

ESCUELA  
éxitos  
SCHOOL



**I'm Bilingual,  
That's my  
Superpower!**

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.

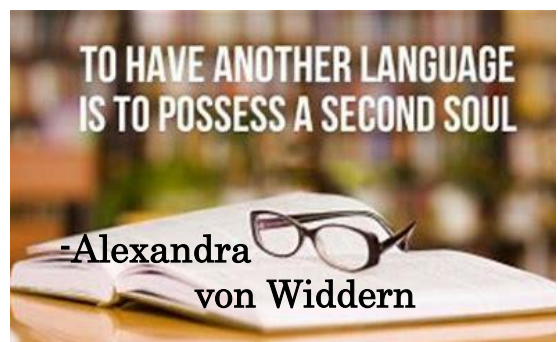
-Nelson Mandela

LEARNING A FOREIGN  
LANGUAGE HAS  
BENEFITS BEYOND  
JUST LEARNING THE  
LANGUAGE.

-Shawn Schofield

TO HAVE ANOTHER LANGUAGE  
IS TO POSSESS A SECOND SOUL

-Alexandra  
von Widdern





**Mi Lengua,  
Mi Cultura,  
Mi Super Escuela**

Knowledge of  
Languages is  
the Doorway to  
Wisdom.

Roger Bacon

ONE LANGUAGE  
SETS YOU IN  
A CORRIDOR FOR LIFE.  
TWO LANGUAGES OPEN  
EVERY DOOR ALONG  
THE WAY.

...  
*Frank Smith*





## TABLE of CONTENT

Our Founder and Executive Director .....	1
Leadership Recommendation and Guidelines .....	2
Our Board .....	4
Board Commitment .....	6
Our School (Mission and Vision) .....	8
Our Model .....	9
Our Guiding Principles .....	11
Minnesota Status of English Language Learners .....	12
Research Behind our School Model Two-Way Dual Language Immersion .....	16
Our Implementation .....	21
Our Students .....	27
Accountability Objectives .....	35
Commitment to Parents .....	44
Meeting Our Enrollment Projections .....	47
The Exitos Model (Equity NOT Equality) .....	50

## OUR FOUNDER and EXECUTIVE DIRECTOR

Luis Vanegas our Founder and Executive Director is originally from Nicaragua and came to the U.S. in 1981. He and many others like himself are proof that when someone is proficient in their primary language, they are able to learn and master English. He has 30 years of leadership and management skills, high integrity, strong moral work ethics, loyalty and great communications skills with a high sense of accountability to Shareholders, Board Members, Supervisors, Teachers, Parents and Students.

He helped Higher Education Assistance Foundation open its first bilingual call center to help prevent Latino students from going into default on their student loans and helped American Express Retirement Service and Norwest and State Street bank open their first bilingual retirement services call center to encourage and support Latinos to save and plan for their retirement. With a love and passion towards education and a belief that all students can learn he changed careers and became a bilingual teacher. His past experiences along with his data analysis skills and knowledge of technology and bilingual education allowed him to have a direct impact on student performance and academic achievement from year one. His ability to form relationship with key stakeholders has and will continue to be instrumental in increasing parent engagement and building school community partners.

Luis Vanegas is a Bilingual School Administrative with over fourteen years of experience at 5 turnaround school who have beaten the odds. As a "Turnaround Principal" he is goal oriented, creative, influential, and always looking into the future with an ability to work collaboratively with teachers and staff to do what is best for students and the school. His knowledge of curriculum, teaching strategies, classroom management techniques and the ability to implement a successful school wide discipline and Social Emotional Learning (SEL) program have given him a proven track record to hire, train, and retain highly qualified employees, develop leaders, implement PLC's and collaborate and mentor others so they also have a strong knowledge of curriculum, lesson planning, collaborative teaching strategies, culturally relevant teaching, classroom management techniques like Responsive Classroom, PBIS and/or Boys Town, and school wide discipline programs with SEL supports.

With a certificate from the Univ. of Minnesota in Dual Language and Immersion (where he came up with the concept of Escuela Éxitos) and experience about bilingual education, Luis is looking to implement a Two-Way Dual Language Immersion School which research from Thomas and Collier (1997) show is the best model for all learners, especially English Language Learners. Through Bi-literacy and using Multilingualism as an Asset, he expects Escuela Éxitos not only to be a good Choice School for many families but one of the top Elementary Schools in the State with a culture and environment that is positive and embraces change.

You can expect him to be an anchor at times of change, and an agent of change when it is needed to stay on top of innovation, technology and new strategies. All so that increasing student learning outcomes, school desirability, student enrollment, customer satisfaction by teachers, parents and students continues to be the priorities of the school. While never losing focus that the school must first always be a safe teaching and learning environment for all with its strong focus on Spanish and English biliteracy.

## **LEADER RECOMMENDATIONS AND GUIDELINES**

- Change your thinking regarding the goal of research and evaluation in language minority education. Be prepared to undertake long-term actions and to look for long-term results, while de-emphasizing short-term studies or program evaluations for school decision-making. Be prepared to ask better questions about program effectiveness.
- Collect data that is both cross-sectional and longitudinal, and examine successive cohorts of students, in order to get the full picture of the effects of your instructional programs for English language learners, as well as for all language minority students.
- Realize that you must embark on a long-term effort to improve the outcomes of your school's instruction in all subjects and for all students. Improving language minority students' performance is a long-term undertaking, even under the best and most favorable of instructional environments and programs.

- Determine the expected long-term achievement that will result from continued implementation of your present program for English language learners. Then, determine which program's long-term achievement corresponds best with your expectations for your students.
- "Move up" to a well implemented instructional program for English learners whose long-term predicted achievement matches your expectations for your students.
- Resolve that you will faithfully and fully implement your instructional program of choice for 3-5 years and that you will follow student achievement in all content areas during this time.
- Implement your chosen instructional practices as well as possible and monitor your instructional programs continuously.
- Ask yourself, "Have our present instructional practices created long-term parity for language minority students with native-English speakers?" Arrange for your school or your school system to take the Thomas-Collier test of equal educational opportunity.
- Close that achievement gap and keep it closed!

## OUR BOARD

Our board team has experience and talent that is both broad and deep. Their combined skill set demonstrates capacity to successfully oversee the development and implementation of the educational plan, goals, outcomes and state priorities presented in this document. Their experience and demonstrated integrity will ensure financial oversight and stability and compliance with legal obligations. As a Board they bring expertise in legal compliance, financial management, educational excellence, fundraising, non-profit management, real estate and facilities, and community and family engagement.

The Board has a clear understanding of its role in governance, policy and compliance. It will fulfill its duties aligned with Minnesota Statutes, section 124E.07 subdivision 6. The founding Board will continue to recruit additional members with a priority being those individuals representing the students we serve. It has developed by-laws, policies and management plans that will deliver outcomes as described in this document.

After an open process to hire, the Board has selected Luis Vanegas as the Executive Director and School Leader. The process to hire a diverse and highly qualified bilingual instructional team of teachers has begun.

## OUR BOARD MEMBERS

### Andrea Cortes (Teacher & Treasurer)

Andrea Cortes is from Colombia and earned her degree in Psychology in Bogotá. She moved to Minneapolis in 1997 and earned her teaching degree in K-6 education and 6-8 Social Studies at St Thomas University. Due to her bilingual abilities and interest in bilingual Education, she worked for Minneapolis Public Schools at Emerson Spanish Immersion school in grades 4-6 while earning her Masters in Science Education. She was the Minneapolis Public school's teacher in residence at the Bakken Museum in 2003 and



taught Middle School Science at Anwatin. She has done staff development for teachers of different schools in Minneapolis, promoting Science education and hands-on learning.

She has been working as a 4<sup>th</sup> grade teacher at Robbinsdale Spanish Immersion since 2012. She believes that the educational experience of a child is a continuous negotiation of meaning, where experiences improve comprehension, interest of learning and promotion of literacy. Bilingual education is crucial for learners so that those worlds interact mentally and increase their ability to interpret the world. Most of her free time is dedicated to her daughters, and the folkloric dance group ("Grupo de Danzas Colombianas en Minnesota") which they belong to.

### **Abigail Hare-Marcano (Parent & Vice-Chair)**

Abigail is from Puerto Rico, and is the parent of a future 21-22 Kinder student. She has worked as a teacher assistant in the Minneapolis school district for many years. Her passion for art goes beyond doing it as she has studied to become an artist. She is interested in working for the school and even becoming an Art Specialist/Teacher once she completes her degree in Art Education, a process she started this summer. She is the leader/organizer of a Facebook group called Madres en Minnesota (Mothers in Minnesota) that has over 1,600 strong active members. She has been a very active volunteer and recruiter for the school. Her connection to the Hispanic community will be an asset to the school.

### **Ingris Orozco (Parent & Co-Treasurer)**

Ingris is from Guatemala, and has two children. Her eldest will be a 3<sup>rd</sup> grader with us next year. Her son is only 3 years old, but is planning to attend our school when he is old enough. She has her Bachelor's degree in Clinical Psychology which means she understands children at their different stages of growth along with their cognitive and physical development. She is in the process of improving her academic language in English so that she can go back to school and complete her Masters for which she has already completed nearly half the required coursework. Who knows, she could potentially become our school psychologist. She currently works as a lead teacher at Casa de Corazon, a Spanish Immersion pre-school and a school partner which we hope becomes a feeder school to our

Kinder classroom. Her connection via Casa de Corazon to many parents who value bilingualism is priceless.

### **Sam Pfeifer (Community Board Member & Board Chair)**

Sam is a licensed teacher with a decade of experience in teaching and educational leadership. Sam has worked exclusively with underserved populations and a high percentage of English Language Learners. Already holding a master's degree in Teaching and Learning, Sam has completed his required coursework and internship and is ready to apply for his K-12 Minnesota Principal Licensure for the 2021-22 academic year.

