

4116 Lakes International Language Academy Local Literacy Plan

The public local literacy plan includes, at a minimum, the following items consistent with Statute 120B.12: (items listed in bold are plan components specified in Statute 120B.12.)

1) Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade 3

At Lakes International Language Academy, reading proficiency will be ensured for all students through the implementation of multiple research-based literacy strategies coupled with ongoing assessments to inform instruction.

In second language immersion programs, the goal is for children to be reading at or near grade level in the target language (in our case, Spanish or Chinese) as well as in English by the end of elementary school. Studies of performance in immersion schools nationwide show students show a performance lag on standardized tests in both reading and math until two to three years after English is introduced as a formal subject in the curriculum. At that point, the average immersion student performs at or above the standard set by monolingual students. The obvious question often arises: “Why not introduce English in kindergarten to avoid the performance lag?”

The answer to that question forms the foundation of immersion education. Put simply, it’s vital students get as much exposure and opportunity to interact in the target language as possible. They generally do not have target language opportunities anywhere but in school. In order to benefit from the many well documented cognitive, personal, and social benefits of full bilingualism and bi-literacy, target language time needs to be protected, especially in the primary years of an immersion program. In addition, students need enough proficiency in the target language to be able to meet grade level goals in all subject areas in the target language. If immersion schools steal time from target language instruction time, they undermine long-term student success. Watering down the immersion language by teaching part of the day in English each day decreases each child’s long term prospects for target language proficiency and, thereby, academic success in either language.

To reiterate, the long-term result of full immersion programming is that students become bilingual and bi-literate *and* perform quite well on standardized tests, starting two to three years after English is formally introduced in school. In other words, the immersion model works and works well. Our students do read well by third grade in the target language, and soon catch up to (and often surpass) their monolingual peers’ performance in English as well.

Goals: Students in grades K, 1, 2, and 3 will meet goals set by LILA based on MN state standards, using measures delineated in the American Reading Company (ARC), NWEA tests, and Level Learning.

2) Statement(s) of process to assess students' level of reading proficiency including assessments used, when administered, how proficiency is determined, and when and how results are communicated with parents of students in Kindergarten through Grade 3

KINDERGARTEN
<p>Kindergarten: Spanish <u>Assessment:</u> American Reading Company Evaluación del nivel independiente de lectura (ENIL) <u>When administered:</u> Fall and end of each semester <u>Proficiency:</u> Verde (Green) <u>When and how communicated with parents:</u> End of semester in writing via report cards; Parents will have 2 individual meetings with the classroom teacher</p>
<p>Kindergarten: Chinese <u>Assessment:</u> Level Chinese <u>When administered:</u> Fall and end of each semester <u>Proficiency:</u> Level C <u>When and how communicated with parents:</u> End of semester in writing via report cards; Parents will have 2 individual meetings with the classroom teacher</p>
FIRST GRADE
<p>First Grade: Spanish <u>Assessment:</u> American Reading Company Evaluación del nivel independiente de lectura (ENIL) <u>When administered:</u> Fall and end of each semester <u>Proficiency:</u> 1Azul (1Blue) <u>When and how communicated with parents:</u> End of semester in writing via report cards; Parents will have 2 individual meetings with the classroom teacher</p>
<p>First Grade: Chinese <u>Assessment:</u> Level Chinese <u>When administered:</u> Fall and end of each semester <u>Proficiency:</u> Level D <u>When and how communicated with parents:</u> End of semester in writing via report cards; Parents will have 2 individual meetings with the classroom teacher</p>
SECOND GRADE
<p>Second Grade: Spanish <u>Assessment:</u> American Reading Company Evaluación del nivel independiente de lectura (ENIL) <u>When administered:</u> Fall and end of each semester</p>

