

Lakes International Language Academy
District 4116
Local World's Best Workforce Plan



SCHOOL MISSION STATEMENT

*LILA prepares 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. 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.

Related Links:

- [Annual Report 16-17](#)
- [16-17 WBWF Summary](#)
- www.mylila.org
- [2016-2017 QComp Annual Report](#)

Performance Measures:

- *The Leadership team at LILA annually reviews the MCA scores in reading, science and math as well as the NWEA-MAP results in the spring and fall. Using these results, as well as in-house, localized data (including career and college readiness data and graduation rates as appropriate), they review and create the Professional Development program for training teachers for the year. The process is as follows:*
 - o *The leadership team reviews NWEA-MAP and MCA scores and localized data (including career and college readiness data and graduation rates as appropriate). Data is disaggregated by student groups as necessary.*
 - o *The leadership team reviews the results of specific performance goals in the following areas:*
 - *Closing the achievement gap*
 - *All students ready for kindergarten*
 - *All students in third grade achieving grade level literacy*
 - *All students attaining career and college readiness before graduating from high school*
 - *All students graduating from high school*
 - *QComp and Teacher Development and Evaluation program goals (if different from above)*
 - *School Authorizer goals (if different from above)*
 - o *Based on the review of that data the leadership team chooses the path for Professional Development programming for the upcoming school year and new achievement goals for the WBWF performance measures and other programs are set in order to guide their Professional Development for the year.*

District Plan Components and Activities:

- **Clearly defined district and school site goals and benchmarks for instruction and student achievement for the following:**
 - o Closing the achievement gap
 - o All students ready for kindergarten
 - o All students in third grade achieving grade level literacy
 - o All students attaining career and college readiness before graduating from high school
 - o All students graduating from high school
- **Teacher Evaluation Program**
 - o Per state requirements, our teacher evaluation system is based on a 3 year cycle. Each year roughly 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 3 year cycle a summative observer, a LILA administrator, is present. Once every 3 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 4 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 and QComp program:** 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.
 - o **Observations, Coaching and Evaluation**
 - To help teachers improve both their own teaching and their students' learning, LILA used state QComp dollars to develop a comprehensive system of mentorship, coaching, and evaluation. Based on the widely known Charlotte Danielson 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 instructional leaders. To reflect best practice, the teacher evaluation system has the primary goal of each teacher selecting one area of focus and achieving at a full point's growth in the selected area with the goal of proficiency as a guide for improvement. All teachers choose a topic of professional practice to study and enhance based on their primary goal for observations. Teachers choose their area of study during

a goal setting meeting with the Instructional Leader (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.*

o 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.*
- *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.*

o 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)***

- o *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.*

- o *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)**
 - o *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.*
 - o *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.*
 - o **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.*
- **Assessing and evaluating each student's progress**
- o *We believe that assessment provides information through its diagnostic, formative and summative components. Assessment is ongoing, authentic, varied, standards-based (PYP), criterion-referenced (MYP), and purposeful. Instructional and curricular decision making is driven by our assessments and its ongoing review of the results.*
 - *Teachers meet frequently in an RTI system (every 6 days in grades K-5 and every 2 weeks in grades 6-12 in) as a grade level or team to discuss data from both localized assessments as well as standardized assessments and how they can use that data to differentiate instruction and meet students' needs based on the academic standards.*
 - *School leadership team members use the data from our test results and reports from the RTI Coordinator (Lower)/Assessment Coordinator (Upper) to plan future professional development opportunities for teachers in order to enhance their instruction for their students.*

- *Our testing coordinator, along with the leadership team, designs our assessment/testing schedule*
 - At Lower School*
 - *Reading and Math, Winter (Reading) and Spring (Math) NWEA MAP testing as well as the final MCA test in the spring*
 - At Upper School*
 - *MCA testing in the spring as determined by the State's mandates*
 - *ACT and Pre ACT in the spring*
 - *STAMP Testing in the spring*
 - *Study Island - Pre-tests in the fall*
 - *Study Island - Post-tests in the spring*

- *The following are some of the assessment measures used at LILA:*
 - Lower School*
 - *Minnesota Comprehensive Assessment (MCA)*
 - *Measures of Academic Progress (MAP)*
 - *SOPA/COPE immersion language testing*
 - *American Reading Company ongoing reading assessments*
 - *Math in Focus unit assessments*
 - *Words their Way spelling assessments*
 - Upper School*
 - *Minnesota Comprehensive Assessment (MCA)*
 - *Formative and Summative Assessments based on IB MYP Criteria in all subject areas*
 - *Study Island- Math, Science, Social Studies, and English Language Arts*
 - *STAMP Language Test (STAndards-based Measurement of Proficiency)*
 - *ACT and Pre-ACT test*
 - *Civics Test*
 - *ACCESS - English Learner Testing*
- *More information on our assessments and assessment philosophy can be found on our website.*

➤ ***Curriculum that is aligned with state and local academic standards***

- o *This is accomplished by the continuous review of our curriculum components. Our curriculum is aligned one of two ways. Through design (in our purchased programs such as Math in Focus, Big Ideas Math and the American Reading Company) or by including the state standards in the creation of our International Baccalaureate program.*
- o *The lower school has created a standard grade level agenda that addresses math and literacy instruction and their connection to the standards. This has become a part of the common practice agreements for all of the teachers. Those agendas are then shared with members of the leadership team so that progress can be monitored.*
- o *The upper school's curriculum embeds Minnesota State Standards within our IB Curriculum. The student's progress on the mastery of standards is monitored through internal teacher designed assessments for each unit, as well as progress monitoring using*

Study Island to track standards in math, science, social studies, and English Language Arts. When state standards are not available, teachers use National Standards to build curriculum..