### **Nate Zell (Community Board Member)**

Has 10 years teaching experience in a variety of school settings, including charter schools and serving majority Spanish speaking populations in Arizona and California. With a minor in Spanish and experience serving the Hispanic community, he sees the value of promoting bilingualism in Minnesota. He values and promotes education that teaches the values of a global community and social justice. Some would say he has a strong sense of community and is known for doing things for the right reason. He promotes the development of students' social skills through athletics where he has coached a mix of baseball, basketball and soccer for over a decade. He can be a resource to Escuela Éxitos as they grow and develop their sport program. He holds a BA in International Studies with a Spanish Minor from Seattle University and a Master of Arts in Teaching from the University of Portland. He is currently licensed 5-12 in Social Studies and Communication Arts.

## **BOARD COMMITMENTS**

The Board will be diligent in its oversight and responsibility for the school's compliance with its Charter and set school's policies. To this end, all Board members and school leaders will attend required training on Board Roles and Responsibilities, Charter School Finance and Financial Management, Charter School Operations, Employment Policies and

Practices, Student Achievement and Evaluation and School Governance. It will commit to be diverse and inclusive and to recruit and hire teachers and staff reflective of the community being served.

All Board business will be conducted in compliance with the Minnesota Open Meeting and Data Practices Acts. School finance, school operations and student performance will be discussed at regularly scheduled Board meetings. We continue to develop policies and procedures based on best practices and that are in the best interest of our students. The initial proposed policies for board selection, removal, terms, meeting schedules, powers, roles, and related matters are set forth in the proposed Bylaws and will be followed.

Parents, teachers and community members will be encouraged to attend Board meetings and to run for Board positions as they become available. We will engage students, families and community members in a frequent and intentional manner throughout the year in all aspects of school design. We intend to create and established an equitable and inclusive school that engages, understands and involves the individuals of the community being served.





## OUR SCHOOL

### Mission

Develop bilingual, bi-literate and multicultural students who have an appreciation for diversity, equity, integration and inclusion and a perspective that will allow them to be successful as a workforce and community member in any global market or economy. By being globally aware and socially responsible, our students will be able to solve problems of the future by communicating and working collaboratively across multiple cultures and communities.

### Vision

A community school that through bilingual education grants dreams, saves lives, and gives power and freedom to all stakeholders by developing future leaders ready to change the world.



Super Héroes Bilingües  
Bilingual Superheroes



## OUR MODEL

Escuela Éxitos expects to serve a population that is half native Spanish speakers and half English speakers. We anticipate serving English Language Learners (ELL's) that are typically underserved with many living in poverty. We will meet our mission and vision by opening a school that linguistically integrates with fidelity a Two-Way Dual Language Immersion Program that is beneficial for English Language Learners as they will be able to learn academic content in both English and their native language, and for English dominant learners who will benefit greatly from immersing with proficiency in two languages.

The school intends to open in the Fall of 2021. In its first year we will provide our Kinder and First grade students a rich Two-Way Dual Language Immersion 90/10 experience and our remaining Second through Sixth grade students an immersion into Spanish through the content area of Math and Spanish for Native Speakers as well as Spanish for English Speakers that focuses on what the students already know. From day one, our 165 (K-6) students will benefit from a second language experience and we expect to have fully integrated our model in K-8 for 575 students by year 5. Eventually our school will have a fully implemented Two-Way Dual Language program that is 50/50 in grades 5<sup>th</sup> - 8<sup>th</sup>, by adding a grade per year.

### Projected Enrollment

Year of Operation	K	1	2	3	4	5	6	7	8	Total
Year 1	40	30	20	20	20	20	15			165
Year 2	55	45	40	30	30	30	25	20		275
Year 3	65	55	50	45	40	40	40	30	25	390
Year 4	80	70	60	55	50	50	50	40	30	485
Year 5	85	85	75	65	60	55	60	50	40	575

Foundational to the Escuela Éxitos program structure are the three core goals of Two-Way Dual Language education:

- Grade Level Academic Achievement (in both languages)
- Bilingualism and Biliteracy
- Sociocultural Competence

The Key Dimensions of our Model include:

- Two-Way Dual Language Immersion for Language and Literacy learning that ensures all students emerge as bilingual and biliterate. We do this through Quality Academics, using an Innovative Approach with Proven Models and Leaders.
- Personalized Student-Centered Learning, including individual learner profiles and paths, a flexible learning environment, progress based on mastery of learning, student ownership of learning and significant opportunity for both voice and choice by students.
- Inclusive School Culture by creating a Caring Community that is Diverse, Equitable and Inclusive, Supports Student Needs and promotes Significant Community and Family Engagement with Authentic Involvement in Shaping the School.
- Prepared for the Future through 21<sup>st</sup> Century Skill Development that provide students with the Tools and Abilities to Thrive and Navigate in a Global Economy and Society, with Skills for Success through an Academically Rigorous Educational Content with High Expectations that ensure all students can succeed. Included in this content is the Global curriculum and related experiences (through the United Nations Sustainability Goals) that ensure students have an understanding of world issues and the confidence and skills to contribute solutions to global problems while working alongside students from other countries that speak Spanish or are in a Spanish Immersion Program themselves.

Like all Extraordinary Schools, we will create and have an approach that includes broad and transparent community and family engagement. As we embark on detailed design work, we will embrace opportunities for authentic input from the families of those we intend to serve as well as key community organizations and leaders.

Our approach combines best practice from high performing schools nationally with the latest research on language acquisition. Our focus on Two-Way dual-language immersion learning will result in all students being proficient in two languages and will build a multi-cultural, multi-lingual learning environment based on a foundation of deep and caring relationships.

## OUR GUIDING PRINCIPLES

Our Seven (7) Guiding Principles which will be described in more detail in a later section are:

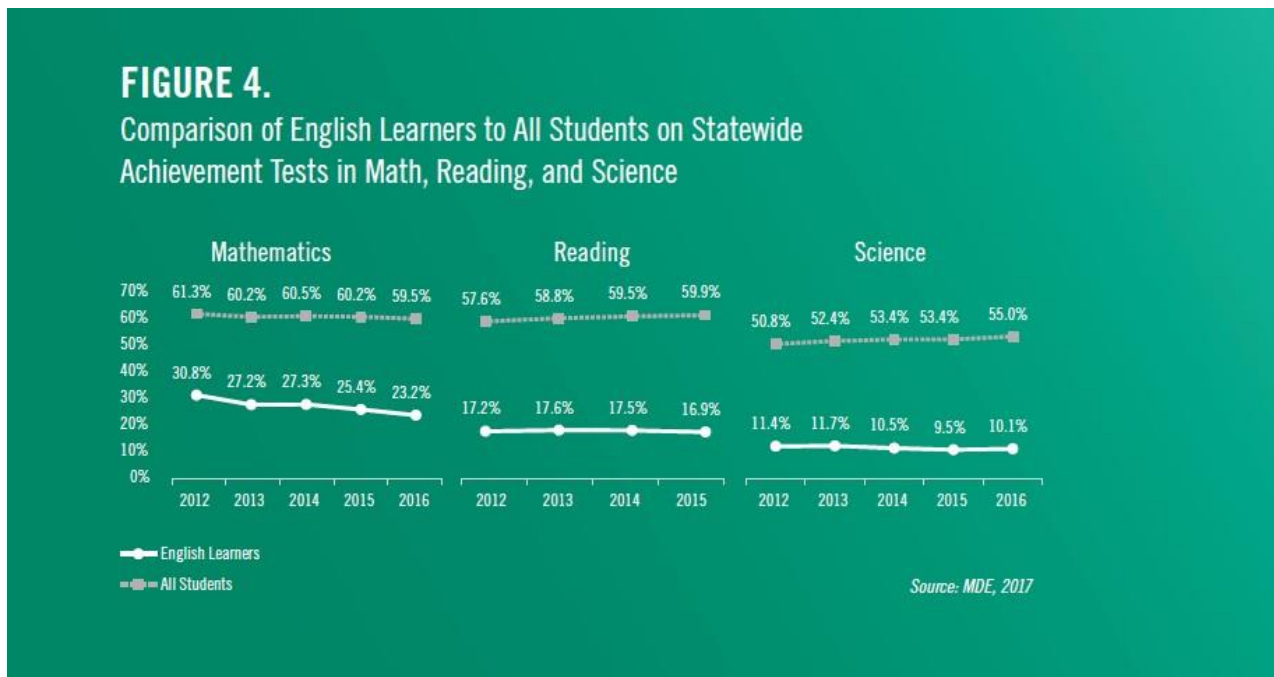
- Program Structure
- Instruction
- Curriculum
- Assessment and Accountability
- Staff Quality and Professional Development
- Family and Community Engagement
- Support and Resources for all (Community School)

They are the foundation of our program and are based on relevant literature and research on best practices in Dual Language Education with each having Components or Key Points that are frequently monitored and assessed for Level of Alignment (Minimal, Partial, or Full Alignment or Exemplary Practice).

(Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). *Guiding Principles for Dual Language Education* (3rd ed.). Washington, DC: Center for Applied Linguistics.)

## MINNESOTA STATUS OF ENGLISH LANGUAGE LEARNER'S (ELL's)

Meeting the needs of ELL children in Minnesota is an urgent need. The state is among the lowest in the nation in terms of academic results for this group of students. Despite spending 600 million a year trying to narrow the achievement gap, it has widen as depicted below. Minnesota ranks 50<sup>th</sup> in the on-time graduation rate for Hispanic students, and nearly 20% of Hispanics live below the poverty level, which is twice as much as the average of all Minnesotans.



We are confident that Escuela Éxitos' academic model will provide a much-needed solution to this crisis. Our children deserve it and our community needs it. Despite a change in their student population and an increase of ELL's, many Minnesota Public Schools keep doing the same thing year after year, yet they expect different results.

Schools have not yet adjusted to the fact that the Hispanic/Latino population in the Twin Cities has nearly doubled since the year 2000 and continues to grow. Nearly 75% of



Hispanic/Latino families speak Spanish in their home. Almost half of the Hispanic/Latino population over the age of 30 does not speak English "very well."

