

2018-2019
World Learner School
World's Best Workforce & Annual Report



Public Charter School District 4016
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School Information

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Located in Chaska, Minnesota, our Montessori Charter Elementary and Middle School is dedicated to empowering our students to be well-rounded and socially responsible. The World Learner School is a public Montessori charter school serving elementary and middle school levels that offers: multi-grade classrooms; individualized and group lessons; hands-on Montessori materials; integrated music, art, and physical education; highest level of parental involvement; standards-based curriculum; and real-world experiential learning. The World Learner School opened on September 5, 1995.

Our Mission and Vision

The World Learner School's mission is to create a school that supports an experiential collaborative Montessori learning program that empowers children to unfold their full potential as whole and unique persons in classroom, local and world communities

Authorizer Information

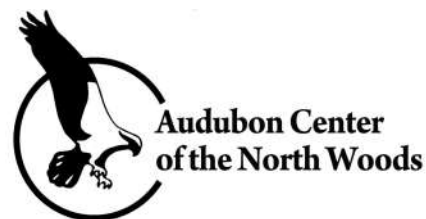
Upon formation of World Learner School in 1995, the school was sponsored by ISD 112, Schools of Eastern Carver County. The relationship between the two entities was cordial and supportive. However, state statutes were changed for sponsors as the title shifted to authorizer. ISD 112 could not continue as an authorizer and WLS initiated conversations with Audubon Center of the North Woods (ACNW) about an authorizing relationship.

In the spring of 2011, WLS' application for authorization transfer earned approval from the Audubon Center of North Woods Board of Directors and the MN Department of Education. The original contract between WLS and ACNW was for 3 years and a one-year extension was granted in 2014-2015. WLS and ACNW engaged in the renewal process in 2014-2015 which resulted in a new 5 year contract between the entities for 2016-2020.

The authorizing mission of ACNW is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit-based decisions about its portfolio of charter schools.

The authorizing vision of ACNW is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.

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Implementation Statutory Purposes

The World Learner School works to improve pupil learning, increase learning opportunities for students and encourages the use of different and innovative teaching methods.

Improve Pupil Learning - The World Learner School strives annually to improve the development of each individual child by encouraging self-discipline and self-satisfaction. The curriculum allows time for silence and reflection, cultivating awe and wonder, respecting nature, caring for the earth, understanding and accepting others and fostering virtues such as love, peacefulness, kindness and compassion.

The integrated curriculum of the Montessori philosophy encourages children to see the critical relationship among all subjects and among all aspects of life. The teachers follow Dr. Maria Montessori's plan for Cosmic Education – presenting the universe first and then relating subsequent learning to its place in the cosmos.

The framework of the World Learner School gives students basic learning skills, confidence, self-esteem, an appreciation of other cultures and peaceful techniques for conflict resolution – qualities that will serve them well in future learning situations.

Increase Learning Opportunities for Pupils - The World Learner School's mission statement describes a collaborative and experiential mode of education that encourages students to engage in learning opportunities at their interest. By staying true to mission statement, WLS views the entire world as the learning environment. Students are often inspired by a lesson from a teacher or from a concept from a book. They are then guided to find relevant examples of the lesson in the real world. The classroom then expands into the community to offer increased learning opportunities for students every day.

Encourage the Use of Different and Innovative Teaching Methods - The World Learner School features a curriculum and pedagogy based on the work of Dr. Maria Montessori. It is the responsibility of Montessori education to cultivate an innate, natural desire to learn. In the Montessori classroom this objective is approached in two ways: first, by allowing each child to experience the excitement of learning by offering choice; and second, by helping to perfect all the natural tools for learning to maximum the child's own abilities for future education. The Montessori method is an innovative and successful way of educating children.

Student Enrollment and Demographics

World Learner School enrollment is strong, maintaining more than 200 students in grades 1 – 8. As WLS is a school of choice in a community of good schools, enrollment is a constant area of focus. Families do at times make different choices for children throughout the year, leaving WLS for other school options, including homeschool. WLS continues to have waiting lists for most grades.

Student Enrollment

Number of Students Enrolled	2016-17	2017-18	2018-19	2019-20 (est.)
1st Grade	27	30	25	25
2nd Grade	27	24	30	28
3rd Grade	31	27	26	31
4th Grade	28	31	25	28
5th Grade	27	30	32	25
6th Grade	27	24	30	31
7th Grade	35	24	20	26
8th Grade	22	26	24	20
Total	223	216	211	214
Total ADM (Average Daily Membership) for year	207.40	216.82	210.68	213.92

World Learner School is located in Chaska, MN in Carver County. The community is an affluent area and as a result most students enrolled at WLS do not meet guidelines for free/reduced status. Most students at WLS are Caucasian, comprising about 87% of the enrollment in 2018-2019. The tables below outline recent trends in enrollment and demographics.

Student Demographics

Demographic Trends	2017-18	2018-19	2019-20 (est.)
Total Enrollment	218	212	216
Special Education	17%	20.3%	18%
English Learners	2.3%	1.4%	1.4%
Free/Reduced Priced Lunch	11.5%	8.5%	6.5%
Black, not of Hispanic Origin	2.8%	3.3%	3.7%
Hispanic/Latino	2.8%	2.8%	3.7%
Asian/Pacific Islander	3.2%	2.8%	2.8%
American Indian/Alaskan Native	0%	0%	0%
Two or More Races	1.8%	1.4%	2.8%
White, not of Hispanic Origin	89.4%	89.6%	87%

Student Attendance

World Learner School student attendance is excellent. There are times when students enjoy prolonged vacations that mesh with the mission of WLS to explore the world and engage in learning outside of the school walls. WLS allows for absences for this reason. WLS administration does review attendance patterns of students twice per year in the fall and spring. Families of students who have missed more than 8 days are reminded of the attendance policy via a written letter as a reminder of the importance of school attendance. The table below outlines attendance rates:

	2016-17	2017-18	2018-2019
Overall Student Attendance Rate	98.98%	98.6%	92.6%



Student Attrition

World Learner School has a low mobility index and the large majority of students remain enrolled once they start attending WLS. World Learner School’s mission and innovative practices are unique to many people. WLS is located in an active and viable community with educated, affluent families. WLS is proud of our strong history of providing a pure, authentic Montessori education

to students. We realize that some families have different values for their children and we respect those values. With that in mind, WLS remains committed to our beliefs and pedagogy without reservation. We understand that parents have choices for their child's education in this area of the metro and WLS is proud to be an available choice. We respect that every family will make the best choice they can and that at times, WLS may not be the choice. WLS will continue to provide an experiential, Montessori education to our community.

Percentage of students who continued enrollment in the school from Spring 2018 to October 1, 2018.	90%
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Student Mobility

World Learner School maintains a low mobility rate

	Summer Transfers In	Number of students on Oct. 1	Total Mid-year Transfers	Mobility Index* (as a percent)
2016-17	0	208	16	7.7%
2017-18	0	224	8	3.6%
2018-19	0	217	10	4.6%

* Total mid-year transfers divided by number of students on October 1

Percentage of students who were enrolled for 95% or more of the 2018-19 school year.	95.4%
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Educational Approach and Curriculum

Montessori Education

Montessori is a method of education that is based on hands-on learning, collaborative work and self-directed activity. In Montessori classrooms children make creative choices in their learning while the classroom environment and the teacher offer age appropriate activities and lessons to guide the process. Children work in groups and individually to discover people, places and knowledge of the world. Montessori classrooms are specifically designed to meet the developmental needs of children within this age range. Dr. Maria Montessori discovered that experiential learning in this type of classroom led to a deeper understanding of language, math, science, music, social interactions and so much more. Each tool and material in a beautifully designed Montessori classroom supports specific aspects of a child's development, creating a match between the child's natural interests and the available activities. Because of this match children can learn through their own experience at their own pace. Children are allowed to follow their natural curiosities that exist in all humans, to build a solid foundation for lifelong learning.



Dr. Maria Montessori: Dr. Maria Montessori (1870-1952) was an Italian physician and anthropologist (twice nominated for the Nobel Peace Prize) who studied how children develop socially, intellectually, physically, and spiritually. Through her careful observations of children all over the world, she discovered universal patterns of development which are found in all children regardless of their culture. She believed that each child is born with a unique potential to be revealed, rather than a "blank slate" waiting to be written upon.

Dr. Montessori created an educational method based upon these natural patterns and grounded in a profound respect for all life. Over the past one hundred years, children throughout the world have benefited from this educational approach that supports, nurtures, and protects natural development.

*“The essence of independence is to be able
to do something for one’s self.
Adults work to finish a task, but the child works
in order to grow, and is working to create the adult,
the person that is to be.”
- Maria Montessori*

The general philosophy for each child in our school is to provide Montessori education, which is an education of independence and freedom. In order to develop physical, intellectual and spiritual powers to the fullest, the child must have freedom. This is obtained in our classrooms through the practice of independence, order and self-discipline. We believe that self-motivation is the single most important impulse to guide the children through their learning.

