



LAKES INTERNATIONAL LANGUAGE ACADEMY
An IB World School

Language Instruction Educational Program Plan

Updated September 2022

Introduction

Minnesota State Law requires each school district to assess all students whose home language is not English, and provide English Language Development (ELD) instruction to students in need, to bring their English language proficiency to appropriate developmental levels as determined by the school district. Instruction focuses primarily on academic vocabulary (classroom content and test taking skills), which differs significantly from social language (talking with peers and with parents or guardians). While multilingual learners might be strong in their social language and oral language (speaking and listening), their academic vocabulary knowledge and literacy skills (reading and writing) could be below expectation, which greatly affects their success in the classroom, on standardized tests, and in preparation for college.

Definitions of Acronyms

LILA: Lakes International Language Academy

IB: International Baccalaureate

PYP: Primary Years Program

MYP: Middle Years Program

DP: Diploma Program

ACCESS: WIDA ACCESS for ELLs; annual assessment of English language development for English learners

EL: English learner. See definitions in the [Minnesota Statute 124D.59\(2\)](#) and the [Every Student Succeeds Act Statute 8101\(20\)](#).

ELD: English language development – often refers to the state’s ELD standards outlining benchmarks for progress toward English language proficiency.

ILP: Individual Language Plan – tool for documenting individual language goals, progress, and teacher feedback

LEAPS: Learning English for Academic Proficiency and Success

Lower School
246 11th Ave. S.E., Forest Lake, MN 55025
651-464-0771

Upper School
19850 Fenway Ave. N., Forest Lake, MN 55025
651-464-8989

Kinder Center
121 11th Ave. S.E., Forest Lake, MN 55025
651-464-0771



LIEP: Language instruction educational program. May be commonly referred to as the “EL program”

MARSS: Minnesota Automated Reporting Student System

MDE: [Minnesota Department of Education](#)

MLL: Multilingual Learners. **Preferred term used by MDE and LILA.** Multilingual learners are students who are developing proficiency in multiple languages. This includes students learning English as an additional language in school (often referred to as "English learners" or "English language learners"). English learners are the students identified for English language development Instruction, but in fact the term MLL can represent all of LILA's students because they are all learning another language (English, Chinese, Spanish, or French grades 6 - 12).

RAEL: Recently-Arrived English Learner

SLIFE: Student(s) with limited or interrupted formal education

WIDA: The WIDA™ Consortium - Minnesota has adopted the WIDA ELD standards, Screener and ACCESS for ELLs standardized assessment.

ELD Departmental Procedures

The following procedures, developed in accordance with the [Minnesota Department of Education Standard](#) will be followed by Lakes International Language Academy (LILA).

- 1. Identification:** State mandated [Minnesota Language Survey](#) (MNLS) is received by all students, determining if each student:
 - first learned a language other than English;
 - comes from a home where the language usually spoken is other than English; or
 - usually speaks a language other than English.

NOTE: If the parent or guardian refuses to complete the Minnesota Language Survey, LILA will document the refusal and place it in the student's cumulative folder.

A student who can answer yes to one or more of the questions above is considered to have a primary language other than English. Using multiple measures, as listed below, each child with a primary language other than English will be assessed to determine whether or not English language ability prevents the student from fully accessing the curriculum of the school.

Grades K- 2:

1. [WIDA Screener](#) (online)
2. Teacher observations and judgment
3. Parent input
4. Phonological Awareness Screening

Grades 3-5:

1. [WIDA Screener](#) (online)

2. Teacher observations and judgment

3. Parent input

Grades 6-12

1. [WIDA Screener](#) (online)

- Use WIDA Screener when the Minnesota Language Survey (MNLS) indicates that the student speaks or understands a language other than English.

OR

- If the student is transferring from a Minnesota district or a WIDA state, then only use a screener if the student does not have an ACCESS score from the previous year.
 - ACCESS test results for students that were tested in Minnesota are available in [MDE Secure Reports](#) using the Student Assessment History Report.

