

WOODBURY LEADERSHIP ACADEMY

ANNUAL REPORT and WBWF

2023-2024



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SCHOOL INTRODUCTION

This 2023-2024 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. Statutory Purposes and Outcomes are addressed at the end of this report.

- 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. Under the oversight of Volunteers of America, WLA operates as a non-profit entity. During the 2023-2024 school year, we served 735 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.

Woodbury Leadership Academy ensures high student achievement through rigorous academic standards and setting high expectations. 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/iReady), 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 can be found on our school site. Additionally, we have developed and published a lottery process for accepting pupils.

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

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

A charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted through the lottery. 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 lottery. 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 735 students during the 2023-2024 school year. The following percentages are based on student population.

- Special Education: 13.6%
- LEP: 14.2%
- Free and Reduced Lunch: 23.8%
- Asian: 26.4%
- Black: 19.4%
- White: 36.7%
- Hispanic: 6.9%
- American Indian: 2.4%
- Multi 8.1%

Kindergarten 92

Grade 1 102

Grade 2 96

Grade 3 118

Grade 4 104

Grade 5 86

Grade 6 51

Grade 7 46

Grade 8 39

TOTAL 735

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%, 2021-2022 73%, 2022-2023 81.7%, and 2023-2024 92% 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 composed 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.

2023-2024 Board Members

Position	Name	Email	Term
Board Chair, Community	Shelbi Pool	spool@wlamn.org	06/2024
Treasurer, Teacher	Jolene Skordahl	jskordahl@wlamn.org	06/2025
Secretary, Teacher	Nicole Stevens	nstevens@wlamn.org	06/2026
Community Member	Patrick Vollmuth	pvollmuth@wlamn.org	06/2026
Teacher	Julie Ohs	johs@wlamn.org	06/2024
Parent	Ryan Sheak	rsheak@wlamn.org	06/2025
Parent	Joe Valentine	jvalentine@wlamn.org	06/2024
Parent	Mike Balint	mbalint@wlamn.org	06/2026
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 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 Thursday of the month, and elections are held in May. The Director's evaluation is conducted annually, and the board self-evaluation is also conducted annually.

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-4 Principal, one full-time 5-8 Principal, one full time K-8 Dean, and a full time Curriculum Coordinator.

STAFFING

Staff Retention: Of our 87 staff members, only 19 will not be returning for the next school year. Of those 19, 2 retired.

LAST	FIRST	POSITION
Barthel	Ashley	GR K
Engelsjgerd	Megan	GR K
Allen-Tormoen	Heidi	GR K
Zenk	Bridget	GR K
Finch	Autumn	GR K
Egge	Devin	GR 1
Goodman	Madi	GR 1
Nelson	Katie	GR 1
Nightingale	Donna	GR 1
Schuessler	Myia	GR 1
Lemon	Miranda	GR 2
Stevens	Nicole	GR 2
Dawson	Ashley	GR 2
Joslin	Sara	GR 2
Radecki	Kaitlyn	GR 2
Paschke	Katie	GR 3
Pint	Allison	GR 3
Weess	Fran	GR 3
Fallert	Erin	GR 3
Hauschild	Kassidy	GR 3
Jones	Steffani	GR 4
Knutson	Maddie	GR 4
Dotter	Logan	GR 4
Sharma	Radhika	GR 4
Barr	Samantha	GR 4
Cappelen	Kelly	GR 5

Lautenbach	Colleen	GR 5
Slaggie	Katie	GR 5
Streeter	Sydney	GR 5
Adams	Lindsey	GR 6 Math
Richards-Okorie	Chi Chi	GR 6 LA
Vietor	Maggie	GR 6 SC/SS
Geary	Laura	GR 7/8 Math
Handahl	Autumn	GR 7/8 SC
Mayson	Kalleigh	GR 7/8 SS
Hinck	Ellen	GR 7/8 LA
Meyer	Brian	Leadership
Elmquist	Sam	Leadership/Art
Lauermann	Cecelia	Music
Hazel	Harley	P.E.
Skordahl	Jolene	P.E.
Session	Sandy	Art
Smith	Taylor	Remedial
Iwasko	Alex	Remedial
Koerner	Ashlee	Remedial
Burnett	Christina	ELL
Martinson	Ben	ELL
Ives	Marc	Building Substitute
McKinnon	Amanda	Building Substitute
Beck	Emma	Special Education
Youngblood	Allison	Special Education
Zamzow	Ryan	Special Education
Christiansen	Cassandra	Special Education
Greenwood	Mallory	Special Education
Seegert	Morgan	Special Education
Schieffer	Pam	Special Education
Ohs	Julie	Special Education

