

Westside High School Improvement Plan

Commit to be a Warrior

We are committed to:

Lead.

Learn.

Love.

Teach.

Westside High School Commitments and Goals for School Improvement

Teachers:

- Teachers have voice and choice in their work
- Commit to be a lifelong learner
- Take charge of your professional practice
- Develop high quality teams that produce results and actions
- Practice distributive leadership in PLCs and teams
- Commit to common formative assessments and teaching the standards
- Commit to SEL (Social and Emotional Learning) for students and staff
- Students should do well in your classes because they learn the standards, not because they are a traditional “good student”
- Teach with a focus on the [Whole Child](#)

Students:

- Students have voice and choice in their learning
- Use the habits of mind
- Commit to their organizations and learning
- Develop soft skills
- Develop college and career skills

Parents:

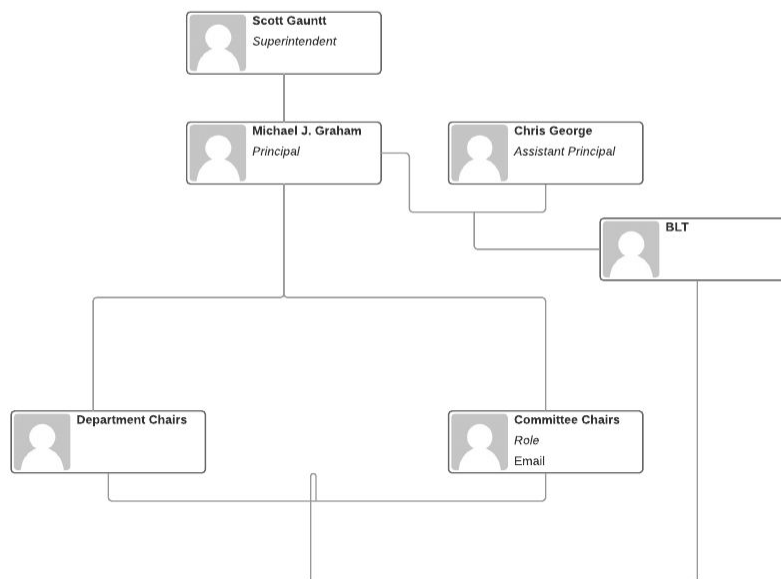
- Parents have voice and choice in their students and our school
- Involve yourself with your students learning
- Commit to your child’s education
- Support teachers

Habits of Mind

 1. Persisting <i>Stick to it!</i> Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.	 2. Managing Impulsivity <i>Take your time!</i> Thinking before acting; remaining calm, thoughtful and deliberative.	 3. Listening with understanding and empathy <i>Understand others!</i> Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.	 4. Thinking flexibly <i>Look at it another way!</i> Being able to change perspectives, generate alternatives, consider options.
 5. Thinking about your thinking <i>Know your knowing!</i> Being aware of your own thoughts, strategies, feelings and actions and their effects on others.	 6. Striving for accuracy <i>Check it again!</i> Always doing your best. Setting high standards. Checking and finding ways to improve constantly.	 7. Questioning and problem posing <i>How do you know?</i> Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.	 8. Applying past knowledge to new situations <i>Use what you learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.
 9. Thinking & communicating with clarity and precision <i>Be clear!</i> Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.	 10. Gather data through all senses <i>Use your natural pathways!</i> Pay attention to the world around you. Gather data through all the senses. taste, touch, smell, hearing and sight.	 11. Creating, imagining, and innovating <i>Try a different way!</i> Generating new and novel ideas, fluency, originality	 12. Responding with wonderment and awe <i>Have fun figuring it out!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.
 13. Taking responsible risks <i>Venture out!</i> Being adventuresome; living on the edge of one's competence. Try new things constantly.	 14. Finding humor <i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.	 15. Thinking interdependently <i>Work together!</i> Being able to work in and learn from others in reciprocal situations. Team work.	 16. Remaining open to continuous learning <i>Learn from experiences!</i> Having humility and pride when admitting we don't know; resisting complacency.

