

2019 - 2020

World Learner School

World's Best Workforce and 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

In the spring of 2011, WLS's 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. Currently, WLS is in the first year of our current 5 year contract with Osprey Wilds (formerly ACNW).

The authorizing mission of Osprey Wilds 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 Osprey Wilds 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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Osprey Wilds
Environmental Learning Center

Implementation of Primary and Additional Statutory Purposes

The World Learner School strives to improve pupil learning and student achievement, increase learning opportunities for pupils and encourage the use of different and innovative teaching Methods.

In order to meet these primary purposes, WLS encourages student self-discipline and self-satisfaction through classroom techniques such as: time for silence and reflection; activities to cultivate awe, wonder, and respect for nature; lessons about caring for the earth; role play and discussions around understanding and accepting others; and fostering virtues such as love, peacefulness, kindness and compassion.

In addition, the integrated curriculum of the Montessori classes encourages children to see the critical relationship between all subjects and among all aspects of life. WLS's teachers follow Dr. Maria Montessori's plan for Cosmic Education – presenting the universe first and then relating subsequent learning to each item or concept's place in the cosmos.

WLS combines the Minnesota Education Standards with Montessori materials and lessons in a unique way to deliver educational programming that improves student learning and achievement while maintaining consistency and accountability to state standards. Differentiated instruction and scaffolding are essential tools in the Montessori curriculum. Each student is presented with a rigorous and individualized educational plan and challenged to investigate options to connect learning to the natural environment and community.

WLS also increases learning opportunities through ongoing access to the natural environment. Students interact with the natural world often, on school grounds, within classrooms via tactile samples, and during trips off site.

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.

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 our 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. 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 maximize 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 around 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. The Hybrid Learning Model or all Distance Model has been difficult for some families. WLS has experienced changes in enrollment due to the current pandemic.

Student Enrollment

Number of Students Enrolled	2017-18	2018-19	2019-20	2020-2021 (est.)
1st Grade	30	25	27	23
2nd Grade	24	30	28	25
3rd Grade	27	26	31	26
4th Grade	31	25	28	30
5th Grade	30	32	25	26
6th Grade	24	30	31	25
7th Grade	24	20	27	26
8th Grade	26	24	20	22
Total	216	211	217	203
Total ADM (Average Daily Membership) for year	216.82	210.68	214.17	191.51

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 2019-2020. The tables below outline recent trends in enrollment and demographics.

Student Demographics

Demographic Trends	2018-19	2019-20	2020-2021 (est)
Total Enrollment	212	210	203
Special Education	20.3%	18.1%	16.3%
English Learners	1.4%	1.9%	2.5%
Free/Reduced Priced Lunch	8.5%	7.4%	7.1%
Black, not of Hispanic Origin	3.3%	3.3%	3.9%
Hispanic/Latino	2.8%	4.2%	4.9%
Asian/Pacific Islander	2.8%	2.8%	3.9%
American Indian/Alaskan Native	0%	0%	0%
Two or More Races	1.4%	2.8%	1.5%
White, not of Hispanic Origin	89.6%	87%	84.4%

Student Attendance

World Learner School student attendance is excellent. There are times when students enjoy prolonged vacations that correlate 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:

	2017-18	2018-2019	2019-2020
Overall Student Attendance Rate	98.6%	92.6%	96.1%

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 proud of our strong history of providing an 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. WLS will continue to provide an experiential, Montessori education to our community.

Percentage of students who continued enrollment in the school from Spring 2019 to October 1, 2019.	79.2%
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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)
2017-18	0	224	8	3.6%
2018-19	0	217	10	4.6%
2019-20	0	216	5	2.3%

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

Percentage of students who were enrolled for 95% or more of the 2019-20 school year.	99%
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Historically, mobility of students during the school year is low at WLS. In FY20, students who started in the fall stayed through to the end of the year with just a couple of exceptions. There is already a significant increase in movement of students during the start of FY21. World Learner School started the school year in a hybrid model with students coming to the building two days per week in staggered groups. This model has been challenging for the community but deemed necessary to keep students and staff safe during the pandemic. Because other schools have chosen other models based on their capacity, some WLS families have left to attend other schools or to homeschool this year. Student mobility for FY21 will look much different than the previous few years.

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 pursue knowledge;
- An understanding of how to find information and use various media;
- To become a learner who can learn with minimum 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 and literature. 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.

World Learner School is fortunate to have 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 partners with MN Reading Corps 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, computation and understanding of geometric proofs.

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.

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. 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, musicals 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.



Remediation and acceleration practices or programming

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 the 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 Learner (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. The 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 Kids Club does consistently employ 2 supervisors for the entire operation of the program. Activities include art and craft activities, free play, and gross motor activities.

