

# **WOODBURY LEADERSHIP ACADEMY**

**2016-17**

## **World's Best Workforce Report**

600 Weir Drive

Woodbury, MN

Telephone: (651) 539-2641

[www.wlamn.org](http://www.wlamn.org)

**District or Charter Name:** Woodbury Leadership Academy

**Grades Served:** K-6

**Contact Person Name and Position:** Bert Strassberg, Executive Director

## 1. Stakeholder Engagement

### 1a. Annual Report

www.wlamn.org

### 1b. Annual Public Meeting

July 26, 2017

### 1c. District Advisory Committee

District Advisory Committee Member	Role in District
Ro Krejci	Parent
Mandi Folks	Parent
Barbara Young	Parent
Eric Jungmann	Community
Karin Swainey	Community
Cliff MacDonald	Community
Kylie Griffith	Teacher
Anna Yang	Teacher
Nancy Baumann	Support Staff
Not applicable (grades K-6)	Students

## 2. Goals and Results

### 2a. All Students Ready for School

Goal	Result	Goal Status
We are not a pre-K setting, thus we do not offer programming to ensure that students are prepared to begin kindergarten.	Per our enrollment policy all students that are age 5 by September 1 <sup>st</sup> of the year they wish to begin kindergarten, are admitted.	Goal not applicable

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

Goal	Result	Goal Status
Using Fountas and Pinnel, Dolch sight words, and Core Knowledge Language Arts curriculum, 85% of all 3 <sup>rd</sup> students will be at grade level by the end of 3 <sup>rd</sup> grade, as measured by NWEA MAP scores.	By the end of 3 <sup>rd</sup> grade: 80% of students were proficient according to the F & P assessment tools, 93.3% of students were proficient according to the Dolch sight word system, and MAP scores demonstrated that 86.7% of students demonstrated grade level literacy skills.	Goal Met

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

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
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<p>1. In order to close the achievement gap, 80% of WLA students in grades 1-6 will demonstrate above average scores in growth, according to year-end, RIT, NWEA MAP scores, in both reading and math. (The 85% is based on the total of building scores averaged together.)</p> <p>2. In order to close the achievement gap, students in grades 3-6 will score an average of 75% (or above) as measured by year end MCA scores, in the areas of math and reading</p>	<p>1. Students demonstrated 100% valid growth, according to RIT scores, in math across grade levels. Growth that met or exceeded national averages is as follows per grade level:</p> <p>GR 1 = 92.40%</p> <p>GR 2 = 84%</p> <p>GR 3 = 74%</p> <p>GR 4 = 88%</p> <p>GR 5 = 81%</p> <p>GR 6 = 75%</p> <p>TOTAL AVERAGE = 82.4%</p> <p>Students demonstrated 100% valid growth, according to RIT scores, in reading across grade levels. Growth that met or exceeded national averages is as follows per grade level:</p> <p>GR 1 = 85%</p> <p>GR 2 = 81%</p> <p>GR 3 = 78%</p> <p>GR 4 = 80%</p> <p>GR 5 = 81%</p> <p>GR 6 = 66%</p> <p>TOTAL AVERAGE = 79%</p> <p>2. Students in grades 3-6 scored an average of 67% in math, and an average again, of 67% in reading, as measured by year-end MCA scores.</p>	<p>1. Goal met in math. Goal not met in reading</p> <p>2. Goal not met in math or reading.</p>
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### 2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
Not applicable to a K-6 setting.		

### 2e. All Students Graduate

Goal	Result	Goal Status
Not applicable to a K-6 setting.		

### 3. Identified Needs Based on Data

Data that was reviewed to determine district needs when setting goals included data from the previous year's NWEA MAP scores, and MCA results. The areas of reading and math were the primary focus. Additional data included reviewing Fountas and Pinnel data over time, DOLCH word list data over time, and Core Knowledge Language Arts benchmark data, over time.

### 4. Systems, Strategies and Support Category

#### 4a. Students

WLA is a data-driven institution committed to rigorous and ambitious state and national test standards. As a data driven organization, our school's approach to assessment is fully aligned with the goals and objectives of the NWEA MAP. WLA has an accountability plan that includes goals based on the Minnesota Comprehensive Assessment, and for special needs students, the Minnesota Comprehensive Assessment – Modified, as well as Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). Students attending WLA are assessed in each of the core academic skill areas using a range of valid and reliable methods, including, but not limited to, formative and summative assessments, criterion reference tests and assessments, homework, teacher observations, student project presentations, oral reports and standardized tests. Assessment data will be used throughout the educational process to inform and assist students, parents, teachers, and administrators. Assessment data is used immediately in the classroom through differentiated instruction to ensure that each student is being taught at his or her level. Scores are used, along with additional comparative data, to place students at appropriate levels in math and language arts.



#### 4b. Teachers and Principals

Systems used to review and evaluate the effectiveness of instruction and curriculum are:

- Professional Learning Communities that meet weekly
- Data-Driven Instruction procedures that are reviewed monthly
- Curriculum team meetings which review and develop content

Teacher and principal evaluations are completed according to statute.

- Teachers are observed between 1-3 times per year
- The principal is reviewed once.

#### 4c. District

District practices around high-quality instruction and rigorous curriculum include

Technology - WLA integrates technology in the classroom. Each classroom is equipped with an interactive SMARTBoard and these are used daily by the teachers and are fully integrated as a part of the Core Knowledge Curriculum. Students use iPads and laptops as a part of the curriculum and for testing. Technology skills are listed on the report card. The technology helps to allow individualization of the curriculum and since the Core Knowledge Curriculum is online students are able to work ahead as needed. The challenges again have been the inconsistency of teachers and administration. CSP grant funds were used to purchase technology for the school. Data: The school owns a SMARTBoard for each classroom, 4 classroom sets of laptops, a computer lab, and 2 iPad carts (for 250 students).

Collaborative professional culture - WLA has continued to keep a low teacher to student ratio. Instruction is differentiated in the classroom including acceleration. For example, in the current third grade classrooms the teachers work collaboratively through a data review process to align students into groups. The groups align with the students' academic level – in math they have 6 groups of students working on curriculum/standards that range from grade 3 to grade 7. The focus is on student learning. Through the PLC process teachers use data and formative/summative assessments to determine areas of student strength, weakness, and growth. Parents continually comment and applaud not only the teaching strategies that are used, but also the curriculum that was selected – the Core Knowledge Curriculum and Saxon Math Curriculum meet the needs of students at all levels, but specifically engage students in higher levels of thinking.

#### 5. Equitable Access to Excellent Teachers

What is the District process to examine the distribution of experienced, effective and in-field teachers across district? Include how the district reviews data to examine the equitable distribution of teachers. What strategies used to improve students' equitable access to experienced, effective and in-field teachers.

All teachers hired for the 2016-17 school year presented applicable licenses for the areas in which they would be teaching. Positions are advertised on the website and on EdPost. Interviews are conducted, with references checked. Prior to hiring an individual, a background check is conducted and their license is verified. Upon starting employment, they are mentored by a team teacher, and supported throughout the year during PLCs.