

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
 - 35 Elementary schools (includes K-8)
 - 14 Middle/Junior high schools
 - 11 High schools
 - 1 K-12 schools

61 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	56	67	123
7	60	59	119
8	49	67	116
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	165	193	358

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 19 % Asian
 - 1 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 62 % White
 - 13 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: <1%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2017	0
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. English Language Learners (ELL) in the school: 4%
13 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
German (standard), German (Swiss), Hebrew, Hindi, Italian, Japanese, Korean, Russian, Serbian, Sindhi, Spanish, Tamil, Tibetan (Central).

7. Students eligible for free/reduced-priced meals: 1%
Total number students who qualify: 3

8. Students receiving special education services: 2 %
8 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>7</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2012

15. In a couple of sentences, provide the school’s mission or vision statement.

The mission of Summit is to provide a rigorous, academic curriculum that promotes high levels of student effort and academic achievement.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Summit was established in 1996 as the first charter school in Boulder. Students come from all over the district, from both public and private schools. There are no entrance requirements, only an open enrollment lottery run by the district. To date the school has graduated approximately 2,300 students. This year we had 207 applicants for 120 openings in 6th grade.

PART III – SUMMARY

The mission of Summit is to provide a rigorous, academic curriculum that promotes high levels of student effort and academic achievement. To foster high self-esteem through stimulating intellectual challenge and meaningful academic accomplishment. To inspire in students a lifelong love of learning, a desire for self-development, and good citizenship. To create a community of peers who value scholarship, academic achievement, and creativity. To serve as excellent preparation for students intending to study in rigorous college preparatory high school programs, including International Baccalaureate and Advanced Placement.

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Summit's positive school culture centers around high expectations, instructional excellence, and supportive community. We learn in academically, intellectually and personally challenging ways. We set high expectations for students and provide support to reach those expectations. We believe that learning is a process that relies upon habits of scholarship and strong individual character. We learn through caring relationships. We make learning authentic and relevant to students. We demonstrate learning to public audiences, as advocates to raise awareness of issues, educate others, or create change. We are joyful and infused with curiosity and zest as we learn. We learn with technology to increase creativity, innovation, mastery of skills, and interaction with the global community. We are responsible digital citizens of our community and the world.

Summit's academic program is designed for students who need and want more challenge; approximately half of our students are identified as gifted and talented. Course placement for many subjects is based on academic level and not grade level. Accurate placement combined with opportunities to accelerate into more challenging classes is a high priority. Students have individualized schedules, but are required to take five core courses: English, math, science, social studies, and world language (French or Spanish). Four levels of literature based English classes are offered emphasizing essay writing, grammar, and literary analysis. Seven levels of math are offered from Pre-Algebra through Algebra II. The general middle school science curriculum is completed in the first two years allowing two options for advanced science in eighth grade. Students complete the first two levels of high school French or Spanish allowing entrance to level III in high school. We utilize data driven instruction with measurable benchmarks for each core subject and provide outstanding teachers who are highly skilled in their craft. To explore diverse areas of interest, students chose from a wide variety of elective classes including: PE, health, arts, instrumental music, vocal music, musical theatre, technology, engineering, robotics, digital design, film, creative writing, mythology, debate, ecology, and travel experiences that allow students to apply their learning in the real world. Because of our small size (360 students) and many mixed-age classes, students get to know each other well and become part of a community of scholars.

Having such high expectations and rigorous curriculum requires high levels of student support for all learner types and abilities. We provide a wide range of support for academic and social/emotional skills. The foundation for academic success is developing habits of scholarship including: study skills, time management, homework, research skills, digital citizenship, leadership opportunities, public speaking, growth mindset, and so much more. We utilize a Multi Tiered System of Academic Support and pay close attention to each student's growth and achievement. Academic supports include: study hall, academic support class, teacher office hours, math and English tutoring, literacy and numeracy classes, counseling support, special education, and 504 plans. We have a dynamic social emotional learning program known as BEAST (Bring Everyone at Summit Together) to provide community building and wellness practices. We value diversity and inclusion in a community that is 40% non white. Recently, we have expanded our efforts to attract and serve low income students to increase equitable access to our program.