Students are screened via the WIDA Screener or WIDA Screener for Kindergarten.

- Students are eligible IF:
 - They receive a composite score lower than 4.5 OR they have one or more modalities lower than 4.0.
 - Kindergarteners have a composite score lower than 4.5.

In grades K – 1, students' sole language of instruction with their classroom teacher is Spanish or Mandarin Chinese. Therefore, English proficiency will have little to no impact on students' ability to fully access the curriculum. Students whose primary language in these grades is not English will be indicated in Infinite Campus and a referral will be made to the English Language Development teacher or coordinator. The English Language Development teacher or coordinator will do a paper-based or online assessment to determine the student's English proficiency level (which focuses primarily on academic language).

In grades 2 –5, the primary language of instruction remains Spanish or Mandarin Chinese, with English being formally introduced by the classroom teacher. Students whose primary language in these grades is not English will be indicated in Infinite Campus and a referral will be made to the English Language Development teacher or coordinator. The English Language Development teacher or coordinator will do an online assessment to determine the student's English proficiency level (which focuses primarily on academic language).

In grades 6-12, the primary language of instruction is English, with the exception of Immersion and Language Acquisition Classes. Every student's home language is recorded in Infinite Campus, when the home language is NOT English, then a

referral will be made to the English Language Development teacher or coordinator. The English Language Development teacher or coordinator will do an online assessment (which focuses primarily on academic language), if needed, to determine the student's English proficiency level.

2. **Program Entrance:** Students for whom EL support is determined academically and developmentally appropriate and necessary by parents, teachers, and special education director and/or school director or designee will be entered into the program.
3. **Parental Notification:** Parents will be aware of a student's placement in ELD instruction. [Title III of ESSA](#) (Every Student Succeeds Act) requires informing parents about the reasons for identification, the level of English proficiency, how the program will help their child learn English, and exit requirements. This parental notification occurs every year through a letter sent to families (typically including their child's WIDA ACCESS scores from the previous year as applicable).

NOTE:

- ***Parents have the right to refuse ELD service for their student at any point in time.***
 - ***If parents determine that they do not want ELD services, they must sign the Refusal Form every year, based on Minnesota state statutes.***
4. **Service:** Students are provided service in accordance with the plan determined by parents, teachers, and school administration. All students identified as EL are recorded as such in the Minnesota Automated Reporting Student System (MARSS). In addition to a student's status as an EL, data regarding the start date of ELD services and the student's home primary language are required.
 5. **Progress Reports:**
Lower School: An ILP (Individualized Learning Plan) will be created for each student annually and will be updated two times a year. This ILP is shared with teachers, parents and other stakeholders.
Upper School: An ILP (Individualized Learning Plan) will be created for each student annually. When possible, it will be created within the first quarter and will be updated three times a year. This ILP is shared with teachers, parents and other stakeholders.
 6. **Annual Progress Evaluation:** Student progress will be evaluated annually utilizing a standardized test. The English Language Development teacher will administer the WIDA ACCESS For ELLs test every spring.
 7. **Program Exit:** According to Minnesota law, students must demonstrate proficiency on the WIDA ACCESS For ELLs test before they are able to be exited from the English language program. According to new state standards, students must have a 4.5 overall score with all domains at least 3.5 to automatically exit

the program. The MLL student will then be placed on monitor status for two years.

8. Monitor Status for former EL Students

In compliance with MDE, students who earn a cumulative score of 4.5 in each domain or at least a 3.5 on the WIDA ACCESS for ELLs test automatic exit from ELD instruction. MLLs will be on monitor status for 2 years. The ELD teacher will formally meet with the classroom teachers to ensure that:

- The student is able to participate meaningfully in the general education program and has access to instruction just as their never-EL peers.
- Identify if there are any academic gaps that were not addressed while the student was in the ESL program in order to ensure that the student has not been prematurely exited during

Formal meetings will happen during the ILP creation period as well as winter progress reports to discuss and track the MLL's academic progress. The team will also note any pertinent standardized testing such as MCAs and FastBridge testing at the Lower School and at the Upper School.

