

2017-18 WBWF Report

District or Charter Name: West Side Summit Charter School

Grades Served: K-7

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Annual Report

WBWF Requirement: 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.

A & I Requirement: Districts must post a copy of their A & I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

∅ Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

<http://westsidesummit.org/about/>

∅ Provide the direct website link to the A & I materials. N/A

Annual Public Meeting

WBWF Requirement: 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.

A&I Requirement: The public meeting for A & I is to be held at the same time as the WBWF annual public meeting.

∅ Provide the date of the school board annual public meeting to review progress on the WBWF plan (and A&I plan for participating districts) for the 2017-18 school year.

November 17, 2017

District Advisory Committee

WBWF Requirement: 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 2017-18 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	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Sarah Hanson	Staff	
Patricia Weyandt	Staff	
Melanie Niewendorp	Teacher	
Chiaki Dzieweczynski	Parent	
Cassandra Rahn	Teacher	
Makayne Tulgren	Lead Paraprofessional	

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

Ø Equitable Access to Experienced, Effective, and In-Field Teachers

o Who is included in the conversations to review equitable access data and when do these occur?

o What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?

o What are the root causes contributing to your gaps?

o What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?

During the 2017-2018 school year, at West Side Summit, 85% of our students qualified for free or reduced lunch. Twenty percent were receiving English Language Learning services. Eighty eight percent of students were from minority backgrounds. Given these percentages and our small learning community (165 last school year) it is ABSOLUTELY necessary to have excellent teachers in EVERY classroom. While our size and demographic makeup mean that all of our students have equal access, we have taken the following steps to ensure all students have access to excellent teachers:

- *WSS has a robust leadership team that ensures diverse perspectives are included in decision making around staffing and staff development.*

- *WSS invests significantly and strategically in the development of our teaching staff. While many of our teachers are relatively new to the profession, we implement a development plan that provides significant individual observation and coaching time.*
- *WSS implements professional learning communities to provide regular opportunities for our less experienced teachers to learn from the expertise of our experienced teachers.*
- *WSS implements data driven instruction, including school-wide data analysis days that support all of our staff in identifying where gaps exist and develop plans to close these gaps.*
- *All WSS teachers are currently working in their licensure field.*

∅ Access to Diverse Teachers

o What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?

o What efforts are in place to increase the diversity of the teachers in the district?

WSS recognizes the inherent value of a diverse teaching staff, and strives to provide students with access to teachers from communities and backgrounds similar to their own.

This is an area we are constantly working to improve through a variety of efforts:

- *WSS leverages our WSS families and staff to connect us with excellent teachers from their communities.*
- *WSS directly seeks out highly qualified teacher applicants from licensure programs that specifically recruit teachers from diverse backgrounds, including Teach for America and the Urban Education program at Metro State University.*
- *WSS offers and encourages unlicensed educational assistants to participate in Grow Your Own programs to become licensed teachers.*
- *WSS works directly with teachers from diverse backgrounds and licensure authorities to support teachers in achieving licensure.*

Goals and Results

Goal 1: All Students Ready for School

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 2017-18 for Reading and Mathematics.

Strategies and Initiatives during the 17-18 School Year to meet this goal included:

- 1. All incoming WSS scholars are “baselined” using the STEP assessment.*
- 2. Teachers use ongoing assessment data to adjust instruction.*
- 3. District staff use assessment data to assist in choosing professional development (PD) for teachers and staff.*
- 4. Baseline STEP and interim assessment data was not disaggregated by student groups, but will be in the future.*
- 5. Multiple WSS staff support assessing kindergarten readiness in addition to the classroom teacher.*
- 6. We are working towards earlier identification of students who demonstrate a lack of kindergarten readiness so immediate interventions can be implemented.*
- 7. We provide kindergarten families with orientation to kindergarten in a smaller group.*
- 8. District staff have developed a strong scope and sequence for kindergarten for all of the core subject areas.*
- 9. Kindergarten students are prioritized to receive targeted academic intervention beginning in the 2018-2019 school year.*
- 10. District staff have compiled a list of culturally relevant read aloud books that have been purchased and will be utilized during the 18-19 school year.*
- 11. The kindergarten teacher uses a remind text messaging application to keep parents more quickly and consistently up to date on their academic progress throughout the school year.*

