Lakes International Language Academy Local Literacy Plan

District or Charter School Name and Number: Lakes International Language Academy District 4116
Date of Last Revision: June 2026

<table>
<tr><th>SECTIONS</th><th>QUESTIONS</th></tr>
<tr><td>1: Read Act Goals</td><td>
The goal of the Minnesota READ Act is to have 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 benchmarks." (Minn. Stat. 120B.12)

1.1 Restate the district or charter school's literacy goal(s) for the 2025-26 school year (copy and paste this from your 2025-26 Local Literacy Plan).

At Lakes International Language Academy, the goals of the Minnesota READ Act are advanced through evidence-based literacy instruction, universal screening, ongoing progress monitoring, and data-informed decision-making within a full language immersion model. Students develop foundational literacy skills in Spanish or Chinese before formal English instruction begins, supporting bilingualism, biliteracy, and long-term academic success. Assessment data are used to identify student needs, guide instruction, and provide targeted interventions. Although immersion students may initially perform below monolingual peers on English standardized assessments, research shows they meet or exceed grade-level expectations within two to three years of formal English instruction. By protecting partner language instructional time while implementing evidence-based literacy practices, Lakes ensures students develop strong literacy skills in both the partner language and English.

In the 2025-2026 school year, our students in grades K-5 will grow from 56% to 58% meeting benchmarks in Spanish reading, 69% to 71% in Chinese literacy, and 75% to 77% in English literacy. The combined score for 6th, 7th, 8th, and 10th grade students who meet or exceed on the MCA reading assessment will increase from 57.1% in 2025 to 59.1% in 2026.

These goals are based on our own school's targeted immersion language goals.
<table>
<tr><th>KINDERGARTEN</th></tr>
<tr><td>Spanish
Assessment: ENIL syllables/2-syllable words
Proficiency: 85 syllables, 35 words
2025-2026 benchmark: 47/87 (54%)</td></tr>
<tr><td>Chinese
Assessment: Level Learning
Proficiency: Level D/E
2025-2026 benchmark: 7/19 (39%)</td></tr>
<tr><th>FIRST GRADE</th></tr>
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Spanish
Assessment: ENIL
Proficiency: 1Azul (1Blue)
2025-2026 benchmark: 35/107 (33%)

Chinese
Assessment: Level Learning
Proficiency: Level F
2025-2026 benchmark: 13/18 (72%)

SECOND GRADE

Spanish
Assessment: ENIL
Proficiency: 2Azul (2Blue)
2025-2026 benchmark: 68/102 (67%)

Chinese
Assessment: Level Learning
Proficiency: Level H
2025-2026 benchmark: 12/19 (63%)

English
Assessment: IRLA
Proficiency: 2Green (Chinese immersion; Spanish English starts grade 3)
2025-2026 benchmark: 13/19 (68%)

THIRD GRADE

Spanish
Assessment: ENIL
Proficiency: 1Rojo (1Red)
2025-2026 benchmark: 68/103 (66%)

Chinese
Assessment: Level Learning
Proficiency: Level I
2025-2026 benchmark: 19/30 (63%)

English
Assessment: IRLA
Proficiency: 1Red
2025-2026 benchmark: 106/134 (79%)

FOURTH GRADE

Spanish
Assessment: ENIL
Proficiency: 2Rojo (2Red)
2025-2026 benchmark: 73/100 (73%)

Chinese
Assessment: Level Learning
Proficiency: Level J
2025-2026 benchmark: 12/18 (67%)

English
Assessment: IRLA
Proficiency: Black

2025-2026 benchmark: 88/118 (75%)

FIFTH GRADE

Spanish
Assessment: ENIL
Proficiency: Blanco (White)
2025-2026 benchmark: 51/92 (55%)

Chinese
Assessment: Level Learning
Proficiency: Level J/K
2025-2026 benchmark: 10/25 (40%)

English
Assessment: IRLA
Proficiency: Orange
2025-2026 benchmark: 64/117 (55%)

GRADES 6-12

Assessment: Fastbridge aReading
Proficiency: Low Risk or College Pathway Levels
2025-2026 benchmark: 74.4%

1.2 Describe what was implemented or changed to make progress towards the goal(s).

In third grade Spanish immersion classrooms, teachers implemented the state-approved UFLI curriculum.
Additionally, teachers in grades K–5 continued to strengthen phonemic awareness instruction where needed.
Finally, we continued to closely monitor student growth and provide targeted reading interventions as needed.