➤ ***Systems to review and evaluate the effectiveness of all instruction and curriculum***

- *Professional development is created based on feedback from our staff as to where they feel they are lacking in skills or in where their students are lacking. We receive information about student needs through that program as well as our RTI program and other anecdotal information. The feedback from teachers on their skills is gathered formally and informally through our QComp program as well as our Teacher Development and Evaluation program. These programs help our staff become skilled in flexibility in instruction to promote student learning and success in standardized testing.*
- *The executive director is evaluated annually, prior to the next year's goals being set by the LILA School Board. Executive director is offered support from the board to achieve goals in the form of professional development, as well as freedom, within budget constraints, to make adjustments to staffing as deemed appropriate.*
- *The Leadership team at LILA annually reviews the MCA scores in reading, science and math as well as the NWEA-MAP results in the spring and fall (Lower School). Using these results, as well as in-house, localized data (including career and college readiness data and graduation rates as appropriate), they review and create the Professional Development program for training teachers for the year.*
- *Under LILA's Q-Comp plan and Teacher Development and Evaluation System, teachers are observed and coached multiples times a year and evaluated at least once per year for experienced teachers, and three times per year for novice teachers. Observations and coaching and evaluation conversations are guided by a version of Charlotte Danielson's rubric for teacher effectiveness, modified to fit language immersion, IB, and Responsive Classroom/Developmental Designs methodologies key to LILA.*

➤ ***Access to Excellent teachers and Diverse Teachers***

- *We use our QComp Coaching/Evaluation program, as well as being an at will employer, to review access to excellent teachers. Data is regularly collected as teachers are observed, coached, and evaluated three times each year. The observations are followed by coaching conversations to improve all teacher effectiveness. The leadership team meets regularly to discuss programming as well as staffing and the data collected from this system is continuously reviewed in those meetings.*
 - *If at any point during the school year it becomes evident that a teacher is not meeting the requirements of our programming, we employ extensive coaching and mentoring techniques to improve their teaching and/or remove them from the school if necessary.*
 - *Each spring the leadership team reviews the makeup of each grade level and subject area in regards to excellent teaching and access to diverse teachers. Information from the observation/evaluation process is reviewed for teacher professionalism and effectiveness using elements of our programming as well as*

standardized test results and changes are made as necessary to ensure balance of excellent teachers to each grade level.

- *At Lower School - Classes are designed each spring with the classroom teachers and the dean of students. During this process, and over the summer as changes are made, the dean of students helps the teachers, utilizing a variety of resources, identify students in need of more equitable teacher distribution.*
- *At Upper School - The course catalog is developed each fall. It is designed to fulfill the requirements of the International Baccalaureate for Middle Years Programme and the future participation in the Diploma Programme, as well as the MN graduation requirements and general college acceptance requirements. Students make course selections in the Winter each year using the course catalog and a registration worksheet..*

The Academic Dean reviews the selections to ensure they fulfill the above guidelines. The Upper School Building Instructional Leader and the Academic Dean work on the master school and create students schedules in the Spring.

➤ ***Annual budget for continuing to implement the district plan.***

o *Areas concerned in this budgeting:*

- *Staffing*
- *Professional Development*
- *Q-comp*
- *Gifted and Talented (Enrichment)*
- *Early Learning*

District Reporting Requirements:

- **Annual public meetings**
 - o *School board and members of the leadership team*
 - o *Meet to report on the successes, challenges and future plans of the school; to include the review of the current WBWF plan. (success with student achievement goals, local assessment outcomes, plans and strategies and practices for improving curriculum and instruction)*
 - *It is suggested this take place in the late fall after results for testing are published and goal setting has happened.*
 - o *The school board will transmit an electronic summary of its review of the report to the Commissioner of the Minnesota Department of Education by December 15.*
 - *This report will include the results of a survey of our stakeholders about their connection to and level of satisfaction with school.*

- **LILA's World's Best Workforce Plan will be posted on the school's website**

Committees and Roles:

- **The district advisory committee/site team**
 - *Teachers*
 - *Parents*
 - *Board members*
 - *Coordinators*
 - *Community members*
 - *Executive Director and Director*
- o *LILA's District Advisory Committee is led mainly by our leadership team. That team contains people that hold multiple roles in the school including parent, board member, community member and teacher. We also have 3 parents and 1 community member represented on our board at all times. Therefore their input as an advisory committee member is made at that level.*
 - *This advisory committee recommends to the school board academic standards, student achievement goals and measures, and district assessments and the means to improve students' equitable access to effective and more diverse teachers.*
- o *This advisory committee (with the addition of the testing coordinator) also completes the role of the assessment advisory committee per Minnesota Statute, section 120B.304*
 - *Advise the school board on administering standardized assessments to students in addition to the assessments required under section 120B.30 and applicable federal law unless paragraph (b) applies.*
 - *The committee must include an equal number of teachers and administrators and at least one parent of a student in the district and may include at least one representative from each school site in the district.*