WLS did not need to provide care for any students of Tier 1 workers during Distance Learning in FY20 due to lack of need by parents. In FY21, Kids Club is currently only offered for children of Tier 1 workers during school hours on those days when those students are having “at home learning” days.

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 Professional Education Licensing and Standards Board.

School Calendar and Daily Schedule

The World Learner School Board of Directors approves an annual calendar for the district. For FY20, the school calendar had 171 days of student contact and 96 hours of teacher and environment

development. The school hours of operation in FY20 were 7:30am – 5:30pm. From 7:30am – 9:15 am, the Kids Club Program offers child care. School begins at 9:25 and ended at 3:55 pm. After school Kids Club was offered from 3:55 pm – 5:30 pm. In FY21, Kids Club hours were reduced to school hours.

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. FY20 was cut into two very distinct parts. The school year began with all of the excitement and plans that make working and learning at WLS special. When the global pandemic cast uncertainty on spring plans and then eventual closures, WLS moved to Distance Learning for the remainder of the school year.

Two long-time relationships ended in FY19 with the retirement of our Special Education Director/Psychologist and the School's Business manager. WLS started FY20 contracting with a new Special Education Director as well as a new Business Management Company. The transition to these new contracted services was smooth and no operations were disrupted.

The Environmental Education Committee realized their goal of bringing organics recycling to WLS. The team implemented an educational program for staff and students to make the program successful. Education for families started and will be expanded when school operations return to a more normal state after the pandemic.

The Academic Achievement Committee at WLS successfully identified a new standardized school assessment to implement in FY21 after a couple of years of research and consideration. The FASTBridge assessment was chosen to replace NWEA MAP testing for all students in grades 1-8 in reading and math. A change was explored to reduce time tested at each session, more frequent probes for more data points throughout the year as well as the ability to assess grade level progress along with individual student growth.

The fall began with upper elementary traveling to Deep Portage for team building and environmental education to kick off the year. The middle school took their annual camping trip at the beginning of FY20. The students were successful in planning and executing the trip with adult guidance even though the weather did not cooperate and cut the trip short.

A new approach to parent education was successful in FY20. WLS continues to explore ways to educate and engage families to give more information about the Montessori Method as well as programs at the school. Monthly Montessori related articles were provided in the School's newsletter for families.

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 audited the special education program at WLS. The special education team had zero findings on this compliance evaluation.

FY20 was the end of WLS's contract with Osprey Wilds. The school successfully met criteria for a new five year contract with Osprey Wilds beginning FY21. WLS looks forward to five more years of working with our authorizer providing a Montessori program with an environmental education focus.

There were a couple of building improvements that occurred at the end of FY20 including a new roof and sidewalk repair at the front entrance. The building was looking great and ready for students to return in the fall.

Distance Learning in the spring was a strain on students, families, and staff alike. Despite the difficulties, WLS virtually celebrated the graduation of 8th years, some who have been with WLS since 1st grade. Teachers worked diligently to reach out to students and families in creative ways to stay connected. Families organized messages of encouragement and treats for staff to show their appreciation. All staff except one returned in FY21 to a new way of delivering instruction and connecting with students. Our greatest success continues to be our community.



Key Challenges

A key challenge in 2020 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.

The cancellation of programming, trips and Distance Learning were the biggest challenges of FY20.

Academic Performance: Goals & Benchmarks

Progress on Osprey Wilds Contractual Academic Goals & WBWF Alignment

World Learner School successfully completed the process for contract renewal for the FY21 school year. In FY20, data to report differed from the previous years, due to no assessments in the spring. Distance Learning shifted the focus to staying connected with students and supporting their social and emotional needs first, while continuing to support academic skills.

World Learner School historically performs well on mission related goals in reading proficiency and growth as well as science proficiency. Data for these measures as well as math is limited for FY20.

WLS has focused resources toward improving student performance and growth in math and will continue to work diligently to improve these measures.

World's Best Workforce (WBWF) Goal Areas:

- **Ready for Kindergarten [R4K]:** *All students are ready for kindergarten.*

World Learner School begins enrollment in first grade.

- **Reading Well by 3rd Grade [RG3]:** *All students in third grade achieve grade-level literacy.*

In FY20 third grade students were assessed with the MAP test resulting in 54.7% meeting or exceeding their growth goal. This data cannot be compared to prior years as the reporting period was Fall to Winter due to no testing in the spring. The MCA was not administered in FY20 due to the pandemic. Historically, WLS students in third grade perform well on this measure.

- **Achievement Gap Closure [AGC]:** *All racial and economic achievement gaps between students are closed.*

Data for this goal is measured by the MCA. Students at WLS did not take the MCA in FY20 due to COVID-19. This goal is an area of focus for WLS to ensure that all students are performing well and achieving to their full potential.

