

WOODBURY LEADERSHIP ACADEMY
ANNUAL REPORT 2017-2018

600 Weir Drive
Woodbury, MN
Telephone: (651) 539-2641
www.wlamn.org

TABLE OF CONTENTS

School Information	3
Student Enrollment & Demographics	4
Admission	4
Staffing	5
Governance & Management	5
Academic Performance	6
Operational Performance	11
Innovative Practices	12
Finances	13

SCHOOL INFORMATION

This report provides the Minnesota Department of Education, our school's authorizer, Volunteers of America, parents/families of Woodbury Leadership Academy (WLA), and the general public with information describing the progress of WLA and its students.

- Official School Name: Woodbury Leadership Academy
- MN School District Number: 4228 School
- Address: 600 Weir Drive, Woodbury, MN School
- Phone Number: 651-539-2641
- Website: www.wlamn.org
- Executive Director: Dr. Kathleen Mortensen
- Year Opened: 2014
- Grades Served: K-6
- School Hours: 9:20 AM – 3:50 PM
- School Days: 171 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: Volunteers of America - 7625 Metro Blvd, Edina, MN Contact: Stephanie Olsen, Senior Manager, solsen@voamn.org Phone: 612-270-1998

WLA is a tuition-free charter elementary and middle school which served over 270 students during the 2017-2018 school year. (our end of year ADM was 260, with our highest level of membership being at 270 from early February on.) Our primary goal is to work in partnership with families from Woodbury and the surrounding communities who wish to participate as full partners, in the education of their children in a rigorous educational environment that fosters student success. WLA ensures academic success through rigorous curriculum standards, while setting high expectations for students. WLA uses inquiry-based learning while building strong skills in math, reading, literature, writing, music, science and technology. We also implement a strong character education program to ensure students develop exceptional leadership skills and are well rounded in all areas, social and academic, and prepared for high school and beyond. WLA is a school where students and graduates receive exceptional leadership skills, and are prepared to take on the challenges they will face as they transition into high school. WLA utilizes Core Knowledge curriculum to provide an educational program that is academically rigorous, based on solid research, and demonstrates success. In addition to the Core Knowledge Curriculum, we utilize Saxon Math, and a character education program to build leadership skills throughout the school. At WLA we are committed to delivering curriculum with passion via dedicated teachers who work in partnership with families to ensure the success of every student. Furthermore, the Core Knowledge curriculum used by WLA covers and/or exceeds the Minnesota State Academic Standards for grades K-8.

Finally, 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!

STUDENT ENROLLMENT & DEMOGRAPHICS

WLA served 294 students during the 2017-2018 school year. The Special Education population was 6.5%, LEP 5.1%, Free/Reduced Priced Lunch 11.9%, Asian 32%, Black 14.6%, White 44.6%, Hispanic 4.1%, American Indian 1%, two or more races 3.7%

ADMISSION

Woodbury Leadership Academy Admissions Policy: Once a student has accepted a space in the school, sibling preference applies for other siblings in that family. Preference is given to staff member children who have completed an application. Students admitted to Woodbury Leadership Academy are placed in the appropriate grade based on their age and previous schooling. Woodbury Leadership Academy does not accept a student for kindergarten unless they are at least five years old by September 1st of the school year in which they start kindergarten. The Board of Directors Adopted Enrollment Policy #538 on August 12, 2014, and it can be found on the WLA website as a part of the policy manual. Woodbury Leadership Academy follows Minnesota Statutes 124D.10 (Subd. 9) in its enrollment practices. The text of the law is provided below.

"A charter school may limit admission to: 1. Pupils within an age group or grade level; 2. Pupils who are eligible to participate in the graduation incentives program under section 124D.68; 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. The charter school must develop and publish a lottery policy and process that it must use when accepting pupils 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. A charter school may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability and may not establish any criteria or requirements for admission that are inconsistent with this subdivision. 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. Woodbury Leadership Academy does not discriminate based on age, gender, ethnicity, economic status, religion or services needed."

