

2021 - 2022

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 students in grades 1-8 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 third year of our current 5 year contract with Osprey Wilds Environmental Learning Center (formerly ACNW).

The authorizing mission of Osprey Wilds Environmental Learning Center 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 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. Historically, enrollment has been strong. The uncertainty of mitigation strategies for the start of the FY22 year made for more than usual enrollment changes in the summer months and early fall. Our community remains strong with committed families and staff. Currently, enrollment is good with few open spots. Some grade levels have waiting lists.

Student Enrollment

Number of Students Enrolled	2020-21	2021-22	2022-23 (est.)
1st Grade	25	28	28
2nd Grade	25	23	27
3rd Grade	28	24	21
4th Grade	30	33	26
5th Grade	26	25	33
6th Grade	26	19	26
7th Grade	25	24	21
8th Grade	23	19	21
Total	208	195	203
Total ADM (Average Daily Membership) for year	195.35	194.4	203

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. The tables below outline recent trends in enrollment and demographics.

Student Demographics

Demographic Trends	2020-21	2021-22	2022-23 (est.)
Total Enrollment	208	193	203
Male	103	99	107
Female	105	94	96
Special Education	17.0%	20.2%	24.1%
English Learners	4.0%	2.1%	3.0%
Free/Reduced Priced Lunch	8.0%	13.5%	18.7%
Black, not of Hispanic Origin	4.5%	3.6%	3.4%
Hispanic/Latino	5.0%	7.8%	7.8%
Asian/Pacific Islander	4.0%	2.1%	0.9%
American Indian/Alaskan Native	0%	0%	0%
Two or More Races	1.5%	3.6%	5.4%
White, not of Hispanic Origin	85.0%	82.9%	82.3%

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 emphasizing the importance of school attendance. The table below outlines attendance rates.

	2019-20	2020-21	2021-22
Consistent Attendance Percentage	99.9%	92.9%	92.7%

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 excellent choice. WLS will continue to provide an experiential, Montessori education to our community.

Percentage of students* who were continuously enrolled between October 1 of the 2020-2021 school year and October 1 of the 2021-22 school year.	92.4%
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Percentage of students* who continued enrollment in the school from Spring 2021 to October 1, 2022.	93.0%
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Student Mobility

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
2018-19	0	217	4	9	13	6.0%
2019-20	0	216	1	7	8	3.7%
2020-21	0	208	3	14	17	8.2%
2021-22	0	193	7	7	14	6.9%

Percentage of students who were enrolled for 95% or more of the 2021-22 school year.	93.1%
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Historically, mobility of students during the school year is low at WLS. FY22 marked a decrease in student mobility from the previous year. Families are making different choices after distance and hybrid learning. WLS is experiencing mobility at the beginning of the FY23 school year as well. Students come to WLS with a wider range of previous school experiences.

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 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.

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. The school calendar for FY22 had 170 days of student contact and 182 teacher days. The school hours of operation in FY22 were 9:00am - 4:00pm. Kid's Club was open from 7:30-9:10am and 3:45-5:00pm. School began at 9:25 am and ended at 3:55 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 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 their own choice rather than 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 started the 2021-2022 school year anticipating limited mitigation strategies for COVID-19. A sudden change occurred the days before school. The students, staff and families took the change in stride. WLS successfully kept students in the building throughout the year with minimal disruption to classroom quarantine.

Staff and administrators worked tirelessly to keep highly qualified, licensed teachers in classrooms when little to no substitutes were available. WLS rolled out a new tiered intervention program for reading and math that included push in support for Tier 2 interventions and small group instruction for Tier 3.

Students did have opportunities for going outs and field trips despite the restrictions still in place due to COVID-19. The end of the year talent show for the school year was a great way to come together once again as a school community to celebrate together.

Key Challenges

A key challenge in 2021-2022 that continued from the previous year 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.

Long-term licensed teachers and our director decided not to return in FY23. Filling the vacancies with highly qualified Montessori educators is challenging anytime but especially during a teacher shortage.

In FY23 , WLS is working with the parent community to identify qualified adults to help with substituting. Trips were successful in the fall, the building is open to the public and programming is back to normal.

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 FY22, data was collected on contractual goals and the focus on staying connected with students and supporting their social and emotional needs remained the top priority.

