

WOODBURY LEADERSHIP ACADEMY

ANNUAL REPORT and WBWF

2020-2021

Statutory or Contract Required Annual Report Elements

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SCHOOL INTRODUCTION

This 2020-2021 Annual Report provides the Minnesota Department of Education (MDE), our school's authorizer, Volunteers of America (VOA), stakeholders of Woodbury Leadership Academy (WLA) and the general public with information describing the progress of WLA and the students it serves.

- Official School Name: Woodbury Leadership Academy
- Official Minnesota School District Number: 4228-07
- School Address: 8089 Globe Drive, Woodbury, MN 55125
- School Phone Number: 651.571.2100
- School Website: www.wlamn.org
- Executive Director: Dr. Kathleen Mortensen
- Year Opened: 2014
- Grades Served: K-8
- School Hours: 9:20 AM – 3:50 PM
- School Days: 172 student contact days per year

Woodbury Leadership Academy Mission: The mission of WLA is to utilize leadership based programs and strategies grounded in solid research, combined with the demonstrated success of Core Knowledge curriculum as a basis of a rigorous overall educational program that builds strong skills in math, reading, literature, writing, music, science and technology.

Woodbury Leadership Academy Vision: The vision of WLA is to be a school where students and graduates become exceptional leaders and are prepared to take on the academic and leadership challenges they will face as they transition into high school.

Woodbury Leadership Academy's Authorizer:

- Official Authorizers Name: Volunteers of America
- Authorizer Address: 7625 Metro Blvd, Edina, MN
- Authorizer Contact: Stephanie Olsen, Senior Manager
 - o E-mail: solsen@voamn.org
 - o Phone: 612.270.1998

Woodbury Leadership Academy is a tuition-free charter elementary and middle school located in Woodbury, Minnesota. During the 2020-2021 school year, we served 564 students. Our primary goal is to work in partnership with families from Woodbury and the surrounding communities who wish to fully participate in their child's education in a rigorous educational environment that fosters student success.

Woodbury Leadership Academy ensures high student achievement through rigorous academic standards and setting high expectation. The Core Knowledge curriculum utilized by WLA, covers and/or exceeds the Minnesota State Academic Standards for grades K-8. Additionally, Core Knowledge closely follows the Next Generation Science Standards (NGSS) and updates in alignment with Minnesota. The *Core Knowledge Sequence* is currently being used successfully in schools throughout the United States to empower students to excel, and with great success and proven results!

Woodbury Leadership Academy also implements a strong character education program to ensure students develop exceptional leadership skills and are well-rounded in all areas. For example, each grade participates in a different service-learning project that aligns to one of our five Core Virtues – respect, responsibility, gratitude, perseverance and humanity. Additionally, we utilize the Responsive Classroom to manage behavior and create an inclusive school environment. Furthermore, our report cards include a leadership category to provide structure year-to-year.

Lastly, Woodbury Leadership Academy creates a strong adult learning environment by holding weekly grade level Professional Learning Committee (PLC) meetings, several professional development experiences, data dig days after national assessments (NWEA/MAP), common teacher prep time and informal and formal observations throughout the year. As a result, our dedicated teachers and staff deliver instruction with passion and innovation.

STUDENT ENROLLMENT

Woodbury Leadership Academy follows Federal and State Department of Education regulations, guidelines, and practices regarding enrollment of all students. Woodbury Leadership Academy will not discriminate with regard to a person's age, color, creed, culture, disability, ethnic, origin, family care leave status, gender, marital status, political affiliation, status with regard to public assistance, race, religion, sexual preference/orientation, socioeconomic status, veteran's status or any other protected class.

Woodbury Leadership Academy's Enrollment Admissions Policy #538 was amended on July 24, 2019. The policy can be found on our school site. Additionally, we have developed and published a lottery process for accepting pupils by lot.

Furthermore, WLA follows Minnesota Statutes in its enrollment practices, which states that charter schools can limit the following for enrollment:

1. Pupils within an age group or grade level;

- 2.

2. Pupils who are eligible to participate in the graduation incentives program; or
3. Residents of a specific geographic area in which the school is located when the majority of students served by the school are members of underserved populations.

A charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. A charter school shall give enrollment preference to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's staff before accepting other pupils by lot. The charter school shall not distribute any services or goods of value to students, parents, or guardians as an inducement, term, or condition of enrolling a student in a charter school.

Conditions for Enrollment

- Students must be five (5) years old by September 1st of the year in which they start kindergarten.
 - Student must be six (6) years old by September 1st of the year to start first grade.
 - Students currently attending WLA do not need to reapply.
- Families do not need to be Minnesota residents at the time of the application but must establish a residence in MN at the time of enrollment or attendance.

Student Enrollment Statistics

Woodbury Leadership Academy served 564 students during the 2020-2021 school year. The following percentages are based on student population.

- Special Education: 11.1%
- LEP: 10.5%
- Free and Reduced Lunch: 12.6%

Demographics

- Asian: 28.6%
- Black: 22.1%
- White: 36.9%
- Hispanic: 6.6%
- American Indian: .5%
- Hawaiian: .2%
- Multi: 5.1%

STUDENT ATTRITION

Woodbury Leadership Academy retains a majority of students in grades K-5, and 7-8. However, we have historically “lost” some of our 5th grade students to other schools as they start their middle school careers. We anticipate that as our middle school grows and strengthens, we will lose fewer of our 5th graders as they transition to 6th grade. Historical data: 2017-2018 68% student retention, 2018-2019 80%, 2019-2020 79%, and 2020-2021 96% student retention.

GOVERNANCE

Woodbury Leadership Academy's Board of Directors decides and is responsible for policy matters related to the operation of the school, including budgeting, curriculum programming, finances, personnel and operating procedures. The board is designed to be comprised of up to three parents, three teachers and three community members. The board meets monthly and adopts policies and practices that, at a minimum: carry out the school's mission and goals, evaluate the execution of charter contract goals and commitments, evaluate student achievement, establish a teacher evaluation process in compliance with Minnesota Statutes and provide professional development related to the individual's job responsibilities.

