

2023-24 Annual Report and World's Best Workforce Report



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

October 8, 2024

LOWER SCHOOL • Main Campus
246 11th Ave. S.E., Forest Lake, MN 55025
651-464-0771

UPPER SCHOOL • Headwaters Campus
19850 Fenway Ave. N., Forest Lake, MN 55025
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121 11th Ave. S.E., Forest Lake, MN 55025
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Preparing tomorrow's critical thinkers and global citizens through language acquisition and inquiry-driven study.



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Introduction

Lakes International Language Academy (LILA) began as a passion of 13 area parents who wanted their children to grow up bilingual and internationally-minded. 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 approximately 1400 students and two immersion language options on two campuses in 20 years. The school is widely respected by area residents and Minnesota educators and is 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.

School Statutory Purposes and Outcomes

As outlined in law (Minnesota Statutes 2010, 124E) charter schools must meet at least one of six purposes.

- (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.**

LILA meets all six purposes listed above, but we choose to focus on two. First, we encourage the use of different and innovative teaching methods through our programming. The International Baccalaureate (IB), 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. Delivering nearly all elementary instruction through immersion in Spanish or Mandarin is an additional and remarkable innovation. Both methodologies are required in LILA elementary classrooms and some secondary classrooms, and LILA hiring teams find candidates to be both intrigued and excited at the combination of the two. Second, we create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school sites by asking each grade level and subject group to develop and refine their own team goals and learning materials in accordance with state standards and IB guidelines. In addition, 2 - 3 teachers serve on the LILA school board at any given time.

Authorizer



Volunteers of America of Minnesota

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As a leading authorizer, Volunteers of America–Minnesota builds its portfolio of high-performing charter schools by only selecting proposals with a strong potential for success. It then ensures that such potential is realized through a unique system of accountability that begins even before a school opens its doors.

VOA-MN is committed to fulfilling its role as a charter school authorizer by holding its schools accountable for a range of results. The accountability system presented in this document ensures that VOA-MN will uphold its legal obligation to make sure the schools it authorizes are reaching (or making adequate progress toward) the goals and benchmarks outlined in its charter contract and Minnesota statute.

VOA-MN uses a standard charter contract with unique school-specific terms that capture different approaches to achieving student success. The individuality of each school will be preserved in the “Academic Program Description” addendum to the charter contract.

According to Minnesota Statute 124E.01, subd.1, The primary purpose of charter schools is to improve all pupil learning and all student achievement. VOA-MN holds the schools it authorizes accountable in five major areas: academic performance, fiscal management, board governance, management and operations, and legal compliance. Each area may have multiple indicators of success and the charter school’s performance on each indicator will be rated as:

- Does Not Meet Standard
- Partially Meets Standard
- Meets Standard

Rating Scale: For each standard, a school earns points for contract renewal as follows:

0 = Does Not Meet Standard

1 = Partially Meets Standard

2 = Meets Standard

Weighting of Performance Measures used during the contract renewal process is as follows:

50% weighting: Academic Program (statutory purposes, including primary purpose)

20% weighting: Financial Sustainability

30% weighting: Organization

15% Governance

15% Management & Compliance

Combining Data Over the Contract Term

Annual school performance results will be combined each successive year of the contract term wherever possible so that fluctuation due to small group size will be minimized and overall performance is accurately reflected.

Contract Renewal Eligibility

VOA-MN schools must achieve at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area (Academic, Financial, Organizational Performance) to be eligible for a three-year contract renewal and at least an Exemplary Rating (80% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area to be eligible for a five-year contract renewal. All contract renewals will be for either three or five years. Fewer than three years does not provide enough information on which to make a renewal decision.

If a school is performing below standard to receive a three-year renewal contract, but has agreed to the authorizer terms and conditions set forth in the School Improvement Plan to correct areas of deficiency, VOA-MN may agree to extend a school's contract (not to exceed five years) to provide additional time for a school to improve performance as an alternative to termination. If sufficient school improvement is not being made by the end of the 1st year of the extension, termination proceedings will commence.

Intervention and Corrective Action

VOA-MN schools that, prior to their year of contract renewal, fall below a Satisfactory Rating in the Performance Framework overall and/or in any performance area (Academic, Finance, Governance, Management/Operations) must enter into a School Improvement Plan that addresses the specific standards in the Performance Framework where the school performance is below Satisfactory.

Ongoing Authorizer School Monitoring

Site Visits One of the most important ways VOA-MN gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to observe the school and engage in discussions with school management. VOA-MN conducts two different types of site visits: Formal and Informal.

- **Formal Site Visit-** Formal Site Visits are typically conducted once per year by a member of the VOA-MN Authorizing Program Leadership Team who interviews key stakeholders and conducts observations. Written feedback is provided to the Board of Directors and school leadership guided by the Site Visit Rubric. VOA-MN staff will provide formal written feedback summarizing observations. The feedback will identify areas of strength and areas that require improvement. If a more serious issue arises from a site visit, VOA-MN may implement an intervention based upon the "Range of Interventions" table.
- **Informal Site Visit-** VOA-MN may conduct informal site visits at any time to fulfill its duties as an authorizer. Reasons for informal site visits may include: investigation of a complaint, determination of readiness to open, follow up on implementation of improvement plans, or documentation of best practices. These visits are typically less formal and may be without notice.

Board Meetings Another important component of VOA-MN authorizer oversight is board meeting observations conducted at least twice per year and more often for schools within their first two years after initial charter approval. Authorizer VOA-MN uses the Board Meeting Observation Rubric and provides timely feedback to the school boards. VOA-MN also closely monitors the monthly board meeting minutes and financials of each authorized school and provides feedback to the school as needed.

School Published Annual Reports The Charter School Law (Minn. Stat. 124E.16) includes requirements for a charter school annual. Additionally, VOA-MN requires that annual reports include specific elements defined by VOA-MN annually. VOA-MN required elements include how the school is performing based on the three essential questions: Is the student learning program a success? Does the school exhibit strong financial health? Is the organization effective and well-run? The final draft be board approved and posted to the school's official website. The VOA-MN Annual Report criteria may contain the World's Best Workforce Report.

Authorizer Published School Performance Results In addition to the Formal Site Visit Report that each school is provided, VOA-MN will also annually publish three VOA-MN Charter School Network Reports: Academic Performance, Board Governance, and Financial Management. The cumulative purpose of these reports is to assess the ongoing performance of VOA-MN authorized schools regarding academic success, financial sustainability, and organizational effectiveness.

The combination of school performance based on the three VOA-MN Annual School Performance Reports, annual Formal Site Visit Reports, informal site visit observations, authorizer observations of board meetings, and ongoing monitoring of school reporting and compliance provides an accountable oversight mechanism for the authorizer, schools, and other organizations. This collective body of evidence will also form the basis for contract renewal decisions.

Board Governance

This section demonstrates compliance with the following VOA-MN Standards:

- Standard 1: The Board of Directors met its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute*.
- Standard 2: The Board of Directors has the necessary knowledge to carry out the responsibilities contained in Minn Stat 124E.07, Subd. 6. (Duties), including knowledge in finance/budget, policy/legal, personnel/employment, and education.
- Standard 3: The Board adheres to an orientation process for bringing on new members.
- Standard 4: The Board of Directors complies with initial and ongoing training requirements set forth in Minn. Stat 124E.07, Subd 7 (Training): governance, financial, and employment policies and practices.
- Standard 5: The Board of Directors completes a self-evaluation each year.
- Standard 8: The Board of Directors adheres to board member election requirements set forth by state statute*.
- Standard 14: The school maintains a high level of parent, teacher and student satisfaction rates based on school conducted surveys and student/faculty retention rates.

2023-24 School Year LILA School Board Members

Name	Board Position	Board Eligibility Category (if teacher, FF #)	Date Elected	Date Seated	Term Expiration	Phone Number	Email Address	Attendance FY24 (complete at year end)
Karl Schaumann	Teacher Member	Teacher FF481897	Elected 3/14/23	7/1/23	6/30/25	651-464-8989	kschaumann@mylila.org	11
Renee Feagan	Parent Member	Parent	Elected 3/14/23	7/1/23	6/30/25	952-239-1002	rfeagan@mylila.org	11
Diane Rohan	Community Member	Community member	Re-Elected 3/14/23	7/1/22	6/30/24	651-433-6003	drohan@mylila.org	6
Corey Purkat	Treasurer	At Large	Appointed 3/14/23 Completing teacher term	7/1/21	6/30/24	763-442-2196	cpurkat@mylila.org	10
Lindsay Schipper	Chair	Parent	3/15/22	7/1/22	6/30/24	651-206-3881	lschipper@mylila.org	5
Erin Ribar	Vice Chair	Parent	Re-elected 3/14/22	7/1/20	6/30/24	612-327-3402	eribar@mylila.org	4
Jean Woodberry	Secretary	Teacher FF408405	Elected 3/14/23 after initial appointment	4/1/22	6/30/25	651-464-8989 952-232-9127	jwoodberry@mylila.org	5

Shannon Peterson	ex officio, non-voting	Executive Director	n/a	n/a	n/a	651-246-7331 651-252-6704	speterson@mylila.org	11
Julie Lundgren	ex officio, non-voting	Chief Financial Officer	n/a	n/a	n/a	651-252-6705 612-384-8740	jlundgren@mylila.org	12
Mike Rynders	At-Large member	Parent	Elected 3/14/23	7/1/23	6/30/25	651-283-1524	mrynders@mylila.org	11
Erin Chapman	Teacher Member	Teacher FF:470366	Elected 10/27/23 To complete 3rd teacher position	11/14/23	6/30/24	651-464-8989	echapman@mylila.org	7

Board Training for 2023-2024 for New Board Members

Initial Training Completed by Board Members in 2023-2024

Board Member Name	Governance Basic Training Completed (Topic, trainer and date)	Finance Basic Training Completed (Topic, trainer and date)	Employment Basic Training Completed (Topic, trainer and date)
Karl Schaumann	Abide by the Bylaws MN Charter Board online training 09/12/23 Conduct Open Meetings MN Charter Board online training 09/12/23 Create Board Development Plan MN Charter Board online training 09/12/23 Evaluate Progress towards Contract Goals MN Charter Board online training 09/12/23 Negotiate the Charter Contract	Adopt a Budget MN Charter Board online training 06/24/24 Conduct Financial Oversight of Cash Flow MN Charter Board online training 06/24/24 Conduct Financial Oversight of Fund Balance MN Charter Board online training 06/24/24 Conduct Financial Oversight of Pupil Units MN Charter Board online training	Develop and Use Policies MN Charter Board online training 06/24/24 Evaluate the Leaders MN Charter Board online training 06/24/24 Look Out for Conflicts of Interest MN Charter Board online training 06/24/24 Respond to Data Requests MN Charter Board online training 06/24/24

	MN Charter Board online training 06/20/24	06/24/24 Oversee Proper Use of Public Funds MN Charter Board online training 09/11/24	Retain and Maintain Records MN Charter Board online training 06/24/24
Renee Feagan	Abide by the Bylaws MN Charter Board online training 09/09/23 Conduct Open Meetings MN Charter Board online training 09/09/23 Create Board Development Plan MN Charter Board online training 09/09/23 Evaluate Progress towards Contract Goals MN Charter Board online training 09/09/23 Negotiate the Charter Contract MN Charter Board online training 09/09/24	Adopt a Budget MN Charter Board online training 09/11/24 Conduct Financial Oversight of Cash Flow MN Charter Board online training 09/11/24 Conduct Financial Oversight of Fund Balance MN Charter Board online training 09/11/24 Conduct Financial Oversight of Pupil Units MN Charter Board online training 09/11/24 Oversee Proper Use of Public Funds MN Charter Board online training 09/11/24	Develop and Use Policies MN Charter Board online training 09/10/24 Evaluate the Leaders MN Charter Board online training 09/10/24 Look Out for Conflicts of Interest MN Charter Board online training 09/10/24 Respond to Data Requests MN Charter Board online training 09/10/24 Retain and Maintain Records MN Charter Board online training 09/10/24
Mike Rynders	Abide by the Bylaws MN Charter Board online training 10/09/23 Conduct Open Meetings MN Charter Board online training	Conduct Financial Oversight of Cash Flow MN Charter Board online training 05/15/24 Oversee Proper Use of	Evaluate the Leaders MN Charter Board online training 05/15/24 Respond to Data Requests MN Charter Board

	<p>10/09/23</p> <p>Create Board Development Plan MN Charter Board online training 10/09/23</p> <p>Evaluate Progress Towards Contract Goals MN Charter Board online training 10/09/23</p> <p>Negotiate the Charter Contract MN Charter Board online training 10/09/23</p>	<p>Public Funds MN Charter Board online training 05/15/24</p> <p>Conduct Financial Oversight of Pupil Units MN Charter Board online training 05/15/24</p> <p>Conduct Financial Oversight of Fund Balance MN Charter Board online training 05/15/24</p> <p>Adopt a Budget MN Charter Board online training 05/15/24</p>	<p>online training 05/15/24</p> <p>Retain and Maintain Records MN Charter Board online training 05/15/24</p> <p>Look Out for Conflicts of Interest MN Charter Board online training 05/15/24</p> <p>Develop and Use Policies MN Charter Board online training 05/15/24</p>
Erin Chapman	<p>Create a Board Development Plan MN Charter Board online training 03/28/24</p> <p>Approve a World's Best Workforce and Annual Report MN Charter Board online training 03/28/24</p> <p>Adopt a World's Best Workforce Strategic Plan MN Charter Board</p>	<p>Adopt a Budget MN Charter Board online training 07/30/24</p> <p>Conduct Financial Oversight of Cash Flow MN Charter Board online training 07/30/24</p> <p>Conduct Financial Oversight of Fund Balance MN Charter Board online training 07/30/24</p>	<p>Evaluate the Leaders MN Charter Board online training 08/05/24</p> <p>Look Out for Conflicts of Interest MN Charter Board online training 08/05/24</p> <p>Develop and Use Policies MN Charter Board online training 08/05/24</p>

	<p>online training 03/28/24</p> <p>Conduct Open Meetings MN Charter Board online training 03/28/24</p> <p>Negotiate the Charter Contract MN Charter Board online training 03/28/24</p> <p>Abide by the Bylaws MN Charter Board online training 03/28/24</p> <p>Evaluate Progress Towards Contract Goals MN Charter Board online training 03/28/24</p>	<p>Conduct Financial Oversight of Pupil Units MN Charter Board online training 07/30/24</p> <p>Oversee Proper Use of Public Funds MN Charter Board online training 07/30/24</p>	
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Board Training for SY 2023-2024 for Ongoing Board Members

Annual Training Completed by Board Members in SY 2023-2024

Board Member Name	Training Topic	Date of Training	Trainer
Julie Lundgren	Training on Data Practices under the Minnesota Government Data Practices Act (MGDPA)	10/10/23	LILA School Board Meeting
	Professional development, sharing best practices, and supporting the Charter School Leaders cohort	10/26/23	MDE, Ann Mitchell
	Title Tuesday webinar about Title funding	11/21/23	MDE

	January Charter Leader Cohort	1/18/24	MDE
	MASBO Charter Leader briefing on legislative advocacy	1/9/24	Valerie Doslund (MASBO lobbyist)
	MN Education Grant System (MEGS)	1/31/24	MDE Webex
	Budgeting webinar	3/21/24	MASBO
	MnMTSS training	6/10/24	MDE
	GNSUR Grant training	6/10/24	MDE
Erin Ribar	Webinar, "An Open Conversation with Temple Grandin – Autism Expert, Author, and Scientist" with Temple Grandin, Ph.D.	8/1/23	ADDitude
	Training on Data Practices under the Minnesota Government Data Practices Act (MGDPA)	10/10/23	LILA School Board Meeting
	Equity Steering Team Committee	10/24/23	Forest Lake School District
	Special Education Advisory Panel	1/28/24	MDE
	Special Education Advisory Council	2/7/24	LILA
	SEAP meeting	6/14/24	DOE
	Webinar, "An Open Conversation with Temple Grandin – Autism Expert, Author, and Scientist" with Temple Grandin, Ph.D.	8/1/23	ADDitude
Lindsay Schipper	NLN Summit 2023	9/28-9/30/23	National League for Nursing Washington D.C.
	Training on Data Practices under the Minnesota Government Data Practices Act (MGDPA)	10/10/23	LILA School Board Meeting
	Naloxone Training	11/21/23	Hope Network
	Simulation Professional Development Workshop	2/7/24	University of St. Thomas Susan S. Morrison School of Nursing
	Whole Person Health Summit	4/16/24	
	Workplace Violence Prevention in Healthcare: Layers of Complexity	4/23/24	

	Generative AI in Higher Education	5/29-5/30/23	
Diane Rohan	Training on Data Practices under the Minnesota Government Data Practices Act (MGDPA)	10/10/23	LILA School Board Meeting
Corey Purkat	Training on Data Practices under the Minnesota Government Data Practices Act (MGDPA)	10/10/23	LILA School Board Meeting
Jessie Sheldon	A Conversation with Emily Hanford	02/01/23	University of Minnesota College of Education and Human Development
	LETRs Training Session 6.1	02/08/23	LETRs
	LETRs Training Session 6.2	02/13/23	LETRs
	LETRs Training Session 8.1	04/01/23	LETRs
	LETRs Training Session 8.2	04/20/23	LETRs
Shannon Peterson	Navigating Crisis: The Standard Reunification Method	12/7/23	ILoveYouGuys Foundation
	Atlas - Fundamental of Learning Acceleration in Tier 1 Instruction	12/12/23	Minnesota Department of Education
	Leaders Building Leaders	April-May 24	Book study

New Board Member Orientation

The board appoints a board training committee annually, comprised of experienced board members. Members on the committee meet with new board members, usually prior to their first board meeting, to review the LILA online board handbook and answer questions. They highlight the mandated state new board member training process, duties of board members, the role of governance, and other critical information. Each member also receives a link to or hard copy of Robert Rules of Order, a reference guide to parliamentary procedure. The committee also lets the board know about training opportunities from time to time throughout the year as opportunities arise.