At Upper School, we strived to refine our processes for identifying students in need of reading interventions, diagnosing specific student needs, matching students with appropriate interventions, and administering frequent progress monitoring assessments. We also worked on the infrastructure of our teams to ensure that each one had a clear purpose and was meaningfully linked to other, appropriate teams.

1.3. Describe how current student performance differs from the literacy goal detailed in the READ Act.

We met our Spanish proficiency goal of 58%. In Chinese we did not make our goal of 71%, but rather scored 57% proficiency. One of the reasons for this discrepancy is that we made our end of year benchmarks more rigorous this year. We did not meet our English proficiency goal of 77%, but rather scored 70% proficient.
We are unable to report on MCA scores at this time in 6th-12th grade as the scores are not yet published.

1.4 State the district or charter school's literacy goal(s) for the 2026-27 school year.

In the 2026-2027 school year, our students in grades K-5 will grow from 58% to 60% meeting benchmarks in Spanish reading, 57% to 59% in Chinese literacy, and 70% to

72% in English literacy. The combined score for 6th, 7th, 8th, and 10th grade students who meet or exceed on the MCA reading assessment will be 61% in 2027.

Below are our local benchmark reading level goals for 2026-2027.

KINDERGARTEN
Spanish Assessment: ENIL syllables/2-syllable words Proficiency: 85 syllables, 35 words
Chinese Assessment: Level Learning Proficiency: Level C/D
FIRST GRADE
Spanish Assessment: ENIL Proficiency: 1Azul (1Blue)
Chinese Assessment: Level Learning Proficiency: Level F
SECOND GRADE
Spanish Assessment: ENIL Proficiency: 2Azul (2Blue)
Chinese Assessment: Level Learning Proficiency: Level H
English Assessment: IRLA Proficiency: 2Green (Chinese immersion; Spanish English starts grade 3)
THIRD GRADE
Spanish Assessment: ENIL Proficiency: 1Rojo (1Red)
Chinese Assessment: Level Learning Proficiency: Level I
English Assessment: IRLA Proficiency: 1Red
FOURTH GRADE
Spanish Assessment: ENIL Proficiency: 2Rojo (2Red)

Chinese
Assessment: Level Learning
Proficiency: Level K

English
Assessment: IRLA
Proficiency: White

FIFTH GRADE

Spanish
Assessment: ENIL
Proficiency: Blanco (White)

Chinese
Assessment: Level Learning
Proficiency: Level L

English
Assessment: IRLA
Proficiency: Orange

GRADES 6-12

Assessment: Fastbridge aReading, and AUTOReading
Proficiency: Low Risk or College Pathway Levels
Assessment: CAPTI, Dyslexia screener

1.5 Name of District Literacy Lead
If the District Literacy Lead information listed on the Home page is not correct, update it here.
Name: Jessie Sheldon
Position: Literacy Lead
E-mail address: jsheldon@mylila.org

1.6 The District Literacy Lead, Jessie Sheldon & Tara Heying, has an FTE of 1.0

1.7 Describe how the District Literacy Lead is engaging with the District and School Leadership Teams.
The Literacy Lead will collaborate with school leadership teams to help guide decisions related to literacy instruction, assessment, and curriculum. The Literacy Lead will also participate in weekly meetings with building leadership to identify and prioritize support for teaching staff through professional development, instructional coaching, and ongoing collaboration.

