



2024-25 Annual Report

Table of Contents

I.	Introduction	1
II.	School Enrollment	2
III.	Student Attrition	3
IV.	Governance and Management	4
V.	Training Board Members Attended	5
VI.	Results of Annual Assessment of Board Performance	5
VII.	Professional Development Plan of Leadership.....	5
VIII.	Staffing	6
IX.	Finances	8
X.	Academic Performance, including Student Achievement Goals and Success in Realizing the Goals and Related Benchmarks, and Local Assessment Outcomes	10
XI.	Improvement Plans Leading to the World’s Best Workforce.....	14
XII.	Innovative Practices and Implementation	14
XIII.	Plans, Strategies and Practices for Improving Curriculum and Instruction and Cultural Competency	15
XIV.	Efforts to Equitably Distribute Diverse, Effective, and In-field Teachers	17
XV.	Future Plans	17

Introduction

Escuela Éxitos opened in fall of 2021 in New Hope, Minnesota in response to a need and demand for immersion programs, particularly among immigrant families whose children were not making academic progress necessary to be on track to graduate and be college and career ready and who desired a two-way (English-Spanish) language immersion program to accelerate learning and ensure there was no loss of language or culture.

The mission of Escuela Éxitos is to develop bilingual, bi-literate and multicultural students who have an appreciation for diversity, equity, integration and inclusion and a perspective that will allow them to be successful as a workforce and community member in any global market or economy. By being globally aware and socially responsible, our students will be able to solve problems of the future by communicating and working collaboratively across multiple cultures and communities.

The vision is to create a community school that through bilingual education grants dreams, saves lives, and gives power and freedom to all stakeholders by developing future leaders ready to change the world.

Escuela Éxitos is meeting the primary purpose of improving all student achievement and all pupil learning by preparing students for success in an increasingly diverse and global economy.

We develop students who are globally aware and socially responsible, with the skills to communicate and collaborate across cultures and communities in solving the problems of the future.

- Dual Language Immersion
- Personalized Learning
- Inclusive School Culture
- Prepared for the Future

Escuela Éxitos is meeting the additional purposes for which it was chartered in the following ways.

Escuela Éxitos increased learning opportunities for all students by providing a two-way (dual) English and Spanish immersion language program equipping our students the tools to excel in English and in Spanish, unlocking a world of opportunities for them in an increasing global community.

Escuela Éxitos encouraged the use of different and innovative teaching methods by providing for professional learning community activities focused on facilitating sharing of effective, different and innovative teacher practices.

Escuela Éxitos created new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site by providing for an instructional leader to facilitate teacher leadership at the school.

The authorizer of Escuela Éxitos is Novation Education Opportunities (NEO). NEO oversees, monitors and evaluated the performance of Escuela Éxitos in the areas of academics, school climate, operations and compliance, governance and finance.

Authorizer Contact Information:
 Novation Education Opportunities
 (612) 889-2103
 3432 Denmark Avenue
 Eagan, MN
 55123

School Enrollment

Escuela Éxitos opened its doors in 2021 with 101 students and ended its first year with 110. We started the 2022 year with 136 and ended that year with 157 students. In 2023, year 3, we started the year with 206 students and ended the year with 238 students. The start of the 2024 academic school year can be viewed from two lenses. One of worry, since we started the year with less students than what we ended with or of continued success in enrollment as we lost 35 of our new Ecuadorian students and 24 eighth grade students who left us a part of our first graduating class. The fact that we started the school year with 234 students, only 4 less than what we ended the year with, means that we enrolled 55 students. The trend to end the year with more students than we started with and to start the following year with more students than what we ended with, continued to hold true for this 25-26 academic school year. Additionally, we expect to continue to see an increase in student enrollment starting in January and throughout the rest of the year.

YR1	YR2	YR3	YR4	YR5
21-22	22-23	23-24	24-25	25-26
101	136	206	234	262
110	157	238	245	280

Enrollment End of 2024-2025

Grade	Number of Students Served
KG	32
1	37
2	39
3	31
4	23
5	25
6	18
7	10
8	19
All Grades	234

Enrollment Start of 2025-2026

Grade	Number of Students Served
KG	35
1	30
2	38
3	38
4	31
5	25
6	28
7	21
8	16
All Grades	262

Escuela Exitos serves the following focus groups.

