

Local Literacy Plan Template: 2024-25 School Year

To support every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal. A district must update and submit the plan to the commissioner by June 15 each year [Minn. Stat.120B.12, subd. 4a \(2023\)](#). With the purpose of assisting districts and charter schools, the Department of Education has developed this Local Literacy Plan template. The Local Literacy Plan must be approved by the Superintendent and posted to the district or charter school’s website annually.

District or Charter School Information

District or Charter School Name and Number: Lakes International Language Academy District 4116

Date of Last Revision: June 2024

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals [Minn. Stat. 120B.12 \(2023\)](#).

District or Charter School Literacy Goal

Describe the district or charter school’s literacy goals for the 2024-25 school year.

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 is 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-5 will meet goals set by LILA based on MN state standards, using measures delineated in the American Reading Company (ARC), Level Learning, and FastBridge, and other assessment tools supporting the measurement of students’ reading growth. The combined score for 6th, 7th, 8th, and 10th grade students who meet or exceed on the MCA reading assessment will increase from 52.7% in 2024 to 54.7% in 2025. Below is our local benchmark reading level goals:

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 Learning <u>When administered:</u> Fall and end of each semester <u>Proficiency:</u> Level C/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>
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 Learning <u>When administered:</u> Fall and end of each semester <u>Proficiency:</u> Level F <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

Second Grade: Spanish

Assessment: American Reading Company Evaluación del nivel independiente de lectura (ENIL)

When administered: Fall and end of each semester

Proficiency: 2Azul (2Blue)

When and how communicated with parents: End of semester in writing via report cards; Parents will have 2 individual meetings with the classroom teacher

Second Grade: Chinese

Assessment: Level Learning

When administered: Fall and end of each semester

Proficiency: Level G

When and how communicated with parents: End of semester in writing via report cards; Parents will have 2 individual meetings with the classroom teacher

Second Grade: English

Assessment: American Reading Company (ARC) Independent Reading Level Assessment (IRLA)

When administered: Fall and end of each semester

Proficiency: 1Blue for Chinese Immersion & 2Blue for Spanish Immersion

When and how communicated with parents: End of semester in writing via report cards; Parents will have 2 individual meetings with the classroom teacher

THIRD GRADE**Third Grade: Spanish**

Assessment: American Reading Company Evaluación del nivel independiente de lectura (ENIL)

When administered: Fall and end of each semester

Proficiency: 1Rojo (1Red)

When and how communicated with parents: End of semester in writing via report cards; Parents will have 2 individual meetings with the classroom teacher

Third Grade: Chinese

Assessment: Level Learning

When administered: Fall and end of each semester

Proficiency: Level H

When and how communicated with parents: End of semester in writing via report cards; Parents will have 2 individual meetings with the classroom teacher

Third Grade: English

Assessment: American Reading Company (ARC) Independent Reading Level Assessment (IRLA)

When administered: Fall and end of each semester

Proficiency: 1Red for Chinese Immersion and 2Red for Spanish Immersion

When and how communicated with parents: End of semester in writing via report cards; Parents will have 2 individual meetings with the classroom teacher

GRADES 6-12**6th-10th grades**

Assessment: Fastbridge aReading

When administered: Fall, Winter, and Spring

Proficiency: Low Risk or College Pathway Levels

When and how communicated with parents: End of semester in writing via progress reports; Fall and Spring conferences are an opportunity for parents to learn of the scores.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

- mCLASS with DIBELS 8th Edition
- DIBELS Data System (DDS) with DIBELS 8th Edition
- FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)
- FastBridge: aReading (English) - Fall, Winter, Spring - Grades 6 - 10
- Heggerty Phonemic Awareness Screening for students identified as high risk

Dyslexia Screening Plan

The [definition of dyslexia](#) is included in Minnesota Statutes, section 125A.01. As stated in statute, "dyslexia" means a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate or fluent recognition of words and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge. Students who have a dyslexia diagnosis must meet the state and federal eligibility criteria in order to qualify for special education services.

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.