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
1	Hanson, Katie	491524
1	George, Claudia	486696
1	Alex Iwasko	498823
2	Coddington, Krista	481963
2	Cafferty, Claire	468950
2	Ebel, Krystel	470937
3	Ashlee Koerner	499012
3	Ellen Cooper	498240
4	Megan Walsh	499519
5	Cappelen, Kelly	473005
5	Erickson, Jessica	425129
6	Schrandt, Casidee	492200
Special Education	Grubisch, Katie	491404
Music	Trites, Elizabeth	505807
Physical Education	Jolene Skordahl	338977
Spanish	Alvarado, Lorena	500471
Director	Kathleen Mortensen	323303

II. Non-Certified Staff

Position	Name(s)
Office Staff	Baumann, Nancy Cahlander, Amy
Educational Assistants	Lock, Steve Schlattman, Shanessa Balamurugan, Bharti Ryan, Antonio

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, personnel, and operating procedures. The board is designed to be comprised of 3 parents, 3 teachers, and 3 community members. The Board meets at least once 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, postsecondary and workforce readiness, and student engagement and connection goals, establish a teacher evaluation process under section 124E.03, subdivision 2, paragraph (h); and provide professional development related to the individual's job responsibilities.

2017-2018 Board Members:

Mandi Folks	Parent, Board Chair	mfolks@wlamn.org	1/1/17 to 6/20/20
Romana Krejci	Parent	rkrejci@wlamn.org	Term Expires: 1/2019
Jason Livingston	Parent	jlivingston@wlamn.org	10/2017

Mary Hitzemann	Community Member	mhitzemann@wlamn.org	10/2017 to 6/2018
Shannon Kelly	Community Member	skelly@wlamn.org	4/2018 to
Jess Erickson	Teacher	jerickson@wlamn.org	1/1/17 to 6/1/20
Jolene Skordahl	Teacher	jskordahl@wlamn.org	8/2017
Claudia George	Teacher	cgeorge@wlamn.org	8/2017
Kathleen Mortensen	Executive Director	kmortensen@wlamn.org	Ex-Officio
Anna Yang	Teacher	Resigned, accepted a position elsewhere: 8/17/17	
Kylie Griffith	Teacher, Secretary	Resigned, moved to Europe: 10/2019	
Ed Rimkus	Community Member	Resigned, personal reasons: 8/2017 to 10/2017	
Barbara Young	Parent, Board Chair	Resigned, personal reasons: 10/2018	

Board Training

Our board is in compliance with the current requirements, and all members have or will completed the required training relating 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 are conducted by Minnesota Association of Charter Schools, Volunteers of America, Booth Law Group, and the Information Policy Analysis Division of the State of Minnesota. Whenever new board members are first seated, Woodbury Leadership Academy immediately works to provide training as soon as possible, often times this training can be completed within 60-90 days of seating. A Board Binder is provided to all members.

Management

The Woodbury Leadership Academy Executive Director oversees the day-to-day operation of WLA, including: executing Board policies; supervising and evaluating licensed teachers and administrative staff; managing business and fiscal operations; acting as WLA's instructional leader; and ensuring students achieve expected educational program outcomes.

ACADEMIC PERFORMANCE

WLA's academic philosophy is based upon The Core Knowledge Sequence developed by The Core Knowledge Foundation. The Core Knowledge Sequence is defined 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." (Core Knowledge website) 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.

WLA's educational program also includes "Words Their Way" program, "Fountas and Pinnell", and Saxon Math. In 2009, an independent study of students in grade K-3 found that students who had used the Saxon Math curriculum made statistically significant gains in math as compared to the national

average. Using different methods have further our goal to address the varied learning styles and strengths of students at WLA. Saxon curriculum is a strong core subject program that fully support and implement Core Knowledge. WLA's curriculum includes language arts (reading, writing, grammar and usage, drama, poetry, fiction, nonfiction, speeches, sayings, and phrases), world and American history, geography, science (life, earth, and physical), mathematics, visual arts, and music. The Core Knowledge Sequence is supported by specific curricular resources. Additional activities this year included a school-wide Science Fair, as well as extra-curricular activities such as the Academic Triathlon.