Multi-age classrooms help to strengthen the social development of the child. The relationships formed between the younger and older children are invaluable. The younger children look to the older children as inspiration in both behavior and work. The older children take pride in guiding the young ones through the ways of the classroom. The three-year cycle also helps the children build an extremely strong bond with their teacher. The teacher and child get to know and trust each other in a most profound way. The teacher is responsible for helping guide the children to find their own motivation for learning. By preparing the environment and observing each child carefully, the teacher “follows the child.” Children expand their knowledge by being guided toward materials that reflect their interests.

The Montessori teacher has, what Maria Montessori calls, a “Cosmic Task.” This task is to work with the children’s imagination to help them realize the interconnectedness of the universe. One of the foundations of Montessori education is to present the concrete, which leads to the abstract. By first striking the child’s imagination with a wonderful story or lesson, the teacher taps into the child’s self-motivation to begin a search for more information.

General Educational Goals of the Montessori Program

Goals: Physical Development

- Developing a body whose movements are mastered and controlled;
- Developing the fine coordination necessary for writing and manipulation of materials;
- Learning sports and games which can be enjoyed into adulthood;

Goals: Emotional Development

- An awareness of one’s own feelings;
- Sensitivity to and consideration for the feelings of others;
- Developing a good self-image;

Goals: Intellectual Development

- The mastery of skills (such as reading, writing, etc.) in order to be able to pursue knowledge;
- An understanding of how to find information and use various media;
- To become a learner who can learn with a minimum of assistance from an adult;

Goals: Knowledge Development

- A sense of stewardship of the earth and all life;
- An understanding of the evolution of life;
- An understanding that all people have the same basic needs;
- An appreciation for the variety of ways in which needs are met;
- An awareness of the integration and interdependence of humankind and nature;
- An awareness of the interdependence of people and nations, with a desire for cooperation and peace.

Overview: Language: Language is an important part of the entire Montessori curriculum. Our presentations in language guide the children toward a conscious awareness of language, for its own interest’s sake, and as a means to use language more effectively. There are a great variety of lessons in word study, penmanship, grammar, punctuation, and capitalization. Much of the child’s experience in reading and writing comes through work in other areas of the curriculum, such as geography, history, botany, etc.

Because children have different learning styles, they are provided with different means for learning to read within the environment. In this way, the children will be able to select the components of reading which fit their learning style and put them together in a way that is best for them.

World Learner School is unique in having a specially-trained Reading Guide, who works with children who need extra guidance in reading. In addition, a Literacy Interventionist works with children following lessons from Montessori teachers as a way to enhance the learning. WLS welcomed a Reading Corps Tutor to provide daily practice for qualifying students.

Overview: Mathematics: Manipulation of concrete and symbolic materials with built-in error control develops sound mathematical skills and guides the children from the concrete towards the abstract. As in other parts of the Montessori curriculum, experience with a material comes first, then the spoken language or naming. This is followed by the symbolic representation or written symbol. So, the sequence is: the material, related language, and then its symbolic representation, and all along the way there is the essential recognition of the associations among these various features.

Overview: Geometry: Geometry in Montessori follows the historical development of the subject. Geometry is experienced in a sensorial manner through manipulation of plane and solid geometric figures. These materials inspire creative activity that involves two and three-dimensional construction of various forms, artistic drawings, and ornamentation.

Overview: Social Studies and Science: Social studies and science at the elementary level are integrated in the classroom as they are in life. These two classes are two of the main four subjects taught at the middle school level. Even when taught separately, every effort is made to integrate all subject areas.



Montessori biology is structured in such a way as to guide the children toward a means of classification - so that they can structure and relate the facts of biology. The ultimate goal is an ecological view of life and a feeling of responsibility for the environment. The child will see that each individual life on earth is selfish in its own way, but also each serves the good of the whole in its own way. Montessori calls this the "Cosmic Plan."

Montessori history follows the development of the solar system, life on earth, the development of humankind, early civilizations, and recorded history. The child sees the long labor of humankind needed to accomplish all that is enjoyed here today.

The study of geography is designed to show how the physical configurations of the earth contribute to history. The study of geography and physical geography is the basis for the study of economic geography - which shows the interdependence of all people.

The first science experiments are designed to give the child basic knowledge which will make possible the understanding of the development of the solar system, the earth and its configurations, life on earth, and the needs of plants and animals.

Overview: Art: In the Montessori class, the adult aids the children in the development of skills in order that they may creatively express themselves through various media. In addition to art expression for its own sake, art is an integrating factor in the rest of the curriculum. The child may utilize art in such ways as geometrical drawings, geographical maps, mathematical graphing, or illustrations for history, botany, zoology, social studies, geology, geography, etc.

Overview: Music: Our music program includes singing, the playing of instruments, rhythm, notation, composition, music theory, and music appreciation. Special effort is made to provide choices in music for students at all levels. Singing provides opportunities for

understanding scales, expression of feelings, and understanding other cultures. Singing provides children with a repertoire of melodies that they can use in the production and analysis of music. The emotion expressed by a piece of music such as a folk song, a symphony, or a marching tune can be absorbed, felt, and recognized by children. This in turn may lead to quiet listening and contemplation, to expression of the feeling in writing or in art, to the examining of qualities and characteristics of different musical instruments, or to the understanding of an era or a group of people through the music which they produced. This may lead to the study of style and musical form. The opportunities for expansion are limitless. The World Learner School offers other musical opportunities that vary from year to year, either during or after school, such as private instrument lessons, band, jazz band, rock band, and choir.

Overview: Physical Education: The World Learner School utilizes its easy access to the outdoors, as well as the services of the Chaska Community Center and other local facilities for physical fitness, swimming and other activities. The children also have daily recess, held outdoors whenever possible. Biological studies relating to physical education include human anatomy, physiology and nutrition. A focus on the development of skills that can be used in later life is the emphasis, along with the challenge of competing with oneself rather than competing with others.

Subjects: Summary: The Montessori Elementary and Middle School programs are based on developmental psychology first put forward by Maria Montessori. This type of learning takes place in a multi-age classroom that offers the opportunity for children to remain with the same teacher for multiple years. This establishes relationships among the children, the teacher and the work. It permits a variety of approaches, using dynamic, colorful, concrete manipulatives from which abstract concepts are drawn. Materials are used throughout the curriculum, in math, language, geometry, geography, history, biology, art, music and natural sciences.

Special Education Program

Special Education is programming designed to support students who have been evaluated and determined to meet Minnesota criteria for having a disability that impairs learning. The goal of WLS Special Education is to remove any obstacles that prevent a child from learning alongside his/her peers. This can be achieved through direct teaching, modifications to general education and accommodations to the general education environment.

Students are initially referred to the Child Study Team by teacher or parent with concerns about the development of the child. Following data collection, the team will identify interventions that must be completed to determine if specialized supports can successfully aid a student in learning. Following dissemination of the data of the interventions, the Child Study Team will determine if evaluation is warranted.

Students are then evaluated by a multidisciplinary team that includes a special education teacher, school psychologist and general education teacher. Additional interventionists may include an autism consultant, occupational therapist, speech and language pathologist, teacher of deaf/hard of hearing, audiologist, reading guide, or paraprofessional. Other interventionists are contracted as needed. The evaluation determines if the student meets criteria set by the state of MN.

Following the evaluation that qualifies the student for special education, the team will generate an Individual Education Plan (IEP). This plan will include all of the relevant components that support the student through the educational curriculum for the year.

English Learner Program

English Learners (EL) is a program designed to provide students who speak another language with the English skills necessary to succeed in all areas of school and out in the real world. Our goal is to enable them to take full advantage of their education by achieving academic language proficiency in Reading, Writing, Listening and Speaking.

Students who are identified as English Learners (ELs) are primarily served in the general education classroom in an inclusion model. Service time and frequency are determined according to scores on the ACCESS test given annually.

Kids Club

The World Learner School offers a before and after school care program for elementary students. Hours for the program are from 7:30 a.m. to 9:15 a.m. and 3:50 p.m. to 5:30 p.m. General sign-up is done at the beginning of each school year. Drop in care is available on a space-available basis.

WLS School-Age Care Program does consistently employ 2 supervisors for the entire operation of the program. Activities include art and craft activities, free play, and gross motor activities.

Staffing Procedures

Montessori teachers at WLS hold certificates from either Montessori International (AMI) or American Montessori Society (AMS). Philosophy and practice are highly integrated in Montessori training, and every Montessori teacher must make a sincere commitment to the philosophy, to the child, and to self-preparation. All teachers in a public school such as ours must meet or be working toward the general state licensing requirements for teaching as well. There are situations when teachers are in training, either for Montessori certification or for licensure. Each teacher in training works closely with the Director on his or her timeline for completion of training or licensure.

In addition to Montessori certification, all WLS teachers possess MN Teaching Licensure issued by the Board of Teaching.

