

Annual Report

on Curriculum, Instruction, and Student Achievement



Submitted to Volunteers of America of Minnesota
by the
Lakes International Language Academy School Board

September 22, 2015

I. TABLE OF CONTENTS

II. REPORT INTRODUCTION

III. AUTHORIZER

IV. SCHOOL GOVERNANCE AND GOALS

Strategic Planning Overview

Strategic Plan Progress

School Board Roster, 2013-2014

School Board Training Record

V. SCHOOL MANAGEMENT

School Management/Administrative Roster, 2014-2015

School Leader Biography

Annual Executive Director Review

VI. STAFFING/TEACHING FACULTY

Teaching Faculty Roster

VII. SCHOOL ADMISSIONS and ENROLLMENT

Admissions

Enrollment Policy

Retention/Attrition

VIII. ACADEMIC PROGRAM / SCHOOL PERFORMANCE / PROFESSIONAL DEVELOPMENT

Academic Program

Review of Curriculum, Instruction, and Student Achievement

School Performance

MCA Proficiency

MCA Growth

Professional Development

Modified Danielson Rubric, Coaching and Evaluation

Independent Growth Plan

Group/Optional Professional Development

All Staff Professional Development

IX. SCHOOL CLIMATE

Overview

Annual Caring School Climate Survey

X. FINANCES

XI. Innovative Practices and Awards

Honors/Accomplishments

XII. SERVICE LEARNING

XIII. PROGRAM CHALLENGES

Funding

Challenges On the Horizon

Competition from Nearby Schools

Teacher Retention

XIV. FUTURE PLANS

XV. NON-PROFIT STATUS

II. REPORT INTRODUCTION

Lakes International Language Academy (LILA) began as a passion of 13 area parents who wanted their children to grow up bilingual. The school opened in 2004 with 177 students in one nearly windowless wing of a defunct hospital, and has grown to a thriving program with over 850 students with two immersion language options on two campuses in eleven years. The school is widely respected by area residents and Minnesota educators, and is the largest elementary school and one of the larger employers in and around the Forest Lake community.

SCHOOL MISSION STATEMENT

LILA prepares tomorrow's critical thinkers and global citizens through language acquisition and inquiry driven study.

Statement of Purposes

As outlined in law (*Minnesota Statutes* 2010, 124D.10, subd. 1) charter schools must meet at least one of six purposes. LILA meets all six purposes listed below, but we choose to focus on one: measure learning outcomes and create different and innovative forms of measuring outcomes.

- (1) improve pupil learning and student achievement
- (2) increase learning opportunities for pupils;
- (3) encourage the use of different and innovative teaching methods;
- (4) measure learning outcomes and create different and innovative forms of measuring outcomes;
- (5) establish new forms of accountability for schools; and
- (6) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

The IB PYP, with its emphasis on internationalism, language acquisition, and the development of ten “learner profile” characteristics throughout PreK - 12 school years is an innovation in itself. As if that were not enough, delivering nearly all instruction through immersion in Spanish or Mandarin is an additional and remarkable innovation. Both methodologies are required in LILA classrooms, and LILA hiring teams find candidates to be both intrigued and excited at the combination of the two. Learner outcomes are measured in both the areas of understanding and embracing the learner profile as well as language acquisition.

III. AUTHORIZER

LILA's authorizer is Volunteers of America of Minnesota. Our liaison at VOA is Stephanie Olsen, readily available using the contact information below. Stephanie has made a point to visit LILA multiple times last school year, has attended a board meeting, and worked hard to ensure we are supported in our efforts, particularly those necessary to expand to a second campus.



Volunteers of America of Minnesota

Main Contact: Stephanie Olsen, Senior Manager of the Charter School
Authorizing Program

Address: VOA-MN Education Center, 924 – 19th Avenue South, Minneapolis, MN
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IV. SCHOOL GOVERNANCE and GOALS

Strategic Planning Overview

During the winter of 2014, the LILA school board revised the strategic plan to focus on 3 objectives:

1. E-16 Programming

Strategy: Creative partnering with District 831

Strategy: Develop a 7 - 12 Program (IB, language rich)

Strategy: Focus on Academic performance

2. Staff Recruitment and retention

Strategy: Strengthen our culture of gratitude

Strategy: Continue a positive, supportive work environment, continued flexibility, treat as professionals

3. Financial Independence

Strategy: Involve stakeholders to volunteer as much as possible.

Strategy: Strengthen our culture of gratitude to maintain full enrollment.

Strategy: Find innovative ways to obtain additional funding

The other focus has been on the new building, that will house 4 - 6 students, but was built

with the possibility of expanding to include middle level programming.

Strategic Plan Progress

Over the 2014-2015 school year, the school board and administration made significant progress on the strategic plan. Some highlights are given below:

E-16 Programming

Focus on Academics:

- Adequate facilities, equipment, and supplies are necessary prerequisites for academic success. The Headwaters Campus opened in September 2014 and housed grades 4 - 6. In fall 2015, LILA began its grade expansion by adding grades 7 and 8, and operating grades 6-8 as a middle school program.
- In 2013-14, the preschool program had one classroom and 20 students. The 2014-15 program had two classrooms and over 60 students. In fall 2016 the program enrollment grew again to 79 students and three classrooms. These students, who have a double-immersion experience, spending half their time in Spanish immersion and half their time in Chinese immersion, will be more prepared than former cohorts for the rigor of the K-6 curriculum and the demands of language immersion.
- For students to learn the target language well, it's important that our teachers have strong target language skills. LILA continues to support non-native TL speakers by using a pay scale with significant pay bumps for improved proficiency according to double-blind testing done by the Center for Applied Linguistics in Washington DC.

Partnering with District 831:

- In FY15, LILA continued its partnership at the middle and high school levels with District 831. In December 2014, District 831 leadership informed LILA that it would no longer pursue IB accreditation at the middle school. This was a key component to LILA's strategic plan and vision for its alumni. The LILA board completed a feasibility study and gathered staff support in FY15 and in June 2015, voted to expand grades to include 7 and 8 for fall 2015.

Staff Recruitment

Strengthen our culture of gratitude:

- Staff and school board meetings continue to start with Affirmations.
- Random acts of gratitude crop up, eg. the Swellness committee recently "thanked" everyone who participated in a game by giving out free tubes of toothpaste.

Continue a positive, supportive work environment, continued flexibility, treat as professionals:

- LILA finds it both necessary and compatible with our mission to continue to hire more native TL speakers as the competition for the few TL proficient locally licensed teachers becomes more fierce with every new language immersion program that opens. For example, we have extended our agreement with the Embassy of Spain, through the Minnesota Department of Education, to hire native Spanish speaking teachers. In addition, the number of native Chinese speaking teachers continues to grow along with our reputation among the relatively small community of Chinese immersion programs in the state. More target language native speakers requires and ensures more flexibility throughout the school community.
- Several teachers were awarded travel grants through the LILA Foundation. Three of our Spanish-speaking teacher board members participated in a week-long Chinese Bridge Delegation through the College Board. Our director was selected to interview Spanish speaking teachers for the state of Minnesota in Madrid in April as part of the MDE/Embassy of Spain collaboration, and our executive director was selected to interview Chinese speaking teachers for nation-wide position openings with American Councils in China.

