



2022-23 WBWF/Annual Report

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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 with 101 students and ended this year with 157 students. Our attrition rate was half of last years and with our continued recruitment efforts we opened our door with 206 students.

Enrollment End of 2022-2023

Grade	Number of Students Served
KG	31
1	20
2	21
3	21
4	18
5	8
6	14
7	24
All Grades	157

Enrollment Start of 2023-2024

Grade	Number of Students Served
KG	26
1	36
2	25
3	23
4	28
5	23
6	10
7	15
8	20
All Grades	206

Escuela Exitos serves the following focus groups.

Focus Group	Percent
English learner	85.3%
Special education	14.6%
Free/Reduced-Price meals	93.3%
Homeless	13.3%
Hispanic or Latino	89.17%
Black or African American	10.82%
White	4%
Two or More Races	6%

Student Attrition

The school overcame the challenges presented when it opened and was able to navigate through each of its challenges from statewide staffing shortages to challenges with a shortage of bus drivers and consistency in the transportation services provided by the different vendors in the industry, and a higher-than-normal attrition rate due to student mobility and size of the school. Additionally, it has not been easy to recover and we are still trying to come back from our initial shortfall of enrolling and starting the year with 165 students for the 2021-2022 school year. However, meeting our enrollment goal of 206 is significant.

Retention of students was the primary goal this last year. A high satisfaction rating by parents of our Middle School students created an increase in referrals and by mid-year we were at 130 students up from the 110 we started. This pattern of high satisfaction continued to support an increase in student enrollment, which allowed us to end the year with 157 students. The above, combined with only a 10% attrition rate is what allowed us to meet our start of year enrollment goal of 206 students. The growth after the attrition is equivalent to a 45% increase in enrollment.

It is important to note that despite a quality academic immersion program, our small school still lacks the ability to offer programs and courses that the bigger districts can offer such as orchestra, band, and/or sports, thus our priority to hire a music teacher. Additionally, because of our safe teaching and learning environment we have seen an increase in our Latino/Hispanic students. We enrolled 38 new comers from out of country this summer. Our enrollment of African American students doubled yet our enrollment of Anglo English speakers continues to lack behind our objective. 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 school year (23-24) we have enrolled an additional 19 students for a total of 225 and predict to have enrolled 235 by end of January.

Governance and Management

Escuela Éxitos has been governed by a Board of Directors elected in accordance with policies and procedures in the School's Bylaws and consistent with statutory requirements.

The Escuela Éxitos Board of Directors decides matters related to operation 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 as 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
Andrea Cortes	Treasurer	Community Member
Angie Peña		Teacher
Ingris Orozco	Co-Treasurer	Teacher
Sam Pfeifer	Chair & Secretary	Community Member
Dana Cork		Parent

Board Members in 2022-23

Name	Officer Position	Seat
Andrea Cortes	Treasurer	Community Member
Angie Peña		Parent
Ingris Orozco	Co-Treasurer	Teacher
Sam Pfeifer	Chair & Secretary	Community Member
Nate Zell (end 1/23)		Community Member
Dana Cork (start 2/23)		Parent

Training Board Members Attended

Name	Training Attended 2021-22
Andrea Cortes	Has completed all MN Charter Board Training Modules
Angie Peña	Has completed all 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
Nate Zell	Has completed all MN Charter Board Training Modules
Dana Cork	Has commenced MN Charter Board Training Modules

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 20 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. Recruitment of a music teacher while retaining our PE and Art teacher was a priority. Just prior to this report our 1st grade teacher resigned. Her and a MS position will be posted.

We are happy to report that we were able to hire Juan Luna as our full-time custodian and relief for the staff.

2022-23 Staffing

Name	Position	Teacher License Number (if applicable)
Ingris Orozco	Kindergarten	1012804
Vanessa Villaran	Kindergarten	1013304
Beatriz Hauth (end 3/23)	First Grade	1012094
Marian Aranguren (start 4/23)	First Grade	1025810
Ana Milena Castillo	Second Grade	1019888
McKenna Stackhouse	Third Grade	1000202
Gabriela Garcia	Fourth/Fifth Grade	1013184
Silvia Taibe	MS – SS & Sci	1019628
Cynthia Rivas	MS – Math & ELA	1013184
David Sarzosa	Physical Education	1021129
Francisco Hidalgo	Art	1020082
Colleen Klein	Special Education	0466193
Kelly Valero	SPED EA	
Mercedes Balmaceda (start 3/23)	SPED EA	
Monica Shaw (start 3/23)	SPED EA	
Patricia Belaunde	Instructional Asst.	
Guadalupe Montano (end 2/23)	Secretary	
Edglys Muñoz (start 4/23)	Secretary	
Luis Vanegas	Executive Director	0474677

Finances

Escuela Éxitos success in the management of its limited finances was due to a conservative and diligent management of school funds. This careful management of expenses (that was not without challenges), along with an ability to form strong partnerships with multiple vendors is what allowed the school to end the first year of operations with a positive general education fund balance of \$205,502 which was 14.31% of the \$1,435,792 annual expenditures.

Successful Partnership

Novation Education Opportunities (NEO) for its continued support and all through this second year and ensuring payment does not put our school in a deficit.

Charter School Development Corporation (CSDC) for its support in working with the school financially (specifically around our building lease) as we were still under our targeted enrollment goal for year 2. CSDC was pleased that we ended the year with 157 students, and that we were able to enroll 68 more students to sign a new lease that benefits all.

