



WOODLAND PARK ACADEMY

School Annual Education Report (AER) Cover Letter

March 4, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Woodland Park Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Jeremy Brown for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2He68lu> or view the PDF of this report [HERE](#), or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

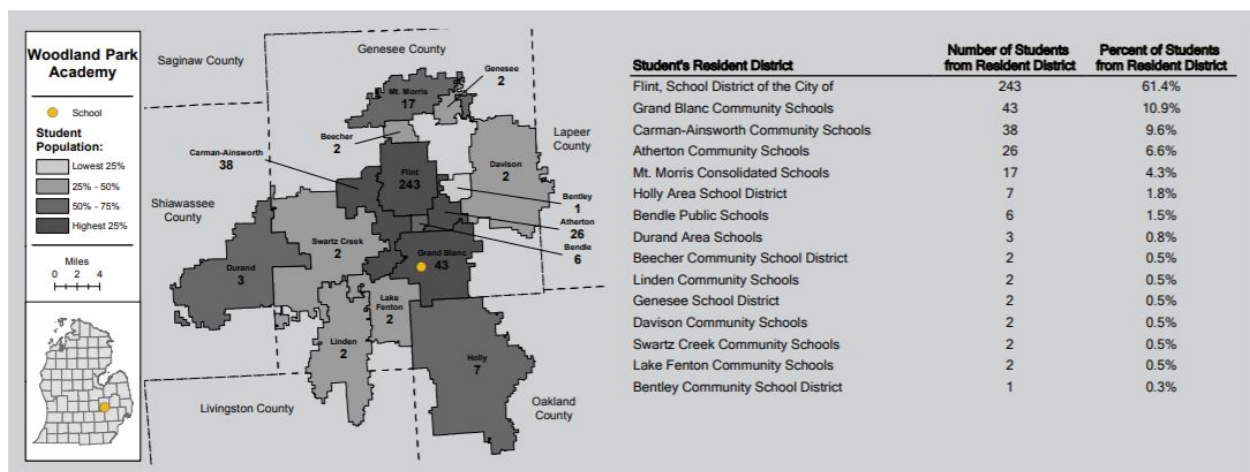
* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school was identified as a “has not been given one of these labels” schools.

A summary of Woodland Park Academy’s Core Subject M-STEP results are listed below. The data compares proficiency M-STEP data from the Spring of 2017, Spring 2018 to Woodland Park Academy’s ‘Composite Resident District’, to the ‘Local District’ (Grand Blanc Community Schools), to the ‘State Average.’ To clarify, the ‘Composite Resident District’ (CRD) is a formula of the resident districts, to which our students would normally be enrolled. For example, 61.4% of our students reside in the Flint City School District, 10.9% reside in Grand Blanc School District, and 9.6% reside in Carman-Ainsworth Community Schools. The chart below represents the remainder of our CRD.



M-STEP ACHIEVEMENT

PERCENT PROFICIENT FOR ALL STUDENTS IN GRADES 3 THROUGH 8 AS COMPARED TO THE COMPOSITE RESIDENT DISTRICT, LOCAL DISTRICT AND STATE AVERAGE

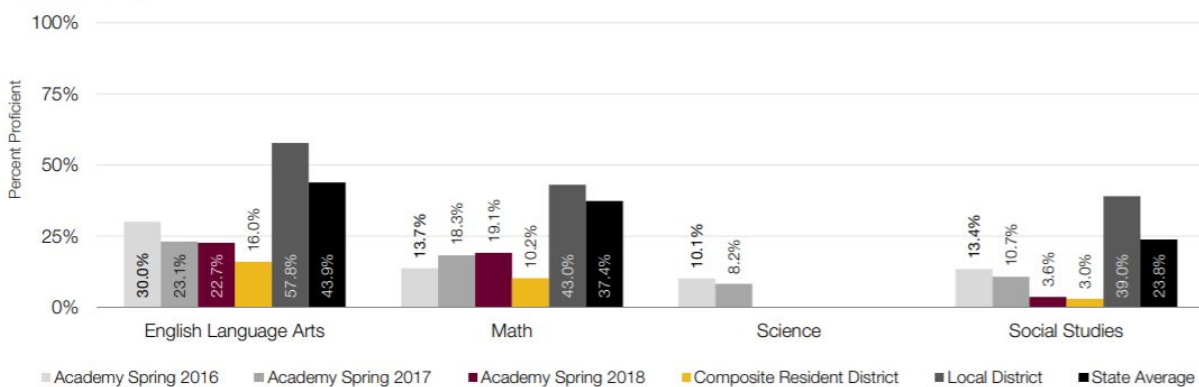


Fig. A-17

Subgroup analysis of M-STEP results are listed by English Language Arts and Math.