Board Self-Evaluation

The most recent formal board self-evaluation was conducted asynchronously between June 19 and June 22, 2024. Results, with the 17 survey items and their average scores are shown here:

BOARD GOVERNANCE	4.43 AVG
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The board effectively sets and reviews the school’s mission, vision, and goals.	4.6
The board adheres to its bylaws and policies.	4.8
The board regularly monitors and evaluates school performance.	3.9
STRATEGIC PLANNING	4.47 AVG
The board engages in strategic planning and sets long-term goals for the school.	4.4
The board reviews and updates the strategic plan as needed.	4.2
The board ensures that the school’s budget aligns with strategic priorities.	4.8
COMPLIANCE AND LEGAL OVERSIGHT	4.6 AVG
The board ensures compliance with state and federal laws and regulations.	4.6
FISCAL OVERSIGHT AND FINANCIAL HEALTH	4.74 AVG
The board reviews and approves the annual budget.	4.9
The board reviews and approves monthly financial statements.	4.9
The board monitors financial statements and ensures financial stability.	4.6
The board ensures an annual audit is conducted and reviews the audit results.	4.6
The board ensures that financial resources are allocated effectively to meet the school’s goals.	4.7
EXECUTIVE DIRECTOR SUPERVISION	4.4 AVG
The board supports and collaborates with the executive director.	4.5
The board provides an annual performance evaluation for the executive director.	4.3
BOARD DEVELOPMENT	3.9 AVG
The board participates in ongoing training and development.	4.1
The board conducts regular self-evaluations to improve its effectiveness.	3.9
The board has a clear process for recruiting and onboarding new members.	3.8

Board Election

Date of Notice announcing the Board Election: 01/21/2024

Date/s of the Board Election: 02/16/2024 - 03/09/2024

Election 7 Results:

Parent - Jonell Pacyga, Jennifer May, Corey Purkat (reelected at-large)

Teacher - Erin Chapman (reelected)

Community - Cam Hedlund

Board Strategic Planning and/or Board Development Plan

Summary: LILA's school board and others from past school boards met over the 2021-22 school year to refresh the five-year strategic plan. The board determined that there will be four pillars of the strategic plan, which entered its second year of implementation in 2023-24:

1. Dynamic Learning Experience
2. Advancing LILA's Future
3. Collaborative Community
4. Professional Excellence

Summary: Explanation of the school's progress meeting the VOA-MN Board Governance Standards contained in Addendum B of the Charter Contract.

School Management

The District Leadership team directs its work and direction on goals for each board-identified pillar.

LILA meets VOA-MN's school board governance standards and expectations including the following:

- o The Board of Directors complies with Minnesota law regarding board training requirements and board governance structure, keeping track, annually, of the training each board member receives.
- o The board regularly reviews, updates, and approves its bylaws, at least once per year prior to the board election. The bylaws are consistent with state law.
- o The Board conducts a comprehensive evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process. This was done in 2023, prior to the executive director being offered a second three-year contract.
- o The Executive Director is a licensed administrator and therefore the Board is not required to have a board-approved professional development plan for the school director. Nevertheless, the Executive Director does participate in annual professional development.
- o The Board of Directors will maintain a quorum for all board meetings.
- o The Board of Directors adheres to board member election and training requirements set forth in state statute, annually tracking the training each board member receives.
- o The Board of Directors follows an orientation process for bringing on new members, with both in-house orientation and external training as required by state statute.
- o A board packet, containing the agenda, related documents, and monthly financials is distributed to all members of the Board of Directors, the school leadership and the Authorizer at least three days prior to each board meeting.

- o The Board of Directors complies with the Minnesota Data Practices Act (Minn. Stat. Chapter 13).
- o The Board of Directors completes a self-evaluation each year; in fact, the board assesses itself at the end of each meeting.
- o The Board of Directors meets its governance model requirements laid out in its bylaws and as required by Minnesota Statute.
- o The Board of Directors maintains an online Board Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements.
- o The Board of Directors maintains an online Policy Binder. The board reviews, updates, and approves its policies as needed or required by state law.
- o The Board of Directors provides ongoing oversight of board policies, with a policy committee overseeing the schedule of policy reviews. These reviews are performed on a rotating basis..
- o The Board of Directors provides ongoing oversight of school academic performance.
- o The school maintains a high level of parent, teacher and student satisfaction rates based on school conducted surveys and student/faculty retention rates.

Parent Satisfaction Survey Results

One hundred seventy-six families responded to our 2023-2024 Parent/Guardian Survey, administered as families returned in August & September 2024. Participation was up by over 50% over the previous year. In addition, scores increased in 2024 in all categories. On a 5-point scale, with 1 indicating “strongly disagree,” and 5 indicating “strongly agree,” the following results indicate that parents are satisfied with their and their childrens’ experiences at LILA:

Annual August Survey	2023	2024	2023	2024	2023	2024
	Lower School		Upper School		Combined	
The school provides a safe environment	4.6	4.7	4.4	4.5	4.5	4.6
School staff members treat parents/caregivers in a way that makes them feel respected (welcomed, valued, cared about).	4.5	4.7	4.4	4.5	4.45	4.6
The communication I receive from the school is easy to understand.	4.4	4.5	4.1	4.4	4.25	4.5
The school shows me how to monitor my child's progress in school.	3.9	4.2	3.8	4.1	3.85	4.2
Teachers at this school care about their students.	4.6	4.8	4.3	4.4	4.45	4.6
Students at this school care about each other.	4.3	4.5	4.1	4.2	4.2	4.4

Overall, the climate at this school is positive.	4.5	4.7	4.1	4.4	4.3	4.6
Average	4.40	4.59	4.17	4.36	4.29	4.5

2023-24 School Management / Administrative Team Information

Name	Admin License Yes/No	File Folder Number	Position	Years Employed by LILA	Not Returned (NR) in 24/25	Results of PD Plan
Arroyo, Raul	N	430019	IB Coordinator, PYP	14		Completed on-boarding and training for new position as IB Coordinator
Bystrom, Kathy	N		Advancement Director	5		Established, trained, and supported parent advocacy group.
Cauldero, Adrienne	N	499945	Director of Student Services	8		Licensed Administrator Reorganized the department to better meet student needs.
Cummings, Tamara	N		Director of Human Resources	8		Successfully added a team member and lead the cross-training of the HR team.
Dunigan, Larry	N		Lower School Dean of Students	6		Attended homeless liaison training and bus conduct training
Graham, Gina	N	502279	IB Coordinator, DP	7		Attended MNIB meetings
Nikki Johnson	N		School Age Care Director	2		Attended Special Education and Responsive Classroom training
Griebel, Kathryn	Y	305419	Lower School Principal	6		Licensed Administrator
Hawkinson, Nancy	Y	398275	Upper School Principal	17		Licensed Administrator
Hsia, Yao	N	475527	Chinese Coordinator	11		Attended National Chinese Conference

Name	Admin License Yes/No	File Folder Number	Position	Years Employed by LILA	Not Returned (NR) in 24/25	Results of PD Plan
						on best practices for language immersion
Lundgren, Julie	N		Chief Financial Officer	18		Actively participated in MDE Charter Leadership PD & Networking;
Mueller, Amy	N	394469	PYP Coordinator & Teacher Mentor	20		Attended MNIB meetings. Facilitated IB authorization visit
Muras, Jennifer	N	447909	Athletic and Activities Director	15	NR	Completion of MSHSL InsideOut Initiative.
Peterson, Shannon	Y	303733	Executive Director	20		Licensed Administrator
Purcell, Janet	N	417092	Basic Skills Coordinator	20		Implemented new IST procedures to better align with MTSS framework
Sabbagh, Leen	N	1021398	IB Coordinator MYP	2		Attended MNIB meetings
Richert, Jennifer	N	397526	Dean of Students	11		Attended many trainings throughout the year related to SEL, MAC's Crisis Response Team, Law Conferences and School Safety.
Scanlon, Molly	N	442610	Upper School Academic Counselor	3		Attended many trainings throughout the year related to SEL, Member of American School Counseling Association

Structure of the School Management Team:

The District Leadership Team is composed of seven people: the Executive Director, the two building Principals, the CFO, the HR Director, the Advancement Director, and Student Services Director. In addition, Lower School (2 buildings, grades Pre-K- 5) has its own “Mini Leadership Team,” as does the Upper School, lead by Kathy Griebel, and Nancy Hawkinson, building principals.

Professional credentials of the school director(s)/principal/executive director: The Executive Director, the Student Services Director, the Upper School Principal, and the Lower School Principal are all licensed school administrators with current licenses under Minnesota’s Board of School Administrators.

Annual Executive Director Review

Listed below is the process and schedule the board has adopted for evaluating the school leader. Shannon Peterson served as interim executive director for 2019-20, and was then hired as Executive Director beginning July 1, 2020. She holds a K-12 principal license in the state of Minnesota, file folder #303733. She was evaluated according to this process in June 2024, after successfully serving the first year of her current, three-year contract through June 30, 2026.

Lakes International School Executive Director Evaluation Timeline Template

May-July

- Executive Director and board clarify the vision, mission, and update long-range plans for the district.
- Board and executive director review the Executive Director job description and evaluation process, forms and timelines to be used to measure performance for the next year.
- Executive Director and board set goals for the upcoming year.

November and March

- Executive Director makes an interim progress report to the board on school goals.

March

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

April

- A copy of the final written evaluation form is placed in the executive director’s personnel folder. A member of the subcommittee reviews the survey with the Executive Director.

As soon as the evaluation is complete; no later than July

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

Staffing

Overall staff retention rate¹

licensed and non-licensed combined: 81%

FY 24 Licensed Staff Information

Name	Position	Area of Licensure	FFN	Return ed (R) or Not Return ed (NR) in FY25
Acerro Mulet, Laura	2nd Grade Teacher	ELEMENTARY EDUCATION	1019601	NR
Allen, Darla	Kinder Prep Teacher	ELEMENTARY EDUCATION	1010674	R
Alwin, Kirstie	Art Teacher Elementary	VISUAL ARTS	483558	R
Ambroa de Frutas, Gonzalo	PE & Health Teacher	PHYSICAL EDUCATION & HEALTH	1020113	R
Araya, Loreto	2nd Grade Teacher	ESL & ELEMENTARY EDUCATION	1021523	NR
Arroyo, Raul	5th Grade Teacher	COMMUNICATIONS ARTS/LITERATURE & ELEMENTARY EDUCATION	430019	R
Bosshardt, Jeff	6th Grade Math	ELEMENTARY EDUCATION	341607	R
Bright, Haylen	Kinder Prep Teacher	EARLY CHILDHOOD EDUCATION	1002766	R
Calderon, Jose	Float / LTS	ELEMENTARY EDUCATION	518716	R
Cargill, Sam	Float Teacher	SPANISH	1030601	NR
Carlson Gerhart, Jodi	ESL Teacher	ELEMENTARY ED, COMMUNICATION ARTS/LITERATURE	466000	R
Carlson, Carrie	ADSIS Academic & Behavioral Strategist	ACADEMIC AND BEHAVIORAL STRATEGIST	505409	R
Casas Sierra, Julia	1st Grade Teacher	EARLY CHILDHOOD EDUCATION	1020109	NR
Cauldero, Adrienne	Special Education Coordinator	LEARNING DISABILITIES, ACADEMIC AND BEHAVIORAL STRATEGIST, and EL	499945	R
Chain Moreno, Javier	Health & PE Teacher	PHYSICAL EDUCATION	1020104	NR
Chapman, Erin	Organizational Skills	ELEMENTARY EDUCATION, SOCIAL STUDIES	470366	R
Chase, Sondra	DP Math Analysis & Applications	PHYSICS, MATHEMATICS	510727	R

¹ Employee retention rate was calculated by dividing the number of employees on the last day of the fiscal year by the number of employees on the first day of the school year, excluding employees who started during the year.