Focus Group	Percent
English learner	82.04%
Special education	8.16%
Free/Reduced-Price meals	87.35%
Homeless	14.29%
Hispanic or Latino	93.88%
Black or African American	4.90%
White	1.22%
Two or More Races	4.90%

Student Attrition

Our student attrition once the school year begins is very low, in fact, once the school year begins most of our families that start the school year not only finish it, but become advocates of the school and refer other families. This pattern has been observed all 4 years as evident by the fact that we have ended each year with more students than we began with.

Based on the March 2025 Parent Satisfaction Survey, we were expecting once again a low attrition percent since nearly 87% of the families committed to return and re-enroll their students. We prepared for the loss of our 21 Eighth graders and successfully recruited and enrolled 35 new kinder students.

Despite a quality academic immersion program and a safe teaching and learning environment, our small school with its 96% minority student population struggles in the recruitment of monolingual non-minority students and this along with the misbelief by many out there that assimilation is the best way to learn English, despite what the data says about Two-Way Dual Language Programs. We have started an afterschool volleyball team to promote sport and an afterschool choir program all to increase retention. Though the demand for an Immersion School is there, families are still not convinced this is the best choice school for their children.

Since the beginning of the current 25-26 school year, we have lost several students to moving out of our transportation area and out of state. However, we have enrolled more students than we have lost.

Governance and Management

Escuela Éxitos had board elections at the end of the 23-24 school year, and this board began its service in June 2024. Sam Pfeifer (Board Chair) and Ingris Orozco (Teacher) were reelected. Collen Klein was elected as a new teacher board member, and both Dana Cork and Carmen Sarmiento were elected as parent board members. However, due to Dana Cork becoming an

employee of the school and Carmen Sarmiento not being able to fulfill her role as a Board Member, they were replaced by Kenia Perez and Angela Redus who will finish the term of the parents they replaced. We thank Dana and Carmen for their services and are looking forward to Angela and Kenia serving in the best interest of students for the remaining of this year which is the end of their seats term.

The Escuela Éxitos Board of Directors decides matters related to operations of the school, including, but not limited to, budgeting, curriculum, and operating policies.

All meetings of the Escuela Éxitos Board of Directors have complied with the Minnesota Open Meeting Law, Minnesota Statutes, Chapter 13D.

The Escuela Éxitos Board of Directors has demonstrated good governance practices of a viable organization as measured by indicators including but not limited to: ongoing training for the Board of Directors, proper oversight by the Board of Directors, active participation by members of the Board of Directors, adopting of required policies, self-evaluation, and evaluation of the school administrator(s).

Current Board Members

Name	Officer Position	Seat
Angela Redus	Board Member	Parent
Colleen Klein	Treasurer	Teacher
Ingris Orozco	Co-Treasurer	Teacher
Sam Pfeifer	Chair & Secretary	Community Member
Kenia Perez	Student Data	Parent

Board Members in 2024-25

Name	Officer Position	Seat
Carmen Sarmiento	Board Member	Parent
Colleen Klein	Treasurer	Teacher
Ingris Orozco	Co-Treasurer	Teacher
Sam Pfeifer	Chair & Secretary	Community Member
Dana Cork	Student Data	Parent

Training Board Members Attended

Name	Training Attended since elected in 2024
Carmen Sarmiento	Has initiated MN Charter Board Training Modules

Colleen Klein	Has initiated MN Charter Board Training Modules
Ingris Orozco	Has completed all MN Charter Board Training Modules
Sam Pfeifer	Has completed all MN Charter Board Training Modules
Dana Cork	Has commenced MN Charter Board Training Modules
Name	Training Attended prior to serving in 2025
Kenia Perez	Completed initiated MN Charter Board Training Modules
Angela Redus	Completed initiated MN Charter Board Training Modules

Results of Annual Assessment of Board Performance

The school board adopted a new Board Self-Evaluation, and it assessed/obtained each Individual Board Member feedback on the Performance of the School Board as a whole with the following areas of focus:

- Board Relationship with the Executive Director
- Board Relationship with the Community
- Board Relationship between Member during Meeting
- Board Relationship with Staff and Personnel
- Board Relationship with Financial Management of the School

Professional Development Plan of Leadership

The Executive Director of Escuela Éxitos, Luis Vanegas, has a Master's Degree in Educational Administration and Supervision, a Bachelor's Degree in Elementary Education and Teacher, and a Dual Language and Immersion Certificate from the University of Minnesota. He also has more than 22 years' successful experience and expertise in bilingual education and is proficient with 5 languages.

