

**Annual Report
Curriculum, Instruction, and Student Achievement
(including the World's Best Workforce Report)**



Submitted to Volunteers of America of Minnesota

by the

Lakes International Language Academy School Board

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Report Introduction

Lakes International Language Academy (LILA) began as a passion of 13 area parents who wanted their children to grow up bilingual. The school opened in 2004 with 177 students in one nearly windowless wing of a defunct hospital, and has grown to a thriving program with nearly 1000 students with two immersion language options on two campuses in twelve years. The school is widely respected by area residents and Minnesota educators, and is the largest elementary school and one of the larger employers in and around the Forest Lake community.

SCHOOL MISSION STATEMENT

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

Statement of Purposes

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

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

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

combination of the two.

As outlined in the WBWF statute, the LILA school board annually reviews academic results of the students and regularly receives reports from the executive director which include academic performance results. The board uses this information to provide guidance to the executive director and leadership team in creating a plan that supports and improves teaching and learning. The annual public meeting to review general goals and outcomes of the school for 2016-2017 will be November 14, 2017.

Link to our WBWF Summary Report for the 16-17 school year:
[Lakes International 2016 World's Best WorkForce Summary](#)

Link to our QComp Annual Report for the 16-17 school year:
[2016-2017 QComp Annual Report](#)

Staff Development Report for the 16-17 school year can be found in the following areas:

- Staffing and Professional Development
- Academic Performance
- [2016-2017 Staff Development Report](#)
- [2016-2017 LS Professional Development Schedule](#)
- [2016-2017 US Professional Development Schedule](#)

Authorizer

LILA's authorizer is Volunteers of America of Minnesota. Our liaison at VOA is Stephanie Olsen, readily available using the contact information below. Stephanie has made a point to visit both LILA campuses multiple times last school year, has attended and/or sent VOA consultants to attend school board meetings, and worked hard to ensure we are supported in our efforts, particularly those related to the addition of grades 9-12 in 2016-17.



Volunteers of America of Minnesota

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School Board Governance

2016-2017 School Year Charter Public School Board (This table contains information for ALL board members.)

2016-17 Board Election March 3, 2016

2016 Board Special Election October 11, 2016

Name	Board Position	Group Affiliation (if teacher, file folder #)	Date Seated	Term Expiration	Email Address
Angie Ebben	Teacher member	Teacher 473383	9/22/15	6/30/2019 re-elected	aebben@mylila.org
Jocelyn Hylden	Secretary	Teacher 417216	7/1/2015	6/30/2017	jhylden@mylila.org
Roberto Izquierdo	Teacher member	Teacher 488390	7/1/2016	Resigned 9/13/16	rizquierdo@mylila.org
Cecilia Delbene	Teacher member	Teacher 477722	11/15/16	6/30/2018	cdelbene@mylila.org
Jeff Schipper	Treasurer	Parent	7/1/2015	6/30/2017	jschipper@mylila.org
Dwayne Green	Parent member	Parent	7/1/2016	6/30/2018	dgreen@mylila.org
Yao Hsia	Teacher member	Teacher 475527	1/20/15	6/30/2018	yhsia@mylila.org
Jeanie Callahan	Vice Chair	Community Member	7/1/2015	6/30/2017 re-elected	jcallahan@mylila.org
Kaari Rodriguez	Teacher member	Teacher 417269	7/1/2015	6/30/2017	krdriguez@mylila.org
Mira Norcross	Chair	Parent	7/1/2015	6/30/2017	mnorcross@mylila.org
Cam Hedlund	Ex officio, non-voting	School Director	n/a	n/a	chedlund@mylila.org

Julie Lundgren	Ex officio, non-voting	Chief Financial Officer	n/a	n/a	jlundgren@mylila.org
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Annual Training Completed by Board Members in 2016-2017			
Member Name note "full board" where applicable	Type of Activity	Date	Location
Mira Norcross	BoardonTrack: Running Great Meetings	10/2016	webinar
	Unleashing Your Team's Talent	10/2016	Franklin Covey
Jeanie Callahan	Personal Identity	12/5/16	R&D Systems
	Emotional IQ	12/2/16	R&D Systems
Jeff Schipper	Risks of Occupational Fraud: Roundtable Series for Nonprofits and Gov't Agencies	9/22/16	CliftonLarsonAllen
Jocelyn Hylden	Spanish Text Complexity	5/2017	American Reading Co webinar
	Confucius Administrator's Conference	3/24/17	U of MN Confucius Institute
Kaari Rodriguez	student mental health needs & disabilities	8/2016	PACER Center
Angie Ebben	Powerful Strategies for Building Math Vocabulary	8/2016	webinar
	Building a Better Budget	6/29/17	Nonprofits Assistance Fund webinar
Yao Hsia	Chinese Teacher	7/28-8/1/16	Portland, OR, hosted by Taiwanese gov't

	Cultural PD		
Cecilia Delbene	mandatory PD for new board members	12/10/16	U of St Thomas
Dwayne Green	mandated PD for new board members	8/9/16	U of St. Thomas
Roberto Izquierdo	resigned early in his term	none	none
Julie Lundgren	charter school conference	7/27/16	CliftonLarsonAllen hosted at U of MN
	sales tax webinar	8/25/16	MN Dept of Revenue
	Safeguarding children 2017	10/30/16	St Paul Lutheran Church
	Not-for-Profit Charter School Outlook	1/24/17	Standard & Poor's webcast
	Facilities financing	2/16/17	Charter School Capital
	Title funding workshop	3/31/17	MDE, Roseville
	Direct Reporters workshop	4/19/17	MDE, Roseville, all day
	SSDC reporting webinar	4/27/17	MDE online
Cam Hedlund	winter meeting and public policy forum	12/6/16	MACS, St. Paul
	Confucius Administrator's Conference	3/24/17	U of MN Confucius Inst.