1.8 MDE requires District Literacy Leads to hold at least one active license from a list of licenses documented on the Literacy Lead License List found on the MDE website: MDE Read Act Literacy Lead License List

1.8 Does the District Literacy Lead hold at least one of the required active licenses?* Yes

MDE Approved Professional Development Programs include:

- CAREIALL (Advancing Language and Literacy – Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)

- CAREIALL Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4–12

1.10 Has the District Literacy Lead completed an MDE approved READ Act Professional Development program?* yes

1.12 Submit the URL for the location of the Local Literacy Plan to be posted on the District Website:

https://www.mylila.org/district/key-policies

2: Screening Tools K-3

2.1 Does the district or charter school serve students in any grade, K-3?* Yes

2.2 Does the district or charter school administer an MDE approved K-3 READ Act screening tool in any grades K-3?* Yes

2.3 Screening Tools Used in Grades K–3 Required

Screening Tool *

FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Grades *

- [x] Kindergarten
- [x] Grade 1
- [x] Grade 2
- [x] Grade 3

Benchmark Criteria *

MDE Composites

2.4 Did the district or charter school conduct oral language screening in the 2025-26 school year? *

(•) Yes ( ) No

2.5 Will the district or charter school make changes to K-3 screening in the 2026-27 school year? *

( ) Yes (•) No

3: Screening Tools 4-12

3.1 Does the district or charter school serve students in any grade, 4-12? *

(•) Yes ( ) No

3.2 Did the district or charter school administer the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year? *

(•) Yes ( ) No

3.3 What process was used to identify students in grades 4-12 not reading at grade level (select one)? *

Two-step screening process: Step 1, A district determined tool was used to identified students not reading at grade level. Step 2, Capti ReadBasix wa

3.4 Screening Tools, Grades 4–12 REQUIRED

Screening Tool *

Capti ReadBasix

Grades *

- [x] Grade 4
- [x] Grade 5
- [x] Grade 6
- [x] Grade 7
- [x] Grade 8
- [x] Grade 9
- [x] Grade 10
- [x] Grade 11
- [x] Grade 12

Timing of Administration *

1 time per year

Step 1 Criteria Used To Determine Students Administered Capti ReadBasix *

District set benchmarks

Explain:
We used aReading and autoReading screeners to determine who was at risk.

3.5 Indicate which subtests of Capti ReadBasix were administered in the 2025-26 school year: *

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing
- Reading Comprehension

Required subtests only

3.6 Was Capti ReadBasix used for progress monitoring? *

(•) Yes ( ) No

3.7 Describe how Capti ReadBasix was used for progress monitoring. (500 characters) *

Students identified as at risk received interventions, and then retested after 6-8 weeks using the Capti subtests which targeted their need for instruction.

3.8 Will the district or charter school make changes to 4-12 screening in the 2026-27 school year? *

(•) Yes ( ) No

3.9 Describe changes to 4-12 screening that will be implemented in the 2026-27 school year. (1750 characters) *

Capti will be administered in the fall as required by READ ACT.

4. Student Screening Data Submission

4.1 How is the district or charter school submitting READ Act required K-3 student screening data to MDE? *

Vendor submission

For the 2025-26 school year and all subsequent years, all the above PII is required for all students screened. MDE uses these five data points to validate students' information to ensure data is linked to the correct student. If any required data is missing from the district or charter school's submission (e.g. First Name, Last Name, SSID and gender are included but DOB is missing), the district will be required to submit screening data directly to MDE to meet Local Literacy Plan reporting requirements or risk being ineligible for Literacy Aid Funds.

[ ] The district or charter school verifies that the above listed district and school information and student PII are included in the FastBridge system.

4.3 How is the district or charter school submitting READ Act required Capti ReadBasix student screening data to MDE?

Vendor submission

5. Screening Summary Student Counts Grades K-3

For grades kindergarten through three, indicate the number of students: universally screened, and the number at or above benchmark in the fall, winter and spring

Grade	Universally Screened: Fall	At or Above Benchmark: Fall	Universally Screened: Winter	At or Above Benchmark: Winter	Universally Screened: Spring	At or Above Benchmark: Spring
K	101	32	102	7	103	70
1	125	40	126	24	124	44
2	122	35	123	33	121	23
3	133	62	134	55	134	52

6. Dyslexia Screening Summary Student Counts Grades K-3

6.2 Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
K	38	19
1	37	17
2	43	17
3	134	29

6.3 What process was used to administer the Nonsense Words subtest to measure decoding skills for students in Grades 2 and 3? *

Integrated: All students in Grades 2 and 3 were administered the Nonsense Word subtest

6.4 Will the district or charter school make changes to K-3 dyslexia screening in the 2026-27 school year? *

- ○ Yes
- ◉ No

7. Screening Summary Student Counts Grades 4-12

For grades 4-12; indicate the number of students in each grade level; if applicable, the number administered the district selected step 1 tool (if no step 1 tool was used enter zeros (0) in this column); the number administered Capti ReadBasix; the number demonstrating reading difficulties (optional in 2026 but required in subsequent years); the number demonstrating characteristics of dyslexia and the number of students identified as not reading at grade level who were opted out of screening.