<p><u>Proficiency</u>: 1Rojo (1Red)</p> <p><u>When and how communicated with parents</u>: End of semester in writing via report cards; Parents will have 2 individual meetings with the classroom teacher</p>
<p>Second Grade: Chinese</p> <p><u>Assessment</u>: Level Chinese</p> <p><u>When administered</u>: Fall and end of each semester</p> <p><u>Proficiency</u>: Level F</p> <p><u>When and how communicated with parents</u>: End of semester in writing via report cards; Parents will have 2 individual meetings with the classroom teacher</p>
<p>Second Grade: English</p> <p><u>Assessment</u>: American Reading Company (ARC) Independent Reading Level Assessment (IRLA)</p> <p><u>When administered</u>: Fall and end of each semester</p> <p><u>Proficiency</u>: 1Blue for Chinese Immersion & 2Blue for Spanish Immersion</p> <p><u>When and how communicated with parents</u>: End of semester in writing via report cards; Parents will have 2 individual meetings with the classroom teacher</p>
THIRD GRADE
<p>Third Grade: Spanish</p> <p><u>Assessment</u>: American Reading Company Evaluación del nivel independiente de lectura (ENIL)</p> <p><u>When administered</u>: Fall and end of each semester</p> <p><u>Proficiency</u>: 2Rojo (2Red)</p> <p><u>When and how communicated with parents</u>: End of semester in writing via report cards; Parents will have 2 individual meetings with the classroom teacher</p>
<p>Third Grade: Chinese</p> <p><u>Assessment</u>: Level Chinese</p> <p><u>When administered</u>: Fall and end of each semester</p> <p><u>Proficiency</u>: Level G</p> <p><u>When and how communicated with parents</u>: End of semester in writing via report cards; Parents will have 2 individual meetings with the classroom teacher</p>
<p>Third Grade: English</p> <p><u>Assessment</u>: American Reading Company (ARC) Independent Reading Level Assessment (IRLA)</p> <p><u>When administered</u>: Fall and end of each semester</p> <p><u>Proficiency</u>: 2Red for Chinese Immersion and White for Spanish Immersion</p> <p><u>When and how communicated with parents</u>: End of semester in writing via report cards; Parents will have 2 individual meetings with the classroom teacher</p>

3) Specific information on how elementary schools within the district will notify and involve parents to accelerate literacy development for their children in each grade Kindergarten through Grade 3

Kindergarten: Regular and consistent communication throughout the year with parents on reading goals. Four different reporting periods throughout the year composed of two report cards and two Parent/Teacher conferences.

First Grade: Regular and consistent communication throughout the year with parents on reading goals. Four different reporting periods throughout the year composed of two report cards and two Parent/Teacher conferences.

Second Grade: Regular and consistent communication throughout the year with parents on reading goals. Four different reporting periods throughout the year composed of two report cards and two Parent/Teacher conferences.

Third Grade: Regular and consistent communication throughout the year with parents on reading goals. Four different reporting periods throughout the year composed of two report cards and two Parent/Teacher conferences.

4) Explain for a public audience what interventions will be available to students not reading at or above grade level in grades Kindergarten through Grade 3 and how these interventions will be based on learner data, how services will be provided, and how parents will be informed of student progress

Students will be assessed at the beginning of the school year. Students are ranked by ARC score or a Level Chinese score. Using that ranking, a multi-tiered system of support is implemented.

Two groups of students are identified who are in need of interventions beyond classroom differentiated instruction: students with IEPs for reading or writing and students with scores in the lower 20% of the grade level or not making adequate progress.

Case managers of students with IEPs review with the grade-level team the IEP goals of each student and as a team, they discuss student needs and the accommodations/expectations for the upcoming year. Grade-level standards are reviewed, and collaboratively the group identifies standards that will be the overall focus.

Students with scores in the lowest 20% of the grade level or not making adequate progress are referred to the Basic Skills program. Basic Skills staff work with small groups of students using research-based interventions on skills identified by the grade level team while teachers work on Tier 2 and Tier 3 interventions in the classroom. Basic Skills service is focused and intensive

and may be delivered inside or outside of the classroom. Screening data is collected frequently to monitor growth. If the student does not demonstrate sufficient growth over an eight-week period (or sooner), the Basic Skills staff or classroom teacher brings the case to the Intervention Supper Team (IST). IST is composed of the current (and in some cases past) classroom teacher, the Intervention Specialist, school administration, Special Education Coordinator, Dean of Students, Behavioral Specialist, school social worker, and school nurse to determine further Tier 3 interventions. Lack of improvement on Tier 3 may lead to a special education evaluation.

Parents are informed throughout the process by the classroom teacher.

5) Describe how elementary teachers will participate in, and benefit from professional development on scientifically-based reading instruction

Literacy training based on best practices is provided in-house and built into LILA's professional development calendar throughout the school year.