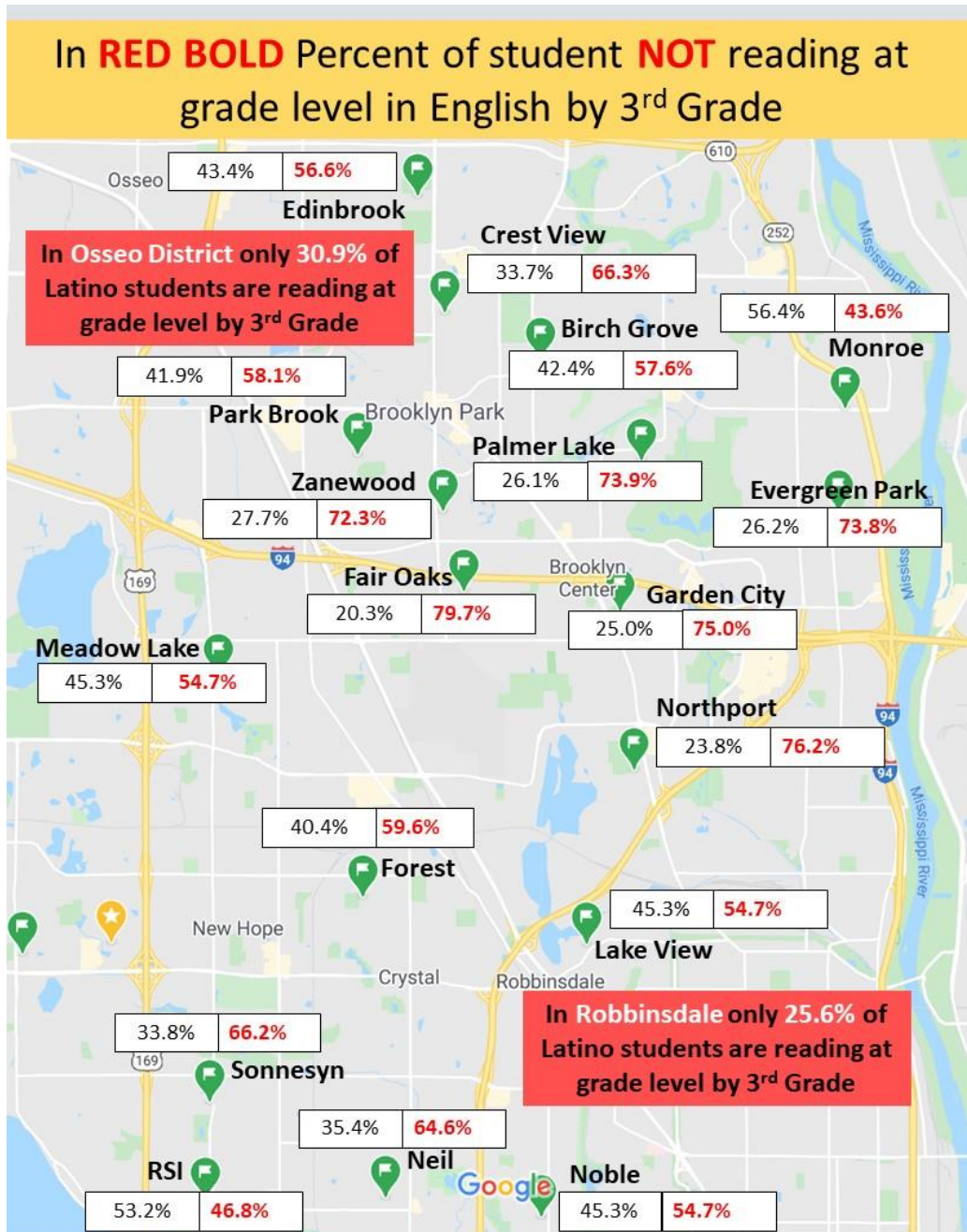
Additionally, schools do not understand that as many as 25% of parents are "Pre-literate" and have "No" or "Limited" academic experience that does not go beyond 2<sup>nd</sup> grade. This makes supporting their children in English Language Acquisition impossible, even when the child is in Kindergarten. Finally, it is important to understand that the percentage of Hispanic households at or near the poverty level is nearly 20% and that is far greater than that of White households in the Twin Cities. In Minnesota the performance gap for ELL students is among the worst in the nation.

Schools and Districts that do not understand the above and the impact those facts have on the students they serve, may also be Schools and Districts that blame the large achievement and opportunity gaps between Hispanic and White students (in the Twin Cities area) to:

- Language barriers
- Socioeconomic disadvantages
- Poor to non-existing parent engagement
- Student's failing to culturally assimilate and build relationships with their teachers

School and District should instead look within and change their academic practices to obtain different results. They must value a student's language and allow them to use it in class and see Multilingualism as an Asset. They must change their instructional techniques to include effective ELL strategies and culturally relevant instruction. They must stop trying to assimilate students (by making them monolingual English students) and value what they bring to the table and their culture. Finally, they must find a way to engage families in their own language and provide them with the tools to help their children in early literacy and not make the assumption that they have the skill set to do so because they are adults and speak their language and Limited English. As a matter of fact, a parent or student proficient oral skills in English, does not equate to proficiency in Reading and Writing.

Students and families within our selected geographic area for where Escuela Éxitos will be located are experiencing this inequity in education first hand. Additionally, because of the high number of low performing schools in the area, even if they wanted to change to a different neighborhood school, they don't have good choices to select from.



Two-Way Dual Language Immersion supplies responsive pedagogy, values a student's language, promotes family engagement, deepens the student teacher relationship and sets the stage of academic equity and equality. The focus is not assimilating students into English as quickly as possible, but promoting biliteracy for both Spanish and English speaking students.

Where many US schools as a whole are becoming more segregated by race and class (this is particularly true in several Minnesota charter schools and certain neighborhoods like the ones depicted in the prior image). Dual-language programs can serve as an effective approach to remedy these circumstances as they tend to be more ethnically and socioeconomically balanced in their approach to have 50% of the student be native Spanish speakers and the other 50% English native speakers. Naturally, an appreciation for diversity and cross-cultural collaboration is a natural outgrowth of this model.

The key components of our approach, all serve to ensure diversity, equity and inclusion. Equity suggests that all students have unique opportunities and resources to grow to their full potential. A highly individualized approach is based on the notion of every student getting what they need, access to resources is facilitated by 24/7 learning tools and supports, and our design thinking process ensures equitable distribution of resources: talent, financial and others. Robust stakeholder engagement in both languages is based on empathy and promotes a deep understanding of community needs and vision by providing families opportunities to engage by what they need or is of interest to them. Supports around social and emotional learning ensure students are ready to learn. Our use of data to inform decisions and monitor progress serves to keep a light on equity and prevents the development of barriers to equity and opportunity.

We will combine several educational elements to create a unique model that will provide opportunities for all our students, especially those from underserved populations (that many Minnesota public schools have failed to teach) and equip them with the tools and knowledge to succeed and lead in the 21<sup>st</sup> century, while providing a culturally and linguistically competent learning environment.

Beyond the outcomes articulated above our most important reason for selecting this approach is found in recent research suggesting that Two-Way Dual Language Immersion instruction model is more effective for all learners, especially ELL's.

## THE RESEARCH

What it says about

### Two-Way Dual-Language Education, its Impact on English Language Learners and the Recommendations

There is substantial research suggesting that a Two-Way Dual Language Immersion Education Program improves outcomes for Hispanic/Latino ELL's and English speakers learning Spanish. In general, the following benefits have been identified:

- Higher Academic and Educational Achievement - Improves overall school performance, promotes higher performance on standardized tests.
- Language and Literacy - Promotes reading in Spanish at a faster pace (for all learners) because of its shallow orthographic depth, and with learned skills in one language being transferrable to another, students can master both languages.
- Cognitive Skill Development - Boosts mental abilities, increases creativity, divergent thinking, pattern recognition and problem-solving skills.
- Cultural and Social - Cultivates a deeper understanding of other cultures. Nurtures respect for other people (speakers of other languages) and cultures and intensifies esteem and pride in the heritage language.
- Economic - Provides students with a competitive advantage in the workforce and opens more opportunities for career choices and higher compensation.

<https://www.actfl.org/advocacy/what-the-research-shows>

[https://carla.umn.edu/immersion/documents/ImmersionResearch\\_TaraFortune.html](https://carla.umn.edu/immersion/documents/ImmersionResearch_TaraFortune.html)

Furthermore, Wayne P. Thomas and Virginia Collier, 1997, on School Effectiveness for Language Minority Students found that Two-Way programs like ours when implemented properly give language minority students what they need to be academically successful in English, and produce the highest academic achievement results compared to other traditional programs, when:



- academic instruction is on grade level and in the students' first language for as long as possible (at least through 6<sup>th</sup> grade).
- grade-level academic content is taught through both languages.
- the sociocultural environment for the language minority student is transformed and they receive learning support in both languages.