- **Career and College Ready [CCR]:** *All students are career- and college-ready before graduating from high school.*

WLS students did not take the MCA in the spring of FY20 due to COVID-19. Those students taking the NWEA MAP assessment met or exceeded growth in reading and math around 53% of the time. This was measured from fall to winter in FY20 and in all previous years of this contract, the data was reported from fall to spring.

- **Graduate from High School [GRAD]:** *All students graduate from high school.*

World Learner School goes up to 8th grade. Therefore, the school does not have any high school graduates.

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 in the fall of FY20. The surveys could not be completed during the spring due to COVID-19 closures and Distance Learning.

World Learner School	Total Count	Count Maintained or Improved Level	Count Level Regressed	Percent Maintained or Improved Level
FY17	200	192	8	96.0%
FY18	207	202	5	97.6%
FY19	214	211	13	98.6%
FY20	Data not collected due to Distance Learning			

Historically, WLS performs well on this measure. Collection of data for this measure resumed in the fall of FY21.

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 5 students met criteria for service in FY20.

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 winter of FY20. Spring data was not collected due to Distance Learning and school building closures. Data for the district-wide assessment gathered between fall and spring is reported below. Because the data was collected during a different time frame, it is difficult to directly compare it to other years.

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%
FY20*	46	84	54.7%

*fall to winter in FY20

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%
FY20*	70	131	53%

*fall to winter in FY20

Students at WLS did not take the MN Comprehensive Assessment (MCA) in the spring of 2020 because of building closures due to COVID-19. There is not data to report from the MN Department of Education regarding “On Track for Success” in reading for FY20.

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 2019-20 academic year, 53.5% of students met their projected RIT growth from fall to winter. 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%
FY20*	115	215	53.5%

***fall to winter in FY20**

Students at WLS did not take the MN Comprehensive Assessment (MCA) in the spring of 2020 because of building closures due to COVID-19. There is not data to report from the MN Department of Education regarding "On Track for Success" in math for FY20.

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 (MCA) for students in grades 3-8. Performance on this assessment is an area of strength for WLS. The MCA was not administered during the 2019-2020 school year due to COVID-19 and building closures.

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
FY18	3	10	7	4	24	66.7%
FY19	3	14	2	6	25	72.0%
FY20	MCA not administered due to COVID-19					

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
FY18	43	59	25	22	149	76.5%

FY19	38	72	16	28	154	76.6%
FY20	MCA not administered due to COVID-19					

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
FY18	1	4	5	6	16	43.8%
FY19	1	7	2	4	14	64.3%
FY20	MCA not administered due to COVID-19					

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
FY18	7	7	4	10	28	57.1%
FY19	6	10	4	12	32	56.3%
FY20	MCA not administered due to COVID-19					

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
FY18	36	52	21	12	121	80.1%
FY19	32	62	12	16	122	82.0%
FY20	MCA not administered due to COVID-19					

Although WLS did not administer the MCA for FY20, the trends indicate that the school performs well for this measure, especially for general education students. Teachers will continue to work to improve proficiency scores of all students but especially for students in the Special Education and Free and Reduced categories by reviewing goals and interventions for these students.

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 was not measured in FY20 as the MCA assessment was not given due to COVID-19 building closures.

World Learner School is working to provide more math focused interventions to general education students through Math Corps and support teachers in the building.

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
FY18	25	51	40	33	149	64.4%
FY19	31	44	40	37	152	62.5%
FY20	MCA not administered due to COVID-19					

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
FY18	1	4	4	7	16	43.8%
FY19	1	3	2	8	14	35.7%
FY20	MCA not administered due to COVID-19					

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
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FY18	2	4	8	14	28	35.7%
FY19	4	7	8	13	32	46.9%
FY20	MCA not administered due to COVID-19					

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
FY18	23	47	32	19	121	71.1%
FY19	27	37	32	24	120	66.7%
FY20	MCA not administered due to COVID-19					

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
FY18	6	26	12	8	52	73.1%
FY19	4	21	12	15	52	59.6%
FY20	MCA not administered due to COVID-19					

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
FY19	1	1	0	3	5	40.0%
FY20	MCA not administered due to COVID-19					

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
FY19	1	3	1	6	11	40.9%
FY20	MCA not administered due to COVID-19					

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
FY19	3	18	11	9	41	64.6%
FY20	MCA not administered due to COVID-19					



Indicator 8: Proficiency or Growth in Other Curricular Areas or Educational Programs

Goal: WLS does not have a goal in this area

Indicator 9: Post Secondary Readiness

Goal: WLS does not have a goal in this area.