In recognition of Summit's sustained exemplary performance, Summit was honored as a National Blue Ribbon School in 2003, 2004, and 2012. Since 2012 our school has changed dramatically with a complete

facility redesign which has transformed our school from an old elementary building to a 21st century campus, purposely built for our academic program. To match the physical change we developed pedagogical cornerstones which blend our traditional rigor with collaborative, student centered, 21st century learning practices.

At Summit we believe in Goethe's perspective: "If you treat a child as he is, he will remain as he is; but if you treat him as if he were what he could become, he will become what he could be."

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Our English/Language Arts curriculum focuses on mindful acceleration and building foundational skills through literature exploration and analysis. At Summit, four levels of English are offered. All levels include instruction and frequent practice in essay writing, grammar, spelling, vocabulary, and the reading and analysis of classic and contemporary literature. Summit uses its own grammar scope and sequence, with grammar and punctuation benchmarks for each grade level. The entirety of the curriculum is based upon our Summit Standards, which include or exceed state standards. The program is sequenced into three courses but also contains a fourth year of study for students who are identified for subject acceleration.

Each course at Summit offers a literature-based curriculum with a variety of high-quality works. Literature is thoughtfully chosen each year with a focus on high-skilled analysis, providing exposure to new cultures and ideas, and increasing students' knowledge of a variety of texts. Students read challenging full-length and authentic (neither simplified nor abridged) essays, poems, novels, and plays. Students analyze and respond to texts through essays, artistic contributions, and oral presentations.

Measures of Academic Progress assessment is utilized annually for initial placement and ongoing progress monitoring. Most students score very high and show strong growth as compared to similar students. Students identified as below benchmark are provided support opportunities such as English Scholars class or English tutoring. We implement the Wilson, Just Words program for a small number of students who need high support in phonics. Overall, our biggest school wide challenge is to show high growth for high achieving students, yet our MAP data shows that we are successful with this. The state test moving to a more challenging model has been positive for our students as it provides better opportunity to apply knowledge, show growth, and experience more meaningful achievement.

1b. Mathematics:

Our math program speaks to our goal of meeting each student's needs in a way that promotes an enjoyment of appropriate challenges. Summit offers seven different math courses to meet the needs of our students: Pre-Algebra, Accelerated Pre-Algebra, Introduction to Algebra, Advanced Algebra, Accelerated Algebra, Geometry, and Algebra II. Each course has a set of standards and benchmarks, which meet or exceed Colorado's standards, and clear curriculum sequencing. Most students complete at least a full course in Algebra and Geometry before graduation.

Summit provides rigorous and adaptive processes for placing students in the correct math class. Students at Summit attended a variety of elementary schools and have varying levels of math skills. Students are first assigned to Summit through the open enrollment lottery and are subsequently assessed in math. Based upon this initial assessment, a placement recommendation is made regarding the sixth grade class. In the fall, Summit is able to consider students' MAP and CMAS results in addition to the placement exam given in the spring. Class adjustments are made based on these scores as well as student performance and engagement at Summit. MAP assessment is utilized annually for progress monitoring. Most students score very high and show strong growth as compared to similar students.

In addition to our in-building differentiation and acceleration, Summit works with local high schools to arrange schedules that will allow students who have already completed our highest-level math class to enroll in more advanced courses at the high schools. Occasionally, there are advanced fifth grade students admitted to math classes at Summit if the appropriate math classes are not available at their current elementary school. We recognize providing the right math placement for every student is an imperative goal that takes extensive preparation.

1c. Science:

Science curriculum at Summit allows students to engage in various experiments and real-world practice as they develop core knowledge and skills to grow as scientists. Each student follows a three-year continuum that provides essential skills and prepares students to be successful in future science classes and scientific endeavors.

The science sequence begins with a yearlong course in Biology and Environmental Science. This class provides students with experiments and information in genetics, biology, and ecology. Students consider natural phenomena and conduct dissections. All sixth grade students participate in this course.