Grade	Total Number of Students in Grade Level	Students Administered Step 1 Took (If no Step 1 tool used, enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4	118	118	28	28	28	0
5	117	117	34	32	32	0
6	91	90	19		19	0

7	105	105	16		14	0
8	90	86	19		17	0
9	71	70	9		7	0
10	80	78	8		7	0
11	58	43	3		3	0
12	73	57	4		4	2

8. Data Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of Tier 1 (core) instruction, Tier 2 (supplemental) or Tier 3 (intensive) instruction.

8.1 Describe the process and the data used to assure that evidence-based instruction and intervention is matched to student needs.

In K-5th grade, multiple assessments are used to determine students' literacy needs that focus in the areas of fluency, phonics, decoding, reading accuracy, vocabulary and comprehension. Based on the areas where they show the greatest needs, intervention is provided that targets these students' skills. Instruction is rooted in the science of reading, and modifications to the literacy curriculum are continually being made to support this practice.

6th-12th grade students who are identified for ADSIS support in reading are given a diagnostic assessment (i.e., AUTOreading) upon entry, which helps the interventionist determine what the students' specific areas of need are. Capti ReadBasix testing is now also used to match interventions to student needs.

8.2 Describe the processes for monitoring fidelity and differentiating Tier 1 instruction.

Fidelity of Tier 1 instruction is monitored via classroom observations conducted by instructional coaches. Teachers have access to data dashboards, which aggregate data (e.g., MCA, FastBridge, and locally chosen screeners) into a single location. Educators then utilize those data in order to determine and address students' specific needs related to reading in the general education classroom. Strategies include leveling texts, purposeful grouping of students, providing reading texts targeted to their reading goals and creating and adapting projects which have enough flexibility to be used to promote a variety of goals based on where students are at.

8.3 Provide the criteria for entrance into Tier 2 (supplemental) and/or Tier 3 (intensive) targeted reading intervention. Specify any difference in processes at the elementary and secondary school levels.

At lower school, teachers and interventionists screen students' reading abilities using a variety of tools that target multiple areas of literacy. Students who are below the 20th percentile according to our local literacy benchmark for each language of instruction (English, Spanish, Mandarin Chinese)receive supplemental Tier 2 and Tier 3 targeted reading intervention.

At the Upper School, a reading risk score is calculated for each student based on aReading, AUTOreading and MCA Reading assessments. With the aReading screener, students who are flagged as "some risk" or "high risk" are eligible for potentially receiving ADSIS reading support. The average national percentile of a student's scores on their previous three aReading tests (e.g., fall, spring, and winter administrations) is calculated to determine which students are most at risk. Similarly, students who partially or do not meet on their previous MCA Reading test are also eligible for potentially receiving ADSIS

reading support. Adjusted MCA scores (i.e., ranges normalized to 0-99 for each grade) are used in conjunction with aReading results to produce an overall risk score that is used to prioritize which students should be offered ADSIS reading support. The risk score has been tested with historical LEA data, and outperformed both MCA scores alone, and aReading scores in isolation, for predicting future MCA Reading achievement.

8.4 How often is progress monitoring data collected for students receiving Tier 2 support?

Once a month

8.5 How often is progress monitoring data collected for students receiving Tier 3 support?

Once a week

8.6 Provide the K-12 progress monitoring protocol used to determine any necessary intensifications or modifications of Tier 2 (supplemental) and/or Tier 3 (intensive) targeted reading intervention.

At lower school after assessing students in multi-areas of literacy to determine their needs, an appropriate intervention and progress monitoring goal will be set for them. If students do not meet their goal after a 6-8 week intervention period, changes to the intervention will be made, and students may move to Tier 3 targeted reading instruction. If students do not make their second goal after an additional 6 to 8 weeks, they will be moved to our Student Study Team to determine next steps, which may include a special education evaluation.

