



2020-21 Paddock Road Elementary School Profile

Mission: The Mission of Paddock Road Elementary is to ensure a program of academic and social excellence and to meet the unique needs of all learners in an innovative, instructional atmosphere, where students are engaged and supported by all stakeholders.

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 in All Grades Tested			
Total Attendance:	274				
Excessive Absenteeism: (18+ days in 2019-20)	1.10%	3rd	4th	5th	6th
Free/Reduced Lunch:	47.08%	English Language Arts	67%	71%	73%
English Language Learners:	3.65%	Math	60%	37%	64%
Excellence in Youth - (gifted) grades 3-6:	4.38%	Science (only grade tested)		91%	
Special Education:	12.41%				

Nebraska Educational Profile dated October, 2019

OUR BUILDING OUTCOMES FOCUS

1. To increase the percentage of students scoring proficient or above in math.
2. Increase percentage of students scoring proficient or above in reading. (Foundation: Outcome 3)
3. 80% of students will be at or above benchmark on the social, emotional, behavior rating scale (SAEBRS)
4. 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
To increase the percentage of students scoring proficient or above in math.	Data from building screening in Math shows flat or recessive growth at most grade levels.	Meet with regularity to analyze student data, and make informed decisions on interventions and additional classroom strategies that will support student growth in this area.
All students in Kindergarten will show 95% proficiency on benchmark composite scores, 1st grade will show 90% proficiency on CBMR scores, and 2-6 will show 80% proficiency on CBMR scores by May benchmarking.	To continue utilizing strategies to enhance growth from Winter to Spring	Continue using data to inform instruction to push students to make the most growth possible from Winter to Spring and hit our goals.
80% of students will be at or above benchmark on the social, academic, emotional, behavior rating scale (SAEBRS)	If our students are meeting benchmark criteria on the social/emotional screener, we can be more certain they are receiving appropriate positives throughout their day. Data shows students who receive 4 or more positives throughout their day have a greater sense of belonging and are more available to learn.	Continue meeting regularly to analyze student behavior and identify ongoing strategies to support all students.



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OUR DESIGN TEAM WORK GROUPS AND WORK OVERVIEW	
Work Groups	Completed Tasks and Future Work
PBIS	<p>Completed:</p> <ul style="list-style-type: none"> December staff challenge for 4:1 positives to students Established student PBIS team Participated in the "Kindness Week" Began using special pink thumbs-up tickets for students to receive from guest adults in the building Implemented the "Golden Tray" positive behavior lunch game Started Mentor program SEL curriculum being taught and schedules adjusted for enough time Professional learning to analyze major/minor/positive office referrals and set goals Teachers revisit and update classroom management plans <p>Future Work:</p> <ul style="list-style-type: none"> Continue to expand the mentor program - include planned activities for students & staff Continue to educate the community and explain the benefits of PBIS Engage students in Panda Pride assemblies and make them more meaningful Revisit social skills and expectations more frequently with staff
Literacy	<p>Completed:</p> <ul style="list-style-type: none"> MTSS reading screeners for all grades Fall and Winter Progress monitoring students at risk for reading who did not meet 40% on Winter screening Classroom teachers providing differentiated instruction for some risk students Reading interventions in place with specialist at high risk Winter break reading challenge <p>Future Work:</p> <ul style="list-style-type: none"> Spring MTSS reading screeners for all grades One Book One School (yearly) Spring break reading challenge Summer reading Challenge Read Across America Day - Monday, March 2nd
Math	<p>Completed:</p> <ul style="list-style-type: none"> Identified and implemented math interventions Implemented MTSS meetings to specifically discuss student math progress and intervention. Math Design team began exploration of the online IXL program Through FASTBridge teachers are able to utilize assessment data more purposefully. <p>Future Work:</p> <ul style="list-style-type: none"> Introduce to all staff the IXL program and help them become familiar with data that can be gathered. Continue looking at math interventions Continue to have MTSS meetings that focus strictly on Math. Help with the implementation of the new math curriculum for 2020-21.



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Design Team	The Paddock Road Design Team will be leading article review and reflection activities with all staff members in an effort to increase awareness and continue to foster a district culture that values, demonstrates, and promotes a sense of belonging and dignity.
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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 ...

- Creates inclusive classrooms through multicultural learning activities around the following events:
 - Constitution Day
 - Veterans Day
 - Thanksgiving Day
 - Native American Heritage Day
 - Martin Luther King, Jr. Day
 - Presidents' Day
 - Memorial Day
 - Holidays Around the World
 - Family traditions through shared experiences (photos, trips, guest speakers, parent visits, etc.)
 - Black History Month
 - Women's History
- Incorporates the current diversity of our students into classrooms through the use of the District English Language Learners Handbook