2020-2021 Board Members

| Position | Name | Email | Start Term |
|----------------------|---------------------|--|------------|
| Board Chair, Parent | Folks, Mandi | mfolks@wlamn.org | 1/2017 |
| Treasurer, Teacher | Skordahl, Jolene | jskordahl@wlamn.org | 8/2017 |
| Secretary, Teacher | Erickson, Jessica | jerickson@wlamn.org | 1/2017 |
| Teacher | Sjoberg, Natalie | nsjoberg@wlamn.org | 1/2020 |
| Parent | Livingston, Jason | jlivingston@wlamn.org | 10/2017 |
| Community Member | Kelly, Shannon | skelly@wlamn.org | 4/2018 |
| Ex-Officio, Director | Mortensen, Kathleen | kmortensen@wlamn.org | |

Board Training: The board was in compliance with requirements, and all members had completed the required trainings related to board member roles and responsibilities, employment policies and practices, and financial management. All members participated in trainings regarding Open Meeting Law requirements as well. The trainings were conducted by the Minnesota Association of Charter Schools, VOA and Booth Law Group. Whenever new board members are first seated, Woodbury Leadership Academy immediately works to provide training as soon as possible, and often times this training can be completed within 60-90 days of being seated. A Board Binder is provided to all members. The Board meets on the 4th Wednesday of the month, and elections are held in May. The Director's evaluation is conducted in May, and the board self-evaluation is conducted in October

MANAGEMENT

Management: The Executive Director oversees day-to-day operation of WLA, including board policies, executing the strategic goals, supervising and evaluating licensed teachers and administrative staff, managing business and fiscal operations, acting as an instructional leader and ensuring students achieve expected educational program outcomes. Administrative team members included the Executive Director, one full-time dean, one half time dean and half time P.E. teacher, and one half time dean and half time curriculum coordinator.

STAFFING

Staff Retention: Of our 56 staff members, only 3 did not return for the following school year. One accepted a job in Wisconsin, and the other two (a married couple) moved back to Georgia. Satisfaction surveys in addendum.

Classroom and Subject Area Teachers

| | | |
|---|---------------------|---------|
| K | Overgaard, Lauren | 1002948 |
| K | Lashua, Emily | 1003134 |
| K | Barthel, Ashley | 470375 |
| K | Engelsgjerd, Megan | 471480 |
| K | Sjoberg, Natalie | 1001689 |
| 1 | Nelson, Katie | 491524 |
| 1 | George, Claudia | 486696 |
| 1 | Nightingale, Donna | 0456089 |
| 1 | Shirley, Brianna | 1003481 |
| 1 | Weess, Fran | 514020 |
| 2 | Egge, Devin | 1005370 |
| 2 | Shoop, Anna | 1004339 |
| 2 | Fuller, Miranda | 1001566 |
| 2 | Jackson, Kathleen | 1002894 |
| 3 | Youngblood, Allison | 491510 |
| 3 | Grubisch, Katie | 0491404 |
| 3 | Iwasko, Alex | 498823 |
| 4 | Walsh, Megan | 499519 |

| | | |
|-----------------------|---------------------|---------|
| 4 | Schrandt, Casidee | 492200 |
| 4 | Rolston, Steffani | 0491691 |
| 5 | Cappelen, Kelly | 473005 |
| 5 | Lautenbach, Colleen | 0507454 |
| 5 | Morales, Katie | 1003692 |
| 6 | Erickson, Jessica | 425129 |
| 6 | Schreiner, Jacob | 517394 |
| 6 | Robb, Justin | 513835 |
| 7 | May, Kalleigh | 507684 |
| 7 | Sharrot, Taylor | 516660 |
| 8 | Owens, John | 511928 |
| 8 | Logan, James | 506507 |
| Special Education | Langer, Emma | 0510701 |
| Special Education | Wallisch, Taylor | 0510460 |
| Special Education | Ohs, Julie | 513957 |
| Special Education | Kastor, Mallory | 1004740 |
| Special Education | Dettman, Heidi (PT) | 500511 |
| Music | Lauermann, Cecelia | 493643 |
| Physical Education | Skordahl, Jolene | 338977 |
| Physical Education | Sharp, Andrew (PT) | 515753 |
| Art | Sievert, Mattea | 1004372 |
| <u>Administration</u> | | |
| Executive Director | Mortensen, Kathleen | 323303 |
| Dean of Students | Broderick, Ben | 459820 |
| Dean of Students | Sharp, Andy (PT) | 515753 |
| Dean of Students | Griffith, Kylie | 0485453 |
| <u>Office Staff</u> | | |
| Office Manager | Baumann, Nancy | |
| Health Services | Cahlander, Amy | |
| Special Education | Owens, Jenny | |
| Reception | Graff, Jess (PT) | |

Educational Assistants

| | |
|-------------------|---------------------|
| Special Education | Ballato, Pat |
| Special Education | Bedard, Nic |
| Special Education | Garibay, Lisa |
| Special Education | Graff, Jessica (PT) |
| Special Education | Keelin, Suzanne |
| Special Education | Lock, Steve |
| Special Education | Martinson, Ben |
| Special Education | Plappert, Denise |
| ELL Services | Burnett, Christina |

ACADEMIC PERFORMANCE

At WLA academic performance has been somewhat dependent on the effect that COVID extolled on assessment data, and due to launching the middle school three years ago. However, in 2019, rankings conducted by Niche, of all public and private schools in Minnesota, recognized WLA as one of the ***“Top 100 Schools in Minnesota.”*** (There were only five other charter schools in Minnesota that made this “Top 100” list.) In 2020, Niche recognized WLA as the eleventh (11th) ***“Best Charter Middle School in Minnesota”***, and the fourteenth (14th) ***“Best Charter Elementary School in Minnesota”***. Furthermore, it ranked WLA as twenty-third (23rd) for ***“Best Public Middle School Teachers in Minnesota”***. In 2021, Niche ranked WLA in the top one percent (1%) of the ***“Best Charter Elementary and Middle Schools Nationally”***. Niche ratings are based on five categories including academics, student diversity, teacher quality and retention, extra-curricular opportunities, and parent input. (Parent input being the only variable that is objective.) Furthermore, WLA is working towards becoming a Core Knowledge School of Distinction, and once WLA meets this strategic goal, WLA will be the first organization in the Midwest to gain such distinction. The distinction would not only benefit Woodbury and the surrounding community but would also benefit other schools aspiring to gain such distinction.