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. Data collection resumed in FY21 with some assessments delivered remotely. FY22 data collection modes were similar to pre pandemic years. 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 FY22 third grade students were assessed with the FASTBridge assessment resulting in 55% meeting or exceeding their growth goal. The same measure reports that 76% of third year students met grade level benchmarks.

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

In FY22 students receiving free and reduced lunch were 52.6% proficient on the reading MCA. Students not receiving free or reduced lunch were 60.9% proficient. This gap is smaller than past years for WLS. A change in our intervention process has impacted all students and will continue in FY23.

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

Reading and math growth are measured by the FASTBridge assessment. 61% of students taking the aReading measure met or exceeded their reading growth goal, while 42% of students taking the earlyReading assessment met or exceeded their projected growth. 64% of students taking the aMath assessment met or exceeded their math growth goal. 27% of students taking the earlyMath assessment reached or exceeded their goals. Reading and math proficiency are measured by the MCA taken by students in grades 3-8. Reading proficiency on the MCA was 58.9%. Math proficiency on the MCA was 38.3%.

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 FY21-FY24, at least 94% of students in grades 1-8 enrolled at WLS will participate in a student development survey. Of those students surveyed, at least 90% will maintain or improve their level of independence from fall to spring.

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 complete a screener two times per year that measures student development in these areas: general behavior, social behavior, academic behavior and emotional behavior. Annual progress is measured in the fall and spring.

WLS uses the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) to measure student fall to spring progress on this mission related goal.

World Learner School	Total Assessed fall to spring	Count Maintained or Improved Level	Count Level Regressed	Percent Maintained or Improved Level
FY21	New measure implemented in FY21 and data not collected fall to spring			
FY22	188	174	14	93%

In FY22 100% of students enrolled in the school were evaluated.

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 FY22.

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 FastBridge Assessment for reading in FY22. Students in grades 3-8 took the MCA assessment for reading. Reading growth for grades 2-8 was higher than that of grade 1. Overall, WLS students met the target of at least 55.0% of students making typical or aggressive growth from fall to spring. Students in grades 3-8 taking the MCA

assessment showed a 15.5% increase in an improved achievement level compared to 20.2% of students statewide. WLS performs well on the Reading MCA, so fewer students have room to improve levels. Only 26.8% of students at WLS decrease or stayed at Do Not Meet compared to 36.8% of students in MN

FAST Reading - Grades 1-8

World Learner School	Count Meeting Growth Target	Count Tested Fall to Spring	Percent Meeting Growth Target
FY21	104	187	55.6%
FY22	109	185	58.9%

MCA Reading - Grades 3-8

World Learner School	WLS improvement	Statewide improvement	WLS decreased or stayed DM	Statewide decrease or stayed DM
FY21	Due to COVID-19, 2020-2021 accountability data is not available from the MN Report Card			
FY22	15.5%	20.2%	26.8%	36.8%

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: All students at WLS took the FAST assessment for math. Typical and aggressive growth was recorded. Students in grades 3-8 took the MCA assessment. From fall to spring, 58.9% of students taking the FAST assessment had typical or aggressive growth. Our target of 55% of students meeting their expected growth was met.

FAST Math - Grades 1-8

World Learner School	Count Meeting Growth Target	Count Tested Fall to Spring	Percent Meeting Growth Target
FY21	113	186	60.8%
FY22	109	185	58.9%

MCA Math - Grades 3-8

World Learner School	WLS improvement	Statewide improvement	WLS decreased or stayed DM	Statewide decrease or stayed DM
FY21	Due to COVID-19, 2020-2021 accountability data is not available from the MN Report Card			
FY22	21.6%	18.2%	40.2%	40.0%

WLS performed much the same as the state of MN for student decreasing or staying DM on the Math MCA in FY22. WLS performed slightly better than the state in students showing improvement on the Math MCA.

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. Due to COVID-19, no summarized assessment data is available for 2020. In FY22, WLS students were 60.1% proficient on the Reading MCA. This is a decrease from pre pandemic levels but much higher than the state average of 51.1%. WLS will focus on providing high quality instruction to special education students to close the gap between the general education students and special education students.