He engages in the following professional development plan.

a) *instruction and assessment;*

The Executive Director meets weekly with the Instructional Leader to improve academic oversight and evaluation of student achievement and learning.

b) *human resource and personnel management;*

The Executive Director

c) *financial management;*

The Executive Director meets monthly with the Board Treasurer and financial service provider to improve financial oversight and evaluation of school financial performance.

d) legal and compliance management;

The Executive Director meets quarterly with the school's legal counsel and monthly with the school's authorizer to improve legal and compliance management.

e) effective communication; and

The Executive Director meets weekly with the school's staff and with the parents of students to improve student academic achievement when required. Effective communication is ensured through the school website, the SIS and notes home. In addition, the Executive Director analyzes the results of staff and parent surveys to identify strengths and opportunities for improvement and creates an action plan in response to the survey results.

f) board, authorizer, and community relationships.

The Executive Director meets monthly with the school's board and monthly with the school's authorizer and parents to improve relationships.

Staffing

Escuela Éxitos follows the intent of all federal, state, and local employment laws and is committed to equal employment opportunity.

To that end, the Board of Directors and Executive Director of Escuela Éxitos will not discriminate against any employee or applicant in a manner that violates the laws.

Escuela Éxitos has been committed to providing equal opportunity for all employees and applicants without regard to race, color, religion, national origin, sex, age, marital status, sexual orientation, disability, political affiliation, personal appearance, family responsibilities, matriculation, or any other characteristic protected under federal, state, or local law.

Each person is evaluated on the basis of personal skill and merit.

Escuela Éxitos' policy regarding equal employment opportunity applies to all aspects of employment, including recruitment, hiring, job assignments, promotions, working conditions, scheduling, benefits, wage and salary administration, disciplinary action, termination, and social, educational, and recreational programs.

The Executive Director acts as the responsible agent in the full implementation of the Equal Employment Opportunity policy. To address the nationwide teacher shortage, Escuela Éxitos partners with the Minnesota Department of Education Overseas Teacher program and Amity to recruit qualified bilingual teachers. The recruitment of 3 Specialists (music, art, and Spanish/English literacy) was our priority.

With the growth of enrollment, the loss of 6 teachers and the need to expand our 2nd and 3rd grade classrooms to two each, this year we recruited 11 new teachers. Two from Mexico through the MDE teacher exchange program, three local teachers, four through Amity (from Colombia, Ecuador and Guatemala), and two resent residents from Cuba.

2025-26 Staffing

Name	Position	Local	Licensed In	Tenure	Teacher License #
Ingris Orozco	Kindergarten	Y	Guatemala	4 yrs	1012804
Vanessa Villaran	Kindergarten	N	Peru	3 yrs	1013304
Priscilla Barrientos	First Grade	Y	USA	1 yr	1036556
Marian Aranguren	First Grade	Y	Venezuela	2 yrs	1025810
Grace Navratil	Second Grade	Y	USA	1 yr	1016956
Jose Gomez	Second Grade	N	Mexico	First Yr	1036980
Maria Moscoso	Third Grade	N	Ecuador	1 yr	1036981
Maylin Soto	Third Grade	N	Guatemala	1 yr	1036979
Claudia Juarez	Fourth Grade	N	Mexico	1 yr	1036812
Luz Casillas	Fourth Grade	N	Mexico	First Yr	1038164
Gabriela Garcia	Fifth Grade	N	Ecuador	4 yr	1013184
Patricia Belaunde	MS – 6 Sci.	Y	Bolivia	1 yr	1036417
Patricia Ramirez	MS – 7 Math + ELA	N	Mexico	2 yrs	1029331
Silvia Taipe	MS – 8 S.S. + ELA	Y	Ecuador	3 yrs	1019628
Carlos Navia	Physical Education	N	Colombia	First Yr	1047050
Diana Antonio	Spanish/English + 6ELA	N	Mexico	First Yr	1045581
Raul Hooker Pardo	Music	Y	Colombia	First Yr	1030316
Lenin Fuertes	Art	Y	Ecuador	First Yr	1045102
Colleen Klein	Special Education	Y	USA	4 yrs	0466193
Ivania Torres	Special Education	Y	Venezuela	First Yr	Staff
Dana Cork	SPED EA	Y	USA	First Yr	Staff
Marbia Centeno	SPED EA	Y	Nicaragua	First Yr	Staff
Miguel Lopez	SPED EA	Y	Mexico	First Yr	Staff
Issneidy Perez	SPED EA	Y	Venezuela	First Yr	Staff
Maria Castillo	Title III Staff	N	Mexico	First Yr	1044849
Kelly Valero	Gen. Ed. EA	Y	Venezuela	4 yrs	Staff
Edglys Muñoz	Secretary	Y	Venezuela	2 yr	Staff
Luis Vanegas	Executive Director	Y	Nicaragua	6 yrs	0474677