Financial Independence

Involve stakeholders to volunteer as much as possible.

- Parent volunteers implemented a system by which teachers submit work to be done and parent and grandparent volunteers drop in at designated times to complete the tasks. Parents can bring their preschoolers and have a time to socialize while they work.

Strengthen our culture of gratitude to maintain full enrollment.

- Parents who are particularly eloquent and willing to share their gratitude for what LILA has done for their children have been recruited to speak at Kinder round up, and as resources for prospective parents who are on the fence about enrollment to call.

School Board Roster, 2014-2015

LILA School Board Voting Members

Name	Board Position	Group (if teacher, file folder #)	Date Elected	Date Seated	Term Expiration	Phone Number	E-Mail Address
Jeff Moore	Chair	Parent	re-elected April 2013	1/1/2010	6/30/2015	651-257-8014	jmoore@lakesinternat
Jenni Muras	Vice-Chair	Teacher 447909	April 2013	7/1/2013	6/30/2015	763-843-2596	jmuras@lakesinternat

Hannah Rollwitz	Treasurer	Teacher	March 2014	1/1/2010	6/30/2016	651-257-8014	hrollwitz@lakesintern g
Melissa Navratil	Secretary	Parent	April 2013	7/1/2013	6/30/2015	651-271-6976	mnavratil@lakesintern rg
Raul Arroyo	Teacher/ Member	Teacher 430019	April 2013	7/1/2013	6/30/2015	651-230-4185	rarroyo@lakesintern
Melissa Cuddy	Teacher/ Member	Teacher 415312	April 2013	7/1/2013	6/30/2015	651-233-6087	mcuddy@lakesintern g
Yao Hsia	Teacher/ Member	Teacher 475527	Jan 2015 in special election	1/15/2015	6/30/2016	651-200-0679	yhsia@lakesinternatio
Melinda Peterson	Member	Parent	March 2014	7/1/2014	6/30/2016	651-795-9214	mpeterson@lakesinte org
Jennifer Urciaga	Member	Communit y Member	March 2014	7/1/2014	6/30/2015	651-246-0175	jurciaga@lakesintern

The 2014-15 election dates were March 27-28, 2014. Elections announced on 4/1/14 (annual mtg). The 2015-16 election dates were March 5-6 and March 24.

School Board Training Record

Board member	Description	Tr
Jeff Moore	Gestalt leadership development training	11/15
Jenni Muras	webinar Financial Clarity for Nonprofit Boards by Nonprofits Assistance Fund	8/20/14
	delegate to China sponsored by Confucius Institute; attended Chinese immersion and Education professional development seminar	Nov
	PYP Roundtable on Physical Education	1/20/15
Hannah Rollwitz	Charter School Board Member Training at University of St. Thomas (all three components)	10/1
	IPAD Open Meeting Law training	1/9/15
Melinda Peterson	New board member in-house orientation	5/5/14
	“Everything You Need to Know About Charter School Board Policies” by Charter School Partners	10/9/14
	Charter School Board Member Training at University of St. Thomas (all three components)	10/1
	Beyond Governance: Creating a High Quality Board Culture, by Charter School Partners	4/16/15

Jennifer Urciaga	“Everything You Need to Know About Charter School Board Policies” by Charter School Partners	10/9/
	Charter School Board Member Training at University of St. Thomas (all three components)	10/1
Melissa Navratil	webinar Financial Clarity for Nonprofit Boards by Nonprofits Assistance Fund	8/20/
	CEO Evaluation seminar	2/26/
Raul Arroyo	webinar Financial Clarity for Nonprofit Boards by Nonprofits Assistance Fund	8/20/
	delegate to China sponsored by Confucius Institute; attended Chinese immersion and Education professional development seminar	Nov
Melissa Cuddy	delegate to China sponsored by Confucius Institute; attended Chinese immersion and Education professional development seminar	Nov
Yao Hsia	in-house board member orientation	2/3/1
	Charter School Board Member Training at University of St. Thomas (all three components)	4/18/
Julie Lundgren (ex officio, CFO)	MACS annual Legislative Update/Forum	June
	day-long webinar by MDE about the new Uniform Grant Guidance for federal funds	
	Anti-fraud workshop at CliftonLarsonAllen	1/15/
	FeePay training from TIES	6/30/
	Annual Charter School Law Conference	7/31/
	Annual Charter School Conference by CliftonLarsonAllen	7/29/
	SERVS Financial & EDRS webex by MDE	9/10/
	SpEd Fiscal Monitoring Training at MDE	10/2/
	SERVS Financial webinar & SpEd End of Year Close Out webinar	11/1/
Cam Hedlund (ex officio)	Seminar at CliftonLarsonAllen: Difference and Balance Between Governance and Management	4/21/

V. SCHOOL MANAGEMENT

School Management/Administrative Roster, 2014-2015

Name	File Folder Number	Assignment	Years at LILA	Responsibilities
Hedlund, Cam	210145	Executive Director	11	Leadership and oversight of school community & outside program/facilities development
Peterson, Shannon	303733	Director	11	Leadership, communication, community liaison, staff supervision, and communication
McAlpine, Stefanie	415595	.8 Building Instructional Leader	11	PD oversight, Evaluation & feedback for teachers; mentoring of new teachers
Mueller, Amy	394469	PYP Coordinator & Teacher Mentor	11	Curriculum coordination & implementation
Rosenthal, Jill	459437	School Health & Front Desk	6	Provides all school health services
Hawkinson, Nancy	398275	.3 Kinder Prep Coordinator	7	Manages program, staff, and communication of students
Venberg, Ellyn	n/a	Front Desk	8	School secretary, daily communication, reporting, MARRS reports, and HR
Paugel, Kim	n/a	HR and Payroll Manager	11	payroll, insurance, and HR
Lundgren, Julie	n/a	Chief Financial Officer	9	budget management, financial reports, liaison to building bondholders & community management, state compliance
Wall, Deb	235887	Director of Special Education	1	Special Education services oversight, budget management, and compliance
Gallegos, Frank	n/a	Dean of Students	8	support students and staff with classroom techniques and discipline
Voss, Justin	477678	.5 Dean of Students	2	support students and staff with classroom techniques and discipline
Zobitz, Frank	319324	Technology Coordinator	2	purchase, install, maintain, and support in use of technology
Scherman, Chris	163557	.4 Assessment Coordinator	5	School Assessment Coordinator
Maurer, Tracy	n/a	.75 Communications Director	Hired Jan 2015	handles student recruitment, press releases, communication with families, grant writing, and oversight, organization

All but one management team member reports directly to the School Executive Director, who has a K-12 principal license and over 30 years' experience as a Minnesota teacher or administrator.