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
FY19	38	72	16	21	147	74.8%
FY20	MCA not administered due to COVID-19					
FY21	36	50	22	21	129	66.7%
FY22	21	62	27	27	137	60.1%

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
FY19	1	7	2	4	14	57.1%
FY20	MCA not administered due to COVID-19					
FY21	1	5	2	4	12	50.0%
FY22	1	9	6	3	19	52.6%

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
FY19	6	10	4	8	28	57.1%
FY20	MCA not administered due to COVID-19					
FY21	4	6	6	7	23	43.5%
FY22	4	9	8	14	35	37.1%

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
FY19	32	62	12	13	119	79.0%
FY20	MCA not administered due to COVID-19					
FY21	32	44	16	14	106	71.7%
FY22	17	53	19	13	102	68.6%

Despite the challenges of the past couple of years, WLS continues to perform well on the Reading MCA for most groups.

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.

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
FY19	33	44	40	29	146	52.7%
FY20	MCA not administered due to COVID-19					
FY21	12	47	30	40	129	45.7%
FY22	15	39	40	43	137	39.4%

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
FY19	1	3	2	8	14	28.6%
FY20	MCA not administered due to COVID-19					
FY21	1	1	2	8	12	16.7%
FY22	2	3	6	8	19	26.3%

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
FY19	4	7	8	9	28	39.3%
FY20	MCA not administered due to COVID-19					
FY21	2	5	5	11	23	30.4%
FY22	2	9	11	13	35	31.4%

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
FY19	29	37	32	20	118	55.9%
FY20	MCA not administered due to COVID-19					
FY21	10	42	25	29	106	49.1%
FY22	13	30	29	30	102	42.2%

Math proficiency continues to be an area of concern for WLS students. World Learner School students in total performed below the state proficiency index. More frequent progress monitoring of all students and particularly students qualifying for interventions is important for WLS in FY23.

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.

WLS does not have data from FY20 as the MCA was not given due to COVID-19. Performance in FY19 was down from prior years. In FY21, performance decreased again. Students at WLS had a proficiency index higher than before the pandemic. The pool of students for certain groups was less than 10, so no data is reportable for those groups to protect student identities.

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
FY19	5	21	14	12	52	50.0%
FY20	MCA not administered due to COVID-19					
FY21	1	15	16	9	41	39.0%
FY22	6	16	14	16	42	52.4%

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	* Data not available due to group size of less than 10					
FY20	MCA not administered due to COVID-19					
FY21	* Data not available due to group size of less than 10					
FY22	* Data not available due to group size of less than 10					

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	2	4	10	40.0%
FY20	MCA not administered due to COVID-19					
FY21	* Data not available due to group size of less than 10					
FY22	* Data not available due to group size of less than 10					

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	4	18	12	8	42	52.4%
FY20	MCA not administered due to COVID-19					
FY21	1	14	15	6	36	41.7%
FY22	5	12	12	5	34	50.0%

WLS performed well on the science MCA when compared to the state proficiency of 41.3%. The pool of students taking the MCA Science test is small. Some subcategories cannot be reported due to having 10 or fewer students in the pool.

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 92.7% of the 2021-2022 school year. WLS students continue to attend at a very high rate.

Measure 10.1 Performance Data:

World Learner School	Consistent Attendance Rate
FY20	99.9%
FY21	92.9%
FY22	92.7%

Federal and State Accountability

World Learner School works to achieve our World’s Best Workforce goals. Data from the MN Report Card showed that 52.2% of WLS third graders were proficient in reading compared to 48.8% of students across MN. This is an improvement for WLS while the state proficiency from FY21 - FY22 remained relatively the same. Students being in school more with educators as well as an increase intervention effort, helped these numbers for WLS students.

Eighth years at World Learner School were 38.9% proficient on the math MCA in FY22 compared to 40.7% of students across the state. WLS continues to work on the goal of 8th graders leaving proficient in math. WLS will focus on math proficiency for 8th years as well as all WLS students in FY23.

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.

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 FY22.

Educational Effectiveness: Assessment & Evaluation

Academic instruction and performance were evaluated and measured with the knowledge that physical attendance in the school building and the methods for delivering instruction would be different given mitigation strategies and altered procedures due to COVID-19. The staff at WLS never wavered in providing leadership and instruction for their students and families.

The start of the 2021-2022 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 individual teachers were allocated professional development time and money.

