

# Minnesota School District 4212-07 West Side Summit Charter School World’s Best Workforce District Plan School Year 2014-2015

*West Side Summit’s mission is to empower students to find joy in learning and to develop the academic efficacy necessary to prepare them for the rigors of a college education and beyond. The school’s vision is to be a proof-point for Minnesota that all children, regardless of zip code or socioeconomic status, deserve a high quality education, and that all students can achieve a high level of academic success when we hold high expectations for them and honor their potential for greatness. We intend to accomplish this by: improving pupil learning and student achievement; increasing learning opportunities for pupils; and encouraging the use of different and innovative teaching methods. West Side Summit students represent the “achievement gap” so all school goals are aimed at creating high achieving success for every student.*

## **Part One: Goals and Benchmarks**

<b>World’s Best Workforce Goals</b>	<b>Benchmarks</b>	<b>Benchmarks</b>	<b>Benchmarks</b>	<b>Benchmarks</b>
<b>Have all students meet school readiness goals</b>	All incoming kindergarten students will be assessed using the STEP reading baseline assessment and Math Interim Assessment to determine school readiness.	All parents of incoming kindergarten students will complete a Kindergarten Readiness Survey which will provide information on school readiness.	Incoming students who turn 5 between September 1 and September 30 will be assessed for Kindergarten Readiness according to a Board Approved Policy.	
<b>Have all third-grade students achieve grade-level literacy</b>	90% of all third graders will increase their Foundational Reading Skills specifically in Fluency and Vocabulary from below target level to on or above target level as measured by the STEP EOY.	95% of all students in Grade 3 will have completed a minimum of 3 step levels (STEP) from beginning of the year to end of year.	Improve the percentage of 3rd grade students meeting or exceeding MCA Reading Proficiency from 33% (2013-2014) to 50% on the 2015 Assessment.	
<b>Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers as well as students receiving special education services and those that are not.</b>	At least 90% of students below grade-level proficiency will achieve at least 1.3 grade level growth in math and reading as measured on the NWEA MAP.	Improve the percentage of 3rd grade students meeting or exceeding MCA Math Proficiency from 25% (2013-2014) to 50% on the 2015 Assessment.		
<b>Have all students graduate from high school— Have all students attain college and career preparedness</b>	All students will participate in the rigorous and challenging curriculum at West Side Summit, and the expectations for success and college readiness will be at the center of the school culture throughout the school year.			

## **Part Two: Process to Evaluate Each Student's Progress to Reach Goals**

West Side Summit Charter School utilizes a variety of formative assessments to track student progress in math and reading, including individual student growth measurements and cohort growth measurements. Using data from these assessments, teachers are able to target interventions for students who need reading and math support.

### **Data Generating Tools:**

1. **STEP** (*Strategic Teaching and Evaluation of Progress*) is a developmental **literacy assessment** for grades K-3 which includes a set of tools tightly aligned with scientifically established milestones in reading development to follow individual student progress. STEP also provides a data management system that informs teachers and school leaders about the strengths and weaknesses of students in literacy. Teachers then target instruction to accelerate individual student progress. Teachers utilize formative STEP data throughout the year to target their reading instruction and ensure that students are making accelerated growth.
2. **NWEA MAP** (*Northwest Evaluation Association Measures of Academic Progress*) is a computer-based nationally-normed assessment that is given three times each school year to measure student's progress over time in **math and reading**. NWEA utilizes a mean RIT score which is an equal interval scale to measure student growth and achievement. The cohort scores indicate the percentage of students On Target, At Risk, and Well Below Target. Research-based, these computer adaptive interim assessments create individual assessments for each student and then quickly provides specific data to the teachers.
3. **I-Ready** is an adaptive curriculum program used thirty minutes each day by each student. This program contains a data management system which provides immediate, real-time data on each student's proficiency on **each English Language Arts standard**.
4. **MCA's** (*Minnesota Comprehensive Assessment*) are given once a year to third and fourth grade in **math and reading**. These state tests help WSS measure student progress toward Minnesota's academic standards and also meet the requirements of the Elementary and Secondary Education Act (ESEA). The annual results indicate the percentage of students who meet or exceed the standards, those who partially meet the standards, and those students that do not meet the standards. This data allows us to evaluate student progress.
5. **Interim Assessments** are standards-based teacher generated **math assessments** utilized to identify individual student proficiency on each standard taught. The assessment is administered individually at the

*kindergarten level but given as a whole group assessment in grades one through four. The assessment results enable teachers to measure student growth from the beginning of the year (BOY) to the end of the year (EOY).*

- 6. **Dreambox** is an adaptive math computer program used 30 minutes a day by students. The program provides immediate data in relation to the student's proficiency on each **math standard**. Teachers utilize the Dreambox Dashboard to further analyze student progress towards mastery of grade level standards.*

## **Part Three: System to Review and Evaluate Effectiveness of Instruction and Curriculum**

### **Instruction, Curriculum, and Student Outcomes:**

West Side Summit combines many instructional strategies and curricular interventions that provide opportunities for teachers to review their student outcomes and the effectiveness of instruction and curriculum as it pertains to those standards.

