LAKES INTERNATIONAL LANGUAGE ACADEMY

An IB World School

Language Instruction Educational Program Plan

Updated August 2026

Introduction

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

Definitions of Acronyms

LILA: Lakes International Language Academy

IB: International Baccalaureate

PYP: Primary Years Program

MYP: Middle Years Program

DP: Diploma Program

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

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

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

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

LEAPS: Learning English for Academic Proficiency and Success

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

MARSS: Minnesota Automated Reporting Student System

MDE: Minnesota Department of Education

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

RAEL: Recently-Arrived English Learner

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

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

ELD Departmental Procedures

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

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

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

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

    Preschool: Ages 3-4, Kinder Prep program

    1. Pre-IPT (Individual Proficiency Test)
        a. Completed in a one-on-one setting with an ELD teacher.
        b. Assesses listening and speaking to produce an overall oral proficiency level and oral designation.

i. Students who have an oral proficiency anything other than “advanced” or an oral designation anything other than “Fluent English Speaker” qualify for preschool ELD services.

2. Teacher observations and judgment
3. Parent input

Grades: K- 1st Semester 1st

1. WIDA Screener for Kindergarten (on paper)
    a. Kinder-Speaking and Listening
    b. 1st grade 1st semester- Speaking, Listening, Reading, Writing
2. Parent input

Grades: 2nd Semester 1st-12th:

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

      OR

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

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

- Students are eligible IF:
    - Grades: 2nd Semester 1st-12th: They receive a composite score lower than 4.5 OR they have one or more domains lower than 4.0.
    - Kindergarteners and 1st semester 1st graders: They receive a composite score lower than 4.5.

2. **Program Entrance**: Students for whom EL support is determined academically and developmentally appropriate based on the above screening process will be entered into the program.

3. **Parental Notification**: Parents will be made aware of a student's placement in ELD instruction in writing. For students in kindergarten through grade 12, Title III

of ESSA (Every Student Succeeds Act) requires informing parents about the reasons for identification, the level of English proficiency, how the program will help their child learn English, and exit requirements. This parental notification occurs every year through a letter sent to families (typically including their child's WIDA ACCESS scores from the previous year as applicable). While not requiring formal ESSA paperwork, parents of qualifying preschool students will be made aware of programming in writing by the school.

NOTE:

- ***Parents have the right to refuse ELD service for their student at any point in time.***
- *If parents determine that they do not want ELD services, they must sign the Refusal Form every year, based on Minnesota state statutes.*

4. **Service**: Students are provided service in accordance with the plan determined by parents, teachers, and school administration. All students identified as EL are recorded as such in the Minnesota Automated Reporting Student System (MARSS). In addition to a student's status as an EL, data regarding the start date of ELD services and the student's home primary language are required.

5. **Progress Reports**:
   Kinder Center/Lower School: An ILP (Individualized Learning Plan) will be created for each student annually within the first quarter. This plan contains language goals based on student progress and needs. Progress toward language goals is then provided to parents/guardians two times a year. This ILP is shared with teachers, parents and other stakeholders.

   Upper School: An ILP (Individualized Learning Plan) will be created for each student annually within the first quarter. This plan contains language goals based on student progress and needs. Progress towards language goals will be provided to parents/guardians two times per year. This ILP is shared with teachers, parents and other stakeholders.

6. **Annual Progress Evaluation**: Student progress will be evaluated annually utilizing a standardized test. The English Language Development teacher and other district staff will administer the WIDA ACCESS For ELLs test every spring for students in kindergarten through 12th grade. Scores will be reported to parents when released by the Department of Education the following fall.

7. **Program Exit**: According to Minnesota law, students must demonstrate proficiency on the WIDA ACCESS For ELLs test before they are able to be exited from the English language program, as defined on the MDE exit chart.
   - Overall composite score of at least 4.5 AND Three or more ACCESS domains of at least 3.5 AND Additional Criteria (if applicable) State approved additional criteria are applied if lowest ACCESS domain is below 3.5
   - Exited students will then be placed on monitor status for two years.
   - Students who receive special education services and take the Alternate ACCESS test are automatically exited from services when they score a

composite proficiency level (CPL) of 4 or higher.

- Students scoring a CPL of 3 are considered ready to exit EL status but may continue services when additional criteria are provided that show clear evidence that further language instruction and support are needed to have meaningful access to core content as outlined in a student's Individualized Education Plan (IEP).

8. **Monitor Status for former EL Students**
   In compliance with MDE, students who earn a score of 3.5 in each domain or at least a composite score of 4.5 on the WIDA ACCESS for ELLs test are dismissed from ELD instruction. MLLs will then be on monitor status for 2 years. The ELD teacher will collaborate with the classroom teachers to ensure that:
   - The student is able to participate meaningfully in the general education program and has access to instruction just as their non-EL peers.
   - Identify if there are any academic gaps that were not addressed while the student was in the ESL program in order to ensure that the student has not been prematurely exited.

   Progress for those students exited from programming will be monitored for 2 years. This monitoring will include teacher feedback, grades, anecdotal data on class performance and participation with the purpose of determining if the student is accessing the general education curriculum and participate meaningfully in the educational setting through the use of the English language.

