Minnesota Department of

Education

2014-2015 World's Best Workforce Report Summary

District or Charter Name: West Side Summit (#4212-07)

Contact Person Name and Position   Karen Klinzing, Executive Director
                                                            kklinzing@westsidesummit.org
                                                            651-200-4543

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

This document serves as the required template for submission of the 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to MDE.WorldsBestWorkForce@state.mn.us.

Stakeholder Engagement

Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

➢ *www.westsidesummit.org*

   o   See "Annual Report 2014-15"

Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

➢ Saturday, October 24, 2015 10 AM Public Board meeting

➢ *Minutes for the Public Board meeting:*
   https://app.boardontrack.com/minutes/show/17966

District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

➢ *WSS Parent Advisory Committee 2014-2015*

Name	*Role*
Tesha Epting	*Parent*
Lourdes Gomez	*Parent*
Maria Gonzalez	*Parent*
Tania Villalobos	*Parent*
Jeannie DeLaCruz	*Parent/Staff*
Marisa Thomas	*Parent/Staff*
Patricia Weyandt	*Parent/Staff*

Goals and Results

[Note: Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results.]

	2014-2015 Goals	**2014-2015 Goal Results**
All Students Ready for Kindergarten	*All incoming Kindergarten students will be assessed using the STEP reading baseline assessment and Math Interim Assessment to determine Kindergarten readiness. 100% of Kindergarten students will score at at grade-level for Kindergarten within the first quarter of 2014-15.*	*Percentage of Kindergarten students who scored at a Kindergarten level on the STEP (Reading) and Math IA in Quarter 1 of 2014-15:* *MATH = 71.4%* *READING = 54%*
All Students in Third Grade Achieving Grade-Level Literacy	*90% of all third grade students will increase their "foundational reading skills" specifically in FLUENCY from below target level to on or above target level as measured by the STEP EOY.*	*Percentage of Third Grade students who scored at or above target level in FLUENCY on the EOY STEP assessment:* *FLUENCY = 64%*
Close the Achievement	*At least 90% of students below grade-level proficiency*	*Percentage of students who began the year below grade level on the NWEA MAP test in each grade:*

Gap(s) Among All Groups	*will achieve at least a 1.3 grade level growth in math and reading as measured by the NWEA MAP test (Percentage of Students who Met or Exceeded their Projected RIT)*	*READING* *K = 54%* *1 = 47%* *2 = 63%* *3 = 60%* *4 = 87%* *MATH* *K= 58%* *1 = 53%* *2 = 71.4%* *3 = 53%* *4 =81%* *Percentage of those below grade level students who achieved 1.3 grade levels of growth in math and reading on the NWEA MAP test:* *READING* *K = 46%* *1 = 25%* *2 =39%* *3 = 11%* *4 =73%* *MATH* *K =71%* *1 = 67%* *2 = 71.4%* *3 = 25%* *4 =80%*

All Students Career- and College-Ready by Graduation	*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.*	*Percentage of students participating in curriculum and assessments which measured on-track growth for college readiness.* *Curriculum = Common Core Standards* *Assessment = NWEA EOY* *Percentage of students on-grade-level track for reaching college ready benchmark:* *READING PERFORMANCE* *K= 52%* *1= 69%* *2= 10%* *3= 36%* *4=69%* *MATH PERFORMANCE* *K= 43%* *1= 40%* *2= 52%* *3= 60%* *4= 20%*
All Students Graduate	*90% of WSS students will be scoring at or above grade level on the NWEA MAP test on the EOY Math and Reading Assessments*	*Percentage of students scoring at or above grade level on the NWEA MAP EOY test:* *MATH* *K – 43%* *1 – 40%* *2 –40%* *3 – 50%* *4- 20%* *READING* *K –38%* *1 – 44%* *2 –71.3%* *3 – 53%* *4 - 66%*

Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

- ➢ *List and describe the district's needs that were identified at the start of the 2014-2015 school year, and the data the needs were based upon.*
    - o *Needs identified in 2014-15 included:*
        - ▪ *__Reading:__ Despite the fact that the percent of students proficient on the NWEA MAP test had doubled, a majority of students K-4 had ended the school year below grade level in reading on the NWEA. Strategies for addressing student performance in this area for 2014-15 included:targeting specialized student needs with small group guided reading instruction and individualized/customized adaptive computer programs on i-Ready. Also, the team identified a need to increase foundation reading skills of students in phonics, vocabulary and reading instruction. Implement Sonday System, a Phonics system based on the Orton-Gillingham Approach, in all classrooms. Use data to form intervention groups following RtI model= 3-6 students based on data which show students who struggle in the same areas. Customize instruction to needs of the students*
        - ▪ *__Math:__ On the NWEA MAP assessment students K-4, students grew a minimum of 5 points in each grade level, all grade levels ended the year below the grade level mean. The team identified that students need a better foundation in the math facts by committing them to memory. Additionally, the team identified that the students need to improve their reading comprehension to be able to tackle the problem solving that is mostly assessed via "word problems" on assessments. Students need to commit math facts to memory and students will learn the vocabulary of math to improve their reading comprehension of story problems. Small group interventions will be used to customize instruction to meet student's specialized needs. Also, staff will receive professional development in best practices for improving students' grasp of basic math facts as well as math vocabulary. Supplementary mathematics curriculum will be provided to teachers to augment the Math Investigations curriculum.*
        - ▪ *__Student Culture:__ Parents, teachers and administrators families identified a need for a consistent and positive behavior management culture as a need for the school. The school implemented Make Your Day (MYD) to improve school culture and student engagement in 2014-2015 . The school team's goal was to reduce referrals to the school office for behavior and conduct issues.*

Systems, Strategies and Support Category

Students
- ➢ *Describe the support offered to students during the 2014-2015 school year to meet the goals:*
  - o *Include the process for assessing and evaluating student progress toward meeting state and local academic standards. West SIde Summit assesses student progress in academics using the following assessments:*
    - ▪ *Quarterly, teacher -developed MATH Interim Assessments (IA's) which are state standards based.*
    - ▪ *NWEA MAP in the Fall, Winter and Spring in Math and Reading for all grades K-4*
    - ▪ *STEP literacy assessments are an ongoing assessment conducted by teachers*
    - ▪ *Computer adaptive assessments (i-Ready for Reading, Dreambox for Mathematics) K-4*
    - ▪ *MCA Math, Science and Reading data are analyzed annually*
    - ▪ *Individualized formative assessments of student progress are-ongoing in each classroom via adaptive-computerized assessments for math (DREAMBOX) and reading (i-Ready, IXL and Lexia)*
  - o *Include the process to disaggregate data by student group.*
    - ▪ *Data is disaggregated by student proficiency on standards within subject areas in order to form small group customized instruction.*
    - ▪ *In addition, using WIDA scores and other school-based data, students are grouped into subgroup by ELL status to determine what augmented instruction is needed to meet their instructional needs in the area of language development.*
    - ▪ *Data is also disaggregated to review student progress of students who start behind grade level versus those who perform Students are disaggregated by the percent who were below grade level at the beginning of the school year and*
    - ▪ *Include key indicators of progress to demonstrate evidence of implementation.*
  - o *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*
    - ▪ *Reading*
      - ● *Implement Benchmark reading curriculum school-wide to provide student more exposure to grade level appropriate college-preparatory reading skills.*
      - ● *K-2 phonics instruction. Teachers will implement SONDAY to increase student understanding in Phonics.*
      - ● *Grades 3-5 will focus on reading foundation skills in the areas of vocabulary and reading comprehension.*

- *Math*
  - *Increase teaching focus on the vocabulary of mathematics in each classroom to improve student performance on mathematics problem solving.*
  - *Augment the Math Investigations curriculum with other curriculum that helps students to understand the math standards.*

Teachers and Principals
- ➢ *Describe the support offered to teachers and principals during the 2014-2015 school year to meet the goals.*
  - o *Include the system to review and evaluate the effectiveness of instruction and curriculum, including teacher and principal evaluations.*
    - *TEACHERS*
      - *Teachers set smart goals and were evaluated once by the school administrator according to the STATE MODEL Charlotte Danielson rubric.*
      - *Additionally each teacher participated in a peer review evaluation.*
      - *Include key indicators of progress to demonstrate evidence of implementation.*
      - *This was a new procedure and rubric for the school in its second year of operation. Full participation was considered to be a positive measure of progress. Full participation was achieved.*
      - *A lead teacher was identified to help lead teacher practice.*
    - *PRINCIPAL*
      - *The school's principal position also serves as the school's executive director/superintendent.*
      - *The school had an interim director for the 2014-15 school year. Due to the transitory nature of the person fulfilling the duties of the Director position, a principal evaluation was not done.*
      - *A 2013-14 director evaluation for a director previous to the interim director did take place at the completion of the 2013-14 school year.*
  - o *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*
    - *Teacher establishment of SMART Goals.*
    - *Evaluation of each teacher according to the SMART Goals and STATE MODEL Charlotte Danielson rubric.*
    - *Completion of a search for a permanent school Director.*

District

➢ *Describe the support offered at the district level during the 2014-2015 school year to meet the goals.*

    o *Include the district practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture.*