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.

Student progress toward improving these goals was measured through classroom observations and assessments as well as the FASTBridge assessment.

Instructional staff analyzed data from FY21 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 FY22 to target student's algebra readiness.



WLS reviewed teaching strategies and effectiveness toward improving student performance during level meetings throughout the school year. Teachers in the lower elementary, upper elementary, middle school and special education teams met weekly to focus on these goals and plan and discuss strategies. WLS staff as a whole reviewed Environmental Education goals one time per month at staff meetings.

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.

World Learner School employs highly qualified teachers with licensing in their teaching area. Most students are placed in a lower elementary classroom when they first enroll at WLS. Consideration for placements is based on many factors including experience and expertise of teachers. Students enrolled in higher grades are placed into classrooms based on available space. As our teachers are highly effective and experienced, all students including low-income and minority children are placed with these highly skilled teachers. WLS teachers with more than 3 years experience is 94.1%. World Learner School teachers are licensed in the areas in which they teach and 60% of WLS teachers have earned advanced degrees. New teacher mentoring and development is part of the plan to support new teachers to WLS. The Director reviews student performance in these classrooms to ensure equitable education for students in targeted groups.

	Licensed Educators (% of total)	3+ Years' Experience (% of total)	Working in Area of Licensure (% of total)	Advanced Degrees (% of total)	Racially / Ethnically Diverse (% of total)
Teachers	100%	94.1%	82.4% have tier 3 or 4, 17.6% have special permission licenses	64.7%	0%
Admin Staff	66.7%	100%	33%	66.7%	0%

Student & Parent Satisfaction

The Family Survey was sent to families of all enrolled students in the spring of 2022. WLS is fortunate to have a strong community of dedicated educators and families. Overall, the survey was positive. Many comments recognized that the year was difficult and pointed out the positives of the year.

- 100% felt welcome at WLS
- 98.8% felt respectful relationships exist
- 98.8% felt the curriculum meets their child’s needs
- 95.6% felt satisfied with their child’s progress
- 92.1% felt teachers understood their student’s needs and felt informed on progress
- 94.4% reported their child (children) would return in the fall

Mitigation strategies including cohorting and limits on people in the building continued during parts of FY22. Not all families agreed with these procedures. Despite the continued challenges of COVID-19 in FY22, overall student and parent satisfaction was high.

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. Caring for the environment both in our classrooms and out in the community is a tenant of our Montessori classrooms.

During the 2021-2022 the WLS community was back in the building. Being together made it easier to access the outdoor environment around the school. Each level had weekly environmental education activities where the student would place their observations in their Jeffers Journals.

Lower Elementary would have different activities each week. Many of the activities were from the Ecotime cards or activities tied to grade level science standards. Each activity would require the students to write, draw, and observe a particular thing in nature. There were also weekly links to the [Eagle Cam](#) for the students to see the progression of the life of an eagle family. The students would also sing the [Dirt Made My Lunch Song](#) and use American Sign Language as they sang. As an environmental action, the students that were at the school adopted the storm drains in the school parking lot and recorded their findings as a class to the Adopt a Storm Drain website.

Upper Elementary would have one activity each week. Many of the activities were tied to an art activity or an environmental issue that the group wanted to focus on for the month. Some of the issues that they focused on were food waste, recycling, climate change, and flora and fauna of their backyard habitat.

Middle school students made weekly environmental education reports on a particular theme for that month. Many of the themes came from www.planetfriendly.net. Each week they needed to record the date, time, temperature, beaufort number, wind speed, wind direction and cloud type.

They then had to compare their observations with the school's weather station reports. The students were also a part of adopting a storm drain throughout the year--the students that were in the school building monitored a set number of storm drains around the school and the students that were at home were encouraged to officially adopt a drain near their homes. Other actions that the students participated in were looking at the United Nations Sustainability Goals and what they could do to support the thirteen goals.

Our community of learners was back together to learn and play in our immediate outdoor environment. Each student was able to make an environmental connection in their own unique way which will continue to spark their understanding of the world around them and influence them to make the difference that the world needs to support a sustainable future.

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.