Graff	Jess	Student Support/ Behavior Interventionist
Cunningham	Sam	Student Support/ Behavior Interventionist
Poptelecan	Claudia	Para/Substitute
Bedard	Nic	Para Professional
Niederbrach	Peter	Para Professional
Simonet	Michelle	Para Professional
Lock	Steve	Para Professional
Plappert	Denise	Para Professional
Meyer	Alyssa	Para Professional
Conn	Lori	Para Professional
Burfeind	Molly	Para Professional
Hall	Brianna	Para Professional
Johnson	Vince	Para Professional
Schreier	Colin	Para Professional
Martinez	Roberto	Custodial
Calderon	Thomas	Custodial
Sorensen	Amy	Food Service
Martinez	Norma	Food Service
Baumann	Nancy	Office/Finance
Schrandt	Casidee	MARRS/Enrollment
Webb	Jodi	Reception
Link	Nicole	Exec Admin Asst
Klein	Brianna	Health Services
Ekelund	Luke	Counselor
Erickson	Jess	Dean of Students
Nafe	Megan	Curriculum Coord
Rice	Nick	Principal Gr 5-8
Broderick	Ben	Principal Gr K-4
Mortensen	Kathleen	Executive Director

ACADEMIC PERFORMANCE

WLA has been recognized by Niche, of all public and private schools in Minnesota, as one of the “Top 100 Schools in Minnesota.” (2019) Of special note is that there were only five other charter schools in Minnesota that made the “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 k-8; conversely, the MCAs are only administered to students in grades three and above. For the 2023-2024 school year, WLA students demonstrated 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 our middle school program is still relatively new. 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: All comparisons made in this report will be between 2023 and 2024. WLA tested 419 students in 2024. The school’s proficiency rates on the Minnesota Comprehensive Assessments increased in reading, math, and science from 2023 to 2024. 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	2018	2019	2021	2022	2023	2024
<u>Statewide</u>	57.7%	55.5%	44.0%	44.6%	45.3%	45.5%
3rd	66.9%	66.0%	57.1%	59.8%	59.6%	59.7%
4th	65.6%	64.2%	53.8%	57.0%	57.5%	57.5%
5th	52%	52.4%	41.1%	43.5%	44.8%	44.8%
6th	54.3%	50.9%	37.2%	39.6%	39.7%	40.9%
7th	55.9%	52.5%	37.4%	37.9%	40.2%	40.7%
8th	57.8%	55.7%	39.8%	40.3%	40.5%	41.8%
<u>WLA</u>	67.0%	54.2%	36.7%	50.8%	46.7%	61.7%
3rd	77.1%	60.7%	40.9%	67.6%	58.9%	70.2%
4th	79.2%	69.8%	40.9%	61.6%	63.8%	74.0%
5th	48.0%	43.2%	50.0%	45.1%	38.5%	59.0%
6th CTSTR			20.5%	43.2%	37.3%	53.4%
7th CTSTR			41.2%	21.1%	36.4%	41.4%
8th CTSTR			13.3%	42.1%	23.5%	40.0%
<u>Eagle Point</u>	N/A	81.80%	48.40%	66.30%	58.00%	62.8%
3rd	N/A	83.10%	54.90%	80.60%	75.40%	72.1%
4th	N/A	84.30%	56.30%	62.30%	58.40%	70.0%
5th	N/A	78.20%	36.70%	56.50%	42.30%	47.3%
<u>Skyview</u>	55.7%	56.2%	32.0%	22.6%	24.10%	26.8%
6th	54.7%	49.6%	18.8%	17.7%	24.60%	22.1%
7th	51.7%	50.9%	29.9%	18.5%	23.80%	26.0%
8th	60.1%	69.3%	55.3%	33.0%	23.90%	32.2%
Eagle Point Elementary & Skyview Combined (3-8)						
	N/A	59.3%	30.8%	36.7%	41.1%	44.9%

MCA Proficiency Chart

Math - All Accountability Tests

	18-19	19-20	20-21	21-22	22-23	23-24
Statewide	57.7%	55.5%	44.2%	45.5%	46.0%	23.4%
WLA	67.0%	54.2%	36.7%	50.8%	46.7%	61.7%
Eagle Point Elementary/Skyview Community Middle (combined)	62.8%	59.3%	30.8%	36.7%	41.1%	44.8%

ANALYSIS OF MATH MCA PROFICIENCY: WLA’s MCA math proficiency results are shown above. For the purpose of this report, proficiency results from Eagle Point 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 15 percentage points to 61.7% from 2023 to 2024. This increase is likely due to the professional development our staff received around data drive instruction and the tools readily available in our iReady Math curriculum. 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	2018	2019	2021	2022	2023	2024
<u>Statewide</u>	60.4%	59.7%	52.5%	51.7%	50.3%	49.8%
3rd	56.2%	55.0%	48.5	48.1%	47.7%	46.6%
4th	67.5%	55.9%	49.3%	49.6%	48.7%	48.1%
5th	64.9%	66.2%	59.4%	59.4%	59.3%	57.5%
6th	64.9%	63.2%	55.0%	54.4%	53.8%	54.6%
7th	58.7%	57.9%	48.3%	45.5%	45.6%	45.5%
8th	59.1%	58.2%	49.7%	46.6%	45.0%	44.6%
<u>WLA</u>	72.7%	48.9%	50.7%	58.1%	58.4%	59.5%
3rd	71.4%	45.0%	47.4%	70.7%	56.7%	58.4%
4th	75.0%	55.8%	38.1%	52.9%	55.1%	52.4%
5th	80.0%	66.7%	78.3%	66.7%	74.2%	72.3%