As a public charter school, WLA’s students take the Minnesota Comprehensive Assessment (the “MCAs”) standardized test each spring. The MCAs are designed to measure achievement towards meeting the Minnesota Academic Standards. WLA also utilizes the NWEA Measures of Academic Progress (the “MAP”). MAP tests are adaptive interim assessments aligned to state-specific content standards. The MAP is a helpful assessment because it is administered in both the fall and the spring – measuring growth during the school year – and correlates to the MCAs. The MAP assessment also produces meaningful data because it is administered to students in grades one and above; conversely, the MCAs are only administered to students in grades three and above. Due to COVID 19 interruptions, Minnesota schools were not required to take MCA’s in the spring of 2020, but WLA onsite students did participate in MCA testing in the Spring of 2021. The State provided a COVID-19 refusal code to exempt students who are quarantined due to COVID-19 or to students who chose to enroll in online learning for the school year. Because

the most current MCA data is from two years ago, it has been difficult to make comparisons across school districts using MCA data. However, WLA has MAP testing data from the fall of 2019, and the fall of 2020 that demonstrates that WLA students average scores exceed the national norms in both reading and math. Of note is that WLA has always served grades kindergarten through five, but recently expanded to grade eight. Many of the new middle school students attended elementary school elsewhere before enrolling at WLA. Their test scores are reflective of the growth that WLA expects when students enroll at WLA, and they are beginning to meet WLA’s higher expectations. WLA predicts that the students’ test scores will continue to improve as the middle school program is filled with more students who have matriculated through WLA’s program. Furthermore, it is difficult to both grow enrollment and increase test scores at the same time; however, WLA has been steadily increasing both since 2017. When comparing fall 2019 to fall 2020 MAP scores, the scores increased across nearly every grade level, despite the challenges of COVID-19 and remote learning. These results show the perseverance of WLA’s administration, teachers, and students during the COVID-19 pandemic, and highlight the quality of the distance-learning program provided by WLA.

WLA ACADEMIC PROGRESS:

Summary: Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year. All comparisons made in this report will be between 2019 and 2021. WLA tested 210 students in 2021. The school’s proficiency rates on the Minnesota Comprehensive Assessments increased in reading from 2019 to 2021 and declined in math and science over the same period.

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

MCA Math Proficiency 2017 - 2021

| MCA Math | 2017 | 2018 | 2019 | 2020* | 2021 |
|-----------------|-------|-------|-------|-------|-------|
| Statewide | 59.2% | 57.7% | 55.5% | | 44.2% |
| 3 rd | 68.6% | 66.9% | 66.0% | | 57.1% |
| 4 th | 67.4% | 65.6% | 64.3% | | 53.8% |
| 5 th | 57.7% | 55.2% | 52.4% | | 41.1% |
| 6 th | 56.0% | 54.3% | 50.9% | | 37.2% |

| | | | | | |
|-----------------|-------|-------|-------|--|-------|
| 7 th | 55.4% | 54.9% | 52.5% | | 37.4% |
|-----------------|-------|-------|-------|--|-------|

| | | | | |
|---------------------|-------|-------|-------|-------|
| 8 th | 58.8% | 57.8% | 55.7% | 39.8% |
| Woodbury Leadership | 66.7% | 67.0% | 54.2% | 36.7% |
| 3 rd | 83.3% | 77.1% | 60.7% | 40.9% |
| 4 th | 61.8% | 79.2% | 69.8% | 40.9% |
| 5 th | 60.9% | 48.0% | 43.2% | 50.0% |
| 6 th | CTSTR | CTSTR | CTSTR | 20.5% |
| 7 th | CTSTR | N/A | CTSTR | 41.2% |
| 8 th | | | CTSTR | 13.3% |
| Woodbury Elem. | 62.5% | 53.6% | 51.9% | 43.4% |
| 3 rd | 67.8% | 65.6% | 57.0% | 41.7% |
| 4 th | 65.8% | 51.4% | 58.3% | 56.6% |
| 5 th | 53.7% | 42.5% | 42.9% | 28.6% |
| Woodbury Middle | 68.5% | 65.3% | 67.0% | 43.7% |
| 6 th | 65.8% | 59.9% | 70.6% | 43.6% |
| 7 th | 70.0% | 71.2% | 67.4% | 45.7% |
| 8 th | 69.6% | 65.6% | 62.7% | 41.1% |
| Combined (3-8) | 66.3% | 61.8% | 64.1% | 43.6% |

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019- 2020 school year.

MCA Proficiency Chart
Math - All Accountability Tests

| | 17-18 | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|-------|
| Statewide | 59.2% | 57.7% | 55.5% | 44.2% |
| Woodbury Leadership | 66.7% | 67.0% | 54.2% | 36.7% |
| Woodbury Elementary /Woodbury Middle (combined) | 66.3% | 61.8% | 64.1% | 43.6% |

ANALYSIS OF MATH MCA PROFICIENCY: WLA’s MCA math proficiency results are shown above. For the purpose of this report, proficiency results from Woodbury Elementary, grades 3-5, and Woodbury Middle School, grades 6-8, were combined to create a comparison score for WLA. WLA’s math proficiency rate fell by 17.5 percentage points to 36.7% from 2019 to 2021. This decline, also experienced at the combined comparison school and at the statewide level, was due in large part to the effects of the COVID 19 pandemic. The school is currently performing below the proficiency rate of the statewide average as well as that of the combined local comparison schools. In future years, it is expected that WLA will once again meet or exceed the math proficiency rate of both the statewide average and the local comparison school.

