

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

District or Charter Name LIFE Prep, District #4035 \_\_\_\_\_  
Contact Person Name and Position Bart Johnson, Executive Director \_\_\_\_\_

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

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

### Stakeholder Engagement

#### Report

<http://www.lifeprepschool.org/ResourceList.page>

#### Annual Public Meeting

The annual meeting was held on Thursday, May 28, 2015 from 5:30-7:00 pm.

#### District Advisory Committee

The district advisory committee consists of the instructional leadership team and two parents.

## Goals and Results

	2014-2015 Goals	2014-2015 Goal Results
All Students Ready for Kindergarten	N/A	N/A
All Students in Third Grade Achieving Grade-Level Literacy	<p><b>Reading: Growth Goal</b> Seventy percent (70%) of LIFE Prep students who have been continuously enrolled from October 1<sup>st</sup>, 2014 until June 3<sup>rd</sup>, 2015 will be at grade level in the spring of 2015 according to their scores on the NWEA MAP reading test <u>or</u> show at least one-year's growth on the NWEA MAP reading test from the fall of 2014 to the spring of 2015.</p>	<p><b>Reading: Growth Goal</b> Sixty-eight (68%) of LIFE Prep students who were continuously enrolled from October 1<sup>st</sup>, 2014 until June 3<sup>rd</sup>, 2015 were at grade level in the spring of 2015 according to their scores on the NWEA MAP reading test <u>or</u> showed at least one year's growth on the NWEA MAP reading test from the fall of 2014 to the spring of 2015.</p>
	<p><b>Reading: Proficiency Goal</b> Fifty-three percent (53%) of LIFE Prep students who have been continuously enrolled from October 1<sup>st</sup>, 2014 until June 3<sup>rd</sup>, 2015 will be proficient (meeting or exceeding the standard) on the Minnesota Comprehensive Assessment for reading.</p>	<p><b>Reading: Proficiency Goal</b> Forty-seven percent (47%) of LIFE Prep students who were continuously enrolled from October 1<sup>st</sup>, 2014 until June 3<sup>rd</sup>, 2015 were proficient (meeting or exceeding the standard) on the Minnesota Comprehensive Assessment for reading.</p>
	<p><b>Math: Growth Goal</b> Seventy-six percent (76%) of LIFE Prep students who have been continuously enrolled from October 1<sup>st</sup>, 2014 until June 3<sup>rd</sup>, 2015 will be at grade level in the spring of 2015 according to their scores on the NWEA MAP mathematics test <u>or</u> show at least one-year's growth on the NWEA MAP mathematics test from the fall of 2014 to the spring of 2015.</p>	<p><b>Math: Growth Goal</b> Sixty-nine percent (69%) of LIFE Prep students who were continuously enrolled from October 1<sup>st</sup>, 2014 until June 3<sup>rd</sup>, 2015 were at grade level in the spring of 2015 according to their scores on the NWEA MAP mathematics test <u>or</u> showed at least one-year's growth on the NWEA MAP mathematics test from the fall of 2014 to the spring of 2015.</p>

	<b>2014-2015 Goals</b>	<b>2014-2015 Goal Results</b>
	<p><b>Math: Proficiency Goal</b> Sixty-one percent (61%) of LIFE Prep students who have been continuously enrolled from October 1<sup>st</sup>, 2014 until June 3<sup>rd</sup>, 2015 will be proficient (meeting or exceeding the standard) on the Minnesota Comprehensive Assessment for mathematics.</p>	<p><b>Math: Proficiency Goal</b> Forty-nine (49%) of LIFE Prep students who were continuously enrolled from October 1<sup>st</sup>, 2014 until June 3<sup>rd</sup>, 2015 will be proficient (meeting or exceeding the standard) on the Minnesota Comprehensive Assessment for mathematics.</p>
<p><b>Close the Achievement Gap(s) Among All Groups</b></p>	<p><b>Reading: Racial Achievement Gap Reduction Goal</b> Of the total LIFE Prep students who have been continuously enrolled from October 1<sup>st</sup>, 2014 until June 3<sup>rd</sup>, 2015, there will be a proficiency achievement gap reduction (meeting or exceeding the standard) on the Minnesota Comprehensive Assessment for reading by race of 2% for Asian students, 14% for Latino students, and 9% for Black students.</p>	<p><b>Reading: Racial Achievement Gap Reduction Goal</b> Of the total LIFE Prep students who were continuously enrolled from October 1<sup>st</sup>, 2014 until June 3<sup>rd</sup>, 2015, there was a proficiency achievement gap <u>increase</u> (meeting or exceeding the standard) on the Minnesota Comprehensive Assessment for reading by race to 18% for Asian students, 31% for Latino students, and 33% for Black students.</p>
	<p><b>Reading: Protected Class Achievement Gap Reduction Goal</b> Of the total LIFE Prep students who have been continuously enrolled from October 1<sup>st</sup>, 2014 until June 3<sup>rd</sup>, 2015, there will be a proficiency achievement gap reduction (meeting or exceeding the standard) on the Minnesota Comprehensive Assessment for reading by protected class of 5% for Special Education Students.</p>	<p><b>Reading: Protected Class Achievement Gap Reduction Goal</b> Of the total LIFE Prep students who were continuously enrolled from October 1<sup>st</sup>, 2014 until June 3<sup>rd</sup>, 2015, there was a proficiency achievement gap <u>increase</u> (meeting or exceeding the standard) on the Minnesota Comprehensive Assessment for reading by protected class to 48% for Special Education Students.</p>
	<p><b>Math: Protected Class Achievement Gap Reduction Goal</b> Of the total LIFE Prep students</p>	<p><b>Math: Protected Class Achievement Gap Reduction Goal</b> Of the total LIFE Prep students</p>