6th CTSTR	N/A	25.0%	50.0%	55.3%	52.8%	61.7%
7th CTSTR	N/A	35.7%	43.8%	35.9%	62.2%	51.1%
8th CTSTR	N/A	N/A	20.0%	47.4%	44.1%	61.1%
<u>Eagle Point Elem</u>						
	N/A	81.8%	48.4%	66.3%	58.0%	57.5%
3rd	N/A	83.1%	54.9%	80.6%	75.4%	54.6%
4th	N/A	84.3%	56.3%	62.3%	58.4%	57.2%
5th	N/A	78.2%	36.7%	56.5%	42.3%	60.6%
<u>Skyview Community Middle</u>						
6th	53.0%	54.7%	52.9%	31.7%	24.1%	40.2%
7th	56.30%	60.20%	49.1%	38.5%	24.6%	27.1%
8th	50.8%	51.5%	52.0%	20.8%	23.8%	32.5%
Combined (3-8)	N/A	65%	48%	46.2%	33.1%	40.4%

** 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	22-23	23-24
Statewide	60.4%	59.7%	52.5%	51.7%	50.5%	49.8%
WLA	72.7%	48.9%	50.7%	58.1%	58.4%	59.5%
<u>Skyview Community Elementary /Skyview Community Middle (combined)</u>						
	58.0%	53.4%	59.0%	39.2%	33.1%	40.4%

ANALYSIS OF READING MCA PROFICIENCY: WLA's MCA reading proficiency results are shown above, For the purpose of this report, proficiency results from Eagle Point Elementary, grades 3- 5, and Skyview Community Middle School, grades 6-8, were combined to create a comparison school for WLA. WLA's reading proficiency rate increased by 1.1% percentage points to 59.5% from 2023 to 2024. 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 - 2024

Science	2018	2019	2021	2022	2023	2024
<u>Statewide</u>	52.0%	50.7%	42.7%	41.0%	38.8%	39.6%
5	58.10%	55%	47.7%	49.8%	48.20%	44.8%
8	45.7%	43%	33.8%	28.6%	26.9%	29.8%
<u>WLA</u>	65.5%	50%	45.0%	51.6%	47.2%	55.9%
5	65.5%	55.0%	57.8%	59.5%	60.0%	63.9%
8	N/A	N/A	6.7%	21.1%	22.2%	37.1%
<u>Eagle Point</u>	N/A	61.8%	48.4%	45.9%	51.9%	42.2%
5	N/A	61.8%	48.4%	45.9%	51.9%	42.2%
<u>SkyView Middle</u>	46.0%	36.5%	41.1%	25.7%	15.4%	13.0%
8	46.0%	36.5%	41.1%	25.7%	15.4%	13.0%
<u>Combined (5 & 8)</u>	N/A	49.2%	44.8%	35.8%	33.6%	27.6%

** 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

Science - All Accountability Tests

	18-19	19-20	20-21	21-22	22-23	23-24
Statewide	52.0%	50.7%	43.1%	29.2%	41.3%	39.6%
WLA	65.5%	55.0%	45.0%	51.6%	47.2%	55.9%
Skyview Community Elementary /Skyview community Middle (combined)	54.6%	39.9%	40.1%	30.2%	33.6%	27.6%

ANALYSIS OF SCIENCE MCA PROFICIENCY: WLA’s MCA science proficiency results are shown above. For the purpose of this report, proficiency results from Eagle Point Elementary, grade 5, and Skyview Community Middle School, grade 8, were combined to create a comparison score for WLA. WLA’s science proficiency rate increased by 8.7 percentage points to 55.9% from 2023 to 2024. Even with this set back, 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 math 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 did not meet the combined achievement level requirement in the 2023-2024 school year with of 58.7%% in math and 56.8% 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

Reading - Reportable Student Groups

	18-19	19-20	20-21	21-22	22-23	23-24
All Students	72.7%	48.9%	50.7%	57.0%	56%	59.1%
SPED	55.0%	40.0%	10.7%	8.6%	24.1%	24.3%
FRP	26.7%	50.0%	24.4%	37.5%	30%	44.0%
ELL	N/A	N/A	16.7%	26.7%	20.5%	38.3%

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 Language Usage: CKLA Writing: CKLA, Mathematics: Ready Math, Science: Core Knowledge Science, 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. Grades K-2 take MAP reading fluency, while grades 3-8 take the MAP growth assessment. The test is typically taken two times per year – once in the fall and once in the spring.