Progress Made toward this Goal

- *We are not on track to meet this goal.*
- *53% of students that took the STEP Reading assessment during the first quarter of the school year were on grade level during 17-18. This was a decrease from the school year prior.*
- *54% of students that took West Side Summit’s math interim during the first quarter of the school year were on grade level. Data was not available for this goal the year prior.*

STEP LEVEL Achievement (Grade Level Achievement)		'15-'16 Num.	'15-'16 %	'16-'17 Num.	'16-'17 %	'17-'18 Num.	'17-'18 %
K	STEP 3	13/30	43%	7/19	37%	11/15	73%
1	STEP 6	10/26	38%	12/26	46%	1/14	7%
2	STEP 9	11/40	28%	7/21	33%	8/19	42%
3	STEP 12	6/24	25%	11/30	37%	10/25	40%
	Overall		33.5%		38%		40%

Goal 2: All Students in Third Grade Achieving Grade-Level Literacy

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.

Strategies and Initiatives during the 17-18 School Year to meet this goal included:

- 1. WSS uses the STEP assessment to determine student grade level proficiency. STEP data was not disaggregated by student groups, but will be in the future.*
- 2. Students receive high quality, standards-aligned, direct instruction in reading to increase STEP level.*
- 3. Students who are not on track to meet this goal receive regular, frequent, targeted intervention services from a licensed teacher to support accelerated reading development.*
- 4. Intervention data is tracked and reported to parents regularly. Students are assessed on the STEP assessment on a rolling basis so growth can be regularly measured.*
- 5. critical review of our literacy data during our back-to-school teacher professional development time in August*
- 6. a thorough review of our school literacy plan relative to the student data on their progress toward literacy*
- 7. Continued use of a basal reader core curriculum literacy program called Benchmark Literacy as it pertains to the pacing guides*
- 8. deployment of school resources to support teachers in understanding new, research based literacy interventions*

9. more frequent data-driven decision making conferences with the school literacy consultant every 4-8 weeks
10. Weekly observations and feedback meetings for all teachers through the leadership of a master teacher and coach
11. More frequent peer-to-peer observations
12. Implementation of PLC's with literacy by grade 3 as the goal
13. Continued and more refined/structured implementation of the Child Find process
14. The creation of reading checklists for grades K-8, designed specifically for West Side Summit. The reading checklists outline what skills students need to learn next in their literacy development path, empowering the teacher to give individual instruction to every child at every moment in their literacy path by reading a simple checklist.

Progress Made toward this goal

- We are not currently on track to meet this goal.
- 37% of third graders scored on grade level based on the STEP literacy assessment. This number dropped by about 10% from the prior school year.

ALL STUDENTS											
STEP LEVEL Achievement (Grade Level Achievement)		'14-'15 Num.	'14-'15 %	'15-'16 Num.	'15-'16 %	'16-'17 Num.	'16-'17 %	'17-'18 Num.	'17-'18 %	'18-'19 Num.	'18-'19 %
K	STEP 3	16/24	67%	13/30	43%	7/19	37%	11/15	73%	?/19	
1	STEP 6	12/38	32%	10/26	38%	12/26	46%	1/14	7%	?/16	
2	STEP 9	4/19	21%	11/40	28%	7/21	33%	8/19	42%	?/11	
3	STEP 12	7/17	41%	6/24	25%	11/30	37%	10/25	40%	?/22	
	Overall		40%		33.5%		38%		40%		
CONTINUOUSLY-ENROLLED 3rd Graders											
	STEP 12	'17-'18 Num.	6/16	'17-'18 %	37	'18-'19 Num.	TBD	'18-'19 %	TBD		

Goal 3: Close the Achievement Gap(s) Among All Groups

By the conclusion of school-year 2018-2019, the proficiency rate for English Learners who have been at WSS for at least two years will be no less than 30%.