WESTSIDE HIGH SCHOOL ORG CHART

Heather Eggers | June 12, 2018



Leadership

Department Chairs	BLT Members
Science - Christina Campbell	Science - Christina Campbell
History - Sam Kelley	History - Kristi Black
Math - Tish Mosier	Math - Tish Mosier
English - Lindsay James	English - Heather Eggers
CTE - Josh Parks	New Leader - Hannah Fulmer
Special Education - Jill Lemley	CTE - Katie Edlemon
Fine Arts - Nathan Bratten	Counselor - Julie Tubbs
Health/PE/Coaching - Mark Whitmire	At Large - Melissa Cureton

New Leader BLT Member

- Role: Westside High School is committed to engaging a diverse community and building capacity to improve learning, teaching, and leadership. In our quest to build capacity, WHS has embraced the New Leaders program to prepare younger, diverse educators for potential influence and WHS leadership.
- Responsible for engaging new faculty and novice teachers for distributed leadership.

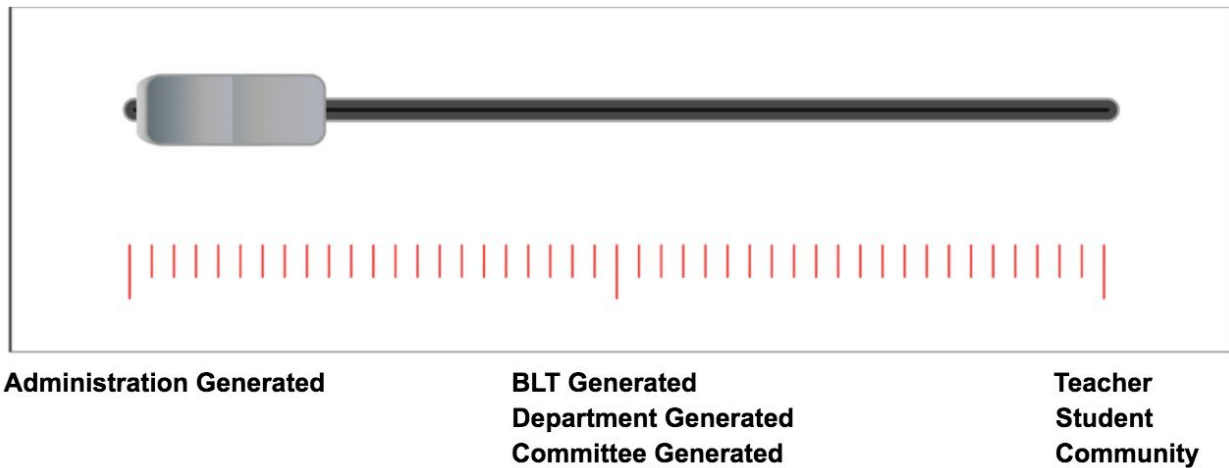
At Large BLT Member

- Engage the whole school community to bring teacher voice from diverse perspectives to the BLT.
- Engage the students to bring student voice to the BLT (Student Council and Clubs).

Department Chairs

- Schedule twice monthly meetings
- Update whole faculty at scheduled faculty meetings (Committee Slam)
- Ensure pacing and curriculum maps are followed
- Meet with principal to discuss meetings once monthly
- Engage teachers with questions
 - How do you think the lesson went?
 - Explain where you are on the pacing guide.
 - How have you engaged the Whole Child?
- Review STAR and ACT ASPIRE Data
- Review RTI progress
- Define a process for meeting formats
- Regularly check practice against [John Hattie Effect Size Research](#)

Leadership Sliding Scale Model



This scale moves with each decision we make. Different decisions will be at different places on the scale. Focus on how these decisions will impact the Whole Child.

We have these considerations of distributed leadership. Our job is to push these ideas out better and have a focus where everyone understands the goals of a distributive leadership team.

- Change the model of leadership to distributed rather than hierarchical
- Engage multiple perspectives; understand cultural differences
- Meet challenges courageously
- Use the Habits of Mind to encourage thinking and learning

Our students will become...