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 96.1% of the 2019-2020 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%
FY20	96.1%

Federal and State Accountability

World Learner School works to achieve our World’s Best Workforce goals. In FY19 third graders at WLS were reading well by third grade. Data from the MN Report Card showed that 68% of WLS third graders were proficient in reading compared to 55% of students across MN. These numbers were not updated for FY20 due to no MCA data. 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 in FY19. 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. Numbers for FY20 are not available because of no MCA testing in the spring.

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.

World's Best Workforce: MDE data for these goals is not currently available due to COVID-19

High Quality Charter School Status:

World Learner School has not been identified as a High Quality Charter School by MDE .

ESSA Identification

World Learner School was not identified as a school needing support or services in FY20.

Educational Effectiveness: Assessment & Evaluation

The start of the 2019-2020 school year began with a high-quality teaching staff. All experienced and qualified classroom teachers returned for the year. A professional development plan for staff was outlined by the professional development committee and Professional Learning Committee (PLC) meetings for levels were set.

Math performance on standard measures continues to be an area of focus at WLS as identified by the previous years' proficiency and growth goal performance. Another identified focus for the academic year included Environmental Education, specifically implementing organics recycling.

Student progress toward improving these goals was measured through classroom observations and assessments as well as the NWEA MAP assessment. Students did not take the MCA in FY20, but it is typically another measurement to mark progress on math goals.

Instructional staff analyzed data from FY19 at the beginning of the school year that included performance of select student groups. These groups were compared to the student body as a whole and teaching teams made decisions and goals based on the data. WLS utilized math support from Math Corps again in FY20 to target student's algebra readiness.

WLS reviewed teaching strategies and effectiveness toward improving student performance during PLC meetings throughout the school year. Teachers in the lower elementary, upper elementary, middle school and special education teams met four times, half day each, to focus on these goals and plan and discuss strategies. Curriculum review and standards alignment have been a focus in recent years. PLC groups used this prior work to analyze current data to make decisions about instruction. WLS staff as a whole reviewed Environmental Education goals and discussed best practices for organics recycling one time per month at staff meetings.

Both in PLC meetings and weekly level meetings, the specific groups of students identified as needing more focus for targeted instruction were discussed and ideas shared to help student progress and success.

WLS teacher retention is excellent. All classroom teachers are experienced and hold licensure in their content areas. When placing students, teachers and administrators consider the whole child when deciding classroom assignments.

Teacher equity data is reported in this report annually including each educator's years of experience, advanced degrees and licensing in the subject area teaching. WLS educators are not racially and ethnically diverse as a group. When vacancies occur, WLS will make every effort to recruit teachers of diverse backgrounds.

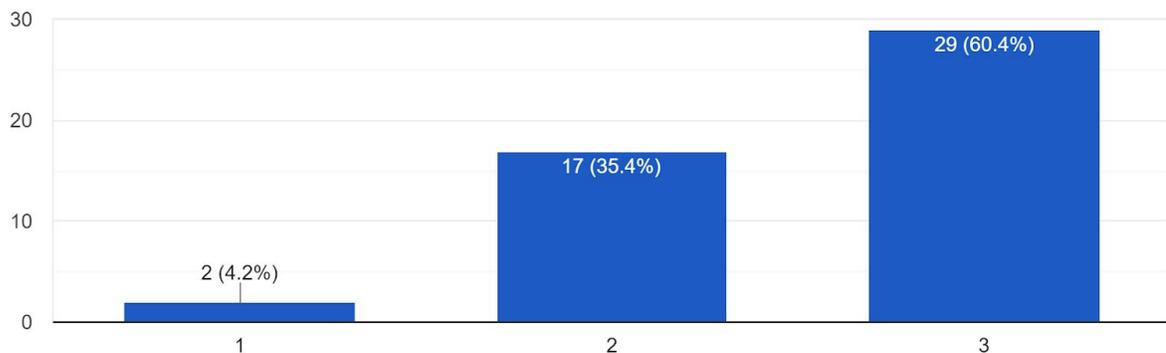
Student & Parent Satisfaction

Student and Parent Satisfaction was not collected in the same manner in FY20 due to Distance Learning at the end of the school year. Surveys were given to families regarding Distance Learning to determine what went well and areas for improvement. The data includes many comments in support of teachers and suggestions for improvement of instruction which were analyzed and used to determine next steps for FY21. The great majority of WLS families had access to technology and the internet during Distance Learning or were given school equipment if needed. When asked how they felt about the school's communication during school closures, parents responded favorably.

1 = below average 2 = average 3 = above average

School-wide communication during Distance Learning has been:

48 responses



Environmental Education

The mission of World Learner's authorizer, the Osprey Wilds Environmental Learning Center, is to instill a connection and commitment to the environment in people of all communities through experiential learning. Environmental education (EE) is thus defined 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 EE 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.

