

***Lafayette  
Charter School  
District #4050  
2018-2019***

***Annual Report on Curriculum,  
Instruction and Student Achievement  
& World's Best Workforce Annual  
Report***

LAFAYETTE  
CHARTER SCHOOL



learning caring succeeding

***Our Mission:***

*To create a positive learning environment  
for general education enhanced with  
agricultural concepts and electronic technology  
to benefit student, school, and community.*

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### **Lafayette Charter School (LCS) Mission Statement**

To create a positive learning environment for general education enhanced with agricultural concepts and electronic technology to benefit **students, school** and **community**. To fulfill our mission statement LCS achieved the following:

#### **Student –**

- Community was fostered through regular assemblies where the whole school came together to sing, recite poetry, share individual and group accomplishments, and to discuss positive character traits.
- Pre-Kindergarten – 8<sup>th</sup> grade classrooms were paired together in a Reading Buddies program, which promoted language arts experiences and multi-age learning opportunities.
- Incorporated agricultural concepts throughout the curriculum and fieldtrips.
- Students K-8 had opportunity to participate in the 2019 Agriculture Fair.
- All students K-8 were offered instructional technology classes weekly, with integration into other subjects. Students participated in tech time two days a week. They also were involved in STEM classes two days a week. The upper grade students were taught audio technology and assisted with the regular assemblies, and LCS school productions.
- LCS students honored Earth Day.
- LCS Pre-K-8 students participated in a variety of reading incentive programs.
- Students used classroom iPads on a regular basis.
- LCS 3-8 students were offered the opportunity to participate in after-school STEM activities November through March.
- Students participated in a number of fieldtrips: play at MLC, bowling alley, Hutchinson movie theater, Vogel, Dakota Uprising Battle Sites, Renville County Museum, Sea Life, skiing at Powder Ridge and Hutchinson park.
- LCS students assisted with gardening and the green house.
- Link-up behavior incentive.
- Eligible students participated in the Backpack Food Program to provide students with food for the weekend.
- Pre-K-8 participated in activities planned by Student Council.
- 7-8 attended Career Day at New Ulm High School.
- 7-8 math students participated in Math Counts event in New Ulm.

#### **Parent –**

- LCS strives for 100 % attendance of parent/teacher conferences.
- The teachers kept an accurate communication log of parent communications; this increases updates on student progress to parents.
- Weekly newsletters continued the communication between school and home. Many parents requested being added to a weekly email newsletter list, text or would read it on-line. The majority of LCS families returned their weekly communicator each week; this is evidence of parental involvement.
- Newsletter and forms were sent in an electronic format.
- LCS updated a Facebook page for the school as an additional way to keep parents and community informed of school happenings. Pre-K and Kindergarten have a Facebook page for viewing.
- LCS updated Website.
- The PTO provided an opportunity for parental involvement in the school with events and meeting.

- A school board sponsored parent input meeting was held at the beginning of the year.
- A Title meeting was offered to parents in the spring.
- LCS had seven committees including: Agriculture, Curriculum, Grounds/ Facilities, Fundraising (LCS PROS), Policy, Safety, and Technology. Parental involvement is encouraged on all committees.
- LCS utilized a phone notification system to keep parents and families informed of school updates.
- LCS utilized an on-line parent portal to keep parents informed of grades and student information.
- LCS continued to use our electronic communication with parents, using fill-able forms, on-line surveys, newsletters, and email communications to a greater degree.
- Parent volunteers were used for our Farm to School program, Greenhouse Helpers, School Garden, classroom volunteers, hearing and vision, Ag Fair judges, yearbook, Kindergarten footstools, art projects, auction, and field trip chaperones.
- Two STEM nights offered to families.

### **Community –**

- LCS opened the school library and technology room to LCS families during the summer months.
- Lafayette Charter School actively invited the community to our regular assemblies, agriculture fair and other special activities.
- We did business with our local bank, restaurants, lumberyard, Lafayette Excavating and co-operative fuel supplier to support our community.
- To create a connection between the community of Lafayette and the students of LCS we continued Community Coffees. Area community members were invited to attend our Community Coffees to watch presentations by our students and then join in refreshments and conversation afterwards.
- During Charter School Week students delivered generosity bags to local businesses and individuals as a thank-you made possible by Thrivent.
- LCS hosted the American Red Cross community blood drive once during the 2018/2019 school year.
- Pre-Kindergarten, kindergarten and 1<sup>st</sup> grade visited the fire station during Fire Prevention Week.
- LCS participated in Foster Grandparents and Minnesota Valley Action Council senior training program during the 2018/2019 school year.
- LCS building was used for Community Events such as the Halloween Party and Easter Egg Hunt.
- LCS Students 6-8 participated in cleaning the ditches for the Adopt-A-Highway Program. Pre-K-5 students cleaned up throughout the community.
- LCS assisted the Lafayette Area Lions in their Bingo fundraising.
- LCS Kindergarten students-built footstools in a partnership with the “Legacy” group.
- LCS hosted a fundraising auction and dinner that was open to all community members.
- Partnered with Martin Luther College for student teachers.
- Regular photos and articles to local newspapers.
- A Little Free Library is frequently utilized.
- Extra produce from our garden is available to the public in the fall and spring.
- The greenhouse plant sale, book fair, open house and bake sale was open to the community.
- LCS provided a meal for Pie Social in Lafayette.
- Lafayette Fire Department donated rides on fire trucks.

