

WOODBURY LEADERSHIP ACADEMY

ANNUAL REPORT and WBWF

2021-2022

*Compiled by Dr. Kathleen Mortensen
and the WLA Administrative Team
October, 2022*

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SCHOOL INTRODUCTION

This 2021-2022 Annual Report provides the Minnesota Department of Education (MDE), our school's authorizer, Volunteers of America (VOA), stakeholders of Woodbury Leadership Academy (WLA) and the general public with information describing the progress of WLA and the students it serves.

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

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

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

Woodbury Leadership Academy's Authorizer:

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

Woodbury Leadership Academy is a tuition-free charter elementary and middle school located in Woodbury, Minnesota. During the 2021-2022 school year, we served 635 ADM, and 645 WADM students. Our primary goal is to work in partnership with families from Woodbury and the surrounding communities who wish to fully participate in their child's education in a rigorous educational environment that fosters student success.

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

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

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

STUDENT ENROLLMENT

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

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

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

1. Pupils within an age group or grade level;

- 2.

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

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

Conditions for Enrollment

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

Student Enrollment Statistics

Woodbury Leadership Academy served 670 students during the 2021-2022 school year. The following percentages are based on student population.

- Special Education: 13.1%
- LEP: 11.7%
- Free and Reduced Lunch: 10.6%

Demographics

- Asian: 26.4%
- Black: 19.4%
- White: 35.8%
- Hispanic: 7.7%
- American Indian: .05%
- Multi 10%

STUDENT ATTRITION

Woodbury Leadership Academy retains a majority of students in grades K-5, and 7-8. However, we have historically “lost” some of our 5th grade students to other schools as they start their middle school careers. We anticipate that as our middle school grows and strengthens, we will lose fewer of our 5th graders as they transition to 6th grade. Historical data: 2017-2018 68% student retention, 2018-2019 80%, 2019-2020 79%, 2020-2021 96% and 2021-2022 73% student retention.

GOVERNANCE

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

2021-2022 Board Members

Position	Name	Email	Term
Board Chair, Parent	Folks, Mandi	mfolks@wlamn.org	1/2017
Treasurer, Teacher	Skordahl, Jolene	jskordahl@wlamn.org	8/2017
Secretary, Teacher	Sjoberg, Natalie	nsjoberg@wlamn.org	1/2020
Parent	Livingston, Jason	jlivingston@wlamn.org	10/2017-06/2022
Parent	Patrick, Ryan	rpatrick@wlamn.org	06/2021 -03/2022
Community Member	Kelly, Shannon	skelly@wlamn.org	4/2018 – 07/2022
Community Member	Shelbi Pool	spool@wlamn.org	06/2021
Teacher	Julie Ohs	Johs@wlamn.org	02/2022
Parent	Ryan Sheak	rsheak@wlamn.org	6/2022
Ex-Officio, Director	Mortensen, Kathleen	kmortensen@wlamn.org	

Board Training: The board was in compliance with requirements, and all members had completed the required trainings related to board member roles and responsibilities, employment policies and practices, and financial management. All members

participated in trainings regarding Open Meeting Law requirements as well. The trainings were conducted by the Minnesota Association of Charter Schools, VOA, and Booth Law Group. Whenever new board members are first seated, Woodbury Leadership Academy immediately works to provide training as soon as possible, and often times this training can be completed within 60-90 days of being seated. A Board Binder is provided to all members. The Board meets on the 4th Wednesday of the month, and elections are held in May. The Director’s evaluation is conducted in May, and the board self-evaluation is conducted in October

MANAGEMENT

Management: The Executive Director oversees day-to-day operation of WLA, including board policies, executing the strategic goals, supervising and evaluating licensed teachers and administrative staff, managing business and fiscal operations, acting as an instructional leader and ensuring students achieve expected educational program outcomes. Administrative team members included the Executive Director, one full-time K-8 Assistant Principal, one full time dean, and a half time curriculum coordinator.

STAFFING

Staff Retention: Of our 69 staff members, only 5 did not return for the following school year. Two accepted positions at other Minnesota schools and three moved out of state.

