



WOODLANDS
BOARD OR TRUSTEES



Bluemound Campus | State Street Campus

ANNUAL
MEETING
JANUARY 17, 2024

WELCOME AND TRUSTEE INTRODUCTIONS

Keesha Jones-Sutton, Chair	MacKenzie Menefee, Vice-Chair
Amy Miller, Treasurer	Nicole Knox, Secretary
Kenge Adams, Trustee	Latasha Dawson, Trustee
Heather Rubio-CoKroft, Trustee	

Ex Officio Member

Vickie Brown-Gurley, Executive Director

Principals

Dr. Amy Fare – State Street Principal

Mrs. Elizabeth Kayzar – Bluemound Principal

BOARD RECRUITMENT

- APPLICATIONS RECEIVED
- BOARD AND COMMITTEE AVAILABLE POSITIONS
- NEXT STEPS

BOARD REPORT

- FACILITIES UPDATE
 - LEASE UPDATES
 - ATTORNEY OPEN RECORDS REQUEST
 - UWM/PARENT MEETING UPDATES
- FUND DEVELOPMENT UPDATE
- ACADEMIC EXCELLENCE UPDATE
- GOVERNANCE UPDATE
 - BOARD TRAINING
 - BOARD OF TRUSTEE & COMMITTEE APPLICATION PROCESS
 - MISSION/VISION

OUR MISSION AND VISION

- **CURRENT**

- **MISSION:** CREATING THE CHARACTER OF THE COMMUNITY THROUGH DIVERSE EDUCATION
- **VISION:** THE BEST OF WHAT AN URBAN EDUCATION CAN BE

- **PROPOSED**

- **MISSION:** WOODLANDS SCHOOL OFFERS AN EQUITY-CENTERED, INNOVATIVE, ARTS-INFUSED PROGRAM OF ACADEMIC EXCELLENCE IN A DIVERSE AND INCLUSIVE ENVIRONMENT, LEVERAGING MULTI-AGE LEARNING EXPERIENCES AND MENTORSHIP OPPORTUNITIES TO HELP GROW CHARACTER AND GROW MORALLY AND SOCIALLY RESPONSIBLE ADULTS.
- **VISION:** WOODLANDS' VISION IS TO GROW EMPATHETIC LEADERS THAT WILL TRANSFORM OUR SOCIETY.

FINANCIAL UPDATES

2022-23 Budget Report – Final

Audited Financial Statements as of 6/30/23

2023-24 Budget Report – Quarterly

Enrollment Impact Summary

FINANCIAL CHALLENGES

- Business office staff turnover
- Outside accounting firm assisting business office
- Use of multiple financial software products requiring manual entries
 - Quickbooks / Bill.com / Paychex
- Inconsistent budgeting and reporting
- Reporting changes from DPI
- Enrollment projections
- Cash flow

FINANCIAL LOOKING FORWARD

- Business office staff turnover
 - *Plan, backup, and train*
- Outside accounting firm assisting business office
 - *Employ in-house staff whenever possible*
- Use of multiple financial software products requiring manual entries
 - *From three to Skyward only*
- Inconsistent budgeting and reporting
 - *Develop financial planning calendar*
 - *Monthly Finance committee meetings*
 - *Quarterly Revenue/Expenditure reports presented at Board meetings*
 - *Key due dates for UWM and DPI*
 - *Budget*
 - *Revision approved by Board after Jan enrollment counts to reflect Sept and Jan count changes and impact to state aid*
 - *Projections based on expected and not just rolled*
 - *Post Financial Reports to website after each Board meeting*

FINANCIAL LOOKING FORWARD continued

- Reporting Changes from DPI
 - *Use of DPI Wisconsin Uniform Financial Accounting Requirements (WUFAR)*
- Enrollment projections
 - *Weekly tracking and monitoring*
- Cash flow
 - *Annual cash flow projections*
 - *Long-term planning including fund balance*