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

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

10. **Students receiving multiple services:** The amount and scope of instruction is determined based on other student needs which may include any of the following:
    - Previous formal schooling (SLIFE)
    - Special Education - Individualized Education Program (IEP)
    - Gifted/Talented (known as Enrichment at LILA)
    - Amount of time in the United States (RAEL)
    - If a migratory child, requirements of the home state/district

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

SLIFE Identification Procedures

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

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

State statute defines English learner with Limited or Interrupted Formal Education as a students who:

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

The state of Minnesota says that a student classified as SLIFE must have the first four characteristics and might demonstrate the fifth.
(Minn. Stat. § 124D.59, Subd. 2a)

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

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

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

Recently Arrived English Learner (RAEL)

Minnesota defines a RAEL as a K-12 student who is identified as an English learner in Minnesota and who first enrolled in a school in one of the 50 states or the District of Columbia on or after April 15 of the previous school year. A student can only be identified as a RAEL one time.

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

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

LILA Language Program Outline

WIDA ELD Standards Framework

According to the Minnesota Department of Education, Lakes International Language Academy is classified a World Language Immersion School, which is a one-way immersion school. Preschool programming is presented in English, with students being exposed to both Mandarin Chinese and Spanish. Starting in kindergarten, students will be educated in one of two target languages: Spanish or Mandarin Chinese. For students whose home language is not Spanish or Mandarin Chinese, this requires them to learn a third language. Learning a third language can provide significant implications in the language acquisition model. As such, a focused one-on-one or small group approach will be utilized for elementary grade students. For secondary grade students, a class approach will be used to increase exposure to the English Language throughout the school day. Preschool programming is presented as push in support, with the ELD teacher teaching and supporting in the general education classroom.

Given the language immersion focus at Lakes International Language Academy, exposure to English in the general education setting differs based on grade level. In preschool, students receive classroom instruction in English with exposure to Spanish and Mandarin Chinese. In grades K – 2, students receive classroom instruction solely in Spanish or Mandarin Chinese. Therefore, English proficiency will have little to no impact on students' ability to fully access the curriculum. In grades 3 –5, the primary language

of instruction remains Spanish or Mandarin Chinese, with English being formally introduced by the classroom teacher. In grades 6-12, the primary language of instruction is English, with the exception of Immersion and Language Acquisition Classes.

To provide ELD instruction, support begins with push-in play based instruction for preK students. Instruction is provided side-by-side with students native English speaking peers and focused on the language of school and the mainstream instruction. ELD instruction takes place for 30 minutes once to twice a week.

Instruction continues in a pull-out model for grades K-5, with services between 20 - 45 minutes two to five days a week, depending on individual need and proficiency level. Pull-out sessions will be focused on increasing academic English proficiency while connecting instruction to each grade level's Unit of Inquiry that is part of the International Baccalaureate Primary Years Program. Additional attention will be given to building phonological awareness skills using the Heggerty Phonemic Awareness Curriculum or SummitK12 for our K-1 students. This will prepare them for the English instruction in their immersion classroom that begins in second or third grade.

For 6-12th grade, students with ELD services will participate in one scheduled class every day or every other day based on their English proficiency level. Students who are close to exiting ELD services may receive small group pull out support in place of a scheduled class every other day. Classes will be focused on increasing academic English proficiency through IB Units of Inquiry that is a part of the International Baccalaureate Middle Years Program or the International Baccalaureate Diploma Program The English Language Development teacher will also utilize the Houghton Mifflin Harcourt English 3D or or SummitK12 curriculum for English instruction.

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

Matrix of Services

Preschool ELD Instruction Time

Proficiency Level (as measured by Pre-IPT Screener)				
Preschool	**Kinder Prep**	**Oral Proficiency Level**	**Oral Designation**	**Service Minutes**
		Beginning	“Non-English Speaking”	30 minutes once to twice weekly
		Early Intermediate	“Limited English Speaking”	
		Intermediate	“Limited English Speaking”	
		Early Advanced	“Limited English Speaking”	
		Advanced	“Fluent English Speaking”	Monitor Status

*Instruction times for MLLs in preschool may vary depending on parent or teacher feedback, individual student’s need and previous ELD history, ILP, or Special Education status.

Lower School ELD Instruction Time

	Proficiency Level (as measured by ACCESS or WIDA Screener)			
		Level 1 (Entering) **Level 2 (Emerging)** **Newly Arrived English Learner** **SLIFE**	**Level 3 (Developing)** **Level 4 (Expanding)**	**Level 4.5 or higher (Expanding) with one or more domain below a 3.5**
	K	3 - 4 days per week in 25 minutes of small group instruction.	3 - 4 days per week in 25 minutes of small group	*The student does not qualify for ELD services if

Grade Level			instruction.	cumulative score on the WIDA Online Screener is a 4.5 or higher.
	1	3-4 days per week for 25-30 minutes of small group or 1:1 instruction.	3-4 days per week for 25-30 minutes of small group instruction.	1 day per week for 25-30 minutes of small group instruction.
	2 - 5	5 days a week of 30 minutes of small group or 1:1 instruction.	3-4 days per week for 25-30 minutes of small group instruction.	1 day per week for 25-30 minutes of small group instruction.

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

Upper School ELD Instruction Time

		Proficiency Level (as measured by ACCESS or WIDA Screener)		
Grade Level		**Level 1 (Entering)** **Level 2 (Emerging)** **Newly Arrived English Learner** **SLIFE**	**Level 3 (Developing)** **Level 4 (Expanding)**	**Level 4.5 or higher (Expanding) with one or more domain below a 3.5**
	6 - 8	Daily 45 minute class period	Daily 45 minute class period or Every other day 45 minute class period	Pull out small group or 1:1 services 20 minutes 1-2 weekly
	9 - 12	Daily 45 minute class period	Daily 45 minute class period or	Pull out small group or 1:1 services 20 minutes 1-2 weekly

			Every other day 45 minute class period	

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