Strategies and Initiatives during the 17-18 School Year to meet this goal included:

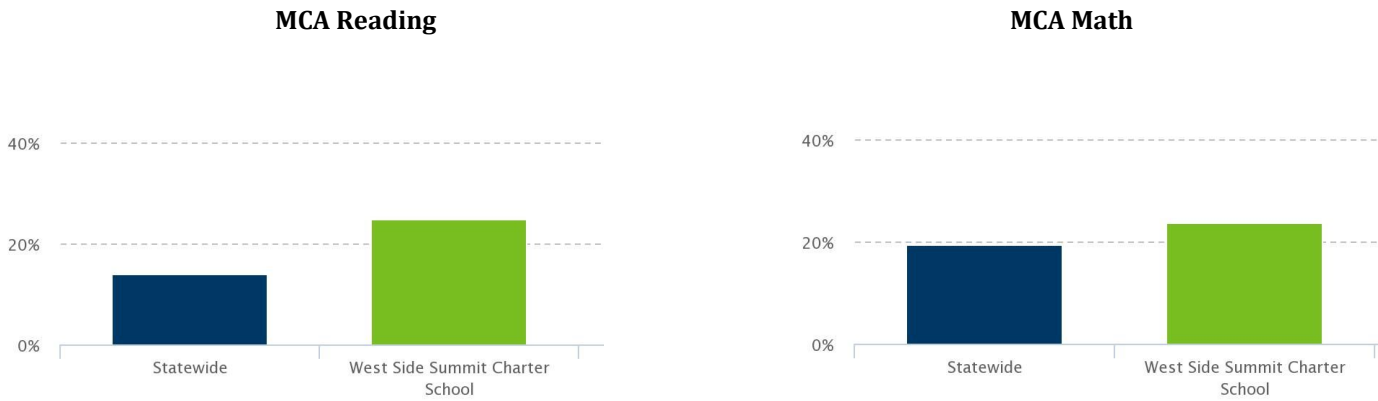
1. In-depth training on curricular programs in math and reading
2. Differentiated online learning tools (ALEKS, IXL, LEXIA, MAP SKILLS)
3. Weekly teacher observations
4. Weekly one-on-one teacher coaching session
5. Targeted small-group intervention in reading and math
6. All reading and math taught by licensed, trained, reading and math teachers
7. Structured differentiation based on student need (3 tracks -- 1) Intervention Track, 2) Regular track, and 3) Accelerated track
8. Teacher handbook development
9. Increase cultural relevance through curated book lists
10. Training on and implementation of curriculum maps and reading checklists in K-4
11. Adoption and book study: CHAMPS - A Proactive and Positive Approach to Classroom Management (by Safe and Civil Schools)
12. Weekly Professional Learning Community meetings with grade band team
13. Restorative Practices - Phase 1 -- Begin circles with staff and promote circles with students. Action planning around the strategic plan

Progress Made toward this goal

- We are on track to meet this goal.
- 22.2% of English language learner students were proficient in Reading as measured by the MCA in the 2016-2017 school year.
- 25% of English language learner students were proficient in Reading as measured by the MCA in the 2017-2018 school year.
- This proficiency is increasing.

ALL ENGLISH LEARNERS			ENGLISH LEARNERS ENROLLED TWO CONSECUTIVE YEARS		
	Number Proficient	Percent Proficient		Number Proficient	Percent Proficient
2016-2017	4/18	22.2%			
2017-2018	5/20	25%	2017-2018	5/17	29.4%
2018-2019	TBD	TBD	2018-2019	TBD	TBD

West Side Summit scholars who qualify for and receive ELL services outperformed the statewide EL population in reading (14% statewide compared to 25% at WSS) and math (19.5% statewide compared to 23.8% at WSS).