During seventh grade, students attend one semester of Physical Science and one of Earth Science. These courses include topics such as geology, energy, matter, and basic physics. The curriculum is enriched through the use of real-world simulations and experiments. This two-semester sequence allows Summit students to complete course offerings typically provided in three years by the end of seventh grade.

In eighth grade, students are placed into the appropriate advanced science class which explores chemistry and physics. Their placement is decided based on a combination of their grades, MAP and CMAS data, and math and science skills. All students are provided a rigorous curriculum, but this division of classes allows for a faster pace with deeper understanding of topics as our students prepare to attend high school. The curriculum is also includes the opportunity to participate in the Science Fair as part of our eighth grade capstone project. Our students have demonstrated remarkable success in over a decade of science fair competitions, always walking away with top honors in a variety of categories. Many students move through the local and regional competitions and are successful at the state level. Subsequently they experience high levels of success in High School Science Fair.

1d. Social studies/history/civic learning and engagement

Our social studies sequence flows from Ancient Eastern History to Ancient Western History and, finally, American History. The program is unique to Summit and expects students to see historical patterns and movement. Students examine influences and identity to build an understanding of historical context as it applies to the past, present, and future.

In sixth grade Ancient World History, students engage in projects and map-making to understand the Ancient Eastern Hemisphere. They explore the rise and fall of various civilizations and connect this to their current understanding of the world and their own community.

In seventh grade, students participate in the Taking a Stand in History project. While we do a great deal of project-based learning, Taking a Stand is the first major research project our students encounter. It lasts several months and teaches students the skills necessary to conduct effective and well-documented research, including how to cite correctly, to distinguish between reliable and unreliable or biased sources, and to present and defend their projects before an authentic audience. This project also enables students to engage in work around historical events they are passionate about. Taking a Stand is student-driven and deeply profound for our entire community. Students may take this experience further and compete in National History Day for their eighth grade capstone project.

In eighth grade, Summit students conduct various simulations, debates, and seminars about United States History. They postulate about Founding Fathers and the origins of our country. Topics such as potential imperialism and slavery in building the United States dominate rigorous discussion and argument articulation. While the Summit history curriculum is the same for all students, their level of engagement relies on their passion for the topics discussed in class along with their current understanding of the state of our country and the world.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

At Summit, we believe middle school is the perfect time to enhance skills and strive in new areas. All students are invited into accelerated classes for their strength areas and are engaged in learning beyond their initial interests and passions. We believe fostering learning in various areas and pursuing positive struggle helps to develop leaders in learning.

We require all students to take foreign language and choose between Spanish or French. We consider world language to be a core competency and expect students to practice as they would another core class. Summit offers three levels of Spanish and French (Beginning, Intermediate, and Advanced). Each world language utilizes an immersion format and is centered on a balance between writing, reading, speaking, listening, and culture. Additionally, we offer Spanish language arts for native speakers and advanced language learners.

In addition to the five core classes, students choose electives in different creative areas. At Summit, we pride ourselves on our extensive and ever-growing list of elective options for students. The courses offered grow and change depending upon student interest. For example, in the last couple of years we have developed and added advanced robotics, sports statistics, and a World War II elective based on student interest and engagement. A wide variety of elective offerings fall into these major categories: liberal arts, STEM, visual arts, music, performance, physical education, travel, and wellness. We employ full and part elective specialists to keep our offerings robust in STEM and performing arts. Our musical theatre and stagecraft classes team up to produce a fantastic musical each year. Our engineering class teams with local scientist to launch a weather balloon each spring. Our travel elective studies ocean ecology and environmental ethics on Catalina Island each fall.

The transition to Summit in 6th grade is significant and we enroll all students in a fall class called Summit Seminar. This elective is designed to orient them to Summit school culture, build community and friendship, teach digital citizenship along with receiving a personal computer device, and provide introductory art lessons to promote creativity and future engagement in art electives.