Reading: Grades K-8

Data: MAP Spring 2024

Grade Students Test Score

GR	Area	Number Tested	% Proficient
K	Reading	85	83%
1	Reading	85	52%
2	Reading	104	70%
3	Reading	115	68%
4	Reading	100	66%
5	Reading	87	73%
6	Reading	50	66%
7	Reading	45	62%
8	Reading	36	72%

15.

Minnesota Comprehensive Assessment (MCA)

As stated in the previous section above, students attending Woodbury Leadership Academy in grades 3-8 also take the MCA assessment.

- Reading: Grades 3-8
- Math: Grades 3-8

- Science: Grades 5 and 8

Furthermore, the Minnesota Test of Academic Skills (MTAS) and ACCESS tests are facilitated at WLA.

Minnesota Academic Standards

Students attending WLA are assessed in each of the core academic skill areas using a range of valid and reliable methods, including, but not limited to, formative and summative assessments, criterion reference tests and assessments, homework, teacher observations, student project presentations, oral reports and standardized tests. Assessment data is used throughout the educational process to inform and assist students, parents, teachers and administrators. Assessment data is used immediately in the classroom through differentiated instruction to ensure that each student is being taught at their level. Scores are used, along with additional comparative data, to place students at appropriate levels in math and language arts.

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

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

Challenges: We are still seeing the effects of the COVID pandemic on our students' s academic performance. There are foundational learning gaps that teachers are working diligently to close. This increased focused on foundational skills has made it challenging for our teachers to fully implement the intended curriculum with fidelity. Academic challenges could also be affected by the continual increase in WLA enrollment, and thus, an increase in new 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, music, and leadership. 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, social studies projects, core virtues programming and service-learning projects. In addition, we offer a student parliament experience through an election process. During the 2023-2024 school year, our student council was active in the school community. 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 refined leadership classes this year. These classes were led by our school counselor and leadership specialist teachers at least once a week. Teachers used the character strong and fly five curriculum to implement a well-planned leadership curriculum. Enrichment opportunities were available to students such as art clubs, science club, drama club and band.

Academic Performance At WLA we encourage staff to use varied and innovative teaching methods, and our 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 continued to purchase newly released Core Knowledge curriculum resources from the Core Knowledge Foundation. This helped expand our CKHG, CKSci, and CKLA curriculum in to our middle grades. Teachers continued to teach purchased materials with fidelity. Additionally, after reaching out to CK foundation we obtained a rubric to evaluate our progress towards becoming a school of distinction.

Goal 2: WLA continued to develop programming around our five core virtues to focus on throughout the school year. We continued offering leadership classes in our specialist rotation. This class was led by the school counselor and leadership teachers. We purchased Character strong curriculum and fly five to solidify the leadership curriculum at our school. Additionally, we have added the junior achievement program to grade 3-5 to teach financial literacy to our students.

Measure Outcome/Provide Accountability Successes/Challenges

WLA's Accountability Goal 1 (MCA Reading Goal)

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 scores in grades 3, 6, and 8. WLA increased its proficiency by 1.1% WLA is on its way to achieving this goal.

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 the teacher's abilities to individualize instruction. We also added 30 mins for reading intervention into schedules.

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 increasing proficiency levels in all grade levels, and increased it's overall proficiency by 15%. WLA is making progress towards this goal.

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 the teacher's abilities to individualize instruction. We also added 30 mins for reading intervention into schedules.

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.

B. See below for progress:

GR 2017 2018 2019 2021 2022 2023 2024

1	NA	NA	79%	78%	81%	52%	46%
2	81%	55%	66%	83%	77%	70%	43%
3	78%	61%	80%	74%	74%	74%	72%
4	80%	86%	76%	77%	73%	70%	77%
5	81%	69%	77%	81%	74%	78%	78%
6	75%	75%	76%	63%	74%	74%	80%
7	NA	50%	35%	73%	58%	78%	69%
8	NA	NA	23%	45%	86%	59%	84%

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%).

a. *In the 2022-2023 school year WLA replaced the NWEA math assessment with the iReady math diagnostic assessment. Results were similar on both assessments in the 2021-2022 school year as both assessments are nationally normed.