World Learner School's approach to EE is to have students engaged in their outdoor environment at school and at home. We also want them to understand how their personal actions play a role in the world around them. The students are encouraged to explore the natural environment at school and then go home and make connections to their own backyard environments. For example, each week the middle school students learn about key ecological concepts and then go home and have to make weekly phenological observations of their home environments using the terminology and techniques they learned at school.

The upper and lower elementary students engage in weekly environmental observations and record their findings in their personal Jeffer's journals. Along with engaging in virtual EE focused field trips. For example using several of the modules from Big Rivers Journey Online from CGEE through Hamline University.



Lower elementary students are engaging in virtual conversations with a program called, "Skype a Scientist", which will give the students an opportunity to get real world experience of the life of a scientist. The students get to formulate their own questions to ask the scientist plus learn a lesson that is tied to some of the Minnesota science standards.

We work at getting the students exposed to the environment through different methods incorporating art, math, history and language arts. We also encourage the students to participate in activities with their families and get them involved in outdoor activities. Lower elementary has "going out bags" that the students check out for the weekends with possible seasonal activity ideas for them to participate with their families.

Because of COVID we are not able to participate in the various environmental outings, after school programs, or to continue in our schools organics and recycling program that we implemented last school year. In the past a major part of the school's EE program kicked off with upper elementary students going to Deep Portage Environmental Learning Center for three days and two nights. The middle school would go tent camping for three days and two nights and this year was going to be the first time for World Learner School to send students to Osprey Wilds for an environmental education experience. Instead, this year, in addition to virtual experiences detailed above, we will concentrate on things the students can do from home. For example, we will work with the Adopt a Drain program as a citizen science project.

The World Learner School Community works hard to measure students' environmental literacy through various Montessori materials, projects, surveys, rubrics and experiences to develop students' understanding of their connections to the world around them.

Governance & Management

Board of Directors

The Board of Directors manages the World Learner School under a contract with Osprey Wilds. Pursuant to Minnesota Statutes, Section 124.D10 (Subd. 4) (g) and (i), the majority of the Board may be composed 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. The WLS Board of Directors has 9 members, 5 teacher members, 3 parent members and one community member.

The Board creates governing policies and procedures for smooth operation of the school. The Board also evaluates the administrator and ensures the school is in compliance with state and federal law. The Board ensures the school is fiscally sound and provides 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
Tina Lyder	Member	Teacher	3.19.19	7.22.19	6.30.21	tlyder
Eva Maher	President	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
Joel Suiter	Treasurer	Parent	3.19.19	7.22.19	6.30.21	jsuiter
Lynn Zorn	Member	Parent	3.19.19	7.22.19	Resigned May 2020	lzorn
Nathaniel Nordberg	Member	Teacher	3.19.19	7.22.19	6.30.21	nnordberg
Michelle Strain	Member	Parent	3.20.18	7.23.18	Removed April 2020	mstrain
Emily Carlson Strafelda	Member	Teacher	3.21.17	7.22.19	6.20.21	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 for this term	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Melissa Bullerman	July 2018	1.25.20		8.20.19
Emily Carlson Strafelda	July 2019			8.20.19
Tina Lyder	July 2019	1.25.20	1.25.20	8.20.19
Amy Mittelstadt	July 2018	1.25.20	1.25.20	8.20.19
Joel Suiter	July 2019	1.25.20	1.25.20	8.18.20
Eva Maher	July 2018	1.25.20	1.25.20	8.18.20
Lynn Zorn	July 2019	1.25.20	1.25.20	8.18.20
Michelle Strain	July 2018			
Nathaniel Nordberg	July 2019	1.25.20	1.25.20	8.18.20

FY20 Board Member Annual Training

Board Member	Environmental Education: 11.19.19, 11.25.19 & 2.18.20	ACNW Leadership Retreat: 11.16.19
Melissa Bullerman	Attended (except 11.19.20)	
Emily Carlson Strafelda	Attended	
Tina Lyder	Attended	
Amy Mittelstadt	Attended (11.25.19 only)	
Joel Suiter	Attended	
Eva Maher	Attended (except 2.18.20)	
Lynn Zorn	Attended	Attended
Michelle Strain		
Nathaniel Nordberg	Attended	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 led 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 FY20 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.

There are many highlights of the Director's completed 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. Deana successfully oversaw building improvements including roof and sidewalk replacement.

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 4 events throughout the year.

Deana led the school in implementing Distance Learning in the spring of FY20. She reviewed policies and procedures to reflect the new situation, provided support to staff and families during the time out of the building, and successfully retained all but one staff member for the FY21 school year.

Goals for the Director in 2020 - 2021 include:

1. GOAL: Deana will support staff, students and families through the 2020-2021 school year scenarios and pandemic implications measured by board analysis of situational updates monthly.