Exchange teachers here anywhere from 1 – 5 years

Finances

Escuela Éxitos success in the management of its finances is due to a conservative and diligent management of school funds. This careful management of expenses that continues to be without challenges has been achieved because of strong partnerships with multiple vendors and our continued support from our families who have been instrumental in our growth in enrollment.

Today at the end of our fourth year of operations we once again ended with close to a 23 % positive fund balance which puts us in line to exceed a total cumulative of 55% by the end of the 5th year of operation. The board can be assured that as funding becomes available, it will be spent first on our most valuable assets, our teachers and with students' best interest in mind.

Successful Partnership

Novation Education Opportunities (NEO) for its continued support and guidance through this fourth year and for not giving up on us.

USFAAF and its entire staff who work diligently for us, every day. We could be telling another story if they were not our accounting and payroll.

CLA for believing in us and for keeping us as a client for our 3rd audit. Today at the conclusion of our 3rd audit, we expect all reports to be turned into MDE on time.

Charter School Development Corporation (CSDC) now known as and moving forward as 22Beacoin for its support in working with the school financially (specifically around our building lease). We are still under our targeted enrollment goal but are meeting our new growth projections and did not have to ask for any deferrals on our original lease plan. We look forward to our continued collaboration and new lease that benefits all.

Bille Bus Transportation for continuing to provided transportation at a significantly reduced price. Without them, we would not have been able to provide transportation to 92% of our students as only 8% of our families have opted to transport their children. Though transportation is our second biggest cost/expense, and the increase in students, Bille Bus has agreed NOT TO increase our per day cost per vehicle for this coming year, we are still paying less than other districts or schools.

Highland Bank and all other banks who believed in our Mission and Vision and our ability to close the achievement gap for minority students in a state where this has not been able to be accomplished.

CKC Food and other vendors for understanding that growth will impact on how we serve food and the need to maintain a functioning kitchen. This past fourth year we saw an increase in student participation, which means that the flexibility to change the breakfast and lunch menu has had an impact. We believe CKC will continue to support and advise us on how to best keep a strong food service programs during times of student growth.

Successful Strategies

1. The decision and initiative of the school to seek and hire Highly Qualified Teachers from out of country has contributed in a positive way to two key areas, ensuring a successful first year of school.
 - a. This strategy has allowed us to find and recruit teachers during a nationwide teacher shortage
 - b. Allowed us to hire and retain teachers at an annual salary that is within budget.

The J1 Visa teacher exchange program is one that we will continue to utilize. We will be increasing our partner agencies to recruit J1 teachers to 4 this coming year.

2. Using collaborative strategies to increase student engagement and learning using all four domains of language acquisition (Reading, Listening, Speaking and Writing).
3. Form community partnerships with business and use a positive approach to in these partnerships with a “glass half-full” mentality and the belief that if you don’t ask you never know and that worst they can say is “no” as is relates to supporting the school in multiple aspects.

Challenges

This past year, the biggest challenge was the cultural challenge new J1 teachers face their first year and the need to have strong classroom management skills as well as a higher level of English as it relates to communicating with parents regarding student performance and behavior.

Moving forward and every year we will continue to face challenges in the areas of:

1. **Enrollment** – Retaining students and recruiting new students is the key to our success. We need to maintain a healthy growth to reach the buildings capacity of 420 students but ensure that growth is not too fast that we are not able to hire Highly Qualified teachers.
2. **Achievement** – Increased enrollment means new students, who for the most part, are not at grade level and not meeting standards. We need to keep track of student performance by years of length they have been with us an in our program.
3. **Staffing** – We must retain our best teachers and keep hiring new staff. There is a potential that eventually we will have all our teachers be from here but must weight that against all a teacher from an exchange program can bring to our school and students.
4. **Read ACT** – Though the Read Act has the best intentions in mind, considering that public school in Minnesota have not been able to close the achievement gap or Minority and ELL learners. It is a challenge because you can’t fit a square peg in the circle. Our Two-Way Dual Language Immersion program is the best model for language acquisition, and we know that two languages can be learned simultaneously. We hope our data can do the talking for us and that MDE realizes that by allowing us to implement our

approach to literacy, students will meet academic goals and they will achieve to a level where the achievement gap will be narrowed.