Financial Planning Calendar

ACCOMPLISHMENTS



Middle School Wheel Classes



Growing Music Program



Little Families with Focus on Values



Elimination of Budget Deficit



Skyward implementation



EXECUTIVE DIRECTOR/STAFF REPORT

- **Staffing Updates**
 - Library
 - 1/2 Teacher (Bluemound Campus)
 - 5/6 Teacher (Bluemound Campus)
 - 5/6 Teacher (State Street Campus)
 - HR Manager
- **Staff Professional Development/Learning**
 - December 2023
 - January 2024
- **Class Size 2024-25**
- **Academic Overview**
 - Dr. Amy Fare
 - Mrs. Liz Kayzar

Woodlands Schools, Inc.

Academic Information

Woodlands Schools, Inc. will continue to align and provide rigorous instruction for the benefit of current student needs and learning.



Purpose: To share information and data about Woodlands Schools, Inc.

Woodlands Assessments & Major Data Points

1. Wisconsin Forward Exam
 - a. Informs State Report Card
 - b. Grades 3rd-8th are assessed in literacy & math
 - c. Grades 4th & 8th also take science & social studies
 - d. Aligned with WI State Standards

1. MAP Assessment (Measure of Academic Progress)
 - a. Growth scores reported to UWM
 - b. Measures reading & math skills
 - c. Given 3 times a year to grade levels K5-8th



The Driver for Academic Decisions at Woodlands is...

**Student Academic Achievement towards proficiency on the
Wisconsin State Standards.**

Two Perspectives:

Wisconsin State Report Card

UWM Academic Performance Framework



Understanding the Wisconsin State Report Card

The **Wisconsin State Report Card** provides a snapshot of a school's performance, giving parents key information about academic achievement, student growth, and other factors. Scores are categorized into **Overall**, **Academic Achievement**, and **Growth**, offering insights into how well the school is meeting educational standards.



Wisconsin State Report Cards...

- Are a “snapshot” of a school that is a public-facing.
- Include scores are from the WI Forward Exam given to 3rd through 8th graders in reading and math.
- Scores are pulled from a five year rolling average.

Accountability Rating Category	Accountability Score Range	
	Minimum	Maximum
Significantly Exceeds Expectations – ★★★★★	83	100
Exceeds Expectations – ★★★★★☆	70	82.9
Meets Expectations – ★★★★★☆	58	69.9
Meets Few Expectations – ★★☆☆☆	48	57.9
Fails to Meet Expectations – ★☆☆☆☆	0	47.9