Chen, Qiuja	SpEd Teacher	ACADEMIC AND BEHAVIORAL STRATEGIST	1009560	R
Constantine, Joseph	Special Education Teacher - SLD	ACADEMIC AND BEHAVIORAL STRATEGIST	514728	NR
Cortes Velandia, Diego	Language Acquisition - Spanish	ENGLISH/LANGUAGE ARTS, SPANISH	448044	NR
Cruz-Diaz, Laura Georgina	2nd Grade Teacher	EARLY CHILDHOOD EDUCATION	1020857	NR
Cuddy, Melissa	Community Cultures Teacher	SPANISH & ELEMENTARY EDUCATION	415312	R
Drabek, Adam	Music Teacher	VOCAL AND CLASSROOM MUSIC	1009929	NR
Dvorsky, Anne	Speech Language Pathologist	SPEECH LANGUAGE PATHOLOGY	507570	R
Ellis, Cathy	Orchestra	INSTRUMENTAL & CLASSROOM MUSIC	1029884	NR
Feierabend, Marla	Science Teacher - Earth	SCIENCE 5-8	1009328	R
Fino, John	Enrichment Teacher	ELEMENTARY EDUCATION	444636	R
Garcia-Gonzalez, Mario	Full Time Float Elementary Teacher	ELEMENTARY EDUCATION	518529	R
Gockowski, Matt	Art Teacher	VISUAL ARTS	1012679	R
Goebel, Jacob	Special Ed Teacher	EBD, DD, SOCIAL STUDIES	493637	NR
Graham, Gina	Language Acquisition - Spanish	COMMUNICATION ARTS/LITERATURE & Spanish	502279	R
Grand, Brian	PE Teacher	PHYSICAL EDUCATION	1022458	R
Gravelle, Karen	Language & Literature Teacher SpEd Co-Teacher	ACADEMIC AND BEHAVIORAL STRATEGIST	1015268	R
Griebel, Kathryn	Principal Lower School	DISTRICT SUPERINTENDENT, K12 SCHOOL PRINCIPAL, & ELEMENTARY EDUCATION	305419	R
Guerra Martorell, Maria Angela	Kindergarten Teacher	EARLY CHILDHOOD EDUCATION	510004	R
Hathaway, Kevin	Organizational Skills	ACADEMIC AND BEHAVIORAL STRATEGIST	1021524	R
Hawkinson, Nancy	Principal Upper School	SECONDARY SCHOOL PRINCIPAL, ELEMENTARY EDUCATION, & PRE-KINDERGARTEN	398275	R
He, Shan		ELEMENTARY EDUCATION	1014825	R
Hecimovich, Nicole	Special Education Teacher - SLD	ACADEMIC AND BEHAVIORAL STRATEGIST	514992	R
Heesch, Virginia	ADSIS Math	ELEMENTARY EDUCATION, MATHEMATICS	330992	R
Hernaiz, Andrea	1st Grade Teacher	ELEMENTARY EDUCATION	510255	R
Heying, Tara	Language and Literature	COMMUNICATIONS ARTS/LITERATURE	1007234	R
Hirman, Megan	Theater Arts	THEATRE ARTS	503905	R
Holler, Megan	Spanish Language Acquisition	SPANISH	1007234	R

Hsia, Yao	4th Grade Teacher & Literacy Coach	ELEMENTARY EDUCATION	475527	R
Jia, Huishu	Chinese Language Acquisition	CHINESE, ELEMENTARY EDUCATION	1000349	R
Kaplan, Sophie	Media Specialist	LIBRARY MEDIA SPECIALIST	1001846	R
Keplinger, Chelsea	4th Grade Teacher	SPANISH & ELEMENTARY EDUCATION	460419	R
Kerr, Danica	Mathematics Teacher	MATHEMATICS	487354	R
Kesler, Christopher	Social Studies	SOCIAL STUDIES	444473	R
Kofski, Kristina	5th Grade Teacher	ELEMENTARY EDUCATION	415685	R
Larson, Christopher	Business	BUSINESS	1007188	R
Li, Qiyang	6th Grade Math Teacher	MATHEMATICS	1015902	R
Li, Yuting	Special Education Teacher	ELEMENTARY EDUCATION & ACADEMIC AND BEHAVIORAL STRATEGIST	489354	R
Light, Anna	Art Teacher	VISUAL ARTS	511765	R
Linares Martin, Monica	1st Grade Teacher	EARLY CHILDHOOD EDUCATION	514890	R
Llanes Calero, Susana	Kindergarten Teacher	ELEMENTARY EDUCATION	1028263	R
Lopez Gonzalez, Noemi	MS Science	SCIENCE 5-8, PHYSICS	1012108	R
Maher, Erin	Social Studies Teacher	SOCIAL STUDIES - ALL-	400253	R
Martinson, Laura	Special Ed Teacher	ACADEMIC AND BEHAVIORAL STRATEGIST	469445	R
Massana Pedrell, Francesca	4th Grade Teacher	ELEMENTARY EDUCATION	514898	R
McDermott, CJ	History Teacher	SOCIAL STUDIES	1010522	R
McDonald, Brienn	Special Ed Teacher	ACADEMIC AND BEHAVIORAL STRATEGIST, COMMUNICATION ARTS/LITERATURE	421315	R
Medina, Yaneth	SpEd Co-Teacher	ACADEMIC AND BEHAVIORAL STRATEGIST	1026988	R
Miller, James	Science Teacher - Earth & Life	LIFE SCIENCES & SCIENCE 5-8	436844	NR
Montgomery, Elizabeth	MS Art Teacher	VISUAL ARTS	469795	NR
Mueller, Amy	PYP Coordinator	ELEMENTARY EDUCATION	394469	R
Muras, Jennifer	Athletic and Activities Director	PHYSICAL EDUCATION & DEVELOPMENTAL / ADAPTED PHY ED.	447909	R
Navratil, Melissa	Mathematics Teacher	MATHEMATICS	348509	R
Olichwier, Katie	Social Worker	SOCIAL WORKER		NR
Pan, Xiaogong	3rd Grade Teacher	ELEMENTARY EDUCATION	510192	R
Perez, Eloy	Spanish Immersion 3rd Grade	ELEMENTARY EDUCATION	1028262	NR
Peters, Maureen	Special Education Teacher - SLD	ACADEMIC AND BEHAVIORAL STRATEGIST & ELEMENTARY EDUCATION	421165	R
Peterson, Shannon	Executive Director	K12 SCHOOL PRINCIPAL & ENGLISH/LANGUAGE ARTS	303733	R

Porter, Taylor	Organizational Skills	ACADEMIC AND BEHAVIORAL STRATEGIST	1018809	NR
Porto, Marcela	5th Grade Spanish Immersion	ELS, ELEMENTARY EDUCATION	1032038	NR
Purcell, Janet	Basic Skills Teacher & Administrator	READING & ELEMENTARY EDUCATION & SPANISH	417092	R
Rankl, Angela	Special Ed Teacher	ACADEMIC AND BEHAVIORAL STRATEGIST	1019817	R
Reixats-Ferre, Marta	3rd Grade Teacher	PRE-PRIMARY & ELEMENTARY EDUCATION	1002688	R
Richert, Jennifer	Dean of Students Secondary	ELEMENTARY EDUCATION	397526	R
Rodriguez Alvarado, Maria	2nd Grade Teacher	ELEMENTARY EDUCATION	518413	NR
Rodriguez Falcon, Sara	Kindergarten Teacher	ELEMENTARY EDUCATION	1011838	R
Rodriguez Herrero, Miguel Angel	1st Grade Teacher	ELEMENTARY EDUCATION	510052	R
Rodriguez, Kaari	5th Grade Teacher & Language Acquisition Coordinator	ELEMENTARY EDUCATION	417269	R
Rosenthal, Jill	School Nurse	PUBLIC SCHOOL NURSE	459437	R
Ruhnke, Jeffrey	Band Teacher	INSTRUMENTAL AND CLASSROOM MUSIC	379938	R
Sabas, Oscar	Language Acquisition - Spanish	SPANISH	1020705	R
Sabbagh, Leen	MYP Coordinator / Language & Literature	COMMUNICATIONS ARTS/LITERATURE	1021398	R
Sabin, Ella	1st Grade Spanish Immersion	ELEMENTARY EDUCATION	1028805	R
Salinas, Pol	Spanish Immersion 5th Grade	ELEMENTARY EDUCATION	1027263	R
Sanders, Zachary	Theatre Design/Choir Teacher	THEATRE ARTS, VOCAL & CLASSROOM MUSIC	1026073	R
Santaella, Beatriz	Special Education Teacher - SLD	ACADEMIC AND BEHAVIORAL STRATEGIST	1010379	R
Santis Campillo, Paulina	Special Education Teacher - SLD	MILD TO MODERATE MENTALLY HDPC	335789	R
Scanlon, Melissa	Academic Counselor	SCHOOL COUNSELOR	442610	R
Schaumann, Karl	French Teacher	FRENCH & ENGLISH AS A SECOND LANGUAGE	481897	R
Schwartz, Katarina	Social Studies Teacher	SOCIAL STUDIES - ALL-	1001309	R
Shang, Mohan	2nd Grade Teacher	ELEMENTARY EDUCATION & EARLY CHILDHOOD EDUCATION	491584	R
Sheldon, Jessie	2nd Grade Teacher	ELEMENTARY EDUCATION	475484	R
Simonetti Kolundzija, Adrian	Spanish Language Acquisition	SPANISH	1027262	R

Sislo, Hannah	Organizational Skills & Reading Intervention Teacher	COMMUNICATIONS ARTS/LITERATURE & ACADEMIC AND BEHAVIORAL STRATEGIST	506889	R
Skalitzky, John	Special Education Teacher - SLD	AUTISM SPECTRUM DISORDERS	1000021	NR
Stockinger, Cheryl	Math/Science Teacher	LIFE SCIENCES, SCIENCE 5-8	399516	R
Sullivan, Janel	Language & Literature	COMMUNICATIONS ARTS/LITERATURE	1016668	R
Swenson, Rebecca	Kindergarten Teacher	ELEMENTARY EDUCATION & MATHEMATICS	423203	R
Tejada Giraldo, Ethel	Spanish Language Acquisition	SPANISH	1029372	NR
Tsai, Jung Pei (Peggy)	1st Grade Teacher	ESL, ELEMENTARY EDUCATION	1018307	R
Vallejo Aroca, Cecilia	Kindergarten Teacher	ELEMENTARY EDUCATION	1005664	R
Voss, Elisabeth	3rd Grade Teacher	ELEMENTARY EDUCATION & SOCIAL STUDIES - ALL-	469015	R
Waldoch, Leia	KP Teacher	PRE-PRIMARY, ELEMENTARY EDUCATION	1010578	NR
Walker, Dylan	Language & Literature	COMMUNICATIONS ARTS/LITERATURE	461783	NR
Walker, Tess	Language & Literature	COMMUNICATIONS ARTS/LITERATURE	1017693	R
Wan, Kay (Wing Ki)	Middle School Mandarin Immersion Science Teacher	CHEMISTRY, SCIENCE 5-8	1026904	R
Wang, Manling	2nd Grade Teacher	ELEMENTARY EDUCATION	1001831	R
Whitehill, Heather	Language and Literature	ENGLISH/LANGUAGE ARTS	348847	R
Woodberry, Jean	Reading Intervention Teacher	READING & LEARNING DISABILITIES	408405	NR
Xie, Ke (Summer)	4th Grade Teacher	EARLY CHILDHOOD EDUCATION, ELEMENTARY EDUCATION	1023558	R
Xu, Teng	Kindergarten Teacher	CHINESE & ELEMENTARY EDUCATION	482603	NR
You, Lijuan	Science - Secondary	SCIENCE 5-8, Chemistry, Physics	494590	NR
Yu, Hanjie	Special Education Teacher - SLD	AUTISM SPECTRUM DISORDERS & EARLY CHILDHOOD SPECIAL EDUCATION	502673	R
Yu, Jocelyn	Speech Pathologist	SPEECH LANGUAGE PATHOLOGIST	1005779	R
Zaccaro, Laura	Music Teacher	VOCAL AND CLASSROOM MUSIC	504389	R
Zhao, Mengying	5th Grade Teacher	ELEMENTARY EDUCATION	515180	R
Zhao, Shian	Special Ed Teacher	ACADEMIC AND BEHAVIORAL STRATEGIST	1019123	R
Zhu, Dandan	5th Grade Teacher & Language Acquisition Teacher- Chinese	ELEMENTARY EDUCATION & Chinese	508880	R

FY24 Non-licensed Staff Information

Name	Position	Returned (R) or Not Returned (NR) in FY25
Alvarez Ruano, Kathleen	Special Ed Para	NR
Amborn, Brylee	Explorer Club Program Aide	NR
Anderson, Christopher	Explorers / Little Explorers Program Lead	NR
Baldazo, Isabella	Explorers / Little Explorers Program Lead	R
Barkman, Trisha	Little Explorer Program Aide	R
Bege, Alexander	Site Supervisor	R
Benson, Steven	Director of Buildings & Grounds	R
Bent, Melissa	Finance Manager	R
Bernal, Carlota	Kinder Prep NL Teacher	R
Bernal, Evelyn	Special Ed Para	R
Boh, Yomaris	Kinder Prep Language Specialist, Kinder Prep Assistant	R
Boraas, Isabella	Special Ed Para	R
Borlaug, Cassandra	Occupational Therapist	R
Brown, Faith	Explorer Club Program Aide	NR
Bystrom, Kathleen	Director of Advancement	R
Cain, Melissa	Human Resources Specialist	R
Candler, Mary	Lunchroom Aide	NR
Carr, Meghan	Lunchroom Lead, Explorers / Little Explorers Program Lead	R
Carr, Melissa	Lunchroom Supervisor, Front Desk	R
Carreto Hernandez, Ana Cristina	Special Ed Para	R
Carter, Brandon	Explorer Club Program Aide, Lunchroom Aide	R
Carter, Lanie	Lunchroom Aide, Explorers / Little Explorers Program Lead	R
Carver, Raeann	Explorers / Little Explorers Program Lead	NR
Centeno, Jenalyn	Explorer Club Program Aide	R
Clark, Ashley	Explorers / Little Explorers Program Lead, Lunchroom Aide	R
Cooper, Erin	Certified Occupational Therapist Assistant	R
Corbett, Brooklynn	Explorers / Little Explorers Program Lead	R
Croft, Andrew	Explorer Club Site Supervisor	R
Crompton, Patrick	Site Supervisor	R
Cummings, Tamara	Director of Human Resources	R
Degendorfer, Karen	Payroll Specialist	R
Dehmlow, Karen	Lunchroom Aide, Explorer Club Program Aide	R
DeLoye, Nicolette	Health Room Assistant	R
Diemer, Colleen	Media Clerk	R
Dorschner, Eric	Special Ed Para	R
Dunigan, Larry	Dean of Students Elementary	R
Eilers, Amanda	Basic Skills Leadership Support,	R

Eliseuson, Amanda	Explorers / Little Explorers Program Lead, Lunchroom Aide	NR
Erchul, Lynette	Administrative Assistant	R
Escobar, Mariana	Special Ed Para	NR
Farrell, Kelly	Enrollment and Outreach Supervisor, Enrollment Associate	R
Finamore, Lysie	Kinder Prep Assistant, Front Desk	NR
Garcia, Olivia	Little Explorer Program Aide, Basic Skills Para	NR
Geske, Alicia	Special Ed Para	R
Gingery, Theresa	Basic Skills Para, Kinder Prep Language Specialist	R
Gomez-Lopez, Ismael	Physical Education Facilitator	R
Gomez, Ciaran	Special Ed Para	R
Gomez, Maia	Basic Skills Para	R
Haider, Heather	IT / AT Specialist	R
Hansen, Maria Veronica	Basic Skills Para,	R
Hawes, Jennifer	Explorers / Little Explorers Program Lead, Summer Program Aide	R
Hawkinson, Marlee	Special Ed Para	R
Henning, Owen	Explorer Club Program Aide	NR
Hernandez Aguilera, Jhon	Algebra Teacher	R
Hervig, Sue	Behavior Interventionist	R
Hoecherl, Grace	Little Explorers Assistant Site Supervisor	R
Holland, Connor	Performing Arts Center Tech / AV	R
Holland, Scott	IT Director	R
Howe, Jennifer	Special Ed Para	R
Jacobson, Tammie	Explorer Club Program Aide	R
Jimenez Guerrero, Ma. Del	Special Ed Para, Explorer Club Program Aide	R
Johnson, Brandon	Behavior Interventionist	R
Johnson, Danielle	Site Supervisor	R
Johnson, Jessica	Little Explorer Program Aide	R
Johnson, Nicole	School Age Care Director	R
Johnston, Michelle	Special Ed Para	R
Kadlec, Kali	Special Ed Para	R
Kang, Yan	Special Ed Para	NR
Kangas, Alyssa	Lunchroom Aide	R
Kennedy, Cole	Little Explorer Program Aide	R
Kenny, Donna	Administrative Assistant / Facilities Coordinator, Front Desk	R
Khanggin, Yuri	Special Ed Para	R
Kinsman, Amy	LA Host Family Facilitator	R
Klein, Allie	Custodian or Sub Custodian	R
Koopmeiners, Rachelle	Kinder Prep Assistant,	R
Kurpiel, Tiffany	Executive Assistant & Project Manager, Administrative Assistant	R
LaJoye, Olivia	Little Explorer Site Supervisor	R
Larson, Chris	Career & Technical Education Teacher	R