**REQUIRED STATUTORY TRAINING
COMPLETED BY SEATED BOARD MEMBERS**

Board Member Name	Governance Basic Training Completed	Finance Basic Training Completed	Employment Basic Training Completed	Dates, locations
Mira Norcross	x	x	x	Jan. 2013, MSBA
Jeanie Callahan	5/26/10	12/11/09	12/11/09	Ratwick, Roszak & Maloney
Jeff Schipper	x	x	x	December 12, 2015 Charles Speiker
Jocelyn Hylden	x	x	x	December 12, 2015 Charles Speiker
Angie Ebben	x	x	x	December 12, 2015 Charles Speiker
Kaari Rodriguez	x	x	x	Sept. 30, 2008, AFSA in Vadnais Heights
Yao Hsia	x	x	x	April 18, 2015, U of St. Thomas
Cecilia Delbene	x	x	x	12/10/16, U of St. Thomas
Dwayne Green	x	x	x	8/9/16, U of St. Thomas

2016-17 School Management / Administrative Team Information

Name	File Folder Number	Assignment	Years at LILA	Responsibilities	Not returning 17-18
Hedlund, Cam	210145	Executive Director	13	Leadership and oversight, liaison to community & outside groups, program/facilities development.	
Peterson, Shannon	303733	Director	13	Leadership, communication & PR, community liaison, staff oversight & communication,	
McAlpine, Stefanie	415595	Educational Consultant	13	PYP Evaluation Co-director; Early Enrollment, State Reporting, QComp and Teacher Evaluation Coordinator	
Mueller, Amy	394469	PYP Coordinator & Teacher	13	Curriculum (PYP) coordination, PD	

		Mentor		Development, mentoring, administrative/leadership duties	
Wittrock, Jeff	432400	Lower School Instructional Leader	11	Observation & coaching of teachers; PD Development; administrative/leadership duties	
Hawkinson, Nancy	398275	.5 MYP coordinator .5 Upper School Educational Coordinator	9	Curriculum (MYP) coordination, mentoring, administrative/leadership duties.	
Gallegos, Frank	n/a	Dean of Students	10	Coordinate school's social curriculum; support students and staff in responsive classroom techniques and IB attributes; Parent contact	
Ray, Sarah	495542	.5 DP coordinator	1	Curriculum (DP) coordination, mentoring, administrative/leadership duties.	
Dieter, Janet	417092	Literacy Coordinator	12	Work with teachers to evaluate literacy data and assist with struggling students	
Hylden, Jocelyn	417216	Basic Skills Coordinator	12	Coordinate program to assist students struggling in literacy and conduct RTI meetings with staff	
Kalberg, Megan	485918	Upper School Guidance Counselor, Admissions Specialist	2	Manages enrollment process, tracks applications, assists students w/ class schedules & college readiness	
Rosenthal, Jill	459437	School Health & Front Desk	8	Provides all school health services	
Enns, Hillary	n/a	.1 Front Desk; .9 SpEd admin assistant	2	Lower School admin assistant and SpEd admin assistant	
McCoy, Carin	n/a	Upper School admin. assistant	3	Upper School secretary, daily attendance reporting, student records, receptionist duties	
Tiffany Kurpiel	n/a	Lower School admin. assistant	1	Lower School secretary, daily attendance reporting, student records, receptionist duties	
Melissa	n/a	Lower School	2	Lower School secretary, daily	

LaFayette		admin. assistant		attendance reporting, student records, receptionist duties	
Paugel, Kim	n/a	HR and Payroll Manager	13	payroll, insurance, licensure, and HR documents	
Cummings, Tamera	n/a	HR and Payroll Assistant	1	assists with payroll, licensure, insurance and HR documents	
Lundgren, Julie	n/a	Chief Financial Officer	11	budget management, finance records and reports, liaison to building company, bondholders & community, facilities management, state compliance, budgets, SERVS, EDRS, Title funding, student fees; SCRIP/fundraising	
Wall, Deb	235887	Director of Special Education	3	Special Education services planning and oversight, budget management, staffing, and compliance	not returning
Venberg, Ellyn	n/a	.9 Lower School Media Clerk; .1 MARSS Coordinator	11	Media Center organization and inventory of media/books; library desk; MARSS maintenance and updates, reporting	
Wurscher, Jennifer	397526	Dean of Students	2	Coordinate school's social curriculum; support students and staff in responsive classroom techniques and IB attributes; Parent contact	
Scherman, Chris	163557	Assessment Coordinator	7	School Assessment Coordinator	
Delbene, Cecilia	477722	Upper School Assessment Coordinator	2	School Assessment Coordinator	
Maurer, Tracy	471529	Director of Communications consultant	2	Handles press releases, grant writing, web design oversight, organization branding, marketing for enrollment	
Blanca Orteu	996798	Kinder Prep Coordinator	2	Manages the Kinder Prep (pre-K) program	
Sharon DeRaad	255601	Kinder Prep Consultant	3	Consults on the Kinder Prep program, as needed	

All but one management team member reports directly to the School Executive Director, who has a K-12

principal license and over 30 years' experience as a Minnesota teacher or administrator. All teachers and Assessment Coordinator report to the Executive Director.

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

School Leader Biography

Cam Hedlund has been involved in K-12 education for over 40 years. He is the Executive Director of Lakes International Language Academy, a Minnesota public K-12 charter school. He has been the school's top leader since the founding in 2004, and has overseen its growth from 177 students to the current enrollment of approximately 1200, thirteen years later. The school offers both Spanish and Chinese language immersion, and is an authorized International Baccalaureate (IB) World School. Among the many awards the school has received is a Foreign Language Assistance Program grant for nearly \$900,000 from the US government, to add Chinese language programming to the school. The school has received multiple national Character Education awards and has received the state finance award for over a decade. In addition, the school was recognized at the national level for our innovative programming and collaboration with other public schools.

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

Annual Executive Director Review

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

Lakes International School Executive Director Evaluation Timeline Template

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

- *November and March*
 4. Executive director makes interim progress report to the board on school goals.

