**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

| 2018-19 Demographics | 2017-18: Overall State Testing -- ACT % Proficient - All 11th graders |
|---|---|
| **Total Attendance:  1,951**<br>**Excessive Absenteeism:  15.63%**<br>**Four-Year Graduation Rate: 90.11%**<br>**Free/Reduced Lunch:  32.91%**<br>**English Language Learners:  1.13%**<br>**Special Education:  13.94%** | **English Language Arts:  64%**<br>**Math:  61%**<br>**Science:  64%** |

*Nebraska Educational Profile dated December 31, 2018*

## OUR BUILDING OUTCOME FOCUS

1. Increase percentage of students who are college/career ready in all areas as reported by ACT, with 100% of students taking the exam.   (Core Strategy 1)
2. Increase the number of students who are proficient in all courses ("C" or higher).  (Foundation, Core Strategies 2&3)
3. Increase engagement of all students.  (Foundation, Core Strategy 2)
4. Increase praise and recognition, engagement for staff.  (Gallup Teacher Engagement Survey, Question 4)

## 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 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 the number of students who are proficient (C's or higher) in all of their courses. | We have decreased failure rates over the past years, 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. It is the building expectation that students who are not at a 'C' or higher are assigned to work with teachers 1-1 during independent study time. |
| Increase the engagement of all students. | At WHS, we see the whole student and attend to the needs. Like many other schools, our students are changing and have more needs than ever before. | Throughout the year, our students and staff participate in PBiS lessons that teach school expectations. Teachers are participating in professional learning on behavioral health throughout the year, and we are tracking student attendance. We have expanded the availability behavioral health services provided by Children's Hospital onsite. |
| 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. | 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. At department chair meetings, building leaders share ideas with colleagues about the positive recognition happening in their area. Gallup Strengths coaches are integrating professional learning on Gallup Strengths at building meetings, and all teachers have taken the assessment. |

## 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 (eMerge)** | All staff members are involved in one personal learning group that meets quarterly.  Each staff member selected a group that is connected a component of technology integration, and is developing lessons, units and/or strategies to use in class to increase engagement and achievement for students.  Expert teachers facilitate groups on topics such as Real World Connections, Communication & Creation , Reflection & Ownership , Collaboration & Workflow. |
| **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. |