Laudi, Marcelle	Special Ed Para	R
Lebens, Jennifer	Financial Administrative Assistant	R
Lee, Txuqi	Explorer Club Program Aide, Explorers / Little Explorers Program Lead	R
Lessman, Mercedes	Basic Skills Para	R
Leuthner, Michelle	Special Ed Para	R
Lin, Shu-hua	Basic Skills Para,	R
Liu, Qiong	Kinder Prep NL Teacher	R
Locke, Sara	Front Desk, Kinder Prep Assistant	R
Lucas, Stephanie	Basic Skills Para,	NR
Lundgren, Julie	Chief Financial Officer	R
Lundmark, Leala	Special Ed Para	NR
Lyons, Angela	Explorer Club Program Aide, Explorers / Little Explorers Program Lead	R
Ma, Yufan	Non-Licensed Teacher Assistant, Kinder Prep Assistant	NR
Martens, Colin	Explorers / Little Explorers Program Lead	R
Mendez Gomez, Mariely	Explorers / Little Explorers Program Lead	NR
Michalak, Zoe	Explorer Club Program Aide, Performing Arts Center Tech / AV	NR
Mickelson, Andrea	Special Ed Para	R
Millerbernd, Alexis	Kinder Prep Assistant	NR
Montano, Diana	Special Ed Para	R
Mortimer, Genevieve	Little Explorer Program Aide	NR
Mouqsete, Emily	Explorers / Little Explorers Program Lead, Lunchroom Aide	R
Moyer, Michele	Explorer Club Program Aide	NR
Mozo Perez, Magdalena	Special Ed Para, Explorer Club Program Aide	R
Navin, Elena	Special Ed Para	R
Nohava, Pamela	Lunchroom Aide	R
Nolan, Alexis	Little Explorer Program Aide	NR
Nordahl, Natalie	Certified Occupational Therapist Assistant	R
O'Neill, Tina	Human Resources Specialist, Health Room Assistant	R
Olson, Alister	MTSS Coordinator	R
Olson, Maggie	Special Ed Para	R
Original, Nathan	Special Ed Para	NR
Pacheco Perez, Placido	Building Maintenance & Groundskeeper	R
Pacheco, Bolivar	Lead Maintenance Technician	R
Palm, Jessica	Explorer Club Program Aide	R
Patterson, Dorothy	Lunchroom Aide	NR
Paulson, Abigail	School Age Care Coordinator	R
Pearson, Kailey	Kinder Prep Assistant, Explorers / Little Explorers Program Lead	R
Perez Martin, Leandro	Special Ed Para	R
Peterson, Tim	Technology Support	R
Raddatz, Tina	Kinder Prep NL Teacher	NR
Ray, Tristen	Performing Arts Center Tech / AV	R

Rempp, Jennifer	SpEd Communication Specialist	R
Rieck, Jessica	Communications Coordinator	NR
Roa Velazquez, Liliana	Special Ed Para	R
Rock, Brittany	Special Ed Para	R
Rygwalski, Jennifer	Special Ed Para	R
Sabas Roa, Carlos	Special Ed Para	NR
Salinas, Yesica	Special Ed Para	R
Samec, Lillian	Performing Arts Center Tech / AV	R
Sanders, Isabella	Explorers / Little Explorers Program Lead	R
Saunders, Luciana	Basic Skills Para,	R
Scharbach, Larissa	Special Ed Para	R
Schloer, Amanda	Explorer Club Site Supervisor	NR
Semlak, Ciera	Kinder Prep Assistant	R
Sherman, Abbriella	Summer Program Aide	NR
Spiegelhoff, Benjamin	Explorer Club Program Aide, Lunchroom Aide	NR
Spieß, Bridget	Administrative Assistant	R
Stewart, Jaelynn	Kinder Prep Assistant	R
Stewart, Jazimae	Kinder Prep Assistant, Explorers / Little Explorers Program Lead	R
Tamura, Kayla	Explorers / Little Explorers Program Lead, Lunchroom Aide	R
Tavarez, Evie	Little Explorer Program Aide, Explorers / Little Explorers Program Lead	NR
Tesar, Wenli	Kinder Prep Language Specialist	NR
Tetrault, Orvelina	Kinder Prep Assistant	R
Tietje, Julie	Special Ed Para	R
Tomnitz, Kathy	Special Ed Para	R
Towle, Iris	Behavior Interventionist , Special Ed Para	NR
Trandem, Kathleen	Explorers / Little Explorers Program Lead	R
Vang, Kevin	Basic Skills Para,	NR
Verdin de Pineda, Maria	Special Ed Para	R
Virgio, Nancy	Health Room Assistant	R
Ward, Jerah	Special Ed Para, Explorer Club Program Aide	NR
Westbrock, Rosanne	Basic Skills Para	R
Williams, Allison	Special Ed Finance Specialist	R
Wurscher, Lauryn	Communications Coordinator	R
Xiao, Yu	Special Ed Para	R
Youker, Samantha	Explorer Club Substitute, Lunchroom Aide	R
Zaragoza Jr, Juan	Special Ed Para, Explorer Club Program Aide	R
Zaragoza Sr, Juan	Explorer Club Site Supervisor, Special Ed Para	R
Zhang, Shixia	Special Ed Para	R

TEACHER PROFESSIONAL DEVELOPMENT & EVALUATION PROGRAM

Per state requirements, our teacher evaluation system is based on a three-year cycle. Each year roughly $\frac{1}{3}$ of our licensed teachers are formally evaluated according to the State of Minnesota's teacher evaluation requirements. The evaluation includes yearly observations in which student engagement is recorded and scored as well as student achievement results. In at least one observation per three-year cycle a summative observer, a LILA administrator, is present. Once every three years a final evaluation report is created and shared with the teacher. This report includes a summary of classroom test scores (classroom performance), observations (teacher performance), and student engagement. The report uses a four-point scale. Our teacher evaluation program is highly integrated into our QComp system (Observations, coaching and evaluation below) in order to increase validity and efficiency for teachers and administration alike.

Professional Development

LILA is known for its cohesive teaching community, with one of the cornerstones being our strong, yet adaptive professional development efforts.

LILA's Core Values

- Create internationally-minded citizens who exemplify the IB Learner Profile
- Create critical thinkers who use the IB Approaches to Learning to learn and grow.
- Teaching and learning through inquiry-driven study
- Teaching and learning through language acquisition

Guiding Principles to our Professional Development:

- The primary purpose of professional development is to nurture our teachers so that we can help them achieve success for every student.
- In designing effective professional development we consider our students' and individual teachers' needs, research, and best practices.
- We believe strongly in the power of modeling, peer observation and coaching to improve teacher practices.
- Trust and credibility are essential for successful professional development.
- Collaboration is central to the success of teachers.
- Effective professional development puts teachers at the center of the learning and honors differentiation in learning.
- The focus areas of our professional development will be reviewed annually to determine the ongoing Staff Development needs. Whenever possible, the school's focus and plans will last 2-3 years for optimal impact on student achievement.

Kinder Center and Lower School Professional Development Foci:

- Literacy
- Social/Emotional/Behavioral Development
- Inquiry/PYP
- Immersion/Language Acquisition
- Equity

Professional Development Structures, Dates and Topics:

Structure	Dates	Topics
New Teacher Training	August 16-21, 2023	Responsive Classroom structures and routines Introduction to immersion Introduction to International Baccalaureate Introduction to LILA's literacy and math programs
In-Service Days	August 22-31, 2023 October 2, 2023 November 10, 2023 November 27, 2023 January 22, 2023 January 23, 2023	Literacy <ul style="list-style-type: none"> ● Introduction to READ Act ● Digitally level students in ARC ● Building a classroom library Math <ul style="list-style-type: none"> ● Priority standards and benchmarks ● Vertical alignment of scope and sequence Immersion/Language Acquisition <ul style="list-style-type: none"> ● Best practices for immersion (Chinese and Spanish) ● Immersion scope and sequence Social Emotional Learning <ul style="list-style-type: none"> ● Teacher Language ● Collecting baseline data for MTSS (behavior) Inquiry/PYP <ul style="list-style-type: none"> ● PYP self-study ● Action and international-mindedness ● Nature play for early learners Equity <ul style="list-style-type: none"> ● Indigenous Peoples' Day ● Discretionary Spaces Other <ul style="list-style-type: none"> ● Required annual training (e.g. bullying, harassment, mandated reporting, health conditions, etc.)
Staff Meetings	Monthly	Various mini-PD sessions connected to our areas of focus:

		<ul style="list-style-type: none"> • Redirecting language • Goals, observations and learning opportunities • Creating community • Learner profile • Native American history
Professional Learning Communities	Two times per month	<p>Writing</p> <ul style="list-style-type: none"> • Developing common writing prompts • Assessing student work • Providing feedback on writing
Grade Level Meetings	Weekly	<p>Curriculum planning and collaboration</p> <ul style="list-style-type: none"> • Literacy • Math • PYP Units of Inquiry • SEL
PYP Half-Days	Four to six times per year	<p>Curriculum reflection and development</p> <ul style="list-style-type: none"> • PYP Units of Inquiry
New Teacher Induction (RC LILA-Style)	<p>Weekly in 1st trimester</p> <p>Two times per month 2nd trimester</p> <p>Monthly in 3rd trimester</p>	<p>Responsive Classroom (LILA-Style)</p> <ul style="list-style-type: none"> • Positive community • Effective management • Developmentally responsive teaching • Engaging academics
Instructional Coaching and Observation	Multiple cycles throughout the year	<p>Under LILA's Q-Comp plan and Teacher Development and Evaluation System, teachers are observed and coached multiple times a year.</p> <p>Teachers in 1st-5th year set goals using a version of Charlotte Danielson's rubric for teacher effectiveness, modified to fit language immersion, IB, and Responsive Classroom/Developmental Designs methodologies key to LILA.</p> <p>Veteran teachers can choose to set goals using Danielson rubric, an immersion rubric or participate in an Impact cycle.</p>
Tuesday Training (for teachers in their 1st-5th year at LILA)	4-5 times per year	<p>Variety of training topics to ensure program consistency:</p> <ul style="list-style-type: none"> • Math in Focus non-negotiables

		<ul style="list-style-type: none"> • ARC • RC reminders (e.g. logical consequences, teacher language) • Inquiry approaches (e.g. Genius Hour, student agency)
Co-Teaching Training and meetings (for SPED and general education teachers who are co-teaching)	<p>2 dates in August for initial training</p> <p>Monthly follow-up meetings</p>	<p>Co-teaching foundations workshop</p> <p>Co-teaching pairs workshop</p>

Upper School Professional Development Plan

Overview of Pre-Service Professional Development (PD)/Work Days - [Topics](#)

Professional Development - Full Days, 8:30-2:30

- October 2 - PD
- November 10- PD/Workday (End of Grading Period)
- January 22 - PD/Workday(End of Grading Period)
- January 23 - PD
- February 19 - PD
- March 11- Workday
- June 7- Workday (End of Year Grading)
- June 1 - Workday

In addition to the above days, our professional development is embedded in the following meeting structure.

Ongoing Professional Development Meetings

Our professional development is embedded in the following meeting structure. **Teacher meetings** will be held on Tuesdays and Thursdays. **Paraprofessionals** are included in the PLC and Staff Meetings.

Tuesdays, 2:30-4:00 on a 4-week rotating basis:

- PLC/Department
- Staff Meeting to include one or more of the following topics :
- Instructional Coaching Meetings
- IB Advisor Meetings (EE and PP)
- Special PD Sessions
- Grade Level

Thursdays, on a 4-week rotating basis--listed meetings are firm:

- Co-teaching Meeting or Immersion Meeting (2:30 -3:15)

- Committee Meetings (2:30 - 3:15)
- DP Faculty Meeting (2:30- 3:15)
- MYP Faculty Meeting (2:30 -3:15)

Second Monday of each month - SPED Meeting (2:45-3:30)

Weekly on Wednesdays - Intervention Support Team Meetings (2:30-3:15) - Rotation Middle School/High School

Meeting Purpose

Purpose of the PLC:

1. Embrace the premise that the fundamental purpose of the school is to ensure that all students learn at high levels and enlist the staff in examining every existing practice, program, and procedure to ensure it aligns with that purpose.
2. Organize staff into meaningful collaborative teams that take collective responsibility for student learning and work interdependently to achieve shared goals for which members hold themselves mutually accountable.
3. Use the evidence of student learning to identify
 - Students who need additional time and support to become proficient.
 - Students who need enrichment and extension of their learning because they're already highly proficient.
 - Teachers who help students achieve at high levels so team members can examine those teachers' practices.
 - Teachers who struggle to help students become proficient so team members can assist in addressing the problem.
 - Skills or concepts that none of the teachers were able to help students achieve at the intended level so the team can expand its learning beyond its members to become more effective in teaching those skills or concepts. The team can seek help from members of other teams in the building with expertise in that area, specialists, or networks of teachers that they interact with online.
4. Create a coordinated intervention plan that ensures that students who struggle to receive additional time and support for learning in a way that is timely, directive, diagnostic, precise, and most important, systematic.
5. Teams establish units that clarify the essential learning for all students, agree on pacing guidelines, and develop and administer common formative and summative assessments to monitor each student's learning at the end of each unit.
6. Use protocol to evaluate the International Baccalaureate (IB) Unit Planners, assessments and grading practices.
7. Align the curriculum vertically and horizontally.

Purpose of Instructional Coaching (Impact Cycle) Meetings:

1. Provide information, support, and encouragement for the success of educators.
2. Ensure understanding of our commitment to building a positive learning community that approaches students in a developmentally appropriate, respectful way.
3. Help teachers develop the skills needed: use of positive teacher language, strategies to respond to misbehavior, and the development of expectations and routines that encourage student autonomy.

Purpose of Staff Meeting:

1. Provide information regarding the logistics of procedures and events of LILA
2. Provide training on school-wide implementations

Flex Meeting Time:

1. Provide time for interdisciplinary planning time.
2. Provide training and ensure understanding of various components of the IB curriculum, so that learning can be implemented in the PLC and Department Meetings.
3. Professional development aligned with the requirements of teacher recertification.
4. Provide time for overflow PLC activities
5. MYP/DP meetings
6. IEP/504 meetings

Topics

Laws/Policies - Annually

Covered in: Pre-service, Smart Schools

- FERPA
- How to Prevent, Identify and Respond to Bullying and Harassment
- 205: 504
- [Suicide Prevention](#)
- 302: Anti Bullying
- 312: Harassment/Violence
- 102: Drug-Free Workplace
- 214: Mandated Reporting
- Emergency Plan
- Title IX
- School Policies
- IB Policies
- Cyberbullying
- Health Training -
 - Bloodborne Pathogens, First Aid, Seizures, Diabetes, EpiPen, AED
 - Concussions
 - CPR

Classroom Management/Positive School Community

Covered in: Pre-service, Team Leader Meetings, Summer Training

- Ongoing Team Leader Meetings
- Classroom Management
- Advisory - Circle of Power and Respect (CPR)
- Establishing Expectations
- Logical Consequences and Reflection
- Teacher Language
- Structuring Learning to foster academic honesty - Gina Graham
- Advisory - Jennifer and Molly

Curriculum

Covered in: Department Meetings / Coaching meetings

- Designing effective and manageable formative and summative activities
- Lesson Planning Embedded into the Unit Planner

Immersion/Language Acquisition

Covered: Sending individuals to training/Meeting with IB Coordinator/PLC Meetings

- [ACTFL Training](#)
- Immersion 101 training - New Immersion Teachers
- Consistency on immersion implementation - Immersion Committee
- Teachers and students staying in the target language - Focus of the Observation Rubric
- Support students' increased accuracy when writing in Spanish
- Break fossilized speaking/writing errors in the target language
- Teacher corrections, eg. Spanish grammar usage, Mandarin tone usage
- Best IB immersion practices
- Building a Scope and Sequence
- Building Common Assessments
- Can statements... (Language Departments)
- EL ILP's
- EL Training
- WIDA Standards Training (EL)

Leadership

Covered: MDE Trainings, Leadership Meetings

- Data-Driven Instruction
- Co-Teaching - Ongoing Trainings
- Combined leadership coordination and facilitation
- Instructional Coaching - New Team Leaders
- Setting Student Learning Goals - PLC Facilitators and IB Coordinators
- Q-Comp -Nancy
- General compliance with VOA mandates/state mandates

Literacy

Covered: PLC, Staff Meeting, Full-day PD

- Using Data - FAST, MCA
- Reading strategies in the content-areas
- Looking at MCA testing data and identifying strategies for improving student literacy

Logistics

Covered in: Staff Meetings

- Emergency plan
- Structure of PLC, Committees, Department Meetings
- Daily News - Updated
- Email Groups and Memberships
- Schedules and Procedures
- Common Agreements
- Conference Guidelines
- Report Cards

Testing

Covered in: Staff Meeting

- Plans for implementation of FAST/MCA
- FAST Training
- Using AAPPL Tests in Language Classes
- Using WIDA results for EL
- Training on strategies for getting student buy-in to the testing process, and how to intervene when it isn't going as planned.

