



## 2016-17 World's Best Workforce Report Summary

District or Charter Name: West Side Summit Charter School

Grades Served: K-6

Contact Person Name and Position: Sarah Hanson, Executive Director

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 year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing this summary, please feel free to email [MDE.WorldsBestWorkforce@state.mn.us](mailto:MDE.WorldsBestWorkforce@state.mn.us) or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

### 1. Stakeholder Engagement

#### 1a. Annual 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.]

➤ <http://westsidesummit.org/about/>

#### 1b. 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.]

- Provide the date of the school board annual public meeting to review progress from the 2016-17 school year.
  - o Saturday, August 13, 2016

### 1c. 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.]

- Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District
Karen Klinzing	Staff
Sarah Hanson	Staff
Brooklyn Petrich	Staff
Abigail Hendricks	Staff
Melanie Niewendorp	Teacher
Jessie Topp	Parent
April Weyandt	Parent
Cassandra Rahn	Teacher

## 2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. 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 or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

### 2a. All Students Ready for School

Goal	Result	Goal Status
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*All incoming Kindergarten students will be assessed using the STEP reading baseline assessment and Math Interim Assessment to determine Kindergarten readiness. 90% of Kindergarten students will score at grade-level for Kindergarten within the first quarter of 2015-16 for Reading and Mathematics.*

**% Testing at grade level norm for KINDERGARTEN**

	<i>Reading (STEP)</i>	<i>Math (WSS IA)</i>
<i>2015-16</i>	<i>70%</i>	<i>N/A</i>

*Check one of the following:*

- Goal Met*
- Goal Not Met*
- Goal in Progress (only for multi-year goals)*
- District/charter does not enroll students in Kindergarten*

## 2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>90% of continuously enrolled third graders will be on grade level or at STEP 12 by the end of grade 3 on the STEP assessment.</p>	<p>Third Graders at or above STEP 12 on the STEP literacy assessment</p> <p style="text-align: center;"><b>11 out of 32 = 34%</b></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

## 2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status																											
<p>At least 90% of students below grade-level proficiency will achieve at least a 1.3 grade level growth in math and reading as measured on the NWEA MAP test.</p>	<p>NWEA - Reading</p> <table border="1" data-bbox="727 1096 1213 1843"> <thead> <tr> <th></th> <th>% who began the year below grade level on the NWEA MAP test</th> <th>% below grade level students who achieved 1.3 grade levels of growth</th> </tr> </thead> <tbody> <tr> <td><b>K</b></td> <td>63%</td> <td>60%</td> </tr> <tr> <td><b>1</b></td> <td>58%</td> <td>43%</td> </tr> <tr> <td><b>2</b></td> <td>76%</td> <td>31%</td> </tr> <tr> <td><b>3a</b></td> <td>34%</td> <td>56%</td> </tr> <tr> <td><b>3b</b></td> <td>59%</td> <td>75%</td> </tr> <tr> <td><b>4</b></td> <td>66%</td> <td>59%</td> </tr> <tr> <td><b>5</b></td> <td>46%</td> <td>78%</td> </tr> <tr> <td><b>6</b></td> <td>67%</td> <td>60%</td> </tr> </tbody> </table>		% who began the year below grade level on the NWEA MAP test	% below grade level students who achieved 1.3 grade levels of growth	<b>K</b>	63%	60%	<b>1</b>	58%	43%	<b>2</b>	76%	31%	<b>3a</b>	34%	56%	<b>3b</b>	59%	75%	<b>4</b>	66%	59%	<b>5</b>	46%	78%	<b>6</b>	67%	60%	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>
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<i>NWEA - Math</i>		
	<i>% who began the year below grade level on the NWEA MAP test</i>	<i>% below grade level students who achieved 1.3 grade levels of growth</i>
<b>K</b>	58%	53%
<b>1</b>	26%	77%
<b>2</b>	45%	29%
<b>3a</b>	53%	30%
<b>3b</b>	47%	45%
<b>4</b>	86%	7%
<b>5</b>	75%	30%
<b>6</b>	83%	56%

**2d. All Students Career- and College-Ready by Graduation**

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>										
<i>90% of WSS students will be scoring at or above grade level on the NWEA MAP test on the EOY Math and Reading Assessments</i>	<p><i>Percentage of students scoring at or above grade level on the NWEA MAP EOY test:</i></p> <p><b>READING</b></p> <table border="1"> <tbody> <tr> <td><b>K</b></td> <td>37%</td> </tr> <tr> <td><b>1</b></td> <td>42%</td> </tr> <tr> <td><b>2</b></td> <td>24%</td> </tr> <tr> <td><b>3a</b></td> <td>66%</td> </tr> <tr> <td><b>3b</b></td> <td>41%</td> </tr> </tbody> </table>	<b>K</b>	37%	<b>1</b>	42%	<b>2</b>	24%	<b>3a</b>	66%	<b>3b</b>	41%	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>
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**2e. All Students Graduate**

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>														
<p><i>90% of WSS students will be in attendance and engaged at school throughout the school year.</i></p>	<p><i>Attendance 2016-17 Daily attendance has remained in the 90th percentile.</i></p> <table border="1"> <tr> <td><i>September</i></td> <td><i>95%</i></td> </tr> <tr> <td><i>October</i></td> <td><i>95%</i></td> </tr> <tr> <td><i>November</i></td> <td><i>93%</i></td> </tr> <tr> <td><i>December</i></td> <td><i>91%</i></td> </tr> <tr> <td><i>January</i></td> <td><i>94%</i></td> </tr> <tr> <td><i>February</i></td> <td><i>94%</i></td> </tr> <tr> <td><i>March</i></td> <td><i>93%</i></td> </tr> </table>	<i>September</i>	<i>95%</i>	<i>October</i>	<i>95%</i>	<i>November</i>	<i>93%</i>	<i>December</i>	<i>91%</i>	<i>January</i>	<i>94%</i>	<i>February</i>	<i>94%</i>	<i>March</i>	<i>93%</i>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>
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	April	94%	
	May	96%	
	June	92%	
	Overall Average	94%	