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 2019-2020 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 training 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 FY20, 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 FY20. 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 FY21.

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

RESULT: Ms. Mostov trained 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 finalize a new 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 FY21 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 holds a Montessori certificate from AMI or AMS.

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 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 a psychologist expert in autism spectrum disorders.

Music, choir and band were taught in 2019-2020 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 FY20. World Learner School's percentage of teachers with more than 3 years experience is 93%. 100% of World Learner School teachers are licensed in the areas in which they teach and 60% of WLS teachers have earned advanced degrees.

FY20 Teaching Staff

Name	File Folder Number	License & Assignment - Subject/Grades	2020-21 Status	Number of Years in Profession	Comments
Baker-Rantala, Carrie	444585	Elementary	R	14	Montessori Certification
Carlson, Emily	481915	Elementary	R	6	Montessori Certification, MA
Bullerman, Melissa	449853	Elementary	R	11	Montessori Certification, MA
Greeley, Lauren	459289	Music	R	9	
Maher, Eva	463737	Middle School Math	R	13	MA
Godinez, Ashley	447823	Elementary	R	11	Montessori Certification, MA
Daly, Patricia	412229	Elementary	R	18	Montessori Certification, MA

Forsyth, Debi	364864	Elementary	R	15	Montessori Certification,MA
Wilson, Beth	375061	Middle School LA & Social Studies	R	20	Montessori Certification, MA
Bohn, Alyssa	468975	Elementary Relief/Reading	R	4	
Lyder, Tina	487633	Special Education	R	6	
Nordberg, Nathaniel	4939336	Middle School Science	R	11	
Solis, Debra	354246	Special Education	NR	21	MA
Olson, Susan	292531	Special Education	R	11	MA
Williamson, Kasja	502224	Special Education	R	2	

* R = Returning, NR = Not Returning

2019-20 Teacher Professional Development Activities

Staff at World Learner School engaged in a variety of professional Development Activities during 2019-2020. 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

A big focus of the year for all-staff development included training around organics recycling. The staff also worked with a facilitator to explore our Montessori vision for the school. 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 a 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 2019-2020 school year, staff not returning chose not to for personal reasons. All Montessori trained classroom teachers returned for the FY20 year.

Percentage of Licensed Teachers from 2019-20 not returning in 2020-21 (non-returning teachers/total teachers from 2019-20 X 100)	6.6%
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FY20 Other Licensed (non-teaching)Staff

Name	License & Assignment (Subject/Grades)	2020-21 Status	Comments
Siekman, Deana	Director	R	MA, Ed.S., Principal and Special Education Director license
Mostov, Lisa	Assistant Director/Intervention Specialist	R	Montessori Certification, MA
Miller, Laurel	Paraprofessional	NR	MA

* R = Returning, NR = Not Returning

FY20 Non-Licensed Staff

Name	Assignment	2020-21 Status	Comments
Mahabadi, Shireen	Office Manager	R	
Booth, Megan	Assistant	R	
Pascual-Lee, Bonnie	Assistant	R	
Cortes, Ingrid	Paraprofessional	R	
Squires, Karen	Reading Guide	NR	
Peterson, Amanda	Paraprofessional	R	
Williams, Alicia	Assistant	R	MA
Sherman, Allison	Paraprofessional	R	Montessori Certification
Ockenga, Prayati	Paraprofessional	R	
Paynter, Lisa	Assistant	R	
Renier, Craig	Support	R	

Shapiro, Randi	Paraprofessional	R	Montessori Certification
Chandler, Sylvia	Paraprofessional	NR	
Carluccio, Kara	Paraprofessional	NR	

*** R = Returning, NR = Not Returning**

Current Year - 2020-21 Staffing

FY21 Teaching Staff

Name	File Folder Number	License & Assignment - Subject/Grades	Number of Years in Profession	Comments
Baker-Rantala, Carrie	444585	Elementary	14	Montessori Certification
Carlson, Emily	481915	Elementary	6	Montessori Certification, MA
Bullerman, Melissa	449853	Elementary	11	Montessori Certification, MA
Greeley, Lauren	459289	Music	9	
Maher, Eva	463737	Middle School Math	13	MA
Godinez, Ashley	447823	Elementary	11	Montessori Certification, MA
Daly, Patricia	412229	Elementary	18	Montessori Certification, MA
Forsyth, Debi	364864	Elementary	15	Montessori Certification, MA
Wilson, Beth	375061	Middle School LA & Social Studies	20	Montessori Certification, MA
Bohn, Alyssa	468975	Elementary Relief/Reading	4	
Lyder, Tina	487633	Special Education	6	
Nordberg, Nathaniel	4939336	Middle School Science	11	
Olson, Susan	292531	Reading Specialist	11	MA
Williamson, Kasja	502224	Special Education	2	
Grover, Hope	403529	Special Education	15	Ed.S