- ▪ *HIGH QUALITY INSTRUCTION SUPPORTS*
  - ● *3 full weeks of high quality professional development at the beginning of the school year in the following areas:*
    - o *Smart Goals Training (February 2015)*
    - o *Mathematics professional development (Spring 2015)*
    - o *4 full days of Responsive Classroom (August 2015)*
    - o *2 full days of systems and frameworks planning for responsive school operations like buses, lunches, hallways and more (August 2015)*
    - o *2 full days of Benchmark Literacy training by Benchmark experienced literacy coaches (August 2015)*
    - o *Curriculum Mapping (August and September 2015)*
- ▪ *RIGOROUS CURRICULUM*
  - ● *West Side Summit benchmarks school expectations, curriculum and data analysis to college readiness in each grade level.*
  - ● *Benchmark literacy*
- ▪ *TECHNOLOGY: West Side Summit is a blended learning school. Students spend 90 minutes per day completing computer adapted on-line curriculum.*
  - ● *Students spend 30 minutes of their online time in Mathematics using Dreambox or IXL, 30 minutes of their online time in Reading using i-Ready, IXL or Lexia.*
  - ● *Students spend an additional 30 minutes daily on the computer for World Language using Mango Languages, or for a Typing Program through PBS kids online.*
  - ● *The Math and Reading online programs both assess students using a computer adaptive platform.*
- ▪ *COLLABORATIVE PROFESSIONAL CULTURE*
  - ● *Teaching professionals organize into one or two professional groups for curriculum planning and data discussions.*
  - ● *Teaching professionals, when in two groups, organize into grade level groups according to K-2 and 3-5.*
  - ● *They work together to plan community school gatherings, discuss data K-5 and to plan curriculum and schedules according to the data reviewed.*
  - ● *Teachers engaged in at least ONE peer observation for the 2014-15 school year.*
  - ● *Teachers are provided collaboration time at least once a month in the form of paid time off (professional development day).*

- o *Include key indicators of progress to demonstrate evidence of implementation.*
  - *A teacher survey was conducted by a consultant in June 2014.*
    - o *"Calm and Orderly Environment was a strength of the school with scores between 4.75 and 5 out of 5.*
    - o *Priorities for the school's development identified in the survey include:*
      - *Clarifying and increasing consistency in classroom culture and management systems; an area in which scores averaged 3.75 out of 5*
      - *Clarifying expectations and increasing consistency for rigor and accountability for students' independent study time which scored a 3.5/5 on this survey.*
      - *Create onboarding and ongoing experiences that will establish and reinforce identity and culture," which are priorities which came from:*
        - *One of the lowest scores in the survey was 2.5 for "Our staff members feel comfortable raising questions, doubts and feelings about change." AND*
        - *A 2.3 for "Our Staff receive regular, actionable feedback that helps them reach goals."*
  - *In June of 2015 a survey was conducted of teachers to identify the PD needs they felt they had. The following priorities were gleaned from the results of this survey. Most teachers saw the highest needs for PD in:*
    - o *Literacy Instruction*
    - o *Math Instruction*
    - o *Responsive Classroom (or other positive behavioral cultures)*

Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.

1. The focus for the TECHNOLOGY in 2014-15 was the full implementation and use of the blended learning model using i-READY (reading) and DREAMBOX (math) to customize and individualize instruction to achieve the SMART GOALS in the areas of….
2. The focus for RIGOROUS CURRICULUM was the implementation of instructional strategies to improve student understanding of phonics, vocabulary development, reading of word problems in math and memorization of math facts….
3. The focus for HIGH QUALITY INSTRUCTION in 2014-15 was the establishment of smart goals aligned to the Rigorous CURRICULUM focus on phonics, vocabulary, reading comprehension and math facts. Instructional attention to the SMART GOALS were then observed and assessed via the new teacher evaluation system ….
4. The focus in PROFESSIONAL CULTURE was development of teacher evaluation system in collaboration with the teachers. In 2014-15 the school focussed on ***clarifying and increasing***

consistency in classroom culture and management by establishing a teacher evaluation protocol. The protocol includes:

- establishment of SMART GOALS by every teacher and the whole school
- regular data meetings about SMART GOALS
- a peer evaluation utilizing the STATE MODEL rubric (Charlotte Danielson)
- an evaluation of each teacher by the principal/director

Equitable Access to Excellent Teachers

[Note: Review the information below. **Districts do not need to report information in this section at this time.**]

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field teachers. On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long-term needs for improving equitable access of all students to great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

From MDE's data review, the following statewide equity gaps surfaced:
- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
- Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
- Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
- Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low-income families and students of color, have equitable access to teachers and principals who can help them reach their potential. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.