At Upper School, students are first given the full AUTOreading assessment to determine their specific area of need. Once the intervention has begun, progress monitoring is conducted using the appropriate AUTOreading subtest. The brevity of these subtests (i.e.,) allows for progress monitoring to occur 1-2x/week. The interventionist reviews the progress monitoring data after each administration, and formal decisions regarding whether to adapt the intervention are made after approximately 4-6 weeks. Once the intervention has reached a minimum of seven weeks with =12 data points, the results are reviewed with the Intervention Support Team. Decisions regarding whether to intensify, continue, or fade out the intervention are made at that point. If a student fails to achieve their goals with two interventions, they are referred to the Student Study Team.

8.7 Provide the criteria for exit from Tier 2 (supplemental) and/or Tier 3 (intensive) targeted reading intervention. Specify any difference in processes at the elementary and secondary school levels.

At lower school, students exit from Tier 2 & 3 targeted reading services when they meet their 7-week targeted intervention goal and score above the 35th percentile of their peer group according to local benchmark goals. Students' literacy scores are continually being monitored, and if a student stops making progress and dips below the 20th percentile of their peers, they are once again entered into supplemental intervention support.

At the Upper School, several metrics are considered when determining whether to exit a student. Specifically, a student has to reach their intervention goal, they must be at grade level based on progress monitoring, the student's most recent aReading score must be at or above the 40th percentile, and their Language & Literature teacher cannot still have concerns regarding their reading skills.

8.8 Will the district or charter school make changes to data-based decision-making processes, criteria, or progress monitoring procedures in the 2026-27 school year? *

○ Yes ◉ No

9. Parent Notification & Involvement

9.1 Are parents or guardians notified when children are identified as not reading at grade level? *

(●) Yes ( ) No

Grades	Frequency of Notification	Explain Other	Method of Notification	Explain Other
K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	3 times per year		Other	Parent teacher conferences, email, letter sent home at conferences or with a student, report cards

READ Act requires the following information be included in parent notifications:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

9.3 Do parent notifications from the district or charter include all required information?

( ) Yes (●) No

If No, explain.

We notify families about reading services and home support strategies. As an immersion school, MDE screener benchmarks are not valid for our students, so we use internal benchmarks to identify high-risk students.

9.4 How are families or the community engaged around literacy? (Select best choice) *

Parent teacher conferences

9.5 Will the district or charter school make changes to parent notification and involvement in the 2026-27 school year? *

( ) Yes (●) No

10. Tier 1 (Core) Curricular Resources

READ Act legislation requires districts to use evidence-based curriculum materials that are designed to ensure student mastery of literacy skills at each grade level.

Tier 1 (Core) Literacy Instruction and Curricular (K-5)

Implemented Curriculum	Other Curriculum	Curricula Type	Grades	Instruction Delivery Minutes
Other Curriculum	UFLI, Heggerty, American Reading Company, Level Learning	Comprehensive	K, 1, 2, 3, 4, 5	90

10.3 Describe the process the district or charter school used or will use to select an evidence-based Tier 1 (Core) curricular resource.

In Spanish K-5 classes, we are currently providing literacy instruction with the American Reading Company (ARC) ENIL curriculum for our Spanish literacy curriculum. In Chinese K-5 classes, we are utilizing the Level Learning Mandarin curriculum. We are also utilizing Heggerty to embed phonemic awareness instruction into our day. When English literacy instruction is introduced in 2nd and 3rd grade, we are instructing with the UFLI curriculum. In 4th and 5th grade, the ARC IRLA curriculum is utilized in English, along with science of reading based instructional strategies embedded into our transdisciplinary units as an IB school.

10.4 Describe the selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment).

This was our first year utilizing the UFLI curriculum in 2nd and 3rd grade. Teachers were trained in the program before instruction took place, and were provided check-ins, modeling opportunities, and observations along the way. We are currently reviewing student data and our instructional practices to determine what changes may need to be made next year to better serve student needs. In the future, if the state provides a list of approved curriculums for the Spanish or Mandarin languages, we will eagerly review the recommended list for potential changes. New teachers were placed in a PLC where they received training throughout the year on our other curricular resources.

