

SCHOOL PROFILE for WHS

WHS Mission: In its quest to be the best high school in the United States and achieve unequalled excellence, Westside's Mission is to ensure that all students reach for their potential, compete successfully in a changing world, and demonstrate respect for themselves, others, and their environment.

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: 1,975	Reading: 82%
Attendance Rate: 95.60%	Math: 78%
Four-Year Graduation Rate: 93.78%	Science: 84%
Free/Reduced Lunch: 27.04%	Writing: 82%
Mobility: 2.27%	Class of 2016 Average ACT Score: 23.21
English Language Learners: 0.71%	
Special Education: 11.54%	

Nebraska Department of Education State of the School Report, 2016

Our Building Outcome Focus

- Ensure continued excellence in district, state, and national assessments, with a focus on meeting College/Career Readiness Benchmarks
- Increase hope, engagement and well-being of students and teachers by focusing on question four of the Gallup Teacher Engagement Survey
- Increase collaboration and engagement rates for students and staff
- Increase the number of students who are proficient (Cs or higher) in all of their courses

Specific Outcomes, Reasons, and Activities

Outcome Focus	Reason	Activity
Ensure continued excellence in district, state, and national assessments, with a focus on meeting College/Career Readiness Standards.	We are proud of our work in preparing students for life after high school. Starting with the class of 2017, all students will take the ACT at least one time and we are looking to ensure that all of our students are prepared.	In the fall, John Baylor worked with core area teachers to teach them about the ACT and teachers will use that information to make curriculum modifications. All seniors were given the opportunity to take the test for free one additional time. We will provide a test prep class as part of junior group guidance 3rd quarter, and provide 100 students with a free Assistance League of Omaha class. Additionally, achievement in 3rd year English and Math classes will be monitored quarterly to determine students who are making progress at meeting standards.
Increase hope, engagement and well-being of students and teachers by focusing on question four of the Gallup Teacher Engagement Survey.	After analyzing the staff engagement survey, teacher recognition was seen as an area of need.	The administrative team will write two positive praise notes to staff members weekly. All administrators will complete 4-5 observations/week and send feedback to staff. Staff recognitions will be turned back monthly. Staff members will have time at monthly staff meetings to write a praise note to another staff member.
Increase collaboration and engagement rates for students and staff.	Students and teachers report they need time to process information with their peers and to obtain the best results. We want our students and staff to want to be here at school and to be engaged and active when they are here.	Establish choice professional learning groups for staff related to elements of the strategic plan. Staff will meet in these groups with teacher expert facilitators 8 times throughout the year for extended periods of time to collaborate and create lessons, units, and strategies to engage students in class. We will monitor student collaboration and engagement throughout the year with walk-through data and student surveys; we will monitor staff engagement with artifacts from collaborative meetings.
Increase the number of students who are proficient (Cs or higher) in all of their courses.	We are proud of the work we have done to decrease failure rates and raise the graduation rate, and we are now ready to make sure all students are at least proficient, and not just getting by.	All teams have a goal related to student achievement and increasing student achievement. We are monitoring student academic achievement through frequent homeroom grade checks and formalized reports at the end of each quarter.

Our Design Teams and an overview of our work:

Work Groups	Completed Tasks and Future Work
Design Team	Design Team members are representatives from departments across the building. They serve as ambassadors to departments and teams regarding school achievement, data analysis, and formation/feedback on the school goal and achievement targets.
PBiS (Positive Behavioral Interventions and Support)	Members of the PBiS team have worked to establish school-wide behavioral expectations for students: Be Safe, Be Respectful, and Be Responsible. This year, members of the committee are working to develop and implement a school-wide system for teaching expectations to students. Subgroups work on lessons for teaching expectations, forging relationships, and supervision. The PBiS group also runs a positive feedback to staff program.
Personal Learning Groups	All staff members are involved in one personal learning group that meets twice quarterly. Each staff member selected a group that is connected to an element of the strategic plan, and is developing lessons, units, and/or strategies to use in class to increase engagement and achievement for students. Expert teachers facilitate groups on Google Classroom, Instructional Videos, Literacy, Flexible Grouping, and more. The quarterly meeting times allow for staff members to collaborate and learn from one another.
Safety	The school safety team met and updated school response codes to include the standard response protocol (SRP). Students and staff are trained annually on SRP.
Department Chairs	The department chairs meet twice monthly to discuss all aspects of the school, particularly as it relates to curriculum and instruction. Department chairs facilitate communication between administration and teachers of their department, ensuring that all staff members have a voice in important decisions.