Bluemound Campus

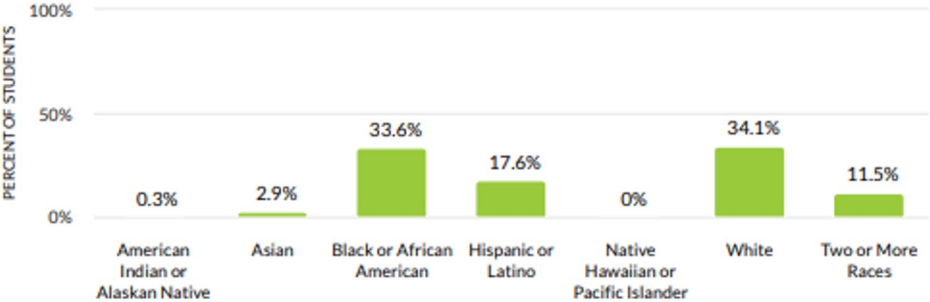
Overall Score

71.1

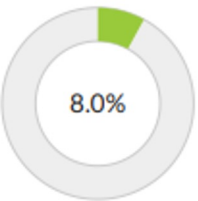
Exceeds Expectations



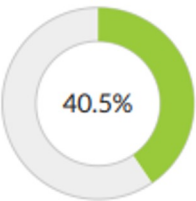
Student Groups



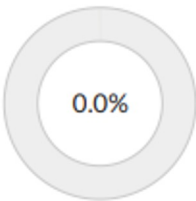
STUDENTS WITH
DISABILITIES



ECONOMICALLY
DISADVANTAGED



ENGLISH
LEARNERS



State Street Campus

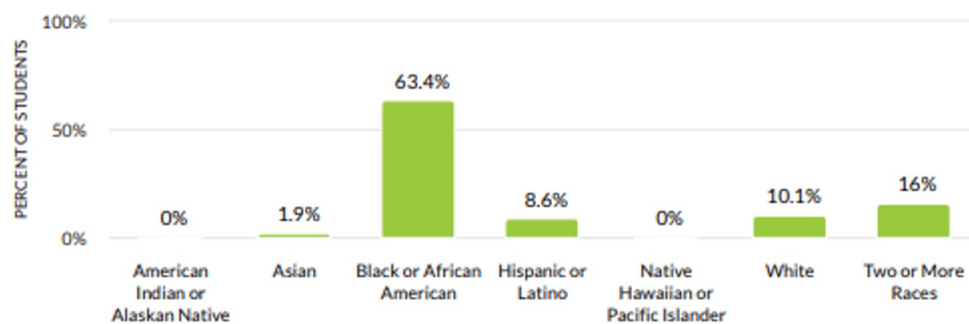
Overall Score

47.0

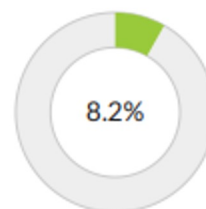
Fails to Meet Expectations



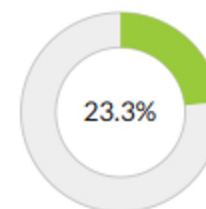
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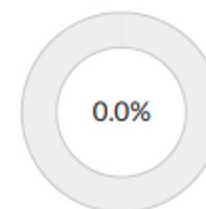
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Understanding MAP Assessment

The MAP (Measure of Academic Progress) assessment is a tool used to evaluate a child's academic progress in subjects like math and reading.

Unlike traditional tests, MAP adapts to a child's abilities, providing a personalized measure of their skills and growth.

The results help teachers tailor instruction to a child's needs, ensuring they receive targeted support where it's most beneficial. Think of it as a dynamic way to track and enhance a child's learning journey.



MAP and Academic Gaps

- It is known that just meeting the norm Fall to Spring growth will keep students at the same percentile year after year.
- Therefore, students who are traditionally behind need to grow more than average to close the gaps.
- So for subgroups (ELL, Special Ed, and every minority racial/ethnic group) with at least 20 students tested in the Fall and the Spring, UWM expects those students to grow, on average, at least 110% of the number of points they are expected to grow based on the national norms.

For example, if a student's growth norm is 10, we would want them to grow at least 11 points, which would be 110% of their expected growth, so they are closing the gaps.



Achievement Gap

Closing the achievement gap is a complex and multifaceted challenge that requires systemic changes in educational policies, practices, and resource allocation. It is a critical component of promoting educational equity and ensuring that all students have the opportunity to reach their full academic potential.

Closing the achievement gap refers to the efforts and initiatives aimed at reducing or eliminating disparities in educational outcomes among different groups of students, particularly in terms of academic achievement.

This gap often exists between students from historically marginalized or disadvantaged backgrounds and their more privileged peers. **The goal is to ensure that all students, regardless of their socioeconomic status, race, ethnicity, or other demographic factors, have equitable access to educational opportunities and resources, and achieve comparable levels of academic success.**



Woodlands Annual Growth Goal – UWM

2023-24:

During the 2023-24 school year, 50% or more of K5-8th grade students will meet or exceed the fall to spring growth norm for reading as measured by the MAP reading assessment.

During the 2023-24 school year, 50% or more of students will meet or exceed the fall to spring growth norm for math as measured by the MAP assessment.



Student sub groups -

African-American students

Students with disabilities

Hispanic / Multi-ethnic

Sub groups identified by UWM that have not met the goals within the performance framework.