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	who have been continuously enrolled from October 1 <sup>st</sup> , 2014 until June 3 <sup>rd</sup> , 2015, there will be a proficiency achievement gap reduction (meeting or exceeding the standard) on the Minnesota Comprehensive Assessment for math by protected class of 2% for Special Education Students.	who were continuously enrolled from October 1 <sup>st</sup> , 2014 until June 3 <sup>rd</sup> , 2015, there was a proficiency achievement gap <u>increase</u> (meeting or exceeding the standard) on the Minnesota Comprehensive Assessment for math by protected class to 25% for Special Education Students.
<b>All Students Career- and College-Ready by Graduation</b>	N/A	N/A
<b>All Students Graduate</b>	N/A	N/A

## **Identified Needs Based on Data**

### **Professional Learning Communities (PLCs)**

LIFE Prep teachers will participate in Q-Comp professional learning communities and DuFour professional learning communities that use complementary strategies to improve student learning and teacher effectiveness. Q-Comp engages teachers in sharing teaching techniques and strategies that teachers can incorporate into their repertoires. If these methods of engagement are like tools in a toolbox, then Q-Comp helps teachers adopt new tools and place them in their toolboxes. The collaborative nature of Q-Comp cluster teaming allows teachers to discuss similar student skills and knowledge and offer best practices to others. In doing so, teachers are able to share their best tools with other teachers. In this way, collaboration is raising the quality of teaching as the best teaching strategies proliferate throughout LIFE Prep.

The DuFour PLCs focus on individuals or groups of students. Going back to the toolbox analogy, once a teacher knows that students need different types of teaching based on their levels of mastery of learning targets, it is up to the teacher to find the proper tools in the toolbox to help each group of students. Through collaborating with others in the data cycle team, teachers will also develop some new tools that work well. These successful techniques can also spread throughout the school and benefit other students. One way to help these new best practices spread is to plan celebrations a few times a year to showcase the work of each PLC and share best practices with others.

### **Curriculum Mapping**

A core group of teacher leaders has started curriculum mapping and will continue with a goal of completing the process in three years. The purpose for the mapping is to guarantee a K-6 curriculum that is rigorous and aligned to Minnesota standards.

Due to the importance of literacy and the complexity of the Minnesota English Language Literacy standards, LIFE Prep will send a small group of teacher leaders along with the principal to the Minnesota Department of Education training on the subject. The training will consist of six sessions spread through the school year. The learning from these trainings will be disseminated to all teachers at school during cluster and grade level PLC meetings as well as during summer trainings for the 2015-2016 school year.

### **Response to Intervention**

LIFE Prep has begun a formalized Response to Intervention (RtI) program using tier I classroom-based interventions, tier II pullout and push-in interventions for math and reading using Title I and Reading Corps interventionists.

We have strong teachers and support staff in our classrooms. We also have interventionists that work with students in small groups to help them with skills and concepts. These support teachers are members of our Title I team and Reading Corps. These programs use academic data to track progress so that students are getting appropriate and helpful instruction based on their unique needs.

## Title I

LIFE Prep has hired two new Title I teachers who act as interventionists and data specialists. These two teachers performed the bulk of the reading screening throughout the school and developed, with teacher input, six-week intervention plans to improve reading and math skills. Depending on the needs of the student, interventions occur three to five times each week for fifteen to thirty minutes each session.

## Minnesota Reading Corps

Students in grades K-3 who are partially proficient in reading receive Reading Corps interventions from Minnesota Reading Corps educators. These interventions last thirty minutes per session and occur three to five times per week.

## Data Dialogues

There are five six-week intervention cycles during the school year. Prior to each cycle and at the end of the last cycle, the data specialists examine data to determine next steps. Common decisions for students include continuing in an intervention that is working, increasing the length of time or the number of meetings per week, significantly changing the intervention strategy, or exiting the student from tier II interventions. The goal is for each student to gain greater than one year's growth and/or to be back to grade level in reading and math by the end of the school year.

## Principal and Teacher Improvement

The board of directors supervises the principal. During the fall of 2014, the executive committee of the board established goals for the principal. At the end of the school year, the board reviews the goals and the progress made toward the goals. Based on the performance of the principal, the board may decide to renew the contract of the principal or decline renewal of the contract for the following school year.

At LIFE Prep, teachers are observed at least three times per school year. One formal observation is conducted by the principal and two are conducted by teacher leaders on the Q-Comp team. Feedback and scores are reported to the principal and a professional development plan is made for each teacher with advisement by the Q-Comp coaches and the principal.

Ongoing teacher coaching occurs between each teacher and the principal. Short, impromptu observations and feedback are given and discussed between the teacher and principal.

## Kindergarten Readiness Strategy

Although LIFE Prep does not have a pre-kindergarten program during the current school year, we will be offering pre-kindergarten in 2015-2016. As a result of the successes of our past pre-kindergarten program, we have decided to bring it back. The kindergarten readiness data shows that students who were enrolled in our pre-kindergarten program finished kindergarten at an advantage over their peers.

Kindergarteners who were enrolled in our pre-kindergarten program exhibited a spring reading proficiency rate of 51% in 2013; while kindergartners who were not in our pre-kindergarten program exhibited a spring reading proficiency rate of 28%.

In mathematics, kindergarteners who were enrolled in our pre-kindergarten program exhibited a spring math proficiency rate of 66% in 2013; while kindergartners who were not in our pre-kindergarten program exhibited a spring reading proficiency rate of 56%.

We believe these differences are strong support for reestablishing our pre-kindergarten program in the 2015-2016 school year.

## **Systems, Strategies and Support Category**

### **Students**

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## **District Plan: Components & Activities**

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## **Equitable Access to Excellent Teachers**

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

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

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

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