All teachers and Assessment Coordinator report to the Executive Director, who also holds a K-12 principal license.

School Leader Biography

Cam Hedlund has been involved in K-12 education for over 40 years. He is the Executive Director of Lakes International Language Academy, a Minnesota public K-6 charter school. He has been the school's top leader since the founding in 2004, and has overseen its growth from 177 students to the current enrollment of approximately 875, eleven years later. The school offers both Spanish and Chinese language immersion, and is an authorized International Baccalaureate (IB) World School. Among the many awards the school has received is a Foreign Language Assistance Program grant for nearly \$900,000 from the US government, to add Chinese language programming to the school. The school has received five national Character Education awards and has received the state finance award for the past consecutive nine years. In addition, the school was recognized at the national level for our innovative programming and collaboration with other public schools.

Prior to Lakes International Language Academy, Mr. Hedlund held various administrative positions in the Forest Lake Area Schools, including Coordinator of Special Programs, Special Education Leadership Team Member, Principal of the Forest Lake Area Learning Center, offering K-12 programming for children struggling in the traditional school setting, and Elementary Principal. He has taught at every grade level, from pre-K through college. He has a Bachelor of Science degree in K-12 Education, and a Master's of Education degree with an emphasis in Special Education. He maintains licensure in K-12 Physical Education, Developmental Adaptive Physical Education, Special Education, Vocational Education, and K-12 Principal Licensure.

Mr. Hedlund is a member of the Metropolitan Principal's Academy, the Minnesota Elementary School Principal Association (MESPA), National Association of Elementary School Principals (NAESP), Minnesota Advocates for Immersion Network (MAIN), and Phi Delta Kappa International.

His years of experience at many levels allow him to have a broad perspective on American education. He has worked with hundreds of staff and thousands of students and families throughout his career and has many ideas and experiences to share.

Annual Executive Director Review

Listed below is the process and schedule the board has adopted for evaluating the school leader. Cam Hedlund, our executive director, holds a K-12 principal license in the state of Minnesota, file folder #210145.

Lakes International School Executive Director Evaluation Timeline Template
May-July

1. Executive director and board clarify vision, mission, and update long-range plans for

the district.

2. Board and executive director review executive director job description and evaluation process, forms and timelines to be used to measure performance for the next year.
3. Executive director and board set goals for the upcoming year.

November and March

4. Executive director makes interim progress report to the board on school goals.

January

5. Board appoints subcommittee.

Charge:

- Work with executive director to identify evaluation form to be used
- Distribute evaluation and oversee data collection.
- Prepare summary of evaluation for executive director
- Meet with executive director to share results
- Determine if executive director would like a closed-session meeting with the full board
- Prepare summary of evaluation for board
- Draft new contract when necessary

February

6. Executive director decides to use the 360 degree evaluation, prepares questions, selects individuals to participate, distributes the forms, collects and collates the results to be shared with the board.
7. Board members complete Parts 1 of the executive director evaluation form and deliver them to the designated board member to be compiled.
8. Board members meet to discuss their evaluations and develop the board's official written evaluation document(s) that will be shared with the executive director.
9. Executive director completes a self-assessment of the evaluation forms parts 1 and 2.
10. Board and executive director meet to discuss and clarify the results of the evaluation documents. Changes to the evaluation may be made as a result of the discussions. Evaluation meetings may be held in Executive Session.

April

11. A copy of the final written evaluation form is placed in the executive director's personnel folder.

As soon as evaluation is complete

12. The results of the evaluation and progress on school goals are shared with the community.
13. Contract negotiations occur, when necessary.
14. Return to the beginning of the cycle.

VI. STAFFING/TEACHING FACULTY INFORMATION & PD

In 2014-2015, LILA employed 51.6 (FTE) teachers. Our Q-Comp leadership positions totaled 2.4 FTE. Overall numbers of licensed teachers will increase by 15.8 in 2015-2016 (due to adding grade 4 Chinese immersion and adding grades 7 & 8) with Q-Comp leadership increasing to 3.6 FTE. The increase is in accordance with planned growth, including the addition of two fourth grade Chinese immersion classrooms and additional teachers, specialists and support staff for a middle school.

We experienced a record rate of teacher retention at the end of 2013-14, with 93% of teaching faculty returning for the 2014-2015 school year, 13% higher than the previous two years. Of the 3 people not returning, one moved overseas and another stayed home to be with her newborn. A third was not invited back for the current year.

Teaching Faculty Roster

Name	File Folder	Teaching FTE 14/15	Assignment 14/15	15/16 Teaching FTE	Assignment 15/16
Arroyo, Raul	430019	0.8	Grade 6	0.8	Grade 6
Arroyo, Raul	430019	0.2	QComp	0.2	Q Comp
Barth, Sofya	473103	1.0	Kinder Prep	1	Kinder Prep
Benevente, Mayca	997203	1.0	Grade 4	1	Grade 4
Bohada, Nancy	433942	1.0	Grade 1	1	Grade 1
Buck, Erica	446739	1.0	Special Ed.	1	Special Ed.
Chu, Chiao-Mei	997688	1.0	Kindergarten	0	n/a
Cuddy, Melissa	415312	0.8	Grade 2	0.8	Grade 2
Cuddy, Melissa	415312	0.2	Q Comp	0.2	Q Comp
Dieter, Janet	417092	1.0	Basic Skills	0.8	Basic Skills

Dieter, Janet	417092	0.0	Q Comp	0.2	Q Comp
Du, Xiaoqing (Sally)	420505	0.2	Special Ed.	0	n/a
Dunbar, Kelley	415351	1.0	Grade 4	1	Grade 4
Eilers, Amanda	442382	0.6	team teacher	0.6	team teacher
Fang, Qin "Rebecca"	998233	1.0	Kindergarten	1	Kindergarten
Gannucci, Kendra	450469	1.0	Grade 4	0	n/a
Goméz, Ismael	998382	0.5	Basic Skills	0	Basic Skills
Goméz, Ismael	998382	0.5	PE	1	PE
Gutierrez, Sergio	997463	1.0	Grade 3	1	Grade 3
Hawkinson, Nancy	398275	0.2	Kinder Prep	.1	Kinder Prep
Hawkinson, Nancy	398275	0.8	Enrichment	0.2	Enrichment Coordination
Hawkinson, Nancy	398275	0	MYP, Mentoring, Secondary program development	0.7	MYP, Mentoring, Secondary program development
Henry, Katie	444090	1.0	Kindergarten	1	Kindergarten
Herrero, Silvia	997129	1.0	Kindergarten	1	Kindergarten
Hsia, Yao	475527	1.0	Grade 2	1	Grade 2
Hylden, Jocelyn	417216	1.0	Basic Skills	1	Basic Skills
Izquierdo, Roberto	997775	1.0	Grade 5	,5	World Language
Izquierdo, Roberto	997775	1.0	Grade 5	,5	Mathematics