School Calendar and Daily Schedule

World Learner School Board of Directors approves an annual calendar for the district. For FY19, the school calendar had 170 days of student contact and 96 hours of teacher and environment development. The school hours of operation are 7:30am – 5:30pm. From 7:30am – 9:15 am, the Kids Club Program offers child care. School begins at 9:25 and ends at 3:55 pm. After school Kids Club is offered from 3:55 pm – 5:30 pm.



Innovative Practices and Implementation

The World Learner School strives annually to improve the development of each individual child by encouraging self-discipline and self-satisfaction. The curriculum features time for silence and reflection, cultivating awe and wonder, respecting nature, caring for the earth, understanding and accepting others and fostering virtues such as love, peacefulness, kindness and compassion. The integrated curriculum of the Montessori philosophy encourages children to see the critical relationship among all subjects and among all aspects of life. The teachers follow Dr. Maria Montessori's plan for Cosmic Education – presenting the universe first and then relating subsequent learning to its place in the cosmos.

World Learner School's program gives students basic learning skills, confidence, self-esteem, an appreciation of other cultures and peaceful techniques for conflict resolution – qualities that will serve them well in future learning situations.

The World Learner School's mission statement describes a collaborative and experiential mode of education that promotes students to engage in learning opportunities as the students' interests drive such opportunities. By teaching students according to this mission statement, WLS views the entire world as the learning environment. Students are often inspired by a lesson from a teacher or from a concept from a book. They are then guided to find relevant examples of the lesson in the real world. The classroom then expands into the community to offer increased learning opportunities for students every day.

The World Learner School features a curriculum and pedagogy based on the work of Dr. Maria Montessori during the late 1800's and early 1900's. Although the method is over 100 years old, Montessori focuses on the individual child and insists that each child will be a critical component in the plan to educate him or herself. It is the responsibility of Montessori education to cultivate an innate, natural desire to learn. In the Montessori classroom this objective is approached in two ways: first, by allowing each child to experience the excitement of learning by own choice rather than by being forced; and second, by helping to perfect all the natural tools for learning so that the ability will be at a maximum in future learning situations. The Montessori method is an innovative and successful way of educating children.

Key Successes

World Learner School was able to experience many successes during the year. Enrollment continued to be strong and there are waiting lists at most grade levels. WLS staff worked to accommodate the needs of students through participation in a variety of on-site and off-site experiential learning activities. Many students participated in individualized lessons that allowed for remedial instruction as well as advanced instruction throughout content areas.

The WLS Middle School traveled to Washington DC in the spring for their annual Odyssey trip. Students worked throughout the year to raise money for the trip and all had a great time touring our Nation's Capital. The WLS Middle School plans and executes several off-site trips per year to enhance their learning as well as building independence and their community. In their occupations work in the spring, students were asked to build planter boxes for a nursing home. Students were involved in the preparation, acquiring materials, building and delivering.



The Upper Elementary took their annual trip to Deep Portage in the fall. What a great way to get to know your classroom community while learning outdoors. This level performed a musical for the school as well as friends and family. Students had an opportunity to work with all three of our upper elementary teachers as each teacher took on an interest area each week and presented lessons to students across the level.



Lower Elementary at WLS focused on going out types of experiences. This type of “trip” is part of our Montessori philosophy that follow a child’s interests. Students were given opportunities to travel to different locations throughout the school year that included an indoor skiing facility as well as Camp Tanadoona. Interested students studied in depth some aspect of these places and presented their work to the class. Their work culminated in a group outing to the location.



Students returned to school in the fall to a newly painted building. Plans were made to continue updating the interior of the building in FY20. Classrooms benefited from an expansion in chrome book technology as well as updates to existing tech. WLS continued our commitment to being more environmentally friendly by upgrading to energy efficient LED lights throughout the building and in the parkin log. WLS was granted a rebate from the City of Chaska for these updates.

World Learner School received two awards in FY19 from the Minnesota Department of Education. WLS was recognized with the MDE Finance Award by the Minnesota Department of Education (MDE), Division of School Finance, to recognize schools for meeting statutory deadlines for submission of audited fiscal financial data and reporting criteria. MDE also awarded WLS with a Special Education Award.

Key Challenges

A key challenge in 2019 was finding consistent and available substitutes. WLS has used substitutes employed by the school as well as Substitute Agencies to fill absences. Consistent with other schools in the area, the availability of qualified substitutes continues to be a struggle.

World Learner School is committed to make the school more environmentally friendly. As WLS worked toward adding organics recycling, there were challenges in finding providers and coming up with systemic procedures for education and collection. Challenges arose as WLS moved toward more environmentally friendly campus given the age of the school's population. Work continues to make this a success.

Academic Performance

Indicator 1: Mission Related Goals

Goal: In aggregate, from FY15-FY20 (through winter FY20) at least 90% of students in grades 1-8 enrolled at WLS will participate in the survey. Of those students surveyed, at least 75% will demonstrate progress by the end of the school year.

Key Measures & Results for this Goal: World Learner School's mission of providing an experiential, collaborative model of education allows for the development of the whole child. WLS teachers administer a student engagement survey annually that measures student development at a personal level. Annual progress is measured in the fall and spring. Teachers completed Student Independence Rubrics for 100% of students in FY19 enrolled for the whole school year. The surveys were analyzed at the end of FY19 to determine if students' independence remained the same, improved, or regressed.

World Learner School	Total Count	Count Maintained or Improved Level	Count Level Regressed	Percent Maintained or Improved Level
FY16	202	195	7	96.5%
FY17	200	192	8	96.0%
FY18	207	202	5	97.6%
FY19	214	211	13	98.6%

Overall, 100% of students enrolled for the school year were evaluated. WLS continues to exceed this goal with 98.6% of students maintaining their level of independence or increasing it throughout the school year.

Indicator 2: English Language Learners

The school does not have a contractual goal in this indicator area as it does not serve a significant population of English Learners.

The pool of EL students is too small for MDE to report data. WLS screened students using ACCESS and 3 students met criteria for service in FY19

Indicator 3: Reading Growth

Goal: Over the period of the contract, WLS students will demonstrate growth in reading as measured by state assessments and nationally normed assessments.

WBWF Goal Areas Addressed by this Goal:

Reading Well by 3rd Grade

Career and College Ready

Key Measures & Results for this Goal: All students took the NWEA Measures of Academic Progress (MAP) in the fall and the spring of FY19. Fifty-four students in grades 1-3 met their projected growth target. Meeting projected growth in grades 1-3 continues to improve. Sixty-six point four percent of students in grades 4-8 met their projected growth target for the year. This is back up from the FY18 results. WLS will continue to work with these levels to increase the number of students meeting the target.

NWEA Reading – Grades 1-3

World Learner School	Count Meeting Growth Target	Count Tested in Fall and Spring	Percent Meeting Growth Target
FY15	18	71	25.4%
FY16	35	75	46.7%
FY17	45	73	61.6%
FY18	51	76	67.1%
FY19	54	78	69.2%

NWEA Reading – Grades 4-8

World Learner School	Count Meeting Growth Target	Count Tested in Fall and Spring	Percent Meeting Growth Target
FY15	63	125	50.4%
FY16	59	119	49.6%
FY17	80	119	67.2%
FY18	70	126	55.6%
FY19	79	119	66.4%

In 2019, WLS students were identified by the MN Department of Education as 70.7% “On Track for Success” in reading.

Reading	2015	2016	2017	2018	2019
Percent of students “On Track for Success”	57.9%	63.2%	69.6%	71.4%	70.7%
Percent of students making High, Medium, and Low Growth					
High	29.4%	34.9%	22.5%	35.7%	40.5%
Medium	41.2%	40.6%	41.2%	46.1%	40.5%
Low	34.5%	24.5%	22.5%	18.3%	19.0%

Indicator 4: Math Growth

Goal: Over the period of the contract, WLS students will demonstrate growth in math as measured by state assessments and nationally normed assessments.

WBWF Goal Areas Addressed by this Goal:

Career and College Ready

Key Measures & Results for this Goal: During the 2018-19 academic year, 50% of students met their projected RIT growth from fall to spring. This is down slightly from FY18. Math growth continues to be a focus of staff development at WLS.

NWEA Math – Grades 1-8

World Learner School	Count Meeting Growth Target	Count Tested in Fall and Spring	Percent Meeting Growth Target
FY15	73	195	37.4%
FY16	109	193	56.5%
FY17	87	142	61.3%
FY18	120	201	59.7%
FY19	98	196	50.0%

In 2019, WLS students were identified by the MN Department of Education as 49.6% “On Track for Success.”

MATH	2015	2016	2017	2018	2019
Percent of students “On Track for Success”	40%	55.2%	50.0%	48.6%	49.6%
Percent of students making High, Medium, and Low Growth					
High	27.7%	27.0%	23.0%	20.4%	33.0%
Medium	49.6%	50.5%	47.0%	50.4%	39.1%
Low	22.7%	21.9%	30.0%	29.2%	27.8%

Indicator 5: Reading Proficiency

Goal: Over the period of the contract, WLS students will meet or exceed the standards in reading as measured by state assessments.