FY 22 Board Members

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address @wlschaska.org
Melissa Bullerman	President	Teacher	5.31.20	7.27.20	6.30.22	mbullerman
Eva Maher	Member	Teacher	5.31.20	7.27.20	6.30.22	emaher
Marya Johanneson	Member	Community	5.31.20	7.27.20	6.30.22	mjohanneson
Nathaniel Nordberg	Member	Teacher	3.24.21	7.26.21	2.15.22 resigned	nnordberg
Kelly Spencer	Member	Parent	5.31.20	7.27.20	6.30.22	ksimer
Carrie Baker-Rantala	Member	Teacher	3.24.21	7.26.21	6.30.23	cbaker-rantala
Ashley Kramin	Secretary	Parent	3.24.21	7.26.21	6.30.23	akramin
Debi Forsyth	Member	Teacher	3.24.21	7.26.21	6.30.23	dforsyth
Lisa Drevlow	Member	Parent	appointed	6.30.21	6.30.22	ldrevlow
Patti Daly	Member	Teacher	appointed	4.3.22	5.27.22 resigned	pdaly

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 2020	1.27.21	1.27.21	8.17.21
Marya Johanneson	July 2020	2.12.21	4.8.21	8.17.21
Eva Maher	July 2020	1.25.20	1.25.20	8.17.21
Kelly Spencer	July 2020	12.21.20	12.21.20	8.17.21
Nathaniel Nordberg	July 2021	2.8.22	2.8.22	8.17.21
Carrie Baker-Rantala	July 2021	8.9.21	3.5.17	
Ashley Kramin	July 2021	8.9.21	4.28.21	8.9.21
Debi Forsyth	July 2021	2.19.19	6.3.19	8.17.21
Lisa Drevlow	June 2021			
Patti Daly	March 2022			

FY22 Board Member Annual Training

Board Member	Open Meeting Law	Autorizer-School Relationship	Charter School Roles & Responsibilities	Cyber Security
Melissa Bullerman				September 2021
Marya Johanneson				September 2021
Eva Maher				September 2021
Kelly Spencer				September 2021
Nathaniel Nordberg			2.8.22	September 2021
Carrie Baker-Rantala	8.9.21	8.9.21		September 2021
Ashley Kramin				
Debi Forsyth				September 2021
Lisa Drevlow				September 2021
Patti Daly				

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 one community member, three parents and five 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 FY21 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.

No changes in administrative positions occurred in FY21.

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.

The Director's performance evaluation conducted by the board noted that all areas of business and finance, test/reporting, authorizer/MDE compliance, board support, internal/external communication, human resources, teacher evaluations, professional development, legal, instruction, and school operations were executed successfully during the 2021-2022 school year. The director concluded her time with WLS 6.30.22. An interim director was appointed for the FY23 year.

Lisa Mostov is the Assistant Director/Intervention Specialist of WLS and has been serving in the position 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 2021-2022 for Lisa Mostov, WLS Assistant Director/Intervention Specialist.

1. GOAL: Implement school-wide efforts to enhance learning and utilization of resources including grants and donations.

RESULT: Ms. Mostov supported the PTO in their efforts to support classrooms and the school through fundraising. Ms. Mostov supported the director in applying for funds to support intervention services at WLS.

2. GOAL: Support recruitment and retention efforts.

RESULT: Ms. Mostov maintained social meeting postings and newsletter information to keep the community informed. Ms. Mostov offered parent education events as well as supported recruitment events throughout the year. Ms. Mostov was the administrative contact for families interested in applying to WLS.

3. GOAL: Implement academic intervention programs including Reading and Math Corps as well as a new system for Tier 2 & 3 interventions.

RESULT: Ms. Mostov recruited, on-boarded and supervised a Math Corps tutor in 2021-2022. A new process for identifying and serving Tier 2 and 3 with an internal team was successfully implemented and executed.

Goals for Ms. Mostov in FY22 include:

1. Supporting the Interim Director in administrative operations.
2. Continue building an intervention program.
3. Support the use of progress monitoring in tracking progress and informing instruction.



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 MN licensed and Montessori certified teachers.

Special education services are also fully implemented at WLS with the employment of three 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.

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 FY22. World Learner School's percentage of teachers with more than 3 years experience is 94%. 100% of World Learner School teachers are licensed in the areas in which they teach and approximately 65% of WLS teachers have earned advanced degrees.