### **Sponsorship**

From 1999-2004, New Ulm Public School, District 88, was the sponsor for the Lafayette Charter School. Due to administration restraints for District 88, New Ulm ended the three-year sponsorship relationship giving a one-year commitment to sponsor so LCS would have ample time to retain another sponsor. In 2004, GFW, District 2365, became the sponsor for LCS and sponsored us through the 2010/11 school year. In 2011

LCS was authorized by Novation Education Opportunities and has a three-year contract with NEO. In July of 2018, LCS was approved for a 5-year contract with NEO which will take us to 2023.

Contact Information:

Wendy Swanson Choi

Executive Director

Novation Education Opportunities

500 Washington Avenue South, Suite 1020

Minneapolis, MN 55415

763-588-4453 Fax 612-870-1200

**GOVERNANCE**

The LCS policy committee continues to review current policies and tailors them to our school and recommends them to the LCS School Board for approval. The policy committee meets monthly and is comprised of two teachers and two parents. The committee updated and reviewed policies to be presented to the board.

The Lafayette Charter School Board is comprised of a seven-member board, three teachers, three parents, and one community member. The LCS Business Manager and Lead Teachers are non-voting members of the board. The board terms are staggered to prevent a large board turnover. The school board vacancies are announced in September, and an election is held in October. The new board members start their terms in December. New members, who were elected to the board in October of 2018, have completed their mandatory training as was required by MDE. The board has continued the required annual training of members. This year the board training consisted of the following dates and topics: October- process of committees, November- financial responsibility of school, February- values and vision of board, March- Parliamentary Procedures of board, and April- Open Meeting Law and Data Privacy.

**LCS School Board**

**2018-19 Election Date: October 23, 2018**

**2018-19 Seated Month: December 2018**

The teachers include:

Shawn Scherer, Secretary  
526 S. German St.  
New Ulm, MN 56073

Term

2016-19

Tally Clobes  
66557 440th Street  
Fairfax, MN 55332

Term

2017-20

Ashley Walters, Treasurer  
15811 170th Ave.  
New Ulm, MN 56073

Term

2016-19

The parents include:

Brent Lang, Chair  
59483 266th Street  
Winthrop, MN 55396

Term

2017-20

Sam Schwark  
108 S. Broadway  
New Ulm, MN 56073

Term

2015-2018

Lori Peters  
51495 350<sup>th</sup> Street  
Lafayette, MN 56054

Term

2018-2021

The Community Member is:

Mark Haler, Vice Chair      Term  
PO Box 84                      2015-2018  
Lafayette, MN 56054

Heidi Hagstrom                      Term  
34204 515<sup>th</sup> Ave.                      2018-2021  
Lafayette, MN 56054

Natasha Petersen, Lead Teacher, served as ex-officio members to the board.

**Non-Profit Status:** 317A Non-Profit Corporation, Charter Number 1T-75

Teaching & Staff Information

LCS employed 9 teachers during SY 18-19. Administration consisted Mrs. Petersen .50 FTE Lead Teacher, Sub contracted with CliftonLarsonAllen in Business Office.

Tally Clobes  
General Education, Grade K  
File # 340935, Exp. 2018

Barbara Sullivan  
General Education, Grades 1/2  
File # 486733, Exp. 2020

Ashley Walters  
Grades 3/4  
File # 460061, Exp. 2021

Robin Larson  
General Education, Grades 5/6  
File # 434398, Exp. 2018

Angela Hoefft  
Grades 7-8  
File # 506015, Exp. 2022

Shawn Scherer  
General Education, Starland  
File # 474289, Exp. 2018

Stacy Reinhart  
Pre-Kindergarten, ages 4-5  
File # 442804, Exp. 2019

Barb Wenninger  
Phy. Ed. Grades Pre-K-8  
File #316560, Exp. 2021

Natasha Petersen  
Lead Teacher, Title Teacher 4-8  
File # 463837, Exp. 2021

Heather Brandt  
Special Education Grades K-8  
Resource – K-8  
File # 370368, Exp. 2021