- *March*

5. Board appoints subcommittee.

Charge:

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

- *April*

11. 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 evaluation is complete; No later than July*

12. The results of the evaluation and progress on school goals are shared with the community.

13. Contract negotiations occur, when necessary.

14. Return to the beginning of the cycle.

School Staffing Information and Professional Development

A list of teaching faculty is included below. Of note in 2016-17, LILA added grades 9-12, adding staff to handle the students moving up and/or transferring into the high school grades. The school continued to follow a typical middle and high school class schedule, whereby students moved from classroom to classroom for each subject throughout the day. In addition, the elementary program continued to grow as planned, with the Mandarin immersion program expanding into grade 5 on schedule.

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

- **Observations, Coaching and Evaluation**

- To help teachers improve both their own teaching and their students' learning, LILA used state "Quality Compensation" (QComp) dollars to develop a comprehensive system of mentorship, coaching, and evaluation. Based on the widely known Charlotte Danielson¹ rubric and LILA's school wide expectations gleaned from the International Baccalaureate and Responsive Classroom methodologies, LILA Team Leaders, Building Instructional Leader, Mentors, Curriculum Coordinator, and Administrators regularly mentor, observe, coach, and evaluate teachers.
- This system ensures, among other types of support, that teachers take the opportunity to see other faculty demonstrating best practices, that they have observers in their classrooms regularly, and that they have a chance to reflect on their teaching practices with team leaders and LILA's building instructional leaders. To reflect best practice, the teacher observation system has the primary goal of each teacher selecting a few areas of focus and achieving at a full point's growth in the selected areas with the goal of proficiency as a guide for improvement. All teachers choose a topic of professional practice to study and enhance based on their primary goal for observations. Teachers choose their area of study during a goal setting meeting with the Instructional Leaders (IL) and Team Leader (TL) using past data from observations to inform their decision. As the teachers work on their goals, the IL and TL will support them by providing resources, mentoring, coaching, conducting observations and learning conversations as well as opportunities for modeling and peer observation. The teachers are asked to continually reflect on the pieces they have been working on for growth and complete a log or journal of their efforts throughout the year.
- We believe that, as much as possible, teaching should not be done in isolation, with teachers always initially wondering if they are "doing it right," or worse, not wondering. We support teachers in their learning through modeling and peer observation as well as by being observed and coached multiple times each year to foster growth for all.

- **New Teacher Mentoring**

- All teachers who are new to LILA, regardless of their outside experience, take part in our teacher mentoring program known as "RC LILA Style" for the Lower School and "DD LILA Style" for the Upper school. This program consists of formal "collaboration/meeting times" on a biweekly basis which take place after school. Teachers learn about LILA's approach to classroom management, engaging students in learning as well as other topics as deemed necessary by the facilitators or the participants.

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

- The mentors of this program at the lower school are the Curriculum Coordinator and the Dean of Students as well as the Lower School Instructional Leader and a veteran classroom teacher when necessary. At the Upper School the program is administered by the Educational Coordinator, Dean of Students and Team Leaders. Their role is to provide information, opportunity for reflection, support and encouragement to the new teachers.
- The teachers in this program are also encouraged to seek out the help of these mentors outside of these meetings. The mentors regularly check-in with new teachers and coordinate in-class support in conjunction with the Instructional Leaders and Team Leaders through the Q Comp program.
- **All Teaching Staff Professional Development**
 - All teaching staff professional development takes place in a couple of ways. The first is through once a month trainings that occur after school with a yearlong focus determined in conjunction with the overall professional development plan. Members of the leadership/administrative team plan, coordinate and often facilitate these trainings. The other is through our designated inservice days throughout the year. These trainings are also planned, coordinated and facilitated by members of the leadership/administrative team with help from others as needed.
- **Professional Learning Communities**
 - As a part of our QComp program, all teachers participate in professional learning communities (PLCs). Teachers meet for a Data PLC twice per month and a bi-weekly Curriculum PLC. During the Data PLC meetings, the teachers review formative and summative data in order to determine the next steps for instruction for their students and grade levels. The strategies to meet those needs as well as more general strategies for effective teaching and facilitating are discussed during the Curriculum PLC.
 - **RTI Meetings (Data PLC at the Lower School)**
 - Educators at LILA continually review formative and summative, internal and external data and adjust instruction accordingly, to shape the curriculum and instruction in order to help LILA students achieve their potential.
 - Teachers meet regularly in teams to review data in the areas such as reading, math and social skills. A committee of teachers also meets regularly throughout the year to review LILA's curriculum as a whole, with a specific annual subject area focus. The area of focus is selected based on the school's need for curriculum to support the school mission of developing students' second language proficiency without neglecting their health and wellness needs, their mental, social, and emotional development needs, and all the while striving to ensure students meet or exceed state standards and perform well on state assessments.
 - **Department Meetings (Data PLC at the Upper School)**
 - Educators at LILA continually review formative and summative, internal and external data and adjust instruction accordingly, to shape the

curriculum and instruction in order to help LILA students achieve their potential.

- Teams meet to 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. Together they use protocol to evaluate the International Baccalaureate (IB) Unit Planners, standardize assessments and grading practices and align the curriculum vertically and horizontally.

Teaching Faculty Roster

Name	File Folder	16/17 Teaching FTE	16/17 Assignments	17/18 Teaching FTE	17/18 Assignments
Alwin, Kirstie	483558	1	Elementary Art K - 5	1	Elementary Art K - 5
Arroyo, Raul	430019	.2	Q Comp, Team Leader, K-5	.2	Q Comp, Team Leader, K-5
Arroyo, Raul	430019	.8	Grade 5	.8	Grade 5
Buck, Erica	446739	1	Speech Language	0	Not Returning
Cauldero, Adrienne	499945	1	Special Education	1	Special Education
Chen, Hsiaolan	487002	1	Special Education	1	Special Education
Clua Ruiz, Maria	996385	1	Grade 5	1	Grade 5
Cuddy, Melissa	415312	.2	Q Comp, Team Leader, K-5	0	
Cuddy, Melissa	415312	.8	Grade 2	1	Grade 2
Delbene, Cecilia	477722	.8	Spanish, 6-12	.9	Spanish, 6-12
Delbene,	477722	.2	DAC, 6-12	.1	DAC, 6-12