MCA Reading Proficiency 2017 – 2021

| MCA Reading | 2017 | 2018 | 2019 | 2020* | 2021 |
|---------------------|-------|-------|-------|-------|-------|
| Statewide | 60.6% | 60.4% | 59.7% | | 52.5% |
| 3 rd | 57.0% | 56.2% | 55.0% | | 48.5% |
| 4 th | 57.3% | 56.2% | 55.9% | | 49.3% |
| 5 th | 67.9% | 67.5% | 66.2% | | 59.4% |
| 6 th | 63.8% | 64.9% | 63.2% | | 55.0% |
| 7 th | 57.9% | 58.7% | 57.9% | | 48.3% |
| 8 th | 59.3% | 59.1% | 58.2% | | 49.7% |
| Woodbury Leadership | 67.6% | 72.7% | 48.9% | | 50.7% |
| 3 rd | 76.7% | 71.4% | 45.0% | | 47.4% |
| 4 th | 58.8% | 75.0% | 55.8% | | 38.1% |
| 5 th | 62.2% | 80.0% | 66.7% | | 78.3% |

| | | | | | |
|-----------------|-------|-------|-------|--|-------|
| 6 th | CTSTR | CTSTR | CTSTR | | 50.0% |
| 7 th | CTSTR | N/A | CTSTR | | 43.8% |
| 8 th | | | CTSTR | | 20.0% |
| Woodbury Elem. | 67.5% | 58.4% | 55.1% | | 53.1% |
| 3 rd | 67.0% | 55.3% | 48.1% | | 44.7% |
| 4 th | 68.4% | 57.1% | 51.8% | | 57.1% |
| 5 th | 67.1% | 63.8% | 62.9% | | 58.7% |
| Woodbury Middle | 68.8% | 68.6% | 71.5% | | 60.2% |
| 6 th | 73.1% | 69.6% | 71.9% | | 63.3% |
| 7 th | 65.2% | 67.2% | 71.6% | | 58.7% |
| 8 th | 67.9% | 68.8% | 71.0% | | 57.9% |
| Combined (3-8) | 68.7% | 65.6% | 68.4% | | 59.0% |

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019- 2020 school year.

MCA Proficiency Chart
Reading - All Accountability Tests

| | 17-18 | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|-------|
| Statewide | 60.6% | 60.4% | 59.7% | 52.5% |
| Woodbury Leadership | 67.6% | 72.7% | 48.9% | 50.7% |
| Woodbury Elementary /Woodbury Middle (combined) | 68.7% | 65.6% | 68.4% | 59.0% |

ANALYSIS OF READING MCA PROFICIENCY: WLA’s MCA reading proficiency results are shown above, For the purpose of this report, proficiency results from Woodbury Elementary, grades 3- 5, and Woodbury Middle School, grades 6-8, were combined to create a comparison score for WLA. WLA’s reading proficiency rate increased by 1.8 percentage points to 50.7% from 2019 to 2021. Despite the increase, the school is currently performing below the proficiency rate of the statewide average as well as that of the combined local comparison schools. In future years, it is expected that WLA will once again meet or exceed the reading proficiency rate of both the statewide average and the local comparison school.

MCA Science Proficiency 2017 - 2021

| MCA Science | 2017 | 2018 | 2019 | 2020* | 2021 |
|------------------------------------|-------|-------|-------|-------|-------|
| Statewide | 54.7% | 52.5% | 50.7% | NA | 43.1% |
| 5 th | 61.2% | 59.3% | 54.9% | NA | 47.9% |
| 8 th | 46.7% | 45.7% | 43.0% | NA | 33.8% |
| Woodbury Leadership | 61.9% | 65.5% | 50.0% | NA | 45.0% |
| 5 th | 61.9% | 65.5% | 55.0% | NA | 57.8% |
| 8 th | | | CTSTR | NA | 6.7% |
| Woodbury Elem. (5 th) | 54.5% | 59.8% | 53.3% | NA | 43.5% |
| Woodbury Middle (8 th) | 61.5% | 46.0% | 54.8% | NA | 37.3% |
| Combined | 60.0% | 48.8% | 54.4% | NA | 38.8% |

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019- 2020 school year.

MCA Proficiency Chart
Science - All Accountability Tests

| | 17-18 | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|-------|
| Statewide | 54.7% | 52.5% | 50.7% | 43.1% |
| Woodbury Leadership | 61.9% | 65.5% | 55.0% | 45.0% |
| Woodbury Elementary /Woodbury Middle (combined) | 60.0% | 48.8% | 54.4% | 38.8% |

ANALYSIS OF SCIENCE MCA PROFICIENCY: WLA’s MCA science proficiency results are shown above. For the purpose of this report, proficiency results from Woodbury Elementary, grade 5, and Woodbury Middle School, grade 8, were combined to create a comparison score for WLA. WLA’s science proficiency rate fell by 10 percentage points to 45% from 2019 to 2021. Despite the decline, the school is currently outperforming the proficiency rate of the statewide average as well as that of the combined local comparison schools. In future years, it is expected that WLA will continue to meet or exceed the science proficiency rate of both the statewide average and the local comparison school.

Academic Performance Standard 2 - Growth

Over the term of the authorizer contract, the school will maintain a minimum combined achievement level of 62.7% in and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. However, North Star Academic Achievement level data is unavailable for the 2020-2021 school year due to COVID.

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the school and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

MCA Proficiency Chart
Reading - Reportable Student Groups

| | 17-18 | 18-19 | 19-20 | 20-21 |
|--------------|-------|-------|-------|-------|
| All Students | 67.6% | 72.7% | 48.9% | 50.7% |
| SPED | NA | 55.0% | 40.0% | 10.7% |
| FRP | NA | 26.7% | 50.0% | 24.4% |
| ELL | NA | NA | NA | 16.7% |

Woodbury Leadership Academy’s academic philosophy is based upon The *Core Knowledge Sequence* developed by The Core Knowledge Foundation. The Core Knowledge Foundation (2020) defines the *Core Knowledge Sequence* as “a detailed outline of specific content and skills to be taught in language arts, history, geography, mathematics, science, and the fine arts. As the core of a school’s curriculum, it provides a coherent, content specific foundation of learning, while allowing flexibility to meet local needs”.

The *Core Knowledge Sequence* is the result of research into the content and structure of the highest performing elementary education systems around the world, as well as extensive consensus building among diverse groups and interests, including parents, teachers, scientists, professional curriculum organizations, and experts from The Core Knowledge Advisory Board on Multicultural Traditions. The *Core Knowledge Sequence* is recognized as an effective whole school model, being one of the 33 whole-school models recognized by the U.S. Education Department as high quality and determined to be effective through research.