### 3. 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 2016-2017 school year and the data the needs were based upon.*
  - *Include only the key data used to determine identified needs and limit response to 300 words.*
  - *Bulleted points are welcome and appreciate.*
    - o *Academic scores must increase. The position of Dean of Teaching and Learning was developed during the 16-17 school year in order to provide teachers with more direct learning opportunities.*
    - o *Academic Needs identified*
      - *Students need to be exposed to curriculum*
      - *Teachers need to use NWEA MAP growth data and reports to personalize student learning.*
      - *Invest in an online math program that tracks student progress during the extended school time more effectively.*
    - o *School - community Needs*
      - *Staff need a collective definition of college readiness and need to be able to identify the key indicators that will lead toward that readiness.*
      - *Ensure staff have the language and the space to discuss race, privilege and the achievement gap.*
      - *Ensure teachers are set up in order to build strong classroom communities.*
      - *Reduce the number of visits to the office for many students, including frequent visitors.*
      - *Leverage the high family involvement*
      - *Ensure that all staff collect needed data in a uniform, effective and efficient manner.*
    - o *Include only the key data used to determine identified needs.*
- Limit response to 200 words.*

- *Students are showing great potential to grow on NWEA MAP assessments in Math and Reading. WSS needs to leverage that growth potential for an even higher number of its students.*
- *Over 90% of families attend family engagement events and conferences regularly. WSS needs to increase student engagement in class and should leverage this high family engagement to work with families to engage students in class even more and in office visits for discipline even less.*

## 4. Systems, Strategies and Support Category

### 4a. Students

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
  - *Process to disaggregate data by student group.*
    - *The school board reviews data monthly at its board meetings.*
    - *Teachers and the administrator review data quarterly to determine student growth progress and troubleshoot. Data reviewed by the administrator and each individual teacher includes*
      - *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-6*
      - *STEP literacy assessments K-3*
      - *Computer adaptive assessments (Lexia for Reading, IXL for Math) K-6*
    - *MCA Math, Science and Reading data are analyzed semi-annually (OLPA*
    - *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)*
  - *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.*

- **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 and an agreed upon sight word list.
  - Grades 3-6 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.
  - Increase teacher use of math fact practice with students K-6.
  - Augment the Math Investigations curriculum with other curriculum that helps students to understand the math standards.

#### 4b. Teachers and Principals

- Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.
  - System to review and evaluate the effectiveness of
    - Instruction
    - Curriculum
    - Teacher evaluations
    - Principal evaluations
  - System to review and evaluate the effectiveness of **INSTRUCTION** and **CURRICULUM**
    - At least monthly, the teacher leader, school dean of instruction, operations director and executive director which make up the school leadership team, review the teacher data walls as well other available summative data, specific and general observation data. The leadership team makes recommendations and implementation plans for adjusting instructional methods or curriculum implementation.
  - System to review and evaluate the effectiveness of **TEACHERS**
    - Teachers set smart goals and are evaluated once a year by the school administrator according to the STATE MODEL Charlotte Danielson rubric.
    - Additionally each teacher participates in a peer review evaluation.
    - Key indicators of progress to demonstrate evidence of implementation.
      - Every teacher will have an evaluation completed by the administrator by May 1 of each school year.
      - The Dean of Teaching and Learning will meet with teachers on a bi-weekly basis as they work to improve their teaching practice.
  - System to review and evaluate the effectiveness of **PRINCIPAL**
    - The school's principal position also serves as the school's executive director/superintendent.

- o *The school had an interim director for the majority of the 2016-17 school year. Due to the transitory nature of the person fulfilling the duties of the Director position, a principal evaluation was not done.*
- o *A 2017-2018 director evaluation will take place in May/April of 2018. The board plans to conduct these evaluations annually.*

#### 4c. District

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
  - o *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
    - *Technology*
    - *Collaborative professional culture*
  - o **HIGH QUALITY INSTRUCTION SUPPORTS**
    - **3 full weeks of high quality paid professional development at the beginning of the school year in addition to one day per month in the following areas:**
      - o *Smart Goals Training*
      - o *Mathematics professional development*
      - o *Data Analysis*
      - o *Responsive Classroom*
      - o *Responsive school operations rubrics*
      - o *Lexia training*
      - o *Curriculum Mapping in all four subjects*
  - o **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 online curriculum.*
      - *Students spend 30 minutes of their online time in Mathematics using IXL, 30 minutes of their online time in Reading 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 professional groups*
        - o *organize into one or two professional groups for curriculum planning and data discussions.*

- o *plan community school gatherings, discuss data K-6 and to plan curriculum and schedules according to the data reviewed.*
- o *engage in at least ONE peer observation each school year.*
- o *meet at least once a month in the form of paid time off (professional development day).*

## 5. Equitable Access to Excellent 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 excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
  - o *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
    - *Include how the district reviews data to examine the equitable distribution of teachers.*
  - o *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*

*During the 2016-2017 school year, at West Side Summit, 90% of our students qualified for free or reduced lunch. Twenty three percent were receiving English Language Learning services. Eighty eight percent of students were from minority backgrounds. Given these percentages and our small learning community (160 last school year) it is ABSOLUTELY necessary to have excellent teachers in EVERY classroom.*