Classroom and Subject Area Teachers

K Barthel, Ashley 0470375

K Engelsgjerd, Megan 0471480

K Lashua, Emily 1003134

K Overgaard, Lauren 1002948

K Sjoberg, Natalie 1001689

1 Egge, Devin 1005370

1 Irina, Claudia 0486696

1 Nelson, Katie 0491524

1 Nightingale, Donna 0456089

1 Shirley, Brianna 1003481

2 Fuller, Miranda 1001566

2 Jackson, Kathleen 1002894

2 Shoop, Anna 1004339
2 Stevens, Nicole 1010114
2 Thomas, Kailin 1009728
3 Grubisch, Katie 0491404
3 Koerner, Ashlee 0499012
3 Weess, Fran 0514020
3 Youngblood, Allison 0491510
4 Jones, Steffani 0491691
4 Nafe, Megan 0499519
4 Schrandt, Casidee 0492200
4 Sharma, Radhika 1010191
5 Cappelen, Kelly 0473005
5 Elmquist, Sam 0518552
5 Lautenbach, Colleen 0507454
5 Slaggie, Katie 1003692
6 Erickson, Jessica 0425129
6 Robb, Justin 0513835
6 Schreiner, Jacob 0517394
7/8 Bernard, Bailey 0513268
7/8 Logan, James 0506507
7/8 May, Kalleigh 0507684
7/8 Handahl, Autumn 1007729
In-House Substitute, Session, Sandra 1008156
In-House Substitute, Sorenson, Amy (PT) 1012646
Special Education, Berry, Morgan 1011403
Special Education, Dettman, Heidi 0500511
Special Education, Kaster, Mallory 1004740
Special Education, Langer, Emma 0510701

Special Education, Ohs, Julie 0513957
Special Education, Wallisch, Taylor 0510460
Remediation Services, Iwasko, Alex 0498823
ELL Services, Burnett, Christina 1007491
Music, Lauermann, Cecelia 0493643
Music, Martinson, Ben 0516486
Physical Education, Alberts, Ben 1010075
Physical Education, Skordahl, Jolene 0338977
Art Sievert, Mattea 1004372

Administration

Executive Director, Mortensen, Kathleen 0323303
Assistant Principal, Broderick, Ben 0459820
Dean of Students, Sharp, Andy 0515753
Dean/DAC/Curriculum, Griffith, Kylie 0485453
School Counselor, DeGrave, Nicole 1011082
School Counselor, Ekelund, Luke 0512691

Office/Support Staff

Office Manager, Baumann, Nancy
Health Services, Delgado, Timbra
Special Education, Goodman, Madison (PT)
Reception, Graff, Jess
Custodian, Martinez, Roberto

Educational Assistants

Special Education, Bedard, Nic

Special Education, Cunningham, Sam
Special Education, Diaz, Desiree
Special Education, Duran, Anthony
Special Education, Garibay, Lisa
Special Education, Goodman, Madison (PT)
Special Education, Keelin, Suzanne
Special Education, Lock, Steve
Special Education, Plappert, Denise
Special Education, Sorenson, Amy (PT)
Special Education, Thomas, Madeline

ACADEMIC PERFORMANCE

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

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

The MAP assessment also produces meaningful data because it is administered to students in grades one and above; conversely, the MCAs are only administered to students in grades three and above. Due to COVID 19 interruptions, Minnesota schools were not required to take MCA's in the spring of 2020, but WLA onsite students did participate in MCA testing in the Spring of 2021. For the 2021-2022 school year, WLA students demonstrated significant increases in scores in the areas of reading, math, and science across most grade levels. These results show the perseverance of WLA's administration, teachers, and students as we all focus on improving academic scores. (Of note is that WLA has always served grades kindergarten through five, but recently expanded to grade eight. Many of the new middle school students attended elementary school elsewhere before enrolling at WLA. Their test scores are reflective of the growth that WLA expects when students enroll at WLA, and they are beginning to meet WLA's higher expectations. WLA predicts that the students' test scores will continue to improve as the middle school program is filled with more students who have matriculated through WLA's program. Furthermore, it is difficult to both grow enrollment and increase test scores at the same time; however, WLA has been steadily increasing both since 2017.)