B. See below for progress.

GR	2017	2018	2019	2021	2022	*2023	*2024
1	NA	NA	75%	76%	81%	69%	68%
2	81%	70%	68%	86%	81%	76%	76%
3	73%	58%	71%	67%	89%	65%	74%
4	88%	78%	66%	71%	69%	70%	79%
5	81%	69%	73%	66%	67%	71%	79%
6	66%	66%	76%	64%	69%	57%	74%
7	NA	50%	42%	70%	55%	43%	48%
8	NA	NA	73%	60%	62%	32%	37%

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”) and the iReady Diagnostic Assessment. Both tests are adaptive interim assessments aligned to state-specific content standards. They are helpful assessments because they are administered in both the fall and the spring – measuring growth during the school year – and correlates to the MCAs. These assessments also produce meaningful data because it is administered to students in grades one and above; conversely, the MCAs are administered to students in grades 3-8. Woodbury Leadership Academy will also be adding a reading assessment with a dyslexia screener from the approved MDE list to fulfill our Read Act requirements. Students grades K-5 will take the MyClass Dibels 8th Edition test. This assessment will assess a student's foundational reading skill, reading fluency, and reading comprehension. This data is nationally normed and aligned with our Core knowledge Language Arts Curriculum.

FINANCES

WLA operates under non-profit status. The year-end financial report is attached herein. Questions regarding Fiscal Year 2023-2024 school finances, please contact BerganKDV: Dustin Reeves, Outsourced CFO, School Services, 651.280.5582, dustin.reeves@bergankdv.com.

SERVICE LEARNING PLAN

MONTH	GRADE	SERVICE LEARNING PROJECT
NOVEMBER	GR 6	LETTERS TO VETERANS
DECEMBER	GR 3	TOY DRIVE
JANUARY	GR 7/8	FOOD DRIVE
JANUARY	GR 4	ANIMAL RESCUE SUPPORT
FEBRUARY	GR 2	LETTERS TO RETIREMENT HOMES
MARCH	GR 5	PACK COMMUNITY BAGS (SANNEH FOUNDATION)
APRIL	GR K	LOCAL AREA TO CLEAN-UP
MAY	GR 1	STUFFED TOY DRIVE FOR EMTs

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 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. Continue to develop our 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 received in house training on implementing the sequence with fidelity. Teachers also received in house training on Ready Classroom Mathematics, which we first implemented during the 2020-2021 school year. Ready Classroom Mathematics includes physical and digital components to reach the needs of all students. Challenges were identified with the implementation of the CKscience curriculum in middle school. This new curriculum will align with the new Next generation Science Standards that all school will need to be aligned with by the 2024-2025 school year, but is not aligned with the MN state standards domains assigned to each grade level. A plan was developed to slowly implement CKsci in a 3 year plan to ensure our students do not have gaps in their learning. We will be fully using CKscience Grade K-8 in the 2024-2025 school year. Additionally, we took time to self evaluate our schools implementation of the CK sequence and it's instructional best practice. We hope to bring in a consultant from the foundation in the coming year to improve our implementation.

Goal 2: WLA continued to develop programming around our five core virtues to focus on throughout the school year. We purchased the fly five curriculum for grades K-4 which aligned with responsive classroom best practices. This curriculum is also aligned with our core virtues and provided our leadership teachers with strong evidence-based lesson plans to follow. Teacher continued using character strong for the second year in a row to support student development of social emotional and leadership skills.

OPERATIONAL PERFORMANCE

All state and federal taxes, pensions, and insurance were paid as required. The financial audit was completed on time and submitted to the state by the required deadline. The 2023-2024 audit was filed on time and was presented to the school board.

- Facility and Grounds: WLA 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 Human Resources Specialist to learn more about the employment terms and benefits. New employees met with the Human Resources Specialist 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: WLA was approved for the School Lunch Program for the 23-24 school year and used CKC Good Food to cater school lunches.
- 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. 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.

Professional Development: During the 2023-2024 school year the following professional development initiatives were conducted:

August Workshops

Monday, August 22
8:00-4:30
ACTIVITY
Welcome & Introductions! Ongoing Expansion
Mission/Vision, Strategic Plan, WLA Organizational Chart & Responsibilities
Break
Committees
What is WLA Based on? Core Knowledge, CK School of Distinction
How do we Promote Leadership? Leadership Class, Core Virtue Themes, Service Learning
Grounds & Facilities Maintenance & Safe Practices
Scavenger Hunt of Grounds & Facilities
Lunch Provided by WLA
Safety Manual
Class Lists/Welcome Email to Families/Schedules
Teachers Work on Their Own
Para Training with Andy, Ben B., and Jess E., Emma meets with Sped Team
Closing Circle!
Tuesday, August 23
8:00-4:30
ACTIVITY
Welcome and Morning Meetings!
Curriculum Maps & Pacing Guides Teachers
Academic Responsibilities
WLA Assessment Plan & Grading
Para Work Time
Break
Using Data to Inform Instruction Teachers
Interpreting Lexile Levels Teachers
Lunch on Your Own
iReady Training
Work Time
Supervision Duties, Dismissal & Lunch Changes, Arrival & Dismissal
Break (refreshments provided)
Curriculum
Para Work Time
Benefits Enrollment