The *Core Knowledge Sequence* is supported by specific curricular resources.

Reading: Core Knowledge Language Arts from Amplify and Reading A-Z

Language Usage: CKLA and Collections

Writing: CKLA and Write Source

Mathematics: Ready Math

Science: CK Science from Amplify, Interactive Science, and iScience

Social Studies: Core Knowledge History & Geography, *Northern Lights* and *Discovering Our Past* by McGraw Hill

Art, Music & P.E.: Core Knowledge Foundation

Woodbury Leadership Academy 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 these state and national assessments and Minnesota Academic Standards.

Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)

Students attending Woodbury Leadership Academy in grades 1-8 take the MAP assessment. The test is typically taken twice per year – once in the fall and once in the spring.

- Reading: Grades 1-8
- Language Usage: Grades 2-8
- Math: Grades 1-8

Data: MAP Fall 2020 and/or Spring 2021

| Grade | Students | Test | Score | Test | Score |
|-------|----------|------|-------|---------|-------|
| 1 | 66 | Math | 75% | Reading | 79% |
| 2 | 60 | Math | 68% | Reading | 66% |
| 3 | 65 | Math | 71% | Reading | 80% |
| 4 | 67 | Math | 66% | Reading | 76% |
| 5 | 66 | Math | 73% | Reading | 77% |
| 6 | 34 | Math | 76% | Reading | 76% |
| 7 | 19 | Math | 42% | Reading | 35% |
| 8 | 15 | Math | 73% | Reading | 23% |

Minnesota Comprehensive Assessment (MCA)

Students attending Woodbury Leadership Academy in grades 3-8 take the MCA assessment.

- Reading: Grades 3-8
- Math: Grades 3-8
- Science: Grades 5 and 8

WLA also offers the Minnesota Test of Academic Skills (MTAS) and ACCESS.

Minnesota Academic Standards

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 is 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 their level. Scores are used, along with additional comparative data, to place students at appropriate levels in math and language arts.

Academic Performance Student Achievement Successes/Challenges

WLA continues to keep a low teacher-to-student ratio to help assist in creating a strong differentiated instruction environment. Through the PLC process, teachers use data from formative and summative assessments, classwork, homework and observations to drive instruction.

Successes: Parents continually comment and applaud our instructional strategies, curriculum programming, curriculum resources and dedicated staff. Our curriculum and instruction engage students in higher levels of thinking, conceptual understanding and meet the needs of all students. Furthermore, our dedicated staff include motivated and caring classroom teachers, special education teachers, paraprofessionals and response-to-intervention coach.

Challenges: The effects of the COVID pandemic have had a significant impact on schools, including WLA. Staff members have seen a decrease in Social Emotional levels with our students, and an increased number of students struggling with anxiety, and isolation. Academics have also been a challenge regardless of if students are online or onsite. In addition to the challenges brought about due to COVID, fully implementing the intended curriculum with fidelity and implementing Responsive Classroom with fidelity have also been difficult. Finally, these challenges could also be affected by the continual increase in WLA enrollment, and thus, an increase in new to WLA staff members.

Increased Learning Opportunities

As indicated above, the *Core Knowledge Sequence* is the cornerstone of WLA. This comprehensive *Sequence* includes literature, history and geography, science, math, art, physical education and music.

Students received weekly instruction from certified specialists in art, physical education and art. Instruction continued as an option during COVID-19 to remain flexible. Furthermore, Core Knowledge Art Prints with descriptions are posted around the building for exposure. This effort of posting art prints was on behalf of our Parent Team Organization (PTO).

Woodbury Leadership Academy has met the goal of providing an integrated hands-on approach through science projects, science fair with 3M scientists as judges, core virtues programming and service-learning projects. Unfortunately, due to COVID-19, we were unable to host our annual science fair. In addition, we offer a student council experience through an election process. During the 2020-2021 school year, our student council was active, but not to the usual degree.

The school addresses the leadership component through the use of a modified approach to the Responsive Classroom in conjunction with a core virtues curriculum. Teacher standards and teaching objectives include specific learning goals related to leadership development.

Limited enrichment opportunities were available to students such as art clubs, science club, and band. These opportunities were limited by COVID constraints and were based on student demand.

Academic Performance WLA's Academic Performance Encourage Varied and Innovate Teaching Methods Successes/Challenges

Woodbury Leadership Academy's strategic goals related to academic performance include:

1. Become a distinguished Core Knowledge school
2. Develop a leadership program

WLA has worked towards meeting these goals that encourage varied and innovative teaching methods.

Goal 1: We purchased newly released Core Knowledge curriculum resources from the Core Knowledge Foundation. Additionally, teachers and administration received official training from Core Knowledge and continued their work from the previous school year with creating CKHG Domain-Based Unit Overviews, which have been posted on our school site. Furthermore, our Curriculum Committee worked closely with Core Knowledge and MDE to identify a new math curriculum – Ready Classroom Mathematics, which we implemented during the 2020-2021 school year. Ready Classroom Mathematics includes physical and digital components to reach the needs of all students. Challenges of resources and finances were identified. For example, CKHG is expensive, so some teachers had to share teacher guides to create the Domain-Based Unit Overviews. This challenge was expected, as curriculum will be purchased in a cycle.

Goal 2: WLA continued to develop programming around our five core virtues to focus on throughout the school year. Posters and awards were posted around the school and on the school website. We again partnered with PTO and aligned school fundraising, such as Give to the Max, to purchase materials that align to our five core virtues.

Measure Outcome/Provide Accountability Successes/Challenges

WLA's Accountability Goal 1 (MCA Reading Goal)

- A. Students enrolled in grades 3-7 will show 75 percent baseline proficiency in MCA reading scores for the first year, with a 3 percent increase in proficiency in the following 2 years for the same grades.
- B. Due to COVID-19, we were unable to collect data for this accountability goal. However, we were able to collect data in reading comprehension and fluency using formative and summative assessments, classwork, homework and Reading A-Z reading levels. Data showed that students made progress. However, the progression slowed once we entered distance learning. A challenge in this area included the validity of the test scores due to the potential of non WLA staff helping students. To overcome this, we attempted to administer assessments through Zoom or Google Hangouts.
- C. At WLA we used formative and summative assessments, along with a PLC process where we looked at data to inform instruction. We also worked at improving teacher's abilities to individualize instruction. PLCs continued during distance learning.