**Figure 6**

**PATTERNS OF K-12 ENGLISH LEARNERS' LONG-TERM ACHIEVEMENT IN NCEs ON STANDARDIZED TESTS IN ENGLISH READING COMPARED ACROSS SIX PROGRAM MODELS**

(Results aggregated from a series of 4-8 year longitudinal studies from well-implemented, mature programs in five school districts)

© Copyright Wayne P. Thomas & Virginia P. Collier, 1997

Program 1: Two-way developmental bilingual education (BE)

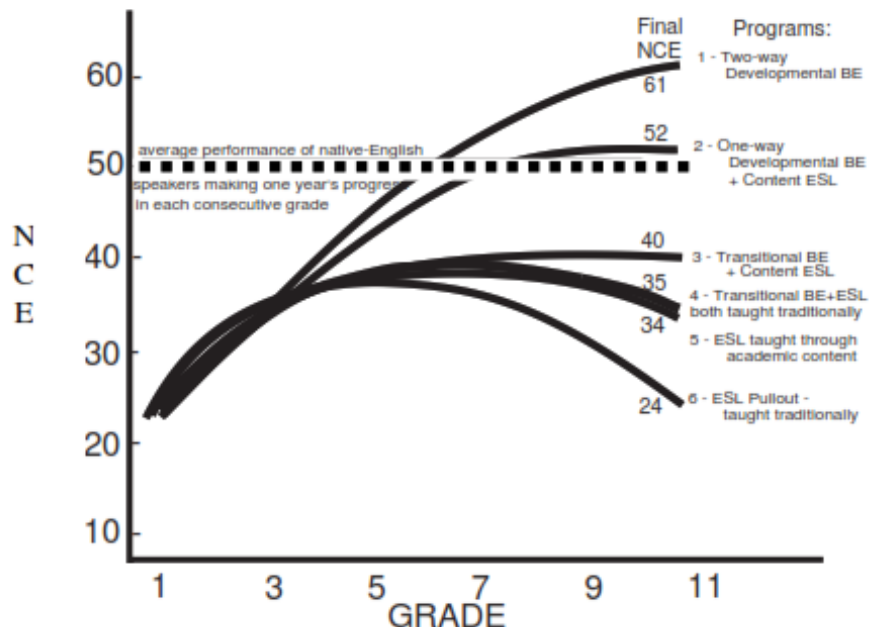
Program 2: One-way developmental BE, including ESL taught through academic content

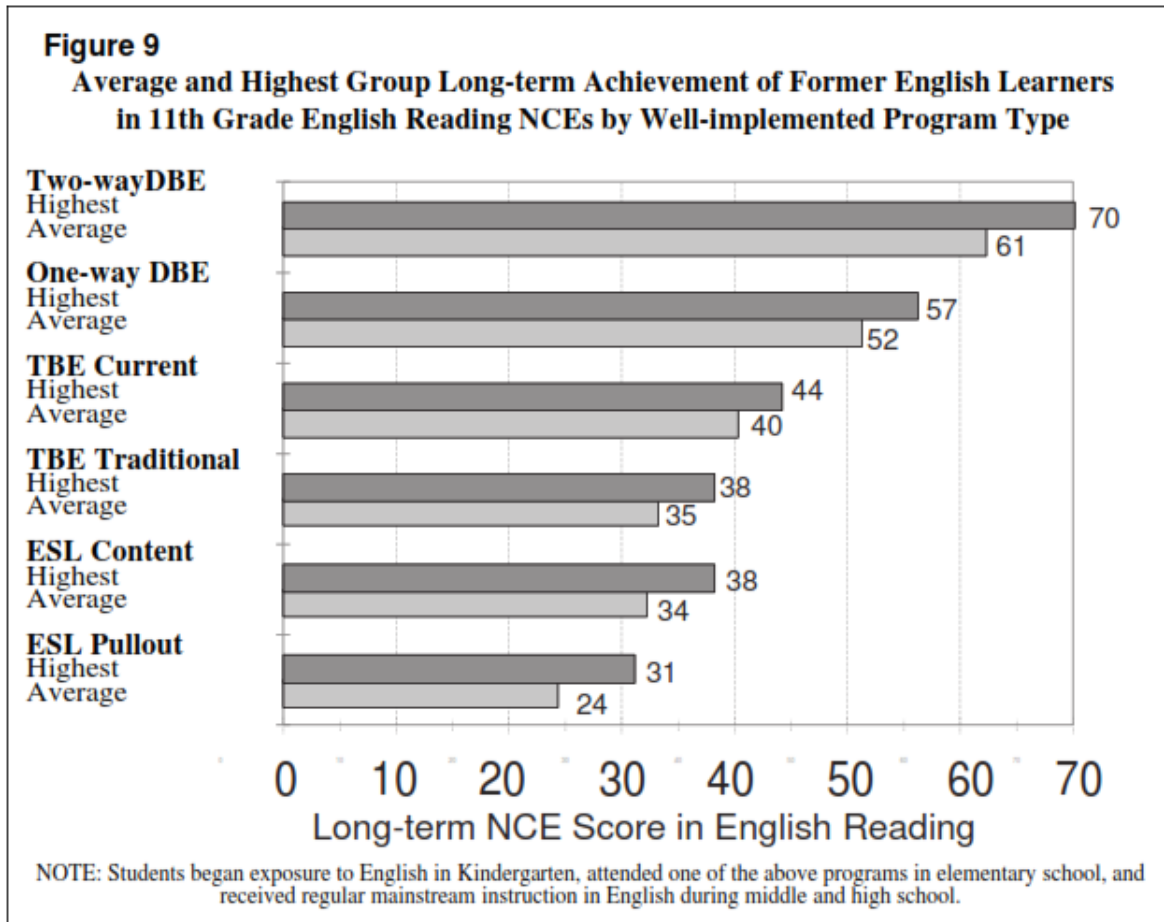
Program 3: Transitional BE, including ESL taught through academic content

Program 4: Transitional BE, including ESL, both taught traditionally

Program 5: ESL taught through academic content using current approaches

Program 6: ESL pullout--taught traditionally





Additionally, the following research studies have been reviewed and provide clear evidence of the benefits of Two-Way Dual Language Immersion Programs for all learners.

**LANGUAGE LEARNING IS BENEFICIAL TO BOTH MONOLINGUAL ENGLISH AND ENGLISH LANGUAGE LEARNERS IN BILINGUAL AND TWO-WAY IMMERSION PROGRAMS**

- Pagan, C. R. (2005). English learners' academic achievement in a Two-Way versus a structured English immersion program [Abstract]. *Dissertation Abstracts International, A: The Humanities and Social Sciences*, 66 (5), 1603-A-1604-A. (Available from UMI, Ann Arbor, MI. Order No.DA3175715.)

The findings support work by other researchers who have reported that teaching English learners in their home language does not impede the acquisition of English. Similarly, English-dominant students in a TWI program, by the end of their first and third year of this study, were achieving at-or-above grade level in both English and Spanish.

*LANGUAGE LEARNING IS BENEFICIAL IN THE DEVELOPMENT OF STUDENTS' READING ABILITIES*

- Diaz, J. O. P. (1982). The effects of a dual language reading program on the reading ability of Puerto Rican students. *Reading Psychology*, 3(3), 233-238. from ERIC database.

This study revealed that Puerto Rican students recently arrived in the United States who participated in a bilingual reading program in Spanish and English performed significantly better than did similar students who did not participate in the program.

*THERE IS EVIDENCE THAT LANGUAGE LEARNERS TRANSFER SKILLS FROM ONE LANGUAGE TO ANOTHER*

- Cunningham, T. H., & Graham, C. R. (2000). Increasing native English vocabulary recognition through Spanish immersion: Cognate transfer from foreign to first language. *Journal of Educational Psychology*, 92(1), 37-49. from PsycINFO database.

Findings support the idea that Spanish immersion has English-language benefits and that positive transfer (cross linguistic influence) occurs from Spanish as a foreign language to native English receptive vocabulary.

*THERE IS A CORRELATION BETWEEN SECOND LANGUAGE LEARNING AND INCREASED LINGUISTIC AWARENESS*

- Demont, E. (2001). Contribution of early 2nd-language learning to the development of linguistic awareness and learning to read/Contribution de l'apprentissage précoce d'une deuxième langue au développement de la conscience linguistique et à l'apprentissage de la lecture. *International Journal of Psychology*, 36(4), 274-285. from PsycINFO database

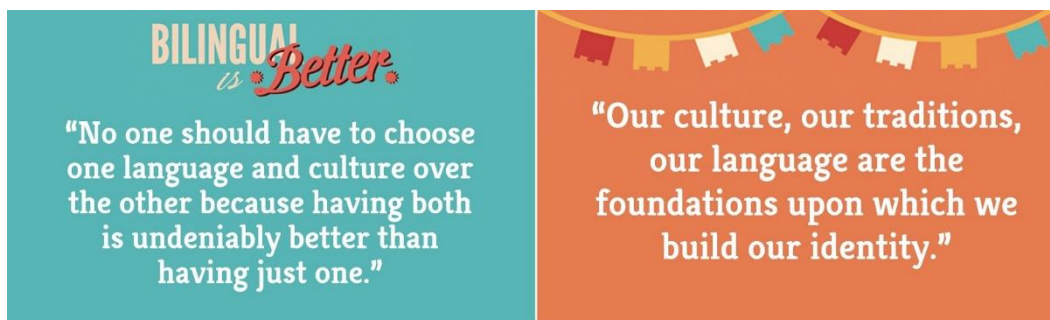
This study aimed to validate the effects of second language learning on children's linguistic awareness. More particularly, it examined whether bilingual background improves the ability to manipulate morpho- syntactic structure. The study postulated that children who received instruction of 2 languages (French- German) may develop enhanced awareness and control of syntactic structure since they need an appropriate syntactic repertoire in each language. In return, these children will gain access to the written language with more ease. The results showed an advantage for the children who attended bilingual classes since kindergarten: they were better at grammatical judgment and correction tasks and word recognition.

### LANGUAGE LEARNING CAN BENEFIT ALL STUDENTS

- Holobow, N. E., Genesee, F., Lambert, W. E., & Gastright, J. (1987). Effectiveness of partial French immersion for children from different social class and ethnic backgrounds. *Applied Psycholinguistics*, 8(2), 137-151. from PsycINFO database.

It was also found that socioeconomically underprivileged students (both Black and White) benefited from an immersion-type introduction to a foreign language as much as students from middle class homes did. Research results demonstrate that first language reading skills are related to second language reading skills, but that children must have first language literacy in the skill for this relationship to exist; oral proficiency in the first language is not sufficient.

A rigorous core curriculum, combined with evidence-based interventions, will support content acquisition in both languages, and assure that results like the ones Thomas and Collier found can be obtained by Escuela Éxitos if our Two-Way Dual Language Immersion Program is implemented with fidelity.