Universal screening for dyslexia takes place in grades K, 1, 2, and 3, as well as students in grade 4-12 who are identified as not reading at grade level. It 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
<i>Reading at Grade Level</i> <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
- FastBridge: earlyReading in Spring for all students

Dyslexia Screening

- Heggerty Phonemic Awareness Screening for students identified at high risk from the FastBridge earlyReading Winter screening

Intervention Plan

- 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

Reading at Grade Level

- Chinese Track
 - FastBridge: earlyReading (English) in Fall for all students
 - FastBridge: earlyReading (English) in Spring for all students
- Spanish Track
 - FastBridge: earlyReading (Spanish) in Fall for all students
 - FastBridge: earlyReading (Spanish) in Spring for all students

Dyslexia Screening

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

Intervention Plan

- 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

Reading at Grade Level

- Chinese Track
 - FastBridge: CBMReading (English) in Fall for all students
 - FastBridge: CBMReading (English) in Spring for all students
- Spanish Track
 - FastBridge: CBMReading (Spanish) in Fall for all students
 - FastBridge: CBMReading (Spanish) in Spring for all students

Dyslexia Screening

- Heggerty Phonemic Awareness Screening for students identified as high risk

Intervention Plan

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

THIRD GRADE

Reading at Grade Level

- FastBridge: CBMReading (English) in Fall for all students
- FastBridge: CBMReading (English) in Spring for all students

Dyslexia Screening

- Heggerty Phonemic Awareness Screening for students identified at high risk

Intervention Plan

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

FOURTH & FIFTH GRADE

Reading at Grade Level

- American Reading Company (IRLA) reading assessments for all students

Dyslexia Screening

- Heggerty Phonemic Awareness Screening for students identified at high risk

Intervention Plan

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

GRADES 6 - 12

Reading at Grade Level

- FastBridge: aReading (English) - Fall, Winter, Spring - Grades 6 - 10

Dyslexia Screening

- Heggerty Phonemic Awareness Screening for students identified as high risk

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 DEMA (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 a 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 DEMA will be completed and included in the evaluation report for the child's team to review.

Grades K-3 Screeners

Indicate in the chart below the assessment(s) used for universal and dyslexia screening for grades K-3 students, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
mCLASS with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)

DIBELS Data System (DDS) with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

Grades 4-12 Screeners

For students who do not demonstrate mastery of foundational reading skills, indicate in the chart below the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Name of Screener: CMB Reading	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

Name of Screener: IRLA American Reading Company	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input checked="" type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
Name of Screener: Heggerty Phonemic Awareness Screener	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
Name of screener: Fastbridge aReading	<input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter for grades 6-10 <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
Name of Screener: Qualitative Reading Inventory	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Dyslexia Screening	As needed for specific students who are screened for dyslexia.

Name of Screener: P.A.S.T.	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Dyslexia Screening	All students in Tier 2 and Tier 3 reading interventions.
Name of Screener: Good Sensory Learning Dyslexia Screener for Families	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12		<input checked="" type="checkbox"/> Dyslexia Screening	As needed for specific students who are screened for dyslexia.
Name of Screener: Spelling Words for Dictation	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12		<input checked="" type="checkbox"/> Dyslexia Screening	As needed for specific students who are screened for dyslexia.

Parent Notification and Involvement

Describe the method(s) that are used to notify parents or guardians when children are identified as not reading at or above grade level and the reading related services provided. Include what strategies are shared with parents/families to use at home.

Regular and consistent communication for all students takes place throughout the year with parents on reading goals. Four different reporting periods take place throughout the year composed of two report cards and two Parent/Teacher conferences at Lower Campus. At Upper Campus there are two additional report cards sent so that the four report cards align with the four academic quarters. Teachers share resources for parents to work on at home with their children that are specific to their reading needs.

If students are not making sufficient reading progress, they are brought forward to the Intervention Support Team. This team will then decide what next steps and further interventions will be implemented, and teachers communicate those plans with families, along with suggestions on ways they can further support their child at home.

At Upper Campus, the parents/guardians of those students who the Intervention Support Team or Adsis team recommend for Adsis reading support receive the required Opt Out letter detailing the students challenges and needs. In addition to the general education classroom report cards, the Adsis reading teachers send out quarterly progress reports on reading. When students are screened for dyslexia, detailed data reports for all screeners are sent to parents/guardians.

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.

Student Summary Level and Dyslexia Screening Data 2023-24 School Year

For districts currently using one of the three approved screeners, if able, please include benchmark data in this submission. For those transitioning to an approved screener, you will submit data in June 2025.

Summary Data Kindergarten through 3rd Grade

For grades kindergarten through grade three, indicate the number of students:

- universally screened
- students at or above benchmark in the fall and spring.
- students screened for dyslexia
- students identified with characteristics of dyslexia.