In 8th grade, just as students set their sights on high school, they are all enrolled in health class. Health curriculum covers a wide range of relevant topics from the dangers of vaping, to healthy relationships and sexual identity. Many community partners are invited in to classes.

We prioritize and require physical fitness and wellness at least every other day for all students. We believe PE is needed for developing social skills, providing a brain break, and enhancing overall health and wellbeing. We offer a mind and body elective with enhanced practice on personal wellness and mindfulness strategies including yoga, meditation, and stress management practice.

Our school library is a vibrant and scholarly center of our school where students are engaged every period, all day. The library is our primary study hall location and is booked by classroom teachers for research projects. Our full time teacher librarian is a research expert and partners with classroom teachers to teach a wide range of research skills. He is also always available for book recommendations, runs book fairs, and teaches our highest level English course.

In addition to rigorous academics we strive to be a caring community. Our social emotional learning program was named by students as BEAST (Bring Everyone at Summit Together). BEAST activities provide community building, engage in wellness practices, and promote upstander behavior. We take time each Friday afternoon to engage with students around non academic learning and use one day per quarter to focus exclusively on social emotional learning through various activities which promote leadership, service, diversity, kindness, and wellness. Our students report high levels of satisfaction: 90% feel Summit's teachers try to make learning meaningful and enjoyable, 87% indicate Summit is a caring community, 84% would engage in upstander behavior when needed.

We also engage students outside of the classroom through a multitude of enrichment opportunities including

clubs, leadership, sports, entertainment, and service. Eighth grade students can apply for Summit Honor Society each year, which is a year long service and leadership experience promoting the highest level of character.

3. Special Populations:

We take great pride in our diverse community at Summit. Almost 40% of our students identify as non-white and more than 40% are identified as gifted and talented. Additionally, our community includes a small number of English Language Learning students as well as students receiving special education services. Our most significant academic growth gains are often within our student sub-groups and all sub-groups meet or exceed state growth and achievement benchmarks. In order to meet the needs of diverse learners, Summit teachers use a wide variety of instructional techniques, placement strategies, support mechanisms, and assessment styles.

In every Summit classroom, a myriad of teaching and assessment methods are utilized. Classroom lessons regularly incorporate direct teaching, lecture/discussion, modeling, and student-centered activities such as cooperative learning, role-play, hands-on problem-solving, and inquiry-based instruction. Our program is based on a clearly articulated set of benchmarks and standards in each subject area, and our teachers are at liberty to select from a broad repertoire of methods to help students meet those objectives. Student voice and choice play a role in every unit of instruction.

This highly elaborate teaching methodology is successful because of the teachers more than our methodology. Teachers are selected for Summit based on their dedication to growth and passion for results. Teachers utilize regular assessments and data analysis to understand the capabilities of their students as well as the effectiveness of their teaching. Students show mastery in all classes through a variety of methods. Assessments come in the form of projects, presentations, tests, cooperative work, debates, films, and artistic contribution. Assessments measure students' understanding, application, and sometimes beliefs about a given topic or subject matter.

Curriculum at Summit is dedicated to cultivating students' knowledge and also developing their skills as people and learners. With sincere value placed on growth mindset and perseverance, we aim to develop knowledgeable students who have an understanding of the effort it takes to become scholars. Summit is built on a systematic approach that requires students to build content knowledge combined with meta-skills toward academic success.

Summit's extensive class offerings, opportunities for acceleration, and elaborate curriculum support every student in finding challenge and joy at our school. Our students are successful because they encounter manageable challenges and build skills to overcome academic struggles. We also provide students with additional supports as they build necessary skills. These supports come in the form of academic support classes, special education services, content area specialists and tutors, and extended time and support with teachers after school. Each student has a unique and malleable academic plan that allows them to grow within our community. We support our students through their difficulties and celebrate our differences.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Summit's positive school culture centers around high expectations, instructional excellence, and supportive community. For students, we are a place where it is cool to be smart and where learning is the primary focus. Students find the challenge and engagement with learning which they have been seeking. Our school is small enough to be safe, caring, and community-oriented. Our diverse student population helps create a vibrant school community. We welcome a high degree of parent and community involvement with accountability to each student's educational experience.