Cecilia					
Dieter, Janet	417092	1	Basic Skills Support, K-5	1	.8 -Basic Skills .2 -Q Comp, Team Leader
Dunbar, Kelley	415351	1	Grade 4	1	Grade 4
Ebben, Angela	473383	1	Grade 4	1	Grade 4
Eggen, Jody	397889	1	General Music, K-8	1	General Music, K-8
Eilers, Amanda	442382	.4	Basic Skills, K-5	.4	Basic Skills, K-5
Fang, Rebecca	998233	1	Kindergarten	1	Kindergarten
Gomez-Lopez, Ismael	998382	1	Physical Education, K-5	1	Physical Education, K-5
Guo, Tianni	495869	1	Grade 4		Not Returning
Hawkinson, Nancy	398275	1	MYP Coordinator, Upper School Building Instructional Leader/Coach	1	Upper School Building Instructional Leader/Coach
Hedlund, Cameron	210145	1	Executive Director, K-12	1	Executive Director, K-12
Henry Henk , Kathryn	444090	.2	Q Comp, Team Leader, K-5	.2	Q Comp, Team Leader, K-5
Henry Henk , Kathryn	444090	.8	Kindergarten	.8	Kindergarten
Herrero, Silvia	997129	1	Kindergarten	1	Kindergarten
Hsia, Yao	475527	1	Grade 2	1	Grade 2
Hylden, Jocelyn	417216	1	Gifted/Talented Teacher, K-5	1	Gifted/Talented Teacher, K-5

Izquierdo, Roberto	488390	1	Grade 4	1	Grade 4
Jacobs, Ann	401445	.9	Art, 6-12	.9	Art, 6-12
Jacobs, Ann	401445	.1	Q Comp -Team Leader, 6-12	.1	Q Comp -Team Leader, 6-12
Kainz, Natalie	484555	.1	Q Comp - PLC Facilitator, 6-12	.5	MYP Coordinator/Team Leader
Kainz, Natalie	484555	.9	Individuals and Societies, 6-12	.5	Individuals and Societies, 6-12
Kalberg, Megan	485918	1	Academic Counselor, 6-12	1	Academic Counselor, 6-12
Keplinger, Chelsea	460419	.5	Technology and Inquiry, K-5	.5	Technology and Inquiry, K-5
King Waddell, Calli	485624	1	Grade 1	.6	Literacy Teacher
King Waddell, Calli	485624			.4	Co-teacher
King, Eileen	478070	.2	ESL, K-12	0	Not Returning
King, Eileen	478070	.8	Design Teacher, 6-12	0	Not Returning
Kofski, Kristina	415685	1	Grade 5	1	Grade 5
Linares Martin, Monica	996395	1	Grade 1	1	Grade 1
Liu, Yangyang	499850	1	Grade 5	1	Grade 5
Magnuson, Haley	491365	1	Language and Literature, 6-12	0	Not Returning
Maher, Erin	400253	.1	Q Comp -PLC Facilitator	.1	Q Comp -PLC Facilitator
Maher, Erin	400253	.9	Individuals and	.9	Individuals and

			Societies, 6 -12		Societies, 6 -12
Maimaiti, Nuermanguli	998375	1	Grade 4	1	Grade 4
Manzo, Monica	456047	1	Special Education, K-5	1	Special Education, K-5
Martin Del Yerro, Diana	996387	1	Grade 1	1	Grade 1
Massana, Francesca	997192	1	Grade 4	1	Grade 4
McNaughton, Michael	487824	.1	Q Comp - PLC Facilitator, 6-12	.1	Q Comp - PLC Facilitator, 6-12
McNaughton, Michael	487824	.9	Math, 6-12	.9	Math, 6-12
Mendez, Luis	996796	1	Grade 3	1	Grade 3
Miller, James	436844	1	Science, 6-12	1	Science, 6-12
Mueller, Amy	394469	.8	PYP Coordinator	.8	PYP Coordinator
Munoz Piqueras, Gregoria	488388	1	Grade 2	1	Grade 2
Muras, Jennifer	447909	.5	Athletic Director	.7	Athletic Director
Muras, Jennifer	447909	.5	Physical Education, K-12	.3	Physical Education, 6-12
Nasseff, Joseph	996280	.6	Chinese, K-5	0	Not returning
Nasseff, Joseph	996280	.4	Basic Skills	0	Not returning
Navratil, Melissa	348509	.5	Math, 6-12	.5	Math, 6-12
Ni, Jie	997102	1	Grade 2	1	Grade 2

Norkol, Emily	489167	1	French, 6-12	1	French, 6-12
Ortega, Marina	997474	1	Kindergarten	1	Kindergarten
Peterson, Shannon	303733	1	Director, K-12	1	Director, K-12
Pilan, Carlos	997469	1	General Music, K-5	1	General Music, K-5
Pintado, Victor	997202	1	Grade 1	1	Grade 1
Poyerd, Karina	478945	1	Band, 6-12	0	Not Returning
Qiu, Ying	997177	1	Grade 1	1	Grade 1
Ramsey, Kelly	496246	1	Grade 3	1	Grade 3
Ray, Sarah	495542	.5	DP Coordinator, Q Comp-Team Leader	.5	DP Coordinator, Q Comp-Team Leader
Ray, Sarah	495542	.5	Language and Literature, 6-12	.5	Language and Literature, 6-12
Reyes Garcia, Pedro	495334	1	Individuals and Societies, 6-12	1	Individuals and Societies, 6-12
Rodriguez, Kaari	417269	1	Grade 5	1	.8 - Grade 5 .2 - Q Comp- Team Leader
Rollwitz Reyes, Hannah	466101	1	Grade 1	1	Grade 1
Rosenthal, Jill	459437	1	Nurse	1	Nurse
Scharlemann, Danica	487354	1	Math, 6-12	0	Not Returning
Scherman, Priscilla	163557	.66	DAC, K-5	.66	DAC, K-5
Schleicher, Janice	448944	1	Special Education, 6-12	1	Special Education, 6-12