New teachers receive training specific to both the ARC program and Chinese Level Learning program each year, and the rest of the staff is provided with training updates.

6) Specifically describe how comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4 is consistently implemented throughout elementary grades

In the second edition of the book Classroom Instruction that Works by Dean, Hubbell, Pitler and Stone, nine research-based strategies are presented. (This book builds on the work of Marzano, Pickering and Pollock (the authors of the first edition of the book.)) The book identifies three areas containing nine strategies:

Creating the environment for learning

- a. setting objectives and providing feedback
- b. reinforcing effort and providing recognition
- c. cooperative learning

Helping students develop understanding

- d. cues, questions and advance organizers
- e. nonlinguistic representations
- f. summarizing and note taking
- g. assigning homework and providing practice

Helping students extend and apply knowledge

- h. identifying similarities and differences
- i. generating and testing hypotheses

In creating the environment for learning, LILA is a Responsive Classroom school and creating a supportive learning environment is a primary focus at the start of each school year. Cooperative

learning is a primary approach in student learning. In addition, as an International Baccalaureate (IB) World School, LILA teaches through an inquiry approach. Students guide their own learning through the development of questions based on what they already know and what they want to learn. Advance organizers and graphic representations are important tools in gathering information. Students write summaries of their findings from notes. During the inquiry process, students develop hypotheses and investigate them. In early grades, students are guided through the process. Then at the end of fifth grade, student groups conduct a final exhibition project investigating the topic of their choice.

7) Explain how training and support will be provided so that all district elementary teachers can effectively recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of EL students

Because Lakes International Language Academy is a one-way immersion program, the majority of the students are monolingual English speakers. Diversity does exist, but it is minimal amongst our student population (76% White, 11% Hispanic, 5% Asian, 3% Black, 5% other, 15% SpEd and 22% free and reduced lunch).

We seek and accept all students and parents. We also honor all students who have Spanish or Chinese speakers in their families by encouraging these speakers to volunteer at school. Students whose home language is identified by a parent or guardian as one other than English is assessed to determine English learning needs, and a meeting with the parents and appropriate school personnel is conducted to formulate a plan to assure that individual English learning needs are met. Currently 6% of our student population are considered EL students.

Being a language immersion school, we seek and recruit teachers who are native speakers of Spanish or Chinese. We also benefit from our Language Ambassador program which brings native speakers from Spanish speaking countries as well as native Chinese speakers to our program. The Language Ambassadors provide unique opportunities for our students to listen to and participate in authentic conversations.

8) Post assessment methods and data that is submitted to Commissioner annually including objectives of assessment program, names of tests, grade levels of administration as part of local literacy plan on district webpage for all students in Kindergarten through Grade 3

American Reading Company Independent Reading Level Assessment data is used K-5, Spanish assessment is conducted in grades K-5; English assessment in grades 2-5.

Level Learning Chinese is used K-5.

Objectives of assessments is the identification of student reading skills and deficits, so interventions may be developed to improve areas of deficit.

Dyslexia Screening Plan

It is important to recognize that some children will experience difficulty in acquiring reading skills that help them become proficient readers and writers. Not all children with reading difficulties will be identified as having dyslexia. However, identification of potential indicators of dyslexia is critical in making instructional decisions for young students. Lakes International Language Academy annually reports their efforts to screen and identify students with dyslexia as indicated by statute and regulations released from MDE.

Each school district must identify before the end of kindergarten, grade 1, and grade 2 all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened, in a locally determined manner, for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened, in a locally determined manner, for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. Reading assessments in English, and in the predominant languages of district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The district must use a locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the commissioner by July 1.

Universal screening for dyslexia takes place in grades K, 1, and 2, and is completed for the purpose of identifying students who may be at risk for reading difficulties and not mastering the specific skills which correlate with broader reading achievement.

Students identified as being “at risk” should be placed into an appropriate evidenced-based intervention which matches their area of need. Students who exhibit indicators of dyslexia may benefit from an intervention that includes direct and explicit instruction in phonemic awareness. Instruction may include an analysis of phonics and time for intensive practice. Intervention is in addition to grade level core instruction and may happen in a small group within the classroom, or in a separate setting within the building during the school day.

Any student that does not demonstrate a timely response to the research-based intervention may be referred for a more comprehensive educational evaluation through Section 504 or special education.