WLA's Accountability Goal 2 (MCA Math Goal)

- A. Students enrolled in grades 3-7 will show 77 percent baseline proficiency in MCA math scores for the first year, with a 3 percent increase in proficiency in the following 2 years for the same grades.

- B. Due to COVID-19, we were unable to collect data for this accountability goal. However, we were able to collect data in mathematics using formative and summative assessments, classwork and homework. Data showed that students made progress. However, the progression slowed once we entered distance learning. A challenge in this area included the validity of the test scores due to the potential of non WLA staff helping students. To overcome this, we attempted to administer assessments through Zoom or Google Hangouts.
- C. At WLA we used formative and summative assessments, along with a PLC process where we looked at data to inform instruction. We also worked at improving teacher’s abilities to individualize instruction. PLCs continued during distance learning.

WLA’s Accountability Goal 3 (NWEA Assessment Goal for Reading)

- A. WLA students in grades 3-7 will show an average that exceeds the national norm (50% average with a range of 41%-60%) in reading based on the NWEA MAP testing.
- B. See below for progress:

| Grade | 2017 | 2018 | 2019 | 2020 |
|-------|------|------|------|------|
| 1 | NA | NA | 79% | 78% |
| 2 | 81% | 55% | 66% | 83% |
| 3 | 78% | 61% | 80% | 74% |
| 4 | 80% | 86% | 76% | 77% |
| 5 | 81% | 69% | 77% | 81% |
| 6 | 75% | 75% | 76% | 63% |
| 7 | NA | 50% | 35% | 73% |
| 8 | NA | NA | 23% | 45% |

WLA’s Accountability Goal 4 (NWEA/MAP Assessment Goal for Math)

- A. Students in grades 3-7 will show an average that exceeds the national norm in math based on the NWEA MAP testing. (50% average with a range of 41%-60%)
- B. See below for progress.

| Grade | 2017 | 2018 | 2019 | 2020 |
|-------|------|------|------|------|
| 1 | NA | NA | 75% | 76% |
| 2 | 81% | 70% | 68% | 86% |
| 3 | 73% | 58% | 71% | 67% |

| | | | | |
|---|-----|-----|-----|-----|
| 4 | 88% | 78% | 66% | 71% |
| 5 | 81% | 69% | 73% | 66% |
| 6 | 66% | 66% | 76% | 64% |
| 7 | NA | 50% | 42% | 70% |
| 8 | NA | NA | 73% | 60% |

SCHOOL ANNUAL PLAN FOR ASSESSMENTS

As a public charter school, WLA’s students take the Minnesota Comprehensive Assessment (the “MCAs”) standardized test each spring. The MCAs are designed to measure achievement towards meeting the Minnesota Academic Standards. WLA also utilizes the NWEA Measures of Academic Progress (the “MAP”). MAP tests are adaptive interim assessments aligned to state-specific content standards. The MAP is a helpful assessment because it is administered in both the fall and the spring – measuring growth during the school year – and correlates to the MCAs. The MAP assessment also produces meaningful data because it is administered to students in grades one and above; conversely, the MCAs are administered to students in grades 3-8.

FINANCES

The year-end financial report is attached herein. Questions regarding Fiscal Year 2020-2021 school finances, please contact BerganKDV: Brenda Kes, Outsourced CFO, School Services, 651.280.5582, brenda.kes@bergankdv.com.

SERVICE LEARNING PLAN AND OUTCOMES

| MONTH | GRADE | SERVICE LEARNING PROJECT | FIELD TRIP CONNECTION |
|------------------|--------------|---------------------------------|------------------------------|
| SEPTEMBER | GR K | SCHOOL GROUNDS CLEAN-UP | LOCAL NURSERY/ORCHARD |
| OCTOBER | GR 1 | FOREST STEWARDS | MN ARBORETUM |
| NOVEMBER | GR 2 | FOOD DRIVE | NA |
| DECEMBER | GR 3 | TOY DRIVE – CHILDRENS HOSPITAL | CHILDREN’S HOSPITAL TOUR |
| JANUARY | GR 4 | POETRY SLAM | INVITED GUESTS |

| | | | |
|-----------------|------|----------------------------|--------------------------|
| FEBRUARY | GR 5 | FEED MY STARVING CHILDREN | FMSC PLANT/WAREHOUSE |
| MARCH | GR 6 | LETTERS TO SENIOR CITIZENS | SENIOR LIVING HOME |
| APRIL | GR 7 | LOCAL AREA TO CLEAN-UP | LOCAL PARK |
| MAY | GR 8 | LETTERS TO VETERANS | HAVE A VETERAN VISIT WLA |

Our Service Learning plans started well with the September through January activities accomplished with varying degrees of success. (We did not attend the first two field trips, and the Children’s Hospital only accepted drive up drop-offs, they did not provide a means for student interactions.) However, all Service Learning projects came to a halt as news of the spread of COVID hit.

INNOVATIVE PRACTICES AND IMPLEMENTATION

Parental and community involvement are crucial to the success of Woodbury Leadership Academy. WLA recognizes that it is only as strong as its supporters and has made parental and community involvement a key piece of the school's mission. Each Thursday, teachers create Thursday Newsletters that provide parents a detailed update of what knowledge their child(ren) gained that week. WLA has a PTO whom solicit parent involvement and match parents with teacher and student needs. PTO also works closely with WLA to meet goals, such as the academic strategic goal discussed earlier.

Teachers are encouraged to celebrate the end of domains, or units, with a fun activity that wraps up what students learned. For example, grade three has an Ancient Rome domain. At the end of the domain, the entire grade gathers for an Ancient Roman party where students dress up (i.e. togas), enjoy a Roman snack purchased by their parents (i.e. olives), play games (i.e. Roman Numeral bingo) and complete an art craft (i.e. mosaic).