Schuster, Kenneth	492796	1	Orchestra, 6-12	1	Orchestra, 6-12
Sese Garcia, Maria	996384	1	Science, 6-12	0	Not Returning
Sheldon, Jessie	475484	1	Grade 2	1	Grade 2
Shelton, Alyssa	487297	1	Health and Physical Education, 6-12	1	Health and Physical Education, 6-12
Song, Ruoxi	996106	1	Grade 3	0	Not Returning
Swenson, Rebecca	423203	1	Kindergarten	1	Kindergarten
Tabanera Llorente, Juan	996399	.60	Spanish, K-5	0	Not Returning
Tabanera Llorente, Juan	996399	.40	Team Teacher, K-5	0	Not Returning
Taddei, Anna	488091	1	Language and Literature, 6-12	1	Language and Literature, 6-12
Ulloa Silva, Lenny	495424	1	Spanish, 6-12	0	Not Returning
Velasco Ranz, Maria	475767	1	Grade 3	1	Grade 3
Vivas, Luis	997827	1	Grade 2	1	Grade 2
Voss, Elisabeth	469015	1	Grade 3	1	Grade 3
Williams, LaTwanna	485324	.2	Basic Skills/Reading, 6-12	0	Not Returning
Williams, LaTwanna	485324	.8	Dance	0	Not Returning
Wittrock, Jeffery	432400	1	Lower School Building Instructional	1	Lower School Building Instructional Leader

			Leader		
Woodberry, Jean	408405	1	Special Education	1	.5 Special Education .5 Reading Specialist
Wu, Yingyi	494742	1	Grade 3	1	Grade 3
Wurscher, Jennifer	397526	1	Dean of Students, 6-12	1	Dean of Students, 6-12
Xu, Pu	480105	1	Chinese, 6-12	0	Not Returning
Xu, Teng	482603	1	Kindergarten	1	Kindergarten
Yeh, Fang-Wen	998373	1	Grade 1	1	.8 -Grade 1 .2 - Q Comp
You, Lijuan	494590	1	Science, 6-12	1	Science, 6-12
Zhao, Mengying	996434	1	Grade 5	1	Grade 5

School Enrollment and Student Attrition

LILA's Lottery Policy:

<http://mylila.org/images/Policies/122StudentEnrollmentPolicyAMENDED2015January20.pdf>

Student Enrollment and Attrition Lakes International Language Academy

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2013-14	117	116	127	88	88	75	83						
2014-15	143	115	113	121	87	85	65						
2015-16	139	143	117	113	115	85	105	46	17				
2016-17	129	139	144	117	113	105	106	84	50	18	11	9	0
2017-2018 Grade Level Retention		93.7%	98.5%	97.9%	95.7%	95.6%	96.2%	90.5%	94%	94%	94.4%	45.4 %	44.4%
Number of New	128	5 (+1 more)	2	2	1	0	12	6	0	2	1	0	1

Students Enrolled in 2017-2018		starting week of 10/9)											
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Academic Performance

Academic Program

The Lakes International Language Academy academic program is based on the principles and the ideals of the International Baccalaureate program. The Upper School utilizes the I.B.’s Middle Years Programme and Diploma Programme. The Lower School utilizes I.B.’s Primary Years Programme. In addition, LILA’s 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 both Spanish and Chinese.

Review of Curriculum, Instruction, and Student Achievement

Educators at LILA continually review formative and summative, internal and external data and adjust instruction accordingly, to shape the curriculum and instruction in order to help LILA students achieve their potential.

At both sites, teachers meet regularly in teams to review data in the areas such as reading, math and social skills. A committee of teachers also meets regularly throughout the year to review LILA’s curriculum as a whole, with a specific annual subject area focus. The area of focus is selected based on the school’s need for curriculum to support the school mission of developing students’ second language proficiency without neglecting their health and wellness needs, their mental, social, and emotional development needs, and all the while striving to ensure students meet or exceed state standards and perform well on state assessments.

In the lower school, math will continue to be a primary focus of our professional development plan in 2017-2018, based on our introduction to a new math curriculum “Math in Focus” two years ago as well as our MCA scores in 2016-2017 showing a slight dip. We will also continue to focus on literacy in our PD plan based with the intention of continuing to improve our results on the MCA Reading assessment as we have for the last two years.

In the upper school, literacy will continue to take a primary focus of the professional development in 2017-2018, based on the interdisciplinary nature of literacy development as well as MCA scores in 2016-2017 showing a need for improvement. A main resource for achieving this goal will be implementing the College and Career Readiness Anchor Standards for Reading across all subject areas.

School Performance

(Data not corrected for October 1 enrollment)

MCA III READING					
	2016 Percent Proficient			2017 Percent Proficient	
GRADE LEVEL	LILA	STATE		LILA	STATE
3RD	54.1%	57.3%		53.6%	56.5%
4TH	50.4%	58.3%		60.2%	56.8%
5TH	63.5%	67.7%		74.3%	67.5%
6TH	52.9%	62.3%		58.5%	63.4%
7TH	70.2%	56.6%		57%	57.5%
8TH	82.4%	57%		68.8%	58.7%
10TH	NA	58.9%		77.8%	60.3%
ALL GRADES	57.2%	59.7%		61.8%	60.1%

MCA III MATH					
	2016 Percent Proficient			2017 Percent Proficient	
GRADE LEVEL	LILA	STATE		LILA	STATE
3RD	73.9%	69.4%		58.2%	68.1%
4TH	80.9%	68.7%		71.3%	66.7%

5TH	64.7%	58.8%		66%	57.1%
6TH	49%	55.9%		55.2%	55.5%
7TH	61.7%	56.2%		46.9%	54.9%
8TH	70.6%	58%		57.1%	58.2%
11TH	NA	47.2%		50%	48.4%
ALL GRADES	67.3%	59.4%		59.9%	58.6%

MCA III SCIENCE					
	2016 Percent Proficient			2017 Percent Proficient	
GRADE LEVEL	LILA	STATE		LILA	STATE
5TH	57.6%	61.5%		56.4%	60%
8TH	62.5%	47%		46.9%	46.2%

In the last two years, LILA has added seventh through twelfth grade and though some of these students attended LILA, some have not attended in the last two years. Many of them are also completely new to the program. With the addition of many new students there also must be the addition of new staff. Professional development has been designed and implemented to the best of their ability, however, many of the teachers are also new to teaching. LILA Lower School also made the decision to add a new math curriculum in 2015-2016. All of these items combined presents the possibility of a lower range of MCA proficiency scores along with the possibility of their growth z-scores dropping.