If concerns arise among the educational team that the exited student is not progressing, all appropriate stakeholders including the family will meet to discuss possible sources of the academic struggles and agreed upon supports. If, after an agreed upon length of time, documentation shows there is a persistent need in one or more language domains, qualified staff may re-test the student's English language proficiency (ELP) level using the WIDA MODEL.

If the student scores **lower than a 4.5 on the WIDA MODEL**, the student may reenter the ELD program with formal written consent of the family. The student will not exit the ELD program until the MLLs tests proficient using the WIDA ACCESS for ELL assessment. The English Language Development teacher will directly communicate to the family that the MLL may be in the ELD program for an undetermined period of time.

9. Reclassification as no longer EL: Students exited from the program will no longer be categorized as EL on MARSS.

10. Students receiving multiple services: The amount and scope of instruction is determined based on other student needs which may include any of the following:

- Previous formal schooling (SLIFE)
- Special Education - Individualized Education Program (IEP)
- Gifted/Talented (known as Enrichment at LILA)
- Amount of time in the United States (RAEL)
- If a migratory child, requirements of the home state/district

The ELD teacher will collaborate with other service providers to determine the amount of services for the student.

SLIFE¹ Identification Procedures

Minnesota's Learning English for Academic Proficiency and Success (LEAPS) Act of 2014 outlines the responsibilities of school districts to provide education to English learners that is comprehensive and equitable. The guidance requires districts to identify and confirm each student on the list of potential SLIFE qualifies for the SLIFE designation. SLIFE identification is an annual designation for the purpose of reporting and monitoring on the academic and linguistic progress of SLIFE.

LILA will use the Student Support Data Collection (SSDC) system to collect and record SLIFE identification data. The ELD teacher and MARSS coordinator will be responsible for entering this information in the SSDC system.

The Minnesota LEAPS Act defines English learner with Limited or Interrupted Formal Education as a students who:

- Comes from a home where the language usually spoken is other than English, or who usually speaks a language other than English.
- Enters school in the United States after grade 6.
- Has at least two years less schooling than the English learner's peers.
- Functions at least two years below expected grade level in reading.
- Functions at least two years below expected grade level in mathematics.

SLIFE students may be preliterate in the English learner's native language.

[\(Minn. Stat. § 124D.59, Subd. 2a\)](#)

¹SLIFE Student Supports

Students who are classified as SLIFE have very unique needs that are different from their other mainstream and EL peers. As a result, SLIFE students at LILA may have a different schedule based on need. Also, after conversations with parents, students, and teachers, a decision may be made to push a student back to a lower grade to provide more time to acquire the skills needed to be successful in high school in order to graduate.

For students who are below grade level in math and/or reading, remedial class(es) may be offered that the SLIFE student can participate in in order to solidify a foundation to be successful and access the mainstream math curriculum. The student may participate in this class for one or two years as needed.

For students who are SLIFE, who speak Spanish or Mandarin, options may be given to take social studies or science classes in their native language at the Upper School.

Recently Arrived English Learner (RAEL)

[Minnesota defines a RAEL](#) as K-12 student who has been identified as an English learner in Minnesota and has been enrolled in one of the 50 US states or the District of Columbia for less than 12 months at the time of testing. A RAEL student can only be identified once.

As of 2018, RAEL students are required to take all state mandated tests. There are no exemptions based solely on the RAEL status. Under ESSA, in year 1, a RAEL student's test scores are not included in any test-based accountability indicators for the district. In year 2, RAELs test scores are not included in the Academic Achievement Indicator. Finally, in year 3, RAELs test scores are included in all accountability factors.

RAEL student's Individual Learner Plans will be modified as needed and English language instruction adapted to meet the student's specific needs.