WLA ACADEMIC PROGRESS:

Summary: Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year. All comparisons made in this report will be between 2021 and 2022. WLA tested 330 students in 2022. The school's proficiency rates on the Minnesota Comprehensive Assessments increased in reading, math, and science from 2021 to 2022.

Academic Performance Standard 1 – State Examinations

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

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

MCA Math Proficiency 2021 - 2022

MCA Math	2018	2019	2020*	2021	2022
Statewide	57.7%	55.5%		44.2%	45.5%
3 rd	66.9%	66.0%		57.1%	59.8%
4 th	65.6%	64.3%		53.8%	57.1%
5 th	55.2%	52.4%		41.1%	43.7%
6 th	54.3%	50.9%		37.2%	39.9%

7 th	55.9%	52.5%		37.4%	38.1%
8 th	57.8%	55.7%		39.8%	40.7%
Woodbury Leadership	67.0%	54.2%		36.7%	50.8%
3 rd	77.1%	60.7%		40.9%	67.6%
4 th	79.2%	69.8%		40.9%	61.6%
5 th	48.0%	43.2%		50.0%	45.1%
6 th	CTSTR	CTSTR		20.5%	43.2%
7 th	N/A	CTSTR		41.2%	21.1%
8 th		CTSTR		13.3%	42.1%
Skyview Elem.	69.9%	62.3%		42.8%	51.6%
3 rd	65.6%	57.0%		41.7%	50.7%
4 th	51.4%	58.3%		56.6%	61.8%
5 th	42.5%	42.9%		28.6%	42.0%
Skyview Middle	55.7%	56.2%		32.0%	22.6%
6 th	54.7%	49.6%		18.8%	17.7%
7 th	51.7%	50.9%		29.9%	18.5%
8 th	60.1%	69.3%		55.3%	33.0%
Combined (3-8)	62.8%	59.3%		30.8%	36.7%

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

MCA Proficiency Chart
Math - All Accountability Tests

Statewide	18-19 57.7%	19-20 55.5%	20-21 44.2%	21-22 45.5%
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Woodbury Leadership	67.0%	54.2%	36.7%	50.8%
Skyview Community Elementary /Skyview Community Middle (combined)	62.8%	59.3%	30.8%	36.7%

ANALYSIS OF MATH MCA PROFICIENCY: WLA’s MCA math proficiency results are shown above. For the purpose of this report, proficiency results from Skyview Community Elementary, grades 3-5, and Skyview Community Middle School, grades 6-8, were combined to create a comparison score for WLA. WLA’s math proficiency rate increased by 14.1 percentage points to 50.8% from 2021 to 2022. This increase was made through purposeful interventions done by the educators at our school. The proficiency percentage is above state average and the comparable school’s proficiency score. WLA hopes to continue to increase its proficiency results to continue to exceed state averages.

MCA Reading Proficiency 2018 – 2021

MCA Reading	2018	2019	2020*	2021	2022
Statewide	60.4%	59.7%		52.5%	51.7%
3 rd	56.2%	55.0%		48.5%	48.1%
4 th	56.2%	55.9%		49.3%	49.6%
5 th	67.5%	66.2%		59.4%	59.4%
6 th	64.9%	63.2%		55.0%	54.4%
7 th	58.7%	57.9%		48.3%	45.5%
8 th	59.1%	58.2%		49.7%	46.4%
WLA	72.7%	48.9%		50.7%	58.1%
3 rd	71.4%	45.0%		47.4%	67.9%
4 th	75.0%	55.8%		38.1%	54.8%
5 th	80.0%	66.7%		78.3%	64.9%
6 th	CTSTR	25.0%		50.0%	52.8%
7 th	N/A	35.7%		43.8%	35.0%
8 th	N/A	CTSTR		20.0%	47.4%

Skyview Community Elementary

	63.0%	55.2%	43.6%	46.6%
3 rd	56.7%	57.7%	40.0%	44.6%
4 th	51.3%	46.6%	32.3%	43.0%
5 th	80.5%	61.9%	58.5%	52.4%