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG						
1 st						
2 nd						
3 rd						

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students at or above benchmark, and the number of students identified with characteristics of dyslexia.

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4 th	108		4	3
5 th	103		1	0
6 th	110		0	0
7 th	89		0	0
8 th	104		1	1
9 th	68		0	0
10 th	78		1	1
11 th	61		0	0
12 th	56		0	0

Core Reading Instruction and Curricula Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curricula is used and the model of delivery.

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	American Reading Company (ENIL) & Level Learning Mandarin	Comprehensive	Whole group: 60 minutes Differentiated instruction: 60 minutes
1 st	American Reading Company (ENIL) & Level Learning Mandarin	Comprehensive	Whole group: 60 minutes Differentiated instruction: 60 minutes

2 nd	American Reading Company (ENIL & IRLA) & Level Learning Mandarin	Comprehensive	Whole group: 60 minutes Differentiated instruction: 30 minutes
3 rd	American Reading Company (ENIL & IRLA) & Level Learning Mandarin	Comprehensive	Whole group: 60 minutes Differentiated instruction: 30 minutes
4 th	American Reading Company (ENIL & IRLA) & Level Learning Mandarin	Comprehensive	Whole group: 60 minutes Differentiated instruction: 30 minutes
5 th	American Reading Company (ENIL & IRLA) & Level Learning Mandarin	Comprehensive	Whole group: 60 minutes Differentiated instruction: 30 minutes

Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use	Instructional Delivery Model
6 th 7 th 8 th 9 th 10 th	International Baccalaureate Middle Years Programme (MYP) - Language and Literature (L&L) Subject Guide - Teacher Developed Curriculum	<p>MYP L&L specific requirements summarized from L&L guide:</p> <p>Teachers must ensure that students have the opportunity to study a range of different text types; for example, short fiction and long fiction, extracts and full-length works, poetry, drama, non-fiction and visual texts. Multiple genres are addressed within each year of the programme so that students have the opportunity to fully develop their genre-specific skills over the five years.</p> <p>Students are exposed to literature which includes poetry, prose (short stories and novels), mythology and drama, autobiography, biography, graphic novels, travelogs, satires, essays, letters, literary non-fiction, speeches, oral traditions, screenplays, film and episodic television.</p> <p>Oral communication Oral communication encompasses all aspects of listening and speaking—skills that are essential for language development, for learning and for relating to others. Oral communication enables students to construct meaning through the process of articulating</p>	Daily - 45 minute periods

thoughts in a variety of ways. Debates, role plays, discussions, Socratic seminars, oral essays, lectures, speeches, interviews, simulations, poetry recitals, and dramatic as well as oral interpretations of literature are all examples of learning experiences students may engage with in order to develop their oral communication skills, both as listeners and speakers. Some oral communication tasks will involve a single, main speaker whereas other oral communication tasks will involve multiple, interacting speakers.

Written communication

Written communication encompasses all aspects of reading and writing. Reading is constructing meaning from text by making inferences and interpretations. The process of reading is interactive and involves the reader's purpose for reading, the reader's prior knowledge and experience, as well as the author's techniques and effects.

Writing allows us to develop, organize and communicate thoughts, ideas and information. Fiction and non-fiction in a variety of genres (for example, novels, short stories, biographies, autobiographies, diaries, letters, pastiches, parodies, cartoons, graphic novels, poetry, song lyrics, drama, screenplays, advertisements, blogs, emails, websites, appeals, brochures, leaflets, editorials, interviews, magazine articles, manifestos, reports, instructions and guidelines) are all text types students may engage with to develop their written communication skills, both as readers and writers.

Visual communication

Visual communication encompasses all aspects of viewing and presenting. Viewing and presenting means interpreting or constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences. Visual texts present information; learning to interpret this information and the ability to understand and use different media are invaluable skills.

Engaging with visual texts gives students the opportunity to understand the ways in which images and language interact to convey ideas, values and beliefs.

Advertisements, works of art, performance art, dramatic interpretations, postcards, graphic novels, animations, cartoons, comics, films, music videos, video clips, newspapers and magazines, graphs, tables, diagrams, leaflets, posters and television programmes are all examples of visual text types students may engage with in order to develop their visual communication skills, both as viewers and presenters.