Academic Performance, Student Achievement Goals and Success in Realizing the Goals and Related Benchmarks, and Local Assessment Outcomes

All Students Ready for School

Goal	Result	Goal Status
<ul style="list-style-type: none"> Specific: <p>The goals target the achievement of Kindergarten students on math and reading foundation standards. In Math (Count to 100 E/S, Recognize # to 31, Add/Subtract to and from 10). In Reading (Letter names E/S – in upper and lower case, letter sound E/S and Open Ended syllables in Spanish).</p> <ul style="list-style-type: none"> Measurable: <p>Exemplary: More than 75% of Kindergarten students meet the learning targets. Satisfactory: 60-75% of Kindergarten students meet the learning targets in the combined fiscal years 2022-FY 2025. Not Satisfactory: Less than 60% of Kindergarten students meet the learning targets.</p> <ul style="list-style-type: none"> Achievable: <p>The goals are set with clear percentage-based targets for student achievement.</p> <ul style="list-style-type: none"> Relevant: 	<p>For the combined FY22 – FY25:</p> <ul style="list-style-type: none"> 72% of our students met the specific target goals and standards in reading 83% of our students met the specific target goals and standards in math <p>For the FY25:</p> <ul style="list-style-type: none"> 71% of our students met the specific target goals and standards in reading 80% of our students met the specific target goals and standards in math 	<p>On Track (multi-year goal)</p> <p>On Track (yearly goal)</p>

Goal	Result	Goal Status
<p>The goals are relevant to early numeracy, a critical component of early childhood education.</p> <ul style="list-style-type: none"> Time-Bound: <p>The goals are framed within a specific timeframe, culminating in the fiscal year 2025.</p> <p>75% of Kindergarten students meet Learning Targets</p>		

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<ul style="list-style-type: none"> Specific: <p>The goals are for the school's MCA-Reading proficiency rate in Grades 3-8 as compared to the Robbinsdale district average for the EL group.</p> <ul style="list-style-type: none"> Measurable: <p>Exemplary: School's proficiency rate is more than 10 percentage points above the Robbinsdale district average. Satisfactory: School's proficiency rate exceeds the Robbinsdale district average by up to 10 percentage points. Not Satisfactory: School's proficiency rate does not exceed the Robbinsdale district average.</p> <ul style="list-style-type: none"> Achievable: <p>The goals are realistic, with a structured comparison to the district's proficiency rates.</p> <ul style="list-style-type: none"> Relevant: <p>The goals are directly relevant to improving student reading proficiency, a fundamental academic skill.</p>	<p>Our program is a 90/10 program and teaches student how to read by 3rd grade in Spanish. Proficient readers in 3rd grade are able to transfer learned skills and become proficient readers in English.</p> <p>Reading English</p> <p>Observed RIT Growth 10 pts from fall 23 to fall 24</p> <p>Reading Spanish</p> <p>Observed RIT Growth 18 pts from fall 23 to fall 24</p>	On Track (multi-year goal)

Goal	Result	Goal Status
<ul style="list-style-type: none"> Time-Bound: <p>The results are reported annually, providing clear benchmarks for each school year.</p> <p>Students' growth rate and performance on NWEA is within the National Averages (slightly below, at or just above)</p>		