Proficiency

READING – Because it was the first year offering grades 6-8, it was the best estimate that the percentage of all students enrolled by October 1 in grades 3-8 at Lakes International Language Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on all reading state accountability tests (MCA, MOD, MTAS) would be 50% proficient in reading in 2016. Subsequently the goal was set that each year after, students enrolled by October 1 in grades 3-10 who earn an achievement level of Meets the Standards or Exceeds the standards on all reading state accountability tests (MCA, MOD, MTAS) will increase 1 percentage point compared to the previous school year.

With these guidelines in mind, the goal for the 16-17 school year was: The percentage of all students enrolled by October 1 in grades 3-8, 10 at Lakes International Language Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on all reading state accountability tests (MCA, MOD, MTAS) will be 57.58%. As evidenced below, LILA met this goal.

2016-2017 Reading Results

Grades	% Proficient
3	53.6
4	59.6
5	74.3
6	58.5
7	57.5
8	68.1
10	77.8
Weighted Average:	61.63

MATH - It was the best estimate that the percentage of all students enrolled by October 1 in grades 3-8 at Lakes International Language Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on all reading state accountability tests (MCA, MOD, MTAS) would be 55% proficient in math in 2016. Each year after, students enrolled by October 1 in grades 3-11 who earn an achievement level of Meets the Standards or Exceeds the standards on all reading state accountability tests (MCA, MOD, MTAS) will increase 1 percentage point compared to the previous school year.

With these guidelines in mind, the goal for the 16-17 school year was: The percentage of all students enrolled by October 1 in grades 3-8, 11 at Lakes International Language Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on all math state accountability tests (MCA, MOD, MTAS) will be 68.95%. As evidenced below, LILA did not meet this goal.

2016-2017 Math Results

Grades	% Proficient
3	58.2
4	70.6
5	66
6	56.3
7	46.9
8	58.3
11	50
Weighted Average:	60.04

SCIENCE - It was the best estimate that the percentage of all students enrolled by October 1 in grades 3-8 at Lakes International Language Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on all science state accountability tests (MCA, MOD, MTAS) would be 45% proficient in reading in 2016. Each year after students enrolled by October 1 in grades 5, 8, and HS who earn an achievement level of Meets the Standards or exceeds the standards on all reading state

accountability tests (MCA, MOD, MTAS) will increase 1 percentage point compared to the previous school year.

With these guidelines in mind, the goal for the 16-17 school year was: The percentage of all students enrolled by October 1 in grades 5 and 8 at Lakes International Language Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on all math state accountability tests (MCA, MOD, MTAS) will be 58.53%. As evidenced below, LILA did not meet this goal.

2015-2016 MCA Science Results

Grades	% Proficient
5	56.4
8	45.8
Weighted Average:	52.99

Growth

READING - The average growth score on the state reading accountability tests (MCA, MOD, MTAS) for all students enrolled the full academic year and taking the same test in consecutive testing years in grades 3-10 at Lakes International Language Academy will remain at or above 0. If the growth z-score drops below zero it is expected that Lakes International Language Academy will make incremental growth toward zero.

2016-2017

	Growth z- score	# of students
Lower School Grades 4-5	0.343	131
Upper School Grades 6-8	-0.052	229

Weighted Average:	0.09
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MATH - The average growth score on the state math accountability tests (MCA, MOD, MTAS) for all students enrolled the full academic year and taking the same test in consecutive testing years in grades 3-11 at Lakes International Language Academy will remain at or above 0. If the growth z-score drops below zero it is expected that Lakes International Language Academy will make incremental growth toward zero.

Growth z- score # of students

Lower School (3-4)	0.0788167	131
Upper School (6-8)	-0.419777	224

Weighted Average:	-0.24
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School Finances

LILA's robust 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 and outfitting a new campus without having to resort to expensive short-term borrowing. At the close of the 2016 fiscal year on June 30, 2016, the school had maintained its audited, unreserved, undesignated general fund balance of 24.1% of expenditures, now \$1,876,107. 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 adding a grade of Mandarin Chinese immersion track annually, adding grades 7-8 in fall 2015, and adding high school grades 9-12 in fall 2016.

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 FY17 (2016-17 school year), the board revised the budget twice. The initial FY17 budget approved in June 2016 and two FY17 budget revisions, approved in November 2016 and June 2017 are attached. The school board treasurer (Schipper) chairs the board finance committee and has relevant, valuable expertise in finance. The board chair (Norcross) has a professional background in business management. All school board members receive finance training. The school board has also appointed an audit committee for oversight of that process. Financial oversight is strong at LILA. An internal controls policy (Policy 110) details the system of internal controls in place at LILA; it is reviewed annually by the board and followed for day-to-day school business and management.

Cash flow is well managed. Following board-established procedures, excess funds are invested in low-risk, laddered certificates of deposit (CDs). In general, CDs may or may not be renewed depending on current interest rates. CD rates are starting to see an upswing and CDs that matured in FY17 were renewed. The school had \$1,485,829 in cash and investments in the general fund on 6/30/16 (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 2017 unaudited financial reports are attached.

LILA has established a strong relationship with its community banks, First Resource 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 both MidWestOne 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. The school has engaged CliftonLarsonAllen, LLP as our auditors to date; we consult with them about financial matters throughout the year, not only at audit time. From time to time, LILA's school board requests proposals from other audit firms for the school and building company audit, approximately every three years. The next cycle is expected to be in early 2018. We also regularly inform our school's authorizer, Volunteers of America of Minnesota, about financial matters (quarterly financial, attendance and enrollment reports) and school board actions (monthly agendas & minutes).