Technology

Covered in: Pre-service, Staff Meetings

- Infinite Campus functions
- Continued use of Google Classroom
- Apps to improve student engagement and for differentiation

Middle Years Programme (MYP)

Covered in: Pre-service, Full-day PD, PLC Meetings, Individual meetings with IB Coordinators

- Introduction to IB Resources - Program Resource Center, Minnesota Network of IB Schools Shared Resources, Current Guides, and LILA Organization Structures
- Reviewing of IB Policies
- Assessment - Standardization
- Using data to improve instruction
- Service Learning
- Interdisciplinary Unit Planners (One of each year of MYP)
- Documented plans of the Approaches To Learning (ATL) skills taught
- Enrichment / differentiation in classrooms
- Professional Development that meets the IB requirements
- Grading

Diploma Programme (DP)

Covered in: Pre-service, Full-day PD, PLC Meetings, Individual meetings with IB Coordinators

- Introduction to IB Resources - Program Resource Center, Minnesota Network of IB Schools Shared Resources, Current Guides, and LILA Organization Structures
- Reviewing of IB Policies
- Assessment - Standardization
- Documented plans of the Approaches To Learning (ATL) skills taught
- Enrichment / differentiation in classrooms
- Professional Development that meets the IB requirements
- DP-specific unit planners
- Grading

Observations and Teacher Support

Covered in: Staff Meetings/Individual coaching with Team Leaders/Building Instructional Leader/Peer Observations

- Observation Schedule/Assign Team Leaders
- Peer observations
- Teacher evaluation - Ensure that teachers understand the process
- Culture of teacher support / working on goals
- New Teacher Mentoring

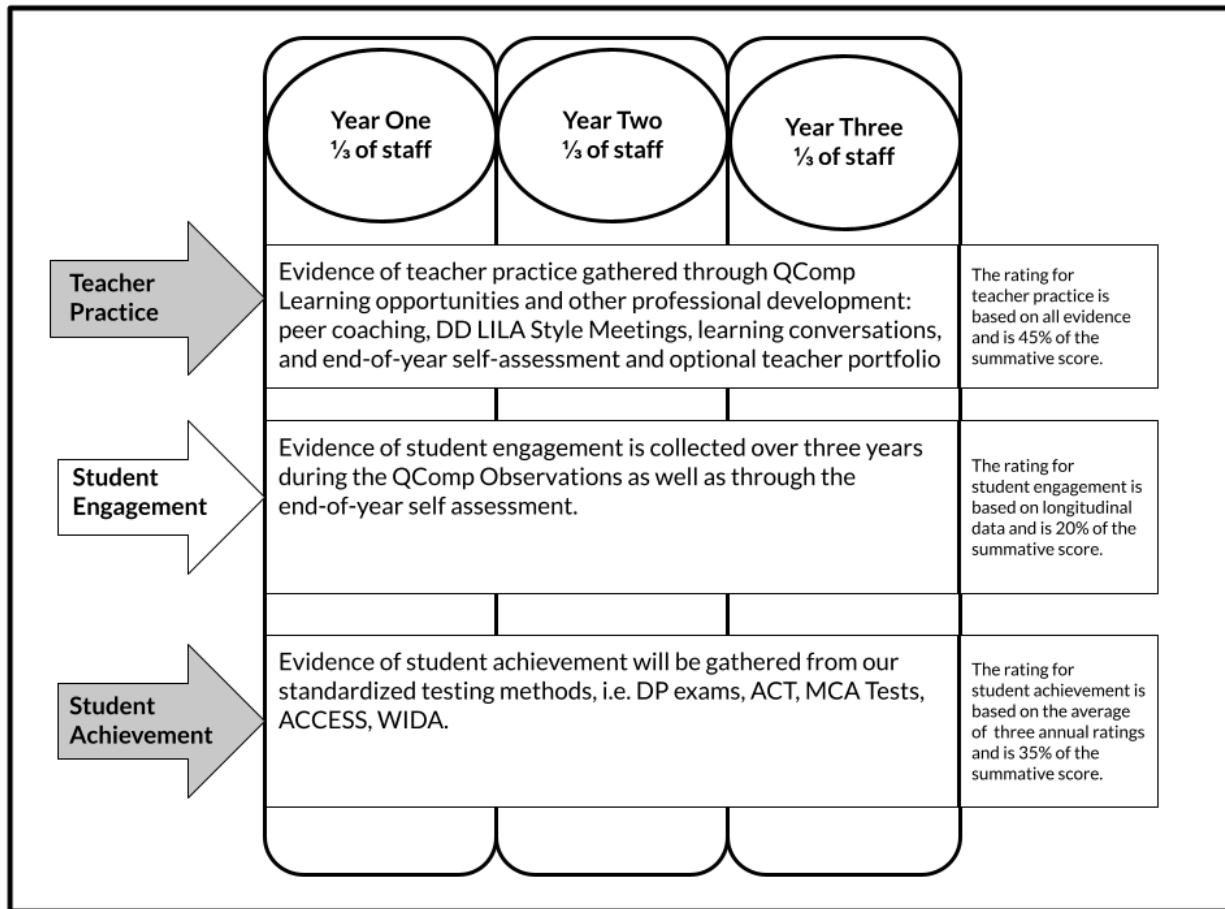
Special Education

- Co-Teaching
- Data Collection
- High Leverage Practices in Special Education
- Universal Design for Learning
- Assistive Technology
- Crisis Prevention Intervention
- Inclusive Practices
- Due Process

INQUIRY

- Teacher questioning -- inquiry-driven
- Teaching through **student-led** inquiry
- Using inquiry to teach math

LILA's Teacher Evaluation Model:



Roles in the Process

Teachers: Classroom teachers and any other professional employee required to hold a teaching license from the MDE.

- Demonstrate professional teaching standards established in Minnesota Rule 8710.2000 and evaluated through the Performance Standards for Teacher Practice.
- Create, revise, and use an Individual Growth and Development Plan to support ongoing learning.
- Collaborate with a peer coach and a professional learning community.
- Create classroom learning goals and monitor student learning by completing Impact Cycles annually.

Peer Coaching: Building Instructional Leaders, Department Leaders, and Curriculum Coordinators

- Assists a teacher with development and implementation of the Individual Growth and Development Plan, including peer observations;
- Documents learning opportunities
- Documents and evaluates student engagement during observations

- Facilitates the self-assessment and documents evidence gathering meetings;
- As a member of the teacher’s evaluation team, attends meetings between the teacher and summative evaluators as requested by the teacher and provides input and feedback as requested by the summative evaluators.
- Teachers serve as presenters and share their learning with other staff members during one of our three scheduled Share Fairs.

Summative Evaluators: Building Administrators

- Annually reviews and approves the Individual Growth and Development Plan
- Annually reviews and documents Student Achievement outcomes;
- Annually monitors documented learning opportunities
- Annually reviews the self-assessment and summary of the coaching process
- Annually reviews the student engagement scores
- Completes the summative evaluation and assigns a final performance rating at least once every three years for each teacher.

Component One: Teacher Practice

Examples of Opportunities for Evidence Gathering:

Learning Opportunities	Number of opportunities	Positions Involved	Description
Peer Coaching Observations	Up to 3 per year	Team Leaders and Building Instructional Leader	Includes development and refining of IGP, informal observation of goal area, reflective learning conversation after the observation, coaching and goal setting and peer review
Informal Learning Opportunities	0-2 per year	Team Leaders and Building Instructional Leader	Includes coaching, modeling, peer observation, resource development, trainings, etc.
Formal Summative Observations	1 per 3 year cycle	Administration	Includes formal observation of 2-3 domains and a post-observation conference where feedback is provided
DD LILA Style (Mentoring)-	Monthly Meetings	Mentors	Includes mentoring in the Responsive Classroom techniques, curriculum info and logistics through formal

Mandatory for new teachers			meetings. Also includes informal conversations throughout the year.
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Individual Growth Plan:

The Individual Growth and Development Plan is annually developed by a teacher. A teacher consults the assigned peer coaches in the development of the plan.

As part of plan development, a teacher identifies:

- Areas for growth identified in formative and summative evaluations or by self assessment;
- Areas that are important for meeting the needs of students;
- The Teaching Standards this plan this will address
- Ideas for activities for professional development, resources needed to meet goals, and evidence that will be used to evaluate goal achievement (optional-may be developed throughout the course of the year)

At the end of each year of the three-year professional review cycle, a teacher collaborates with the peer coach to collect evidence of growth, self-assess and engage in peer reviews of teacher practice and impacts on students. As part of the review process, the Individual Growth and Development Plan's implementation and results are discussed and the self-assessment and peer review should inform the following year's Growth plan.

Evaluating achievement of growth:

- Demonstrated by growth of one level of teacher performance in one domain in a year's time
 - Measured through the gathering of evidence for at least 3 descriptors in that domain
 - Evidence will be gathered through 3 observations as well as through the teacher's own development journal.
 - If there is discrepancy between any of the members of the observation team in regards to the evidence of growth, the administration may be called on to conduct other observations to resolve the issue.
- At the end of the three year cycle the summative evaluators will review the achievement of these growth plans and consider the information as evidence in their summative evaluation score.
 - **Achievement of Growth during the 3 year cycle**
 - 4 - Met Growth goal yearly
 - 3 - Met growth goal $\frac{2}{3}$ years
 - 2 - Met growth goal $\frac{1}{3}$ years
 - 1 - Did not meet growth goals during the 3 year period

Independent Growth Plan Log and Self-Assessment

During the course of the year, teachers are asked to keep a journal of their progress toward their Individual Growth Plan Goals. This log could include, but is not limited to, documenting strategies used, resources used, training they've received, student impact from successes or challenges, etc.

In the spring of every year of the three-year professional review cycle, a teacher will complete a self-assessment. This self-assessment will be shared with the peer coaches as a prompt for a reflective, coaching conversation.

The [self-assessment form](#) includes areas for a teacher to reflect on practice. Teachers are prompted to name areas of strength and areas for growth from evidence tied to the standards contained in Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson.

An assigned summative evaluator uses this document as well as the Individual Growth Plan documents to remain informed about the professional growth of the teacher during the years when a summative evaluation is not completed.

Teacher Portfolio (Optional):

Teacher reserves the right to submit a portfolio to the summative evaluator as a source of evidence and the evaluator must consider the evidence when determining the summative rating.

The portfolio must demonstrate evidence of reflection and professional growth consistent with teacher relicensure requirements listed in Minnesota Statutes §122A.18, subdivision 4, paragraph (b), and must include a teacher's own performance assessment based on student work and examples of teachers' work, which may include video among other activities.

May contain (but not limited to) evidence such as:

- Reflective statements (IGP Growth Journal)
- Evidence of participation/application of information from professional learning activities, leadership and collaboration with other educators and with families
- Sample communication to families and other stakeholders
- Student work samples
- Examples of teacher work such as lesson plans
- Videos of lessons
- Student data including results of student learning goals
- (see state model for more ideas)

Determining the Component Rating for Teacher Practice

Include information from:

- The documentation of learning opportunities
- The teacher's formative self-assessments and evidence gathering meetings;
- Formal observation by summative evaluators (done at least 1 time in a 3 year cycle)
- Achievement of growth plan goals
- Evidence and Rating of Professionalism and Planning
 - Including: Participation in PLC
- Portfolio (optional)

The summative evaluators review the body of evidence for the teacher practice component of the Model. The evaluators look for patterns in performance and trends over time and compare

evidence to the Performance Standards for Teacher Practice Rubric. The evaluator interprets the evidence within the context of these benchmarks to draw conclusions about performance in each of the areas of planning, instruction, environment, and professionalism and to then determine a component rating for the teacher practice component. The scores will be in the following categories: Exemplary, Effective, Development Needed and Unsatisfactory.

The Role of Professional Judgment

Assessing a teacher’s professional practice requires peer reviewers and summative evaluators to constantly apply their professional judgment. No evaluation model or observation rubric, however detailed, can capture all of the nuances of teacher practice. To synthesize multiple sources of evidence into a rating is inherently more complex than using checklists or numerical averages. Accordingly, the Model provides a comprehensive process for continuous growth and development, for observing teachers’ instructional practice and professionalism, and for collecting evidence. A holistic approach allows evaluators to consider all evidence collected and to use professional judgment in synthesizing a rating.

In short, evaluators use professional judgment—including the specific context of teachers’ schools and students, the ways and extent to which teachers’ practices grew over the review cycle, teachers’ responses to feedback, how teachers adapted their practices to their current students, and the many other appropriate factors—when evidence places teachers in “gray areas” between performance ratings defined by the Performance Standards for Teacher Practice Rubric.

Performance rating 4: Exemplary	Evidence of exceptional performance exists. The teacher exceeds performance standards and shows leadership, initiative and the ability to model and mentor for colleagues.
Performance Rating 3: Effective	Evidence of strong performance at a rigorous level exists. The teacher integrates knowledge, is collaborative and consistently meets performance standards.
Performance Rating 2: Development Needed	Limited evidence of satisfactory performance exists, Development is needed in some performance areas. Improvement is expected
Performance Rating 1: Unsatisfactory	Evidence of performance that is consistently below standards exists. Assistance and significant improvement are required

Component Two: Student Engagement

Longitudinal student engagement results are 20% of a teacher’s final summative performance rating.

The peer coaches and/or summative evaluators will observe teacher practices and student interaction during 3 observations every year (including the formal observation done at least once every 3 years). After the observation, the coaches and/or summative evaluators will assign an overall engagement score for that

observation. Those scores will be recorded and an overall student engagement component rating will be determined using that longitudinal data for the summative rating.

A teacher reserves the right to submit a portfolio to the summative evaluator as a source of evidence of student engagement and the evaluator must consider the evidence when determining the summative rating for this component.

[Student Engagement Checklist](#)

<p>Exemplary (4)</p>	<p>The teacher uses creative strategies to build relationships with students and to make content relevant to students. Diverse strategies are used to meet different students’ needs.</p> <p>The teacher consistently plans lessons and facilitates innovative, novel activities in which students apply knowledge and inquire in authentic ways.</p> <p>The teacher is aware of students engagement at all times and adjusts activities as necessary. As a result, students are engaged at exceptional levels.</p>
<p>Effective (3)</p>	<p>The teacher successfully uses strategies to build relationships with students and to connect content to students’ real lives.</p> <p>The teacher consistently plans lessons and facilitates activities in which students apply knowledge and inquire in authentic ways.</p> <p>The teacher is aware of students' engagement and redirects as necessary, as a result, strong levels of student engagement are present.</p>
<p>Development Needed (2)</p>	<p>The teacher implements limited strategies to build relationships with students. Strategies may be implemented incorrectly, may be ineffective, or may result in relationships that have a limited impact on student engagement.</p> <p>Lessons and activities inconsistently make content personally relevant to students or do not move students from inquiring about and understanding content to applying content.</p> <p>The teacher is inconsistently aware of student engagement and often adheres to lesson plans, even when a change is necessary. As a result, students are not consistently engaged at satisfactory levels.</p>
<p>Unsatisfactory (1)</p>	<p>The teacher does not exhibit effective strategies for building relationships with students and making content relevant to students.</p> <p>The teacher is consistently unaware of student engagement and adheres rigidly to lesson plans, even when changes are needed. As a result, student engagement is consistently below standards.</p>

Component Three: Student Learning and Achievement

The use of student achievement data for the purposes of teacher evaluation is a new practice for many Minnesota teachers. Minnesota Statutes §122A.40 and §122A.41 require that a minimum of 35% of a teacher’s evaluation be based on student growth.