WBWF Goal Areas Addressed by this Goal:

Reading Well by 3rd Grade
 Career and College Ready
 Achievement Gap Closure

Key Measures and Results for this Goal: Reading proficiency at World Learner School is measured by participation in the MN Comprehensive Assessment for students in grades 3-8. Performance on this assessment continues to be an area of strength for WLS.

Reading: All State Accountability Tests – All Students (Enrolled October 1, Grade 3)

World Learner School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	1	14	2	4	21	76.2
FY16	6	10	5	4	25	74.0
FY17	6	12	6	3	27	77.8
FY18	3	10	7	4	24	66.7%
FY19	3	14	2	6	25	72.0%

Reading: All State Accountability Tests – All Students (Enrolled October 1, Grades 3-8)

World Learner School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	34	62	33	15	144	78.1
FY16	30	69	27	13	139	80.9
FY17	37	65	25	13	140	81.8
FY18	43	59	25	22	149	76.5%
FY19	38	72	16	28	154	76.6%

Reading: All State Accountability Tests – Free/Reduced Priced Lunch (Enrolled October 1, Grades 3-8)

World Learner School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15 & FY16	3	7	10	4	24	62.5
FY17	1	4	2	4	11	54.5
FY18	1	4	5	6	16	43.8%
FY19	1	7	2	4	14	64.3%

Reading: All State Accountability Tests – Special Education (Enrolled October 1, Grades 3-8)

World Learner School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	5	5	9	7	26	55.8
FY16	4	10	7	5	26	67.3
FY17	2	13	3	3	21	78.6
FY18	7	7	4	10	28	57.1%
FY19	6	10	4	12	32	56.3%

Reading: All State Accountability Tests – General Education (Enrolled October 1, Grades 3-8)

World Learner School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	29	57	24	8	118	83.1
FY16	26	59	20	8	113	84.1
FY17	35	52	22	10	119	82.4
FY18	36	52	21	12	121	80.1%
FY19	32	62	12	16	122	82.0%

In 2019, Student's Reading Proficiency Remained high for the General Education population at 82.1%. The Special Education populations saw a slight decrease from the previous year. Enrolled students qualifying for Free or Reduced Lunches were 64.3% proficient. This is a big improvement from the previous year. WLS will continue to work to improve proficiency scores of all students but especially for students in the Special Education and Free and Reduced categories.

Indicator 6: Math Proficiency

Goal: Over the period of the contract, WLS students will demonstrate proficiency in math as measured by state assessments.

WBWF Goal Areas Addressed by this Goal:

Career and College Ready
Achievement Gap Closure

Key Measures & Results for this Goal: Math proficiency at World Learner School is measured by participation in the MN Comprehensive Assessment for students in grades 3-8. Performance on this assessment continues to be an area of improvement for WLS.

Math proficiency for WLS students remained at a similar level in FY19. General education students were at a similar level as FY17.

Students eligible for special education trended back upward in 2019. Even with students opting out of MCA testing counting as not proficient, WLS saw this positive trend for special education.

The cluster of WLS students identified as eligible for free or reduced meals declined in proficiency. WLS staff will work on strategies and practices to increase proficiency for this group as well as all students at the school.

Math: All State Accountability Tests – All Students (Enrolled October 1, Grades 3-8)

World Learner School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	23	50	51	20	144	68.4
FY16	26	50	29	33	138	65.6
FY17	28	39	44	28	139	64.0
FY18	25	51	40	33	149	64.4%
FY19	31	44	40	37	152	62.5%

Math: All State Accountability Tests – Free/Reduced Priced Lunch (Enrolled October 1, Grades 3-8)

World Learner School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15 & FY16	3	4	9	9	25	46.0
FY17	1	2	4	4	11	45.5
FY18	1	4	4	7	16	43.8%
FY19	1	3	2	8	14	35.7%

Math: All State Accountability Tests – Special Education (Enrolled October 1, Grades 3-8)

World Learner School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	4	5	10	7	26	53.8
FY16	4	8	2	12	26	50.0
FY17	0	7	8	5	20	55.0
FY18	2	4	8	14	28	35.7%
FY19	4	7	8	13	32	46.9%

Math: All State Accountability Tests – General Education (Enrolled October 1, Grades 3-8)

World Learner School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	19	45	41	13	118	71.6
FY16	22	42	27	21	112	69.2
FY17	28	32	36	23	119	65.5
FY18	23	47	32	19	121	71.1%
FY19	27	37	32	24	120	66.7%

Indicator 7: Science Proficiency (and Growth)

Goal: Over the period of the contract, WLS students will demonstrate proficiency in science as measured by state assessments.

WBWF Goal Areas Addressed by this Goal:

Career and College Ready
Achievement Gap Closure

Key Measures & Results for this Goal: Science proficiency at World Learner School is measured by participation in the MN Comprehensive Assessment for students in grades 5 and 8. Performance on this assessment has been predominantly good. Students in grades 5 and 8 were 59.6% proficient. After an increase last year, this number is down considerably. WLS staff will work to identify how to help students perform back up to the previous proficiency index.

Science: All State Accountability Tests – All Students (Enrolled October 1, Grades 5 & 8)

World Learner School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	4	29	15	7	55	73.6
FY16	2	24	10	6	42	73.8
FY17	3	12	16	6	37	62.2
FY18	6	26	12	8	52	73.1%
FY19	4	21	12	15	52	59.6%

Science: All State Accountability Tests – Free/Reduced Priced Lunch (Enrolled October 1, Grades 5 & 8)

World Learner School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15-FY18	0	3	6	4	13	46.2%
FY19	1	1	0	3	5	40.0%

Science: All State Accountability Tests – Special Education (Enrolled October 1, Grades 5 & 8)

World Learner School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	0	2	5	3	10	45.0
FY16	0	8	1	3	12	70.8
FY17-FY18	0	5	3	6	14	42.9
FY19	1	3	1	6	11	40.9%

Science: All State Accountability Tests – General Education (Enrolled October 1, Grades 5 & 8)

World Learner School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	4	27	10	4	45	80.0
FY16	2	16	9	3	30	75.0
FY17-FY18	9	33	25	8	75	72.0%
FY19	3	18	11	9	41	64.6%

Indicator 10: Attendance

Goal: Over the period of the contract, WLS students will attend the school at high rates.

Key Measures & Results for this Goal: World Learner School students were in attendance 92.6% of the 2017-2018 school year. WLS students continue to attend at a very high rate.

Measure 10.1 Performance Data:

World Learner School	Attendance Rate
FY15	98.5%
FY16	99.0%
FY17	98.56%
FY18	94.2%
FY19	92.6%

World Learner School works to achieve our World’s Best Workforce goals. In FY19 third graders at WLS are reading well by third grade. Data from the MN Report Card shows that 68% of WLS third graders are proficient in reading compared to 55% of students across MN. WLS teachers in lower elementary work diligently to help students achieve this success. World Learner School has a multi-tiered approach to early reading intervention including Reading Corps, small group reading intervention in the classroom and more intensive one-to-one work with a Reading Interventionist trained in the Orton-Gillingham Method.

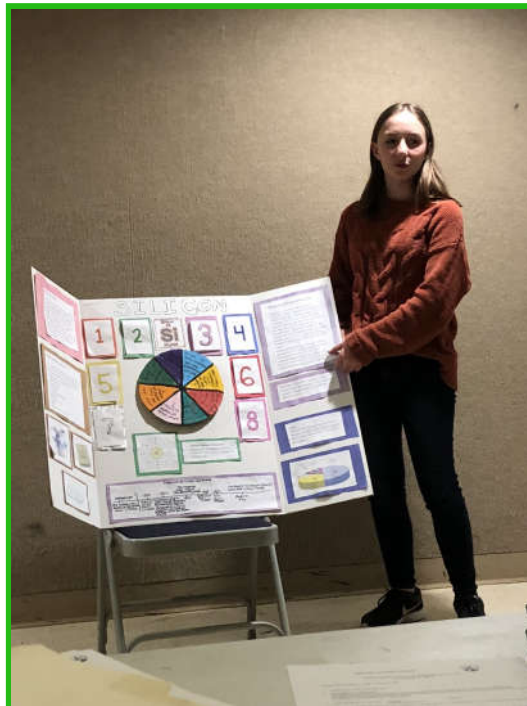
World Learner School had less than 10 students reporting for the 8th grade math scores. When a sample size is this small, the MN Report Card does not report the data to protect the identity of students. WLS continues to work on the goal of 8th graders leaving proficient in math.

World Learner only serves students up to 8th grade so does not have data regarding Graduation Rates. The population of students at the school identify predominantly as Caucasian so the pool of students to compare for Achievement gap data is too small.

Every student at WLS has an experienced educator and many of those educators hold advanced degrees or certificates. Placement of students is carefully considered to give each student a successful academic experience.

ESSA Identification

World Learner School was not identified as a school needing support or services in FY19.



