WHS Mission: In its quest to be the best high school in the United States and achieve unequaled 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

2017-18 Demographics	2016-17: Overall State Testing -- ACT % Proficient - All 11th graders
Total Attendance: 1,964 **Excessive Absenteeism: 8.06%** **Four-Year Graduation Rate: 91.31%** **Free/Reduced Lunch: 31.52%** **English Language Learners: 1.02%** **Special Education: 13.54%**	**English Language Arts: 67.53% (+15.32)** **Math: 58.66% (+8.52)** **Science: 67.10% (+13.08)**

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 meeting College/Career Readiness Benchmarks.
2. Increase hope, engagement and well-being of teachers by focusing on question 4 of the Gallup Teacher Engagement Survey.
3. Increase the academic, behavioral, and social-emotional engagement of all students.
4. Increase teacher engagement, both emotional and professional collaborative.
5. Increase the number of students who are proficient (C's or higher) in all of their courses.

Westside
Community Schools

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 Benchmarks.	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.	Staff analyzed results from Pre-ACT and ACT exams and identify places in the core curriculum where ACT standards are taught, ensuring that all students have access. To prepare for the ACT, students take the Pre-ACT in 10th grade, take a diagnostic ACT test on Naviance as juniors and subsequently complete a personalized plan for improvement, and take the ACT in the spring. Seniors have the opportunity to retest at no additional personal cost.
Increase hope, engagement and well-being of teachers and teachers by focusing on question 4 of the Gallup Teacher Engagement Survey.	After analyzing the staff engagement survey, teacher recognition was seen as an area of need.	Relationship-building activities are integrated on professional learning days for teachers to get to know one another outside of their departments. Administrators each write two praise notes weekly, and teachers are encouraged to praise colleagues at designated times during staff meetings and through department-level activities.
Increase the social-emotional behavioral, and academic, engagement of all students.	We understand that engagement at the classroom level is key to student achievement. Students must be clear in both academic and behavioral expectations to experience success. We also must attend to the whole student.	Members of the administrative team complete a minimum of three walkthroughs of classrooms each week and provide feedback to staff about levels of classroom engagement. Select staff members design lessons on expected behaviors in common school locations, and all teachers teach the expectations in homeroom and enforce throughout the day. A student assembly praises student achievement in academics, activities, athletics, and behaviors three times a year.
Increase teacher engagement, both emotional and professional collaboration	The classroom teacher makes a tremendous impact on a student's achievement. When we invest in teacher well-being, we invest in student well-being.	Teachers are provided with choices for their professional learning and have the opportunity to develop learning goals around an area of personal interest. They will work on their selected goal with a cohort of individuals who have a similar interest, and will be supported by teacher experts in the area. Teachers will also work on collaborative teams focused on student achievement, and the teacher teams will receive feedback quarterly from administration.
Increase the number of students who are proficient (C's 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:

DESIGN TEAM	COMPLETED TASKS AND FUTURE WORK
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.
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 Group	All staff members are involved in one personal learning group that meets 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 Classroom Gamification, Technology Integration, Google Classroom, Personalized Learning, Mindfulness, 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.