## OUR IMPLEMENTATION (Program Structure)

In order to ensure equity and to meet the needs of all children we will provide learning opportunities through our Two-Way Dual Language Immersion Model that are highly Personalized and Individualized to each learner. In order to be sociocultural responsive, we will embrace a collaborative learning structure that is student-centered and gives student voice while embedding Social Emotional Learning in the curriculum. In order to prepare learners effectively for the future and global opportunities our program will include the United Nations Sustainability Goals and present our students with the opportunity to collaborate with other students worldwide.

Our vision includes a rigorous curriculum aligned with high expectations and innovative approaches all focused on a highly individualized learning program - ultimately providing a holistic education founded in equity. Our implementation of personalized student-centered learning will provide a foundation for deeper learning and promote individual student success. Yet when needed, a robust plan for MTSS will guide individual plans for interventions based on student need.

Design principles include learning that is Individualized for each student; learning is mastery-based; accessible 24/7 through learning opportunities beyond school walls; allowing for personalized learning paths that promote student engagement and ownership of learning. We expect to incorporate and enhance student voice and choice in learning ensuring that our model encourages learning that is personally relevant to each student. The development of learner profiles and corresponding personalized learning plans guarantees that school teams know each student while allowing them to work at a pace that is appropriate yet challenging. Careful monitoring of plans and regular data cycles will ensure differentiation based on individual student needs.

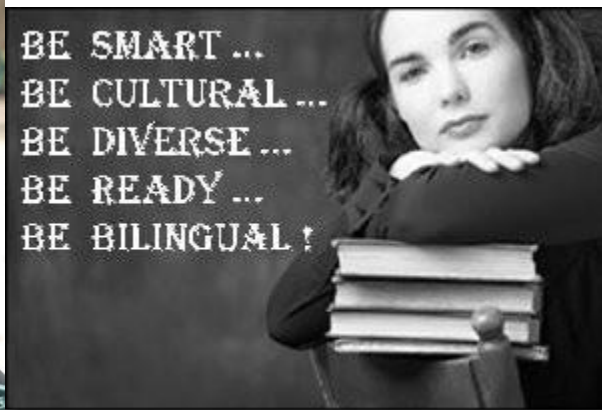
21<sup>st</sup> century skill development is embedded in the learning experience at Escuela Éxitos. Going beyond the typical uses of technology in learning, students have opportunities to use technology to support higher levels of learning through a variety of technology tools designed for communication, collaboration, knowledge construction, presentation and creation. Focusing on leadership skills, authentic interaction and collaboration with peers

and professionals across the world builds on students' unique cultural experiences and allows them to become leaders in a global society and economy.

By using a variety of written, oral, video, livestream, and presentation technology tools, students will become highly skilled communicators in a variety of contexts and audiences. Understanding that collaboration goes much deeper than working together, students use collaborative opportunities within the classroom, the community, and globally to make substantive decisions and work interdependently to create new and deeper understanding.

Developing skills and engaging in real-world problem solving (utilizing curriculum developed in conjunction with the United Nations' Sustainable Development Goals, which are an urgent call for action by all countries - developed and developing - in a global partnership) allows students to take their understanding of content into real-world situations that increase engagement and deepen understanding all while preparing them for success in college and career.

Our Two-Way Dual Language Immersion Program will integrate native English speaking and Spanish speaking ELL students in the same classroom and will provide rigorous academic instruction in both languages varying by grade level. This approach coupled with a flexible learning environment (station rotation model) will provide a personalized path for each learner. The bilingual station rotation model will include flexible grouping of students based on individual needs, rich learning environments that offer resources and supports in both English and Spanish, creative staffing patterns and co-teaching will further enhance the environment. Our goal is for all students to emerge as bilingual and biliterate.



Eventually, our implementation of the academic program will approach the use of instructional time and language learning in the following way:

Grade Level	Spanish	English
<b>Kindergarten</b>	90 %	10 %
<b>1<sup>st</sup> Grade</b>	90 %	10 %
<b>2<sup>nd</sup> Grade</b>	80 %	20 %
<b>3<sup>rd</sup> Grade</b>	70 %	30 %
<b>4<sup>th</sup> Grade</b>	60%	40 %
<b>5<sup>th</sup> Grade</b>	50 %	50 %
<b>6<sup>th</sup> – 8<sup>th</sup> Grade</b>	50 %	50 %

Our Two-Way Instructional model is a 90-10 model where in K-1, 90% of the instruction is in Spanish and 10% in English. This model works best when you have a balanced student population with at least 50% but no more than 55% Spanish speakers and 50% but no less than 45% English speakers.

Additionally, this model works for both student groups to gain English Reading Proficiency by 3rd grade through learning literacy and the basics, the Big 5 (Phonics, Phonemic Awareness, Decoding/Syllabication, Vocabulary, and Fluency) in Spanish, a much easier language to learn. The research shows that when a skill is learned in one language it is applicable/transferable to a second language. In this model, students are already decoding/reading simple two and three syllable words in Spanish by the end of Kinder as compared to their English monolingual counterparts that are typically not decoding/reading simple two and three syllable words in English until the end of First grade.

Studies from the U of M have shown that it takes 2.5 years longer to become proficient in English than in Spanish. Our students learn the decoding skills quicker and practice them for a longer period of time in order to master them and this promotes biliteracy in both languages. By 3<sup>rd</sup> grade students are applying the learned skills in Spanish to reading in English.

In addition to learning two languages, there are cognitive, academic, cultural and economic benefits to being literate in two languages. With Spanish being a Latin-based language and much of the academic language having Latin roots (specifically in Math and Science) students master and connect words in both languages. Students learn cognates quickly and double their vocabulary, which in turn allows for increased reading fluency and comprehension in both languages. Through our Multi-Tier Support Systems (MTSS) process, students will have access to interventions in both Spanish and English, whichever is deemed most appropriate.

Our inclusive personalized learning model will ensure that all student have access to grade level standards, don't miss pertinent grade level content, and will allow for students to work on needed skills and enhance those they have already mastered.

In years 1, 2 and 3 we will support our non-Spanish speakers by embedding Spanish content and academic language in math and science along with a Spanish language class to develop a basic understanding of the language, specifically phonics, syllabication and decoding.

Our approach to behavior management is built upon restorative justice, emphasizing community-building, empathy and perspective-taking. Our focus will be on relationships - between teacher and student and student to student. Strong relationships are a powerful deterrent to discipline issues. Strategies from Responsive Classroom and ENVOY will be part of our everyday classroom routines

Social and Emotional Learning will be embedded in our curriculum and the Importance of a Caring Culture will be evident everywhere and in everything students do. Escuela Éxitos' philosophy includes a serious approach to school culture, rooted in the principles of social justice. A school culture that supports children and promotes high expectations for all and is built on trust and strong relationships (Teacher/Student, Teacher/Parent, Student/Student, Parent/School and Parent/Student), community wide expectations,



parent engagement and core values - respect, tolerance and equity as a foundation. We will promote inclusion and acceptance and create a place of joy that foster a love of learning. All children will feel valued and we will be explicit about teaching empathy and developing a sense of social responsibility in our learners, even at the youngest ages.

At our school especially, a deep appreciation for culture and language will be essential. Students will be provided with both skills and opportunities to demonstrate and contribute to a caring and responsible learning environment. There is some evidence to suggest that a multilingual/multicultural learning such as one in a dual immersion program can reduce prejudice and promote cross-cultural relationships and understanding. Our global focus will develop an awareness and will include cross-cultural collaboration. It includes a strong student mentorship model, ensuring that each student has a significant relationship with a concerned adult. Critical to the culture is the notion of college success and high expectations for all.

We will seek to address and eliminate barriers to learning and will ensure that we are serving the whole child. We will embrace and support families, welcoming them to the school and offering specific strategies for supporting students at home. Strong community connections will create a safety net and serve to intervene early to address problems that create barriers to learning and hamper student success. We will work diligently to merge school and community resources to support the children and families we serve.

Our robust Professional Development will begin three weeks prior to students arriving and will continue year long. Professional Development (PD) time is built into our school calendar so teacher can work with their peers in PLC's and is also Job embedded throughout the year by mentoring, modeling, co-teaching and when needed, observation of other professionals. A MTSS (Multi-Tier Support System) will be put in place for our teachers to ensure success, and when appropriate PD will be Personalized and administered in Small Group or One-on-One. Every staff will be provided with PD in one way or another even when that PD is designated to develop Teacher as Leaders. The primary focus of our PD is of course, Teaching and Learning. The focus and expected outcomes are two-fold.

1. Professional Development to ensure and help teachers maintain language and program fidelity to the percentages outlined for each grade level and language maintenance.
2. Professional Development to ensure the scope and sequence of Dual-Language acquisition is followed for both languages and that connections between both languages are made at the appropriate development stage with appropriate corrections to ensure language accuracy.
3. Professional Development on how to teach language and vocabulary development through content area subjects.
4. Professional Development to the teaching of the appropriate grade level academic language so that our students are prepared for higher education in both languages

The teacher schedule provides for daily planning time, collaborative team time, as well as defined professional development days identified in the school calendar. Each teacher has an individual professional development plan and a unique learning path. Each teacher also receives weekly coaching. Teachers have multiple informal observations as well as formal evaluations. Opportunities are provided via technology- based training affording 24/7 access.

The teacher professional learning experience models the student experience. All professional learning links to the overall academic model - student centered learning. Weekly meetings support data, instruction, curriculum, and student achievement. These meetings have fidelity around a specific focus and are attended by the appropriate stakeholders. Teachers' schedules allow for both individual work and planning and for team collaboration. The collaboration times have specific goals and agendas. Teachers use six-week data cycles to develop and assess effectiveness of instruction.




Teachers will have access to online and virtual training to support and improve their practice. In Math, enVision curriculum supports teachers in improving teaching with embedded strategies, methods, and practices. Math background for every topic and lesson is an anytime resource for ideas and inspiration including PD and videos. The same is true for our ELA curriculum, it has multiple pre-recorded modules.




Most importantly, the school leader will spend most of his time in the support of teachers and the initiatives and goals of teaching and learning. A regular part of his day will include visiting classrooms and providing teachers with immediate coaching, feedback and



suggestions for improvement. The regularity of the interaction will serve to develop deep relationships and set the stage for robust job embedded learning.