Skyview Community Middle

	53.0%	54.7%	52.9%	31.7%
6 th	56.3%	60.2%	49.1%	38.5%
7 th	50.8%	51.5%	52.0%	20.8%
8 th	51.7%	52.7%	59.3%	35.9%
Combined (3-8)	58.0%	53.4%	59.0%	39.2%

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

MCA Proficiency Chart
Reading - All Accountability Tests

	18-19	19-20	20-21	21-22
Statewide	60.4%	59.7%	52.5%	51.7%
WLA	72.7%	48.9%	50.7%	58.1%
Skyview Community Elementary /Skyview Community Middle (combined)	58.0%	53.4%	59.0%	39.2%

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ANALYSIS OF READING MCA PROFICIENCY: WLA’s MCA reading proficiency results are shown above, For the purpose of this report, proficiency results from Skyview Community Elementary, grades 3- 5, and Skyview Community Middle School, grades 6- 8, were combined to create a comparison score for WLA. WLA’s reading proficiency rate increased by 7.4 percentage points to 58.1% from 2021 to 2022. With the increase,

the school is currently performing above the proficiency rate of the statewide average as well as that of the combined local comparison schools. In future years, it is expected that WLA will continue to meet or exceed the reading proficiency rate of both the statewide

average and the local comparison school.

MCA Science Proficiency 2018 - 2022					
MCA Science	2018	2019	2020*	2021	2022
Statewide	52.0%	50.7%	NA	43.1%	29.2%
5 th	58.1%	54.7%	NA	47.7%	49.8%
8 th	45.7%	43.0%	NA	33.8%	
WLA	65.5%	50.0%	NA	45.0%	51.6%
5 th	65.5%	55.0%	NA	57.8%	59.5%
8 th	N/A	CTSTR	NA	6.7%	21.1%
Skyview Community Elem.					
(5 th)	63.1%	43.1%	NA	39.1%	34.6%
Skyview Community Middle					
(8th)	46.0%	36.8%	NA	41.1%	25.7%
Combined	54.6%	39.9%	NA	40.1 %	30.2%

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

13.

MCA Proficiency Chart
Science - All Accountability Tests

	18-19	19-20	20-21	21-22
Statewide	52.0%	50.7%	43.1%	29.2%
WLA	65.5%	55.0%	45.0%	51.6%
Skyview Community Elementary /Skyview community Middle (combined)	54.6%	39.9%	40.1%	30.2%

ANALYSIS OF SCIENCE MCA PROFICIENCY: WLA’s MCA science proficiency results are shown above. For the purpose of this report, proficiency results from Skyview Community Elementary, grade 5, and Skyview Community Middle School, grade 8, were combined to create a comparison score for WLA. WLA’s science proficiency rate grew by 6.1 percentage points to 51.6% from 2021 to 2022. With this growth, the school is currently outperforming the proficiency rate of the statewide average as well as that of the combined local comparison schools. In future years, it is expected that WLA will continue to meet or exceed the science proficiency rate of both the statewide average and the local comparison school.

Academic Performance Standard 2 - Growth

Over the term of the authorizer contract, the school will maintain a minimum combined achievement level of 62.7% in and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. WLA exceeded the combined achievement level requirement in the 2021-2022 school year with of 65.9% in math and 68.4% in reading on the North Star Academic Achievement Report.

Academic Performance Standard 3 - Achievement Gap Reduction

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

MCA Proficiency Chart				
<u>Reading - Reportable Student Groups</u>				
	18-19	19-20	20-21	21-22
All Students	72.7%	48.9%	50.7%	57.0%
SPED	55.0%	40.0%	10.7%	8.6%
FRP	26.7%	50.0%	24.4%	37.5%
ELL	NA	NA	16.7%	26.7%

14.

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

coherent, content specific foundation of learning, while allowing flexibility to meet local needs”.