**Business Manager**

Lindsey Heine, CliftonLarsonAllen

**Administrative Assistants**

Megan Hoffman and Joyce Reese

**Custodian**

Pat Simon

**Food Service**

Ann Geiseke, Food Service MGR, Head Cook  
Sylvia Reinhart, Assistant Cook

**Special Education/Classroom Para Professionals**

Sandy Hartley, Dawn Turbes, Lauren Morson, Pam Grommersch and Serra Muscatello

**Network and Technology Coordinator**

Lindsey Johnson, Naomi Johnson

**Library**

Stacy Reinhart

**Worlds Greatest Work Force Advisory Committee**

Natasha Petersen- Lead Teacher

Brent Lang - Parent  
 Stacy Reinhart – Parent/Teacher  
 Tally Clobes - General Education Teacher

**Demographics**

Student enrollment included students from Lafayette, Winthrop, Nicollet, Gibbon, New Ulm, Hanska, Fairfax, Klossner and Starland. LCS provided transportation through a contract with New Ulm Bus Lines. Class breakdowns were as follows:

**Student totals include:**

Male	Female	Total
43	48	<b>91</b>
Pre-K.....	14	
Grade K.....	9	
Grade 1.....	10	
Grade 2.....	12	
Grade 3.....	4	
Grade 4.....	13	
Grade 5.....	5	
Grade 6.....	8	
Grade 7.....	12	
Grade 8.....	4	

Special Education Students – 11 (including speech Pre-Kindergarte-8<sup>th</sup> grade)  
 Limited English Proficient – 0

Economic Indicator  
 Free Eligibility . . . . . 37  
 Reduced Eligibility. . 10

District Totals: 51.0%

**Student Enrollment Trend:**

Year	Students
1999 - 2000	36
2000 – 2001	46
2001 – 2002	69
2002 – 2003	85
2003 – 2004	91
2004 – 2005	105
2005 - 2006	102
2006 - 2007	87
2007 – 2008	79
2008 – 2009	83
2009 – 2010	73

Year	Students
2010 – 2011	65
2011 – 2012	82
2012 – 2013	104
2013-2014	104
2014-2015	88
2015-2016	107
2016-2017	100
2017-2018	105
2018-2019	91

**Student Participation**

- LCS attendance record was 93.81%
- During the 2018-2019 school year, LCS had 4 students graduate the eighth grade
- After October 1<sup>st</sup> LCS had 11 students transfer out and 4 enrolled

### **Admissions Procedure**

- All students will be admitted, space available, according to the Open Enrollment Law.
- If one student is admitted, then all siblings shall be given admission when of age.
- The charter school may not limit admission to pupils on the basis of intellectual ability, measures of achievement aptitude, athletic ability, or any other ability.
- The school shall enroll any eligible pupil who submits a timely application, unless the number of applicants exceeds the capacity of the program, class, grade level, or building. In this case, pupils will be accepted by a lot drawing. Once admitted, a student will then be enrolled for subsequent years. Continuing students and their siblings will receive first preference in placement.

### **Program Success/Best Practices**

- LCS employed an on-site technology coordinator.
- LCS maintains a website.
- LCS utilized positive marketing venues and formed a marketing committee.
- LCS continues a school year reading enrichment program.
- LCS continued to hold monthly early out planning to allow teachers professional development and collaboration time.
- LCS met all fiscal reporting deadlines.
- LCS continued to have regular assemblies. Community was fostered through regular assemblies where the entire school comes together to sing, share individual and group accomplishments, and to discuss positive character traits based on our current character education curriculum.
- LCS continued to offer physical education 30 minutes per day.
- The LCS PTO meetings continue to encourage and promote parent involvement and feedback.
- LCS continued to utilize parental involvement and feedback through committees and volunteerism.
- The greenhouse and garden was used as part of our agricultural curriculum studying plants and germination.
- LCS increased community outreach by involving students in multigenerational experiences.
- To create a connection between the community members of Lafayette and the students of LCS, classrooms hosted monthly Community Coffees.
- LCS continued to teach bullying prevention program to our students.
- LCS partnered with Lutheran Social Services, Minnesota Valley Action Council, and Martin Luther College bringing additional personnel to the district.
- LCS students in Pre-K through 8<sup>th</sup> grade participated in both winter and spring musical performances.
- LCS planned and prepared many special events including: talent show, Track and Field Day, and Charter School Week.
- LCS continued a MCA and NWEA Testing Initiatives to increase student motivation. LCS also offered breakfast before the tests.
- LCS contracted with MNDOT to Adopt-a-Highway, cleaning the roadsides twice a year.
- LCS utilized RtI (Response to Intervention) in the areas of math and reading.
- LCS participated in the Farm to School Program.

- LCS employed a part time Title teacher (.40)
- LCS offered breakfast daily to students.
- LCS continued regular in school STEM class and after school programing.
- Tech time was provided two days a week.
- LCS continued the backpack program to provide food to eligible families over the weekend and school breaks.
- LCS student council has about 12 students representing the school.
- LCS utilized Lock Blok.