10.5 Will the district or charter school make changes to Tier 1 (Core) curricular resources in grades K-5 in the 2026-27 school year? *

○ Yes ◉ No

11: Literacy Intervention Resources

READ Act legislation requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12.

Tier 2 and Tier 3 Resources	Other Resource Name	Resource Used For	Grades	Instructional Delivery Minutes
Other Resources	UFLI, Heggerty, Words their Way, Read Naturally, ARC Toolkits, iReady Reading	Tier 2 & 3	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	30

11.2 Will the district or charter school make changes to literacy intervention resources in grades K-12 in the 2026-27 school year? *

◉ Yes ○ No

11.3 Describe changes to literacy intervention resources in grades K-12 that will be implemented in the 2026-27 school year.

To better support students in Grades 4-12 who are flagged as at risk from the Capti screener, we are currently reviewing resources recommended by the state, primarily the UFLI and REWARDS curriculum. We are also implementing iReady in our Tier 2 reading class.

12: Literacy Aid Funds

Responses in Section 12.6 will populate a table reporting district use of literacy aid funds.

12.1 What amount of literacy aid funds were received in 2025-26 school year? *74,840*

12.2 What amount of literacy aid funds were spent in 2025-26 school year? *48,768*

READ Act Literacy Aid

12.3 What amount of READ Act Literacy Aid was received in 2024-25 school year? *0*

12.4 As of the completion of this Local Literacy Plan how much READ Act Literacy Aid remains in the required reserved account? *28,487*

12.5 If funds remain, describe the plan for spending remaining funds.
We will use the remaining funds on continuous READ act training for the later phase employees, and read act screening. We also use the read act literacy support aid to pay for the program used to screen our students.

12.6 Literacy Aid Funds

Use of Literacy Funds	Explain Other	Funds Used
Other, explain below	Professional development on evidence-based literacy screening and progress monitoring tools, MDE approved READ ACT professional development, Employing a District Leadership Lead, Approved literacy screeners	Both

Professional development on evidence-based literacy screening and progress monitoring tools, MDE approved READ ACT professional development, Employing a District Leadership Lead, Approved literacy screeners

13: Professional Development Plan

13.1 Name of the approved Phase 1 professional development program: (Select all that apply) *

- [ ] CAREIALL
- [x] Core OL&LA
- [x] LETRS

13.2 Date of expected completion for Phase 1: (Enter date in format MM/DD/YYYY) *

5/20/2025

13.3 How were Phase 1 synchronous sessions facilitated? *

Vendor Provided Facilitator

13.4 Name of the approved Phase 2 professional development program: (Select all that apply) *

- [ ] CAREIALL Secondary
- [x] CORE OLLA Secondary
- [ ] Neuhaus Structured Literacy Modules
- [ ] STRIVE Science of Reading

13.5 Date of expected completion for Phase 2: (Enter date in format 05/15/27)

13.6 How were Phase 2 synchronous sessions facilitated? *

Vendor Provided Facilitator

13.7 Describe how the district or charter school is supporting teachers who do not complete the approved training at the vendor proficiency level of 80%.

Year 1 and 2 teachers who have not yet completed the training will complete it during the 26-27 school year. We will work individually with those teachers to support their understanding of concepts they haven't yet mastered. Additionally, in our grade level groups, we'll revisit key concepts from the OL&LA course. Teachers will also be given time to design lessons and apply their learning in ways that align with our unique teaching context.

13.8 Describe the fidelity data that is being collected to ensure that teachers in grades K-12 are able to implement systematic, sequential, explicit, and diagnostic evidence-based instruction in literacy.

We use a variety of assessment tools, including UFLI, Words Their Way, American Reading Company (ARC), and FastBridge assessments, to evaluate students across the five areas of literacy. The data collected helps teachers identify individual student strengths and needs, monitor progress, and make informed instructional decisions. This information guides targeted interventions, supports differentiated instruction, and helps ensure that all students receive the support necessary for continued growth in literacy.