Teachers also ensure that students have the opportunity to develop their skills in completing work with different requirements and under a variety of conditions. For example, set tasks that are:

- carried out under supervised or unsupervised conditions

		<ul style="list-style-type: none"> • completed on electronic devices rather than handwritten, or vice versa • timed or untimed • formal or informal • completed as part of a process (brainstorming, organization, drafting, redrafting, editing and publishing), or impromptu • oral, written or visual. <p>LILA does not do the IB's version of external assessment called the eAssessments, we chose Building Quality Curriculum instead to monitor and moderate our curriculum.</p> <p>We follow the IB eAssessment structure by assessing students through combinations of criteria: A-Analyzing, B- Organizing, C-Producing Text and D-Using Language.</p> <p><i>Please note that the document MYP: From principles into practice (May 2014) provides detailed information on organizing the written, taught and assessed curriculum, including the use of the objectives, assessment criteria and the planning of units of work.</i></p>	
11 th	International Baccalaureate Diploma Programme (DP) - Language and Literature (L&L) - Teacher Developed Curriculum	See above - only exception is that the curriculum is aligned with the DP Guide	Daily - 45 minute periods
12 th			

Data-Based Decision Making for Literacy Interventions

Districts are strongly encouraged to adopt the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) framework. This framework should include a process for monitoring student progress, evaluating program fidelity, and analyzing student outcomes and needs in order to design and implement ongoing evidenced-based instruction and interventions [Minn. Stat.120B.12, subd. 4a \(2023\)](#). [Component 5.1 of the MnMTSS framework provides indicators and criteria for effective data-based decision making. Component 1.6 and the MnMTSS Team Guidebook provide information on establishing effective linked teams for data-based decision making.](#)

Discuss if and how the district is implementing a multi-tiered system of support framework. Indicate if the district or charter school is using the MnMTSS framework and if the district and school teams have participated in MDE professional learning cohorts. Specify if the district or charter school team has attended MnMTSS professional learning and/or conducted the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT). Are there components/subcomponents that have been identified for improvement?

Describe the data and method(s) used to determine Tier 1 targeted evidence-based reading instruction for students and the processes for monitoring fidelity and intensifying or modifying Tier 1 instruction. Indicators and criteria for effective Tier 1 practices can be found in subcomponent 3.1 of the MnMTSS framework.

Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into Tier 2 and Tier 3 intervention, process for monitoring fidelity, type and frequency of progress monitoring during intervention, and criteria for exit from intervention. Indicators and criteria for effective Tier 2 and Tier 3 practices can be found in subcomponent 3.2 and 3.3 of the MnMTSS framework.

Past Efforts to Implement MTSS.

As a keystone in this work, LILA has been building capacity to implement the MnMTSS model and working to support and better align our work throughout our three sites to help close these achievement gaps. LILA's current and past efforts to implement MTSS have steadily improved over the last 10 years. In 2014, prior to opening Upper School, we developed a school-wide Response to Intervention (RtI) process. We worked to develop definitions and classroom examples of interventions at each tier. Additionally, we began implementing intervention support team meetings, although they have been called many different names over the years, i.e. RTI Meetings, MTSS Meeting, and more recently, Intervention Support Team Meetings. Additionally, we have continued to build our capacity and understanding to be more- inclusive and equitable in our practices. Our current MTSS implementation helps students, but we need to do more data analysis and refining, particularly addressing BIPOC, Free and Reduced Meal-eligible students, and English learners. We are proud of our diverse community, and look for ways to power up our support to meet diverse needs.

Five components of the MnMTSS. The successes and challenges that we have experienced in our implementation are outlined below.

Infrastructure for Continuous Improvement.

During the 2021-2022 school year, our district leadership team participated in a short course pathway for schools interested in beginning or enhancing implementation of MnMTSS through which we completed our first self-evaluation. Through that process, we defined action steps and goals and made improvements to our practices district-wide.

Ongoing District Leadership team participation in opportunities provided through the Collaborative Minnesota Partnerships to Advance Student Success (COMPASS) and MDE. The success and assets in our current and continued implementation include incredible buy-in by staff: teachers, Special Education staff, CEIS interventionist, Title I support, Basic Skills, ELL, and academic leadership are fully on board. "IB for All" is internalized in our school culture, as is the idea that we can do hard things together for the benefit of our learning community.

Family and Community Engagement.

Special Education Advisory Council (SEAC) - This parent directed council, which meets quarterly, has a high level of parent participation and seeks to involve all teachers, parents, and community members. One of our parents and Vice Chair of our School board, Erin Ribar, was selected to be on the Special Education Advisory Panel.