**Program Challenges/ Changes**

- LCS continued to look for ways to increase parental involvement through technological advancements.
- LCS continued to strive for higher academic performance in the areas of literacy and math with our identified Title and RtI students.
- LCS continued to face challenges in connecting with our parents despite using newsletters, email, Facebook, and phone notification system.
- Starland School leaving district.
- A few families left mid-year.
- Special Education Teacher left mid-year.

**Student Evaluation Plan and Academic Performance**

Lafayette Charter School continues to measure academic progress with the nationally normed, Measures of Academic Progress, or MAP assessment. Fall 2018 MAP score data was compiled and compared to the Spring 2019 data to evaluate student growth and achievement, the compiled test results are included below, showing the percentage of students who meet their growth target for school year 2018/19.

<b>RIT Growth Goal</b>	<b>Math</b>	<b>Reading</b>	<b>Language Arts</b>
2 <sup>nd</sup>	6/12	8/12	8/12
3 <sup>rd</sup> & 4 <sup>th</sup>	9/16	13/16	10/16
5 <sup>th</sup> & 6 <sup>th</sup>	10/13	10/13	7/12
7 <sup>th</sup> & 8 <sup>th</sup>	9/15	9/15	13/15

Standardized testing is conducted on a spring-to-spring basis with a goal to show gains equivalent to or greater than gains made in previous years. MAP tests were administered this spring to be used in the future to articulate academic growth of the students. Minnesota Comprehensive Assessments were administered in spring, 2018. The MCA’s are not listed below due to the small aggregate of groups and data privacy issues.

## **K-2 Literacy Data**

As required by MDE, LCS submitted Literacy Data to the state by July 1<sup>st</sup>, 2019 as follows:

Grade	Test Name	# of students	Average
Kindergarten	Letter Sound	7	Cell size too small
	Phonemic Blending	7	
1 <sup>st</sup> Grade	Decodable Word	10	4/10 = 40%
	Oral Language	10	10/10 = 100%
	Phonemic Blending	10	4/10 = 40%
2 <sup>nd</sup> Grade	High Frequency Words	10	8/10 = 80%
	Reading Fluency	10	8/10 = 80%

## **RtI Data**

LCS continued to use RtI (Response to Intervention) this school year and saw good growth in our students reading fluency and success with this program, not all students met their Target Levels, but growth was seen in all students K-8. The data is shown is a compilation of all students testing data and a class average given.

Grade Level	Name of Test	# of students tested 2017-18	Average Score
Kindergarten	Letter Naming	7	Cell size too small
Kindergarten	Letter Sound	7	
1 <sup>st</sup> & 2 <sup>nd</sup>	Reading Fluency	20	12/20= 60%
3 <sup>rd</sup> & 4 <sup>th</sup>	Reading Fluency	14	12/14= 85.71%
5 <sup>th</sup> & 6 <sup>th</sup>	Reading Fluency	10	Cell size too small
7 <sup>th</sup> & 8 <sup>th</sup>	Reading Fluency	14	13/14= 92.86%
1 <sup>st</sup> & 2 <sup>nd</sup>	Math Computation	20	19/20= 95%
3 <sup>rd</sup> & 4 <sup>th</sup>	Math Computation	14	14/14 = 100%
5 <sup>th</sup> & 6 <sup>th</sup>	Math Computation	10	Cell size too small
7 <sup>th</sup> & 8 <sup>th</sup>	Math Computation	14	12/14 = 85.71%

Lafayette Charter School uses an evaluation model 5D+ (Univ. of Washington) recognized by MDE for annual review of instruction. Each teacher is evaluated by the director every year and every three years goes through an extensive formal evaluation that includes multiple observation throughout the year. Each observation includes a pre and post observation meeting and includes the completion of an extensive rubric. The school's curriculum committee is responsible for the overview and evaluation of curriculum that is used at LCS. They attend monthly meeting to examine a schedule cycle of all curriculum reviews. The school director is evaluated by the school board at the end of each year. The school board uses a rating system based on professional task that are required for director to complete during the year. An objective scoring system is provide along with written subjective feedback that is presented to the director at a summary report meeting.

## **Goals and benchmarks for subgroups**

The school's proficiency rate of free and reduced students is to exceed the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by 10-19 percentage points from the baseline year (2013-14).

### Math

Year	Students Scoring Proficient	Total Students Tested	Lafayette Percent Proficient	State Percent Proficient
2013-2014	7	31	22.58%	44.59%

2017-2018	12	24	50%	37.3%
2018-2019	12	26	46.2%	34.6%

Reading

Year	Students Scoring Proficient	Total Students Tested	Lafayette Percent Proficient	State Percent Proficient
2013-2014	9	31	29.03%	40.69%
2017-2018	13	24	54.2%	41.5%
2018-2019	13	27	48.1%	40.6%

The school's proficiency rate of special education students is to exceed the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by 10-19 percentage points from the baseline year (2013-14).