## OUR STUDENTS

### Preliminary Daily Schedule

2021 - 2022			
Kinder & First Grade			
			
A & B Day		Class/Subject	
8:30 - 9:11	41	1	Community Work & SSR
9:14 - 9:56	42	2	Specials
9:59 - 10:41	42	3	
10:44 - 11:47	63	4	Literacy Block
11:50 - 12:35	45	L/P	LUNCH
12:38 - 1:08	30	5	Literacy Block
1:08 - 1:38	30	6	Writing
1:38 - 2:30	58	7	Math
2:30 - 2:40	10	8	Snack
2:40 - 3:27	47	9	Sci./Soc. Stud.
3:27 - 3:52	25	10	Intervention (R)
			

2021 - 2022			
Second & Third Grade			
			
A & B Day		Class/Subject	
8:30 - 9:15	45	1	Community Work & SSR
9:15 - 10:15	60	2	Literacy Block
10:15 - 10:41	26	3	Literacy Block
10:44 - 11:26	42	4	Specials
11:29 - 12:14	45	L/P	LUNCH
12:16 - 12:58	42	5	Specials
1:00 - 2:00	60	6	Math
2:00 - 2:48	48	7	Sci./Soc. Stud.
2:48 - 2:58	10	8	Snack
2:58 - 3:23	25	9	Intervention (R)
3:26 - 3:56	30	10	Writing
			

2021 - 2022			
Fourth & Fifth Grade			
			
A & B Day		Class/Subject	
<div style="display: flex; justify-content: space-between;"> <span>ning</span> <span>ión en</span> </div>			

2021 - 2022			
Sixth - Eight Grade			
			
A & B Day		Class/Subject	
<div style="display: flex; justify-content: space-between;"> <span>ESCUELA</span> <span>é</span> </div>			

### **Instruction**

Instructional methods utilized at Escuela Éxitos will be Evidence-Based on the Principles of Dual Language Learning and will be monitored for fidelity of implementation. All instruction will be student-centered. Specific instructional strategies that have proven effective include TPR (Total Physical Response) a method of teaching language or vocabulary concepts by using physical movement to react to verbal input, and Kagan Collaborative Structures. The process mimics the way that infants learn their first language, and it reduces student inhibitions and lowers stress. Another example of an effective strategy is the use of graphic organizers in the classroom and increasing student voice through the collaborative strategies. Ample time will be given in our daily schedule to allow for Guided Instruction and Independent Practice through a center-based philosophy that support Personalized Learning.

### **Curriculum**

Our curriculum will align with Minnesota State Standards and will ensure that all students meet standards at all grade levels through the use of research-based materials



in both Spanish and English in all content areas. The school will use standards-based curriculum that provide students instruction around the higher levels of thinking required within the standards and is reflective of grade level benchmarks. Below is what the school will utilize with fidelity to achieve success for all children.

A gradual release of responsibility model of instruction will be implemented to enhance students' experience towards college and career ready proficiency through the implementation of frequent assessment and student interest surveys, teachers will determine appropriate levels and methods of instruction for each individual student. This is implemented within the classroom through a gradual release of responsibility model that allows for students to receive core instruction at grade level before moving into more individualized learning opportunities within centers, or more supported opportunities.

Personalized learning software will be used to meet students at their individual instructional level in both reading and math. Students will use on-line adaptive programs to practice literacy and math skills that are appropriate to their level. They are able to self-determine the pacing of their instruction to optimize their learning experience. Teachers will utilize this data to inform tailored small group instruction that supports each student's individualized needs.

As described in detail, personalized learning customizes all learning plans including curriculum based on data (multiple measures.) Time is built into the school schedule to allow daily reflection and modification by teachers. Identified trends in data are used to inform adjustment to both small group and large group instruction.

Escuela Éxitos will have a rich music, art, media/technology and health programs that will meet the needs of all students and whenever possible content and programs will be delivered in a multicultural context.

### **Student Engagement and a World View**

Escuela Éxitos will provide a learning environment that is engaging and relevant to the lives of the scholars we serve. Here are ways that our model works toward those goals:

- Using learner profiles and learning paths to allow for choice and individualization.
- Involving students in data gathering and goal setting so they will be invested in the outcome of their growth.
- Engaging students in real-world projects with other students in Minnesota, the country and across the world. As a critical team member in a group outside of their classroom, students develop ownership and responsibility to others.
- Providing substantive choice in project direction, ways to learn and to demonstrate mastery.

Through the **United Nations Sustainable Development Goals**, students will engage in project-based learning opportunities to not only fully understand global issues and their impact locally, but to create real world solutions. Some of these projects will be done in collaborations with classrooms from across the world, giving your child a world class experience.



Great Citizens making a difference.

Your child making the world a better place.



### **Special Education Support**

Escuela Éxitos will contract with an appropriately licensed special education director and will carefully monitor programming and services to ensure compliance with sections 613(a) (5) and 613(e) (1) (B) of IDEA.

The Special Education program at our school will provide specialized instruction and support to qualifying students struggling with academic and behavioral expectations. Specialized instruction and supports are provided by licensed Special Education Teachers, Occupational Therapists, Speech/Language Pathologists, and Paraprofessionals. Students qualify for service via an assessment process, as outlined by the Minnesota Department of Education and the Individuals with Disabilities Education Act.

Once identified, a team of individuals, consisting of parent, regular education teacher, special education teacher and administration meet to develop a plan to address the needs of the student. This plan (IEP) outlines goals the student works on as well as the amount of time needed to meet the goal and corresponding supports and adaptations required. The IEP team will make placement decisions that allow for the student with a disability to receive their education in the regular classroom environment to the maximum extent appropriate or, to the extent such placement is not appropriate, in an environment with the least possible amount of segregation from the student's nondisabled peers and community.

Escuela Éxitos' Child Find Process is for the purpose identifying students who are at-risk and providing them preventative supports prior to considering special education services. The child find process is designed to identify modifications and accommodations that are helpful and facilitate learning for the student to prevent the students from needing special education services. This process involves identifying interventions, putting them into practice and gathering data on the effectiveness of the interventions to determine if a referral is needed or not. This process begins in the general education setting.

General education teachers and staff identify students who have had difficulty being successful at school due to academic, behavioral, emotional, social, and/or medical reasons. The process involves the following steps: Identification of Concern, Data Collection, Complete of Referral Forms, Child Find Meeting, Implement Interventions and Evaluating Results. A school-based multidisciplinary child find team meets regularly to



monitor progress and evaluate results. Their role specifically is to: Facilitate Child Find meetings, provide guidance in developing, Help analyze intervention data, Help evaluate student progress with an intervention, provide guidance with transitional steps for Special Education Recommendation (if necessary) and Keep records of all intervention paperwork for the student. If the student does not make progress after the 6-week intervention period the team will discuss if a special education evaluation is warranted.

Escuela Éxitos will use a variety of instructional strategies to ensure equity and inclusion are central to all plans. The following co-teaching models of inclusion inform instructional decisions and drive collaborative relationships:

**Monitoring:** SPED Teacher provides support (generally 15 minutes per week) directly to a student with a disability who attends classes with non-disabled peers for an entire school day. SPED Teacher is responsible for the goals on the IEP.

**Consultation:** General education teacher and SPED teacher meet regularly to plan, implement and monitor instructional alternatives designed to ensure that the students with exceptionality are successful in the general education classroom. Records and data are required.

**Support Facilitation:** A SPED teacher provides support for the SPED student's achievement in the general education classroom. The SPED teacher may work and move among two or more basic education classrooms, working with the general education teachers and students identified with special education needs. The frequency and intensity of support varies based on IEP goals/services.

In the **Inclusive classroom** teachers co-plan for their students with IEP's using one of the following service delivery models: **One teach, one assist:** one teacher leads the lesson and the other teacher observes and assists students. **Alternative teaching:** one teacher works with a large group while the other teacher works with a small group of students. Small groups can be pulled for pre-teaching, re-teaching, enrichment, interest groups, special projects, make up work, or individual support.

**Parallel teaching:** The class is divided in half. Both teachers plan instruction jointly and are teaching the same lesson at the same time. **Station teaching:** The SPED teacher and the general education teacher divide instructional content into several

segments and present the content in separate learning stations around the classroom. Both teachers may move between groups in order to provide support.

**Team teaching:** Both the general education and special educator share in the instruction of students. One teacher may lead the discussion while the other teacher models or demonstrates. Team teaching affords the ability to model quality team and interpersonal interactions.

Weekly collaboration meetings are held for instructional planning with the special education and general education teachers.

A deep understanding of inclusion and the specific needs of teachers to address anomalous learning patterns and special needs of individual learners will be fostered through professional development and collaboration. Our team will assist teachers in analyzing the learning styles and abilities of special needs students, and in drafting plans that specifically address those styles and abilities.

We will develop and fully integrate a learning supports component by weaving together the resources of school, home, and community into a full continuum of integrated systems of intervention. The continuum will encompass resources, strategies, and practices that provide physical, social, emotional, and cognitive supports. Such a system is essential to closing the achievement gap.

### English Language Acquisition Support

**English Language (EL)** teachers at Escuela Éxitos will be responsible for supporting our students in partnership with core content teachers. EL teachers have the opportunity to choose from a multitude of co-teaching models to support during the core content lessons. They may lead teach, instruct a small group of students, pre-teach content, support during independent work time or parallel teach. In addition to this responsibility, EL teachers utilize individual student data from multiple assessments and alongside WIDA Can Do descriptors to provide small group interventions for all EL students.