School Performance Goals-10%

Because teachers share an important, common mission of improving student achievement, a teacher will have 10 percent of their final summative evaluation score tied to school-wide learning as measured by a shared performance goal. All teachers in the school will receive the same rating for this measure.

Classroom Performance Goal-25%

All teachers will have 25% of their final summative evaluation score for “Student Learning and Achievement” come from his success at achieving a student learning goal using the following information to create the goal:

- A student learning goal is a measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or for subgroups of students. This process demonstrates a teacher’s impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course.
 - Each goal includes
 - The student population or sample included in the goal;
 - The standards with which the goal will align;
 - The assessments that will be used to measure student progress and goal attainment;
 - The period of time covered by the goal;
 - The expected student growth (or outcomes);
 - The rationale for the expected student growth.

Scoring:

	Exemplary (4)	Effective (3)	Development Needed (2)	Unsatisfactory (1)
Class Goal 25% of annual rating for this component	The teacher has surpassed expectations described in the Classroom Performance Goal.	The teacher has met the expectation by achieving the Classroom Performance Goal.	The teacher met >50% of the expectation described in the Classroom Performance Goal but less than the calculated amount	The teacher met <50% of the expectation described in the Classroom Performance Goal.

The formula is the percentage for one student.	1 / number of students * 100 = the amount you must be over the expectation to achieve Exemplary (the amount for one student)	1 / number of students * 100 = the amount you can be under the expectation to achieve Proficient (the amount of one student)	for proficient. Expectation * .5 - (1 / number of students * 100) = the amount you can be under the expectation to achieve Development Needed (the amount for one student)	Any amount less than the amount calculated for Development Needed.
School Goal 10% of annual rating for this component	The school surpassed expectations described in the School Performance Goal.	The school achieved 90-100% of the expectation in the School Performance Goal.	The school met 50%-89% of the expectation described in the School Performance Goal.	The school met less than 50% of the expectation described in the School Performance Goal.

Formula for the overall student achievement score:

$(25/35) * \text{score for the classroom section} + (10/35) * \text{score for the school section}$

Final Performance Rating

At least once in the three-year professional review cycle, a teacher must receive a summative evaluation from an assigned summative evaluator. The summative evaluation is based on all evidence collected through activities in the process: Teacher Practice, Student Engagement and Student Learning and Achievement. But also, and more importantly, a summative evaluation should include specific feedback to a teacher that will inform the Individual Growth and Development Plan for the next three-year cycle.

Using the three component ratings, the summative evaluators calculate a summative score and determine a final summative performance rating for a teacher. A numerical approach is used by the summative evaluators to combine component ratings. In the numerical approach, the three component ratings are quantified, weighted, and added in order to generate a summative score. Ranges of summative scores then determine the summative performance rating for a teacher.

Evaluators use the following process:

1. Assign a numerical value to the component ratings for each of the three model components as noted above.
2. Multiply the numerical value for each component rating by the weight assigned to that component.
 - a. Teacher Practice—45%

- b. Student Learning and Achievement—35%
 - c. Student Engagement—20%
3. Add the three resulting products together to determine the summative score.
 4. Determine the final performance rating by applying the ranges for summative scores below.
 - 3.50-4.00 Exemplary
 - 2.50-3.49 Effective
 - 1.50-2.49 Development Needed
 - 1.00-1.49 Unsatisfactory

Component	Component Ratings	Component Weights <i>(Multiply by Weights)</i>	Products
Teacher Practice	3 <i>(Effective)</i>	.45	1.35
Student Learning and Achievement	4 <i>(Exemplary)</i>	.35	1.40
Student Engagement	4 <i>(Exemplary)</i>	.20	0.80
Add Products for Summative Score			3.55
3.5-4.0—Exemplary ← 2.5-3.49—Effective 1.5-2.49—Development Needed 1.0-1.49—Unsatisfactory			

Figure 9: Determining the Summative Performance Rating

The Individual Growth and Development Plan

Teachers with final performance ratings of Development Needed, Effective, or Exemplary enter

a new three-year professional review cycle. They will use the information from the final performance rating to help them develop their Individual Growth Plans for the following 3 years.

The Teacher Improvement Process

A teacher who receives an “Unsatisfactory” rating on a summative evaluation must enter the teacher improvement process, if employment is offered for the following year. (This activity serves as the individual growth and development plan for that teacher.)

The purpose of the teacher improvement process is to provide support and assistance to teachers who are not meeting standards of performance. A teacher remains in the teacher improvement process until:

- The teacher improves in all areas identified in the improvement plan, or
- The teacher has had sufficient time and resources to meet performance standards and has not done so.

[Note: The sufficiency of time and resources is intended to be flexible based on the plan established and the needs of the teacher. Should a district ultimately seek to terminate a teacher based on performance, arbitrators' decisions based on case law and statute (primarily M.S. 122A.40, Subdivision 9) have typically determined that sufficient time for improvement is a minimum of six months.]

A district must discipline a teacher for not making adequate progress in a teacher improvement process.

In the case of improved performance, the teacher exits the teacher improvement process, reenters the three-year professional review cycle. The district may determine when to summatively evaluate this teacher, provided a summative evaluation occurs a minimum of one time within a three-year window of the previous summative evaluation.

Teacher Improvement Process

Prerequisite: The teacher receives an "Unsatisfactory" summative rating on a summative evaluation.

Step 1: Identify and communicate the area(s) of performance concern

As follow-up to an "Unsatisfactory" rating on the summative evaluation, the summative evaluator makes contact with the teacher and document the performance concern(s) in writing which may include:

- An explanation of concerns identifying specific standards of teacher practice or student outcomes
- An outline of evidence supporting the concerns and the teacher's summative evaluation
- A request for a follow-up face-to-face meeting to discuss the concerns addressed above and the teacher improvement process, and to develop an improvement plan.

Step 2: Meet to set goals and time lines and to develop an improvement plan

During the face-to-face meeting requested in step 1, the teacher and summative evaluator will collaborate to resolve identified performance concerns. The teacher may request a peer to actively participate in the development of the improvement plan. The following information must be documented in the plan:

- Area(s) of concern related to teacher practice and/or student outcomes
 - Specific teacher actions or practices that will result in the teacher meeting standards
 - Improvement goals. These goals must be specific, measurable, attainable, results based, and time-bound.
 - Method(s) the summative evaluator will use to gather evidence of improvement. These may include specific activities as described in the evaluation model or others as described during this meeting.
-
- A time frame for formative feedback on progress as well as a summative assessment of progress. The summative assessment of teacher improvement results in a decision to exit the teacher from the teacher improvement process, modify the teacher improvement plan, or discipline a teacher. A meeting between the teacher and summative evaluator where the summative assessment of teacher improvement results will take place.

It may also include:

- Support strategies, which may include but are not limited to
 - Professional workshops or conferences
 - Books
 - Peer coaching, mentoring, or other forms of peer support
 - Teacher Assistance Teams (See description on page 54.)
 - Additional evaluator or peer reviewer points of contact
 - Curriculum resources
 - Videos of classroom teaching
 - Targeted professional development

Step 3: Engage in the improvement plan

While implementing the improvement plan, there are expectations for both the teacher and the summative evaluator.

Expectations of the teacher

- Participate in the activities identified in the plan developed in step 2
- Participate in the collection of evidence related to the measurable goals identified in step 2
- Be open and flexible in implementing different and/or refined strategies to improve his/her performance
- Maintain a proactive stance in his own professional improvement
- Engage in professional reflection ascertaining what is effective practice and what practice(s) need improvement
- Be responsible for maintaining anecdotal notes (if desired)
- Ask for clarifications when needed
- Be responsible for meeting deadlines, appointments, scheduled observations, and other agreed upon timelines

Expectations of the summative evaluator

- Provide feedback and support opportunities identified in step 2
- Give encouragement and informal support for improvement of performance
- Be open and available for clarification at the teacher's requests
- Monitor the teacher's performance for improvement

Step 4: Assess results of the improvement plan

At the end of the plan and the time frame established in step 2, the teacher, the summative evaluator, and any peer named in the process will meet to assess progress of the teacher toward resolving the area of concern. The assessment of progress will be documented in writing, following the plan and goals developed in step 2. The summative evaluator has authority to make a final determination in the event the parties disagree.

Possible evidence to review

- Teacher's personnel file
- Agreed upon improvement plan with measurable goals in the assistance and support phase
- Additional evidence that the teacher wants considered
- Evidence collected by the summative evaluator

- Evidence collected at the discretion of the summative evaluator
- Past summative evaluations may be considered
- Criteria for decision-making
- Progress toward meeting the goals identified for improvement in the improvement plan
- Current performance level (consideration for past performance may be given)

At the conclusion of the meeting, one of the following determinations will be made by the summative evaluator about the teacher's status:

- Exit the teacher improvement process. The teacher writes an individual growth and development plan and re-enters the three-year professional review cycle; the teacher must receive a summative evaluation within three years of his or her last summative evaluation.
- Revise or begin a new improvement plan, repeating steps 1-4 in the assistance and support phase. This could include discipline for a teacher for not making adequate progress, at the district's discretion, under Minnesota statutes 120A.40, subdivision 8, clause 12 and 122A.41, subdivision 5, clause 12.
- Discipline a teacher for not making adequate progress in the teacher improvement process. Discipline may include a last chance warning, termination, discharge, nonrenewal, transfer to a different position, or other discipline a school administrator determines is appropriate.

Discipline

MN Statutes 120A.40 and 120A.41 state that discipline "may include a last chance warning, termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline a school administrator determines is appropriate."

LILA is an at-will employer and the evaluation score does not guarantee employment.

Student Enrollment, Demographic Trends, Retention & Attrition

Enrollment

Source: <https://public.education.mn.gov/MDEAnalytics/DataTopic.jsp?TOPICID=2>

School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
2019-20	132	131	128	120	119	119	121	116	87	88	59	55	43	17
2020-21	100	126	115	126	109	108	117	127	111	82	75	57	53	41
2021-22	118	127	129	111	115	106	101	124	103	104	75	67	49	52
2022-23	129	127	128	132	111	105	105	109	117	99	96	68	58	46
2023-24	109	120	130	124	133	109	104	109	89	113	76	91	61	56

Demographic Trends - K-12

Source: <https://public.education.mn.gov/MDEAnalytics/DataTopic.jsp?TOPICID=2>

Category	SY 2020-2021	SY 2021-2022	SY 2022-23	SY 2023-24
Total Enrollment	1247	1263	1301	1287
Male	588	585	609	592
Female	659	678	692	695
American Indian	6	7	20	18
Asian	28	34	48	57
Black or African American	17	25	33	32
Hispanic/Latino	138	158	160	154
Native Hawaiian/PI	0	3	2	3
Other Indigenous Peoples		-	1	1
White	998	975	986	968
2 or more races	60	61	51	54
Students of Color or American Indian				319
Special Education	158	161	170	160

LEP/English Learner	40	48	50	50
F/R Meals	97	100	249	228
Experiencing Homelessness	4	4	4	6

Attrition

School Year	Total # of Students Enrolled on 10/1/23 Source: MDE	Total # of 10/1/23 Students Enrolled on 6/6/24 Source: LILA IC Report	Attrition Rate (%)
2023-2024	1,424	1,395	2.04%

Retention

School Year	Total # Enrolled on 6/6/24 that are Eligible to Return on 9/3/24 Source: LILA IC Report	Total # of Eligible Students Who Returned on 9/3/24 Source: LILA IC Report	Retention Rate (%)
2023-2024	1,339	1,230	91.86%

School Admissions, Lottery & Enrollment Procedures

LILA follows all applicable charter school admissions laws for student application, enrollment and lottery procedures. LILA's Enrollment Policy: https://resources.fnalsite.net/images/v1713284141/mylilaorg/cdik9vmra02t2km1owgi/122StudentEnrollment-Amended03_12_2024.pdf

Academic Performance

Explanation of the Academic Program:

The Lakes International Language Academy academic program is based on the principles and ideals of the International Baccalaureate (IB) program. The Upper School utilizes the IB Middle Years Programme and Diploma Programme. The Lower School utilizes the IB Primary Years Programme. In addition, LILA Lower School is a full immersion school where students are immersed in their second language throughout elementary school, and succeed in becoming biliterate, bilingual, well-rounded world citizens as they master the content of the Minnesota State Standards. The Upper School

continues to emphasize language learning with a variety of offerings in Spanish and Chinese, as well as the addition of French as a world language option.

Academic Performance and Growth:

The primary purpose of the charter school is to improve all pupil learning and all student achievement, as measured by the MCA exams. The following performance standards have been met, as shown by the data and discussion of the charts on the following pages.

- Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.
- Each year, the School will maintain a state-determined minimum growth score of -0.5 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.
- The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced each year in both reading and math using state examination data as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

LILA has taken several steps to continue helping our students recover from any academic losses suffered during the pandemic. Though we are not yet back to our pre-pandemic proficiency levels, we are proud of the systems we have in place to identify students who would benefit from interventions and offer more Tier 1 support in the classroom. We look forward to highlighting the impact of adding an MTSS Coordinator using grant funding on 7/1/2024 in future reports.

Notes about the nature of language immersion and academic proficiency demonstrated over time:

- As has been well documented in language immersion schools in Minnesota, across the United States and around the world, immersion students tend to perform at sub-par levels until 3-4 years after English is formally introduced in school. It is logical; immersion students in elementary grades learn everything in their second language, in our case Spanish or Mandarin, and are then tested on it in English. The good news for immersion students is that 3 - 4 years after English is formally introduced, **the average (fully bilingual) immersion student will perform as well or better on any standardized test than will their monolingual peers.** This nation-wide trend has shown itself to be true year after year at LILA.
- LILA currently has much larger grade cohorts testing in elementary grades, and still has smaller groups in the upper grades. The current cohort sizes at each grade level, coupled with what we know about immersion and English language standardized testing bring our K-12 average down.

Consulting the [SchoolDigger](#)² website at the urging of the Minnesota Association of Charter Schools, we are pleased to note that LILA scores among the top 30% of Minnesota districts when considering K-12 MCA data.

² SchoolDigger ranks schools based solely on their federally mandated state test data.

MATHEMATICS

In the 2024 Mathematics MCA, 43.4% of LILA students met or exceeded the standards. This is 2.1% below the state average (45.5%) and 6.6% below the local district's average (50.0%). LILA's percent proficiency decreased 1.2% from last year (44.6%).

- Overall, Lower School students performed better than did Upper School students, yet all elementary grades tested are still performing below their pre-pandemic level. In 2024, 54.3% of Lower School LILA students met or exceeded the standards which is 8.8% higher than the statewide average.
- At the Upper School, scores for grades 6 and 7 were significantly lower than the state average, but similar to previous years. (Note: This may be due in part to a change in math curriculum in grades 6-8 as well as two new-to-LILA teachers in the 6-7th grade math classrooms.)
- At the Upper School, scores for grades 8 and 11 were slightly lower than the state average (between 2-3%). However, in previous years LILA 11th graders have scored 58-60% proficient, whereas this year their proficiency dropped significantly to 32.1% proficient.
- Students who identified as female scored approximately 14 percentage points below students who identified as male (F: 36.2%; M: 52.1%).
- White students accounted for 76.7% of all tested students. Compared to their white peers, non-white students performed below a proficiency level of 43.5%. However this is a 2.8% increase from last year.
- Special education students and English language learners performed below the district average, as well as slightly below last year. However, both groups are scoring higher than the statewide average for those student groups.