We have a dynamic social emotional learning program known as BEAST (Bring Everyone at Summit Together) to provide community building and wellness practices. We value diversity and inclusion in a community that is 40% non white. We take time each week to engage with students around non cognitive learning and take one day per quarter to focus exclusively on social emotional learning through various activities which promote leadership, service, diversity, kindness, and wellness. We also engage students outside of the classroom through a multitude of enrichment opportunities including clubs, leadership, sports, entertainment, and service.

We greatly value teachers and seek to provide as much support as we can. Teachers have autonomy to be experts in the classroom and craft their curriculum and instruction. They have support to select individualized professional development goals. We have a reliable, equitable, and highly competitive compensation system which provides numerous avenues for growth and creativity. We are one of the best paying charter schools in Colorado. We maintain a strong and supportive administrative team always looking out for the teachers' best interest and engaging in collaborative planning and problem solving. We have a clear set of standards for teacher effectiveness based on our mission and pedagogical cornerstones. Teachers are evaluated each year and provided with coaching and feedback to stay at the top of their game. We seek to understand each teacher's personal and professional needs so we can best guide them and support what is most important to them.

2. Engaging Families and Community:

Summit utilizes a range of strategies to engage with families and community members for student success and to communicate student performance. We send weekly communication. Parent engagement starts long before the school year starts. We have a comprehensive enrollment process where parents visit, explore, and learn about our school before they enroll, providing a full understanding of our challenging academic program.

Once the school year starts, parents attend community events geared towards supporting their student's academic and social needs. We utilize Schoology Learning Management System which allows parents to follow along with classroom learning and progress anytime. Parent/teacher conferences occur twice each school year. Our administrative team communicates with parents on a daily basis whenever questions or concerns arise. Our parents are highly engaged in their student's academic life and we expect a Summit education to be a family affair, they are never doing the work of the student, only providing support and encouragement.

Parents are directly connected to school leadership on numerous levels. Our nine member school board and its various committees are comprised of talented and caring parents and often collaborate with faculty and administration. Parent survey results are reviewed annually by leadership and accountability committees. We have a parent support group which meets bi weekly to organize parent activities. We utilize an online volunteer system, Help at School, which provides easy access for parents to engage in school activities as needed. The broader community is also well connected to our academic endeavors through numerous partnerships, scholarly research, and mentoring opportunities.

Our student academic achievement and growth on state testing is consistently at the highest levels and

communicated clearly to parents. We also use school based assessments to monitor progress and share with parents on a regular basis. Our School Accountability Committee evaluates all state test scores annually and consults on our annual school improvement goals.

We provide many opportunities for parents to help us build community. Our annual International Night Celebration brings our entire community together to celebrate diversity, ethnicity, and culture. Over 200 families representing 45 different countries and cultures attended. Parents participate in field trips, fundraisers, educational travel and service learning alongside our students. Parents run clubs and help coach sports. Parents mentor students, judge academic competitions and critique learning demonstrations. Our school fundraising events are well attended and result in generous and dependable financial support.

3. Professional Development:

Our professional development process is known as our Quest Program, which espouses the philosophy that “Learning is not attained by chance, it must be sought for with ardor and attended to with diligence.” — Abigail Adams

Faculty and administration annually create individualized goals in three key areas: Instruction, Community Contribution, and Professional Growth. These goals are enacted, measured, supported, and evaluated each year by the employee, instructional coach, and principal. In creating these goals teachers self reflect on Summit standards of professionalism and our teacher effectiveness standards. Teachers also utilize annual student survey feedback as well as strategic school goals when creating their Quest goals.

