



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: LIFE Prep

Grades Served:Pre-K -6th Grade

WBWF Contact: Leah Jones

Title: Director

Phone: 651-793-6624

Email: leah.jones@lifeprepschool.org

A and I Contact:

Title:

Phone: Enter phone number.

Email:

New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual World's Best Workforce (WBWF) Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorldsBestWorkForce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

Annual Report

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

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- *Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders. www.lifeprepschool.org*
- *Provide the direct website link to the A&I materials.*

Annual Public Meeting

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- *May 21, 2018*

District Advisory Committee

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Camie Johnson	Parent	
Ellie Karr	Teacher	
Shelly Molde	Teacher	
Beth Larson	Teacher	
Megan Radmer	Special Education Director	
Leah Jones	Executive Director	
Myla Johnson	Assistant Director	

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

➤ *Equitable Access to Experienced, Effective, and In-Field Teachers*

- *Who is included in the conversations to review equitable access data and when do these occur?*
- ***Christyna Sherrod (DAC), Kelsey Nelson (COO), Leah Jones (Director), Myla Johnson (Assistant Director), Laura Mueller (Title I), and Ellie Karr (Title I). These occur in May when students in grades Kindergarten through 6th are placed in their classrooms for the following year.***
- *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*
- ***LIFE Prep used the free and reduced data. LIFE Prep has found no gaps related to equitable access for low income students, or students of color or American Indian students.***
- *What are the root causes contributing to your gaps?*
- ***White student population is too low to achieve measurable achievement gaps between races***
- *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?*
- ***LIFE Prep has been a Q-COMP school for the past 7 years, in grades Pre-K through 6th. Teachers meet weekly to collaborate and discuss best practices. Each teacher is evaluated 4 times a year and provided constructive and meaningful feedback.***
- ***Teachers who have taught less than four years (inexperienced teachers) are assigned a teacher mentor and meet monthly.***
- ***Ineffective teachers are assigned to an action plan and the Director monitors the teacher's progress. If adequate progress is not made, the teachers is removed from the district.***

➤ *Access to Diverse Teachers*

- *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*
- ***LIFE Prep has had a lack of qualified diverse applicants that results in limited access to diverse teachers.***
- *What efforts are in place to increase the diversity of the teachers in the district?*
- ***LIFE Prep will continue to reach out to Metro State University, that has an urban teacher program and will continue to seek other options as they rise. In terms of knowledge, teachers receive ongoing diversity training and equity meetings are held monthly.***

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

X My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>Seventy-percent of all students enrolled in pre-kindergarten at LIFE Prep by October 1, 2017 will be proficient on the pre-K grade level math assessment in the Spring of 2018.</p>	<ul style="list-style-type: none"> Ninety-percent of pre-kindergarten LIFE Prep students enrolled by October 1, 2017 were proficient on the pre-K grade level math assessment in the Spring of 2018. Themes to meet the ECIP standards are implemented in the classroom Individualized and small group instruction RTI based interventions on individual student needs 	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

Bullethead narrative is appreciated. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

All Students in Third Grade Achieving Grade-Level Literacy

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>Eighty percent (80) of LIFE Prep students in 3rd grade will be at grade level or make one year's growth on the Reading NWEA test from Fall 2017 to Spring 2018.</p>	<ul style="list-style-type: none"> 82% of 3rd grade students at LIFE Prep for the 2017-2018 school year were at grade level or made one year's growth on the Reading NWEA test. 	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p>

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
	<ul style="list-style-type: none"> • <i>Title 1 services, ELL services, Reading Corps, and I & E are strategies that are in place to help 3rd grade students at LIFE Prep achieve grade-level literacy by Spring 2018.</i> • <i>Students receive Title 1 services on 6 week intervals, students receive I & E every day for thirty minutes, students seen for Math & Reading Corps are chosen based on NWEA scores.</i> • <i>Student progress is monitored and data on the number of students exiting the program is recorded and the program is continually reevaluated</i> 	<input type="checkbox"/> Not On Track One-Year Goal <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> District/charter does not enroll students in grade 3

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Close the Achievement Gap(s) Between Student Groups

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>Of the total LIFE Prep students in grades 3rd through 6th who have been continuously enrolled from October 1st, 2016 until June 8th, 2017, will result in a proficiency achievement gap reduction (meeting or exceeding the standard) on the Minnesota Comprehensive Assessment for reading by race of 8% for Asian students, and 7% for Black students</p>	<ul style="list-style-type: none"> • <i>Data for the Achievement Gap Reduction between students in grades 3rd through 6th at LIFE Prep resulted in too small counts to report, according to the Minnesota Report Card.</i> • <i>5 white students in grade 3rd through 6th at LIFE Prep took the MCA.</i> • <i>MCA and NWEA data is used to identify needs in LIFE Prep's SMART GOAL</i> • <i>Title 1 services, ELL services, Reading Corps and I & E are strategies that are in place to help students at LIFE Prep to close the achievement gap</i> • <i>94.5% (87 students) of minority students at LIFE Prep in grades Kindergarten through 6th receive Title 1 services.</i> • <i>Student progress is monitored and data on the number of students exiting the program is recorded and the program is continually reevaluated</i> 	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

All Students Career- and College-Ready by Graduation

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Students in grades Kindergarten through 6th, for the 2017-2018 school year will be college and career ready by testing at grade level or by making one years growth on both Reading and Math NWEA tests.</i></p>	<ul style="list-style-type: none"> • <i>60.3% of LIFE Prep students in grades Kindergarten through 6th were on grade level, or made one years growth in the Spring of 2018.</i> • <i>63.77% of LIFE Prep students in grades Kindergarten through 6th were on grade level, or made one years growth in the Spring of 2018</i> • <i>Title 1 services, ELL services, Reading Corps, Math Corps, and I & E are strategies that are in place to help students at LIFE Prep become career and college ready by graduation.</i> • <i>Students receive Title 1 services on 6 week intervals, students receive I & E every day for thirty minutes, students seen for Math & Reading Corps are chosen based on NWEA scores.</i> • <i>Student progress is monitored and data on the number of students exiting the program is recorded and the program is continually reevaluated</i> 	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 200 word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

All Students Graduate

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
Provide the established SMART goal for the 2017-18 school year.	Provide the result for the 2017-18 school year that directly ties back to the established goal.	Check one of the following: Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> District/charter does not enroll students in grade 12

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.