## ACCOUNTABILITY OBJECTIVES

### *Accountability Outcome 1:*

**Reading, Academic proficiency. 70% of K-2 students will be on track for reading proficiency by 3<sup>rd</sup> grade as measured by NWEA MAP projections.**

A strong evidence-based program in the primary grades (K,1,2) with a focus on early literacy utilizing Dual Language Immersion strategies will serve to ensure that all students are on track to reading proficiency by 3<sup>rd</sup> grade. In Minnesota, the LEAPS Act encourages multilingualism as an asset and encourages districts to implement multilingual instruction approaches including strategies that teach reading and writing in the students' native language and English at the same time. (MDE 2018)

Unlike other programs serving ELL students, Dual Language Immersion is a program model that has proven to be effective with ELL students but never at the expense of their first language and culture. It has also proven to be highly effective with native English speakers.

Ultimately, a Dual Language Immersion model allows students to use each language to strengthen both. Additionally, this model serves to support an appreciation of other languages and cultures.

As a result of participation in our program, we will expect our students to:

- Demonstrate high levels of academic achievement especially around literacy
- Develop high levels of language proficiency and literacy in English and Spanish
- Develop an understanding and appreciation of languages and diverse cultures

As noted, our program will follow the 90/10 model. Emphasis is placed on the target language and begins with 90% of instruction in Spanish in the primary grades. It gradually increases through each level culminating with 50% of instruction in each language at the Upper grades. Our program will encourage and engage students in hands-on learning

experiences that promote critical thinking, conceptual understanding, and language development. Dual language immersion teachers, in addition, plan lessons using a variety of instructional strategies to maximize language development.

Our objective of 70% meeting or exceeding growth targets on NWEA MAP is based on two factors. The first is our scope and sequence that has students decoding and reading simple two and three syllable words in Spanish by the end of Kindergarten (because of the simplicity in the language) and second by the norm data that suggests that in a quality school at least 70% of students will achieve or exceed yearly academic targets. We expect all students to get at least one year of growth (100%) for each year they are in the program. If students are provided with sufficient and individualized support in the primary grades the result will be that all are prepared and reading at grade level by 3<sup>rd</sup> grade.

In a high-quality charter school, it is essential to regularly measure and monitor both proficiency and growth. Proficiency will ultimately be determined by performance on MCA's. Growth will primarily be measured by NWEA MAP (which is available in both Spanish and English) The following table illustrates assessments that may be used to inform instruction and monitor growth and proficiency.

**Assessment Plan OF and FOR Learning**

<b>ASSESSMENT</b>	<b>PURPOSE</b>	<b>WHEN</b>	<b>WHO</b>
<b>NWEA MAP</b>	Assess student proficiency and growth per semester to grade level standards	Fall/Winter/Spring	All Students
<b>MCA</b>	Assess student yearly proficiency to grade level state standards at the school, classroom, and individual level	Yearly each Spring	All Students
<b>WIDA ACCESS</b>	English language proficiency assessment to monitor students' progress in acquiring academic English.	Annually	ALL ELL Students
<b>F &amp; P</b>	Assess student growth in reading proficiency through ongoing progress monitoring	Progress monitoring each trimester	Students reading below grade level
<b>Imagine Learning</b>	Assess student understanding as they move through individualized learning progressions in literacy.	Automatic daily and/or quarterly assessments provided within the program	All students who fall below grade level in reading



*Accountability Outcome 2:*

All students will participate in learning opportunities designed to learn a second language and will have an individualized learning plan resulting in 100% of students emerging from 5<sup>th</sup> grade as bilingual and biliterate.

Key dimensions of our model include:

- Personalized student-centered learning, including individual learner profiles and paths, a flexible learning environment, progress based on mastery of learning, student ownership of learning and significant opportunity for student voice and choice. Personalized Learning provides students with educational opportunities that are reflective of their learning styles and interests and allows students to progress through content in a meaningful way tailored to their individual needs. It cultivates students' talents through unique and tailored experiences that allow them to achieve to the best of their ability. It increases learning opportunities for all pupils and encourage the use of different and innovative teaching methods. When appropriate and needed interventions specific to a student's needs will be put in place.
- Two-Way Immersion for language and literacy learning that ensures all students emerge as biliterate. Dual-language Immersion provides instruction across content areas to both English natives and English learners, in both English and in a target language. With the explicit intent of functional bilingualism and biliteracy for all students by middle school. Our Two-Way Immersion Program will integrate native English speaking and Spanish speaking ELL students in the same classroom and will provide academic instruction in both languages. This approach coupled with a flexible learning environment (station or individual rotation model) will provide a personalized path for each learner. This success is based on the implementation with fidelity of the core curriculum, which will be monitored by the school leaders and discussed weekly at PLC meetings.

The bilingual station rotation model (one specific design for personalized learning) will include flexible grouping of students based on individual needs, rich learning environments that that offer resources and supports in both English and Spanish, creative staffing

patterns and co-teaching will further enhance the environment. Our goal is for all students to emerge as bilingual and biliterate.

*Our model and plan for implementation are designed in alignment with the LEAPS Act. More specifically the following provisions of the Act: Multilingualism and multiculturalism are positioned as educational and economic assets and instruction is differentiated for the diversity of multilingual learners. (MDE 2018)*

- **Data Driven Instruction-** Weekly teacher meetings focused on timely and relevant data to drive instructional decision making that allows students to move into levels of proficiency in successful and meaningful ways. A highly focused data driven teacher community (PLC) allows for teachers to design opportunities for students to react and respond to learning in ways that best meet their individual learning styles and needs. A culture of data driven instruction allows for teachers to respond to student need in highly effective and manageable ways that are responsive to student need.
- **MTSS (Multi-Tier Support System)-** Providing a highly responsive model for students to increase proficiency through a scaffolded and supportive learning approach, allowing for students to experience success through scaffolds that are responsive to individualized needs individualized learning styles and approaches. Strategies and support systems will be individualized for independent work, collaborative for small group or teacher led for guided practice.

Escuela Éxitos, through its Two-Way Dual Language Immersion Model (based on research that finds a meaningful connection between Dual Language Immersion programs and Academic Achievement for all students including English Language Learners) expects to have a positive impact in closing the achievement gap.

Escuela Éxitos will maintain an intentional focus on improving literacy instruction and ensuring that all students develop the literacy skills to be college and career ready, as well as successful, life-long readers and learners.

1. **Dual Language Immersion** - Dual-language immersion provides instruction across content areas to both English natives and English

learners, in both English and in a target language. With the explicit intent of functional bilingualism and biliteracy for all students by middle school.

2. **Data Driven Instruction-** Weekly teacher meetings focused on timely and relevant data to drive instructional decision making that allows students to move into levels of proficiency in successful and meaningful ways. A highly focused data driven teacher community allows for teachers to design opportunities for students to react and respond to learning in ways that best meet their individual learning styles and needs. A culture of data driven instruction allows for teachers to respond to student need in highly effective and manageable ways that are responsive to student need.
3. **MTSS (Multi-Tier Support System)** - Providing a highly responsive model for students to increase proficiency through a scaffolded and supportive learning approach. Allows for students to experience success through scaffolds that are responsive to individualized needs individualized learning styles and approaches. The process of moving students through the MTSS model allows for students to experience success as they move through a variety of increased learning opportunities that provide pathways to success.
4. **Personalized Learning-** Provides students with educational opportunities that are reflective of their learning styles and interests. Allows students to progress through content in a meaningful way tailored to their individual needs. Cultivates students' talents through unique and tailored experiences that allow them to achieve to the best of their ability. Increase learning opportunities for all pupils; Encourage the use of different and innovative teaching methods;
5. **21st Century Learning Skills: Global Awareness, Collaboration, Skilled Communication, Real World Problem Solving-** Enables students to connect skill and content in authentic ways that incorporate varied learning styles. Provides deeper learning through authentic audience and real- world problem solving. Enables students to use their unique background and cultural understanding and experiences to achieve to the best of their ability through collaboration and

global awareness. Increase learning opportunities through different and innovative practices.

Teachers will incorporate practices in literacy instruction that have strong research support and that also consider high rigor within standards-based instruction. This instruction makes use of the *Gradual Release of Responsibility* model that stresses focused direct instruction within the I DO (teacher modeling, mini-lessons, interactive lecture, read aloud), opportunity to learn and collaborate in small group guided practice within the WE DO, and finally to apply literacy skills through independent work at individual reading levels within the YOU DO component.

Central to this model of literacy instruction is the use of assessments that help guide instruction and intervention decision making within a multi-tiered system of support. This allows teachers to design instruction to customize learning for students and to provide necessary supports and interventions for students who learn at different paces.

Specific objectives that will frame our literacy instruction include:

- All students will read for a variety of purposes, including the pure pleasure and enjoyment of reading.
- All students will have the communication skills - speaking, listening, writing - necessary to be successful in academics and in life.
- All students will develop literacy strategies that they can apply when working to make meaning of text.
- All students will be assessed regularly using developmentally appropriate assessment and resulting data will be used to inform and modify individual learning plans. Individual learning plans will be used to determine appropriate and effective interventions.
- All teachers will have a strong foundational knowledge of current literacy research and best practices, with ongoing scaffolded professional development that informs and guides their teaching daily.



- All teachers will use data-driven instruction to determine instructional and intervention next steps

Literacy interventions at Escuela Éxitos are determined within weekly data-driven collaborative team meetings and are supported by a multi-tiered system of support (MTSS) for literacy. Student progress is monitored in weekly PLC's using formative and summative data as is relevant and necessary to make ongoing instructional and intervention decisions.

Central to meeting our objective (that all 3<sup>rd</sup> graders can read at grade level) is an effective plan and corresponding high-fidelity implementation of MTSS, especially in the primary grades. All students have the ability to learn and grow to increasingly higher levels. For a variety of reasons, some students require targeted support in order to best help them meet their potential. The multi-tiered systems of support (MTSS) model provide a coordinated framework of assessments, interventions, and resources to meet the needs of all learners.

MTSS requires partnership throughout the building and across programs to prioritize and deploy resources and provide quality instruction. Thoughtful consideration must go into staffing the school, creating teacher and student schedules, and providing learning resources.

MTSS is structured around tiers of interventions that provide a progressive approach to servicing students.

