



2017-18 WBWF Summary

District or Charter Name: West Side Summit Charter School

Grades Served: K-7

WBWF Contact: Sarah Hanson

Title: Executive Director

Phone: 651-200-4543

Email: shanson@westsidesummit.org

A and I Contact: Sarah Hanson

Title: Executive Director

Phone: 651-200-4543

Email: shanson@westsidesummit.org

New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between October 15 and December 15, 2018, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email 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.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

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	
Cassondra 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.

∅ *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.*

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

x My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures.

All Students Ready for School

Goal <input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status						
<p><i>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.</i></p>	<p>% Testing at grade level norm for KINDERGARTEN</p> <table border="1" data-bbox="729 695 1242 863"> <thead> <tr> <th></th> <th>Reading (STEP)</th> <th>Math (WSS IA)</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>53%</td> <td>54%</td> </tr> </tbody> </table>		Reading (STEP)	Math (WSS IA)	2017-18	53%	54%	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>
	Reading (STEP)	Math (WSS IA)						
2017-18	53%	54%						

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

- All incoming WSS scholars are “baselined” using the STEP assessment.
- Baseline STEP and interim assessment data was not disaggregated by student groups, but will be in the future.
- Multiple WSS staff support assessing kindergarten readiness in addition to the classroom teacher.
- We are working towards earlier identification of students who demonstrate a lack of kindergarten readiness so immediate interventions can be implemented.

All Students in Third Grade Achieving Grade-Level Literacy

<p style="text-align: center;">Goal</p> <p><input type="checkbox"/> WBWF Goal Only <input type="checkbox"/>WBWF /A & I Goal</p>	<p style="text-align: center;">Result</p>	<p style="text-align: center;">Goal Status</p>
<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 style="text-align: center;">Third Graders at or above STEP 12 on the STEP literacy assessment</p> <p style="text-align: center;">6 out of 16 = 37%</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p>x<input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/>Goal Met</p> <p><input type="checkbox"/>Goal Not Met</p> <p><input type="checkbox"/>District/charter does not enroll students in grade 12</p>

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- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
 - **What strategies are in place to support this goal area?**
 - **How well are you implementing your strategies?**
 - **How do you know whether it is or is not helping you make progress toward your goal?**
- 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.
 - Students receive high quality, standards-aligned, direct instruction in reading to increase STEP level.
 - 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.
 - 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.

Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status															
<p> <input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal </p> <p>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%.</p>	<table border="1"> <thead> <tr> <th colspan="3" style="background-color: yellow;">ALL ENGLISH LEARNERS</th> </tr> <tr> <th></th> <th>Number Proficient</th> <th>Percent Proficient</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>4/18</td> <td>22.2%</td> </tr> <tr> <td>2017-2018</td> <td>5/20</td> <td>25%</td> </tr> <tr> <td>2018-2019</td> <td>TBD</td> <td>TBD</td> </tr> </tbody> </table>	ALL ENGLISH LEARNERS				Number Proficient	Percent Proficient	2016-2017	4/18	22.2%	2017-2018	5/20	25%	2018-2019	TBD	TBD	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p> <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track </p> <p>One-Year Goal</p> <p> <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> District/charter does not enroll students in grade 12 </p>
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- **What strategies are in place to support this goal area?**
- **How well are you implementing your strategies?**
- **How do you know whether it is or is not helping you make progress toward your goal?**

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status																																	
<p><input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal</p> <p>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.</p>	<p>NWEA Grade Level Achievement in Reading</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2017-2018 Met Grade Level Norm in READING</th> </tr> <tr> <th></th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Gr K</td> <td>6/15</td> <td>40%</td> </tr> <tr> <td>Gr 1</td> <td>1/14</td> <td>7%</td> </tr> <tr> <td>Gr 2</td> <td>4/20</td> <td>20%</td> </tr> <tr> <td>Gr 3</td> <td>9/27</td> <td>33%</td> </tr> <tr> <td>Gr 4</td> <td>11/35</td> <td>31%</td> </tr> <tr> <td>Gr 5</td> <td>3/21</td> <td>14%</td> </tr> <tr> <td>Gr 6</td> <td>5/13</td> <td>39%</td> </tr> <tr> <td>Gr 7</td> <td>7/14</td> <td>50%</td> </tr> <tr> <td>ALL</td> <td>46/159</td> <td>29%</td> </tr> </tbody> </table>		2017-2018 Met Grade Level Norm in READING			#	%	Gr K	6/15	40%	Gr 1	1/14	7%	Gr 2	4/20	20%	Gr 3	9/27	33%	Gr 4	11/35	31%	Gr 5	3/21	14%	Gr 6	5/13	39%	Gr 7	7/14	50%	ALL	46/159	29%	<p>Check <i>one</i> of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>
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 - What strategies are in place to support this goal area?
 - How well are you implementing your strategies?
 - How do you know whether it is or is not helping you make progress toward your goal?
- WSS administers the NWEA MAP assessment to determine student grade level proficiency three times each year.

- Students receive high quality, standards-aligned, direct instruction from licensed teacher in reading and math to increase their proficiency level.
- Students use online programs in reading and math to provide daily, individualized instruction and practice targeting the specific skills students need to increase proficiency.
- 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.
- Intervention data is tracked and reported to parents regularly.
- Data is collected from classroom assessments and online programs to regularly assess progress towards this goal in between MAP administrations.

All Students Graduate

<p align="center">Goal</p> <p><input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal</p>	<p align="center">Result</p>	<p align="center">Goal Status</p>																						
<p><i>90% of WSS students will be in attendance and engaged at school throughout the school year.</i></p>	<p><i>Attendance 2017-18 Daily attendance has remained in the 90th percentile.</i></p> <table border="1" data-bbox="727 930 1208 1654"> <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> <tr><td><i>April</i></td><td><i>94%</i></td></tr> <tr><td><i>May</i></td><td><i>96%</i></td></tr> <tr><td><i>June</i></td><td><i>92%</i></td></tr> <tr><td><i>Overall Average</i></td><td><i>94%</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>	<i>April</i>	<i>94%</i>	<i>May</i>	<i>96%</i>	<i>June</i>	<i>92%</i>	<i>Overall Average</i>	<i>94%</i>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>
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- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

WSS scholars consistently demonstrate high rates of attendance. This is supported by:

- WSS family and student commitments to student success.
- Strong relationships between WSS scholars and staff.
- WSS' engaging and inclusive classrooms and activities.
- Regular communication with families.
- WSS staff dedicated to meeting the transportation needs of students.

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.*

- *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.*

1. 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.*
 - *Grades 3-7 will focus on reading foundation skills in the areas of vocabulary and reading comprehension.*
 - *Implement the use of culturally relevant texts.*
 - **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-7.*
 - *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, the instructional coach and the 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 Instructional Coach 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***

- o *The school's principal position also serves as the school's executive director/superintendent.*
- o *A 2017-2018 director evaluation took place in May 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.*
 - *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-7 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).*