Goal 4: All Students Career- and College-Ready by Graduation

60% of WSS students will be scoring at or above grade level on the NWEA MAP test on the EOY Math and Reading Assessments by the conclusion of the 18-19 school year.

Strategies and Initiatives during the 17-18 School Year to meet this goal included:

1. WSS administers the NWEA MAP assessment to determine student grade level proficiency three times each year.
2. Students receive high quality, standards-aligned, direct instruction from licensed teacher in reading and math to increase their proficiency level.
3. Students use online programs in reading and math to provide daily, individualized instruction and practice targeting the specific skills students need to increase proficiency.
4. Students who are not on track to meet this goal receive regular, frequent, targeted intervention services from a licensed teacher to support accelerated reading development.
5. Intervention data is tracked and reported to parents regularly.
6. Data is collected from classroom assessments and online programs to regularly assess progress towards this goal in between MAP administrations.
7. In-depth training on curricular programs in math and reading
8. Differentiated online learning tools (ALEKS, IXL, LEXIA, MAP SKILLS)
9. Weekly teacher observations
10. Weekly one-on-one teacher coaching session
11. Targeted small-group intervention in reading and math
12. Structured differentiation based on student need (3 tracks -- 1) Intervention Track, 2) Regular track, and 3) Accelerated track
13. Teacher handbook development
14. Increase cultural relevance through curated book lists
15. Training on and implementation of curriculum maps and reading checklists in K-4

16. Adoption and book study: CHAMPS - A Proactive and Positive Approach to Classroom Management (by Safe and Civil Schools)
17. Weekly Professional Learning Community meetings with grade band team
18. Restorative Practices - Phase 1 -- Begin circles with staff and promote circles with students. Action planning around the strategic plan

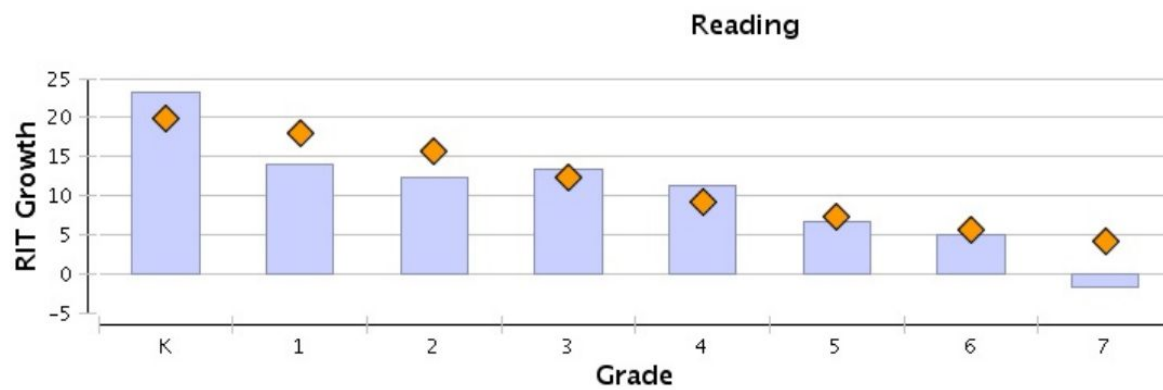
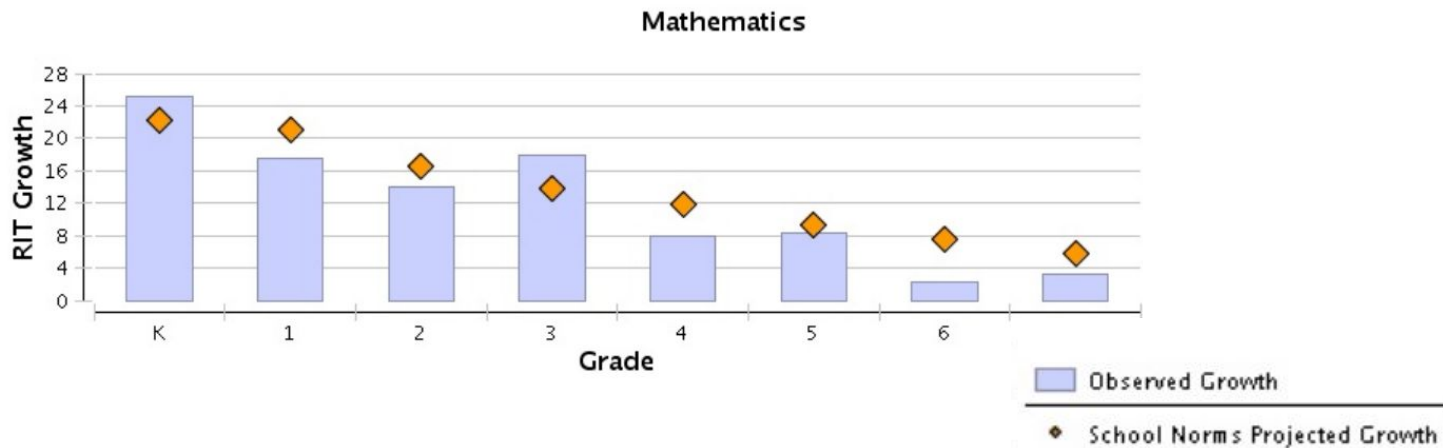
Progress Made toward this goal