Educational Effectiveness: Assessment and Evaluation

The World Learner School integrates high-quality instruction, rigorous curriculum, instructional technology and a collaborative professional culture that supports teacher quality, performance and effectiveness. Each year goals are established for each individual professional as well as goals to improve effectiveness for the school as a whole.

Based on the previous year's MCA scores as well as data from the NWEA MAP assessment, math performance is an area for focus. Time was spent in professional learning communities as well as whole staff development to improve performance.

Each student at WLS is formally assessed according to this schedule:
Measures of Academic Progress (MAP)

WLS administers the MAP (Measures of Academic Progress) test, which is used by ISD 112 and a number of schools in Minnesota and around the country. The reasons are numerous:

- To coordinate closely with ISD 112 for the purpose of comparing and sharing data;
- To administer a test which is more closely aligned with the Montessori curriculum and the Minnesota State Standards;
- To use a test which is closely connected to learning and to guiding subsequent teaching, rather than a score-oriented once-a-year dramatic and sometimes stressful event;
- To better organize and display our testing data in a variety of ways for a variety of purposes;

The MAP test is administered in Reading and Math for all students in grades 1-8, two times per year, in the fall and spring. It is also administered in Science for grades 4 and 7. The tests are designed so that each task is isolated on the computer screen; that is, the student will see only words and pictures that pertain to the task at hand. The format is multiple choice. The test adapts to the level of the student as he/she proceeds. You can infer from it that the student's score is going to be more meaningful as a reflection of the level they were functioning at on the test, rather than a tally of right and wrong answers.

For more on the MAP test, visit this website: <http://www.nwea.org/products-services/computer-based-adaptive-assessments>

Conferences

We consider conferences the mainstay of our reporting plan. Conferences consist of discussion of general performance, the portfolio of work, the student's self-assessment, parent input, the record of lessons given to the student, and test results. Formal conferences are offered to families in the fall and spring. Teachers and specialists are always available for conferences with families throughout the year.

MN Comprehensive Assessments (specific grades)

MCA is the Minnesota Comprehensive Assessment. This is a standardized test required by the state. Currently, the MCA requires all 3rd through 8th grade students to participate in the Reading and Math Assessments utilizing a computer based model. 5th and 8th grade students also are required to participate in the Science Assessment.

The tests are administered in March or April and results are delivered to schools and families in late summer. The scores are reported to parents in a format report that compares their child's scores with other children at the same grade level. This test is really a proficiency test, in that it measures general levels of skill in general skill areas. We practice for it, but the practice is in the format, not the content. The content of this test is meant to be so general that children from anywhere in the state should be able to score within the average if they have been attending school and learn at an average rate.

One asterisk on this test is that it doesn't allow for spontaneity, and if Montessori children have rightly pursued their interest in an academic area, they may not have had much time for some other area. In our view, they might be well balanced, but on the test they may have weak scores in an area that they have acceptably made a lower priority. Of course, over time it is our responsibility to guide them toward a more thoroughly rounded balance of interests and skills.

Data from these measures is reviewed at the teacher level as well as the school level to identify areas of strength and areas needing improvement. Teachers look at classroom trends as well as individual student results. At the school-wide level, data is used to establish interventionists case loads as well as identify trends for the school to celebrate and work on.

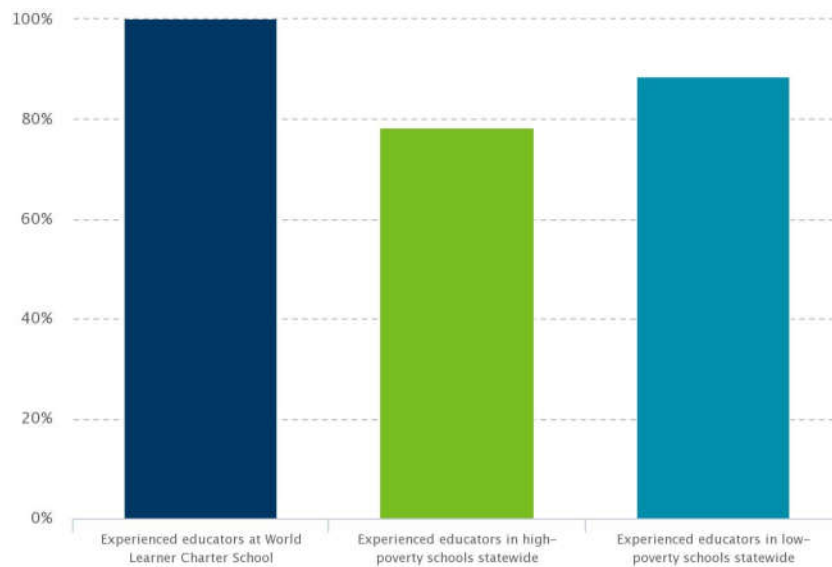
Data is also used in assessing best practice and strategies to improve pupil performance. These goals and data are reviewed and analyzed for instruction throughout the year as well as evaluation of teachers and administrators.

Instruction is discussed at every staff meeting as teachers engage in Professional Learning Communities, aimed at providing a prepared environment to allow for the Montessori mission of the school to be realized. Teaching staff is granted personal budgets for expenditure on experiences that will enhance professional development. This money may be tied directly to areas for improvement identified in the teacher evaluation. All of these strategies improve instruction and provide a professional culture that supports teacher quality, performance and effectiveness and maximizes student learning.

The World Learner School teacher evaluation process is based on a three-year review cycle that includes a growth and development plan, opportunity to participate in a professional learning community, peer review, administrative informal classroom observations and at least one summative evaluation performed by a qualified trained evaluator.

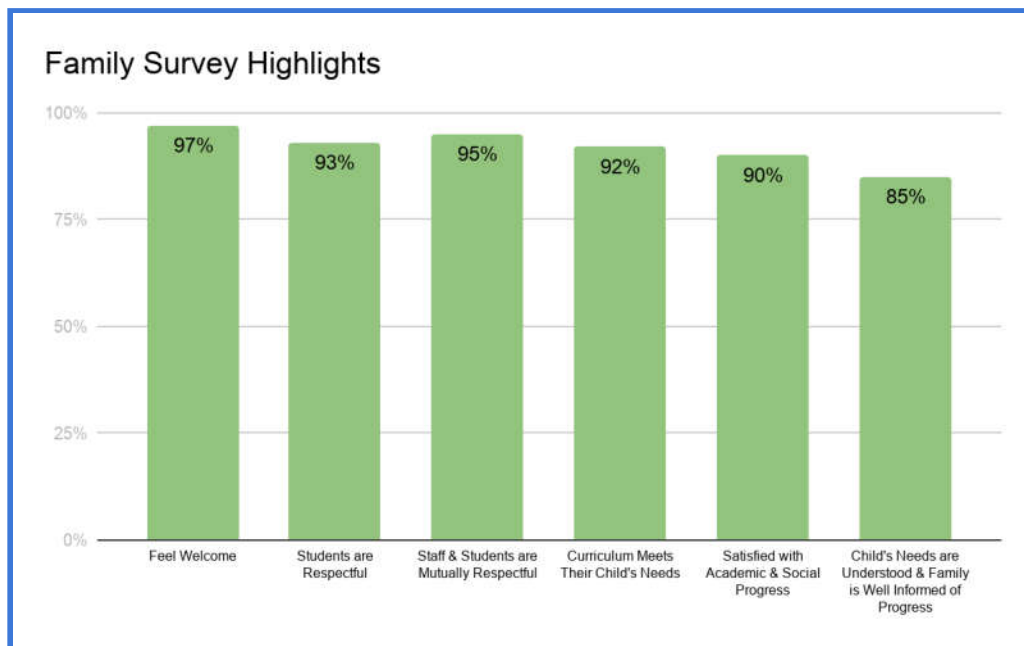
World Learner School distributes teachers based on experience, licensure, and Montessori credentials. In 2019, 100% of educators at WLS were experienced. Experienced teachers are defined as teachers with more than three years of experience. One hundred percent of the teachers were licensed and 71.43% hold an advanced degree. WLS has historically had great teacher retention. Classroom teachers are asked to be a licensed educator as well as Montessori certified. WLS does offer sponsorship for Montessori certification to those educators who qualify. WLS strives to hire diverse educators and support staff. We offer a sponsorship program to enable support staff to gain licensure or certification to move into teaching roles. As most WLS teachers are highly qualified, students have equitable access to effective teachers. Teachers with less experience are mentored by colleagues and supported by administration to improve their practice.

World Learner school is considered a low-poverty school. See the illustration of how WLS compares to other low-poverty schools in MN regarding highly qualified teachers.



Student and Parent Satisfaction

During the spring, the WLS Board of Directors sent out the annual family survey. Designed to gather information in an anonymous fashion, the survey results provided some valuable insight on the perceptions of World Learner School. Overall, the survey results were very positive. 84 respondents provided feedback which was an increase from 2017-2018. Percentage viewpoint includes:



The Board also reviewed commentary that provided a more critical lens. This data allows for the Board and the WLS Staff to analyze concrete suggestions for improvement. Our staff will be discussing the concerns and identifying strategies to improve, specifically in these areas. We will be working on strategies over the course of the school year.

