

**WORLD'S BEST WORKFORCE:**

**REPORT SUMMARY**

**2022-2023**

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

**Grades Served:** K-8

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

# 1. Stakeholder Engagement

## 1a. Annual Report

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

## 1b. Annual Public Meeting

January 26, 2022 at 5:30 PM

## 1c. District Advisory Committee

District Advisory Committee Member	Role in District
Ms. Mandi Folks	Parent Representative
Mr. Jason Livingston	Parent Representative
Ms. Shannon Kelly	Community Representative
Ms. Jolene Skordahl	Teacher Representative
Ms. Natalie Sjoberg	Teacher Representative
Ms. Julie Ohs	Teacher Representative
Dr. Kathleen Mortensen	Executive Director
Ms. Paula Krippner	Special Education Director
Ms. Nancy Baumann	Office Manager
Not applicable (grades K-8)	Students

# 2. Goals and Results

2a. All Students Ready for School

Goal	Result	Goal Status
We are not a pre-K setting; thus, we do not offer programming to ensure that students are prepared to begin kindergarten.	Per our Enrollment Policy, students applying for kindergarten must be age 5 by September 1 of the year they wish to be enrolled.	Goal not applicable.

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

Goal	Result	Goal Status
Using MAP Reading growth and Core Knowledge Language Arts (CKLA) Amplify curriculum, 85% of all 3 <sup>rd</sup> grade students will be at grade level by the end of 3 <sup>rd</sup> grade, as measured by NWEA MAP scores.	In the spring of 2023, 74% of third grade students met or exceeded grade level fluency and reading comprehension skills.	Goal Not Met

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

Goal(s)	Result	Goal Status
<p>In order to close the achievement gap, WLA students in grades 2-8 will demonstrate above average, according to NWEA MAP scores, in both reading and iReady math. (The percent is based on the average number of WLA students who met or exceeded the average national norm.)</p>	<p><b>Reading, Spring '23</b></p> <p>2 70%</p> <p>3 74%</p> <p>4 70%</p> <p>5 78%</p> <p>6 74%</p> <p>7 78%</p> <p>8 59%</p> <p><b>Math, Spring '23</b></p> <p>2 76%</p> <p>3 65%</p> <p>4 70%</p> <p>5 71%</p> <p>6 57%</p> <p>7 43%</p> <p>8 32%</p>	<p>Goal met in reading for grades 2, 3, 4, 5, 6, 7 &amp; 8.</p> <p>Goal met in math for grades 2, 3, 4, 5, 6, 7, &amp; 8.</p>
<p>In order to close the achievement gap, students in grades 3-8 will score an</p>	<p>2023 MCA data demonstrates the following:</p>	

average of 75% (or above) as measured by year end MCA scores, in the areas of math and reading.	MATH	Goal was not met in math at any grade level.  Goal was not met at any grade level.
	3 58.9% 4 58.9% 5 38.5% 6 37.3% 7 36.5% 8 23.5%	
	READING	
	3 56.7% 4 55.1% 5 74.4% 6 52.8% 7 62.2% 8 44.1%	

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

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

## 2e. All Students Graduate

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

## 3. Identified Needs Based on Data

Data that was reviewed to determine district needs when setting goals included data from the previous year's NWEA MAP and MCA results. The areas of reading and math were the primary focus. Staff took time in PLCs to align Minnesota state standards to their curriculum and make adjustments to instructional time on standards that students demonstrated limited success with. Additionally, Administration scheduled professional development for the 2023-2024 school year in math and reading.

## 4. Systems, Strategies and Support Category 4a. Students

WLA is a data-driven institution committed to rigorous and ambitious state and national test standards. As a data driven organization, WLA has an accountability plan that includes goals based on the MCAs as well as NWEA MAPs, and iReady Math. Students attending WLA are assessed in each of the core academic skill areas using a range of methods. Assessment data is used throughout the educational process to inform and assist students, parents, teachers and administrators.

Assessment data is used immediately in the classroom through differentiated instruction to ensure that each student is being taught at their level. Scores are used, along with additional comparative data, to place students at appropriate groups in math and language arts.

### 4b. Teachers and Principals

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

- Weekly Professional Learning Communities (PLC)
- Monthly review of data-driven instruction procedures

- Curriculum Committee meets throughout the school year to review and develop content. During the 2022-2023 school year, they reviewed our language arts programming K-5.

Teacher and principal evaluations are completed according to statute.

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

#### 4c. District

District practices around high-quality instruction and rigorous curriculum include: •

**Technology:** WLA integrates technology in the classroom. Each classroom is equipped with an interactive SMARTBoard and these are used daily by the teachers and are fully integrated as a part of the Core Knowledge Curriculum. Students use iPads and laptops as a part of the curriculum and for testing. Media skills are listed on the report card. The technology helps to allow individualization of the curriculum.

- **Data:** The school owns a SMARTBoard for each classroom, five classroom sets of Chromebooks, two computer labs and two iPad carts.
- **Collaborative Professional Culture:** WLA has continued to keep a low teacher-to-student ratio, and instruction is differentiated in the classroom. Through the PLC process teachers use data and formative/summative assessments to determine areas of student strength, weakness, and growth.
- **Data:** Parents continually comment and applaud not only the teaching strategies that are used, but also the curriculum that was selected – the Core Knowledge Curriculum which meet the needs of students at all levels, and specifically engage students in higher levels of thinking.

## 5. Equitable Access to Excellent Teachers

What is the District process to examine the distribution of experienced, effective and in-field teachers across the district? Include how the district reviews data to examine the equitable distribution of teachers. What strategies used to improve students' equitable access to experienced, effective and in-field teachers.

All teachers hired for the 2022-2023 school year presented applicable licenses for

the areas in which they would be teaching. Positions were advertised on the school website and on Edpost. Interviews were conducted, with references checked. Prior to hiring an individual, a background check was conducted, and their license was verified. Upon starting employment, they were mentored by a team teacher, and supported throughout the year during PLCs.