Eggen, Jody	397889	0.5	Music	1	Music
Eggen, Jody	397889	0.5	Basic Skills	0	Basic Skills
Keplinger, Chelsea	460419	1.0	Grade 5	1	Grade 5
Kofski, Kristina	415685	1.0	Grade 6	1	Grade 6
Liang, Ying	998196	1.0	Art	1	Art
Maher, Erin	400253	1.0	Grade 5	1	Social Studies
Mamat, Nuriman	998375	1.0	Grade 3	1	Grade 3
Manzo, Monica	456047	1.0	Special Ed.	1	Special Ed.
Massana, Cesca	997192	1.0	Grade 4	1	Grade 4
Mastro, Brooke	476100	1.0	Special Ed.	0	n/a
McAlpine, Stefanie	415595	0.8	Q Comp	0.8	Educational Coordinator
Mestre, Lucia	997473	1.0	Grade 1	1	Grade 1
Muñoz, Goyi	997773	1.0	Grade 2	1	Grade 2
Muras, Jenni	447909	0.5	Basic Skills	0	Basic Skills
Muras, Jenni	447909	0.5	PE	1	PE & Health
Ni, Jie	997102	1.0	Grade 2	1	Grade 2
Ortega, Marina	997474	1.0	Kindergarten	1	Kindergarten
Pilan, Carlos	997469	1.0	Music	1	Music
Pintado, Victor	997202	1.0	Grade 1	1	Grade 1

Qiu, Ying	997177	1.0	Grade 1	1	Grade 1
Rodriguez, Kaari	417269	1.0	Grade 6	1	Grade 6
Rollwitz, Hannah	466101	1.0	Grade 1	1	Grade 1
Sheldon, Jessie	475484	1.0	Grade 2	1	Grade 2
Swenson, Rebecca	423203	0.8	Grade K	0.8	Grade K
Swenson, Rebecca	423203	0.2	Q Comp	0.2	Q Comp
Velasco-Ranz, Maria	475767	1.0	Grade 3	1	Grade 3
Mueller, Amy Thorp	394469	1.0	PYP Curriculum	1	PYP Curriculum
Vivas, Luis	997827	1.0	Grade 2	1	Grade 2
Keplinger, Chelsea	460419	1.0	Grade 4	1	Grade 4
Voss, Elizabeth Erin	469015	1.0	Grade 3	1	Grade 3
Voss, Justin	477678	0.5	Dean of Students	0.8	Dean of Students
Voss, Justin	477678	0.5	IT	0.2	Athletics & Activities Director
Wittrock, Jeff	432400	1.0	Grade 3	1	Q Comp
Woodberry, Jean	408405	1.0	Special Ed.	1	Special Ed.
Xu, Teng	482603	1.0	Grade 3	1	Kindergarten
Yeh, Fang-Wen	998373	1.0	Grade 1	1	Grade 1
Zheng, Qiuping	997078	1.0	Chinese	0	n/a
		48.1		48.4	

Professional Development

LILA is known among teachers for its cohesive teaching community, with one of the cornerstones being our strong, yet adaptive professional development efforts. The highlights of our PD program are outlined below.

Modified Danielson Rubric, Coaching and Evaluation

To help teachers improve both their own teaching and their students' learning, LILA used state "Quality Compensation" (QComp) dollars to develop a comprehensive system of mentorship, coaching, and evaluation. Based on the widely known Charlotte Danielson¹ rubric and LILA's school wide expectations gleaned from the International Baccalaureate and Responsive Classroom methodologies, LILA Team Leaders, Building Instructional Leader, Mentors, Curriculum Coordinator, and Administrators regularly mentor, observe, coach, and evaluate teachers.

This system ensures, among other types of support, that teachers take the opportunity to see other faculty demonstrating best practices, that they have observers in their classrooms regularly, and that they have a chance to reflect on their teaching practices with team leaders and LILA's building instructional leader. To reflect best practice, the teacher evaluation system has recently shifted from the primary goal of all teachers earning a Proficient or Exemplary in each of dozens of teaching skills, to a goal of each teacher selecting one area of focus and achieving at a full point's growth in the selected area with the goal of proficiency as a guide for improvement. All teachers choose a topic of professional practice to study and enhance based on their primary goal for observations. Teachers choose their area of study during a goal setting meeting with the Building Instructional Leader (BIL) and Team Leader (TL) using past data from observations to inform their decision. As the teachers work on their goals, the BIL and TL will support them by providing resources, mentoring, coaching, conducting observations and learning conversations as well as opportunities for modeling and peer observation. The teachers are asked to continually reflect on the pieces they have been working on for growth and complete a log or journal of their efforts throughout the year.

We believe that, as much as possible, teaching should not be done in isolation, with teachers always initially wondering if they are "doing it right," or worse, not wondering. We support teachers in their learning through modeling and peer observation as well as by being observed and coached multiple times each year to foster growth for all.

New Teacher Mentoring

All teachers who are new to LILA, regardless of their outside experience, take part in our teacher mentoring program known as "RC LILA Style". This program consists of formal "collaboration/meeting times" on a biweekly basis, after school where teachers learn

¹ Danielson, Charlotte (2007). *Enhancing Professional Practice: A Framework for Teaching*. ASCD, Alexandria, VA.

about LILA's approach to classroom management, engaging students in learning as well as other topics as deemed necessary by the facilitators or the participants. The mentors of this program are the Building Instructional Leader, Curriculum Coordinator, the Dean of Students as well as a veteran classroom teacher. The teachers in this program are also encouraged to seek out the help of these mentors outside of these meetings and the mentors regularly check-in with new teachers and coordinate in-class support in conjunction with the Team Leaders through the QComp program.

All Teaching Staff Professional Development

All teaching staff professional development takes place in a couple of ways. The first is through once a month trainings that occur after school and have a literacy focus for the 2014-2015 school year. The Building Instructional Leader and the Curriculum Coordinator plan, coordinate and often facilitate these trainings. The other is through our designated inservice days throughout the year. The focus of these days will be on immersion, PYP programming, and literacy as necessary. These trainings are also planned, coordinated and facilitated by the Building Instructional Leader and Curriculum Coordinator with help from others as needed.

Professional Learning Communities

As a part of our QComp program, all teachers participate in professional learning communities (PLCs). Teachers meet for a Data PLC twice per month and a bi-weekly Curriculum PLC. During the Data PLC meetings, the teachers review formative and summative data in order to determine the next steps for instruction for their students and grade levels. The strategies to meet those needs as well as more general strategies for effective teaching and facilitating are discussed during the Curriculum PLC.