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

WLA's Academic Performance Student Achievement Successes/Challenges: WLA has continued to keep a low teacher to student ratio, and instruction is differentiated in the classroom including a means for acceleration. Through the PLC process teachers use data and formative/summative assessments to determine areas of student strength, weakness, and growth. Parents continually comment and applaud not only the teaching strategies that are used, but also the curriculum that was selected – the Core Knowledge Curriculum and Saxon Math Curriculum meet the needs of students at all levels, but specifically engage students in higher levels of thinking. Some of the challenges related to student achievement has been fully implementing the intended curriculum with fidelity, and implementing the Responsive Classroom. Data: In both reading and math, WLA students again outperformed their peers statewide. In terms of NWEA MAP, in both subject areas students are out-performing that national average.

Increased Learning Opportunities: As indicated above, the Core Knowledge Curriculum is the cornerstone of WLA. This comprehensive curriculum includes literature, science, math, art history, and music. Additionally, students receive 90 minutes of instruction weekly from certified specialists in the areas of music, Spanish, and physical education. WLA has meet the goal of having an integrated hands-on approach by hosting science fairs, and hosting parent experts. The school addresses the leadership component through the use of a modified approach to Responsive Classroom in conjunction with a Core Values curriculum. Teacher standards and teaching objectives include specific learning goals related to leadership development. Enrichment opportunities are available to students such as soccer club, karate club, golf club, art clubs, science club, Lego club, band, and student council. These opportunities are based on student demand. The leadership data is that the school has monthly all school assemblies that focus on a different core value (curriculum used is a literature based approach by Mary Beth Klee).

Assemblies are student developed and led, and the assemblies are published on the school calendar every year – allowing parents and family members to attend.

Academic Performance WLA's Academic Performance Encourage Varied and Innovate Teaching Methods Successes/Challenges: WLA has met the goal of integrating 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 have access to iPads and laptops as a part of the curriculum and for testing. Technology skills are listed on the report card. The technology helps to allow individualization of the curriculum and since some components of the Core Knowledge Curriculum are online, students are able to work ahead as needed. The challenges are to have all teachers use technology that is embedded in the curriculum and instruction. Data: The school owns a SMARTBoard for each classroom, 4 classroom sets of laptops, a computer lab, and 2 iPad carts (for 250 students).

Measure Outcome/Provide Accountability Successes/Challenges: Students have completed the NWEA MAP test in all grades in both the fall and spring. This consistency in testing has allowed for usable data to not only determine individual student learning needs, but for further development of teacher skill. MAP tests results are shared with parents at conferences. Parent surveys have been issued and completed. Report cards are standards-based and align with the curriculum and state academic standards. Some of the challenges have been to impress upon the whole teaching staff, the importance of using data to inform instructional practices.

WLA's School Accountability Goals

Accountability Goal 1 (MCA Reading Goal) 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. Progress toward achievement of goal: 2016 MCA Reading Proficiency = 75% (goal was met) 2017 MCA Reading Proficiency = 67.0% (goals was not met as the goal was 78%) 2018 MCA Reading Proficiency = 74% (goal was not met, as the goal was 81%) Although the MCA Reading Proficiency Goal was not met, the trajectory improved significantly during the 2017-2018 school year. In 2015 WLA students scored 80.5, in 2016 WLA students scored 75%, in 2017 WLA students scored 67%, and in 2018 WLA students stopped the declining scores, and scored 74%. This was an increase of 7% in one year. Staff members worked hard to stop the downward trajectory and improve reading scores this school year by creating a welcoming culture for all students, ensuring that teachers had the resources and support that they required.

Academic Performance WLA's School Accountability Goals 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.

Accountability Goal 2 (MCA Math Goal) 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. Progress toward achievement of goal: 2016 MCA Math Proficiency = 75% (goal was not met, as the goal was 77%) 2017 MCA Math Proficiency = 67.0% (goal was not met as the goal was 80%) 2018 MCA Math Proficiency = 70% (goal was not met as the goal was 83%) Although the MCA Math Proficiency Goal was not met, the trajectory improved significantly during the 2017-2018 school year. In 2015 WLA students scored 75.9, in 2016 WLA students scored 75%, in 2017 WLA students scored 67%, and in 2018 WLA students stopped the declining scores, and scored 70%. This was an increase of 3% in one year. Staff members worked hard to stop the downward trajectory and improve math scores this school year by creating a welcoming culture for all students, ensuring that teachers had the resources and support that they required.