FY22 Licensed Teaching Staff

Name	File Folder Number	License & Assignment - Subject/Grades	2022-23 Status	Comments
Baker-Rantala, Carrie	444585	Elementary	R	Montessori Certification
Strafelda, Emily	481915	Elementary	R	Montessori Certification, MA
Bullerman, Melissa	449853	Elementary	R	Montessori Certification, MA
Maher, Eva	463737	Middle School Math	R	Montessori Certification, MA
Godinez, Ashley	447823	Elementary	R	Montessori Certification, MA
Daly, Patricia	412229	Elementary	R	Montessori Certification, MA
Forsyth, Debi	364864	Elementary	R	Montessori Certification, MA
Wilson, Beth	375061	Middle School LA & Social Studies	NR	Montessori Certification, MA

Bohn, Alyssa	468975	Elementary Relief/Reading	R	
Lyder, Tina	487633	Special Education	NR	
Nordberg, Nathaniel	4939336	Middle School Science	NR	Montessori Certification
Grover, Hope	403529	Special Education	NR	MA
Olson, Susan	292531	Special Education	R	MA
Williamson, Kasja	502224	Special Education	NR	
Hagaman, Katie		Music	NR	
Decker, Ann		Band & Choir	NR	
Sweet, Alice		Special Education	R	

* R = Returning, NR = Not Returning

2021-22 Teacher Professional Development Activities

Staff at World Learner School engaged in a variety of professional Development Activities during 2020-2021. Below is a list of activities attended by all staff:

- Medication Distribution, Data Privacy & Mandated Reporting
- First Aid
- CPR
- New Employee Orientation
- 403b Informational Session
- Bullying and School Safety

A big focus of the year for all-staff development included training around the new assessment tool for the school as well as strategies for education to provide SEL to all students. 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 historically 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 2021-2022 school year. All Montessori trained

classroom teachers returned for the FY22 year. FY23 is an unusual year for WLS. Forty-one percent of licensed teachers did not return in the fall of FY23. The previous year was only 6%. WLS began the FY23 school year fully staffed.

Percentage of Licensed Teachers from 2021-22 not returning in 2022-23 (non-returning teachers/total teachers from 2021-22 X 100)	41.2%
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FY22 Other Licensed (non-teaching) Staff

Name	License & Assignment (Subject/Grades)	2021-22 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

* R = Returning, NR = Not Returning

FY22 Non-Licensed Staff

Name	Assignment	2021-22 Status	Comments
Mahabadi, Shireen	Office Manager	R	BA
Campbell, Megan	Assistant	NR	
Pascual-Lee, Bonnie	Assistant	R	
Cortes, Ingrid	Paraprofessional	R	
Peterson, Amanda	Paraprofessional	R	
Williams, Alicia	Assistant	R	PhD
Sherman, Allison	Paraprofessional	R	BA, Montessori Certification
Wagner, Amy	Paraprofessional	R	MA
Flaten, Catie	Paraprofessional	R	BA
Shapiro, Randi	Paraprofessional	NR	Montessori Certification
Cole, Martha	Paraprofessional	R	BA, teaching license

* 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 Osprey Wilds, MDE and other agencies is at 100% compliance including all submissions to EpiCenter, Osprey Wild'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 the classroom, assist in the library and office and help keep WLS beautiful.

Finances

For questions regarding school finances and for complete financials for 2021-22 and/or an organizational budget for 2022-23, contact:

Name: Melissa Bullerman

Position: Director

Contact info:

Phone: 952.368.6094

Email: mbullerman@worldlearnerschool.com

Dawn Jenkins 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, 2022.

FY22 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	\$2,418,976	\$44,374	\$30,457
Total Expenditures	\$2,487,121	\$44,374	\$26,925
Net Income	\$-68,145	\$0	\$3,532
Total Fund Balance	\$794,944	\$0	\$18,004

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 target was 197 ADM. The yearend ADM came in a little below this target at 195. 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 a money market account during the year to ensure that the school's accounts were insured according to FDIC limits and MN statute. The FY22 Fund Balance Reserve for all funds is \$812,948.

Revenues

The General Fund revenue was less than planned by approximately 1% of its budget. This was mainly because of the actual year end ADM coming in less than expected.