Wednesday, August 24
8:00-4:30
ACTIVITY
Welcome and Morning Meetings! (refreshments provided)
Responsive Classroom
Break
RTI
Student Behavior Expectations, ODRs
Office Protocols Regarding Sending Students/Extracurriculars/Field Trips
Lunch on Your Own
PTO/Aesop/Open House
PARs & Timecards
Synergy Training
Teacher Work Time
Lock-Down
Fire Drill
Thursday, August 25
11:00-7:30
ACTIVITY
Work On Your Own
Dinner Provided by WLA
Set-Up for Open House
Open House
Take-Down of Open House
Friday, August 26
8:00-4:30
ACTIVITY
Circle-Up & Overview for the Day (refreshments provided)
OSHA, Bloodborn Pathogens
Confidentiality, Mandatory Reporting, Critical Policies
Work On Your Own
Monday, August 29
8:00-4:30
ACTIVITY
Welcome & Re-Introductions! (refreshments provided)
Differences with Charter School, WLA History
Review WLA Mission/Vision, Strategic Plan
Break
Staff Binders

Review Core Knowledge, & CK School of Distinction
Review Assessments, Data Based Instruction, Curriculum Maps & Pacing Guides
RTI
Lunch
Supervision Maps, Arrival/Dismissal, Driveline, Transportation, Leadership & Core Virtues
Work Time!
Closing Circle
Tuesday, August 30
8:00-4:30
ACTIVITY
Welcome and Morning Meeting
CKLA Lesson Model
iReady Lesson Model
Break
Review on Responsive Classroom
Questions Regarding Student Behavior Expectations, ODRs
General Questions
Lunch Provided by WLA
Work on Your Own
Closing Circle
Wednesday, August 31
8:00-4:30
ACTIVITY
Work On Your Own

Friday Staff Meetings

SEPT	2	No Staff Meetings
	9	MAP, iReady
	16	Safety Management: ODRS, Lunchroom, Driveline, Supervision
	23	Sped Disability Awareness, Referral, Evaluation, Retention
	30	Presentation: Diversity
OCT	14	Conference Logistics, Safety Management: Anti-Bullying
	28	Safety Management: Mental Health, Suicide
NOV	4	Safety Management: Cold Weather, Personal Safety, Recess, School Cancellation
	11	Safety Management: ODRS, Lunchroom, Driveline, Supervision
	18	Report Cards
DEC	2	EL & RtI (data sharing and directives for teachers) Retention

	9	Presentation: Diversity
	16	RC behavior expectations, classroom, restroom, lunch, halls, dress code, outdoors, Hopes & Dreams
JAN	6	MAP, iReady
	13	Relicensure
	20	Safety Management: ODRS, Lunchroom, Driveline, Supervision
	27	Sped: Autism
FEB	3	Safety Management: Mental Health
	10	Conferences, Report Cards, Retention
	24	RC behavior expectations, classroom, restroom, lunch, halls, dress code, outdoors, Hopes & Dreams
MAR	17	Presentation: Diversity
	24	EL & RtI (data sharing and directives for teachers) Retention
	31	MCA Logistics, Safety Management: Anti-Bullying
APR	14	Safety Management: Tornadoes, Heat Exhaustion, Personal Safety
	21	RC behavior expectations, classroom, restroom, lunch, halls, dress code, outdoors, Hopes & Dreams
	28	MAP, iReady
MAY	5	Curriculum Counts, Student Placement Process, End of Year Items
	19	No Staff Meeting: Conduct counts, meet with teams for student placement, end of year ordering
	26	No Staff Meeting: Conduct counts, meet with teams for student placement, end of year ordering
JUNE	2	Celebration!

Professional Development Days (during the school year)

MONTH	DATE	DAY	TIME	PARTICIPANTS	TOPIC(S)
AUGUST	2	Tues.	9:00	CORE SAFETY TEAM (8)	A, B, C, D, Overview of Training for the Year, Prep for: Initial Safety Team Mtg, Initial Faculty Mtg, and All Staff Workshop
AUGUST	16	Tues.	9:00	FULL SAFETY TEAM (24)	Initial Safety Team Meeting: A, B, C, D, Overview of Training for the Year, Heat Emergency, Bus Evacuation, Drive-Line, Interaction Guide for Staff, Emergency and Security Procedures, Supervision, Evacuation Guidelines, Reunification, Fires, Lock-Downs, De-briefs, Parent Guide, Grief Support