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

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

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

Woodbury Leadership Academy is a data-driven institution committed to rigorous and ambitious state and national test standards. As a data-driven organization, our school’s approach to assessment is fully aligned with the goals and objectives of these state and national assessments and Minnesota Academic Standards.

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

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

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

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Data: MAP Winter 2022 and/or Spring 2022

Grade	Students	Test	Score	Test	Score
1	94	Math	81%	Reading	81%
2	95	Math	81%	Reading	77%
3	65	Math	79%	Reading	74%

4	67	Math	69%	Reading	73%
5	66	Math	67%	Reading	74%
6	58	Math	69%	Reading	74%
7	42	Math	55%	Reading	58%
8	21	Math	62%	Reading	86%

Minnesota Comprehensive Assessment (MCA)

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

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

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

Minnesota Academic Standards

Students attending WLA are assessed in each of the core academic skill areas using a range of valid and reliable methods, including, but not limited to, formative and summative assessments, criterion reference tests and assessments, homework, teacher observations, student project presentations, oral reports and standardized tests.

Assessment data is used throughout the educational process to inform and assist students, parents, teachers and administrators. Assessment data is used immediately in the classroom through differentiated instruction to ensure that each student is being taught at their level. Scores are used, along with additional comparative data, to place students at appropriate levels in math and language arts.

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

16.

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

Challenges: The effects of the COVID pandemic have had a significant impact on schools, including WLA. Staff members have seen a decrease in Social Emotional levels with our students, and an increased number of students struggling with anxiety, and isolation.

Academics have also been a challenge regardless of if students are online or onsite. In addition to the challenges brought about due to COVID, fully implementing the intended curriculum with fidelity and implementing Responsive Classroom with fidelity have also been difficult. Finally, these challenges could also be affected by the continual increase in WLA enrollment, and thus, an increase in new to WLA staff members.

Increased Learning Opportunities

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

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

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

The school addresses the leadership component through the use of a modified approach to the Responsive Classroom in conjunction with a core virtues curriculum. Teacher standards and teaching objectives include specific learning goals related to leadership development. In addition to our core virtues curriculum, we added leadership classes this year. These classes were led by school counselors once a week.

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

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

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

17.

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 continued to purchase newly released Core Knowledge curriculum resources from the Core Knowledge Foundation. This helped expand our CKHG and CKSci curriculum in to our middle grades. Teachers continued to teach purchased materials with fidelity.

Goal 2: WLA continued to develop programming around our five core virtues to focus on throughout the school year. Posters and awards were posted around the school and on the school website. We again partnered with PTO and aligned school fundraising, such as Give to the Max, to purchase materials that align to our five core virtues. Additionally, we added a leadership class to our specialist rotation. This class was led by school counselors.

Measure Outcome/Provide Accountability Successes/Challenges

WLA’s Accountability Goal 1 (MCA Reading Goal)

- A. Students enrolled in grades 3-7 will show 75 percent baseline proficiency in MCA reading scores for the first year, with a 3 percent increase in proficiency in the following 2 years for the same grades.
- B. WLA did not reach the baseline goal of 75% proficiency in MCA reading scores. However, WLA was able to increase its proficiency score by 7.6%. WLA is on its way to achieving this goal, but has had set backs due to distance learning effects.
- C. At WLA we used formative and summative assessments, along with a PLC process where we looked at data to inform instruction. We also worked at improving teacher’s abilities to individualize instruction.

WLA’s Accountability Goal 2 (MCA Math Goal)

- A. Students enrolled in grades 3-7 will show 77 percent baseline proficiency in MCA math scores for the first year, with a 3 percent increase in proficiency in the following 2 years for the same grades.
- B WLA was not able to achieve the baseline goal of 77% proficiency on MCA math scores. However, WLA was successful in increase proficiency levels by 14.1%. WLA is making progress towards this goal, but has encountered setbacks due to the effects of distance learning.
- C. At WLA we used formative and summative assessments, along with a PLC process where we looked at data to inform instruction. We also worked at improving teacher’s abilities to individualize instruction. PLCs continued during distance learning.