Math

Year	Students Scoring Proficient	Total Students Tested	Lafayette Percent Proficient	State Percent Proficient
2013-2014			%	%
2017-2018		Cell size too small	%	%
2018-2019		Cell size too small	%	%

Reading

Year	Students Scoring Proficient	Total Students Tested	Lafayette Percent Proficient	State Percent Proficient
2013-2014			%	%
2017-2018		Cell size too small	%	%
2018-2019		Cell size too small	%	%

**Other School Accountability**

Every school has a mission they strive to achieve each and every year. As we all share this in common, the hidden yet most crucial element of our mission is a positive environment. LCS has created and nurtured this environment for the students, staff and community; it was not left to chance. LCS has built this culture through:

- Regular all school assemblies
  - Each assembly focused on a core character education trait and was presented by a classroom.
  - LCS honored ACES of the week for showing strength in the area of academics or character excellence.
  - LCS honored a Physical Education Star of the week for having outstanding qualities participation in daily physical education classes.
  - An Author Spotlight was highlighted showcasing great writing in our school.
- Kindergarten community event
  - The Kindergarten students participated in an intergenerational woodworking project, where they were exposed to different generations and areas of expertise.
- Classrooms

-Classrooms met regularly to discuss and reflect on positive character traits and best practices.  
Outreach to the community

-Lafayette Charter School hosted a multitude of community events in the 2018-19 school year: Red Cross Blood Mobile, Monthly Community Coffee, West Nicollet County Emergency Disaster Site, Summer Library was available weekly, Halloween Party, Easter Egg Hunt.

- Building community
  - LCS opened their building for walking hours.
- Community Experts
  - LCS utilized community experts to enhance the education of our students through exposure to outside resources and experts who work in the field on a daily basis.
- Surveys
  - Parents at LCS were asked to respond to surveys that reflected upon their experience and knowledge of our school. (See attached results.)
- LCS was a member of EdVisions, Minnesota Association of Charter Schools, Region V, River Bend Education District, and Minnesota Association of School Business Officials.

Because of our positive school environment, there was an increase in community involvement as community members felt welcomed and wanted in our school. Citizenship awareness in our students has increased as a result. The school spirit and community pride of LCS embrace all those who visit or attend. As you walk through the building it is apparent that the staff are proud to work here and the students are proud to say they attend Lafayette Charter School. When attending field trips or community outings, positive feedback is shared with LCS staff that reflects on the good character and citizenship of our students. Within our community the spirit is also present as we invite community members and businesses to share in all our school events and community coffees. Through these times the community is able to experience the true spirit of LCS.

## **Report on Goals for 2018-2019**

### *Academic Goals:*

**LCS's Goal #1:** 70-79 percent of students will score Average or above Average on the AIMS WEB Test of Early Literacy for letter naming\*, letter sound\*, phonemic segmentation, and nonsense words fluency.

Year	Number of Average or Above Average Test Results	Total TEL Tests	Percent of Average or Above Average Test Results	Total Students Tested
Baseline 2013-2017	140	162	86.42%	47
2017-2018	44	56	78.57%	14
2018-2019			Cell Size Too Small	

**LCS's Goal # 2:** The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by 10-15 percentage points from the baseline year.

***MCA-Math***

<b>Year</b>	<b>Students Scoring Proficient</b>	<b>Total Students Tested</b>	<b>Lafayette Percent Proficient</b>	<b>State Percent Proficient</b>
Baseline 2013-2017	80	204	39.22%	62.63%
2017-2018	28	52	53.85%	59.99%
2018-2019	20	45	44.44%	56.90%

***MCA-Reading***

<b>Year</b>	<b>Students Scoring Proficient</b>	<b>Total Students Tested</b>	<b>Lafayette Percent Proficient</b>	<b>State Percent Proficient</b>
Baseline 2013-2017	100	204	49.02%	60.59%
2017-2018	28	52	53.85%	61.18%
2018-2019	27	46	58.70%	59.46%

**LCS's Goal # 3:** The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by 10-15 percentage points from the baseline year.

***MCA-Math***

<b>Year</b>	<b>Students Scoring Proficient</b>	<b>Total Students Tested</b>	<b>Lafayette Percent Proficient</b>	<b>State Percent Proficient</b>
Baseline 2013-2017	45	120	37.50%	42.92%
2017-2018	10	22	45.45%	39.36%
2018-2019	12	26	46.15%	35.79%

***MCA-Reading***

<b>Year</b>	<b>Students Scoring Proficient</b>	<b>Total Students Tested</b>	<b>Lafayette Percent Proficient</b>	<b>State Percent Proficient</b>
Baseline 2013-2017	54	120	45.00%	41.58%
2017-2018	12	22	54.55%	42.26%
2018-2019	13	27	48.15%	40.36%

**LCS's Goal # 4:** Students in grades 2-8 will achieve a combined growth of 120-149 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.