Teachers work with the surrounding communities to address one of WLA’s core goals of leadership. Students participated in several service-learning projects, such as a gift drive during the holiday for the Children’s Hospital, Feed My Starving Children, the Leukemia Foundation, and other causes. In addition to our leadership program, WLA operates using a core virtues curriculum that focused on the development of democratic, strong, ethical and caring global leaders. Assemblies are held where students celebrate accomplishments and learn a core virtue of the month. Staff extend this learning into the classroom and makes connections between home and school for additional emphasis, understanding and involvement.

FUTURE PLANS

Woodbury Leadership Academy's strategic goals related to academic performance include:

1. Become a distinguished Core Knowledge school
2. Develop a leadership program

WLA has worked towards meeting these goals that encourage varied and innovative teaching methods.

Goal 1: We purchased newly released Core Knowledge curriculum resources from the Core Knowledge Foundation. Additionally, teachers and administration received official training from Core Knowledge and continued their work from the previous school year with creating CKHG Domain-Based Unit Overviews, which have been posted on our school site. Furthermore, our Curriculum Committee worked closely with Core Knowledge and MDE to identify a new math curriculum – Ready Classroom Mathematics, which we implemented during the 2020-2021 school year. Ready Classroom Mathematics includes physical and digital components to reach the needs of all students. Challenges of resources and finances were identified. For example, CKHG is expensive, so some teachers had to share teacher guides to create the Domain-Based Unit Overviews. This challenge was expected, as curriculum will be purchased in a cycle.

Goal 2: WLA continued to develop programming around our five core virtues to focus on throughout the school year. Posters and awards were posted around the school and on the school website. We again partnered with PTO and aligned school fundraising, such as Give to the Max, to purchase materials that align to our five core virtues.

SATISFACTION SURVEYS

SATISFACTION SURVEY RESULTS

Parent and Staff Input on Administration, School Board, and Teachers:

- Overall Score 3.44 out of 4
- 203 surveys completed
 - 179 surveys demonstrated positive responses overall (88%)
 - 2 surveys demonstrated neutral responses overall (1%)
 - 22 surveys demonstrated negative responses overall (11%)
- Sample of Comments
 - Thank you!
 - Really helpful & supportive and treating kids.
 - Good job.
 - Good.
 - We love it here!
 - I love WLA.
 - We love WLA, great fit for our child!
 - We love the school and the communication.
 - WLA and the administration are great. Just a request for arranging sports outdoors for kids weekly once to improve their sports skills. I believe you are already doing it, just that we emphasize on having spacious ground. Thanks a lot overall.
 - We love this school and we'll be here forever. Thanks for all your help and effort to be every day a better school.

K-8 Teacher Survey Results, as Reported by Parents:

| | # of Surveys | Average Score | Comments |
|-------------|---------------------|----------------------|---|
| K | 44 | 3.89 | All positive |
| 1 | 51 | 3.91 | All positive |
| 2 | 41 | 3.87 | Almost all positive, one negative |
| 3 | 46 | 3.93 | All positive |
| 4 | 39 | 3.92 | All positive |
| 5-8 | 71 | 3.78 | 25 positive, 5 negative |
| Specialists | 22 | | Mixture of comments across specialist areas |
| SPED | 13 | | 4 positive, 1 negative |

OPERATIONAL PERFORMANCE

All state and federal taxes, pensions, and insurances were paid as required. The financial audit was completed on time and submitted to the state by the required deadline. The 2020-2021 audit was filed on time and was presented to the school board.

- Facility and Grounds: WLA leased space from the MSB Holdings – Woodbury, LLC. WLA met or exceeded all necessary building and content insurance as per state statute. The building and grounds maintenance were managed by MSB Holdings – Woodbury, LLC. During May of 2021, Friends of WLA (ABC) purchased this property.
- Due Process and Privacy Rights: The WLA Family Handbook outlines the disciplinary procedures for students. The handbook is reviewed yearly.
- Employment: The procedures for hiring included defining staffing needs, reviewing or developing job descriptions if a new position, posting the openings and interviewing. References were checked and the candidate met with the director to learn more about the employment terms and benefits. New employees met with the office manager upon hiring to complete all employment forms and review employment policies and procedures. All new employees undergo background checks upon hiring. All school board members and volunteers also undergo background checks upon beginning service at WLA.
- Food Service: For the 2020-2021 school year, WLA did not use any contracted food service programs.
- Transportation: WLA is committed to providing transportation to students that reside in the ISD 622 school district. WLA also provides transportation (as possible) for students residing in Woodbury and the surrounding area.
- Operational Performance WLA's Authorizer, VOA, is committed to fulfilling its role as a charter school authorizer by holding WLA accountable for a range of results. The accountability system is based on clear reporting by WLA and oversight by the authorizer. Through a combination of site visits, board meeting packets, annual reports, and Annual School Evaluations, VOA upholds its legal obligation to make sure WLA is reaching (or making adequate progress toward) the goals and benchmarks outlined in its charter contract and Minnesota Statutes. This collective body of evidence will also form the basis for contract renewal decisions. VOA uses a standard charter contract with unique school-specific terms that capture different approaches to achieving student success. The individuality of each school will be preserved in the Accountability Plan and self-reporting on the results of its respective outcomes. Reporting on school outcomes will take place annually, with contents listed in the Annual Reporting Format section. VOA uses the Annual School Evaluation Rubric to assess schools. In a consistent manner, while still factoring in the schools' respective mission-specific goals through the Accountability Plan. VOA will report its findings to the school's leader and board and encourage constructive dialogue on continuous improvement efforts. One of the most important ways VOA gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to

observe the school in action firsthand, hear directly from all key stakeholders and corroborate school reported information and data. VOA conducts three different types of site visits: formal, end of term, and monitoring. The formal and end of term site visits will follow a more structured protocol and will produce written and oral feedback to the school staff and board. VOA will also make informal monitoring visits to schools for follow-up oversight, special events, and check-ins.