We offer a variety of supports to enhance teacher growth and effectiveness. We provide new teachers with faculty mentors and training seminars during their first year. Every Tuesday after school faculty have collaborative meetings and/or collegial exchange. Faculty meet by department at least four half days per year and engage in teacher in-service several days per year. Instructional rounds are held periodically so teachers can observe their talented colleagues in class and share best practices. We offer a Summit Master Teacher program which provides a year long, personalized professional growth opportunity which once successfully completed allows teachers to move to our highest salary scale column. We provide a teacher induction program for obtaining and renewing credentials. We also provide supplemental compensation for obtaining national board certification.

This year our school goal was to strengthen our efforts regarding diversity, equity, and inclusion. We provide professional training where faculty explored and developed an understanding of individual identity, values, and bias. We are using our personal and shared experiences to increase our capacity for culturally responsive teaching and improve teaching practices to successfully identify and meet the needs of diverse learners.

4. School Leadership:

The school’s leadership philosophy is democratic and collaborative. We value the opinions and contributions of all of our school staff from teachers to principal. We actively engage teachers and office staff in decision making processes. The school’s leadership structure begins with the administration team but branches off to encourage and support leadership by school staff in the various essential aspects of school curriculum, school community, and school life.

Charter schools espouse freedom and independence but demand responsibility and individual ownership. Summit encourages and facilitates staff to take ownership through leadership and contributions to their individual responsibilities as well as to the benefit of the school as a whole.

We are first and foremost a community of scholars, learners, and educators. The school’s leadership ensures student achievement through maintaining and supporting a most talented and effective teaching staff. The school’s leadership provides guidance, support, coaching, and mentoring to teachers both new and old in any areas that will enhance their pedagogical effectiveness. The school’s leadership allocates resources to support every student in his or her endeavors to reach their full potential for learning, academic

achievement, and personal development.

Building on the book, *Trust in Schools: A Core Resource for Improvement* (Bryk & Schneider), Summit has developed a unique framework of Relational Trust Commitments based on character and competence. We focus on four essential elements of relational trust at the personal level of discerning the intentions of others: regarding others by seeking first to understand, showing integrity by making and keeping commitments, demonstrating capability by clarifying expectations, and showing results through continuous improvement. We strive to practice these commitments daily and examine issues and problem solving within this framework.

Leadership is combined with governance at Summit in relation to our nine member board of directors (BOD). The principal serves as the tenth, non voting, member of the board. The BOD espouses and practices a governance model with quality board member participation and oversight through a well defined committee structure, while allowing for the integrity of high quality professional school management processes.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Although there are many practices which have contributed to the remarkably high and sustained success of Summit over more than 20 years, one practice in particular sets the compass for all others, namely our commitment to academic rigor. Everything we do stems from academic rigor, whether we are adding a new course to our challenging curriculum or providing another support for students to manage their workload and stress. Rigor drives us to find incredibly talented and knowledgeable teachers, it guides us to set a high bar for student expectations, it reminds us that each student needs care and support to enhance their self esteem and foster a love of learning, it compels us to strive for continuous improvement, and it binds us together as a community of scholars.

Many aspects of our school promote and support academic rigor, but balancing high level academics with enrichment is essential. Recently our school expanded to include a new learning space for innovation and creativity. This area includes a performance and gathering hall, art/STEM lab, cafe, and music room. Everyday students engage with innovation and creativity as they sing, dance, drawn, perform, build, create, exchange, critique, study, empathize, socialize, play, and much more. These experiences foster and support high achievement in core classes and they build a healthy community.

Across the nation many schools have been forced to reduce enrichment in the name of core academic focus to bolster test scores, we have expanded enrichment to support academic rigor. Our STEM offerings grew to include advanced programming, engineering, creative design, and stagecraft. Our sports and arts participation increased dramatically. Our participation in clubs and leadership is at an all time high.

So too have we expanded our social emotional programming and attention to digital citizenship. In 2012, when we won our last Blue Ribbon award, social media for middle school students barely existed, today it is everywhere. Our students did not bring their own computers to school like they do now. Today student stress is on the rise across the nation and empathy is on the decline. Now, more than ever, the school is called upon to manage social issues and provide students with the skills to navigate complicated lives outside of school. We approach these challenges with our academic rigor lens and invest as much effort as we can to meeting them.