

# WOODBURY LEADERSHIP ACADEMY ANNUAL REPORT 2018-2019

8089 Globe Drive, Woodbury, MN 55125

Telephone: (651) 539-2641

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

## TABLE OF CONTENTS

School Information .....	1
Student Enrollment & Demographics .....	1
Admission .....	1
Staffing .....	2
Governance & Management .....	3
Academic Performance .....	4
Operational Performance .....	7
Innovative Practices .....	8
Finances .....	9

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: 8089 Globe Drive, Woodbury, MN 55125
- School Phone Number: 651-539-2641
- Website: [www.wlamn.org](http://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: Volunteers of America - 7625 Metro Blvd, Edina, MN  
Contact: Stephanie Olsen, Senior Manager, [solsen@voamn.org](mailto:solsen@voamn.org) Phone: 612-270-1998

WLA is a tuition-free charter elementary and middle school which served 388 students during the 2018-2019 school year. 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. 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. 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. 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 389 students during the 2018-2019 school year. The Special Education population was 10.5%, based on child count. LEP 4.3%, Free/Reduced Priced Lunch 8.2%, Asian 33%, Black 25%, White 36%, Hispanic 5%, American Indian 1%.

ADMISSION Woodbury Leadership Academy Admissions Policy states that 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

### I. 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	Nelson, Katie	491524
1	George, Claudia	486696
1	Nightingale, Donna	0456089
2	Cappelen, Kelly	473005
2	Cafferty, Claire	468950
2	Lautenbach, Colleen	0507454
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	Lehne, Chris	0395721
5	Stevenson, Dan	0501592
6	Erickson, Jessica	425129
7	Lombardi, Amy	0414127
8	Owens, John	0511928
Special Education	Langer, Emma	0510701
Special Education	Wallisch, Taylor	0510460
Special Education	Quinby, Claudia	0365229
Music	Trites, Elizabeth	505807
Physical Education	Skordahl, Jolene	338977
Spanish	Alvarado, Lorena	500471
Executive Director	Mortensen, Kathleen	323303
Dean of Students	Griffith, Kylie	0485453

## II. Non-Certified Staff

<u>Position</u>	<u>Name</u>
Office Staff	Baumann, Nancy Cahlander, Amy Owens, Jenny
Educational Assistants	Balamurugan, Bharti Bedard, Nic Chapeau, Allison Graff, Jessica Lock, Steve Schlattman, Shanessa Youngblood, Allison
Custodian	Zins, Kyle

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 up to 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.

### 2018-2019 Board Members:

Mandi Folks	Parent	Board Chair	<a href="mailto:mfolks@wlamn.org">mfolks@wlamn.org</a>	1/1/17
Romana Krejci	Parent	Treasurer	<a href="mailto:rkrejci@wlamn.org">rkrejci@wlamn.org</a>	1/2019

Jason Livingston	Parent	<a href="mailto:jlivingston@wlamn.org">jlivingston@wlamn.org</a>	10/2017
Shannon Kelly	Community Member	<a href="mailto:skelly@wlamn.org">skelly@wlamn.org</a>	4/2018
Jess Erickson	Teacher	<a href="mailto:jerickson@wlamn.org">jerickson@wlamn.org</a>	1/1/17
Jolene Skordahl	Teacher	<a href="mailto:jskordahl@wlamn.org">jskordahl@wlamn.org</a>	8/2017
Claudia George	Teacher	<a href="mailto:cgeorge@wlamn.org">cgeorge@wlamn.org</a>	8/2017
Kathleen Mortensen	Executive Director	Ex-Officio	<a href="mailto:kmortensen@wlamn.org">kmortensen@wlamn.org</a>

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, Volunteers of America, 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 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 "Amplify" (CKLA program), Reading A-Z, and some levels of Saxon Math. 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.

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 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 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: According to 2018 Fall MAP data, in both reading and math, WLA students scored above average.

Gr 2	58 students	Math	71	Reading	56
Gr 3	54 students	Math	58	Reading	61
Gr 4	60 students	Math	78	Reading	86
Gr 5	32 students	Math	69	Reading	69
Gr 6	20 students	Math	75	Reading	66
Gr 7	14 students	Math	50	Reading	50
Gr 8	6 students	Math	<u>50</u>	Reading	<u>50</u>
68%				67%	

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 received 90 minutes of instruction weekly from certified specialists in the areas of music, Spanish, and physical education. WLA has met 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 values. 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.

Measure Outcome/Provide Accountability Successes/Challenges: Students have completed the NWEA MAP test in grades 2-8, in both the fall and spring. Grade 1 completed the assessment in the spring, but not the fall. 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% (goal was not met) 2018 MCA Reading Proficiency = 74% (goal was not met) 2019 MCA Reading Proficiency = 54% (goal was not met) Although the MCA Reading Proficiency Goal was not met, the NWEA MAP scores relate a very different story. The low MCA scores have been attributed to a poor testing environment where some students raced through assessments undeterred. We do know that some students who scored below 50% on the MCA's, actually scored dramatically different on the NWEA MAP tests, such as scoring over 80%. When WLA called MDE to report the problem, we were told that there was nothing we could do about it. (such as having some students re-test, or having some scores omitted)

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) 2017 MCA Math Proficiency



= 67.0% (goal was not met) 2018 MCA Math Proficiency = 70% (goal was not met) 2019 MCA Math Proficiency = 58% (goal was not met) As mentioned previously, although the MCA Math Proficiency Goal was not met, the NWEA MAP scores related a different story.