13.9 Describe how the district or charter school is implementing coaching support and feedback based on the results of the fidelity data to ensure that all teachers in grades K-12 are able to implement systematic, sequential, explicit, and diagnostic evidence-based instruction in literacy.

The district is supporting teachers by providing data-driven feedback during collaborative grade-level planning meetings. In addition, district staff regularly review student data and check in with teachers to discuss how they are supporting their students. The district's Read Act Coordinator and Literacy Coordinator is available to offer guidance on literacy instruction and student interventions. Furthermore, we are working to provide a more systematic instructional scope and sequence for teachers to follow, and we frequently check in with them to monitor implementation and offer support.

13.10 Describe how the changes in instructional practices (systematic, sequential, explicit, diagnostic) have impacted K-12 student outcomes. Provide evidence of this impact.

This year's lower school PLC has focused on implementing literacy practices grounded in the Science of Reading in their classrooms. Teachers have developed a stronger grasp of best practices in literacy instruction, which has contributed to improved reading outcomes for students. Notably, several grade level teams have adopted a new scope and sequence aligned with OL&LA recommendations and observed a significant improvement in student achievement compared to previous years. The upper school PLC focused on vertically aligning teaching objectives and standardizing grading to improve Tier 1 instruction and better assess student growth.

13.11 How has the district implemented work around culturally responsive practices? Include a description of the plan for supporting teachers with implementing culturally responsive literacy practices.

The district has implemented professional development around culturally responsive practices by embedding this work within our language immersion model and the IB framework, both of which inherently emphasize global perspectives, multilingualism, and respect for cultural diversity. Professional development sessions have focused on helping teachers recognize and respond to the cultural backgrounds and identities of their students, ensuring that instructional practices are inclusive and affirming. Specifically, within the context of literacy, the district is supporting teachers in implementing culturally responsive practices by providing training that connects evidence-based literacy instruction with strategies that honor students' cultural and linguistic assets. For example, through our OL&LA professional development, teachers are learning how to deliver systematic and explicit literacy instruction while also selecting texts that reflect students' identities and lived experiences.

13.12 How did the district engage with the Regional Literacy Network? (Select all that apply) *

- [x] Attended District Literacy Lead Community of Practice
- [x] Attended Local Certified Facilitator Community of Practice
- [x] Requested district consultation, coaching, and/or support
- [ ] Other, explain
- [ ] District did not engage with the Regional Literacy Network

13.13 Describe any additional literacy focused professional development opportunities the district or charter school will be providing. Provide any specific alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas).

To strengthen literacy instruction and professional development, our school has added a new Literacy Lead position. This individual will guide and facilitate professional learning aligned with literacy best practices and the Science of Reading. They will collaborate with grade-level teams, provide coaching and instructional support, and work closely with the leadership team to strengthen literacy programming across the school. Together, we will develop and share strategies, resources, and lessons that align with both evidence-based literacy practices and our framework of multilingualism, inquiry, and global-mindedness. This work will help us refine our instructional approach, build teacher capacity, and support all learners in becoming confident, capable, and engaged readers.

13.14 Will the district or charter school make changes to the professional development plan in the 2026-27 school year? *

(●) Yes ( ) No

13.15 Describe changes to the professional development plan that will be implemented in the 2026-27 school year.

Teachers hired next year who have not yet completed the OL&LA training will complete it next year. The literacy lead will also work with the leadership team to provide literacy professional development as well as collaborate with grade levels to plan instruction. Our Secondary PLC will continue working on vertical alignment and secondary teachers will begin implementing multisyllabic vocabulary, morphology, and phonemic awareness as they go through the Phase 2 training.