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<ul style="list-style-type: none"> Specific: <p>The goal is set for the school's EL focus group's proficiency rate in MCA-Math as compared to the Robbinsdale district average.</p> <ul style="list-style-type: none"> Measurable: <p>Exemplary: School's proficiency rate is more than 10 percentage points above the Robbinsdale district average. Satisfactory: School's proficiency rate exceeds the Robbinsdale district average by up to 10 percentage points. Not Satisfactory: School's proficiency rate does not exceed the Robbinsdale district average.</p> <ul style="list-style-type: none"> Achievable: <p>The goal is structured, aiming for a proficiency rate that is competitive with or exceeds the district average.</p>	<p>ELL Progress towards ELP is 59.7%</p> <ul style="list-style-type: none"> 13.5% higher than the state. 17.95% higher than Robbinsdale Public Schools <p>Maintain proficiency or increase performance level</p> <p>Reading</p> <ul style="list-style-type: none"> 29% of student with the school 2yrs 39% of the students with the school 3 yrs <p>Math</p> <ul style="list-style-type: none"> 20% of student with the school 2yrs 36% of the students with the school 3 yrs 	On Track (multi-year goal)

Goal	Result	Goal Status
<ul style="list-style-type: none"> Relevant: <p>The goal is relevant to the academic success of English Learners, focusing on a core subject area of math.</p> <ul style="list-style-type: none"> Time-Bound: <p>The data is reported annually, allowing for yearly tracking and comparison.</p> <p>Éxitos Proficiency rate is more than 10% points above Robbinsdale School District</p> <p>% of students maintaining proficiency level or increasing achievement is higher than the state or Robbinsdale</p> <p>Éxitos ELL gain proficiency or increase language knowledge at a higher rate than the state or Robbinsdale</p> <p>Éxitos student growth as tracked by NWEA exceeds National Averages</p>	<p>Exceeding National Growth to close achievement gap</p> <p>Reading English</p> <p>K – N/A 1 – < 2 – < 3 – V 4 – < 5 – > 6 – > 7 – > 8 – ></p> <p>Math</p> <p>K – N/A 1 – = 2 – < 3 – < 4 – > 5 – > 6 – > 7 – > 8 – ></p>	

All Students Graduate and are Career and College-Ready by Graduation

Goal	Result	Goal Status
<ul style="list-style-type: none"> Specific: <p>The goals are specific to students below grade level in reading, aiming to meet growth targets on the NWEA MAP assessment.</p> <ul style="list-style-type: none"> Measurable: <p>Exemplary: More than 60% of</p>	<p>FY24</p> <p>25% of our students (6) were admitted/accepted in Cristo Rey and De La Salle, two of the best High School's in Minnesota and schools that have 100% graduation rates with 100% of students being College or Career ready.</p>	On Track (multi-year goal)

Goal	Result	Goal Status
<p>students below grade level achieve their expected NWEA growth target. Satisfactory: 50-60% of students below grade level make their expected NWEA growth target. Not Satisfactory: Less than 50% of students below grade level reach their expected NWEA growth target.</p> <ul style="list-style-type: none"> • Achievable: <p>The goals are established with clear thresholds that can be met with appropriate educational support.</p> <ul style="list-style-type: none"> • Relevant: <p>The focus on reading growth is highly relevant, as literacy is a fundamental educational benchmark.</p> <ul style="list-style-type: none"> • Time-Bound: <p>These are annual targets, aiming for growth from the fall to the spring within a single academic year.</p> <p>More Than 60% of students below grade level achieve their expected Growth</p> <p>School student attendance (an indicator linked to graduation percentages) is above 90%</p> <p>Percent of students accepted to Highly Ranked HS with over 95% graduation rates will be greater than 25%</p>	<p>With a state average of 60% Hispanic students graduating, we can expect that 11 more of our students that went to High School to graduate. In total 17 of our students are on track to graduate. With a graduation rate of 71%, our students will exceed the state average by 11%</p> <p>FY25 40% of our students (9) were admitted/accepted in Cristo Rey and De La Salle this year.</p> <p>With a state average of 60% Hispanic students graduating, we can expect that 7 more of our students that went to High School to graduate. In total 16 of our students are on track to graduate. With a graduation rate of 76%, our students will exceed the state average by 16%. This also is an increase of 5% from last year.</p> <p>Attendance</p> <p>FY22 – 89.86%</p> <p>FY23 – 93.09%</p> <p>FY24 – 91.09%</p> <p>FY25 – 91.23%</p>	

Improvement Plans Leading to the World's Best Workforce

All Students Ready for School

Escuela Éxitos provided a two-way English-Spanish immersion program with small class sizes which afforded individualized instruction to accelerate student learning so that all students have the literacy and numeracy skills to achieve grade-level proficiency and be ready for school in the following years.