Academic Performance WLA's School Accountability Goals 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.

Accountability Goal 3 (NWEA Assessment Goal for Reading) State the Full Goal: Three Year Goal: WLA students in grades 3-7 will show an average of 8 RIT points above the national norm in reading based on the NWEA MAP testing in the first year, with an incremental goal of one-point increase at each grade levels for the following 2 years. Progress toward achievement of goal will be provided after the fall 2018 NWEA testing. Information from the fall of 2016 to the fall of 2017 is as follows:

Reading Growth from Fall of 2016 to Fall of 2017:

READING STUDENTS		NATIONAL	STUDENTS AT OR ABOVE
W/VALID GROWTH	MEAN RIT	MEAN RIT	GR LEVEL
100%	170.1	160.7	13 of 16
17 of 18	175.3	160.17	15 of 17
100%	169.7	160.7	16 of 19
100%	188.4	174.7	17 of 18
19 of 21	182.8	174.7	14 of 19
16 of 17	185.4	174.7	12 of 16
100%	198.1	188.3	14 of 18
100%	196.7	188.3	15 of 19
100%	210.5	198.2	20 of 25
100%	214.6	205.7	22 of 27
100%	216	211	2 of 3

Accountability Goal 4 (NWEA Assessment Goal for Math) State the Full Goal: Three Year Goal: WLA students in grades 3-7 will show an average of 8 RIT points above the national norm in math based on

the NWEA MAP testing in the first year, with an incremental goal of one-point increase at each grade levels for the following 2 years. Progress toward achievement of goal will be provided after the fall 2018 NWEA testing. Information from the fall of 2016 to the fall of 2017 is as follows:

Math Growth from Fall of 2016 to Fall of 2017:

MATH STUDENTS		NATIONAL	STUDENTS AT OR ABOVE
W/VALID GROWTH	MEAN RIT	MEAN RIT	GR LEVEL
100%	172.8	162.4	14 of 16
100%	178.1	162.4	17 of 18
100%	172.7	162.4	18 of 19
100%	186.3	176.9	16 of 18
100%	187.4	176.9	18 of 21
100%	183.1	176.9	12 of 16
100%	197.8	190.4	13 of 18
100%	196.5	190.4	14 of 19
100%	215.2	201.9	22 of 25
100%	219.2	211.4	22 of 27
100%	222.75	218	3 of 4

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 2018 Audit was filed on time and will be presented to the board in October 2018 by our auditor and BKDA Representative, Judith Darling. Facility and Grounds: WLA leases space from the State of Minnesota working with the Perpich Center for the Arts as the state agency in charge of the Crosswinds Building. WLA meets or exceeds all necessary building and content insurance as per state statute. The building and grounds maintenance is managed by Crosswinds Engineering Department.

Due Process and Privacy Rights: The WLA Parent – Student Handbook outlined the disciplinary procedures for students. The handbook is updated yearly. Employment: The procedures for hiring include defining staffing needs, reviewing or developing job descriptions if a new position, posting the openings, and interviewing. References are checked and the candidate meets with the director to learn more about the employment terms and benefits. New employees meet with the office manager upon hiring to fill out all 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 2017-2018 school year, WLA did not use any contracted food service programs.

Transportation: Students that reside in the ISD 833 school district receive transportation via bus for free. All other students are required to provide his/her own transportation to school.

Operational Performance WLA's Authorizer: Volunteers of America of Minnesota (VOA) is committed to fulfilling its role as a charter school authorizer by holding Woodbury Leadership Academy (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 statute. 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 (October 1), 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. WLA has a parent team whom solicit parent involvement and match parents with teacher and student needs. Teachers work with the surrounding communities to address one of WLA's core goals of leadership. Students participated in several service projects, such as a gift drive during the holiday for the Children's Hospital, Feed My Starving Children, the Leukemia Foundation, and other causes. Core Virtues: WLA operates using a core virtues curriculum that focused on the development of strong, ethical, caring, and loving global leaders. Monthly assemblies are held where students celebrate accomplishments and learn a 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 2018 school finances contact Beltz, Kes, Darling & Associates: Judith Darling, Senior Financial Manager/Partner 651-463-2233, Ext. 202 jdarling@bkda.org