FY21 Other Licensed (non-teaching)Staff

Name	License & Assignment (Subject/Grades)	Comments
Siekmann, Deana	Director	MA, Ed.S., Principal and Special Education Director license
Mostov, Lisa	Assistant Director/Intervention Specialist	Montessori Certification, MA

FY21 Non-Licensed Staff

Name	Assignment	Comments
Mahabadi, Shireen	Office Manager	
Booth, Megan	Assistant	
Pascual-Lee, Bonnie	Assistant	
Cortes, Ingrid	Paraprofessional	
Williams, Alicia	Assistant	MA
Sherman, Allison	Paraprofessional	Montessori Certification
Ockenga, Prayati	Paraprofessional	
Paynter, Lisa	Assistant	
Renier, Craig	Support	
Shapiro, Randi	Paraprofessional	Montessori Certification
Cole, Martha	Paraprofessional	MA
Peterson, Amanda	Paraprofessional	
Pecoraro, Hannah	Paraprofessional	

Operational Performance

Finances

For questions regarding school finances and for complete financials for 2019-20 and/or an organizational budget for 2020-21, contact:

Name: Deana

Position: Director

Contact info:

Phone: 952.28.7398

Email: dsiekmann@wlschaska.org

The Anton Group provides accounting services for The World Learner School of Chaska.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Osprey Wilds Environmental Learning Center no later than December 31, 2020.

FY20 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	\$2,444,564	\$25,646	\$16,297
Total Expenditures	\$2,431,712	\$25,646	\$27,181
Net Income	\$12,852	\$0	\$-10,844
Total Fund Balance	\$931,663	\$0	\$17,824

Overview

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 214 ADM in the revised budget. Due to COVID 19 and the required distance learning, the School had revised its plan and adjusted the budget from the original approved plan. The school maintained a positive cash flow during the fiscal year and did not have a need to access a line of credit. They also 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 FY20 Fund Balance Reserve for all funds is \$849,487.

Revenues

The General Fund revenue was less than planned by 3% of its budget. This was mainly because of a decrease in Special Education expenditures which in turn decreased the Special Education reimbursements.

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 \$12,054 less than the program costs. Due to this, the School was required to transfer funds from the 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. In FY20, the school needed to close the before and aftercare program due to COVID 19 mid-March. Because of this, the Community Service fund shows a loss of \$10,844. The Board continues to monitor and looks for opportunities to enhance this program.

Expenses

Most of the expenditures for the school's General Fund relates to staff compensation and facilities. These two areas of cost make up 82% of the General Fund budget. Purchased services make up 12% and supplies, equipment and materials make up 4%. The remaining 2% is made up of other fixed costs and transfers.

Food Service Fund expenditures exceeded budget by \$508, mostly in the salaries and benefits.

Community Service Fund expenditures were less than the revised budget by \$7,966 mainly due to employee salaries and benefits due to not having summer school due to COVID 19.

The school did not incur significant costs on FY20 for COVID related expenses. Majority of the expenses related to COVID are occurring in FY21.

Expenditures	COVID-19 Related Costs
Staffing	\$0
Facilities	\$0
Restricted Revenues (e.g. Special Education, ELL, Title)	\$0
Supplies/Equipment/Curriculum or Technology	\$1,221.46

Other Operations	\$1,444.24
TOTAL EXPENSES	\$2,665.70

Net Surplus or Deficit and Fund Balance

The overall General Fund (Fund 1) fund balance increase of \$12,852 was more than the revised budget plan of \$(49,866). The ending General Fund balance of \$931,663 at fiscal year-end represents 38% 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 \$12,054 to cover the fund deficit at fiscal year-end. This was \$685 less than the revised budget plan for the year.

The Community Services Fund (Fund 4) balance decrease of \$10,844, was less than the revised budget plan decrease of \$18,888 by \$8,005. 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. The school also had to close the before and aftercare program along with the summer program because of COVID19.

World’s Best Workforce Annual Budget

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.



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- 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.

Future Plans

Our goals for the 2020-2021 school year took on a much different focus when we learned that we would need to continue providing high quality education and a safe work environment during a global pandemic. Administrators and teaching staff worked through the summer to prepare a model that preserves as much of our philosophy as possible while providing flexibility to meet the needs of students and staff as we wait for this health threat to cease. This is new to us as people and to our school. Our ultimate goal is to meet the needs of the child. This year, that goal is huge.

This is our first year of our new contract with Osprey Wilds. Our goal is to implement and execute goals with fidelity despite our limitations given education during a pandemic. Now more than ever, we will rely on our community of staff, students and families to help children grow and succeed.

