

## 2014-2015 World's Best Workforce Report Summary

District or Charter Name            Lakes International Language Academy  
Contact Person Name and Position        Shannon Peterson, Director

In accordance with 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 publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

This document serves as the required template for submission of the 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

### Stakeholder Engagement

#### Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

- o *[Board Minutes](#) show the annual report being submitted and approved. The World's Best Workforce report is part of the school's annual report.*

#### Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

- *LILA's Annual Meeting is held each year in late March or early April, just after the completion of Board Elections for the following year's School Board. The 2015 Annual Meeting was held on April 2, 2015.*

#### District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents

are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

- *The District Advisory Committee consists of the LILA School Board, including teachers, parents, and a community member and the School Leadership Team, as well as others whose input is sought in non-concurrent meetings, including support staff and students.*

## Goals and Results

[Note: Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results.]

<b>SMART Goal</b>	<b>2014-2015 Goals</b>	<b>2014-2015 Goal Results</b>
<b>All Students Ready for Kindergarten</b>	<i>Use the MN Indicators of Progress and Work Sampling in the Kinder Prep as measured by the Four Star Parent Aware measurement system by September 2014.</i>	<i>LILA Kinder Prep achieved Four Star Parent Aware rating.</i>
<b>All Students in Third Grade Achieving Grade-Level Literacy</b>	<i>LILA will increase the percentage of third graders proficient on the 2016 MCA III Reading assessment by 4% over the 2014 percentage proficient, keeping the goal reasonable for a language immersion school that by design, does not introduce English until second grade.</i>	<i>In 2015, 47.9% of third graders were proficient on the MCA III Reading assessment, an increase of 8.1% over 2014. We know that by the end of elementary school, the percentage of language immersion learners achieving proficiency is generally greater than the average percentage of monolingual students doing so.</i>
<b>Close the Achievement Gap(s) Among All Groups</b>	<i>LILA will earn a minimum of 10 points on the Achievement Gap Reduction measure of the 2015 Multiple Measurement Domains.</i>	<i>LILA earned 20 points on the Achievement Gap Reduction measure of the 2015 Multiple Measurement Domains.</i>
<b>All Students Career- and College-Ready by Graduation</b>	<i>N/A-highest grade was 6 in 2014-15.</i>	<i>N/A-highest grade was 6 in 2014-15.</i>

<b>All Students Graduate</b>	<i>N/A-highest grade was 6 in 2014-15.</i>	<i>N/A-highest grade was 6 in 2014-15.</i>
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## Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

*On 6/3/2014, the LILA School board approved an updated Strategic Plan that included the development of an IB and language rich plan for grades 7 – 12, either with ISD 831 or independently, as well as a continued focus on academic performance. Academic performance strategy stated that instruction would be informed through standard test data, at that time including both MCA and NWEA data, as well as language proficiency testing using SOPA and COPE. LILA’s academic goals aligned with the school’s Charter Goals, including to increase percentage of students achieving MCA proficiency by 3 points in reading and by 4 points in math.*

## Systems, Strategies and Support Category

### Students

*Students received multiple supports for their academic goals.*

- o Students were evaluated using NWEA, MCA, and SOPA/COPE on a schedule giving teachers meaningful feedback to inform their instruction prior to the end of the school year.*
- o School leaders met bi-weekly. Work included student progress overall as well as disaggregating student MCA data from previous years looking for patterns evident in any group or groups, and to ensure achievement gap goals were underway.*
- o OLPA and other practice test data were used to inform coaching with large group, small group, and individual teaching staff as well as to assign and reassign student support staff.*

### Teachers and Principals

- Executive director is evaluated annually, prior to the next year’s goals being set by the LILA School Board. Executive director is offered support from the board to achieve goals in the form of professional development, as well as freedom, within budget constraints, to make adjustments to staffing as deemed appropriate.*
  - o School leadership maintains a schedule for review and evaluation of the effectiveness of instruction and curriculum*
  - o Under LILA’s Q-Comp plan, teachers are observed, coached, and evaluated at least once per year for experienced teachers, and three times per year for novice teachers.*

*Observations and coaching and evaluation conversations are guided by a version of Charlotte Danielson's rubric for teacher effectiveness, modified to fit language immersion, IB, and Responsive Classroom methodologies key to LILA.*

## **District**

- *As a charter, the "district level" is much the same as the school level, and much emphasis is placed on maintaining high quality instruction, rigorous curriculum, effective use of technology, and a collaborative professional culture.*
  - *Each school year begins with a two-week professional development workshop for all returning teachers, and an additional week of workshops for new staff. Part of the workshop weeks is an overnight retreat that helps set the stage for true collaboration upon the return to school.*
  - *Ongoing professional development is offered to and/or required of teachers around building a classroom and school culture conducive to learning, personal growth and development, and balance for students and adults.*
  - *Ongoing professional development and coaching is offered to teachers regarding state standards and curriculum development, as well as the IB's focus on the Written Curriculum and the Taught Curriculum.*
  - *Ongoing professional development on technology use and best practice, with teacher representatives on the Tech Committee, making decisions each year about purchasing and maintenance.*

## **Equitable Access to Excellent Teachers**

[Note: Review the information below. **Districts do not need to report information in this section at this time.**]

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field teachers. On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long-term needs for improving equitable access of all students to great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

From MDE's data review, the following statewide equity gaps surfaced:

- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
- Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
- Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
- Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low-income families and students of color, have equitable access to teachers and principals who can help them reach their potential. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.