- 1. Through **STEP** training, teachers work collaboratively to develop positive literary interventions based on the student assessments generated through STEP.*
- 2. **UbD** (Understanding by Design) provides a framework for teachers for improving student achievement through development of better practices in unit, lesson, and assessment design. This approach helps teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities. All WSS teachers use UbD lesson plans.*
- 3. Mining data from STEP, NWEA MAP, i-Ready, Dreambox, and MCA's, teachers can evaluate the effectiveness of curriculum by standards and lessons. This allows teachers to target their instruction in math/reading.*

### **School Director Evaluation:**

West Side Summit Charter School adheres to Minnesota Statute 124.D10, Subd. 11(b) which outlines professional development requirements for Charter School Directors. This plan as dictated by the Board of Directors includes a comprehensive director evaluation with specific goals in the areas of academic excellence, professional development, finance, governance, and communication. This evaluation is in place and included in the West Side Summit 2013-2014 Annual Report.

## Teacher Evaluation:

West Side Summit opened its doors in the 2013-2014 school year. That year, teacher evaluation was conducted by the Director utilizing a teacher proficiency checklist. In absence of a permanent director, the development of a teacher evaluation system is in process. West Side Summit is committed to creating a model for Teacher Evaluation and will begin implementation during the 2014-2015 school year. The staff will utilize the Minnesota Department of Education's model, The Collaboration, Growth, and Evaluation Model: Overview of the State Model for Teacher Evaluation, to guide them as they implement during the remainder of the 2014-2015 school year. The completed model for West Side Summit will be presented to the Board of Directors and includes a rubric defining effective instruction, a system for feedback on instruction from a summative evaluator, and a system for continuous improvement to review and evaluate effectiveness of instruction and curriculum. It will meet all of the state requirements as outlined in the Minnesota Statute 124D.10Subd 8 for Charter Schools.

## **Part Four: Practices that Integrate Evidenced-based Strategies for: Improving Classroom Instruction, Articulate Curriculum, and Utilize Student Outcomes to Drive Curriculum**

**Improving Classroom Instruction:** WSS honors the school-wide CRED values at all times and in all classrooms: Community (We build trust, friendship, and community so everyone can succeed); Responsibility (We take responsibility for our actions and hold others accountable to their actions so everyone learns; Efficacy (We can learn anything we set our minds to and are always ready to learn something new); and Diversity (We strive to understand the people and ideas around us. When we know more about each other, we can work together). In addition to CRED values, the following practices and strategies will be utilized in every classroom to ensure student success:

1. ***Make Your Day:*** *This school-wide citizenship program promotes the development of internal locus of control in students by emphasizing human dignity, responsibility for one's actions, and an understanding that all actions result in consistent and reasonable consequences. These practices are expected to lessen the behavioral disruptions that interfere with student learning and are also expected to increase in our students a sense of empowerment around their own academic growth and potential.*
2. ***Responsive Classroom:*** *This research and evidence-based approach to education is associated with greater teacher effectiveness, higher student achievement, and improved school climate. It has been recognized by CASEL (Collaborative for Academic, Social, and Emotional Learning) as*

*one of the best designed, evidenced-based social and emotional learning programs. It is based on the notion that to be successful academically and socially, children need to learn a set of social and emotional skills that include cooperation, assertiveness, responsibility, empathy, and self-control.*

3. ***Innocent Classroom:*** *This teacher training program will help WSS teachers to go beyond the boundaries of cultural proficiency and cultural competency. Teachers will better understand the way our society has burdened our children – especially children of color – with the weights of low expectation, stereotypes, and negative narratives and how these barriers interfere with a teacher’s capacity to establish strong, productive relationships with children. This program will help teachers develop strategies that diminish the significance of these barriers, will help children rediscover the value of innocence, curiosity, and vibrancy, and will lead WSS to increased academic success.*
4. ***SIOP (Sheltered Instruction Observation Protocol):*** *The SIOP Model is a research-based and validated model of sheltered instruction that has been widely and successfully used across the U.S. for over 15 years. Professional development in the SIOP Model helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency.*

**Articulating Curriculum:** WSS utilizes a longer school day and year paired with a learning-centered culture to promote high achievement. 25% of the school day is computer-based curricula that adapts to the learning needs of each individual student. These programs provide targeted interventions in reading and math daily and generate achievement data that teachers use to further tailor instruction and interventions to individual student growth and progress. Data-driven instruction permits teachers to continuously adjust, adapt, and reshape curriculum according to student progress. The following practices and strategies are utilized at WSS:

1. ***Blended Learning:*** *25% of the daily curriculum utilizes computer-based individualized programs in reading and math (i-Ready and Dreambox). These programs provide targeted interventions, general achievement data, and dashboards so that teachers can further tailor interventions and instruction to individual students.*
2. ***Understanding by Design:*** *Training in UbD has provided teachers with a framework and tools that help them set clear learning goals, devise revealing assessments, and craft effective and engaging learning activities for standards-based curriculum. All lesson plans follow this framework.*
3. ***Sonday System and the Orton-Gillingham Approach:*** *WSS utilizes the Sonday System, a pure phonics curriculum which guides beginning reading, writing and spelling instruction, reading intervention, and instruction for English Language Learners (ELL). It is highly effective in the*

*Response to Intervention (Rtl) model, which is also integrated into WSS teaching strategies. The Orton-Gillingham Approach is language-based, multi-sensory, sequential, cumulative, cognitive, flexible, and is another strategy utilized at WSS.*

4. **Rtl Tiered Model:** *Teachers at WSS utilize the Rtl model of differentiated instruction. These intervention groups are created based on individual student data. These groups focus on specific standards and goals within these standards that need targeted practice and study by selected students.*
5. **Investigations (K-5 Math Curriculum)**

#### **Utilizing Student Outcomes to Drive Curriculum:**

1. **STEP (Strategic Teaching and Evaluation of Progress):** *STEP is a developmental literacy assessment which includes a set of tools aligned with scientifically established milestones in reading development so that student progress can be tracked. Teachers utilize this data to target reading instruction and to ensure that students are making accelerated growth.*
2. **NWEA MAP, Interim Assessments, i-Ready, and Dreambox:** *Individualized Student Formative Assessments are generated from each of these programs in math and reading so teachers continuously adapt, adjust, and redirect curriculum based on the student results and progress.*
3. **MCA Results in Math and Reading in Grade 3 and 4:** *West Side Summit opened its doors in 2013-2014 for Grades K-3 so the MCA was administered in the 2014 to just the third grade class. In 2014-2015, WSS added fourth grade so the MCA will be given to both third and fourth grade classes. Therefore, continuous individual student growth is difficult to measure until we have more years of data to utilize. However, this data gives us good systemic and curricular data.*

### **Part Five: Strategies for Improving Instruction, Curriculum, and Student Achievement**

**Enhance the ELL Program:** *Currently, our ELL students are served in the classroom through push-in services: differentiated instruction, targeted lessons, and data-driven instruction. An ELL teacher directs the program, the curriculum and the push-out instruction. In addition, a certified ELL teacher has been working on a consultation-basis with WSS, coaching, modeling, and providing professional development in the SIOP model.*

**Search for a Permanent Director:** *The WSS Director resigned in early August 2014, and a search for a permanent director continues. During the 2014-15 school year, the*

*school has been led by a part-time Interim Director and a part-time Interim Principal. It is our goal to have a permanent Director in place by the end of the 2014-2015 school year.*

**Provide Professional Development to All Staff:** *Continuous professional development is vital to the ongoing growth and improvement of teaching and learning at WSS. During the 2014-2015 school year, teachers will receive training and ongoing coaching in the following areas:*

1. **Innocent Classroom**
2. **STEP and Data Driven Instruction**
3. **Make Your Day**
4. **Responsive Classroom**
5. **SIOP**
6. **Math strategies**

*The present daily schedule and school year schedule make quality time for professional development difficult. A survey is being sent to families to gain input on the best option for creating more time in the schedule for teacher development. By the close of the 2014-2015 school year, we hope to establish quality times to incorporate more professional development within the 2015-2016 school year.*

## **Part Six: Annual Budget for World's Best Workforce Plan**

The largest financial obligation in this Workforce Plan will be the professional development that is needed in order for teachers to meet all parts of this plan. Approximately \$27,000 has been earmarked in the 2014-2015 budget for professional development.

## **Part Seven: District Reporting Calendar**

- The Summary of the Annual World's Best Workforce Plan will be posted on the school website each year.
- At fall conferences, a public meeting will be held so that parents can give feedback to the Workforce Plan.
- The Annual World's Best Workforce Plan will be submitted each September to the Board of Directors to review or revise where appropriate and to review school success in achieving the previously adopted Plan.
- An electronic summary of the WBWF Plan will be transmitted to the Commissioner of the Minnesota Department of Education each fall.

- WSS will periodically survey parents and staff about their connection to and level of satisfaction with the school. Results of this survey will be included in the summary report.

### **Part Eight: District Advisory Committee**

Utilizing the annual parent survey in the spring of 2015, a Parent Advisory Committee will be formed. This Committee will be actively involved in policies and practices at West Side Summit, including the WBWF Plan, Title I Program, and curricular and programmatic decisions.