Math MCA Students Proficient by Student Group (%)				
English Learners			Special Education	
LILA	Statewide		LILA	Statewide
21.4%	12.5%		28%	24.7%

READING

In the 2024 Reading MCA, 51.0% of LILA students met or exceeded the standard, which is above both the state average (49.9%) and that of the Forest Lake Area Schools average (49.8%). Average LILA proficiency decreased 4% from last year (55%).

- Lower School students had the lowest percentage of students meeting or exceeding the standard.

- This is not uncommon for these grade levels since LILA, as a full immersion school, doesn't introduce English until the second half of second grade, as best practice in immersion education dictates.
- Typically we see lower scores in third grade with a rebound in higher grades. K
- This year, the 3rd grade scores were 9% below the state average, the 4th grade scores 3.7% below the state average, and 5th grade scores 6% above the state average.
- Upper School student reading proficiency remains well above the statewide average (4.1%). This proficiency rating would have been significantly higher if it were not for our 6th graders who demonstrated a surprisingly low proficiency level of 38.9% (15.6% below the state average). Our 7th, 8th, and 10th graders scored above the state average by 7.9%, 14.8%, and 17.1% respectively.
- The achievement gap between genders is minimal - just 0.5% in favor of those identifying as male. This gap is likely not statistically significant, as it translates to a mere 3 student difference in proficiency.
- White students accounted for 76.8% of all tested students. Compared to their white peers, non-white students performed 6.8% less proficient. However, compared to the statewide proficiency levels of those groups, LILA students scored above. The exception was LILA's Asian students scoring 0.5% below the state average for their group.
- LILA's English Learners performed significantly lower than last year (30.0%) as well as below the statewide average. LILA's Special Education students performed lower than last year (34.4%) but above the statewide average.

Reading MCA Students Proficient by Student Group (%)				
English Learners			Special Education	
LILA	Statewide		LILA	Statewide
7.1%	10.2%		28.6%	25.5%

SCIENCE

In the 2024 Science MCA, given only to students in grades 3, 8, and once in high school, 40.6% of LILA students met or exceeded the standard. This is above the state average of 39.6%, but below that of our neighboring district (44.5%). Our proficiency increased 3% from last year (37.6%).

- LILA's student groups performed better in each higher level
 - Only 37.5% of LILA students were proficient in grade 5, compared to a 45.0% average rate for the state's fifth graders
 - The rate improved by grade 8, to 37.6%, and looks even better when compared to the state average proficiency rate of 30.3%.

- By high school (test taken during students' second year of DP Biology), LILA's proficiency rate was 52.9%, compared with the state average of 43.5%.
- As with reading, LILA's proficiency is pulled downward because of the nature of language immersion. Students in elementary grades learn everything in Spanish or Mandarin, and are then tested on it in English. The well-known fact about immersion schools and bilingualism is that by 3-4 years after English is formally introduced, **the average (fully bilingual) immersion student will perform as well or better on any standardized test than will their monolingual peers.** This nationwide trend has shown itself to be true year after year at LILA.
- In addition, LILA tested 104 5th graders, who we predicted would be our worst performers, with smaller numbers as the grades continue. We tested 101 8th graders and only 51 12th graders. The current class sizes, coupled with what we know about immersion and English language standardized testing brings our K-12 average down.

LILA's **second statutory purpose** is to increase learning opportunities for all pupils.

- The school met this expectation by providing a globally-minded education program to students in the Forest Lake area. The program included both the International Baccalaureate and bilingualism, in Spanish or Mandarin through language immersion. The school also collaborated with international students and educators from Spanish and Mandarin language speaking countries to enhance the international learning opportunities of LILA students.

Progress in 2023-24

LILA successfully met this performance expectation.

The Chinese kindergarten numbers continue to be tenuous, but we are again able to move forward offering both Spanish and Mandarin. The preschool program remained nearly full, a good sign for future kindergarten years.

In addition, the IB Middle Years Program conducted its sixth formal "Personal Project" for 10th graders, as the culmination of the MYP program.

Most notably, the IB Diploma Program graduated its latest Diploma Programme cohort with a pass rate of 65% for those pursuing the full IB Diploma. Of our 55 seniors, 44 completed one or more IBDP course.

LILA's Graduating Seniors: International Baccalaureate Diploma Program and Language Proficiency

LILA believes that a solid grounding in an inquiry-based methodology, along with a focus on language acquisition and international-mindedness, will prepare students well for university or other post-secondary paths. With our seventh group of graduates launched, we are proud of our cumulative 2018-2023 graduation rate of 95.6% (2023 is the most recent data *officially* published). The class of 2024 had a 100% graduation rate (55 of 55). We are also pleased to share:

- The class of 2024 was the fourth cohort enrolled from kindergarten through grade 12, and

offered the two-year International Baccalaureate Diploma Programme;

- Of the 55 graduating seniors, 44 students completed 235 IB DP classes. Graduates can apply these classes toward free credits or course exemptions at most post-secondary institutions;
- Twenty students attempted the full IB diploma. Seventeen of the 20 who attempted the full diploma completed the coursework, and 13 met the rigorous program standards to earn the full diploma. The IB diploma is the most recognized high school credential in the world;
- Fifteen graduates completed Post-Secondary Enrollment Options (PSEO) coursework, and three earned their AAS degree;
- All LILA graduates have the opportunity to develop a second or even third language. This past year, 32 of our 55 graduating seniors earned a bilingual seal or world language proficiency Certificate, qualifying them for college credit in the Minnesota State College & University (MNSCU) system. This means that 58% of graduating seniors demonstrated an intermediate or advanced level in a second language.
- Sixteen graduates received the Platinum Seal, the highest bilingual honor in the State of Minnesota. With this award comes four *free* semesters of college credit in their second language in the Minnesota state college and university system, as well as the potential for second language credit at other institutions including those outside of Minnesota.
- This group of students earning seals and certificates included our very first cohort of students to complete K-12 with our Mandarin immersion program. Since second language courses are required every year in grades 6-12, many non-immersion students who joined LILA at the secondary level, as well as immersion students who shifted to PSEO or a non-immersion track in their final years were able to earn World Language Certificates and Bilingual Seals. All together, graduates qualified for over 100 semesters' worth of college credit in world languages.
- Collectively, these college-bound seniors were awarded over \$2.1 million dollars in scholarships.

Language immersion continues to be core to the school program in the Lower School, with nearly half of the staff being native speakers of either Spanish or Mandarin. The immersion continuation program at the Upper School continues to thrive. In addition to language acquisition courses in Spanish, Mandarin, and French, middle school students have the option to study history and global studies courses in Spanish, and science courses in either Spanish or Mandarin. High school students have the option to study world history and economics in Spanish, as well as the earth and space science in both Spanish and Mandarin.

Assessments

LILA meets all requirements for assessments as a Minnesota public school. We also administer some tests as a way to help guide our students' progress.

Lower School

Preparing for standardized tests:

At the Lower School, we help students and teachers assess each student's mastery of the standards for various subjects, primarily ELA, Math, Science, and Social Studies, while exposing students to standards-based test items.

State-required tests:

MCAs The purpose of Minnesota Comprehensive Assessments (MCAs) is to evaluate Minnesota students' achievement measured against the Minnesota Academic Standards. Assessment results can be used to inform curriculum decisions at the school level, inform instruction at the classroom level, and demonstrate student academic progress from year to year.

Reading Reading tests are given in grades 3, 4, and 5. They measure the student's ability to understand how a piece of writing is structured by the author and the kinds of writing devices an author uses to express the storyline or argument.

Math Math tests are given in grades 3, 4, and 5. They measure the student's ability to solve complex, multi-step problems based on real-world situations using math.

Science Science tests are given in grade 5. Often, the problems focus on scientific scenarios students might encounter doing real-world research and investigations.

Local Assessments

To prepare for MCA testing, and to ensure students are meeting state standards, teachers create assessments and use the following types of assessments from the Formative Assessment System for Teachers (FAST) as interim measures of achievement as well.

Early Reading (Grades K-1) - The earlyReading English assessment screens and monitors a student's progress in developing reading skills. Teachers work with a student individually to complete four assessments. These measures are designed for students in the early primary grades and are typically used in kindergarten and first grade.

aMath (Grades K-5) - aMath is a simple and efficient procedure for screening students' broad math abilities. The assessment is based on expert recommendations and each question is aligned with the National Common Core State Standards (2010). aMath is a computer-adaptive test and students respond to between 30 and 60 questions on each testing occasion.

Early Math (K) - The earlyMath measures assessment screens and monitors a student's progress in developing math skills. Teachers work with a student individually to complete each assessment. These measures are designed for students in the early primary grades and are typically used in kindergarten and first grade.

Upper School

Preparing for standardized tests:

At the Upper School, we used ALEKS, FASTBridge and several other assessment tools (both formal and informal) to help students and teachers assess each student's mastery of the standards for various courses, primarily ELA, Math, and Science while exposing students to standards-based test items.

State-required tests:

MCA's The purpose of Minnesota Comprehensive Assessments (MCAs) is to evaluate Minnesota students' achievement measured against the Minnesota Academic Standards. Assessment results can be used to inform curriculum decisions at the school level, inform instruction at the classroom level, and demonstrate student academic progress from year to year.

Reading

Reading tests are given in grades 6-8 and 10. They measure the student's ability to understand how a piece of writing is structured by the author and the kinds of writing devices an author uses to express the storyline or argument.

Math

Math tests are given in grades 6-8 and 11. They measure the student's ability to solve complex, multi-step problems based on real-world situations using math.

Science

Science tests are given in grade 8 and to high schoolers who have just finished their biology class. Often, the problems focus on scientific scenarios students might encounter doing real-world research and investigations.

Civics Students in 9th grade take a civics test. The test consists of fifty of the hundred questions in the USCIS Naturalization Test. The fifty questions are selected by the Learning Law and Democracy Foundation in consultation with civics teachers.

Optional tests: ACT (American College Testing) To continue our college-readiness focus, all 10th and 11th graders at LILA were provided the opportunity to take the ACT plus writing, at the family's expense, during the school day during their 11th grade year. If a family is not able to pay, the state pays the expense of the exam.

IB (International Baccalaureate) Students enrolled in 2-year IB Diploma Program courses took the external IB exam for each subject area in May of their senior year. The IB exams often allow students to earn college credits and/or test out of coursework. The IB language exams may also be used by seniors interested in earning a Bilingual Seal or Certificate as allowed by the State of Minnesota's Department of Education.

AAPPL (ACTFL Assessment of Performance toward Proficiency in Languages) This assessment measures proficiency in reading, writing, listening, and speaking in languages other than English. This assessment is used for immersion target languages, foreign languages or heritage languages. The AAPPL assessment uses real-world questions that engage students using a web-based system that is adaptive to the student's level.

This test is used for program evaluation in select grades. Current data shows our students are on par with well established dual language programs around the country. It is also offered to juniors and seniors interested in earning a Bilingual Seal or Certificate as allowed by the State of Minnesota's Department of Education. These awards guarantee language credits at all Minnesota State Colleges and Universities. The majority of graduates qualify for the seal based on their IB Diploma exams. For students not participating in DP foreign language testing, the AAPPL provides evidence of proficiency for the bilingual seal, college placement and credit.

Local Assessments:

To prepare for MCA testing, and to ensure students are meeting state standards, teachers create assessments and use the following types of assessments from the Formative Assessment System for Teachers (FAST) as interim measures of achievement as well.

aReading (Grades 6-12)

aReading is a simple and efficient procedure for screening K-12 students' broad reading abilities. The assessment is based on research and each question is aligned with the National Common Core State Standards (2010). aReading is a computer-adaptive test and students respond to between 30 and 60 questions on each testing occasion.

aMath (Grades 6-12)

aMath is a simple and efficient procedure for screening students' broad math abilities. The assessment is based on expert recommendations and each question is aligned with the National Common Core State Standards (2010). aMath is a computer-adaptive test and students respond to between 30 and 60 questions on each testing occasion.

World's Best Workforce

One of LILA's **statutory purposes**, as delineated in the school's contract with their authorizer, is to meet the outcomes adopted by the Commissioner for all public school students under Minnesota Statutes, section 120B.11 ("World's Best Workforce"), applicable to elementary and high schools. Specifically, that 1) all racial and economic achievement gaps between students are closed; 2) all children are ready for school, 3) all third-graders can read at grade level; 4) all students attain career and college readiness before graduating from high school; and 5) all students graduate from high school.

This section demonstrates compliance with the following VOA-MN Standards:

- VOA-MN *Academic Standard 7* The school is meeting the World's Best Workforce goals (MS 120B.11; Charter Contract Addendum B).

Academic Performance Standard 3 – Additional Purpose: World's Best Workforce

The school is to meet the outcomes adopted by the Commissioner for all public school students under Minnesota Statutes, section 120B.11 ("World's Best Workforce"), applicable to elementary and high schools. Specifically, that 1) all racial and economic achievement gaps between students are closed; 2) all children are ready for school, 3) all third-graders can read at grade level; 4) all students attain career and college readiness before graduating from high school; and 5) all students graduate from high school.

PROGRESS IN 2023-2024:

1) all racial and economic achievement gaps between students are closed;

Goals	Results
1. Math proficiency gap between FRP-eligible and non-FRP-eligible students in grades 3-8 & 11 will decrease by increasing the % proficient FRP-eligible students from 26.5% to 28.5% in 2024.	1. The % of FRP eligible students scoring proficient or above increased from 26.5% in 2023 to in 2024. - Met
2. and by increasing the % proficient non-FRP eligible students from 48.2% to 50.2% in 2024.	2. The percentage of non-FRP eligible students scoring proficient or above decreased from 48.2% in 2023 to . - Not Met

2) all children are ready for school;

Goals	Results
<p>3. The % of kindergarten-age eligible children who attended LILA's preschool scoring "low risk" on FAST Early Reading will increase from 67.9% to 69.9% in 2024.</p>	<p>3. The percentage of kindergarten-age eligible children who attended LILA's Kinder Prep scoring "low risk" on the FAST Early Reading Assessment was 67.8% in 2024. This was roughly the same as 2023. - Not Met</p>
<p>4. The % of kindergarten-age eligible children who attended LILA's preschool scoring "low risk" on FAST Early Math will increase from 84.2% to 86.2% in 2024.</p>	<p>4. The percentage of kindergarten-age eligible children who attended LILA's Kinder Prep scoring "low risk" on the FAST Early Math Assessment increased from 84.2% in 2023 to 93.85% in 2024. - Met</p>
<p>5. The % of kindergarten-age eligible children who attended LILA's preschool scoring "low risk" on BOTH the FAST Early Reading and Early Math will increase from 61.7% to 63.7% in 2024.</p>	<p>5. The percentage of kindergarten-age eligible children who attended LILA's Kinder Prep scoring "low risk" on both the FAST Early Reading and Early Math Assessment will increase from 61.73% in 2023 to 64.62% in 2024. - Met</p>

3) All students are ready for career and college

Goals	Results
<p>6. 95% of 11th and 12th graders will have a post-secondary plan on file in the 2023-2024 school year;</p> <p>7. At least 95% of 12th grade students will graduate from high school.</p>	<p>6. Students in 9 - 12 grade who attended advisory participated in career and college readiness activities through advisory classes during the 2023-2024 school year. In addition, Ms. Scanlon, LILA's academic counselor, met with all students in grades 11 and 12 to discuss their post-graduation plans. Finally, LILA participated in the "Direct Admissions" program through the Minnesota Office of Higher Education. As part of this program, all students who are on track to graduate are automatically offered admission to multiple public and private colleges and universities in the state of Minnesota. Those with more</p>

	<p>markers of success in high school receive additional offers of admission from more competitive schools. - Met</p> <p>7. According to the Minnesota Report Card, LILA's graduation rate was 100% for the 2023-24 School Year. - Met</p>
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Finances

LILA's annual enrollment growth and careful budgeting have contributed to today's strong financial position. LILA has carefully and mindfully built a fund balance that can allow the school to meet the challenge of potentially steep and fluctuating holdback of state education aid without resorting to expensive short-term borrowing.