M-STEP ACHIEVEMENT BY SUBGROUP

PERCENT PROFICIENT IN ENGLISH LANGUAGE ARTS AND MATH FOR EACH SUBGROUP IN GRADES 3 THROUGH 8

	English Language Arts					Math			
	Academy	CRD	Local District	State Average		Academy	CRD	Local District	State Average
Students of Color	13.0%	11.8%	48.9%	30.5%	Students of Color	11.4%	8.8%	34.1%	23.8%
Free/Reduced Lunch	20.2%	13.1%	44.5%	29.2%	Free/Reduced Lunch	15.5%	8.1%	28.4%	22.4%
Special Education	9.4%	5.6%	26.2%	13.9%	Special Education	21.9%	5.6%	17.4%	11.6%
English Language Learners	*	7.7%	46.1%	22.5%	English Language Learners	*	6.0%	41.9%	23.0%
All Students	22.7%	16.0%	57.8%	43.9%	All Students	19.1%	10.2%	43.0%	37.4%

Fig. A-18

Key challenges at Woodland Park Academy are within the areas of Math and English Language Arts.

Woodland Park Academy has identified a continued need for improvement in math as evident by Michigan’s Student Test of Educational Progress (M-STEP). As a whole, the district has a high need for math improvement, especially with ethnic/racial minorities and female students. In order to increase student growth in math, Woodland Park Academy is addressing Tier I instruction--the instruction provided to *all* students. We also continue to ensure curriculum alignment, provide ongoing professional development with teaching staff, and provide consistent use of the accompanying academic vocabulary to continue an upward trend in all forms of data. Targeted instruction is provided to students struggling with math concepts and meeting benchmark goals throughout the year. In-school and after school instruction is being provided to students that qualify for additional support.

To impact the identified English Language Arts content need, we will strengthen our curriculum through the careful analysis and alignment of all available resources. We will ensure implementation of those resources with fidelity to ensure that the key components of the English Language Arts standards are well learned in our community. Further, we will address the demographic achievement discrepancies through strengthening our Multi-Tiered System of Support and monitor learner outcomes for all students and subgroups.

This multi-faceted approach to accelerating student achievement, coupled with our Multi-tiered System of Support will strengthen the learner outcomes at Woodland Park Academy and help to close achievement gaps identified in the data analysis.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The process for admission of students is outlined by our Board of Directors.

Students who reside in Michigan will be permitted enrollment. Space is limited and thus students must enroll each school year. When enrolling students who have already been enrolled and those with a sibling who has already been enrolled will be given preference during the enrollment process. Once a grade level has reached the maximum enrollment students will be placed on a wait list. When space becomes available students from the waitlist will be enrolled.

The Board of Directors authorizes the Director to deny admission to any student who has a record of behavior the Director believes would constitute a threat to the safety and well-being of fellow students and staff.

Enrollment trends are indicated below.