***NWEA-Math***

Year	Aggregate of Actual RIT Growth Points Made	Aggregate of Expected RIT Growth Points	Percent of Growth Made	Total Students Below Grade Level Tested
Baseline 2013-2017	1375	1070	128.50%	93
2017-2018	363	297	122.22%	29
2018-2019	268	220	121.82%	22

***NWEA-Reading***

Year	Aggregate of Actual RIT Growth Points Made	Aggregate of Expected RIT Growth Points	Percent of Growth Made	Total Students Below Grade Level Tested
Baseline 2013-2017	824	760	108.42%	71
2017-2018	299	265	112.83%	26
2018-2019	343	246	139.43%	25

***Two Non-Academic Goals***

**LCS's Goal #1:** LCS will strive for 90-94 percent attendance rate for the school year.

Year	Attendance Rate
2018-2019	93.81%

**LCS's Goal #2:** In the Parent Satisfaction Survey 75-89 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.

Year	Number of Parents Agreeing or Strongly Agreeing	Total Number of Parents	Parent Satisfaction Survey Percent	Percent Participation of Parent Respondents
2018-2019	27	27	100.00%	60.00%

**Future Plans:**

**Proposed Goals for 2019-2020**

***Academic Goals:***

**LCS's Goal #1:** 70-79 percent of students will score Average or above Average on the AIMS WEB Test of Early Literacy for letter naming\*, letter sound\*, phonemic segmentation, and nonsense words fluency.

**LCS's Goal # 2:** The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by 10-15 percentage points from the baseline year.

**LCS’s Goal # 3:** The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by 10-15 percentage points from the baseline year.

**LCS’s Goal # 4:** Students in grades 2-8 will achieve a combined growth of 120-149 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.

***Two Non-Academic Goals***

**LCS’s Goal #1:** LCS will strive for 90-94 percent attendance rate for the school year.

**LCS’s Goal #2:** In the Parent Satisfaction Survey 75-89 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.

**Finances**

Overall, LCS is in good financial condition. K-8 enrollment in FY 2018 ended the year at 94. The early childhood program had 13 participants. All expected grants were realized. The unassigned fund balance at year-end was \$351,107 or 34 percent of total General Fund expenditures. This means that the General Fund balance has reserves to cover about four months of expenditures. This healthy financial condition puts LCS in a good position to weather unexpected setbacks and to take advantage of future opportunities.

Questions regarding school finances may be directed to Lindsey Heine, 507-228-8943, [business@lafayettecharter.k12.mn.us](mailto:business@lafayettecharter.k12.mn.us).

**Budget and Financial**

**LCS will continue to budget funds to implement its World’s Best Workforce plan 2019 Expenditures:**

- 1 NWEA testing = \$950
- 2 AIMSWeb = \$455
- 3 IXL on-line learning = \$1,159
4. Professional Development for Teachers (Learning Teams) = 20% of Title I funds...approximately \$3,000.

FY18 Audited Finances	Fund 1	Fund 2	Fund 4
Total Revenues	934,269	54,801	30,444
Total Expenditures	1,007,901	54,743	29,559
Net Income (Loss)	(73,632)	58	885
Total Fund Balance	304,428	6,928	10,383

## World's Best Workforce

### District & School Goals/Benchmarks for Instruction/Student Achievement

It is LCS's goal and intention to improve pupil learning over time. To achieve this purpose by SY 2019-2020, LCS has set four academic goals and two non-academic goals. The district-wide academic goals are:

**LCS's Goal #1:** 70-79 percent of students will score Average or above Average on the AIMS WEB Test of Early Literacy for letter naming\*, letter sound\*, phonemic segmentation, and nonsense words fluency.

**LCS's Goal # 2:** The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by 10-15 percentage points from the baseline year.

**LCS's Goal # 3:** The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by 10-15 percentage points from the baseline year.

**LCS's Goal # 4:** Students in grades 2-8 will achieve a combined growth of 120-149 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.

### System to provide student access to effective teacher who reflect the diversity of enrolled students.

LCS recognizes the importance of hiring, retaining, and developing high-performing staff capable of delivering outstanding instruction. Because of our smaller size we are able to review, examine, and evaluate the equitable distribution of teachers and implemented strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers. In addition, the district will periodically review and evaluate students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district and who reflect the diversity of enrolled students. When hiring staff LCS advertises in both the local community papers and also on a broader scale with EdPost.