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

- A. WLA students in grades 3-7 will show an average that exceeds the national norm (50% average with a range of 41%-60%) in reading based on the NWEA MAP testing.
- . 18.
- B. See below for progress:

Grade	2017	2018	2019	2021	2022
1	NA	NA	79%	78%	81%
2	81%	55%	66%	83%	77%

3	78%	61%	80%	74%	74%
4	80%	86%	76%	77%	73%
5	81%	69%	77%	81%	74%
6	75%	75%	76%	63%	74%
7	NA	50%	35%	73%	58%
8	NA	NA	23%	45%	86%

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

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

B. See below for progress.

Grade	2017	2018	2019	2021	2022
1	NA	NA	75%	76%	81%
2	81%	70%	68%	86%	81%
3	73%	58%	71%	67%	89%
4	88%	78%	66%	71%	69%
5	81%	69%	73%	66%	67%
6	66%	66%	76%	64%	69%
7	NA	50%	42%	70%	55%
8	NA	NA	73%	60%	62%

SCHOOL ANNUAL PLAN FOR ASSESSMENTS

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

MCAs. The MAP assessment also produces meaningful data because it is administered to students in grades one and above; conversely, the MCAs are administered to students in grades 3-8.

FINANCES

The year-end financial report is attached herein. Questions regarding Fiscal Year 2021-2022 school finances, please contact BerganKDV: Brenda Kes, Outsourced CFO, School Services, 651.280.5582, brenda.kes@bergankdv.com.

SERVICE LEARNING PLAN AND OUTCOMES

MONTH	GRADE	SERVICE LEARNING PROJECT
OCTOBER	GR 7 & 8	WINTER CLOTHING DRIVE
NOVEMBER	GR 3	TOY DRIVE
DECEMBER	GR 6, 7 & 8	LETTERS TO VETERANS, BLANKETS FOR CHILDRENS HOSPITAL
JANUARY	GR 4	HUMANE SOCIETY
FEBRUARY	GR 2	LETTERS TO RETIREMENT HOMES
MARCH	GR 5	FOOD SHELF DRIVE
MAY	GR K	LOCAL AREA TO CLEAN-UP
MAY	GR 1	STUFFED TOY DRIVE FOR EMTs

INNOVATIVE PRACTICES AND IMPLEMENTATION

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

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

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

FUTURE PLANS

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

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

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

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

21.

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

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 2021-2022 audit will be filed on time and will be presented to the school board.

- Facility and Grounds: WLA has bonded and purchased property through an ABC. WLA met or exceeded all necessary building and content insurance as per state statute. The building and grounds maintenance were managed by MSB Holdings – and are now managed by Friends of WLA (the ABC) who purchased this property.
- Due Process and Privacy Rights: The WLA Family Handbook outlines the disciplinary procedures for students. The handbook is reviewed yearly.
- Employment: The procedures for hiring included defining staffing needs, reviewing or developing job descriptions if a new position, posting the openings and interviewing. References were checked and the candidate met with the director to learn more about the employment terms and benefits. New employees met with the office manager upon hiring to complete all employment forms and review employment policies and procedures. All new employees undergo background checks upon hiring. All school board members and volunteers also undergo background checks upon beginning service at WLA.
- Food Service: For the 2021-2022 school year, WLA did not use any contracted food service programs.
- Transportation: WLA is committed to providing transportation to students that reside in the ISD 622 school district. WLA also provides transportation (as possible) for students residing in Woodbury and the surrounding area.
- Operational Performance WLA’s Authorizer, VOA, is committed to fulfilling its role as a charter school authorizer by holding WLA accountable for a range of results. The accountability system is based on clear reporting by WLA and oversight by the authorizer. Through a combination of site visits, board meeting packets, annual reports, and Annual School Evaluations, VOA upholds its legal obligation to make sure WLA is reaching (or making adequate progress toward) the goals and benchmarks outlined in its charter contract and Minnesota Statutes. This collective body of evidence will also form the basis for contract renewal decisions. VOA uses a standard charter contract with unique school-specific terms that capture different approaches to achieving student success. The individuality of each school will be preserved in the Accountability Plan and self-reporting on the results of its respective outcomes.

22.

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.