- We are not on track to meet this goal.
- 29% of students in grades K-7 met grade level norms in reading as measured at the end of the school year during the 2017-2018 school year. That was slightly down from the year prior when 34% of students in grades K-6 scored proficient on the NWEA MAP reading assessment.
- During the 2016-2017 school year, 36% of students in grades K-6 were on grade level given the NWEA MAP assessment in math.

NWEA Grade Level Achievement in Reading

	2014-15 Met Grade Level Norm in READING		2015-16 Met Grade Level Norm in READING		2016-2017 Met Grade Level Norm in READING		2017-2018 Met Grade Level Norm in READING	
	#	%	#	%	#	%	#	%
Gr K	10/25	40%	9/27	33%	7/19	37%	6/15	40%
Gr 1	8/36	22%	12/26	46%	11/26	42%	1/14	7%
Gr 2	4/21	19%	10/41	24%	5/21	24%	4/20	20%
Gr 3	7/14	50%	8/24	33%	13/32	41%	9/27	33%
Gr 4	4/15	27%	7/19	37%	5/21	24%	11/35	31%
Gr 5	N/A	N/A	5/17	29%	4/11	36%	3/21	14%
Gr 6	N/A	N/A	N/A	N/A	3/12	25%	5/13	39%
Gr 7	N/A	N/A	N/A	N/A	N/A	N/A	7/14	50%
ALL	33/111	30%	51/154	33%	49/142	35%	46/159	29%

The NWEA Measure of Academic Progress (MAP) was administered three times over the course of the year to measure reading and mathematics progress. In the graphs below, projected progress is identified with a gold diamond. Actual progress is displayed with the blue bar.



Goal 5: All Students Graduate

90% of WSS students will be in attendance and engaged at school throughout the school year.

Strategies and Initiatives during the 17-18 School Year to meet this goal included:

1. WSS family and student commitments to student success.
2. Strong relationships between WSS scholars and staff.
3. WSS’ engaging and inclusive classrooms and activities.
4. Regular communication with families.
5. WSS staff dedicated to meeting the transportation needs of students.
6. Continue to follow up as attendance committee. Work with Ramsey County Student Attendance Matters when necessary.

7. *Run perfect attendance campaign.*
8. *Teach students about the importance of attendance at the beginning of the school year.*

Progress Made toward this goal

- *We have met this goal.*
- *The average daily attendance rate during the 2017-2018 school year was 94%. It was 94% during the 2016-2017 school year.*

Attendance 2017-18

Daily attendance has remained in the 90th percentile.

Month	Percent in Attendance
September	96%
October	95%
November	93%
December	94%
January	94%
February	95%
March	94%
April	95%
May	95%
June	92%
Overall Average	94%