### Process for accessing and evaluating student's progress toward meeting state and local academic standards, along with identifying strengths and weaknesses of instruction.

- a. LCS will administer NWEA testing at least twice/school year as one measure of student progress. This will be done in the fall of the year and then in the spring of the year to track progress made by each student over the course of the school year.
- b. LCS will prepare upcoming Kindergarten students by sending home Kindergarten readiness activities in the month of March to help prepare upcoming students for Kindergarten.
- c. LCS will use AIMSweb probes three times during the school year to track all students in reading and math fluency. This probing will be done in fall, end of 2<sup>nd</sup> quarter and middle of 4<sup>th</sup> quarter. This will serve as another measure of students' progress and benchmark indicator.
- d. LCS will administer Early Literacy Testing for our K-2 students three times over the course of the school year. The testing will take place in fall, the end of 2<sup>nd</sup> quarter and the middle of 4<sup>th</sup> quarter. This will also serve as an indicator of students reaching our goal of reading literacy by 3<sup>rd</sup> grade.
- e. LCS students in grades 3-8 will participate in the MCA testing as required by the Dept. of Education. This testing will take place in April and is done yearly. This will also be used as an indicator to see students' growth each year.

**Periodic review and evaluation system for instruction and curriculum, accounting for best practices, student outcomes, and evaluations.**

- a. LCS has a 3 Year Teacher Development & Evaluation Plan with 3 main components of:
  - i. Student engagement
  - ii. Student Learning & Achievement
  - iii. Teacher Practice
- b. The Lead Teacher will meet with staff regularly to review the effectiveness and curriculum. Since seeing how the curriculum aligns to the standards staff have been supplementing materials to meet the grade level standards.

**Strategies for improving instruction, curriculum and student achievement.**

- a. Improving instruction:
  - iv. LCS teachers will participate in regular professional development that will focus on instructional strategies.
  - v. LCS teachers continued to meet as a Professional Learning Team to focus on improved student instruction.
  - vi. LCS teachers will attend the EdVisions Cooperative Conference to network and gain CEU hours for re-licensure.
  - vii. LCS teachers will have the opportunity to attend professional conferences as they meet the needs of the school and each teacher.
  - viii. LCS teachers will participate in peer reviews as part of State Model for Teacher evaluation.
  - ix. LCS teachers use formal and informal assessments in the classroom that help determine whether there is progress towards standards. Staff use these assessments to guide their teaching and to determine if a concept will need to be retaught or if they have mastered the idea.
- b. Curriculum:
  - x. LCS Curriculum Committee, assisted by LCS teachers will document standard alignment with LCS's curriculum.
  - xi. LCS teachers will teach the standards for each core subject, filling in gaps as needed.
  - xii. LCS teachers will use "differentiated instruction" to meet the needs of our learners at LCS.
- c. Student Achievement:
  - xiii. LCS will administer MAP testing in the fall and spring of each school year for all students 2<sup>nd</sup> grade through 8<sup>th</sup> grade. This will serve as our indicator of student growth and achievement as MAP testing provides a RIT target for individual students. LCS teachers will also analyze and use the NWEA data to help guide instruction of students at LCS.
  - xiv. LCS will administer RtI probing in both reading and mathematics for all students at LCS. Students will be probed Fall, Winter & Spring, using this data as one indicator of student progress and identification for those in not making adequate growth.
  - xv. LCS will administer the MCA tests for students in grades 3-8 as defined by MDE. This will show us how LCS students compare to the state average and if students are proficient as defined by MDE.
  - xvi. LCS will subscribe to IXL, and other educational websites that provide comprehensive, standard-aligned math and language arts practice for K-8.
  - xvii. LCS will sponsor a "reading challenge" to encourage students to be reading outside of school as this is one way to increase students fluency rate and vocabulary exposure.

- xviii. As of now LCS does not have any students that are English language learners but if at some point they do have a student LCS will work with the home district to provide services.
- xix. If a student is considered above grade level expectations and the teacher agrees staff at LCS will work together to make sure the student is challenged in order to accelerate their learning.