All Students in Third Grade Achieving Grade-Level Literacy

Escuela Éxitos provided a two-way English-Spanish immersion program with small class sizes which afforded individualized instruction to accelerate student learning so that all students have the literacy skills in listening, speaking, reading and writing to achieve grade-level literacy.

Close the Achievement Gap(s) Between Student Groups

Escuela Éxitos provided a two-way English-Spanish immersion program with small class sizes which afforded individualized instruction to accelerate student learning so that achievement gaps between student groups in Minnesota are eliminated.

All Students Graduate and are Career and College-Ready by Graduation

Escuela Éxitos provided a two-way English-Spanish immersion program with small class sizes which afforded individualized instruction to accelerate student learning so that all students have the language and other academic skills to be on track to graduate career and college ready and proficient in English and Spanish.

Innovative Practices and Implementation

Escuela Éxitos provided a two-way English-Spanish immersion program. Rather than one Spanish language class, Escuela Éxitos provides instruction two ways in all subject areas- in Spanish and English.

In addition, Escuela Éxitos provided a program for parents who want to learn Spanish and English.

Escuela Éxitos combined several elements to create a unique model that provided opportunity for children from underserved populations and began equipping them with the tools and knowledge to succeed and lead in the 21st century, while providing a culturally and linguistically competent learning environment.

Foundational to the Escuela Éxitos program structure are the three core goals of dual language education: grade level academic achievement, bilingualism and biliteracy, and sociocultural competence.

Key dimensions of our model that continued to be implemented in SY 2023-24 include:

- Personalized student-centered learning, including individual learner profiles and paths, a flexible learning environment, progress based on mastery of learning, student ownership of learning and significant opportunity for both voice and choice by students.
- Two-way dual language immersion for language and literacy learning that ensures all students emerge as bilingual and biliterate.
- Global curriculum and related experiences that ensure students have an understanding of world issues and the confidence and skills to contribute solutions to global problems.
- 21st century skill development that provides students with the tools and abilities to thrive in a global society.
- Academically rigorous content and high expectations that ensure students can thrive in a global economy.
- Significant community and family engagement with authentic involvement in shaping the school model.

Implementation of Additional Purposes

In addition to its main purpose, Escuela Éxitos support two additional objectives from Statute/Legislation:

1. encourage the use of different and innovative teaching methods;
2. increasing learning for all pupils

To support teacher further, Escuela Éxitos provides to new and returning teachers training and professional development around Kagan Collaborative Practices that encourage the use of all 4 domains of language acquisition: Listening, Speaking, Reading and Writing. Furthermore, Kagan Collaborative Practices promotes teamwork and collaboration through all its strategies. As this is a new concept or way of teaching for many of our international teachers, which are used to a Montessori style of teaching we invest time in Professional Development that focuses on these teachings.

By the use of Kagan structures in the classroom and through our Two-Way Dual Language model, all students (even REAL – Recently Arrived Learners) are able to participate in active learning from day one. Kagan structures promote participation by all students and creates a student center classroom vs a teacher centered one. Learning increases significantly as teacher are able to observe overt behaviors of student learning in all 4 domains.

Finally, we increase student learning by helping student make cross-linguistic connections between both languages (Spanish and English), which focuses heavily on skills and abilities a student already has and not the assumption that skills have to be learned again. A Spanish speaking student who can decode and reads fluently in Spanish, can decode and read English with 82% accuracy (using short-vowel sounds). To help make this cross-linguistic connections we provide students with a list of relevant (content based) cognates and teach our parents this connection so that they can further encourage their children in language mastery.

Plans, Strategies and Practices for Improving Curriculum and Instruction and Cultural Competency

Escuela Éxitos improved curriculum and instruction and cultural competency with a leadership team that includes the school leader who is proficient in the primary home languages of the families of the students and an instructional leader who is an expert in curriculum and instruction. Together, this leadership team connected and engaged families with the instruction and curriculum and student learning.

Diversity training was incorporated into the professional development, prior to the start of school and in one of the early professional development days.

Escuela Éxitos encouraged staff members to talk about issues of diversity, values, and social justice within their Professional Learning Community. We regularly discussed strategies and practices that were implemented to enhance our ability to respond to issues of diversity, values, and social justice.

Escuela Éxitos modeled equity beliefs for staff members. The school leadership attitudes toward equity not only affect policy but also influence teachers' beliefs and practices. In modeling those beliefs through daily interactions with staff members, students, and parents, school leaders must be willing to confront racist language and racial stereotypes and by also treating all stakeholders- students, staff, and parents- with respect.