Lastly, LILA has aggressively sought grant funding. Our successful applications have allowed us to advance our program development at a much faster rate than would have been possible without them. Earned grants include a 2007 three-year Foreign Language Assistance Program Grant of over \$820,000, a 2008 \$500,000 state facilities improvement grant, and several smaller grants related to arts education from the Perpich Center for the Arts in Education and SteppingStone Theatre. Preferred One, the school's health insurance vendor, has provided up to \$5,000/year for each of the last three years to be used toward purchases that promote wellness among LILA staff. LILA formed a "Swelness Committee", composed of teachers and other staff, to manage purchasing for this funding. A 2017 Washington County SHIP worksite and healthy schools wellness grant supplemented staff and student wellness goals. In FY15, LILA was awarded a Confucius Classroom, and in summer 2017 carried out its third successful summer camp with support from a Chinese sister school partnership. "Camp Dragon" hosts a Chinese student delegation and U.S. students learn and forge friendships alongside their Chinese peers. Two "School of Rock"-themed music grants supported development of a next-generation music recording lab and music program. These recent awards support the School's efforts toward international mindedness and global outreach.

Because of the school's attention to financial health and management, LILA has received the State Finance Award eleven consecutive years, through the current year. Earning this award is an annual goal of the administration. In addition, our authorizer, Volunteers of America of Minnesota awarded LILA its Award of Excellence in School Financial Management and Oversight in 2016 and 2017, an award with exacting and strenuous standards.

FY16 Audit

The school has received a clean audit each year. For the FY16 audit of the general fund, no material audit adjustments were found. Our audit firm, CliftonLarsonAllen, reported no compliance issues with respect to Minnesota statutes related to charter schools and UFARS accounting. Total revenue was 2.5% higher than the budgeted amount while total expenditures were 0.8% higher than budgeted. LILA strives to limit

variances to 1 to 2% of budgeted, and makes at least one mid-year budget revision to update budget assumptions. At the close of the 2016 fiscal year on June 30, 2016, the unreserved, undesignated fund balance had reached 24.1% of expenditures, or \$1,876,107. The school board and administration plan to limit growth of the fund balance in the next two to three years to support staffing and new programs more fully, including its new high school grades. The 2017-18 school year is LILA's first year with 12th grade students.

The annual audit timeline is as follows:

April/May: audit firm selected by board

July: board appoints audit committee

July/August: audit preparation by school finance staff

Late August/Early Sept: audit fieldwork by auditors, reports drafted

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

Nov: board reviews audit reports (Executive Audit Summary and Financial Statements); final approved audit reports to authorizer, banking institutions, building company bondholders, and posted to EMMA

Innovative Practices

A Language Rich Environment

In September 2011, LILA made the long held dream of school founders a reality by welcoming the first class of kindergartners of the second immersion language (Chinese). The new immersion track added both challenge and excitement to the school community, and has resulted in a more authentically international, multilingual setting. The challenges and excitement continued through the following school years, as we added grades in Chinese immersion (one grade each year through the current year). LILA students can study in their second language from preschool through graduation, and are exposed to a third language in elementary grades, and encouraged to begin to study a third and/or fourth language in earnest beginning in grade 6.

Collaboration for Education

LILA is proud of our partnerships with various entities, including the Minnesota Twins, Minnesota United, the International Baccalaureate Organization, the Minnesota Advocates for Immersion Network, St. Cloud State University, the University of Minnesota, Embassy of Spain, American Councils, College Board, Hanban, the Forest Lake YMCA, and Amity Organization. LILA has developed several connections with entities in China, too. The Chinese Society of Education (CSE), the first and largest educational organization in China, is excited to develop a five-year camp agreement exclusively with LILA. Leaders at our sister schools in Deyang in Sichuan province, Changchun in Jilin province, and Yichun in Heilongjiang province are working with LILA to bring to fruition planned teacher and student exchanges which will strengthen language and cultural learning and reinforce in students the idea of global citizenship.

Classroom Innovations - International Hiring

LILA continues to innovate in areas of teaching and learning, always striving for best practices that fit our school community. To this end, we always look for teachers with international experiences. We find that those who have lived overseas, whether born in the US and having spent months or years abroad, or having been born elsewhere, but now living in the US, teachers with international living experiences have characteristics that help them thrive in the classroom. They tend to be self-reliant, they are flexible, and they are open to learning. They are not afraid to try things 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. As of summer 2017, nearly all of the teachers working with students on a daily basis at LILA will have lived overseas or are currently living away from their home country. As the number of language immersion schools in Minnesota increases, the competition for local, Minnesota-licensed teachers increases as well. Fortunately, LILA has several established avenues for hiring internationally, with word-of-mouth from current staff being our greatest source of new applicants. This practice of hiring the best teachers, regardless of country of origin, ensures that we continue to bring fresh and innovative ideas to our school.

Creating a Green School Environment

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

iTerms

iTerms are intensive 9-day inquiries into high interest topics which culminate in an all school assembly to share student learning by performing or presenting insights, knowledge, and ideas. The school community takes time to reflect on iTerm classes by completing written essays about what actions were inspired by the new knowledge. In 2015-16, the first year iTerms were offered, iTerm course offerings included: Get Out, Get Going; Protect & Defend with Martial Arts; STOMP!; Math in Sports (students created a Quidditch course, among other activities); Minecraft Game & Design; Connecting With Nature; and Spring Into Action, Adventure & Wellness. iTerms were held twice in 2016-17; all students in grades 6-12 participate in iTerms.

Honors/Accomplishments

Grants

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

LILA's music department garnered a \$1650 Target grant for "Music for All", to purchase xylophones.

Target also funded “Music for Well-Being”, for a classroom set of ukuleles; they applied in FY17 and were awarded it in FY18.

A Washington County SHIP grant totalling \$11,779 was awarded in April 2017 to support staff and student wellness initiatives.

Awards

Because of the school’s attention to financial health and management, LILA has received the State Finance Award eleven consecutive years, through the current year. Earning this award is an annual goal of the administration. In addition, our authorizer, Volunteers of America of Minnesota awarded LILA its Award of Excellence in School Financial Management and Oversight in 2016 and 2017, an award with exacting standards.