The Food Service Fund receives the majority of its revenue from the National School Lunch Program for the lunch and milk program, this is the first year the school participated in this program. The Food Service Fund revenue overall was \$3,392 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 program was not offered in FY21 because of COVID-19 but did resume in FY22. This fund typically generates revenue based on fees established for the program. The Community Service fund showed a gain of \$3,352 in FY22. 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 81% of the General Fund budget. Purchased services make up 12% and supplies, equipment and materials make up 4%. The remaining 3% is made up of other fixed costs and transfers.

Food Service Fund expenditures were under budget by \$4,205, mostly in the purchasing of food items.

Community Service Fund expenditures were less than the revised budget by \$226, mainly due to employee salaries and benefits.

The school did incur costs on FY22 for COVID related expenses. All of the \$75,889 was reimbursed through Federal grants.

Expenditures	COVID-19 Related Costs
Staffing	\$65,573
Facilities	\$0
Restricted Revenues (e.g. Special Education, ELL, Title)	\$0
Supplies/Equipment/Curriculum or Technology	\$316
Other Operations	\$10,000
TOTAL EXPENSES	\$75,889

Net Surplus or Deficit and Fund Balance

The overall General Fund (Fund 1) fund balance decrease of \$(68,145) was more than the revised budget plan of \$6,798, this was due to the School paying the staff retention bonuses. The ending General Fund balance of \$794,944 at fiscal year-end represents 32% 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 \$3,352 to cover the fund deficit at fiscal year-end. This was \$7,193 less than the revised budget plan for the year.

The Community Services Fund (Fund 4) balance increase of \$3,532, was less than the revised budget plan of an increase of \$2,697 by \$835. The school continues to look for opportunities to enhance this program and to find the balance between appropriate fees and the costs to staff the program and while meeting student safety requirements.

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 FY22 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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- Various education units at the Secondary level to explore interest and future career opportunities.

Future Plans

Our goals for the 2020-2021 school year focus on getting back to our vision and mission as a Montessori school. Distance and hybrid learning made our instruction look different. Our communities remained strong and connected but the use of materials and the day-to-day interactions for students were disrupted. We will work to strengthen each classroom community as well as our school community as a whole.

This is the third year of our contract with Osprey Wilds. Our goal is to implement and execute goals with fidelity. Now more than ever, we will rely on our community of staff, students and families to help children grow and succeed. Having volunteers back in the school building and practicing some of the traditions we put on hold during the pandemic help build back our strong relationships with our community.



WLS strives to support children where they are academically, socially and emotionally. Supporting teachers to do the work with students and shoring up any areas that need support are the focus this year. WLS was awarded money through the Alternative Delivery of Intervention Services program. Our goal continues to be to implement the plan to provide high-quality, effective interventions to all students in reading and math for all students showing a need. In our second year, we are excited to offer this high-quality instruction to our students.

The board is working to explore updates to the strategic plan with a recommitment to our Montessori mission. World Learner School is in the process of hiring a permanent director.

Safe Learning Plan Description and Reflection on Implementation

The challenges of teaching and learning during a pandemic continues in FY22. The week before school started, mitigation strategies changed but WLS started the year in-person with few disruptions or obstacles for student's to be in the building. The Safe Learning plan was comprehensive and adherence to it helped students and staff remain in-person. Although there were people unhappy with the plan, the board and administration welcomed all perspectives and took all information into consideration when making decisions.

Student well-being was a priority. Other learning could not happen without addressing this. Social-emotional learning was a. 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.

The changes in enrollment in FY22 led to budget discussions and considerations that are not typical for WLS. Waitlists have been low and more movement than usual during the year has made keeping enrollment numbers up a challenge. Some students who left in FY21 have returned in FY22, but WLS has experienced more students new to the school in upper grades than usual. This trend continues in FY23.

Staffing remained stable through FY22. In the spring several long-time staff members including the director decided not to return in FY23. Some to different schools and others to new employment opportunities. This shift in staff required filling many positions. Returning teachers and staff shifted to other positions making even more changes. WLS successfully hired the people necessary to begin the FY23 year fully staffed.

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. The teachers and staff at WLS make us proud. Their dedication and constant work is innovative and always child focused. Returning to our school and our classrooms without mitigation considerations has been a relief.