Fall: Baseline data gathered

Winter: Informs progress towards goals

Spring: Final snapshot of year/goals



Academic Performance Framework MAP Targets		W-Blue
% of Students Meeting/Exceeding Average Reading Growth (Target 50%)		51.1%
% of Students Meeting/Exceeding Average Math Growth (Target 50%)		46.5%
% of Average Reading Growth Met (Target 110%)	African American	90.0%
	Hispanic	83.5%
	ELL	
	Special Education	103.8%
% of Average Math Growth Met (Target 110%)	African American	80.3%
	Hispanic	93.0%
	ELL	
	Special Education	86.8%

Bluemound Campus

Academic Performance Framework MAP Targets		W-State
% of Students Meeting/Exceeding Average Reading Growth (Target 50%)		44.9%
% of Students Meeting/Exceeding Average Math Growth (Target 50%)		47.8%
% of Average Reading Growth Met (Target 110%)	African American	83.0%
	Multi-ethnic	88.9%
	ELL	
	Special Education	
% of Average Math Growth Met (Target 110%)	African American	91.4%
	Multi-ethnic	96.1%
	ELL	
	Special Education	

State Street Campus



Bluemound Reading 46%

Bluemound Mathematics 36%

State Street Reading 21%

State Street Mathematics 20%

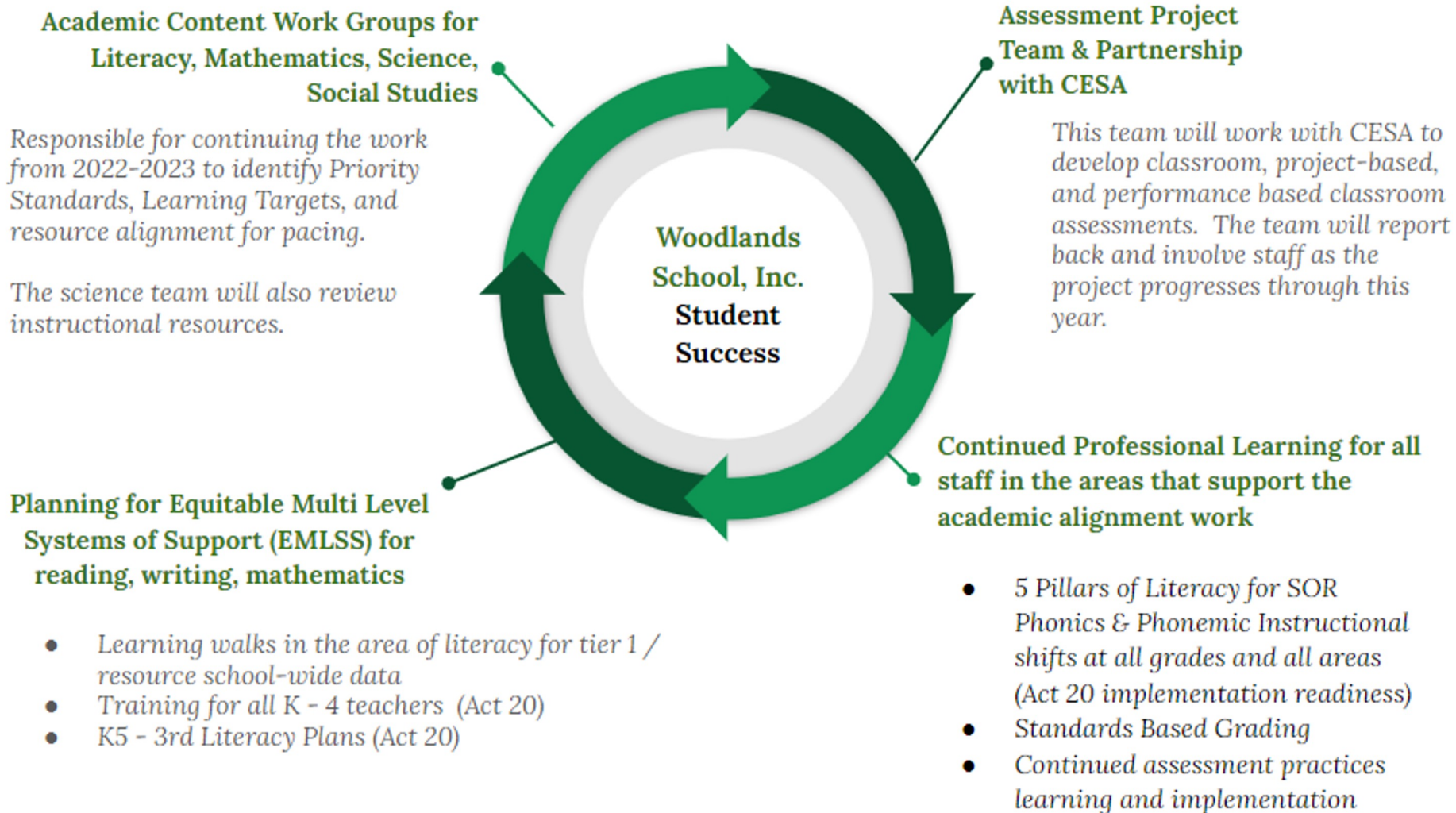
% Students at or above proficiency



Plan for Student Academic Achievement



Academic Excellence Framework



Academic Excellence Framework

Academic Content Work Groups for Literacy, Mathematics, Science, Social Studies

Responsible for continuing the work from 2022-2023 to identify Priority Standards, Learning Targets, and resource alignment for pacing.

The science team will also review instructional resources.



What:

- Update and align the standards for K4-8th grade in all content areas
- Review instructional materials
- Unpack the standards to create student centered Learning Targets

Why?

This will ensure teachers are teaching aligned, common standards in each unit.



Academic Excellence Framework



Assessment Project Team & Partnership with CESA

This team will work with CESA to develop classroom, project-based, and performance based classroom assessments. The team will report back and involve staff as the project progresses through this year.

What:


- Review assessment practices.
- Long term plans to calibrate & create classroom assessments.

Why?

Develop formative, meaningful assessment practices to provide students opportunities & different ways to show their learning.