Environmental Education

The mission of The World Learner School's authorizer, the Audubon Center of the North Woods, is to instill a connection and commitment to the environment in people of all communities through experiential learning. ACNW defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate citizenry. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills, and attitudes in order to create a healthy planet where all people live in balance with the Earth.. As part of our contract with our authorizer, we have agreed to the following environmental education goal: Staff, students and parents at World Learner School will increase their environmental literacy, and develop the knowledge, skills and attitudes to support a sustainable, healthy environment.

World Learner School integrates environmental education throughout the curriculum as well as presenting lessons and providing opportunities whose main focus is the environment. Money is allocated through the budgeting process for environmental education and the PTO helps provide funds for the program.

The Environmental Education Committee at WLS steers the school in areas that benefit the school as a whole. The committee provides monthly activities and lessons that teachers can use in the classroom. Staff development days are organized by this group and they look at systemic change the school can engage in to be more environmentally conscious. The approach to the program in FY19 was about educating the staff that environmental education is not a separate or additional course, but one that can be taught in all subject areas. Providing teachers with resources and supports up front to focus on environmental education throughout the year helps put the curriculum front and center.

Students are given opportunities to apply their knowledge of environmental education in the school's backyard. Students also take camping trips and trips to environmental learning centers to gain a deeper understanding and experience.



Governance and Management

Board of Directors

The Board of Directors manages the World Learner School under a contract with Audubon Center of the North Woods. Pursuant to Minnesota Statutes, Section 124.D10 (Subd. 4) (g) and (i), the majority of the Board may be comprised of licensed teaching staff of WLS. There must be at least 5 members, with one being a parent of a student enrolled in the school and one interested community member, not employed by the school or the parent of a student of the school. As of this writing the Board has 9 members.

The Board creates governing policies and procedures for smooth operation of the school. The Board also evaluates the administration and ensures the school is in compliance with state and federal law. The Board ensures the school is fiscally sound and providing opportunities for academic success in a Montessori environment.

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address @wlschaska.org
Melissa Bullerman	Member	Teacher	3.20.18	7.23.18	6.30.20	mbullerman
Debi Forsyth	Secretary	Teacher	3.20.18	7.23.18	6.30.19	dforsyth
Eva Maher	Member	Teacher	3.20.18	7.23.18	6.30.20	emaher
Amy Mittelstadt	Member	Community	3.20.18	7.23.18	6.30.20	amittelstadt
Jody Luck	Treasurer	Parent	3.21.17	7.24.17	6.30.19	jluck
Michelle Strain	Member	Parent	3.20.18	7.23.18	6.30.20	mstrain
Susan Olson	Member	Teacher	3.21.17	7.24.17	6.30.19	solson
Jennifer Graves	President	Parent	3.21.17	7.24.17	6.30.19	jgraves
Emily Carlson Strafelda	Member	Teacher	3.21.17	7.24.17	6.30.19	ecarlson

Board Training and Development

World Learner School does have a board policy regarding the development of directors on the Board. The policy recognizes the statutory requirements for Board Training and encourages additional hours of training for each director. The table below outlines information about annual training for the WLS Board Members.

Initial Board Training

Board Member	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Melissa Bullerman	July 2014	1.14.15 9.19.15	7.21.14 1.14.15 9.19.15	9.22.14 1.14.15 9.28.15 8.20.18
Emily Carlson Strafelda	July 2017	1.27.18	1.27.18	8.21.17 8.20.18
Debi Forsyth	July 2015	9.19.15	9.19.15	9.28.15 8.20.18
Jennifer Graves	July 2017	1.27.18	1.27.18	8.21.17
Jody Luck	July 2015	9.19.15 3.5.17 1.27.18	9.19.15 3.5.17 1.27.18	9.28.15 11.21.16 3.5.17

				5.15.17 8.21.17 8.20.18
Eva Maher	July 2016	3.5.17 1.27.18	3.5.17 1.27.18	5.15.17 8.21.17 8.20.18
Susan Olson	July 2017	1.27.18	1.27.18	8.21.17 8.20.18
Michelle Strain	July 2015	9.9.15 3.5.17	9.9.15 3.5.17	9.28.15 11.21.16 3.5.17

FY19 Board Member Annual Training

Board Member	Training #1: Audit 10.22.18	Training #2: Marketing 11.19.18	Training #3: Environmental Education 1.28.19
Melissa Bullerman	attended	attended	
Emily Carlson Strafelda		attended	attended
Debi Forsyth		attended	attended
Jennifer Graves	attended	attended	attended
Jody Luck	attended		
Eva Maher	attended	attended	attended
Susan Olson	attended	attended	attended
Michelle Strain			
Amy Mittelstadt		attended	

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract and school bylaws relating to operations of the school. No board members have any relation to each other.

The WLS Board of Directors meets requirements according to statute regarding composition with 1 community member, 3 parents and 5 teachers. Open meeting laws are followed. The meeting is conducted efficiently while following the agenda that is published several days prior to the meeting along with all related documents. The board reviews and approves policies and performs the evaluation of the Director. The board reviews all financial documents and approves the annual budget and all budget revisions. In addition, academic information is also reviewed by the board.

Management

World Learner School is lead by the Director. The Director is supported by the Assistant Director. The Director is responsible for the school's finances, testing and reporting, compliance with the authorizer and MDE, school board support, internal and external communications, human resources, teacher evaluation, legal compliance, student instruction, and school operations.

The Assistant Director/Intervention Specialist supports the work of the Administration through council on Montessori philosophy and implementation. Duties in FY19 included testing and reporting, internal and external communication, human resource support, teacher evaluation and professional development support, and instruction and Montessori support.

The Office Manager is responsible for administrative tasks at WLS. This position supports the day-to-day operations of the school and does not require special licensure.

List of Administrators and Qualifications

Deana Siekmann is the director of The World Learner School and has been serving WLS as director since 2009. Ms. Siekmann began her work with WLS in 2002 as the special education teacher. Ms. Siekmann holds licensure in the state of MN in general elementary education, specific learning disabilities, emotional/behavioral disorders, K-12 principal administration and special education directorship. Ms. Siekmann is responsible for all academic, financial, employment and governance aspects of the school.

In June of each year, the School board modifies or affirms the Director's Job Description and conducts initial discussion with the Director about potential Professional Performance Goals and measures of success for the upcoming school year. In August, the School Board adopts Professional Performance Goals for the Director for the upcoming school year, including the measures of success that will be used for the mid-year and end of year formative and summative evaluations. Through the fall the Director engages in tasks to achieve these goals. In December and January, data is collected to provide evidence related to the measures of success previously identified for use in the Director's mid-year formative Professional Performance Evaluation. The school board conducts mid-year formative Professional Performance Evaluation with the Director. In May, data is collected to provide evidence related to the measures of success previously identified for use in the Director's end of year summative Professional Performance Evaluation. In June, the school board completes the Director Professional Performance Evaluation from the prior school year. The school board modifies or affirms the Director's Job Description and conducts initial discussions with the Director about potential Professional Performance Goals and measures of success for the upcoming school year.

Here are the highlights of the Director's complete goals and progress for the year. Deana compiled dozens of workshops, articles and resources for teachers in the Google Drive. She supported teachers in utilizing professional development dollars and hours to enhance personal development.

The Director guided and planned for trainings on Environmental Education from the Jeffers Foundation and ACNW, Trauma-Informed Practices from MYHEALTH, review and conversations on the WLS Mission statement, special education compliance monitoring, Lexile utilization, a case study for special education, ethics and equity in education. She worked to send three teachers to the Green Conference, held in Minneapolis in April and worked with teachers to encourage all who are able and interested in attending the ACNW EE conference in August.

Deana continued to utilize a PLC Program for teachers to have half-day events with same level colleagues to engage in conversations about scope and sequence, lesson planning, strategize about level concerns and events. There were 5 events throughout the year.

Training included data privacy, mandated reporting, policy and procedures, and Montessori introduction. Additional training offered once per year included CPR/First Aid training, OSHA/Bloodborne Pathogen, and Vehicle Training. Throughout this year, additional training has included expectations, recess strategies and group management strategies, Montessori PE, research and artifact reviews, science and environmental education, teaching with trauma-informed practices, Team Building, Strategies for Challenging Students, Math Standards Alignment, Purchasing Procedures, Bullying Prohibition, MobyMax, New MAP resources, and MCA Resources. In addition, this year WLS continued to implement PLC (Professional Learning Committee) opportunities for all teaching staff. This allowed LE, UE, MS and Sp Ed teachers the chance to collaborate together for a half-day per month on various topics.

