



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Woodbury Leadership Academy

Grades Served: K-6

WBWF Contact: Kathleen Mortensen
Title: Executive Director
Phone: 651 571 2100
Email: kmortensen@wlamn.org

A and I Contact: Kathleen Mortensen
Title: Executive Director
Phone: 651 571 2100
Email: kmortensen@wlamn.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 World's Best Workforce (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.

- *Wlamn.org*
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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.

- *July 2018*

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 Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Ro Krejci	Parent	X
Mandi Folks	Board Chair	X
Nancy Baumann	Office Manager	X
Jamie Brodd	Parent	X
Diane Thiigs	PTO President	X

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.

All teachers hired for the 2017-2018 school year presented applicable licenses for the areas in which they would be teaching. Positions were advertised on the school website and on EdPost. Interviews were conducted, with references checked. Prior to hiring an individual, a background check was conducted and their license was verified. Upon starting employment, they are mentored by a team teacher, and supported throughout the year during PLCs.

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.

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

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>We are not a pre-K setting, thus we do not offer programming to ensure that students are prepared to begin kindergarten.</p>	<p>Per our enrollment policy all students that are age 5 by September 1st of the year they wish to begin kindergarten, are admitted.</p>	<p><i>Check one of the following:</i></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</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

- *N/A since we do not have a pre-K program*

All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>Using Fountas and Pinnel, Dolch sight words, and Core Knowledge Language Arts curriculum, 85% of all 3rd students will be at grade level by the end of 3rd grade, as measured by NWEA MAP scores.</p>	<p>By the end of 3rd grade: 79% of students were proficient according to the F & P assessment tools, 94% of students were proficient according to the Dolch sight word system, and MAP scores demonstrated that 84% of students demonstrated grade level literacy skills.</p>	<p><i>Check one of the following:</i></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>

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
		<input type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i>

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Close the Achievement Gap(s) Between Student Groups

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<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 2 = 70%</p> <p>GR 3 = 58%</p> <p>GR 4 = 78%</p> <p>GR 5 = 69%</p> <p>GR 6 = 75%</p> <p>TOTAL AVERAGE = 70%</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 2 = 55%</p> <p>GR 3 = 60%</p> <p>GR 4 = 86%</p> <p>GR 5 = 69%</p> <p>GR 6 = 66%</p> <p>TOTAL AVERAGE = 67%</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input checked="" 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>

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All Students Career- and College-Ready by Graduation

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<i>N/A for our K-6 school</i>		Check one of the following: Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

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All Students Graduate

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>N/A for our K-6 school.</i></p>		<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> <i>On Track</i></p> <p><input type="checkbox"/> <i>Not On Track</i></p> <p>One-Year Goal</p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>

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Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

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?*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

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?*

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.