Escuela Éxitos clarified misconceptions about equity.

Escuela Éxitos created a safe, affirming school environment. School leaders must move beyond legal compliance to create an environment in which all students feel welcomed and valued. This involved creating support networks for students who may be subject to harassment because of cultural, sexual, disabilities, or gender identity. Taking a moral stand on issues such as these models expected behaviors and sets the standard for professionals.

Students in racial and ethnic groups and/or with disabilities who transferred to Escuela Éxitos from other schools continue to reported that they had experienced the following challenges to academic achievement:

- Systematic policies, practices and stereotypes work against children and youth of color to affect their opportunity for achieving educational success.
- Failure to have high expectations of students
- Failure to listen to students
- Failure to recognize and accommodate cultural differences of students
- Failure to accommodate parents of students
- Failure to value languages and other assets of students and their families
- Access to resources
- Access to instruction and assessment

In response, Escuela Éxitos adopted the equity and inclusion plans for addressing these challenges to academic achievement.

We developed and reviewed school policies and practices through an equity lens. The first issue that needed to be addressed was accessibility to the policies and practices, such as those included in the parent/student handbook. We translated the handbook into the primary languages of the students served and worked with translators to ensure families could access school information.

We required that all staff participate in equity and inclusion staff development where we addressed the issues of high expectations, listening, recognizing and accommodating cultural differences, and respecting language and other assets of the families served.

We coordinated services with community organizations to help ensure that families and students who needed food, clothing, shelter, medical assistance, and other supports could access them.

We have begun to develop bilingual, bi-literate and multicultural students who have an appreciation for diversity, equity, integration and inclusion and a perspective that will allow them to be successful as a workforce and community member in any global market or economy.

We valued a student's language and allowed them to use it in class and viewed multilingualism as an asset which helped deepen the student teacher relationship and set the stage for academic equity and equality.

We ensured our instructional techniques included effective multi-lingual strategies and culturally relevant instruction.

We engaged families in their own language (through our Language Focused Parent Engagement and Early Family Literacy plan) and provided them with the tools to help their children in early literacy. We acknowledged that a student's proficient oral skills in English, does not equate to proficiency in Reading, Writing and Comprehension. Respect, tolerance and equity are part of our foundation.

Escuela Exitos utilized the Equity-Focused Charter School Authorizing Toolkit prepared by Research for Action, November 2019, to create an Equity Plan Framework for monitoring and adjusting to ensure an equity focus.

Finally, we focused on the biggest reason why students transferred to our school this year. Student safety and feeling of belonging.

Efforts to Equitably Distribute Diverse, Effective, and In-field Teachers

Escuela Éxitos employs a school leader, teachers and staff who are representative of the students the school serves and speak the targeted languages of immersion (Spanish and English) and who also speak the primary home languages of 85% of the students and families we serve. This allows for effective communication with all stake-holders.

The fact that 93% of the staff are biliterate, minority and come from (origin) different Latin American countries contribute to the diverse, and effective operation of the school and allows us to take full advantage of the bilingual curriculum, and facilitates the ability to provide effective professional development to the teachers.

To deal with the teacher shortage, we commit to continue using the same recruitment strategies to ensure a diverse, highly qualified licensed teaching workforce that is representative of our students and speak both languages. Having effective teacher leaders is essential to our success. Especially when they understand that in a small school as ours, they have to wear multiple hats.

Future Plans

Escuela Éxitos has a board-adopted World's Best Workforce Strategic Plan. In addition to this plan, we will continue to focus on:

1. Engaging parents in the education process and hold parent accountable to the higher standards of expectation
2. Implementing personalized interventions that will allow each student to learn the required strategies they need to close their academic gap
3. Promote, communicate and hold students and parents accountable for attendance and the development of good school habits that transfer as life skills in the workplace.
4. Maintain fidelity to the 90/10 Two-Way Dual Language Immersion program that will ensure readers by 3rd grade in both languages
5. Personalized learning so that all students succeed
6. Increase parent engagement and keep promoting biliteracy for all by maintaining and providing English classes for our Spanish speaking parents and Spanish classes for our English speaking parents
7. Maintain a Safe Teaching and Learning Environment where all are respected and building relationships is a priority
8. High Expectations for all: Staff, Students, Parents and Community Partners