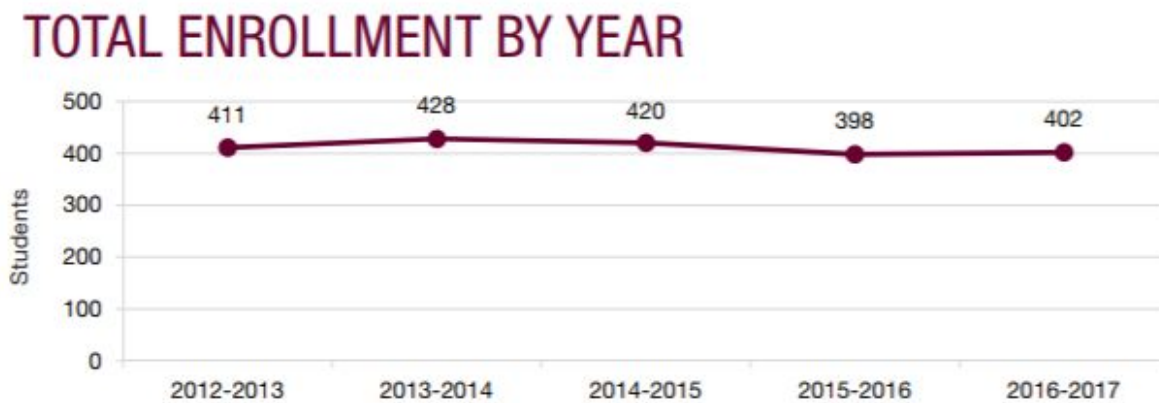


Fig. A0-3

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The School Improvement process is approached by a multi-tiered team at Woodland Park Academy. We solicit the input of our parents, students, staff and board when compiling our School Improvement Plan. This year our School Improvement Plan has themes that permeate each of the goals. Theme one is to provide an aligned curriculum. This is done through efficient use of school time by maximizing teacher common planning and execution of cross-curricular activities. Theme two is to ensure that the aligned curriculum is being delivered with the highest possible instructional quality. This is accomplished through observations, feedback, mentoring, professional development and evaluation using Charlotte Danielson's Framework for Teaching (2013). The final theme upon which our School Improvement Plan is built is that of an individualized approach. We will accomplish this through the very well established multi-tiered system of support provided by our Positive Behavior Intervention Support department in coordination with our Response to Intervention team. This last theme is also founded in the differentiation of lessons provided by the classroom teachers. Our school team

meets weekly to discuss the progress being made in these realms and ultimately our School Improvement Plan.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Woodland Park Academy is a single-building district.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

Curriculum documents are accessible in our school office and on our school website: <http://woodlandparkacademy.org/curriculum/about-our-curriculum/>. Our school Curriculum Director can provide additional information, as needed. Woodland Park Academy offers a cohesive curriculum that follows state and national Common Core standards of education.

English Language Arts (ELA)

Teachers deliver balanced literacy instruction with a cohesive and sequential English Language Arts curriculum. Students are engaged in activities throughout the day that include phonemic awareness, phonics, direct instruction in vocabulary, word study, spelling, fluency, and comprehension strategies. A high level of engagement is encouraged and time spent reading is essential at WPA. ALL students are assessed 3 times per year and progressed monitored to ensure that they are meeting the state and national benchmarks. Writing is also taught during the Literacy block. Students use writing notebooks and publish multiple pieces of work throughout the year. Teachers utilize *Journeys* resource to deliver our curriculum.

Mathematics

WPA has a strong mathematics curriculum which emphasizes computational and procedural skills, problem solving, communicating, reasoning and proof, making connections, and using representations to prepare students with the mathematical skills they will need in everyday life, as well as the demands of high school. As the students gain fact fluency in our K-3 program in computational and procedural skills, they begin to develop a deeper understanding of the mathematical concepts and reasoning required for problem solving. Students learn to represent and communicate ideas through the use of signs, symbols, models, graphs, and terms. Students investigate and analyze problems and possibilities using logical thinking, reasoning, and proofs. *Math in Focus* is one instructional tool used to facilitate math instruction. Pre-tests, post-tests, and formative assessment throughout each unit of instruction provides teachers, students, and parents evidence of learning and adjustments that need to be made throughout the mathematical units.

Social Studies

The Academy implements the Michigan Citizenship Collaborative Curriculum (MC3) to provide real world experiences while teaching about our communities, our country, and our world. It includes journaling, role playing, literature references, mapping and graphing, oral and written presentations, developing critical thinking skills, inferring, drawing conclusions, predicting, and incorporating writing processes. The program uses multiple intelligences to address varying student learning styles. MC3 builds a strong knowledge of economic principles so students understand the impact of economic forces internationally and in their own home and community. Social studies instruction is driven by Michigan state standards and utilizes a variety of assessments including but not limited to, teacher generated tests, authentic assessments, and the annual state assessment.

Science, Health, and Physical Education

The science, health, and physical education department at Woodland Park Academy is based upon the premise that investigation, exploration, and experience are essential for understanding our environment and ourselves.

