



# 2020-21 High School Profile

**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			
2020-21 Demographics		2018-19: Overall State Testing -- ACT % Proficient - All 11th graders	
<b>Total Attendance:</b>	<b>2,025</b>	<b>English Language Arts:</b>	<b>59%</b>
<b>Excessive Absenteeism:</b>	<b>9.26%</b>	<b>Math:</b>	<b>60%</b>
<b>Four-Year Graduation Rate:</b>	<b>90.00%</b>	<b>Science:</b>	<b>60%</b>
<b>Free/Reduced Lunch:</b>	<b>33.65%</b>		
<b>English Language Learners:</b>	<b>0.89%</b>		
<b>Special Education:</b>	<b>15.75%</b>		

Nebraska Educational Profile dated October, 2019

## OUR BUILDING OUTCOMES 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. (Strategic Plan Staff Survey)



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## SPECIFIC OUTCOMES, REASONS AND ACTIVITIES

Outcome Focus	Reason	Activities
<p>Ensure continued excellence in district, state and national assessments, with a focus on meeting College / Career Readiness Benchmarks.</p>	<p>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.</p>	<p>Staff analyzed results from Pre-ACT and ACT exams and identified places in the core curriculum where ACT standards are taught, ensuring all students have access. English, writing, science, and math are examples where subject area teachers have provided extra preparation regarding skills/content that match ACT indicators. When subject areas go through curriculum revision, ACT indicators are one of the source documents to help identify essential skills and knowledge for a course. To prepare for the ACT, students take the Pre-ACT in 10th grade. Seniors have the opportunity to retest at no additional personal cost.</p>
<p>Increase the number of students who are proficient (C's or higher) in all of their courses.</p>	<p>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.</p>	<p>All teams have a goal related to increasing student achievement. We are focused on Multi-Tiered Systems of Support(MTSS) in our district. At the high school level we have implemented strategies to become more systematic in our Tier 1 supports both academically and behaviorally. Students who are not at a 'C' or higher may receive numerous supports: calls home to parents, being assigned to work with teachers 1-1 during independent study time, additional time in a lab class, support from a counselor or ACP teacher, support from their Dean.</p>
<p>Increase the engagement of all students.</p>	<p>At WHS, we see the whole student and attend to their needs. Like many other schools, our students are changing and have more needs than ever before.</p>	<p>Relationships and relevance are key to student engagement. We continue to develop programs to increase relevance for students. These include internships, apprenticeships, college access, as well as other partnerships. Our homeroom adviser/advisee program provides a consistent adult in the building and assists students in the transition from middle school to high school. Staff receive training regarding behavioral health and restorative practices to assist all students with belonging and being engaged. We have expanded the availability of behavioral health services provided by Children's Hospital onsite to assist students needing additional professional expertise.</p>



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<p>Increase hope, engagement, and well-being of teachers.</p>	<p>After analyzing the staff engagement survey, teacher recognition was seen as an area of need.</p>	<p>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. Gallup Strengths coaches are integrating professional learning on Gallup Strengths at building meetings, and all teachers have taken the assessment. A professional consultant is assisting our staff in alignment of purpose and behaviors to better develop our being #One Team #One Voice for each other and for students.</p>
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## OUR DESIGN TEAM WORK GROUPS AND WORK OVERVIEW

Work Groups	Completed Tasks and Future Work
<b>Leadership Team</b>	<p>The Department Leaders meet twice monthly to discuss all aspects of the school, particularly as it relates to curriculum and instruction. Department Leaders facilitate communication between administration and teachers of their departments, ensuring that all staff members have a voice in important decisions.</p>
<b>Design Team</b>	<p>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 our school goal and achievement targets.</p>
<b>PBiS (Positive Behavioral Interventions and Support)</b>	<p>Members of the PBiS team have worked to establish school-wide behavioral expectations for students: Be Safe, Be Respectful, and Be Responsible. This year the committee is focused on using feedback and data to guide targeted instruction based on specific behaviors that need to be addressed and instruction that needs to occur. Subgroups work on lessons for teaching expectations, forging relationships and supervision. The PBiS group also runs positive feedback to the students and staff program. We have quarterly pep rallies to acknowledge attendance, activities, behavior, and celebrate student success.</p>
<b>Personal Learning Group</b>	<p>All staff members are involved in one personal learning group that meets quarterly. Each staff member has identified an area of focus to improve individual practice. Staff could choose from engagement, formative feedback/assessment, or classroom routines/procedures. This has included instructional rounds to observe other teachers practice and gain additional ideas and insight regarding best practice. In addition, our eMerge teachers have supported staff with technology integration ideas to support each possible instructional strand.</p>
<b>Safety</b>	<p>The school safety team met and updated school response codes to include the standard response protocol (SRP). On-going training occurs for both students and staff regarding SRP procedures for different types of emergency events. The safety team has added safety equipment including AEDs, Med-Sleds, and Stop the Bleed Kits on our campus.</p>

## 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 graduation requirements and student opportunities expose and expand students to a variety of cultural backgrounds and perspectives.

- All students must complete 2 semesters of coursework which emphasize global and multicultural perspectives.
- Students have the opportunity to join clubs specifically supporting different backgrounds and interests.