The Dyslexia Screening Plan for Lakes International Language Academy is outlined below:

KINDERGARTEN
<p><i>Reading at Grade Level</i></p> <ul style="list-style-type: none">• FastBridge EarlyReading (English) in Fall for all students• FastBridge EarlyReading in Winter for those at high risk from the fall assessment <p><i>Dyslexia Screening</i></p> <ul style="list-style-type: none">• Heggerty Phonemic Awareness Screening for students identified at high risk from the FastBridge EarlyReading Winter screening <p><i>Intervention Plan</i></p> <ul style="list-style-type: none">• Spanish Track - Phonemic awareness intervention in Spanish for identified high risk students from the Heggerty Phonemic Awareness Screening• Chinese Track - Phonemic awareness intervention in English for identified high risk students from the Heggerty Phonemic Awareness Screening
FIRST GRADE
<p><i>Reading at Grade Level</i></p> <ul style="list-style-type: none">• FastBridge EarlyReading (English) in Fall for all students below grade level <p><i>Dyslexia Screening</i></p> <ul style="list-style-type: none">• Heggerty Phonemic Awareness Screening for students identified at high risk from the FastBridge EarlyReading screening <p><i>Intervention Plan</i></p> <ul style="list-style-type: none">• Spanish Track - Phonemic awareness and phonics intervention in Spanish for identified high risk students based on the Heggerty Phonemic Awareness Screening• Chinese Track - Phonemic awareness intervention in English for identified high risk students based on the Heggerty Phonemic Awareness Screening
SECOND GRADE
<p><i>Reading at Grade Level</i></p> <ul style="list-style-type: none">• Chinese Track - FastBridge EarlyReading (English) in Fall for all students below grade level• Spanish Track -FastBridge EarlyReading (English) in Winter for all students below grade level <p><i>Dyslexia Screening</i></p>

- Heggerty Phonemic Awareness Screening for students identified at high risk from the FastBridge EarlyReading Screening

Intervention Plan

- Phonemic awareness and phonics intervention for identified high risk students from the Heggerty Phonemic Awareness Screening

THIRD GRADE AND ABOVE

Reading at Grade Level

- Spanish and Chinese Track - English American Reading Company assessments in Fall, Winter, and Spring for all students

Dyslexia Screening

- Heggerty Phonemic Awareness Screening for students identified at high risk from the American Reading Company assessments

Intervention Plan

- Phonemic awareness and phonics intervention for identified at risk students from the Heggerty Phonemic Awareness Screening

Convergence Insufficiency Screening Plan

Convergence insufficiency is another area in which children can experience difficulty with reading and writing. It is often confused with dyslexia. Convergence insufficiency is the inability to maintain binocular function (both eyes working together) while reading or writing at a near distance. Convergence insufficiency can be mild or severe, causing a range of challenges for students in school such as double vision, headaches, difficulty concentrating on near-sighted work, or written words moving around or becoming blurry after prolonged reading. Students may also squint or close one eye when reading.

The convergence insufficiency plan for Lakes International Language Academy is outlined below:

All grade levels

General education students

- At the beginning of the school year, LILA's occupational therapist will review seating/positioning in classrooms and make recommendations for adjusting heights of tables and/or chairs to best meet the needs of all students, with adequate distance from a child's eyes to the top of the desk/table.

- Students who are identified by the classroom teacher, basic skills staff, and/or child study team will be provided with a checklist addressing a variety of challenges a student may exhibit if experiencing a convergence or tracking problem. The occupational therapist will review the checklist and if found to be necessary, will then provide an informal vision screen (addressing convergence/divergence, saccades, tracking, and peripheral vision) and/or administer the DENT (Developmental Eye Movement Test), which would specifically assess eye teaming through tasks involving saccades. The occupational therapist will follow up with the appropriate individuals involved in the student's education and make recommendations to support the child with any challenges they are experiencing at school with their vision. The student's family would also be contacted if any areas of concern are noted.

Students undergoing an evaluation for special education

- When a¹ special education evaluation plan is being developed by the Student Study Team, the occupational therapist will determine if an informal vision screen is needed in the evaluation and if so, a screening and/or the DENT will be completed and included in the evaluation report for the child's team to review.

Last revision: 6/02/23