VII. SCHOOL ADMISSIONS and ENROLLMENT

Admissions

LILA's student application is quite basic, asking only the questions allowed by law and parent immersion language preferences, to aid in the accuracy of the enrollment lottery. Applications are available online, are accepted year round, and are then included in the January 15th lottery, as described in the Enrollment Policy.

Enrollment Policy

LILA's Enrollment Policy can be found on the LILA website, under the School Board > Policies tabs, listed under Policy #122. It was initially approved in 2007 and amended in 2011 and 2014. It ensures fairness and transparency in the admissions policy and prescribes how the school will adhere to Minnesota state law regarding charter school admissions.

Retention/Attrition

Student Enrollment and Attrition Rates

This table identifies the number of students enrolled at the school during the 2010-11, 2011-12, 2012-13, 2013-14, and estimated 2014-15 enrollment. Data based on October 1 Average Daily Membership (ADM).

School Year	K	1	2	3	4	5	6	Total	Retention prior y
2010-11	97	95	102	101	78	63	61	597	9
2011-12	133	95	93	95	99	72	55	643	9
2012-13	128	134	94	93	91	94	58	692	9
2013-14	118	113	128	87	87	75	84	692	9
2014-15	141	116	114	123	88	85	67	734	9

*Retention rates were calculated using number of K-5 cohort retained as they moved forward the next year to grades 1-6.

VIII. ACADEMIC PROGRAM / SCHOOL PERFORMANCE

Academic Program

The Lakes International Language Academy academic program is based on the principles and best practices of language immersion and shaped by the ideals of the International Baccalaureate Primary Years Programme. Students at LILA are immersed in their second language throughout elementary school, and succeed in becoming bi-literate, bilingual, well-rounded world citizens as they master the content of the Minnesota State Standards.

Review of Curriculum, Instruction, and Student Achievement

Educators at LILA continually review formative and summative, internal and external data and adjust instruction accordingly, to shape the curriculum and instruction in order to help LILA students achieve their potential. Teachers meet every six days as a grade level team to review data in the areas of reading, math and social skills. A committee of teachers also meets regularly throughout the year to review LILA's curriculum as a whole, with a specific annual subject area focus. The area of focus is selected based on the school's need for curriculum to support the school mission of developing students' second language proficiency without neglecting their health and wellness needs, their mental, social, and emotional development needs, and all the while striving to ensure students meet or exceed state standards and perform well on state assessments. Math will continue to be a primary focus of our professional development in 2015-16, based on our purchase of a new math curriculum "Math in Focus" and we will continue to increase our focus on literacy based on our performance on the MCA Reading assessment in 2014-2015.

School Performance

MCA Proficiency

Proficiency data from 2013 MCA III assessment series.

Grade	Subject	Number of Students Tested	% Meeting Standards	% Exceeding Standards
3	Reading	121	38.8	9.1
3	Math	121	54.5	30.6
4	Reading	87	39.1	14.9
4	Math	87	36.8	39.1
5	Reading	85	51.8	7.1
5	Math	85	47.1	12.9
6	Reading	65	46.2	20
6	Math	65	40	23.1

MCA Growth

Growth data from 2015 MCA series

Subject	Category	Number of Students	% in Category
Math	Not Proficient on Prior Assessment, High Growth	31	13.2
Math	Not Proficient on Prior Assessment, Medium Growth	32	13.6
Math	Not Proficient on Prior Assessment, Low Growth	19	8.1
Math	Proficient on Prior Assessment, High Growth	69	29.4
Math	Proficient on Prior Assessment, Medium Growth	62	26.4
Math	Proficient on Prior Assessment, Low Growth	22	9.4

Growth data from 2015 MCA series

Subject	Category	Number of Students	% in Category
Reading	Not Proficient on Prior Assessment, High Growth	57	24.2
Reading	Not Proficient on Prior Assessment, Medium Growth	49	20.8
Reading	Not Proficient on Prior Assessment, Low Growth	20	8.5
Reading	Proficient on Prior Assessment, High Growth	40	16.9
Reading	Proficient on Prior Assessment, Medium Growth	43	18.2
Reading	Proficient on Prior Assessment, Low Growth	27	11.4

IX. SCHOOL CLIMATE

Overview

LILA's Parent Teacher Organization is very active, sponsoring the polar plunge, and 4 regular fundraisers in order to pay for international "language ambassadors" as well as support teachers' classroom materials needs, among other things, each year. The PTO puts on the annual June celebration, Family Fun Night, the annual ice cream social, and organizes several other community-building activities throughout the school year.

The LILA Foundation remains active, sponsoring a family snow tubing fundraiser, a cash donation drive, and the annual gala dinner/benefit auction at Dellwood Hills Golf Club.

The group has also established partnerships with the Minnesota Twins, culminating in several blocks of Twins tickets being given to students, and the Twins' sponsorship of the staff attendance at the Gala. The LILA Foundation's goal is to raise money for an endowment, from which LILA can draw interest to pay for programs, allowing school funds to be used to pay teachers competitive wages as they reach mid career.

In addition, regular informal parent involvement is widespread at LILA. We encourage all parents to give 10 hours of their time throughout the school year in exchange for a school experience that has a value of "10." They act as classroom volunteers, "clases especiales" teachers or coaches, traffic helpers, library helpers, school yearbook coordinators, and graphic designers. Many families serve as host families for our language ambassadors, an ongoing 24/7 commitment that is sometimes challenging and frequently rewarding. Parents serve in many other capacities in the school as well. As an illustration, each Tuesday at Lower Campus in the 2014-15 school year, parent volunteers gathered in a conference room to work on teacher requests for help, copying jobs, laminating, and other tasks for the classrooms.

We are supported by and involved in the larger community as well. We have a strong and long-term relationship with the Forest Lake Area Schools, the Forest Lake Chamber of Commerce, the Forest Lake City Council, and members of various other civic groups. We participate in Community Education programming and work with the local police and firefighters to provide specialized programming to our students. Again this year, we won the award for the most participants in the annual Lake Fest 5K Fun Run. We also offer our Lower School building, which, as a former hospital comes equipped with a power generator, for use as an emergency shelter should a community need arise.

Annual Caring School Climate Survey

Each year, LILA collects a 16-question "Caring School Climate Survey" from returning students and their parents.

The surveys were sent home electronically, prior to our "welcome conferences" in August. All questions were phrased positively with response choices on a 5-point scale (strongly agree = 1, agree = 2, unsure = 3, disagree = 4, strongly disagree = 5. Note, we're aiming for a "1," not a "5.") Our overall average score for all 16 questions was 1.28, the best score we've ever received, and significantly better than our previous highest score of 1.58 earned the prior year.