Bille Bus Transportation for a second year in a row 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.

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.

Propel for Non-Profits for allowing us for a second time a line of credit to ensure payment to our vendors for items and services while we wait for state and federal funding and reimbursements.

Lafayette Public Charter School for its donation of science and guided reading materials as well as classroom furniture that included 3 Smart Boards.

CKC Food and other vendors for understanding that a second year charter school still faces many challenges and need support in different ways.

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.

2. In the purchase of the building from New Hope Church, the school was able to negotiate a donation of office furniture that once again contributed in a positive way our ability to keep expenses at a minimum.
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

There were three challenges that impacted finances this year and these are areas that the school will work on improving.

1. The school's only grant for operations was the Charter School Program (CSP) grant. Without it, the school would not have been able to purchase curriculum and technology needed to operate the school and provide students a quality education. With that said, there were changes to the administration of allowable expenses that impacted the school in a negative way. These expenses were approved during the application period and original budget, but were then denied at the implementation due to regulation changes. Examples are:
 - a. Monthly expenses for equipment rental no longer allowed
 - b. Monthly expenses for telecommunication and internet no longer allowed
 - c. Payment for Assessment software and services critical to monitor student growth no longer allowed
 - d. Securing a digital library of Spanish reading books at 1/3 the cost of purchasing hardcover books and a library that gave access to all students to a library of over 3,500 books. Not allowed
 - e. Denial of payment as a consequence for not fully knowing the ins and out of the rules and lack of guidance and support to the school.
2. Seek future grant opportunities and apply for them. This could require the hiring of or partnering with someone that can work on a commission basis.
3. Bergan KDV informed the school that they would stop working on our financials as of 1-31. Finding an institution to replace them was challenging. This included delays in our school audit and discoveries of inaccuracies in Bergan KDV accounting. ERDC was contracted for the school from February to August and USFAAF was hired to start complete services in September. Since then, we have slowly started to get back on track with our accounting and accounting reporting.

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

Goals and Results

All Students Ready for School

Goal	Result	Goal Status
<ul style="list-style-type: none"> ● Specific: The goals target the achievement of Kindergarten students on the NWEA MAP for Primary Math. ● Measurable: 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. ● Achievable: The goals are set with clear percentage-based targets for student achievement. ● Relevant: The goals are relevant to early numeracy, a critical component of early childhood education. ● Time-Bound: The goals are framed within a specific timeframe, culminating in the fiscal year 2025. 	<p>For the fiscal year 2022-2023, 9 out of 32 Kindergarten students met the targets, resulting in a proficiency rate of 28.13%.</p> <p>The combined proficiency rate over the years 2021-2026 is 18.75%.</p>	<p>On Track (multi-year goal)</p>

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<ul style="list-style-type: none"> ● Specific: 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. ● Measurable: 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. ● Achievable: The goals are realistic, with a structured comparison to the district's proficiency rates. ● Relevant: The goals are directly relevant to improving student reading proficiency, a fundamental academic skill. ● Time-Bound: The results are reported annually, providing clear benchmarks for each school year. 	<p>For the school year 2022-2023, "Escuela Éxitos" had 7 out of 60 students from the EL group proficient, resulting in a proficiency rate of 11.67%.</p> <p>The school's combined proficiency rate for students in the EL group and MCA-Reading test from 2021 to 2025 is 10.59%, which is marginally higher (by 0.87 percentage points) than the Robbinsdale district's combined proficiency rate of 9.72%.</p>	<p>On Track (multi-year goal)</p>

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<ul style="list-style-type: none"> ● Specific: The goal is set for the school's EL focus group's proficiency rate in MCA-Math as compared to the Robbinsdale district average. ● Measurable: 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. ● Achievable: The goal is structured, aiming for a proficiency rate that is competitive with or exceeds the district average. ● Relevant: The goal is relevant to the academic success of English Learners, focusing on a core subject area of math. ● Time-Bound: The data is reported annually, allowing for yearly tracking and comparison. 	<p>In the 2022-2023 school year, "Escuela Éxitos" had 4 out of 60 EL students proficient in math, with a proficiency rate of 6.67%.</p> <p>The school's combined proficiency rate over the years 2021-2025 for the EL focus group is 6.98%, which is 1.66 percentage points lower than the Robbinsdale district's combined proficiency rate of 8.64%.</p>	<p>On Track (multi-year goal)</p>

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

Goal	Result	Goal Status
<ul style="list-style-type: none"> ● Specific: The goals are specific to students below grade level in reading, aiming to meet growth targets on the NWEA MAP assessment. ● Measurable: Exemplary: More than 60% of 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. ● Achievable: The goals are established with clear thresholds that can be met with appropriate educational support. ● Relevant: The focus on reading growth is highly relevant, as literacy is a fundamental educational benchmark. ● Time-Bound: These are annual targets, aiming for growth from the fall to the spring within a single academic year. 	<p>In the 2022-2023 school year, 24 out of 63 students met their growth targets, which is 38.10% of students.</p> <p>The school's combined rate of students meeting the NWEA MAP targets from 2021-2026 is 37.50%.</p>	<p>On Track (multi-year goal)</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 2022-23 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.

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 reported that they had experienced the following challenges to academic achievement:

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