



2020-21 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 | | | |
|--|---------------|--|------------|
| Enrollment | | 2018-19 Overall State Testing -- NSCAS Percent Proficient in All Grades Tested | |
| Total Attendance: | 5965 | English Language Arts: | 60% |
| Excessive Absenteeism: (18+ days in 2019-20) | 6.81% | Mathematics: | 59% |
| Four-Year Graduation Rate: | 90.00% | Science: | 67% |
| Free/Reduced Lunch: | 36.9% | | |
| English Language Learners: | 2.85% | | |
| Excellence in Youth (gifted) grades 3-12: | 9.01% | | |
| Special Education: | 14.48% | | |

Nebraska Education Profile

OUR DISTRICT OUTCOMES

1. Ensure continued excellence in district, state, and national assessments, with a focus on **Math** and **Reading**.
2. Promote the social-emotional well-being of staff and students.
3. 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/Goal | Reason | Activities |
|--|---|--|
| <p>Ensure continued excellence in district, state and national assessments --- focus on math and reading</p> | <p>District and building teams analyze district and state assessment data with a focus on continuous improvement. Reading and writing continue to be an area of strength and math has seen modest gains in recent years. With the onset of COVID-19 and interrupted learning, we want to focus on helping all of our students continue to achieve at high levels.</p> | <p>Across the district in math and reading, we continue to develop strong core instruction.</p> <p>MATH: At the elementary level, we have adopted a new math series and math interventions. At the middle and high schools, math teachers continue work with other metro area math teachers and national experts on best practices, and supplemental math instruction is a part of the schedule for students in need.</p> <p>READING: At the elementary level, we continue a focus on instructional routines. We consistently use assessments to screen students and intervene based on student achievement needs. Identified collaborative meeting times focus on reviewing student data. At the middle and high schools, collaborative teams use the PLC framework, and supplemental reading instruction is a part of the schedule for students in need.</p> |
| <p>Promote the social-emotional well-being of staff and students</p> | <p>Developing a culture where hope, engagement and well-being are the norm is critical for students and staff to learn together. Particularly with the disruption of COVID-19, we know this is critical. Climate surveys and student behavioral health assessments also show this is an area of need.</p> | <p>The district uses a national assessment to screen students for behavioral health needs, and buildings follow protocols for meeting with students individually, in small groups, or in large groups. Building problem solving teams meet regularly to promote a positive school culture.</p> <p>K-12 students participate in weekly social-emotional instruction.</p> <p>The district has an ongoing professional learning series, this year focused on employee wellbeing. We are also providing access to multiple employee assistance programs and have programs to assist students and families in need.</p> |
| <p>Grow a district culture that values, demonstrates, and promotes a sense of belonging and dignity</p> | <p>“Inclusion, belonging, and dignity are the keys to success in equity work” (Cobb & Krownapple, 2019). We know that we have disproportionate numbers of students referred to the office, in special education services, and that achievement gaps exist between student groups. We must address belonging and dignity as a part of this work, particularly in our current social climate.</p> | <p>The district formed a WE-SIDE council to promote inclusion and dignity. It meets regularly and also provides “Pay Day Professional Development” on a monthly basis.</p> <p>Administrators in the district participated in a book study of <i>Belonging Through a Culture of Dignity</i></p> <p>Buildings each develop their own plans for promoting belonging and dignity.</p> |



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OUR DESIGN TEAM WORK GROUPS AND WORK OVERVIEW

| Work Groups | Completed Tasks and Future Work |
|--------------------------------------|--|
| Design Team | A vision, goal, and core strategies were developed and approved by the Board of Education in 2014. Continuous improvement is fostered using collaborative teams, which are operating in each of our buildings. The next phase of the strategic plan will begin in January of 2020. |
| 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. |



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MULTICULTURAL EDUCATION

- Westside Community Schools has a mission for the multicultural education program. Local program goals address multicultural education.
- 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.
- Westside Community Schools has a process for periodic assessment of the multicultural education program. An annual status report is provided to our Board of Education.
- Westside Community Schools has a process for professional learning related to multicultural education for administrators, teachers, and support staff that is congruent with our district and program goals.
- Westside Community Schools provides a core curriculum in grades K-12 that includes language arts, social studies, science, mathematics, career and technical education, world language, visual and performing arts and personal health and physical fitness. Each content area incorporates multicultural education as a part of that curriculum.
- Westside Community Schools has a process for selecting appropriate instructional materials, which includes the incorporation of multicultural works; these materials and resources are embedded in District curriculum guides.