

WOODBURY LEADERSHIP ACADEMY

ANNUAL REPORT

2019-2020

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SCHOOL INFORMATION

This 2019-2020 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
 - E-mail: solsen@voamn.org
 - Phone: 612.270.1998

Woodbury Leadership Academy 2019-2020

Woodbury Leadership Academy is a tuition-free charter elementary and middle school located in Woodbury, Minnesota. During the 2019-2020 school year, we served 498 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 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 AND DEMOGRAPHICS

Student Enrollment

Woodbury Leadership Academy served 498 students during the 2019-2020 school year. The following percentages are based on student population.

- Special Education: 10.6%
- LEP: 4.6%
- Free and Reduced Lunch: 11.8%

Demographics

- Asian: 30%
- Black: 28%
- White: 37%
- Hispanic: 4%
- American Indian: 1%

ADMISSIONS

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. 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.

STAFFING

Certified Teaching Staff

<u>Grade/Subject</u>	<u>Name</u>	<u>MN License #</u>
K	Purinton, Monica	427868
K	Barthel, Ashley	470375
K	Engelsgjerd, Megan	471480
K	Sjoberg, Natalie	1001689
1	Nelson, Katie	491524
1	George, Claudia	486696
1	Nightingale, Donna	0456089
2	Cafferty, Claire	468950
2	Fuller, Miranda	1001566
2	Jackson, Kathleen	1002894
3	Koerner, Ashlee	499012
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	Erickson, Jessica	425129
6	Davis, Andrew	1002047
6	Allesse, Ryan	370394
7	Robb, Justin	513835
8	Logan, James	506507
Special Education	Langer, Emma	0510701
Special Education	Wallisch, Taylor	0510460
Special Education	Quinby, Claudia	0365229
SpEd Director	Kelly, Mary	202957

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Assistant	Youngblood, Allison	491510
Music	Rice, Kristen	453061
Physical Education	Skordahl, Jolene	338977
Physical Education	Sharp, Andrew	515753
Art	Sampson, Sara	515073
Executive Director	Mortensen, Kathleen	323303
Dean of Students	Broderick, Ben	459820
Dean of Students	Griffith, Kylie	0485453

Non-Certified Staff

<u>Position</u>	<u>Name</u>
Office Staff	Baumann, Nancy
	Cahlander, Amy
	Owens, Jenny
Educational Assistants	Aliperto, Tyler
	Ballato, Pat
	Bedard, Nic
	Christoff, Katie
	Garibay, Lisa
	Graff, Jessica
	Keelin, Suzanne
	Lock, Steve
Custodian	Martinson, Ben
	Flores, Juan

GOVERNANCE AND MANAGEMENT

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.

2019-2020 Board Members

<u>Position</u>	<u>Name</u>	<u>Email</u>	<u>Start Term</u>
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	ilivingston@wlamn.org	10/2017
Community Member	Kelly, Shannon	skelly@wlamn.org	4/2018
Ex-Officio, Director	Mortensen, Kathy	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.

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.

ACADEMIC PERFORMANCE

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” (p. vi).

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.

WLA’s Curricular Resources

- Reading: Core Knowledge Language Arts (CKLA) from Amplify and Reading A-Z
- Language Usage: CKLA and Collections
- Writing: CKLA and Write Source
- Mathematics: Saxon and Holt McDougal
- Science: Core Knowledge Science (CKSci) from Amplify, Interactive Science and iScience
- Social Studies: Core Knowledge History & Geography (CKHG) from Core Knowledge Foundation, *Northern Lights* and *Discovering Our Past* by McGraw Hill
- Art, Music & P.E.: Core Knowledge Foundation

Woodbury Leadership Academy 2019-2020

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. Due to COVID-19, students only took the fall assessment. To clarify, students did not take the spring assessment during the 2019-2020 school year.

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

Data: MAP Fall 2019

Grade	Student (Total Valid)	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

Data: Due to COVID-19, students did not take the MCA in Spring 2020.

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: Some of the challenges related to student achievement has been fully implementing the intended curriculum with fidelity and implementing Responsive Classroom with fidelity. These challenges could be contributed to the great increase in student enrollment, increase in new teachers and being in our second year of offering middle school.