Woodland Park Academy has highly qualified science teachers in all grade levels (K-8). Students participate in lab settings that offer hands-on, experiment-based instruction that provides opportunities for reading, writing and discussion. Physical, Life, and Earth sciences are intensely taught with lessons that include referencing, investigations and laboratory practices as well as lessons that incorporate the writing process for research projects. These will prepare science students for a competitive high school career.

Social Emotional, Nutrition and Physical Activity, Safety, Alcohol, Tobacco and Drug use, and Personal Health and Wellness are courses are taught using the *Michigan Model Curriculum for Health*. Students are offered a puberty course in 5th grade and our students are offered a reproductive health course in 8th grade. CPR/First AID certification courses are offered to 8th grade students.

K-8 physical education instruction focuses on activities that develop fundamental motor skills and health practices. This is accomplished through aerobic activity, drill, and practice. Emphasis is placed on the importance of nutrition, exercise, skill practice and overall physical and mental health. Basic skills necessary for participation in sports, creative movement and games are introduced early. The curriculum moves toward highly structured and competitive activities that emphasize important character traits such as team building.

Fine Arts Educational Program

Woodland Park Academy's fine arts program is a very important part of the Academy's overall

curriculum. The Academy's fine arts program provides general music education for grades K-5. The Academy's visual art program is provided to all students in grades K-5. Sixth, seventh and eighth graders are offered art electives. Dance Club is offered as a middle school elective as well. Tap, ballet (K - 5) and clogging (5 - 8) are available in the Academy's after-school program. The Academy produces music and dance performances several times during the year. These performances share all aspects of the fine arts program. Visual art students display projects during performances..

Middle School Electives

Students in middle school choose 2 electives per marking period. Options include; technology, leadership, sports, Archery, band, strings, advanced strings, art, advanced art, dance, reading support, math support, and science club. Electives differ every semester depending upon the needs of the students and skills of the instructors.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Kindergarten through eighth grade students at Woodland Park Academy took the NWEA MAP assessment three times during the 2017-2018 school year. This data is used to measure the student growth with respect to learner objectives. In reading the average RIT scores were as follows: kindergarten 157, first grade 169, second grade 183.2, third grade 196.6, fourth grade 201, fifth grade 202.5, sixth grade 207.3, seventh grade 216.2, and eighth grade 220.5. In math the average RIT scores were as follows: kindergarten 156.9, first grade 172.6, second grade 185.5, third grade 201.8, fourth grade 206.3, fifth grade 206.6, sixth grade 212.1, seventh grade 217.5, and eighth grade 220.7. These are nationally norm referenced assessments that the staff uses to determine areas of need for each student.

To complete the two year comparison the students took the NWEA MAP assessment three times during the 2016-2017 school year. This data is again used to measure the student growth with respect to learner objectives. In reading the average RIT scores were as follows: kindergarten 156, first grade 169, second grade 183.6, third grade 195, fourth grade 197.4, fifth grade 201.6, sixth grade 211.1, seventh grade 213.6, and eighth grade 218.8. In math the average RIT scores were as follows: kindergarten 155.4, first grade 174.6, second grade 186.2, third grade 197.3, fourth grade 201.8, fifth grade 209.2, sixth grade 208.5, seventh grade 215.2, and eighth grade 222.4. These are nationally norm referenced assessments that the staff uses to determine areas of need for each student.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

The percentage of parents attending the parent/teacher conferences are:
2016-2017: 72.80% (293/402)
2017-2018: 79.50% (318/400)

At Woodland Park Academy we take a great deal of pride in the relationships we have worked so hard to develop with every member of our community. These relationships add a tremendous level of agility and institutional confidence to every conversation. Our Board of Directors works diligently with Woodland Park Academy staff to ensure that all decisions are best for the educational experience and outcomes of our students. Our multifaceted plan of aligning or curriculum, ensuring instructional quality, and individualizing the student experience to maximize the educational opportunities in all classrooms will continue to leverage gains for all members of our community!

Sincerely,

Jeremy Brown

Sources Referenced

2017-2018 Performance Report: A supplement provided to Woodland Park Academy by The Governor John Engler Center for Charter Schools, Central Michigan University.

mischooldata.org. State of Michigan Center for Educational Performance and Information.