LILA is committed to ensuring our educational programs and services are meeting the needs of our American Indian students. LILA's American Indian Advisory committee includes parents, students, and teachers. This team helps us to identify goals for successful American Indian parent and student engagement.

LILA has a robust partnership with our local churches, community services and organizations including the Rotary, the Chamber of Commerce, and area emergency responders, as well as surrounding schools. We spend time in our community making connections at our Forest Lake Area Arts in the Park. Our school works to collaborate with our local YMCA to provide space for summer programming, and other events. Also, we co-op with local charter schools to provide opportunities for our students that expand beyond the school day, i.e. athletics.

VONA services - Over the past 4 years, we have expanded our counseling partnership with VONA services. The counseling services are provided on-campus at LILA which allows families easier access to the mental health services.

During the 2022-2023 school year, various groups of staff, students and parents worked together to develop a district-wide Commitment to Belonging. This District-wide positive outcome sets the stage for further engagement of LILA families.

3. Multi-Layered Practices and Support.

District

Self-evaluation and student data, has assisted in prioritizing our identified MnMTSS framework needs. For the 2023-24 School Year, our District Leadership Team is participating in the ATLAS Cohort focused on Learning Acceleration in Tier 1 Instruction.

The members identified to participate in the ATLAS Cohort include our building principals, the Director of Student Services, all Elementary & Secondary Math Teachers, the Immersion Program Coordinators, and our Executive Director. Team learning and collaboration ensures depth and breadth of knowledge and support. So far, through the collaborative efforts of this group, we have begun to outline a vision of Tier 1 Instruction that adheres to the following commitments that are outlined in the ATLAS for Learning Acceleration in Tier 1 Instruction:

Commitment 1: Every student will experience Tier 1 Core instruction that is standards-based, differentiated and culturally and linguistically sustaining.

Commitment 2: Every student will receive well-designed just-in-time scaffolds if and when needed to ensure they can access grade level work.

Commitment 3: Every student will feel a sense of belonging, and experience a safe and equitable learning environment that prioritizes a positive school climate and social and emotional learning.

We're on a forward trajectory. The ATLAS team is excited about the potential of their work and is excited that we have received the MTSS grant which will rocket us into the future. Through organized and ongoing efforts to align our work across the district, we will ensure that students are receiving quality instruction, feel a sense of belonging, and creating a more equitable and inclusive school.

Lower School -

Students will be assessed at the beginning of the school year. Students are ranked by ARC score, Level Chinese score, and sFASTBridge assessments. 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 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. Once the students reach the 30th percentile, they exit from Basic Skills interventions, and the classroom teacher continues to provide differentiated instruction and monitor progress. If the student in Basic Skills does not demonstrate sufficient growth over a twelve-week period (or sooner), the Basic Skills staff or classroom teacher brings the case to the Intervention Support 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.

Upper School

We are in our third funding cycle and implementation of ADSIS. The ADSIS funding funds allow 3.60 FTE interventionists to provide direct services for students not making progress in the areas of math, reading and/or behavior. These interventionists provide direct services to students identified by LILA's monitoring practices in their identified area of math, reading, and/or behavior.

Students will be assessed at the beginning of the school year. Students are ranked by grade point average, previous year's and fall aFastbridge Reading/Math/mySAEBRS scores, previous year's MCA scores, general education teacher input, parent and student input.

Students whose data on the above screeners show need for Adsis services, will be recommended for a small group Tier 2 or Tier 3 intervention within our reading, math, and behavior Adsis classes. Parents will receive a detailed letter explaining the reason for the recommendation and the classes. Parents have the ability to opt their student out of these services. If parents do opt their student out the intervention teachers communicate with parents to once again explain the reason for the recommendation. Adsis teachers work with small groups of students using research-based interventions on skills identified by the data mentioned above. Adsis service is focused and intensive and may be delivered inside or outside of the classroom. Screening data is collected frequently to monitor growth. Adsis math, reading, and behavior teachers use their own data to exit students from the programs. If a student receiving Adsis support does not demonstrate sufficient growth over a twelve-week period (or sooner), the staff or classroom teacher brings the case to the Intervention Support 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.

LILA's Current Efforts to Implement MTSS. We look forward to building on our prior work. In April, we received grant funding for an MTSS Coordinator. As part of the requirements, we will complete the SEMI-DLT in June and in the subsequent 9 session course. Our educational leadership teams are motivated to stay up to date with research and with the needs of our ever changing population. We are excited to enter a new continuous improvement cycle, especially with leadership from a dedicated MTSS coordinator.