AUGUST	22	Mon.	12:45-2:00	ALL STAFF WORKSHOP (80)	Initial Faculty Meeting: A, B, C, D, Overview of Training for the Year, Heat Emergency, Bus Evacuations, Drive-Line, Interaction Guide for Staff, Emergency and Security Procedures, Supervision, Evacuation Guidelines, Reunification, Fires, Lock-Downs, De-briefs, Parent Guide, Grief Support
SEPTEMBER	7	Wed.	8:15	FULL SAFETY TEAM (24)	Before & After School Activities, Endangered School Procedures, Hazardous Materials
OCTOBER	5	Wed.	8:15	FULL SAFETY TEAM (24)	Mental Health, Anti-Bullying
NOVEMBER	2	Wed.	8:15	FULL SAFETY TEAM (24)	Winter Weather, Personal Safety, Kidnapping, Missing Student
DECEMBER	7	Wed.	8:15	FULL SAFETY TEAM (24)	Bomb Threat, Shooting, Hostage, Terrorism, Weapons in School/on Student
JANUARY	4	Wed.	8:15	FULL SAFETY TEAM (24)	Emergency and Security Procedures, Evacuation, Bus Evacuation, Reunification
FEBRUARY	1	Wed.	8:15	FULL SAFETY TEAM (24)	Supervision, Drive-Line, Before and After School Activities
MARCH	1	Wed.	8:15	FULL SAFETY TEAM (24)	Mental Health, Anti-Bullying
APRIL	5	Wed.	8:15	FULL SAFETY TEAM (24)	Personal Safety, Tornados, Heat Exhaustion
MAY	3	Wed.	8:15	FULL SAFETY TEAM (24)	Carnival, Graduations
JUNE	7	Wed.	8:15	CORE SAFETY TEAM (8)	Core Safety Team De-Brief (use surveys from all WLA staff to consider)

3rd Wed.	DATE	MEMBERS	MEMBERS	TOPICS
8:15-9:00		KATHY	MEGAN N.	All Meetings: WLA Mission/Vision, Strategic Plan for becoming a CK Distinguished School
SEPT	21	Kathy	Megan N.	Review Spring MCA reading data, review the WLA Assessment Plan, Discuss ELA Evaluation
OCT	17 (changed date)	Jess E.	Ben B.	Review all early data from current school year, analyze growth patterns
NOV	16	Ashley B.	Katie G.	Introductions. Overview of what is being used. Intro to UBD & rubric we'll be using. Start evaluating. Give homework.
JAN	18	Katie N.	Katie S.	Summarize progress, Science of Reading intro, Look into curriculums that use this
FEB	15	Nicole	Justin R.	Summarize progress, UBD, homework
MAR	15	Steffani		Summarize progress, UBD, homework

APR	19	Jacob	Mattea	Summarize progress, UBD, homework (tentative decisions)
MAY	17	Cody	Cecelia	Summarize progress, UBD, homework (formalize decisions)

JANUARY 30, 2023

Para Training with BB (3rd Floor Cafeteria) Steve, Nic, Sam C., Peter, Madeline, Chelsea, Denise

Special Education Case Managers with KM (3rd Floor, Building B, Tech Classroom) Emma, Taylor, Mallory, Morgan, Julie, Heidi, Brianna, Sam E.

Administrative Team Meeting (Main Office Conference Room) Kathy, Ben B., Andy, Jess E., Casidee, Megan N.

Extend B-Team to O-Team (weekly Tuesday from 8:15-9:50)

Milk money

Front door duty

Elective schedule

Develop standing agenda

Establish annual calendar for administrative tasks such as Marketing, Open houses, K and 8 graduations, 8 grade high school planning

FEBRUARY 17, 2023

1. School Climate
2. Confidentiality (Student and Staff)
3. Classroom Management (ODRs, Bullying)
4. Data Analysis
 - a. MAP Reading Fluency Data
 - b. RTI grade level teachers (red, yellow,)
5. Sped team MCA accommodations, ND Sped team meets with their reged teachers to discuss student growth & grades

MAY 12, 2023

AO-Team “Task Calendar” Work Session, Room 354, Building B

Hand-Off Meetings:

Grade Level Teachers	Location	Additional Staff
Gr K Hand-Up to Gr1,	Megan E.’s room	Sandy, Sam E., Emma, Claudia I., Mattea, Brian
Gr 2 Hand-Up to Gr 3	Miranda’s room	Taylor, Pam, Ashlee K., Jolene
Gr 4 Hand-Up to Gr 5	Radhika’s room	Mallory, Alex, Christina, Cecelia
Gr 6 Hand-Up to Gr 7	Justin’s room	Heidi, Julie, Luke, Harley, Ben M.

11:00-11:30 LUNCH

Debrief, Main Office, Jess G., Jess E., Ben B., Kathy, Nicole S.