WOODBURY LEADERSHIP ACADEMY

WORLD'S BEST WORKFORCE:

REPORT SUMMARY

2020-2021

District or Charter Name: Woodbury Leadership Academy

Grades Served: K-8

Contact Person Name and Position: Dr. Kathleen Mortensen, Executive Director

1. Stakeholder Engagement

1a. Annual Report

Located at www.wlamn.org

1b. Annual Public Meeting

January 26, 2022 at 5:30 PM

1c. District Advisory Committee

| District Advisory Committee Member | Role in District |
|------------------------------------|---------------------------------|
| Ms. Mandi Folks | Parent Representative |
| Mr. Jason Livingston | Parent Representative |
| Ms. Shannon Kelly | Community Representative |
| Ms. Jessica Erickson | Teacher Representative |
| Ms. Natalie Sjoberg | Teacher Representative |
| Ms. Jolene Skordahl | Teacher & Parent Representative |
| Dr. Kathleen Mortensen | Executive Director |
| Ms. Paula Krippner | Special Education Director |
| Ms. Nancy Baumann | Office Manager |

| | |
|-----------------------------|----------|
| Not applicable (grades K-8) | 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, students applying for kindergarten must be age 5 by September 1 of the year they wish to be enrolled. | Goal not applicable. |

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

| Goal | Result | Goal Status |
|------|--------|-------------|
|------|--------|-------------|

| | | |
|--|---|---|
| <p>Using Reading A-Z and Core Knowledge Language Arts (CKLA) Amplify curriculum, 85% of all 3rd students will be at grade level by the end of 3rd grade, as measured by NWEA MAP scores. (The percent is based on the total number of students who met or exceeded the average RIT in our district.)</p> | <p>Spring of 2021 NWEA MAP scores demonstrated the following:</p> <p style="text-align: center;"><u>Grade Score</u></p> <p style="text-align: center;">1 79%</p> <p style="text-align: center;">2 66%</p> <p style="text-align: center;">3 80%</p> <p style="text-align: center;">4 76%</p> <p style="text-align: center;">5 77%</p> <p style="text-align: center;">6 76%</p> <p style="text-align: center;">7 35%</p> <p style="text-align: center;">8 23%</p> <p>In the spring of 2021, 80% of third grade students met or exceeded grade level fluency and reading comprehension skills.</p> | <p>Goal Not Met (COVID had an impact)</p> |
|--|---|---|

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

| Goal(s) | Result | Goal Status |
|---------|--------|-------------|
|---------|--------|-------------|

| | | |
|--|--|--|
| <p>In order to close the achievement gap, WLA students in grades 2-8 will demonstrate above average, according to NWEA MAP scores, in both reading and math. (The percent is based on the average number of WLA students who met or exceeded the average national norm.)</p> | <p>Reading, Spring '21</p> <p>2 66%</p> <p>3 80%</p> <p>4 76%</p> <p>5 77%</p> <p>6 76%</p> <p>7 35%</p> <p>8 23%</p> <p>Math, Spring '21</p> <p>2 68%</p> <p>3 71%</p> <p>4 66%</p> <p>5 73%</p> <p>6 76%</p> <p>7 42%</p> <p>8 73%</p> | <p>Goal met in reading for grades 2, 3, 4, 5, 6. Goal not met reading for grades 7 and 8.</p> <p>Goal met in math for grades 2, 3, 4, 5, 6, and 8. Goal not met in math for grade 7.</p> |
| <p>In order to close the achievement gap, students in grades 3-8 will score an</p> | <p>2021 MCA data demonstrates the following:</p> | |

| | | |
|--|---|--|
| <p>average of 75% (or above) as measured by year end MCA scores, in the areas of math and reading.</p> | <p>MATH</p> <p>3 40.9%</p> <p>4 40.9%</p> <p>5 50%</p> <p>6 20.5%</p> <p>7 41.2%</p> <p>8 12.3%</p> <p>READING</p> <p>3 47.4%</p> <p>4 38.1%</p> <p>5 78.3%</p> <p>6 50%</p> <p>7 43.8%</p> <p>8 20%</p> | <p>Goal was not met in math at any grade level. (COVID had an impact)</p> <p>Goal was not met in reading except for grade five. (COVID had an impact)</p> |
|--|---|--|

2d. All Students Career- and College-Ready by Graduation

| Goal | Result | Goal Status |
|--|--------|-------------|
| <p><i>Not applicable to a K-8 setting.</i></p> | | |

2e. All Students Graduate

| Goal | Result | Goal Status |
|---|--------|-------------|
| <i>Not applicable to a K-8 setting.</i> | | |

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 and MCA results. The areas of reading and math were the primary focus. Additional data included reviewing Reading A-Z, CKLA by Amplify, and Ready math. The curriculum committee focused on identifying a strong conceptual understanding math program. After a lengthy review process, Ready Classroom Mathematics was implemented in the 2020-2021 school year.

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. WLA has an accountability plan that includes goals based on the MCAs as well as NWEA MAPs. Students attending WLA are assessed in each of the core academic skill areas using a range of methods. Assessment data is 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 their level. Scores are used, along with additional comparative data, to place students at appropriate groups in math and language arts.

4b. Teachers and Principals

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

- Weekly Professional Learning Communities (PLC)
 - Monthly review of data-driven instruction procedures
- Curriculum Committee meets throughout the school year to review and develop content. During the 2020-2021 school year, they reviewed our math programming.

Teacher and principal evaluations are completed according to statute.

- Teachers are observed between 1-3 times per school 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. Media skills are listed on the report card. The technology helps to allow individualization of the curriculum.
- **Data:** The school owns a SMARTBoard for each classroom, five classroom sets of Chromebooks, two computer labs and two iPad carts.
- **Collaborative Professional Culture:** WLA has continued to keep a low teacher-to-student ratio, and instruction is differentiated in the classroom. Through the PLC process teachers use data and formative/summative assessments to determine areas of student strength, weakness, and growth.
- **Data:** Parents continually comment and applaud not only the teaching strategies that are used, but also the curriculum that was selected – the Core Knowledge Curriculum which meet the needs of students at all levels, and 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 the 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 2020-2021 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 were mentored by a team teacher, and supported throughout the year during PLCs.