Goals for the Director in 2019 - 2020 include:

1. GOAL: Deana will use feedback solicited individually from staff to implement and revise personalized learning for staff professional development.
2. GOAL: Deana will lead the transition to a new special education director service (including state monitoring process) and business manager services.
3. GOAL: Deana will lead the process of building improvements for FY20 of roof replacement and sidewalk replacement.
4. GOAL: Deana will lead WLS through contract renewal process with Audubon Center of the North Woods, including updating goals.
5. GOAL: Deana will further investigate the development and implementation of school-wide grace and courtesy, peace, antibullying, character development program.
6. GOAL: Deana will lead the process of review and revision of teacher evaluation process.

Lisa Mostov is the Assistant Director/Intervention Specialist of WLS and has been serving WLS as assistant director since 2016. The Assistant Director/Intervention Specialist is supervised by the Director. Ms. Mostov began her work with WLS in 2011 as a lower elementary teacher. Ms. Mostov holds licensure in the state of MN in K-6 elementary education with a pre-primary specialty as well as a MAED and Montessori Certification for primary and elementary. The Assistant Director/Intervention Specialist supports the work of the Administration through council on Montessori philosophy and implementation.

In May, the Director conducts a performance evaluation of the Assistant Director. At that time, a professional development plan including goals for the following year are discussed.

Professional Development Plan for 2018-2019 for Lisa Mostov, WLS Assistant Director/Intervention Specialist.

1. GOAL: Ms Mostov will act as the District Assessment Coordinator (DAC) for WLS. Ms. Mostov will attend all necessary trainings to support WLS in executing the NWEA MAP and MCA assessments. She will provide all necessary training and support to staff at WLS who administer and review results from the assessments. In FY19, Ms. Mostov will take on DAC duties for the ACCESS test of EL learners.

RESULT: Ms. Mostov performed all duties as the DAC including attending MDE training and/or webinars for MCA testing and ACCESS testing. Ms. Mostov ensured WLS compliance with all assessments and reporting.

2. GOAL: Ms. Mostov will work to bring math and reading tutors to WLS through MN Math and Reading Corps to benefit students.

RESULT: Ms. Mostov successfully applied for and WLS was awarded both a math and reading tutor for FY19. Ms. Mostov acted as the Internal Coach for the tutors. Over 30 students were served by Math or Reading Corps during the year. Application for both programs was approved for FY20

3. GOAL: Ms. Mostov will provide Montessori expertise to new and existing staff through trainings and consultation.

RESULT: Ms. Mostov developed training for new and returning staff during pre program to review Montessori philosophy and implementation at WLS. Ms. Mostov participated in observations of teachers to ensure Montessori and academic fidelity.

4. GOAL: Ms. Mostov will serve on professional committees and organizations to provide Montessori council to improve staff and student outcomes.

RESULT: Ms. Mostov worked with the Academic Achievement Committee to begin examining alternative assessments for use with WLS students. Ms. Mostov worked with the WLS Parent Teacher Organization to support fundraising activities to benefit the school.

Goals for Ms. Mostov in FY20 include:

1. Implementing school-wide efforts to enhance learning and utilization of resources including grants and donations.
2. Support recruitment and retention efforts.
3. Implement alternative educational programs including Reading and Math Corps
4. Provide job-embedded professional development for teachers and staff related to Montessori philosophy.

Staffing

World Learner School students are placed into multi-age classrooms at all levels. There are three classrooms of students at the Lower Elementary level with students in grades 1-3. There are three classrooms of students in grades 4-6 in the Upper Elementary level. All lower and upper elementary classrooms are led by a MN licensed teacher who also is fully certified in Montessori philosophy.

At the Middle School level, all the students are in one general class but are taught in four subject divisions at any one time. These subject divisions are in math, language arts, humanities (social studies) and science. Other curriculum areas are taught through deliverance of standards-based lessons that culminate in a project presentation. The MS team is led by a MN licensed and Montessori certified teacher. In addition two other full-time teachers (both with MN licenses) fill out the MS staff.

Special education services are also fully implemented at WLS with the employment of 3 full-time special education teachers to provide instruction for students eligible for special education. World Learner School does contract for services for a special education director, school psychologist, speech/language therapist, occupational therapist, audiologist, teacher of deaf/hard of hearing, consultation with a teacher of developmental cognitive delays, and consultation with psychologist expert in autism spectrum disorders.

Music, choir and band were taught in 2018-2019 by a MN licensed music teacher. Lessons were created in a way to implement the Montessori philosophy.

World Learner School employs teaching assistants as well as para professionals to support teachers and students throughout the school day.

The Charts below outline Teaching Staff and Support Staff for FY19. World Learner School's percentage of teachers with more than 3 years experience is 100%. 100% of World Learner School teachers are licensed in the areas in which they teach and 73.3% of WLS teachers have earned advanced degrees.

FY19 Teaching Staff

Name	File Folder Number	License & Assignment (Subject/Grades)	2019-20 Status	Number of Years in Profession	Comments
Baker-Rantala, Carrie	444585	Elementary	R	13	Montessori Certification
Carlson, Emily	481915	Elementary	R	5	Montessori Certification, MA
Bullerman, Melissa	449853	Elementary	R	10	Montessori Certification, MA
Decker, Ann	282379	Music	NR	34	
Maher, Eva	463737	Middle School Math	R	12	MA
Godinez, Ashley	447823	Elementary	R	10	Montessori Certification, MA
Daly, Patricia	412229	Elementary	R	17	Montessori Certification, MA
Forsyth, Debi	364864	Elementary	R	14	Montessori Certification, MA
Wilson, Beth	375061	Middle School LA & Social Studies	R	19	Montessori Certification, MA
Bohn, Alyssa	468975	Elementary Relief/Reading	R	3	
Lyder, Tina	487633	Special Education	R	5	
Nordberg, Nathaniel	4939336	Middle School Science	R	10	
Solis, Debra	354246	Special Education	NR	20	MA
Olson, Susan	292531	Special Education	R	10	MA
Sarah Kosteliz	471435	Special Education	NR	3	MA

* R = Returning, NR = Not Returning

2018-19 Teacher Professional Development Activities

Staff at World Learner School engaged in a variety of professional Development Activities during 2017-2018. Below is a list of activities attended by all staff:

- Medication Distribution, Data Privacy & Mandated Reporting
- First Aid
- CPR
- Transportation Guidelines/Van Training
- New Employee Orientation
- Director Evaluation Process
- Special Education Referral
- 403b Informational Session
- Bullying and School Safety

In addition, teaching staff participated in opportunities for professional development focused on teaching strategies. Below is a list of activities in this vein of development

- Google Drive & Google Apps training
- PlayWorks
- Writing Workshop
- Jeffers Foundation
- Trauma Informed Teaching
- CORA Training

Individual teaching staff members received professional development benefits in the form of hours and money to grow as professionals according to individual plans tied to evaluation.

Teacher Retention

World Learner School retains a high percentage of teachers from year to year. WLS offers very competitive compensation as well as teaching autonomy. Combined with board structure of a majority of teachers and collaborative leadership, WLS is a good place for Montessori professionals to work. At the conclusion of the 2018-2019 school year, staff not returning chose not to for personal reasons. All Montessori trained classroom teachers returned for the FY19 year.

Percentage of Licensed Teachers from 2018-19 not returning in 2019-20 (non-returning teachers/total teachers from 2018-19 X 100)	20%
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FY19 Other Licensed (non-teaching)Staff

Name	License & Assignment (Subject/Grades)	2019-20 Status	Comments
Otte, Jamie	Paraprofessional	NR	Montessori Certification
Siekmann, Deana	Director	R	MA, Principal's license
Mostov, Lisa	Assistant Director/Intervention Specialist	R	Montessori Certification, MA
Miller, Laurel	Paraprofessional	R	MA

* R = Returning, NR = Not Returning

FY19 Non-Licensed Staff

Name	Assignment	2019-20 Status	Comments
Mahabadi, Shireen	Office Manager	R	
Booth, Megan	Assistant	R	
Pascual-Lee, Bonnie	Assistant	R	
Cortes, Ingrid	Paraprofessional	R	
Squires, Karen	Reading Guide	R	
Johnson, Jennifer	Paraprofessional	NR	
Williams, Alicia	Assistant	R	MA
Sherman, Allison	Paraprofessional	R	Montessori Certification, MA
Ockenga, Prayati	Paraprofessional	R	
Paynter, Lisa	Assistant	R	
Renier, Craig	Support	R	
Shapiro, Randi	Paraprofessional	R	Montessori Certification
Chandler, Sylvia	Paraprofessional	R	
Hamilton, Heather	Paraprofessional	NR	
Carluccio, Kara	Paraprofessional	R	

* R = Returning, NR = Not Returning

Operational Performance

World Learner School operations are efficient and rigorous to meet the demands of federal, state and authorizer expectations. WLS materially complies with applicable laws, rules, regulations and provisions of the charter contract related to all aspects of school operations. Appropriate and safe student transportation practices are followed. WLS maintains food service and school nursing compliance and has an appropriate emergency action plan. Admissions and hiring procedures are in line with the rights of individuals and do not violate any civil liberties. Annual background checks are completed on all employees, volunteers and board members. WLS engages in complete and compliant reporting requirements through various entities. The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to overall operations of the school.



