, REASONS AND ACTIVITIES

Outcome Focus	Reason	Activity
<p>Ensure continued excellence in district, state and national assessments --- focus on math and reading</p>	<p>The district and building teams analyze state testing data to continually improve. Reading and writing continue to be an area of strength while math has seen modest gains in recent years.</p>	<p>A detailed district professional learning plan has been implemented, which focuses on topics such as instructional routines and math. Also, a two year curriculum adoption process has recently been launched for elementary math.</p>
<p>Increase hope, engagement, and well-being of students and teachers by focusing teacher recognition measured by the Gallup teacher engagement survey</p>	<p>The main function of a school is for students and staff to learn together. Deep research by Gallup and others suggests that developing cultures where hope, engagement and well-being are the norm are the preferred model.</p>	<p>Developed department and school goals towards improvement in this area. The Gallup student poll has seen increases each of the last three years and the teacher poll has seen an increase from the first to the second year of implementation.</p>
<p>Increase exposure to new and existing technology -- specifically for the use of data.</p>	<p>In the 2015-2016 accreditation process, an area of feedback was the use of classroom data and deeper implementation of the 1:1 technology initiative.</p>	<p>The District developed and implemented a district-wide data protocol that is used when collaborative teacher teams work together. Teacher leadership and professional learning teams have been formed at the elementary and secondary level to assist and coach teachers in instructional technology. While results are impressive in this area, it remains an area to monitor to ensure continued success.</p>
<p>Continue to develop and implement processes that foster shared leadership at the building, district and community levels --- specifically through collaborative teacher teams such as Design Teams and Professional Learning Communities.</p>	<p>Strong teams are the key to the success of any organization.</p>	<p>Continued emphasis at administrative meetings and professional learning. Also, continue to assess each collaborative teacher team and building design team on a yearly basis and provide support and resources to continue to improve in this area.</p>



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OUR DESIGN TEAMS AND AN OVERVIEW OF OUR WORK:

DESIGN TEAM	COMPLETED TASKS AND FUTURE WORK
Design Team	In 2013, Dr. McCann developed focus groups to determine the wants and needs of the District. From there, a vision, goal, and core strategies were developed and approved by the Board of Education. Continuous improvement is fostered using collaborative teams, which are operating in each of our buildings. 2016-17 has been a year where the “backbone of support” has become the way of thinking for ABC administrators as they work with principals to meet building goals.
WORK GROUPS	COMPLETED TASKS AND FUTURE WORK
Teaching and Learning	Solidified foundational elements of the Strategic Plan, which includes one goal and three core strategies. In addition, worked closely with colleagues from UNO to develop an evaluation structure for the Strategic Plan, which helped building teams develop goals and monitor progress.
Human Resources	Works to ensure the newly hired staff are a good match for the District vision. Also, work with teams on retention and engagement strategies for all staff members.
Business Services	Works on aligning a balanced budget while continuing to meet the District vision and its goal of maximizing student achievement and engagement.
Communications and Engagement	A solid emphasis has been placed on making sure that the community as a whole hears the academic progress that has taken place. Also, takes the lead with Gallup’s Teacher Engagement Survey.