- o *This advisory committee also completes the role of the staff development advisory committee with the addition of the coordinators of various programming areas at LILA.*
 - *The site professional development team and this committee must be teachers representing various grade levels, subject areas, and special education. The advisory committee must also include non-teaching staff, parents, and administrators.” – Minn. Stat. § 122A.60, subd. 1(b).*

Staff Development Plan

- *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 above under the section “District Plan Components and Activities.”*
- **Guiding principles to our Staff Development:**
 - o *The primary purpose of professional development is to nurture our teachers so that we can help them achieve success for every student.*
 - o *In designing effective professional development we consider our students’ and individual teachers’ needs, research, and best practices.*
 - o *We believe strongly in the power of modeling, peer observation and coaching to improve teacher practices.*
 - o *Trust and credibility are essential for successful professional development.*
 - o *Collaboration is central to the success of teachers.*
 - o *Effective professional development puts teachers at the center of the learning and honors differentiation in learning.*
 - o *The focus areas of our staff 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.*
- **Lower School Staff Development Focuses:**
 - o *Literacy*
 - o *Math*
 - o *Social/Emotional/Behavioral Development*
 - o *Inquiry/PYP*
 - o *Immersion*
 - o *Other (as necessary)*
- **Upper School Staff Development Focuses:**
 - o *Social/Emotional/Behavioral Development*
 - o *Subject area development including Math and Literacy*
 - o *Immersion/Language Acquisition*
 - o *Inquiry/MYP/DP*
 - o *Other (as necessary)*

Gifted and Talented

➤ **Vision:**

- o *The vision of Lakes International Language Academy's (LILA) Enrichment Services is to support, complement, and enrich the school's implementation of the International Baccalaureate (IB), through both in school and extracurricular activities. Services provided for all students include inquiry-based learning, world languages, links to community experts, extracurricular activities, academic choice, and affective guidance. Expanded services offered for identified students include, but are not limited to, higher order and critical thinking, extended and/or accelerated academic content, student grouping and self-directed learning.*

➤ **Three tiers of services are offered to LILA students. (Tiers of services change based on a student's individual needs, which are determined by routine assessments and frequent progress monitoring.)**

o Tier 1 Services

- *Instructional Interventions- All students are provided enrichment opportunities in the general education setting through differentiated instruction such as extension activities, compacting, content acceleration, pre-tests, alternative assignments, alternate assessments, academic choice, and modified instruction.*

o Tier 2 Services

- *Strategic Interventions- Students needing more intensive enrichment support beyond basic accommodations in the general education classroom are referred to the Response to Intervention (RTI) Team and are identified using the screening tools below.*

o Tier 3 Services

- *Intensive Interventions- Students needing Tier 3 interventions are normally those students consistently scoring above the 98% in 1 academic area, or above 95% in two areas on the NWEA-MAP Reading and Math tests. Students showing exceptional abilities in the areas of intellectual, creative, artistic, leadership capacity, and specific academic fields, AND are in need of a specialized Tier 3 services in order to help them receive an appropriate education will also receive an Individualized Learning Program (ILP).*
- *When identifying students at this level, multiple and objective criteria are used as well as informal qualitative data based on current theory and research.*

➤ **Identification**

- o *Students are identified for Tier 2 and Tier 3 services through a screening process that is multidimensional, including teacher observation, parent input, classroom performance, and standardized test information. Parents/guardians who have questions or concerns about their child and services should contact the Enrichment Coordinator (Lower School) or Building Instructional Leader (Upper School).*

➤ **Screening Tools**

- o *NWEA-Measures of Academic Progress (MAP) Tests- Administered in the winter and spring each year in grades 2-6.*
- o *Cognitive Abilities Test (CogAt6) Administered in spring-Grade 2*

- o Minnesota Comprehensive Assessment - The MN MCA test is based on the Minnesota state standards, which define what students should be learning each year. It is administered in the spring to students as mandated by the State in Grades 3-11.*

- ***Acceleration***
 - o Determined on a case by case basis by members of the leadership and enrichment team. When determining eligibility for acceleration, the “whole child” is considered including the the child’s academic and social needs.*
 - The previously mentioned process , for Tier 3 Services, is used to help identify if the student is academically ready. That information helps to provide detailed information to determine the best type of academic acceleration for that student. As with our Early Enrollment procedure, a psychologist’s student aptitude and motivation evaluation is also recommended. (i.e. Stanford-Binet, Kaufman Assessment Battery for Children). Family input to determine the best path for the child is also a valued part of the process.*

- ***Early Admission to Kindergarten and First Grade***
 - o See Policy 142 at <http://mylila.org/about-lila/school-policies>*