14: Professional Development Educator Count

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	8	5	2	1
K-3 Classroom Educators	24	15	0	9
K-12 Teachers holding English as a second language licenses	3	2	0	1
K-12 Reading Intervention Teachers	1	1	0	0
K-12 Special Education educators responsible for foundational reading instruction	14	13	0	1
Pre-K through grade five Curriculum Directors	4	4	0	0
Employees who select literacy instructional materials for	3	3	0	0

grades pre-K through grade five				
Fourth and fifth grade teachers	11	8	0	3
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	42	27	14	1

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
Teachers who provide foundational reading instruction to students in grades 4-12	17	9	0	8
Teachers who provide reading instruction to students in dual language immersion programs	35	23	0	12
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	13	5	0	8
Grades 6-12 Curriculum Directors	2	0	0	2
Grades 6-12 instructional support staff	1	1	0	0

	who provide reading support | | | | | 14.3 Of the total number of required instructional support staff, contractors, and volunteers from the above charts, enter the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hour training). Enter zero (0) if there are none in this category. * *27* 14.4 The PSLT was provided by (select one): District PSLT Trainer
15: Multi-tiered Systems of Support	15.1 Is the district or charter school implementing a multi-tiered system of support framework? * (•) Yes ( ) No 15.2 Is the district or charter school using the MnMTSS framework? * (•) Yes ( ) No 15.3 Has the district or charter school participated in the COMPASS MnMTSS professional learning? * (•) Yes ( ) No 15.4 Will the district or charter school make changes to MTSS in the 2026-27 school year? * (•) Yes ( ) No
	15.5 Describe changes to MTSS that will be implemented in the 2026-27 school year. LILA will be in its third year of MnMTSS implementation in SY 26-27, and a number of changes are planned related to this work. At the district level, we continue to refine our collection, and use of, office discipline referral and social-emotional-behavioral screening data. We are also working towards adoption of a professional data dashboard that will be more sustainable than our current system. Our schools will also be implementing a data review calendar to help strengthen linkages between teams, promote data literacy, and involve all staff in data-based decision-making. With our multi-layered practices and support, we will continue to refine our curriculum review and adoption processes as we move forward with a new math curriculum that will be aligned to Minnesota standards and provide much needed vertical alignment between our buildings. Finally, our Lower School will begin school level implementation of the MnMTSS framework this fall.
16: Dual Language Immersion Programs	*MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.*

16.1 Does the district or charter school include a DLI program? *

Yes No

16.2 Dual Language Sites K-12 REQUIRED

Partner Language *

Other

Other Language (50 characters) *

Spanish and Mandarin

Name of School Site (100 characters) *

Lakes International Langauge Academy

MDEOrg School Number (Must be a whole number greater than 0 and less than or equal to 999, e.g., 123) *

010

Grades *

- [x] Kindergarten
- [x] Grade 1
- [x] Grade 2
- [x] Grade 3
- [x] Grade 4
- [x] Grade 5
- [x] Grade 6
- [x] Grade 7
- [x] Grade 8
- [x] Grade 9
- [ ] Grade 10
- [ ] Grade 11
- [ ] Grade 12

Percentage of Students in Partner Language (whole number greater than or equal to 0 and less than or equal to 100)*

71

Literacy Screening *

Both

Grades Screened *

- [x] Kindergarten
- [x] Grade 1
- [x] Grade 2
- [x] Grade 3
- [x] Grade 4
- [x] Grade 5
- [x] Grade 6
- [x] Grade 7
- [x] Grade 8
- [x] Grade 9
- [x] Grade 10
- [x] Grade 11
- [x] Grade 12

Name of English Screening Tool *

FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Partner Language Screening Tool (Include Language) (100 characters)
Fastbridge: earlyReading (Grades K-1), CBM Reading (Grades 1-2), American Reading Company ENIL, Star

16.4 Complete the table below to indicate the number of students in Grades K-3 in the district or charter school's DLI program, the number screened and identified as reading at or above benchmark in Spring.

Grades	Number of Students in DLI Program(s)	Number of students screened	Number of Students Reading at or above Benchmark in Spring
K	104	104	70
1	125	125	44
2	122	122	23
3	134	134	52

16.5 Complete the table below to indicate the number of students in Grades 4-12 in the district or charter school's DLI program, the number screened and identified as not reading at grade level.

Grades	Number of Students in DLI Program(s)	Number of students screened	Number Identified as Not Reading at Grade Level	Number of Students opted out of testing
4	118	118	28	0
5	117	117	32	0
6	57	57	10	0
7	63	62	10	1
8	42	42	6	0
9	20	20	1	0
10	0	0	0	0
11	0	0	0	0
12	0	0	0	0