Academic Excellence Framework



Planning for Equitable Multi Level Systems of Support (EMLSS) for reading, writing, mathematics

- Learning walks in the area of literacy for tier 1 / resource school-wide data
- Training for all K - 4 teachers (Act 20)
- K5 - 3rd Literacy Plans (Act 20)

What:


- Review and fine tune our system to support equitable learning and instruction.
- Develop a clear system for student support.
- Align with WI Act 20

Why?

A clear process is needed to support students who need interventions or scaffolding for increased rigor.



Academic Excellence Framework



Continued Professional Learning for all staff in the areas that support the academic alignment work

- *5 Pillars of Literacy for SOR
Phonics & Phonemic Instructional
shifts at all grades and all areas
(Act 20 implementation readiness)*
- *Standards Based Grading*
- *Continued assessment practices
learning and implementation*

What:

Staff professional development focused on phonics & literacy instruction, mathematics, best assessment practices, and standards based grading practices.

Why?

Continue our learning focused on best instructional practices for the benefit of student growth and success.



WI Literacy Act 20 – *What is it?*

Act 20 states that all Wisconsin schools are required to provide science-based early literacy instruction in both universal and intervention settings.

- Reading Readiness Screener will be administered to students in 4K through Grade 3
- Parents and families are provided with results of the screener
- Students identified as “at risk” will have a personal reading plan.
- By July 1, 2025, all 5K-grade 3 teachers or reading teachers will need to ***begin*** a reading training



Instructional Practices to Address Student Academic Needs

Students working **towards proficiency**

- Small group instruction
- Daily specific skills practice & repeated practice opportunities
- Instruction, re-teaching, and support from classroom teacher
- TA skills group support
- Teacher coaching from our literacy coach

Students working **above proficiency**

- Small group instruction
- Instruction towards new skills or standards
- Opportunities for more in depth understanding or application of concepts



THANK

YOU

