



School Improvement (SI) Plan

Contact Information

Charter Information	Phone, Fax, Email
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Stakeholder Engagement and Communications Plan

Communication with stakeholders is key to the success of West Side Summit and our Improvement Plan. Our families, staff, students and Board members need to have timely, accurate information about our challenges so they can play active, educated roles in bringing about our future successes.

When will the communication take place	What is the message	Who is the audience	How will it be communicated
Monthly	Public Board Meeting -discuss relevant data, challenges, and strategies for improvement -review impact of implemented strategies	-Board members -Authorizer -members of the public	Meeting
Monthly	Academic Excellence Committee Meeting -discuss relevant data, challenges, and strategies for improvement -review impact of implemented strategies	-Board members -School leadership	Meeting
Monthly	WSS Messenger -news and updates	-Board members -families -students -members of the public	Newsletter
Quarterly	Progress Reports -student-specific information about progress towards academic goals -student-specific comparative proficiency	-families -students	Mailed reports
11/15/18	Annual Meeting -identification as T.S.I. school -discuss relevant data, challenges, and strategies for improvement	-families -students -teachers -Board members	Meeting
11/14-16/18	Parent-Teacher Conferences -student-specific information about progress towards academic goals -student-specific comparative proficiency -collective problem-solving to meet student needs	-families -students -teachers	Meetings & phone calls
12/16/18	Parent Committee Meeting -discuss relevant data, challenges, and strategies for improvement	-families	Meeting
1/7-11/19	Student 1:1 Conferences -student-specific comparative proficiency and progress -goal-setting	-students	1:1 Meetings
TBD, 2019	Parent Committee Meeting -discuss impact of implemented strategies -discuss strategies for improvement	-families	Meeting
3/20-21/19	Parent-Teacher Conferences -student-specific information about progress towards academic goals -student-specific comparative proficiency -collective problem-solving to meet student needs	-families -students -teachers	Meetings & phone calls
TBD, 2019	Annual Meeting	-families -students -teachers -Board members	Meeting

School Improvement Strategy(ies)--Summary

Strategy #1	<input checked="" type="checkbox"/> The strategy is an Evidence-Based Practice (EBP): <i>https://ies.ed.gov/ncee/wwc/PracticeGuide/2</i>
The Strategy we are going to implement is...	assist students struggling with mathematics through strategic intervention (RtI)
...to address this Root-Cause	many students are significantly behind grade level in math
Which will help us meet this student outcome Goal*	The three year average for overall math proficiency based on the Minnesota Comprehensive Assessments at West Side Summit will increase from 22.06% to 25.06% by 2021.

#2	<input checked="" type="checkbox"/> The strategy is an Evidence-Based Practice (EBP): <i>https://eric.ed.gov/?id=ED562089</i>
The Strategy we are going to implement is...	train and support teachers in the implementation of a research-based, standards-aligned math curriculum
...to address this Root-Cause	math curriculum was either not used or implemented by teachers without training in the curriculum
Which will help us meet this student outcome Goal*	The three year average for overall math proficiency based on the Minnesota Comprehensive Assessments at West Side Summit will increase from 22.06% to 25.06% by 2021.

Plan for Strategy #1

Strategy #1: West Side Summit will provide strategic intervention to assist students struggling with math (Rtl).

Root-Cause: This intervention will help address the learning needs of the many students who are currently performing significantly behind grade level.

Goal: The three year average for overall math proficiency based on the Minnesota Comprehensive Assessments at West Side Summit will increase from 22.06% to 25.06% by 2021.

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
				u	e	c	o	e	a	e	a	p	a	u	u	
				g	p	t	v	v	n	b	r	r	y	n	l	
				.	t	.	.	.	.	.	h	i		e	y	
Develop math intervention position description.	R.N.	Completed Description	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.1.19
Post position.	R.N.	Visible online	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.15.19
Interview candidates.	R.N. S.H. M.N.	Interviews	Time, space, interview questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	ASAP
Offer position.	S.H	Candidate acceptance	Funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	ASAP
Orient interventionist.	R.N. M.N.	N/A	Schedule, space, resources, roster	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ASAP or August '19
Prioritize student need.	TBD	Intervention roster	NWEA and MCA scores	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ASAP or Aug. '19
Begin intervention.	TBD	Students receiving services	TBD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ASAP or Sept. '19
Ongoing progress monitoring.	TBD R.N.	Formative and summative assessment data	TBD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	once intervention begins

Progress Toward Goal #1: To be completed in June, 2020.

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- How has student achievement been impacted? What is the evidence?
- How will implementation be adjusted and/or supported moving into the next year?

Plan for Strategy #2

Strategy #2: West Side Summit will train and support teachers in the implementation of a research-based, standards-aligned math curriculum.

Root-Cause: In past years, math curriculum was either not utilized or implemented by teachers without training in the curriculum

Goal: The three year average for overall math proficiency based on the Minnesota Comprehensive Assessments at West Side Summit will increase from 22.06% to 25.06% by 2021.

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
				u	e	c	o	d	a	e	a	p	a	u	u	
				g	p	t	v	e	n	b	r	r	y	n	l	
				.	t	.	.	.	.	.	h	i		e	y	
Identify a high research-based, standards-aligned math program.	S.H. L.M. M.N.	Curricular program identified	research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6.15.18
Schedule professional development.	R.N. S.H.	Scheduled	calendar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	7.30.18
Conduct professional development.	external trainers	exit surveys	Time, space, curricular materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ongoing
Ongoing implementation monitoring.	R.N.	classroom observations	time	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ongoing

Progress Toward Goal #2: *To be completed in June, 2020.*

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- How has student achievement been impacted? What is the evidence?
- How will implementation be adjusted and/or supported moving into the next year?