Reporting of all relevant requirements to the ACNW, MDE and other agencies is at 100% compliance including all submissions to EpiCenter, ACNW's reporting system. In addition, WLS completes all MDE reports including MARSS (student record system), STAR (teacher reporting record system), DIRS (student discipline reporting system), UFARS and EDRS

(enrollment and financial reporting systems), and successful lease aid applications. WLS is able to maintain payroll success through a relationship with PayChex and our business manager to pay taxes and employee benefits timely and correctly. The WLS website is compliant with statutory and authorizer expectations.

WLS maintains appropriate fire inspections and fire records including all drills. The school facility and grounds are maintained well with full compliance with fire code. The physical space provides a safe, positive learning environment for children. The emergency management plan is updated yearly.

Student due process is maintained and privacy rights of students and staff is respected. This includes provisions and procedures for protection of civil rights and student's liberties, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction. WLS conducts discipline pursuant to the Pupil Fair Dismissal Act and maintains the security of records and provides access to students records under the Family Educational Rights and Privacy Act and other applicable authorities.

All staff, board members, contracted service providers and volunteers are background checked annually and data privacy training is provided to anyone working directly with students. WLS has an engaged and active parent community. Volunteers serve on the PTO, help in classroom, assist in the library and office and help keep WLS beautiful.

Finances

World Learner School continues to maintain a financially healthy organization. This is evident by the School's positive audit reports, MDE finance awards, and healthy fund balances and cash flow.

An independent audit firm has completed the FY19 audit field work. It is anticipated the Board of Directors will accept the audited Annual Financial Report for the fiscal year ending June 30, 2019 at the October 2019 Board meeting. There were no known findings during this audit cycle. The audit will be submitted to MDE and ACNW by the December 31, 2019 compliance date.

World Learner School (WLS) earned the MDE School Finance Award again this year as it has for the past several years.

FY19 Overview

- WLS maintained a positive cash flow during the fiscal year and did not have a need to access a line of credit.
- WLS invested in several CD's during the year to ensure that the school's accounts were insured according to FDIC limits and MN statute.

The FY19 Fund Balance Reserve for all funds is \$947,519. This is a decrease of \$(47,167) from the prior year.

Revenue and expenditures are outlined in the table below.

FY18 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	2,485,873	34,733	20,841
Total Expenditures	2,522,774	34,733	31,107
Net Income	(36,901)	-0-	(10,266)
Total Fund Balance	918,811	-0-	28,708

Executing financial oversight that results in healthy fund balances helps the school remain intact and highly effective during the future and tumultuous years. The School receives the majority of its funding from the State of MN which it generates through several complex formulas based on the school's enrollment of average daily membership (ADM) and weighting of the membership by grade level (WADM) known as pupil units.

The School's enrollment met its target of 212 ADM in the revised budget. Due to an enrollment increase during the year, the School had revised its plan and adjusted the budget from the original approved plan.

Revenues

The General Fund revenue was less than planned by .13% of its budget or \$3,145.

The Food Service Fund receives the majority of its revenue from student sales for the lunch and milk program. The Food Service Fund revenue overall was \$17,019 less than the program costs. Due to this, the School was required to transfer funds from General Fund for the shortfall. Schools are required to maintain a positive fund balance or transfer funds to cover the loss.

The School operates the Community Service Fund for The Before and After Care School Program. This fund generates revenue based on fees established for the program. The Community Service Fund revenue was \$661 more than anticipated. The school has experienced a decline of participation in the program during the past several years. The Board continues to monitor and looks for opportunities to enhance this program.

Expenses

The majority of the expenditures for the school's General Fund is staff compensation and facilities. These two areas of cost make up 81% of the General Fund budget. Purchased services make up 15% and supplies, equipment and materials make up 2.5%. The remaining 1.5% is made up of other fixed costs and transfers. The General Fund expenditures were more than planned by \$5,822.

Food Service Fund expenditures exceeded budget by \$397, mostly in the meal cost area.

Community Service Fund expenditures were less than the revised budget by \$4,434 mainly due to employee salaries and benefits.

Net Income and Fund Balance

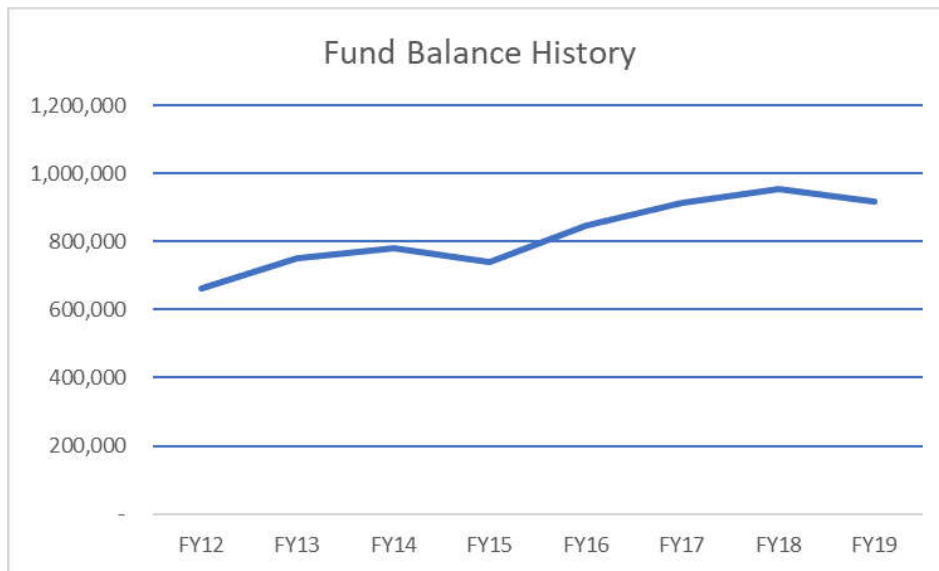
The overall General Fund (Fund 1) fund balance decrease of \$(36,901) was more than the revised budget plan of \$(24,151). The ending General Fund balance of \$918,811 at fiscal year-end represents 36% of its annual operating expenditures and aligns with the long-range planning to offset vulnerabilities, meet unexpected cash flow needs and meet the facility bonded debt ratio.

The Food Services Fund (Fund 2) required a General Fund transfer of \$17,019 to cover the fund deficit at fiscal year-end. This was \$3,783 more than the revised budget plan for the year and mostly due to less sales revenue and increased meal cost.

The Community Services Fund (Fund 4) balance decrease of \$10,266 was less than the revised budget plan decrease of \$15,361 by \$5,095. The school had planned for the reduced fund balance to continue funding the Before and After School program. This deficit spending is a result of the reduced participation in the program and finding the balance between appropriate fees (without reducing participation further) and the basic costs to staff the program and meet student safety requirements. In the past year the school spent down the fund balance for a backyard renovation project.

Overall, the School's financial health is very good. The Board and Administration follow good budget planning practices and monitors to stay on track.

The chart below displays WLS's fund balance history and the positive growth over the years.



World's Best WorkForce Budget (WBWF)

WLS resources for the WBWF initiative can be found in many areas of the school's financials:

- Technology resources (computers, software and contracted services) provided for the enhancement of academic learning and included NWEA testing, Follet software, etc.
- Staffing resources included Testing Coordinator, time allowance for parent/teacher conferences, ELL licensed teacher as needed, small group delivery of academic lessons, etc. In addition, in FY19 the part-time Secondary Teacher Assistant was continued to allow additional time for licensed staff to work with students.
- Professional Development resources provided to all instructional staff.
- Environmental and field trip activities provided for enhanced and hands on education.
- Various education units at the Secondary level to explore interest and future career opportunities.

For questions regarding school finances and for complete financials for FY19 and/or an organizational budget for FY20, contact the WLS office at:

The World Learner School of Chaska
 112050 Hundertmark Road
 Chaska, MN 55318
 952-368-7398

Future Plans

World Learner School is looking forward to FY20. Plans include interior building improvement. All carpet in the school will be replaced as well as the hard flooring in the classrooms. WLS will replace both of the school vans to continue a transportation option for going outs and school trips. A third chrome book cart will be added so that each level has access to one cart.

World Learner School will work to provide quality Culturally Responsive professional development to all teachers as licensing requirements were updated. WLS will continue its relationship with Reading and Math Corps and host tutors to work directly with students.

FY20 marks the final year of our contract cycle with Audubon Center of the North Woods. WLS will work diligently to revise and update goals and the contract to continue this relationship. As we look at academic goals, work is underway to explore other assessment options.

World Learner School will continue working toward more environmentally practices throughout the school. The WLS board is exploring joining the Green School Network. Organics recycling will begin in FY20. This effort requires commitment from staff and students as well as training and education.

World Learner School continued great work in Fiscal Year 2019. Reflection on challenges and successes brings a continued focus on improving student achievement in math and continuing the excellent work in reading. Sound financial and special education practices were highlighted and work will continue to remain diligent in these areas.