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 that exceeds the national norm in reading based on the NWEA MAP testing. Progress toward achievement of this ongoing goal from the fall of 2017 to the fall of 2018 is listed below. All grade level reading scores exceed the national average, except for grade 7 that meets the national average.

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 that exceeds the national norm in math based on the NWEA MAP testing. Progress toward achievement of this ongoing goal from the fall of 2017 to the fall of 2018 is listed below. All grade level math scores exceed the national average, except for grade 7 that meets the national average.

	<b>2018 MATH</b>	<b>2018 READING</b>	<b>2017 MATH</b>	<b>2017 READING</b>
GRADE 2	70.3%	55.3%	83.6%	81.1%
GRADE 3	58%	61%	72.9%	78.3%
GRADE 4	78%	86.3%	88%	80%
GRADE 5	69%	69%	81.4%	81.4%
GRADE 6	75%	66%	75%	66%
GRADE 7	50%	50%		

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 2018-2019 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 was managed by MSB Holdings – Woodbury, LLC.

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 2018-2019 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:** 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, 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 2019 school finances contact Beltz, Kes, Darling & Associates: Judith Darling, Senior Financial Manager/Partner 651-463-2233, Ext. 202 [jdarling@bkda.org](mailto:jdarling@bkda.org)

**WOODBURY LEADERSHIP ACADEMY**

**2018-19 World's Best Workforce**

**Report Summary**

8089 Globe Drive  
Woodbury, MN  
Telephone: (651) 539-2641  
[www.wlamn.org](http://www.wlamn.org)

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

**Grades Served:** K-8

**Contact Person Name and Position:** Kathleen Mortensen, Executive Director

## 1. Stakeholder Engagement

### 1a. Annual Report

www.wlamn.org

### 1b. Annual Public Meeting

July 26, 2018

### 1c. District Advisory Committee

District Advisory Committee Member	Role in District
Ro Krejci	Parent
Mandi Folks	Parent
Jason Livingston	Parent
Mary Kelly	Community
Jess Erickson	Teacher
Claudia George	Teacher
Jolene Skordahl	Teacher
Mary Kelly	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 all students that are age 5 by September 1 <sup>st</sup> of the year they wish to begin kindergarten, are admitted.	Goal not applicable

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

Goal	Result	Goal Status
Using Reading A-Z, and Core Knowledge Amplify curriculum, 85% of all 3 <sup>rd</sup> students will be at grade level by the end of 3 <sup>rd</sup> grade, as measured by NWEA MAP scores.	By the end of 3 <sup>rd</sup> grade, NWEA MAP scores demonstrated that 61% of students met or exceeded grade level literacy skills.	Goal Not Met

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

Goal	Result	Goal Status
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<ol style="list-style-type: none"> <li>1. 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 total of building scores averaged together.)</li> <li>2. In order to close the achievement gap, students in grades 3-8 will score an average of 75% (or above) as measured by year end MCA scores, in the areas of math and reading</li> </ol>	<ol style="list-style-type: none"> <li>1. Students demonstrated an average of 68% in math and 67% in reading across grade levels. Growth that met or exceeded national averages is as follows per grade level:   MATH  GR 2 = 71%  GR 3 = 58%  GR 4 = 78%  GR 5 = 69%  GR 6 = 75%  GR 7 = 50%  GR 8 = 50%  TOTAL AVERAGE = 68%   READING  GR 2 = 56%  GR 3 = 61%  GR 4 = 86%  GR 5 = 69%  GR 6 = 66%  GR 7 = 50%  GR 8 = 50%  TOTAL AVERAGE = 67% </li> <li>2. Students in grades 3-8 scored an average of 58% in math, and an average again, of 54% in reading, as measured by year-end MCA scores.</li> </ol>	<ol style="list-style-type: none"> <li>1. Goal met in math and reading.</li> <li>2. Goal not met in math or reading.</li> </ol>
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	<p>MATH</p> <p>GR 3 = 62%</p> <p>GR 4 = 69%</p> <p>GR 5 = 40%</p> <p>GR 6 = 37%</p> <p>GR &amp; = 29%</p> <p>GR 8 = 33%</p> <p>READING</p> <p>GR 3 = 47%</p> <p>GR 4 = 56%</p> <p>GR 5 = 67%</p> <p>GR 6 = 25%</p> <p>GR 7 = 36%</p> <p>GR 8 = 33%</p>	
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## 2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
Not applicable to a K-8 setting.		

## 2e. All Students Graduate

Goal	Result	Goal Status
Not applicable to a K-8 setting.		

### 3. Identified Needs Based on Data

Data that was reviewed to determine district needs when setting goals included data from the previous year's NWEA MAP scores, and MCA results. The areas of reading and math were the primary focus. Additional data included reviewing "Reading A-Z", "Amplify" (CKLA curriculum) Saxon math, and other math curriculums.

### 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 his or her level. Scores are used, along with additional comparative data, to place students at appropriate levels in math and language arts.

#### 4b. Teachers and Principals

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

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

Teacher and principal evaluations are completed according to statute.

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

#### 4c. District

District practices around high-quality instruction and rigorous curriculum include

Technology - WLA integrates technology in the classroom. Each classroom is equipped with an interactive SMARTBoard and these are used daily by the teachers and are fully integrated as a part of the Core Knowledge Curriculum. Students use iPads and laptops as a part of the curriculum and for testing. Technology skills are listed on the report card. The technology helps to allow individualization of the curriculum and since the Core Knowledge Curriculum is online students are able to work ahead as needed. Data: The school owns a SMARTBoard for each classroom, 4 classroom sets of laptops, a computer lab, and 2 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. 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 2018-19 school year presented applicable licenses for the areas in which they would be teaching. Positions were advertised on the 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.