11:30-1:30

Sped Team Meeting, Room 354, Building B

Paula (if available), Kathy, Emma, Taylor, Heidi, Julie, Mallory, Sam E., Pam, Nicole S. (Morgan is using PTO) Sped assignments, expected caseloads, para assignments, spaces, supplies (2 months ago), supplies next year (test protocols, furniture, resources) sped clerk

Professional Learning Community Topics

MO	WEEK	COMMENTS	PLC TOPICS
AUG	29	School Starts, Early Dismissal Friday, No PLCs	No PLCs
SEPT	5	Labor Day, Short Week, Specialists	Specialists: check-in
	12	PLCs K-8	Gr K-2: share conference data, Set Goals Gr 3-8: check on early benchmarks for reading and math & Set Goals, RTI Introduces Resources
	19	PLCs 1-8	Gr 1-8: iReady & check on individualizing lessons
	26	PLCs K-8	Gr K-3: MAP reading fluency, Gr 4-8: MAP reading growth, change goals?
OCT	3	Data Dig, Short Week, PLCs K, 5-8	Gr K iReady, Gr 5-8: MAP science
	10	PLCs K-8 & Specialists	Gr K-8 & Specialists: review pacing guides & MCA Prep
	17	Conferences, MEA, Short Week, No PLCs	No PLCs
	24	PLCs K-8	Gr K-8: iReady & check on goals
	31	PLCs K-8	Gr K-3: reading fluency benchmarks, Gr 4-8: reading growth benchmarks
NOV	7	PLCs K-8	Gr K-8: iready math growth benchmarks, Gr 5-8: science growth benchmarks
	14	PLCs K-8 & Specialists	Gr K-8 & Specialists: review pacing guides & MCA Prep
	21	End T-I, Grading Day, T-Day, Short Week, No PLCs	No PLCs
	28	PLCs K-8	Check on Instructional Goals
DEC	5	PLCs K-8, & Specialists	Gr K-8: iReady & check on individualizing lessons, Specialists
	12	PLCs K-8	Gr K-3: reading fluency benchmarks, Gr 4-8: reading growth benchmarks
JAN	2	New Year's Day, Short Week, PLCs K-8	Gr K-8: iready math growth benchmarks, Gr 5-8: science growth benchmarks
	9	PLCs K-8	Gr K-8: Revise Instructional Goals
	16	MLK, Short Week, PLCs K-3 & Specialists	Gr K-3: MAP reading fluency
	23	PLCs K-8	Gr K-8: iReady
	30	Teacher Workday, Short Week, PLCs 4-8	Gr 4-8: MAP reading growth
FEB	6	PLCs 5-8	Gr 5-8: MAP science
	13	Data Dig, Short Week, PLCs K-8 & Specialists	Gr K-8 & Specialists: review pacing guides & MCA Prep

	20	President's Day, Short Week, PLCs K-8	Gr k-8: iready math growth benchmarks
	27	Conferences, End of T-II, No PLCs	No PLCs
MAR	13	Grading Day, Short Week, PLCs K-8, & Specialists	Gr K-8: individualizing lessons, MCA Prep
	20	PLCs K-8	Gr K-3: reading fluency benchmarks, Gr 4-8: reading growth benchmarks
	27	PLCs K-8	Gr K-8: iready math growth benchmarks, Gr 5-8: science growth benchmarks
APR	3	Data Dig, Short Week, PLCs K-8 & Specialists	Gr K-8 & Specialists: review pacing guides & MCA Prep
	10	PLCs K-8	Gr k-8 Review report card
	17	PLCs 3-8	Gr 3-8 Check-In regarding MCAS
	24	PLCs K-8	Gr K-8, final reflection on instructional goals
MAY	1	PLCs K-8 & Specialists	Gr K-8 & Specialists: review pacing guides
	8	Teacher Workday, Short Week, PLCs 3-8	Gr 3-8: MCAs
	15	PLCs K-8	Consider math & science assessments for 2023-2024
	22	PLCs K-8	Consider reading assessments for 2023-2024
	29	Memorial Day, Short Week, PLCs K-3	Gr K-3: MAP reading fluency, Gr 4-8: MAP Reading
JUNE	5	End T-III, Data Dig 8th, Grading Day 9th	Gr K-8: iReady
	5	End T-III, Data Dig 8th, Grading Day 9th	Review all EOY data & finalize all assessment tools for 2023-2024

Statutory Purposes and Outcomes

Woodbury Leadership Academy opened during the 2014-2015 school year. Under its Articles of Incorporation WLA was organized exclusively to present rigorous curriculum with Leadership, Core Virtues and Service Learning components. WLA achieves this through the delivery of Core Knowledge content, The Leader in Me materials, and materials developed on-site to promote core virtues and service learning components.

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.

The Statutory Compliance Verification Table:

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School Admissions and Enrollment	2
Student Attrition Rates	4
Board Governance, Elections, Roster, Training	4
School Management and Administration	5
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Academic Performance MCA	8
School Annual Plan for Assessment	19
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School Finances	20
Service Learning Plan and Outcomes	19
Innovative Practices and Implementation	20
Future Plans	20
Non-Profit Status	2 & 20