Effective communicators share information, ideas, points of view, and/or feelings in a clear, precise, and thoughtful manner appropriate for audience and purpose.

Mindful and responsive collaborators contribute ideas and listen to others' perspective to consider courses of action to accomplish a shared goal.

Resilient and discerning problem solvers investigate a question, explanation, or challenge by developing an informed, flexible plan of action to construct solutions or offer conclusions.

Kind, compassionate citizens listen, understand, and act with both empathy and respect, knowing that what they do affects others.

Innovative, imaginative designers develop, test, and refine ideas by experimenting with techniques and tools to reach a desired outcome.

Commit to be a Warrior (18-19 Theme)

Teacher Commitments (taken from the Advocate)

1. **Commit to being a lifelong learner.** As a teacher, you'll continue to learn from multiple sources of knowledge throughout your career. You have the opportunity to learn from practice, by making mistakes, from your students, and from other teachers and administrators.

The commitment also includes aggressively challenging yourself to excel. Opportunities to learn are all around the classroom and the school. With each new student and each new challenge, you have a new chance to learn. Professional development, workshops, conferences, or furthering your education are all avenues to obtaining knowledge. Although a degree is a great starting point, teaching looks very different when you're a practicing teacher than when you're a student in a classroom. And teachers who are continuous learners are modeling the importance of learning to their students.

2. **Use the curriculum responsibly.** While our school district may provide you with a set curriculum to teach, you as the teacher decide what is important, how to make it interesting and relevant, and how to measure the progress. Responsibility to the curriculum means teachers actively make choices that allow them to best meet the needs of the learners.
3. **Cross your own familiar barriers and beliefs to meet the needs of all learners.** Teachers must embrace diversity, including differences in ethnicity, culture, socioeconomic status, disability, and sexual orientation. You must take steps to ensure that you don't marginalize or exclude any students because their beliefs differ from yours. You must also commit to bridge the gap, not just with all your students, but also with their families.
4. **Meet the needs of individual students.** While a classroom is one large group by design, it is made of many unique individuals with unique needs. You can meet learners' needs by providing a variety of teaching methods, including direct instruction, grouping students, and rearranging the groups as needed. To reach the individual student, you must strive to motivate each individual, involve him or her in learning, and understand how to teach everyone, not simply aim to teach the average student. You must also be an advocate for your students as individuals, ensuring that they have all the resources they need to succeed.
5. **Actively contribute to the profession.** Collaborating and contributing to the school and classrooms are not just part of the job; they are teachers' responsibilities. Active teachers seek to advance and improve all areas of education. Passive teachers, on the other hand, come to work to do their minimum to collect a paycheck. Teaching is not a nine-to-five job where you can clock in and clock out at the same time every day without a thought to things being left undone; teaching is a process that must be constantly nurtured by all stakeholders, especially teachers.

Established goals and anticipated outcomes based on our analysis of students' needs.

Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

- The administration along with the department and BLT teams will ensure standards-aligned units. These units will be displayed in the curriculum map and pacing guides and carried out in lesson plans.
- Department chairs will lead and seek professional development in standards-aligned units of study using practices outlined in John Hattie's research.
- Summer 2018 teachers will develop units of study that are standards-aligned with their teams.
- Administration will meet with department chair and evaluate progress toward standards-aligned progress monthly.

The Leadership Team monitors rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system.

- BLT monitors data from dropout graduation rates very closely. The team has reviewed data from all indicators of student success and have found that we need to address the dropout and graduation rates. We needed more students to have more opportunities to be successful. We implemented the block schedule that allows for 8 credits per year. Now with more credit opportunities more students will have the access to graduate on time. This had an effect on dropout rate as well. We now offer more classes that students want. We added Piano I-IV, More animal science, ceramics, Academic Study of the Bible, EAST, Culinary Geography and more.
- Ongoing monitoring of student data through MySchoolInfo and EdFi Dashboard.