4. Assessment.

Universal screening through standardized tests (Fastbridge, ACTFL Assessment of Performance toward Proficiency in Languages® (AAPPL), formative assessments, and behavior checklists have been developed and implemented.

Professional Learning Communities are engaging in the work at creating high quality assessments, norm those assessments, and make educational decisions based on the results.

Our teachers implement Understanding by Design - Backwards Planning to develop their IB Units of Inquiry.

More teachers are recognizing the usefulness of standardized assessment data through their work in PLCs. Learning to use, then rely on these assessment tools will help our forward movement in the MTSS framework.

5. Data-Based Decision Making.

We have better alignment of our practices using researched based decision making:

Our Reading Intervention teacher leaders and a classroom teacher completed the LETRS Training in 2023. These foundational staff remain in LILA's employ and have high commitment to program objectives.

Our Upper School Math Department began to adjust its teaching practices to align with more equitable practices outlined in the National Councils of Teachers of Mathematics (NCTM) *Catalyzing Change in Middle School Mathematics*. LILA is intentionally moving away from systemic practices that create inequities in our schools. We have discontinued offering Middle School/High School Advanced Courses in Math. Over-acceleration can lead to missed scope for those who are accelerated and diluted scope (without exposure to higher level class discussions & work) for those who follow the standard pathway. We continue grade acceleration only when it is in the best educational interest of the student.

At the Middle School level, as we are preparing all students for the rigorous work of the International Baccalaureate Diploma Programme (DP), we also discontinued offering Middle School/High School Advanced Courses in English for the same reasons outlined above for math.

Professional Development Plan

Describe the district or charter school professional development plan for training educators on structured literacy. Include the name of the approved professional development program, timeline for completion.

Describe how the district or charter school will support the implementation of structured literacy and what data will be collected and how it will be used to assure continuous improvement.

LILA has selected OL&LA (Online Language and Literacy Academy) from CORE Learning as our approved professional development program to train K-12 educators on structured literacy. Our early childhood teachers will participate in LETRS for Early Childhood.

We have a small group of “early adopters” who will participate in OL&LA from May, 2024 through September, 2024. This group of 10 includes administrators, teacher leaders, our MTSS coordinator and a newly appointed READ ACT coordinator. This group will be responsible for developing a support plan for training the rest of the staff. All K-5 staff who are required to be trained and all K-12 special education teachers will complete the training in the 2024-2025 school year. Training sessions will occur during the teacher duty day, including professional development days and scheduled after school meeting time. Staff in grades 6-12 (with the exception of special educators), and K-12 paraprofessionals who are required to be trained will complete the training in the 2025-2026 school year. All required staff will be trained by June 2026.

Our READ ACT coordinator will partner with administration and our MTSS coordinator to support the implementation of structured literacy instruction. LILA has a well-established system to provide coaching and feedback to teachers. This approach includes observation, learning opportunities, feedback and reflection. As teachers learn about and apply research-based literacy strategies, on-going coaching and feedback will create a culture of continuous improvement. We will collect data on student outcomes, including measures of proficiency and growth. We will collect data in both target language and English literacy using our established assessment tools.

Provide the number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training.

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	6	0	0	6
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	26	1	3	22
Grades 4-5 (or 6) Classroom Educators (if applicable)	10	0	1	9
K-12 Reading Interventionists	3	2	0	1

K-12 Special Education Educators responsible for reading instruction	13	3	0	10
Pre-K through grade 5 Curriculum Directors	7	0	5	2
Pre-K through grade 5 Instructional Support Staff who provide reading support	8	0	0	8

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Grades 4-12 Classroom Educators responsible for reading instruction	Grades 6-12	0	0	
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	US EL	0	0	
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68				
Grades 6-12 Instructional support staff who provide reading support		We are awaiting MDE's determination of the approved PD programs for Upper Grades.		
Grades 6-12 Curriculum Directors				
Employees who select literacy instructional materials for Grades 6-12				

Action Planning for Continuous Improvement

Describe what needs to be refined in the district or charter school's implementation of evidence-based literacy instruction. Provide a description of the next steps the district or charter school will take to improve implementation of evidence-based literacy instruction.

Other areas for consideration include increasing dyslexia screening for grades 6-12 and implementing a plan for onboarding new teachers in future years.