Audited data. At the close of the 2023 fiscal year on June 30, 2023, the school had maintained its audited, unreserved, undesignated general fund balance of 30.5% of expenditures, a 6.3% increase over the prior year. Total fund 01 fund balance at June 30, 2022 was \$4,949,518. Preliminary, unaudited financial reports indicate that LILA met expected financial targets and covenants in FY24, with an expected general fund balance at about 29% of expenditures and 93 Days Cash On Hand (DCOH) on June 30, 2024. DCOH represents the number of days of operation the school's cash and investments could cover based on total expenditures for the year.

The amount of fund balance 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 our newest programs in middle and high school grades.

Strong financial performance is also an essential element to obtaining favorable financing for facility borrowing, should the need arise.

The fund balance is a direct result of the LILA Board's work in supporting a two-campus organization through a significant period of growth. In FY24 (2023-24 school year), the board revised the budget twice. The initial FY24 budget was approved in June 2023 and two revisions followed--one in November 2023 and a second revision in May 2024. The school board treasurer (Corey Purkat) chaired the board finance committee in FY23 and FY24 and has relevant expertise in finance and school administration. The FY24 board chair (Lindsay Schipper) has a professional background in management and leadership. All school board members receive finance training. The school board also annually appoints an audit committee for oversight of the audit 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. The board, too, follows internal controls set by Policy 110 and Policy 232 Conflict of Interest.

Cash flow is well managed. Following board-established procedures, excess funds are invested in low-risk, laddered certificates of deposit (CDs). CD interest rates improved over the course of the fiscal year; LILA renewed CDs that matured in FY24 at higher rates than previously invested. The school had \$2,910,986 in cash and investments in the general fund on 6/30/23 (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 2024 unaudited financial reports are attached.

LILA has established a strong relationship with its community banks: First Resource Bank, Bell Bank, and MidWestOne Bank. The school and building company checking accounts reside at MidWestOne Bank, the school's primary banking institution. The school and LILA Building Company have diversified their investment strategy by investing in CDs at MidWestOne Bank, Bell Bank, and First Resource Bank. We involve our banking institutions 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. Starting in FY15 and continuing to date, the School contracts with Stenmark Financial Services to assist with business services. The financial services firm's involvement in daily operations allows the school increased separation of duties and another level of financial oversight. Through FY20, the school engaged CliftonLarsonAllen, LLP as our auditors. For the FY21 and FY22 audits, the board engaged MMKR, another well-respected, experienced audit firm. For the FY23 and FY24 audits, the school and building company have engaged BerganKDV (now Creative Planning) as our auditors. It is a healthy financial practice to change audit firms from time to time. Auditors are true partners in maintaining strong financial practices; we consult with them about financial matters throughout the year, not only at audit time. We also regularly inform our school's authorizer, Volunteers of America of Minnesota, about financial matters (monthly financial and enrollment reports) and school board actions (monthly agendas & minutes).

In FY20, LILA ran a formal capital campaign to raise funds for outfitting its new facilities at the Headwaters Campus and the Kinder Center. The campaign received over \$350,000 in donations from individuals and businesses, and a \$500,000 gift from a local foundation. Further, this foundation pledged to match donations in \$50,000 increments up to \$250,000 to support the campaign's goals and other needs throughout the district. From this campaign, the school has been able to implement plans for enhancements to its facilities at a much faster pace than without the funding. In June 2021 the school received the first \$50,000 match. In December 2021, the school received the second and third portions of the match (\$100,000). The final match was received in July 2023 (\$100,000). At the end of FY24, all of the capital campaign funds were expended and nearly all of the matching funds.

The capital campaign is a restricted fund with defined allowable uses. Though the revenue is recognized in the year it is received according to GASB standard, it is being spent over time. This has a "drawdown" effect on the net income for the year. If the net income is calculated aside from the

capital campaign activity, we have maintained our 1.1x Debt Service Coverage Ratio over the period, a key covenant in our bond loan agreement. Upon consultation with the school's legal counsel, LILA learned that the annual calculation of debt service coverage *should* exclude "extraordinary expense", per the loan agreement for the facilities bonds. The capital campaign and matching funding falls under the scope of "extraordinary expense". This way, good fortune is reflected as such, and not a detriment or black mark in reports to Standard & Poor's, facilities bondholders, and others.

Lastly, LILA has aggressively sought grant funding and all eligible state and federal funding opportunities. Our successful applications have allowed us to advance our program development at a much faster rate than would have been possible without them. In FY22 and FY23, LILA was approved for Extended Time Revenue, which helped support a June academic camp for elementary students, "Summer Boost". In FY24, the grant writing efforts of the District Leadership Team and key employees netted the school over \$800,000 in grants, ranging from 1 to 5 years in term length. These include the Special Education Teacher Pipeline Grant, an MN MTSS grant, and a Gender Neutral, Single-User Restroom (GNSUR) grant, all state funded.

Because of the school's attention to financial health and management, LILA has received the State Finance Award 18 consecutive years. Earning this award has been an annual goal of the administration. FY23 is the last year MDE will award this honor to schools.

FY23 Audit

The school has received a clean audit each year. For the FY23 audit of the general fund, there was one significant deficiency reported. The auditor stated that LILA is to improve our process for reconciling building company balances and activity. We have incorporated that more solidly into our workflow for timely reconciliation processes. Our audit firm, BerganKDV, reported no compliance issues with respect to Minnesota statutes related to charter schools and UFARS accounting. The audit reports that total revenue was less than 0.1% over budget (\$17,082) while total expenditures were less than 0.1% under budget (\$132,492). 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 2023 fiscal year on June 30, 2023, the unreserved, undesignated fund balance had reached 29.2% of expenditures, or \$4,949,518. Capital assets were reported at \$30,485,308, net of depreciation.

The annual audit timeline is as follows:

- March/April: audit firm selected by board
- July: board appoints audit committee
- July/August: audit preparation by school finance staff
- Late August: 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.

Factors Bearing on LILA's Financial Future

Like all other Minnesota public schools, LILA relies heavily on general education state aid for the

majority of its financial support. Legislated revenue increases and continued funding inequity between chartered and traditional public schools have made it difficult to meet instructional program needs and retain experienced staff. In FY24, the legislative increase to the general education formula was 4%, an increase from 2% the previous year. Strong advocacy for equitable funding for charter schools is critical to a secure future. LILA also recognizes that attracting and retaining students is critical to the school's financial well-being. As pandemic-related federal aid ends, LILA, like other public schools, works to bridge funding gaps while maintaining the high quality educational opportunities for a student population with diverse needs.

[Attached](#): The final FY24 school budget (Revision 2) and a preliminary (unaudited) set of June 2024 financial statements (Balance Sheet and Statement of Revenues and Expenditures) are attached.

Service Learning

Service projects and activities the school's students participated in during the 2023-2024 School Year:

At LILA Upper School, both middle school and high school students have opportunities to participate in service learning activities. This happens both as part of our student clubs and activities as well as student initiated events. An example of a club event that included a school-wide participation in the *Pulsera Project*- a non-profit organization's fundraiser that sells handmade bracelets (called 'pulseras') to educate our community and empower Central American communities. The student council sponsored these sales, helping our student body learn the benefits of free-trade and service. Students organized sales during lunch, created posters to raise awareness, and also participated in our school's Culture Fair to assist in educating our community. Proceeds from the sales benefit workers' rights, social enterprises, healthcare, environmental programs, housing, and education in Nicaragua and Guatemala. Other service work included one group's participation in Feed My Starving Children, local clean-up by a variety of clubs, and raising awareness and funds for a variety of causes within and beyond our school. Our June iTerm (four day high interest courses, similar to a college-level "J-term") all had a service component as well.

Twenty-nine students in grades 8-11 traveled to France and Spain over spring break in March of 2024. Students toured historic sights, tried local foods and had many opportunities to practice their French and Spanish skills. Many French students are taking French as a third language and some of them got to practice both as and chaperones learned about other language and cultures in the regions we visited such as Basque and Catalán. Our tour director and the many guides we met along the way were impressed with LILA students because of their open-minded, caring attitude and their impressive language skills.

As part of the MYP program, 10th graders complete a personal project of their choice. Some of these projects included service to the community. For example, one student created sweatshirts to sell with proceeds going towards a local organization. Another student redesigned his parents' kitchen and assisted in the remodel. One student coached a junior soccer team. Others pursued donation drives or volunteer opportunities with younger students at our lower school.

In addition, our full Diploma Programme student candidates engage in service learning as part of their Creativity, Activity and Service, or CAS, requirement for the IB diploma. Some of the service

projects that the students in the class of 2024 include: running a volleyball camp for middle schoolers, designing the yearbook cover, organizing and running a thrift shop to raise money for women in need, and creating a home gym where fellow students who identify as LGBTQ can feel safe to work out.

Evaluation of student and community engagement and student benefits from service learning experiences:

Seventeen of twenty full Diploma Programme student candidates completed their CAS requirements in the May 2024 session, as detailed above. Students were required to meet with the CAS coordinator three times over the two years of their participation on the programme, to reflect on their use of the IB Learner Profile traits and how they fulfilled the 7 outcomes of CAS, the most pertinent of which include: identifying strengths and areas for growth, challenging oneself and developing new ideas, working collaboratively, and engaging with issues of global significance.

Innovative Practices

A Language Rich Environment

In preschool, children get exposure to both of LILA's immersion languages: Spanish and Mandarin Chinese. Following that, LILA's Lower School provides a full immersion education for students in grades K - 5, with parents selecting one of the immersion options and children getting exposure to the other language as part of their rotation of "specialist" classes, that include PE, Art, and Music. Having two immersion options gives LILA a more authentically international, multilingual setting. LILA students can study in their second language from preschool through high school, and are encouraged to begin to study a third language in earnest beginning in middle school. LILA graduates who have attended the immersion programming from elementary through high school routinely earn the platinum bilingual seal from the State of Minnesota, thereby giving them 20 credits in their target language at a Minnesota state college or university, free of charge.

In addition to coursework, students have many opportunities to develop their language skills through direct experiences. Many families host language ambassadors, teacher interns from Spanish and Chinese speaking parts of the world. This opportunity to develop language and cultural knowledge leads to lifelong connections for students and families. In June of 2024 eight high school students from the Chinese immersion program traveled to China for two weeks. Students visited rural and urban areas to learn about culture and history. Students were able to meet up with language ambassadors from prior years while traveling. Each year, 15-20 middle and high school students participate in an exchange program with a partner school in Madrid, Spain. LILA families host Spanish students for six weeks and those families host LILA students for six weeks in Spain. In 2025, fourteen students will travel to the Dominican Republic to learn about the history and ecosystem of the country. They will practice their Spanish skills to work side by side with Dominican and Haitian students at an environmental conference.

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, that these 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 and make decisions, even in the midst of ambiguity; 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. Nearly all of the teachers working with students on a daily basis at LILA Lower School, and over a dozen at the Upper School 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 building and grounds 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 efficient lighting, and large recycling bins for each classroom to use for paper recycling, have been incorporated into the Kinder Center building and the Upper School. A grant for Lower School and Upper School buildings funded the purchase of cafeteria recycling/sorting centers and outdoor food waste storage for our food waste recycling program. LILA has become part of a solar co-op. During the most recent building project at the Upper School, LILA installed the infrastructure for electric car charging stations, and plans to install stations in the future using as yet unsecured grant funding. Current plans are being implemented to switch from disposable to reusable trays in the cafeteria and plans are in the works include an outdoor classroom at both Upper and Lower Schools, with many natural elements, plants indigenous to the area, and a rain garden.

IB Authorization

LILA's fourth official cohort of DP Students graduated in 2024, helping reach LILA's goal of offering IB programming to students from age 3 through high school graduation. School staff and administration are proud of this accomplishment, as are the graduates.

Awards and Recognition

- LILA Upper School was ranked in the top ten public high schools by U.S. News & World Reports.
- LILA received the 2024 Finance Award from MDE.

- LILA received the 2023 Award in Academics from VOA.
- LILA received the 2023 Award in Governance from VOA.
- In spring 2023, LILA received a \$20,000 grant from ECMC Foundation to implement a teacher mentorship program in 2023-24.
- LILA implemented its second year of a 2-year award to add IB/STEM courses to the curriculum.
- LILA's Advancement Director was selected for a second term on the Minnesota Association of Charter Schools Government Affairs Committee.
- LILA's Executive Director was elected to serve a two-year term on the Board of Directors of the Minnesota Association of Charter Schools.
- LILA's Executive Director was selected to participate in a year-long school policy cohort.

Future Plans

With our grade level and physical expansion complete, we are turning our attention to the four pillars of our strategic plan: Dynamic Learning Experience, Professional Excellence, Advancing LILA's Future, and Collaborative Community.

Dynamic Learning Experience

Under the Dynamic Learning pillar of the strategic plan, we have applied for and received the MDE IB/STEM grant to add courses to the curriculum, creating a more dynamic learning experience, which will also aid in high school retention. This action was taken particularly with students who are not pursuing the full IB Diploma in mind. Part of the grant requires that we consider expanding our IB Authorization programs to include the IB CP (Career Pathway) program. We have also applied for and received the state Multi-Tiered Systems of Support (MTSS) grant both requiring and funding an MTSS coordinator, who will focus on concistency and best practices for all including tier 1 general ed students.

Professional Excellence

Under the Professional Excellence pillar four strategic plan, the most pressing goal remains retaining and developing the talented staff we have attracted. Currently, LILA's most experienced staff are routinely poached by other better-funded immersion programs with the ability to pay more competitive salaries. Being able to retain these professionals that we hire as new graduates and new-to-the-country international hires, then painstakingly develop into excellent teachers will aid tremendously in reaching all of our goals under the four pillars.

Advancing LILA's Future

The single most important factor to a good education in a safe and supportive environment is having skilled teachers. Those in possession of education degrees and licensure hold the promise of being good teachers. Yet anyone who's actually been a teacher in a classroom will likely agree that true teaching proficiency is cultivated through actual teaching practice, observation of colleagues, and guidance from seasoned educators. It's a rare teacher who is as adept a teacher their first year as

they are in subsequent years. So to best serve our students, LILA, and all Minnesota charter schools, need to retain our teachers as they amass experience. For our students' sake, we need to educate our legislators about the growing inequities in public school funding. We need their help to be able to pay our teachers fairly, to stop the flow of our most experienced staff to better-funded district public schools.

In the interest of our students' success, we must take the initiative to educate legislators about the existing disparities in public school funding. The current allocation of funds is far from equitable, often leading to challenges in recruiting and maintaining qualified educators, and outright poaching by better-funded district public schools. Charter schools must secure equitable funding to pass on fair compensation to teachers. Only then will we be able to impede the exodus of highly experienced staff to better-funded district public schools, at the expense of charter public school students, who are often the most underserved students in the state.

In essence, the success of students hinges on the presence of experienced and dedicated educators. These educators need to be adequately compensated for their experience and expertise. Only through collaborative efforts with legislators, can chartered public schools rectify the inequities in funding and create an environment conducive to both the professional growth of teachers and the enduring progress of students.

To that end, our Executive Director and Advancement Director will continue to focus on securing equitable state funding for charter schools. We intend to do this via our work with the LILA Advocates parent group, and outreach through VOA and the Minnesota Association of Charter Schools to educate charter parents and our legislators about current inequities and proposed solutions.

Nonprofit Status Legal Status.

LILA holds an "active status" from the MN Secretary of State and MN Attorney General. The school's 2023-2024 Nonprofit Annual Meeting was held on April 9, 2024.