X. FINANCES

LILA's robust enrollment growth and careful budgeting have contributed to today's strong financial position. In its first nine years, LILA carefully and mindfully built a fund balance that could allow the school to meet the challenge of potentially steep and fluctuating holdback of state education aid and outfitting a new campus without having to resort to expensive short-term borrowing. At the close of the 2014 fiscal year on June 30, 2014, the audited, unreserved, undesignated general fund balance had reached 28% of expenditures, or \$1,651,573, an decrease of 8.7% over the previous year's general fund balance. This level, though it is a decrease, is still higher than the norm for most schools, and is purposeful and driven by three main factors:

1. It allows us to bridge the gap left by significant increases in state holdback without borrowing.
2. It allows us to handle small emergencies, for such unanticipated things as replacing our 50+ year-old boilers should they fail, enrollment declines, or a decrease in state funding.
3. It allows us to continue program development and improvement, including adding a grade of Mandarin Chinese immersion track annually and outfitting a second campus in fall 2014.

The decrease in fund balance is a direct result of the LILA Board's work in supporting the opening of the new campus in fall 2014. The board revised the budget three times during the FY15 school year. The initial FY15 budget approved in June 2014 and three FY15 budget revisions, approved in October 2014, December 2014, and June 2015 are attached. The school board treasurer chairs the board finance committee. The board chair also served on the finance committee and has a professional background in banking and finance. All school board members receive finance training. The school board has also appointed an audit committee for oversight of that process. Financial oversight is strong at LILA. An internal controls policy (Policy 110) details the system of internal controls in place at LILA; it is reviewed annually by the board and followed for day-to-day school business and management.

Cash flow is well managed. Following board-established procedures, excess funds are invested in low-risk, laddered certificates of deposit (CDs). Although cash on hand was invested in CDs, upon maturity several CDs were not renewed due to the very low interest rates at that time. The school had \$1,999,024 in cash and investments in the general fund on 6/30/14 (audited). The school CFO monitors cash flow as expenditures are planned and encumbered. The board receives a cash flow report among its monthly financial reports. The board-approved June 2015 unaudited financial reports are attached.

LILA has established a strong relationship with its community banks, First Resource Bank and Central Bank. The school checking account transitioned from First Resource Bank to Central Bank in FY15, due to First Resource Bank's decision to close its Forest Lake branch. The school and LILA Building Company have diversified their investment strategy by investing in CDs at both Central Bank and First Resource. We provide bank representatives with quarterly financial, year-end, and audit reports and other communications so that they may stay fully informed about our financial status. We involve them as partners in future planning and goals, as related to finance. We recognize the value of these relationships and work to keep them strong. This allows us to plan confidently for the future.

Other entities partner with the school to the benefit of our overall financial status. Through August 2014, the School engaged School Business Solutions to assist with business services. When SBS chose to close, the school transitioned to Dieci School Finance, created by several former SBS employees, for a short term contract that allowed the School to select a long-term solution--contracting with Stenmark Financial Services. The transitions to Stenmark Financial Services and Central Bank were major endeavors, but handled successfully through cooperative staff involvement. The financial services

firm's involvement in daily operations allows the school increased separation of duties and another level of financial oversight. The school has engaged CliftonLarsonAllen, LLP as our auditors to date; we consult with them about financial matters throughout the year, not just at audit time. From time to time, LILA's school board requests proposals from other audit firms for the school and building company audit, approximately every three years. The next cycle is expected to be in early 2016. We also regularly inform our school's authorizer, Volunteers of America of Minnesota, about financial matters (quarterly financial, attendance and enrollment reports) and school board actions (monthly agendas & minutes).

Lastly, LILA has aggressively sought grant funding. Our successful applications have allowed us to advance our program development at a much faster rate than would have been possible without them. Earned grants include a 2007 three-year Foreign Language Assistance Program Grant of over \$820,000, a 2008 \$500,000 state facilities improvement grant, and several smaller grants related to arts education from the Perpich Center for the Arts in Education and SteppingStone Theatre. Preferred One, the school's health insurance vendor, has provided up to \$5,000/year for each of the last three years to be used toward purchases that promote wellness among LILA staff. LILA formed a "Swellness Committee", composed of teachers and other staff, to manage purchasing for this funding. It has been used for such things as healthy breakfast foods for teachers during conferences, grocery store gift cards for Preferred One members who get their annual physical, a ping pong table, and drinking fountain filter and dispenser systems for drinking water. In FY15, LILA was awarded a Confucius Classroom, and received a "Welcome, Friends!" grant in July 2015 for hosting a Chinese student delegation. These recent awards support the School's efforts toward international mindedness and global outreach.

Because of the school's attention to financial health and management, LILA has received the State Finance Award nine consecutive years, through the current year. Earning this award is an annual goal of the administration. In addition, our authorizer, Volunteers of America of Minnesota awarded LILA its Award of Excellence in School Financial Management and Oversight in 2015, an award with exacting and strenuous standards.

FY14 Audit

The school has received a clean audit each year. For the FY14 audit of the general fund, one material audit adjustment was found. During audit testing, auditors noted that contracts payable and the related capital outlay expenditures had been materially understated. A Corrective Action Plan was put in place to ensure that all transactions within the School are properly reported for financial statement purposes. Our audit firm, CliftonLarsonAllen, reported no compliance issues with respect to Minnesota statutes related to charter schools and UFARS accounting. Total revenue was 1.1% lower than the budgeted amount while total expenditures were 1.8% lower than budgeted. LILA strives to limit variances to 1 to 2% of budgeted, and makes at least one mid-year budget revision to update budget assumptions. At the close of the 2014 fiscal year on June 30, 2014, the unreserved, undesignated fund balance had reached 28% of expenditures, or \$1,651,573. The school board and administration plan to limit growth of the fund balance in the next two to three years to support staffing and new programs more fully, including

the expansion to grade 12.

The annual audit timeline is as follows:

April/May: audit firm selected by board

July: preliminary fieldwork; board appoints audit committee.

July/August: audit preparation by school finance staff

Early Sept: audit fieldwork by auditors, reports drafted

Oct: drafts reviewed by school, final drafts to audit committee

Nov: board reviews audit reports (Executive Audit Summary and Financial Statements);

final approved audit reports to authorizer, banking institutions, building company bondholders, and posted to EMMA

XI. Innovative Practices and 2014-15 Awards **

Two Immersion Languages

In September 2011, LILA made the long held dream of school founders a reality by welcoming the first class of kindergartners of the second immersion language (Chinese). The addition added both challenge and excitement to the school community, and has resulted in a more authentically international, multilingual setting. The challenges and excitement continued through the following school years, as we added first and second grade Chinese immersion and prepared for adding third grade. The Chinese immersion students are now receiving 2 periods of Spanish (as a third language) each 6-day cycle, to mirror the 2 periods of Chinese that the Spanish immersion students have been taking for the past several years.