Since 2010, LILA has earned 7 Promising Practice Awards from the national organization Character Education Partnership (CEP), which is based in Washington, D.C. National recognition of innovative and unique practices that support student character development is welcome and appreciated. The awards have highlighted our relationship with the MN Twins Emerging Markets Department to support celebrating diversity in Twins Territory, classroom agreements, staff photos in the halls, our thumbprint art, Upper School’s “Make a Difference” iTerm, and the Dot Dragon, a community art project at Lower School.

Service Learning

LILA’s service learning plan is different from that of many schools as it is engrained in our curriculum and the learning is more organic in nature, rather than pre-designed. As an International Baccalaureate (IB) school one of our main goals is to create global, internationally minded citizens. We do that through what we teach as well as how we teach and LILA very much values the idea of service learning. Our plan for service learning revolves around what the IB calls “action” as well as community connection.

Action in an IB school means that students are taught to reflect on the things they’ve learned, choose how or if they want to use that information and then take action. Action can be taken by individuals, small groups or large groups. Action can affect as few as one person up to thousands. It all depends on how the child chooses to act! Sometimes that action is more teacher directed and sometimes it is directed by the students.

Several small-scale, large impact initiatives were implemented by LILA students during the 2016-2017 school year. Some of the actions included:

- LILA upper school students taking part in “We Day” in the Twin Cities, followed by a local impact “We Scare Hunger” campaign by the entire upper school. Students gathered nonperishable food items to donate to the Forest Lake Family Pathways Food Pantry, and we set a new school record for donations of 1,139 pounds. We will continue this We Scare Hunger effort this October.
- One of LILA’s Upper School “iTerm” classes, called "Make a Difference," volunteered at Feed My Starving Children. At LILA an “iTerm” is like a “J-term” but the “i” stands for innovative, interesting, instructive, inquiring, intensive...etc. It allows students and teachers to choose one learning area and apply their knowledge with engaging, hands-on activities and projects.
- An example of the individual actions our students take is at the lower school a student asked for

books to donate to the LILA library instead of receiving gifts for her birthday.

- Students in the National Honor Society and National Junior Honor Society clubs are involved in several service opportunities throughout the year. The specific opportunities change from year to year but last year some of the main projects were hosting a winter blanket drive for the homeless and hosting a holiday toy drive.
- Each year all of our fifth graders show what they have learned in six years of IB PYP education by designing, researching, and presenting on a topic of their choice related to the transdisciplinary theme of “Sharing the Planet”. Students work in pairs or small groups and at the end, decide on some kind of action related to their learning. A couple of the examples are:
 - A group studying the effects of littering organized and carried out an action on their own based on what they had learned in their research- they went to three parks in Forest Lake to pick up litter and also visited a recycling facility.
 - A group studying prairies created a presentation about the importance of prairies. Independently they chose to visit about 8 classrooms of younger students ranging from preschool through 2nd grade to share what they’d learned.
- A former Lower School student has continued his yearly Earth Day pickup into his Upper School years, which he started when he did his Exhibition in sixth grade. He organizes about 8-10 friends to go out and picked up litter together.
- We also, as in most years, participated in the community Lion’s Club drug awareness campaign where two of our students won first prize for their posters.

Another element of our service plan aligns with one of the IB’s standards for the program which is that school’s find ways to connect to their local communities. The idea behind this is that you are participating and helping in your community which builds stronger relationships. As I stated before, we take a different view of service learning. LILA does this in a variety of different ways. We annually participate in the Forest Lake Festival of Cultures, the Forest Lake Lions Drug Awareness Poster Contest, the 4th of July parade, MN Twins diversity events and Jackie Robinson essay, to name a few. We give back to our community and learn from our community by making connections with those around us.

Future Plans

Our work continues to focus on our mission and the goal of LILA becoming a renowned center of language learning in the Upper Midwest.

LILA will continue to offer its well-established Lower School educational program, based on a foundation of Spanish immersion, Chinese immersion, and the International Baccalaureate. Kinder Prep preschool with its language-infused, whole child-focused program will maintain its enrollment at the current maximum of 80 for the foreseeable future.

In the wake of irreconcilable philosophical changes at Forest Lake Area Schools District 831 that affect the 7-12 continuation program between our two entities, LILA has moved ahead independently, adding grades 7 and 8 in fall 2015 and 9-12 in fall 2016. We will continue to build enrollment, add teaching staff, and strengthen the academic and social learning environment at the 7-12 level. LILA has applied for IB-Middle Years Programme (MYP) and IB-Diploma Programme (DP) accreditation and is structuring its class offerings and staffing to meet requirements of these IB Programmes. This is a rigorous, multi-year process.

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

In the next 1 to 2 years, LILA expects to begin accepting international students at the Upper School. These students will pay tuition and room and board. To this end, LILA continues to strengthen its sister school connections in China, and arrange short-stay student visits (Camp Dragon, last three summers). LILA became certified in the Student and Exchange Visitor Program (SEVP) through the US Department of Homeland Security as part of this goal. International students will use LILA to finish their K-12 schooling and kickstart their college undergraduate placement.

Facilities continue to be a challenge in terms of meeting our needs based on enrollment projections. In September 2016, LILA Building Company purchased a 0.45-acre property adjacent to the LILA Annex, expanding the Main Campus. The purchase was accomplished using building company cash on hand. The “Marcott site” has a residence, garage, small storage building, and large green space on it currently. We have both short- and long-term plans for facilities:

Recent Changes

- Installed a preschool playground on the Marcott green space
- Refurbished the Marcott residence for rental for LILA staff and visiting teachers
- The North Memorial Ambulance Service’s lease at Lower School ended in December 2016. LILA remodeled the vacated space into SpEd rooms and an art studio.

Long-Term Plans

- Expand the Headwaters facility, adding an estimated 10 classrooms, locker rooms, student bathrooms, and a regulation-size gym, and a performing arts space. The nearly 13-acre site can support this growth.
- Clear the Marcott residence and construct multi-story, international student housing, additional upper elementary classrooms, and parking at the combined Annex-Marcott site.

LILA recognizes these are ambitious goals. Given its strong, multi-faceted leadership, robust enrollment growth, and financial health, the school is well-prepared to meet them.