**Education effectiveness practices: LCS will use the following educational practices:**

- a. Parental involvement – enhancing student learning by encouraging parents to stimulate their child’s intellectual development at home.
- b. Graded homework – homework will be graded, commented on and discussed with students to further their learning and understanding.
- c. Aligned time on task – students will actively work toward achieving their learning goals and educational outcomes.
- d. The use of direct teaching:
  - i. Daily review, homework check and, if necessary, re-teaching
  - ii. Presentation of new content and skills in small steps;
  - iii. Guided student practice with close teacher monitoring;
  - iv. Corrective feedback and instructional reinforcement;
  - v. Independent practice in work at the desk and in homework with a high (more than 90%) success rate;
  - vi. Weekly and monthly reviews.
- e. Tutoring - Teaching one student or a small number with the same abilities and instructional needs, can also be peer tutoring.
- f. Cooperative learning - Students in small, self-instructing groups can support and increase each other’s learning.
- g. Adaptive Education - Adaptive instruction is an integrated diagnostic-prescriptive process that combines several of the preceding practices—tutoring, and co-operative learning, and instruction in learning strategies—into a classroom management system to tailor instruction to individual and small-group needs.
- h. Teaching of learning strategies - enabling the learner monitor and manage their own learning.
- i. Use of Technology – using interactive whiteboards, iPads, and assisted technology to enhance teacher’s lessons and student learning.
- j. Professional Development – monthly time set-aside for teachers to engage in professional development, strategy sharing and data analysis.

**Admission Procedures for Kindergarten**

- a. Lafayette Charter School does not accept applications for kindergarten students who are not age five on or before September 1<sup>st</sup> of the calendar year in which the school year for which the student seeks admission commences.
- b. LCS holds an open house for families looking at attending Kindergarten and during this time they receive an activity packet to help them get ready for Kindergarten.

**Practices that Integrate High Quality Instruction, Rigorous Curriculum, Technology, and a Collaborative Professional Culture**

- a. LCS teachers attend a weekly staff meeting to discuss happenings that week, classrooms and students.
- b. The Curriculum Committee made up of staff and parents meet once a month to look how the curriculum is fulfilling standards.

- c. Students have technology class once a week in which they learn about different technology there is. Each class has tech time three times a week to work on programs specified by teachers.
- d. LCS students have STEM class two times a week where they learn about different types of technology and how to use them.
- e. LCS staff attend professional development opportunities to enhance and keep up to date on technology.
- f. The tech committee made up of staff, parents and the tech coordinator meet monthly to go over needs and other tasks at hand.
- g. LCS teachers are reviewed yearly by both the Lead Teacher and peers.
- h. Each committee includes at least two staff members which meet monthly and report back to the board monthly.

**Student and Parent Satisfaction**

LCS faculty members met on a weekly basis to plan and discuss programming. This provided the faculty with time to evaluate and make changes on an as needed basis.

The Family Survey was conducted in January and provided LCS staff with feedback from our families.

2018/19 Family Survey:

**Family Survey School Year 2018/2019 Results**

LCS strives to meet the needs of our students and families. Please complete the survey below and add any additional comments that would improve the quality of our educational program. Please circle the number for each question; 5 is the highest rating, 3 is average and 1 is low.

**SATISFACTION:**

MY FAMILY’S OVERALL SATISFACTION OF LCS 4.85  
 We had 100% of parents give us a 4 or a 5 on this question.

**RESPECT:**

My child is respected by LCS staff 4.9  
 My child is respected by LCS students 4.75  
 My child has respect for the learning environment 4.85

Example comments: Easy to get a hold of teachers, they know their students well, staff and students always very welcoming and helpful.

**ACADEMIC GROWTH:**

My child has made academic gains this year 4.85  
 My child’s teacher has informed me of my child’s growth this year 4.95  
 My child feels successful at school 4.75

Example Comments: Teachers & staff are aware of weaknesses and have online tool to track grades, test scores and encourage success.

**SCHOOL ENVIRONMENT:**

My child is safe, and comfortable in the LCS learning

Environment	4.75
My family is welcome to be part of the school	4.90
Communication is sufficient between school and home	4.75

Example comments: Teachers and staff are very approachable and helpful. We love you all! I love this school and the experiences my child has had here looking forward to the rest of her years here!

Professional Development 2017/2018:

*Lafayette Charter School's 2018-19  
Professional Development Calendar*

August 20th- August 23rd	Teacher In-Service	LCS Handbook – orientation, Evaluation Process, Reading Buddies/Book Adventure, Bullying Prevention Training & School Culture, Title Services & RtI, Character Education & Character Counts (Assembly, Homeroom), Grad Standards, NWEA, Technology Differential Instruction Response to Intervention Overview, Blood Borne Pathogen, Right to Know & AWARE, MN Standards, & RtI Data Strategy Sharing, Character Ed, etc.
Sept. 14	Teacher Work Day	Teachers worked in classroom
Oct. 12	Early Out	Meeting with Occupational Therapist
Dec. 7	Early Out	Student writing steps and goal presentation
Jan. 11	Early Out	Curriculum alignment work
Feb. 8	EdVisions Conversation Day	Staff picked PD sessions that they wanted to attend
March 8	Professional Development Day	Social studies standard alignment
April 12	Early Out	School safety presentation and meeting
May 10	Early Out	Planning and Input Meeting Topics
May 30-31	Teacher Week	End of the Year Review, NWEA Data Analysis, RtI Data Analysis & Annual Report