Collaboration for Education

LILA is proud of our partnerships with various entities, including the Minnesota Twins, the International Baccalaureate Organization, the Minnesota Advocates for Immersion Network, St. Cloud State University, the University of Minnesota, Embassy of Spain, American Councils, College Board, Hanban, and Amity Organization. We also partner with the Forest Lake Area Schools, collaborating to meet the language immersion education needs of our larger community.

Classroom Innovations - International Hiring

LILA continues to innovate in areas of teaching and learning, always striving for best practices that fit our school community. To this end, we always look for teachers with international experiences. We find that those who have lived overseas, whether born in the US and having spent months or years abroad, or having been born elsewhere, but now living in the US, teachers with international living experiences have characteristics that help them thrive in the classroom. They tend to be self-reliant, they are flexible, and they are open to learning. They are not afraid to try things; therefore, they sometimes fail, yet always recover. They overcome challenges, while maintaining a positive outlook. Perhaps most importantly, they embody the International Baccalaureate attribute of being inquirers; they are curious about their students and about how best to help them learn. As of summer 2014, nearly all of the adults working with students on a daily basis at LILA will have lived overseas or are currently living away from their home country. As the number of language immersion schools in Minnesota increases, the competition for local, Minnesota-licensed teachers increases as well. Fortunately, LILA has several established avenues for hiring internationally, with word-of-mouth from current staff being our greatest source of new applicants. This practice of hiring the best teachers, regardless of country of origin, ensures that we continue to bring fresh and innovative ideas to our school.

Creating a Green School Environment

LILA's custodial crew is vigilant, always looking for ways to save energy, money, or the environment. All the green upgrades implemented over the years at the Lower School, including food waste recycling, switching from disposable lunch trays and flatware to reusable trays and flatware, and large recycling bins for each classroom to use for paper recycling, have been incorporated into the LILA Annex building and the Upper School.

Honors/Accomplishments

Grants

For the the fourth consecutive school year, Preferred One, the school's health insurance vendor, provided up to \$5,000/year to be used toward purchases that promote wellness among LILA staff. LILA formed a "Swellness Committee," composed of teachers and other staff, to manage purchasing for this funding. It has been used for such things as healthy breakfast foods for teachers during conferences, grocery store gift cards for Preferred One members who get their annual physical, a ping pong table, and two drinking fountain filter and dispenser systems for drinking water.

During the 2013-2014 school year, a LILA teacher, nominated by a LILA parent, received a WEM Outstanding Educator award, accompanied by a check to the teacher for \$15,000.

In 2014-15, the LILA music department earned a grant from the St. Croix Valley Foundation to purchase a set of large, globally-inspired drums.

Awards

In 2013, for the fourth consecutive year, LILA earned a national Character Education Promising Practices award. The 2013 award was given in recognition of our practice of familiarizing the LILA students and community with all adult staff members by posting framed 5 x 7 photos of each staff person in the halls of the school, with their titles/positions listed. LILA received this award at the state capitol in May, 2014.

In May 2014, LILA received a State House Resolution recognizing the school's ten years of successful operation.

In spring, 2014, a LILA presenter was invited to present as part of a team from Minnesota Advocates for Immersion Network (MAIN) at the Minnesota Council of Teachers of Language and Cultures (MCTLC) to be held in October 2013.

A LILA presenter was invited to present a full day workshop to an international audience at the Center for Advanced Research on Language Acquisition's "Immersion 101 for Administrators" in Minneapolis in July, 2014, for the second consecutive year.

LILA was awarded the services of a Chinese Guest teacher and two guest teacher trainees for the 2014-15 school year by the College Board and the Chinese government's educational wing, the Hanban. LILA was also awarded the services of a Guest Teacher Trainee through a program run jointly by the Institute of International Education, the Confucius Institute at the University of Minnesota, and the Hanban.

In spring 2015, an invited LILA administrator represented the state of Minnesota in the teacher exchange program arranged between the Minnesota Department of Education and the Embassy of Spain, screening applicants for seven participating Spanish immersion schools in the state.

LILA received the MDE Finance Award in 2015, as well as the eight years prior.

XII. SERVICE LEARNING

Several small-scale, large impact initiatives were implemented by LILA students during the 2014-2015 school year, as a result of the International Baccalaureate Primary Years Programme Action Cycle, in which students engage in inquiry-based learning about a concept, reflect on their learning, and consider actions they might take as a result of what they have learned. Some of the 2014-2015 actions included taking part in We Day in the Twin Cities, followed by a We Scare Hunger campaign by the entire sixth grade. Each year, all of our sixth graders show what they have learned in seven years of IB PYP education by designing, researching, and presenting on a topic of their choice related to the transdisciplinary theme of “Sharing the Planet”. Students work in pairs or small groups and at the end, decide on some kind of action related to their learning. While all students are required to take some form of action, one group of sixth graders followed their exhibition project on suicide prevention by raising money and becoming a major sponsor of a suicide prevention 5K race.

XIII. PROGRAM CHALLENGES

Our main program challenges are the discrepancy between district public school and charter public school funding, competition from nearby schools,

Funding

Charter Schools Unable to Access Levy Funding--Several years ago, we were asked by the local school district to support its positions in the excess operating levy vote. The levy passed. While we do support the education of all Minnesota students, we are frustrated by our inability to access these funds. The district’s schools receives \$725 additional funding per pupil unit each year with the passage of that levy. As a charter public school, we receive no levy money. School funding equations in the state of Minnesota do a disservice to students attending charter public schools. As with all schools, the largest expense, by far, is the teaching staff. It is untenable to ask charter school teachers to accept a lower lifetime income projection than district school teachers, or to make do with larger class sizes or less support. All of these financial pressures ultimately affect students. Parents of charter school students pay taxes too, and their children deserve no less than do the children in other tax-supported schools.

Challenges On the Horizon

Competition from Nearby Schools

A newer issue has begun to surface since the start of nearby partial language immersion programs. Families not informed of the benefit of full immersion vs. partial immersion are being pulled into partial immersion programs. Full language immersion, particularly if a family does not have experience with this type of learning, can be somewhat

intimidating to families making choices about education for their children. A partial immersion program, while not providing the benefits of a full immersion program in terms of brain development and target language literacy, and providing no long-term benefits to first language (i.e. English) proficiency, can feel “safer” than a full immersion program.

LILA has been investing more marketing dollars for each of the last two years to preempt these issues and meet our enrollment targets, and hired a full-time Communications Director in 2015. Efforts to engage families in dialog about the advantages of LILA continue to be a mainstay in our marketing efforts.