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 2019-2020 school year, student council implemented a recycling program in the lunchroom.

The school addresses the leadership component through the use of a modified approach to Responsive Classroom in conjunction with a core virtues curriculum. Teacher standards and teaching objectives include specific learning goals related to leadership development. The leadership data is that the school has monthly school assemblies that allow parents and family members to attend.

Enrichment opportunities are available to students such as soccer club, karate club, golf club, art clubs, science club, Lego club and band. These opportunities are 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 began 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. 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 identified five core virtues to focus on throughout the school year. Posters and awards were created and posted around the school and on the school site. We have also partnered with PTO and aligned school fundraising, such as Give to the Max, to purchase books that align to our five core virtues. Challenges of time were identified. For example, we need time to identify what each core virtue looks like at each grade level. Although it's on our report card, descriptions are broad and need to be more objective.

Measure Outcome/Provide Accountability Successes/Challenges

WLA's Accountability Goal 1 (MCA Reading Goal)

- A. State the Full Goal: Three Year Goal: The 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. Describe the evaluation activities, measurement tools and relevant data used to measure results and gauge success: 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. State the Full Goal: Three Year Goal: The 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. Describe the evaluation activities, measurement tools and relevant data used to measure results and gauge success: 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. State the Full Goal: Three Year Goal: WLA students in grades 3-7 will show an average that exceeds the national norm in reading based on the NWEA MAP testing.

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B. Progress toward achievement of this ongoing goal if from fall-to-fall. See below.

<u>Grade</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
1			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. State the Full Goal: Three Year Goal: WLA students in grades 3-7 will show an average that exceeds the national norm in math based on the NWEA MAP testing.

B. Progress toward achievement of this ongoing goal if from fall-to-fall. See below.

<u>Grade</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
1			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%

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 2019-2020 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.
- 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 2019-2020 school year, WLA did not use any contracted food service programs.
- Transportation: Students that reside in the ISD 622 school district receive transportation via bus at no cost. All other families are required to provide their student's transportation to school.
- 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.

INNOVATIVE PRACTICES

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 make connections between home and school for additional emphasis, understanding and involvement.

FINANCES

The year-end financial report is attached herein. Questions regarding Fiscal Year 2019-2020 school finances, please contact BergankDV: Brenda Kes, Outsourced CFO, School Services, 651.280.5582, brenda.kes@bergankdv.com.

WOODBURY LEADERSHIP ACADEMY

WORLD'S BEST WORKFORCE: REPORT SUMMARY

2019-2020

Woodbury Leadership Academy

2019-2020

District or Charter Name: Woodbury Leadership Academy

Grades Served: K-8

Contact Person Name and Position: Kathleen Mortenson, Executive Director

I. Stakeholder Engagement

Ia. Annual Report

Located at www.wlamn.org

Ib. Annual Public Meeting

October 7, 2020 at 5:30 PM

Ic. District Advisory Committee

District Advisory Committee Member	Role in District
Mandi Folks	Parent
Jason Livingston	Parent
Shannon Kelly	Community
Jessica Erickson	Teacher
Natalie Sjoberg	Teacher
Jolene Skordahl	Teacher
Kathleen Mortensen	Executive Director
Paula Krippner	Special Education Director
Nancy Baumann	Support Staff
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																		
Using Reading A-Z and Core Knowledge Language Arts (CKLA) Amplify curriculum, 85% of all 3 rd students will be at grade level by the end of 3 rd 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>Due to COVID-19, we had to use our Fall 2019 NWEA MAP Scores. However, 80% of third-grade students met or exceeded grade level literacy skills in reading on the fall 2019 NWEA MAP assessments.</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>79%</td> </tr> <tr> <td>2</td> <td>66%</td> </tr> <tr> <td>3</td> <td>80%</td> </tr> <tr> <td>4</td> <td>76%</td> </tr> <tr> <td>5</td> <td>77%</td> </tr> <tr> <td>6</td> <td>76%</td> </tr> <tr> <td>7</td> <td>35%</td> </tr> <tr> <td>8</td> <td>23%</td> </tr> </tbody> </table> <p>In June 2020, 68% of third grade students met or exceeded grade level fluency and reading comprehension skills in Reading A-Z and CKLA Amplify.</p>	Grade	Score	1	79%	2	66%	3	80%	4	76%	5	77%	6	76%	7	35%	8	23%	Goal Not Met.
Grade	Score																			
1	79%																			
2	66%																			
3	80%																			
4	76%																			
5	77%																			
6	76%																			
7	35%																			
8	23%																			