LILA Language Program Outline

World Language Education (WL)	<ul style="list-style-type: none">• Foreign Language Elementary School (FLES) (ESs and ELs)• WL in Secondary Schools (ESs and ELs)• Heritage Language Development (ESs and ELs)	Aligned to ACTFL proficiency guidelines and world language standards	Proficiency in One or More World Languages
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[Minnesota Language Education Delivery Frameworks](#)

According to the Minnesota Department of Education, LILA Lower School is a World Language Immersion School, which is a one-way immersion school. Students will be educated in one of two target languages: Spanish or Mandarin Chinese. For students whose home language is not Spanish or Mandarin Chinese, this requires them to learn a third language. Learning a third language can provide significant implications in the language acquisition model. As such, a focused one-on-one or small group approach will be utilized for elementary grade students. For secondary grade students, a class approach will be used to increase exposure to the English Language throughout the school day.

To provide ELD instruction, LILA utilizes a pull-out model for K-5, with services between 20 - 45 minutes two to five days a week, depending on individual need and proficiency level. Pull-out sessions will be focused on increasing academic English proficiency while connecting instruction to each grade level's Unit of Inquiry that is part of the [International Baccalaureate Primary Years Program](#). Additional attention will be given to building phonological awareness skills using the [Heggerty Phonemic Awareness Curriculum](#) for our K-1 students. This will prepare them for the English instruction in their immersion classroom that begins in second grade.

For 6-12th grade, students with ELD services will participate in one scheduled class every day or every other day based on their English proficiency level. Students who are close to exiting ELD services may be placed in a daily advisory class in place of a scheduled class every other day. Classes will be focused on increasing academic English proficiency through IB Units of Inquiry that is a part of the [International Baccalaureate Middle Years Program](#) or the International Baccalaureate Diploma Program. The English Language Development teacher will also utilize the [Houghton Mifflin Harcourt English 3D](#) curriculum for English instruction.

Note: ELD instruction may increase or decrease throughout the school year based on communicated need.

Matrix of Services

Lower School ELD Instruction Time

English Proficiency Level	Level 1 (Entering) Level 2 (Emerging) Newly Arrived English Learner SLIFE	Level 3 (Developing)	Level 4.5 or higher (Expanding) with one or more domain below a 3.5
K	3 - 4 days per week in 25 minutes of small group instruction.	3 - 4 days per week in 25 minutes of small group instruction.	*The student does not qualify for ELD services if cumulative score on the WIDA Online Screener is a 4.5 or higher.
1	3-4 days per week for 25-30 minutes of small group or 1:1 instruction.	3-4 days per week for 25-30 minutes of small group instruction.	1 day per week for 25-30 minutes of small group instruction.
2 - 5	5 days a week of 30 minutes of small group or 1:1 instruction.	3-4 days per week for 25-30 minutes of small group instruction.	1 day per week for 25-30 minutes of small group instruction.

*Instruction times for MLLs in grades K - 5 may vary depending on parent or immersion teacher feedback, individual student's need and previous ELD history, ILP, or Special Education status.

Upper School ELD Instruction Time

English Proficiency Level	Level 1 (Entering) Level 2 (Emerging) Newly Arrived English Learner SLIFE	Level 3 (Developing)	Level 4.5 or higher (Expanding) with one or more domain below a 3.5
6 - 8	Daily 44 minute class period	Daily 44 minute class period or Every other day 44 minute class period	Daily 15 minute advisory class
9 - 12	Daily 44 minute class period	Daily 44 minute class period or Every other day 44 minute class period	Daily 15 minute advisory class

* Consult Services only used during the years after passing the WIDA ACCESS for ELLs during the monitor phase. ELD teacher provides support to content classroom teachers by providing research-based suggestions and methods for supporting second language learners. Instruction ties for MLLs 6-12 may vary based on teacher feedback, ILP, ELD history, and Special Education status.