Teacher Retention

Our teacher retention has fluctuated somewhat, between 76% and 90% in our first 10 years. For the two years between 2014-15 and 2015-16, we retained 93 % of our licensed instructional staff. As a school with multiple specialties (immersion, IB, and our social curriculum) the school benefits greatly from retention of our most experienced and highly trained staff; but increased retention also brings with it a challenge. As the bulk of LILA teachers progress from entry level, they will need to be compensated for their additional skills and contributions to the school. Q Comp will help fund this area to a point, but we must continue to look for additional funding for this purpose. This brings us back to the challenge listed above, that of not having access to local levy funding, which puts charter schools at a distinct disadvantage when compared with district public schools when competing for the same teaching candidates. We hope to ameliorate this issue through legislative changes allowing charter schools to access levy dollars. We also support the ongoing efforts of the LILA Foundation, a non-profit organization dedicated to establishing an endowment, the interest of which will be available for use by LILA.

Space

As the program grows, the school board is challenged to find and/or build additional space for additional grades. The challenge is that schools are able to build based on only the number of students currently enrolled. For a growing school, this situation causes our facilities to always be “just right” in size, and therefore too small for the future.

XIV. FUTURE PLANS

LILA will continue to offer a strong educational program, based on a foundation of Spanish immersion, Chinese immersion, and the International Baccalaureate.

In the wake of irreconcilable philosophical changes at Forest Lake Area Schools District 831 that affect the 7-12 continuation program between our two entities, LILA has moved ahead independently, adding grades 7 and 8 in fall 2015. The school will add grades 9-12 in fall 2016.

Our work continues to focus on the goal of our school becoming a renowned center of language immersion in the Upper Midwest.

Lakes International Language Academy continues to increase enrollment, as one of the most well known language immersion program in the northeast suburbs, and one of the longest established International Baccalaureate Primary Years Programs. Adding Chinese immersion sections in 2011 helped ensure our uniqueness. Our continued success in finding and retaining high quality teachers with native or near-native target language skills allows us to benefit from parent word-of-mouth marketing as our most successful marketing campaign to date.

XV. WORLD'S BEST WORKFORCE REPORT

In accordance with 2013 Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must transmit an electronic summary of its annual report to the commissioner of the Minnesota Department of Education each fall.

The following report is a summary of LILA's progress toward:

- Improving teaching and learning and striving for the world's best workforce (specifically, progress toward closing the achievement gap);
 - 2013 Achievement Gap Reduction: 11.72 points
 - 2014 Achievement Gap Reduction: 14.37 points
 - 2015 Achievement Gap Reduction: 20.16 points

- All students ready for kindergarten;
 - In 2013-14, LILA offered Kinder Prep to 4-year-olds to help children be ready for kindergarten socially, academically, and in terms of target language. A total of 22 full and part time students registered for this fee-based program.
 - In 2014-15, LILA earned a Parent Aware four-star rating. The program tripled in size to 65 students.
 - In 2015-16, the program took over the entire upper floor of the LILA Annex and gained 15 additional preschool students for a total of 80.

- All students in third grade achieving grade-level literacy;
 - As a one-way language immersion school that begins teaching English as a formal subject in the middle of second grade, we follow best immersion practice of protecting the target language in the primary years so as to reap the benefits of full bilingualism beginning in the upper elementary grades. Our measures of grade level literacy include literacy achieved in the target language, and assessed using internal measures, such as the American Reading Company's leveling guide in both Spanish and English, and similar internal measures in Mandarin.

- Information about best practice strategies that were implemented and that are showing evidence of impacting closing the achievement gaps and working toward creating the world's best workforce in Minnesota.
 - One aspect of our Q Comp Plan that significantly impacts our student achievement, helping us work toward the World's Best Workforce, is the PLC study time by grade level group. PLCs are divided into two parts, a "DATA (RTI)" PLC and a "Curriculum" PLC. The "Data" PLC meets 2 times per month for 40-50 minutes and is divided by grade level. The "Strategies for teaching" PLC meets bi-weekly for 60 minutes. Teachers

overwhelmingly reported that the ideas and strategies covered in their PLCs directly impacted their instruction. They reported that the meetings helped them in improving differentiation, student engagement, interventions for students, knowledge of the curriculum as well as developing new ideas for time management. Teacher learning from PLCs impacted student achievement because it helped the teachers in their teams focus on improving their instruction for the sake of meeting students' needs in the classroom. For many of our teachers, this had a direct, easily measurable effect through the increase in test scores on both the MCAs as well as the NWEA MAP test. Teachers also reported that students were more engaged because of the differentiated strategies and interventions that the teachers learned during their PLCs.

- A second aspect of our Q Comp Plan that aids us in creating the World's Best Workforce is our Teacher Observation/Evaluation system. Classroom instruction is directly affected by the observation process. The focus on achievable goals, growth versus performance as well as having the teacher be a member of the observation team, provides motivation for teachers to want to improve their practice. Teachers met with their Team Leader and the Building Instructional Leader almost monthly to discuss specific strategies, routines, structures and the resources available to them as they worked on their goals. The teachers took the ideas gathered in these meetings as well as in their PLCs and improved their instruction and classroom management. After every observation the teacher meets with the Team Leader (TL) and Building Instructional Leader (BIL) for a learning conversation around their chosen goal. While some specific feedback is provided to the teacher, the learning conversation is based on self-analysis and reflection. The teacher being observed is the most important person in that process and therefore self-reflection is at the heart of each conversation. At the end of the conversation the teacher sets a working goal that serves as a guide to their practice between observations. For many teachers, this had a direct, easily measurable effect through the increase in test scores. For others, especially new teachers, it had a more subtle effect where the new teachers were able to develop effective classroom management strategies that match the LILA mission and vision.
- Finally, language immersion itself is fast becoming recognized as an achievement gap reducer through a growing body of evidence. (See for example: <http://www.mnachievementgap.org/>.) In simple terms, as children enter a language immersion program, the playing field is leveled. In a one-way program such as LILA's, no child has the advantage of a larger vocabulary or advanced skills in the target language as so often happens in an English language kindergarten, where those with significantly more adult interaction, conversation, and enriching activities start their school years with a distinct verbal advantage.

XVI. NON-PROFIT STATUS

LILA continues to maintain its non-profit status, as evidenced by the screenshot below.

The screenshot shows a web browser window displaying the Minnesota Business & Lien System website. The page title is "Minnesota Business & Lien System" and it is the "Office of the Minnesota Secretary of State". The navigation menu includes "Home", "Business", "UCC / Tax Liens", "CNS", "Subscriptions", and "FAQ". The main content area is titled "Business Record Details" and includes buttons for "Print", "Order Certificate", "File Amendment / Renewal", and "Back to Search Results". The business name is "Lakes International Language Academy". The record details are as follows:

Business Type Nonprofit Corporation (Domestic)	MN Statute 317A
File Number 2B-982	Home Jurisdiction Minnesota
Filing Date 05/22/2003	Status Active / In Good Standing
Renewal Due Date 12/31/2016	Registered Office Address 246 11th Ave SE Forest Lake, MN 55025 USA
Registered Agent(s) Cameron Hedlund	President Cameron Hedlund 246-11th Ave SE