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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>Due to COVID-19, we had to use our Fall 2019 NWEA MAP Scores. 86% of grades 2-8 met or exceeded the NWEA MAP national norm in reading and math.</p> <p style="text-align: center;">Reading, Fall 2019</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-decoration: underline;">Grade</th> <th style="text-decoration: underline;">National Norm</th> <th style="text-decoration: underline;">WLA</th> </tr> </thead> <tbody> <tr><td>1</td><td>156</td><td>166</td></tr> <tr><td>2</td><td>172</td><td>181</td></tr> <tr><td>3</td><td>187</td><td>194</td></tr> <tr><td>4</td><td>197</td><td>205</td></tr> <tr><td>5</td><td>205</td><td>214</td></tr> <tr><td>6</td><td>210</td><td>216</td></tr> <tr><td>7</td><td>214</td><td>209</td></tr> <tr><td>8</td><td>218</td><td>227</td></tr> </tbody> </table> <p style="text-align: center;">Math, Fall 2019</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-decoration: underline;">Grade</th> <th style="text-decoration: underline;">National Norm</th> <th style="text-decoration: underline;">WLA</th> </tr> </thead> <tbody> <tr><td>1</td><td>160</td><td>169</td></tr> <tr><td>2</td><td>175</td><td>182</td></tr> <tr><td>3</td><td>188</td><td>192</td></tr> <tr><td>4</td><td>199</td><td>205</td></tr> <tr><td>5</td><td>209</td><td>217</td></tr> <tr><td>6</td><td>214</td><td>221</td></tr> <tr><td>7</td><td>220</td><td>215</td></tr> <tr><td>8</td><td>224</td><td>234</td></tr> </tbody> </table>	Grade	National Norm	WLA	1	156	166	2	172	181	3	187	194	4	197	205	5	205	214	6	210	216	7	214	209	8	218	227	Grade	National Norm	WLA	1	160	169	2	175	182	3	188	192	4	199	205	5	209	217	6	214	221	7	220	215	8	224	234	<p>Goal met in math and reading for grades 1, 2, 3, 4, 5, 6 and 8. Goal not met in math and reading for grade 7.</p>
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<p>In order to close the achievement gap, students in grades 3-8 will score an</p>	<p>Due to COVID-19, WLA students did not take MCA. However, we collected spring 2020 data in reading through</p>	<p>Goal was not met in reading and oral comprehension.</p>																																																						

Woodbury Leadership Academy
2019-2020

<p>average of 75% (or above) as measured by year end MCA scores, in the areas of math and reading.</p>	<p>CKLA Amplify and Reading A-Z. Additionally, we collected spring 2020 data in math through summative grade level math standards.</p>	<p>71% of students in grades 2-7 met or exceeded the goal in reading and oral comprehension. Goal was not met in math. 62% of students in grades 2-7 met or exceeded the goal in math.</p>																					
<p style="text-align: center;">Reading Comprehension, Spring 2020</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;"><u>Grade</u></th> <th style="text-align: center;"><u>Reading</u></th> <th style="text-align: center;"><u>Oral</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">66%</td> <td style="text-align: center;">80%</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">77%</td> <td style="text-align: center;">86%</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">51%</td> <td style="text-align: center;">51%</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">74%</td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">63%</td> <td style="text-align: center;">74%</td> </tr> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> </tbody> </table>		<u>Grade</u>	<u>Reading</u>	<u>Oral</u>	3	66%	80%	4	77%	86%	5	51%	51%	6	88%	74%	7	63%	74%	8	NA	NA	
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2d. All Students Career- and College-Ready by Graduation

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

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 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, Saxon math, and other math curriculums. The curriculum committee focused on identifying a strong conceptual understanding math program. After a lengthy review process, Ready Classroom Mathematics was chosen to be 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 MCA’s 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 2019-2020 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 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 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 2019-2020 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 verified. Upon starting employment, they were mentored by a team teacher, and supported throughout the year during PLCs.