The Academic Achievement committee has been working to find a new district assessment. This year we plan to implement FASTBridge testing to replace NWEA MAP testing in reading and math for grades 1-8. Implementation includes on-going staff training and administering the assessments remotely to students not physically in the school building. It was our intent to use this assessment for progress monitoring in addition to measuring growth toward our goals. We will continue to explore progress monitoring and implement school-wide this year and next.

Given the shortage of substitute teachers and the need for students and staff alike to isolate when needed, WLS is exploring options for supporting staff who do not need to take PTO so that they do not lose the time they have earned. The personnel committee will continue to explore creative solutions to these issues that are magnified during a pandemic.

There are many immediate needs this year that make planning for the future trickier than ever. WLS will continue to support the work of teachers and staff to improve student learning while supporting children's social and emotional well being.



Distance Learning Plan Description and Reflection on Implementation

World Learner School started communicating with families about COVID-19 beginning March 6. At that time, we could not imagine what the next few weeks would look like. As the situation progressed, WLS made decisions to suspend off-site trips and restrict access to classrooms from outside people. On March 15 WLS along with every public school in MN received the announcement that the school building would close. Staff began planning for Distance Learning over the school's scheduled spring break. Student's took home their belongings and the staff prepared the building as they would at the end of the school year as a return before the end of the year was uncertain. World Learner School limits technology in younger grades and is not a one-to-one device school. Technology was distributed to families with the greatest need and plans for meal distribution were made. Staff began working on a Distance Learning Plan, a Distance Learning Handbook as well as Technology tips and tricks. Like other schools in the state and the nation, an incredible amount of work was done by dedicated teachers and staff to begin Distance Learning with the uncertainty of its duration.

The Distance Learning Plan was comprehensive but this new situation meant that we all needed to be flexible and agile as issues came up. The learning of new technology and platforms took time. One area that needed addressing early on was time expectations for families to make learning at home feasible for students, their families, and educators. The teaching team and administration met to discuss the issue and gave families guidance on what to expect and how that could be structured in their home during Distance Learning.

Daily meetings of the administration along with daily updates to all staff, weekly level meetings and weekly staff meetings were used to review the plan and measure its effectiveness. Parent input was taken from teachers, staff and administration alike. Surveys were sent to families and to staff to evaluate the plan at the end of the school year. This information was used in the planning for FY21.

Communication with families and with staff was key during this transition to Distance Learning and continues to be an area of focus for everyone. Deana provided updates to staff in the morning and afternoon as the situation was changing rapidly. Later, daily updates were given each morning. These updates continue as we implement the Safe Learning Plan for FY21. A COVID-19 tab was added to the WLS website to keep families and the community informed of the situation and to provide resources for mental health, food and other resources. Staff were in communication with each other and with families at least weekly but most often daily. Adapting to teaching and communicating virtually was difficult. Given time constraints and multiple priorities, WLS continues to have scheduled meetings daily, weekly and monthly within teams and with the whole staff to keep communication open. We learned that our messages needed to come in multiple forms. For community communication in FY21, we have included key messages in newsletters, parent emails, texts and videos.

It was clear early on that student well-being was a priority. Other learning could not happen without addressing this. WLS teachers, administrators and other staff attended MDE webinars related to social-emotional learning and equity to review procedures and implement new practices to maximize student well-being. Student concerns were prioritized during level meetings and family concerns were prioritized at the administrative level. Administrators spent time checking in with staff

weekly to support. Wellness activities for staff as well as light-hearted, fun community interaction was promoted through group chats and planned events.

Reflecting on Distance Learning in the spring of FY20 informed next steps as we prepared to begin FY21 during a global pandemic. The need for more technology and technology lessons to prepare students and staff for further distance learning was a priority. Committees were formed during the summer relating to curriculum and instruction, school climate, social/emotional learning, safe facilities, and community engagement. Teachers spent much of their summer preparing lessons and schedules to accommodate requirements for Distance, Hybrid and in-person learning. Staff identified areas they needed personally to develop as goals for the next year. The professional development committee identified areas all staff needed work in or a refresher.

World Learner School is a community of learners, parents and staff who care about the well-being of each other. Distance learning in the spring was an incredibly stressful experience brought on by circumstances that increased anxiety and stress in the greater community. We are proud of the individual support our dedicated staff gave to students and families. We are proud of the support families showed to all of us. We are incredibly grateful for all of the children and families who returned to WLS in the fall to yet another learning model. The teachers and staff at WLS make us proud. Their dedication and constant work is innovative and always child focused. We look forward to the day when we can all return to our beautiful Montessori environments unencumbered by our current health and safety restrictions to allow children to learn and explore freely.