- **TIER I** - students at the Tier I level receive high-quality instruction in the regular classroom. Through student assessments and increasingly differentiated instruction, the classroom teacher meets the academic needs of at least 80% of the students in the classroom.
- **TIER II** - students at the Tier II level participate in research-based interventions that are in addition to the regular classroom. Small group services are provided under the direction of a licensed teacher for identified students based on their academic needs. Using frequent progress monitoring

strategies, Tier II interventions should meet the academic needs of another 10-15% of the students in the classroom.

- **TIER III** - students at the Tier III level receive direct services from a licensed special education teacher that are in addition to the regular classroom. This level also incorporates research-based intervention strategies and represents the most intense level of interventions before referral for special education. Students at this level may also already have an IEP.

Through the use of diagnostic student assessments, high-quality, differentiated classroom instruction, and research-based interventions, Escuela Éxitos will guide students in meeting their full potential.

NWEA MAP data will be used on a regular basis to inform individual learning plans and close gaps. One aspect of the program recently made available allows for creation of an individual profile for each student based on most recent assessment data. In addition to monitoring progress, this tool is used to assign specific skills from the program (Skills Navigator) aligned with individual student needs.

Effective use of these powerful tools coupled with WIDA Access and MCA data will ensure that individual student progress is monitored daily and that instruction is modified daily to promote acceleration of student outcomes. Teaching teams will meet and collaborate at least weekly to review and analyze data.

Our curriculum will align to Minnesota State Standards and will ensure that all students meet standards at all grade levels through the use of research-based materials in both Spanish and English in all content areas. The school will use standards-based curriculum that provides students instruction around the higher levels of thinking required within the standards and is reflective of grade level benchmarks. In addition, teacher teams will use data in ongoing collaboration to determine any instructional gaps that need to be filled around an increase in rigor, or additional instructional supports. Teacher teams will use standards alignment documents as a check and balance against daily instruction. Teacher teams use this process to determine and develop ongoing formative assessments to drive instructional decision making.

Escuela Éxitos will strive to be a diverse and inclusive school that provides a student-centered education deeply rooted in biliteracy that can prove beneficial to all communities. Once at full enrollment, we intend on serving roughly 50% native Spanish speakers and roughly 50% non-native Spanish speakers. Although 50% of the school will share the commonality of being non-Spanish speakers, we feel strongly that our school model can provide high outcomes to all populations, especially those that are traditionally underserved.

The founders of Escuela Éxitos see the Two-Way dual language immersion model as an effective strategy for equity, diversity and inclusion. We will combine several elements to create a unique model that will provide opportunity for children from underserved populations and equip them with the tools and knowledge to succeed and lead in the 21<sup>st</sup> century while providing a culturally and linguistically competent learning environment.

Recent research has shown that linguistically integrated dual language immersion programs are beneficial for English Language Learners when they are able to learn academic content in both English and their native language. English dominant learners benefit greatly as they emerge with proficiency in two languages.

It will be a priority to maintain a strong focus on community engagement specifically centered around underserved populations. We feel our model will demonstrate strong results for students and families from a diverse set of communities within the first few years of operation. Specific student recruitment strategies will be focused on ensuring that the school reaches an adequate cohort of students for each subgroup of our dual language immersion model while maintaining a diverse and inclusive student population.



## COMMITMENT TO PARENTS

### Parent Engagement

Escuela Éxitos' model is grounded in and in direct response to the Minnesota Learning English for Academic Proficiency and Success Act of 2014 - known as the "LEAPS Act".

#### **LEAPS Act**

*The LEAPS Act creates policy space for our state to progressively support multilingual learners and their families. Together with ESSA (Every Student Succeeds Act) and WBWF (World's Best Workforce), these three laws ensure that: 1) multilingualism and multiculturalism are positioned as educational and economic assets, 2) teachers and administrators receive appropriate preparation, continued professional development and evaluation to support multilingual learners, 3) instruction is differentiated for the diversity of multilingual learners, and 4) multicultural family voices are engaged and included in the educational process*

- *Multilingualism as an Asset - Encourages districts to implement multilingual instructional approaches and prioritizes cultural competence. Establishes state seals of bilingualism/ multilingualism and enhances the MN World Language Proficiency Certificates program.*
- *Teacher and Administrator Skills/Knowledge - Requires preparation and continued professional development in working with multilingual learners: academic language development of English/home languages and cultural competency. Requires School Boards and teacher education programs to use resources to support multilingual learners including use of home languages.*
- *Diversity of Multilingual Learners - Requires programs to conduct comprehensive screenings on kids' languages and promotes bilingual education programs. Requires school site leadership teams to provide differentiated programs for students with limited or interrupted formal education (SLIFE) and long-term English learners (LTEL).*



- *Multiple Voices Engaged - Encourages districts to set family engagement policies that require communication in families' home languages and districts to conduct satisfaction surveys in home languages.*

*Requires districts to send literacy strategies to families tailored to getting multilingual learners to promote reading proficiency in reading in English and home languages.*

Furthermore, we know that research shows that when parents are engaged in their child's education, that child performs better academically. At Escuela Éxitos we intend to approach the concept of Parent Engagement from multiple avenues. The school has developed and will be implementing a range of opportunities to ensure meaningful parent and community engagement to support not only the planning, program design and implementation phases of the school, but also the academic growth of our students, family literacy, Higher Education opportunities, and economic growth.

To be a community school we will have unique opportunities for parents that will no doubt serve as an important attractor. We will be offering an on-going parent academy that is aligned with our mission to close the achievement gap and promote biliteracy by using multilingualism as an asset. **WE EMBRACE OUR PARENT COMMUNITY AS LEARNERS AND EMPOWER THEM TO SUPPORT THEIR CHILDREN IN VERY DIRECT AND MEANINGFUL WAYS.** To that extent we will have:

### **Language Focused Parent Engagement and Literacy Program**

Approximately 25% of Hispanic parents are Pre-literate or have less than a 2nd grade education. In this program, we teach Spanish speaking parents early native language literacy and teach them the foundations of Spanish so that they can support their children in their language development. This program sets the foundation for our parents to participate and succeed in our Plaza Comunitaria. Our English speaking parents, participating in this program learn the basic, simple foundation of Spanish so they can support their children in their Second Language Development. Emphasis is given to decoding through syllabication and the use of cognates to support academic content. English speaking parents learn Spanish at the same rate as their children and because of their higher cognitive development they are able to make connections to the language faster than their children, and

this will prove to benefit the young Spanish Language Learner. English speaking parents will be afforded the opportunity to learn Spanish in the same way. This program serves to build a strong relationship between home and school and ensures alignment with high expectations.

**Plaza Comunitaria – Community Plaza**

Through a collaborative partnership with the Consulate of Mexico and the Mexican Department of Education, we intend to bring literacy to our Spanish speaking parents. Pre-literate parents participating in the Plaza Comunitaria will be able to obtain their Elementary and Middle School certificates as well as their GED all in Spanish. By completing their own education, they will be role models for their children and be afforded opportunities they do not have now. They can expect new job opportunities, higher wages and the door to open for the opportunity to attend Higher Education and seek a degree.

**Adult Education**

For our literate parents we hope to bring English classes for Spanish speaking parents and Spanish classes for English speaking parents, thus promoting biliteracy for our entire community.

**Business Directory and Opportunities**

Through a collaborative effort with our Business and Community partners, Escuela Éxitos will put together a Directory of all the Businesses and Community partners of the school, family-owned businesses and services, and places of employment of those parents wanting to participate so that as a Community School we support each other in our endeavors. Additionally, this partnership will provide the opportunity for businesses to post and parents to seek: Employment and Internship opportunities, Services to provide and services needed, connections to experts in the field for possible advice, training, and/or career path. Potentially even the opportunity to provide a discount to our families.

Again, Escuela Éxitos will be founded with the core belief that parents are essential to the academic success of their child. Teachers and school leaders will have regular interaction with families, both formal and informal. Conferences, including student participation, will be held three times during the school year. Parents and community will be welcomed at all times in the school. Frequent events will be held including opportunities for parents to understand data and student progress as well as explore ways to continue to support student learning in the home environment. Events will also be held to celebrate accomplishments and instill a love of learning.

Community involvement will be highly encouraged. Escuela Éxitos will have a substantial outreach program to increase support to the school and to individual students. As mentioned previously, by weaving together school and community resources, it is our intent to create a safety net for our students and reduce barriers to learning. Community connections also afford opportunities for enrichment and experience beyond the classroom. These kinds of experiences are critical in terms of truly being "college ready." Finally, a holistic positive culture and climate in the school building remains dependent upon parent and community involvement.

Knowing and understanding that community involvement is critical to the success of our schools and students. Multiple strategies will be used to bring community organizations and leaders into the school as well as ensuring staff and students are engaged and involved in the community. Our school will provide ongoing opportunities for community members to be a part of the life of the school and will solicit regular feedback from parents, students and community members to hear stakeholder concerns and ideas. Our school will reach out to community organizations on behalf of students to create a network of support and join forces with all organizations that can provide resources to our children and families. It is critical that the school and the community be seen as one by our families and that all services are as seamless as possible so that circumstances outside of the school building and school day don't create barriers to learning.

## MEETING OUR ENROLLMENT PROJECTIONS

Escuela Éxitos will serve a diverse group of scholars. Our goal is to be a model Charter School as it pertains to diversity, equity, inclusion and integration. We expect to enroll students of all races and ethnicities, who might or might not be English Language

Learners but want and see the value in being bilingual. Our families will come from varying socioeconomic circumstances to work together as one community.

With 30,000 Hispanic children enrolled in grades K through 8 in the Twin Cities and more than 20,000 of those students being at a disadvantage as ELL's by not meeting standards you can only expect that a school like Escuela Éxitos and its Two-Way Dual Language Immersion model will be highly sought. This holds true for the districts of Robbinsdale and Osseo, (where the school will be located) who only have 25.6% and 30.9% of Hispanic students reading proficiently by 3<sup>rd</sup> grade respectively. This means that there are thousands of Hispanic students who will benefit from our school model.

We have and we will continue to be intentional about our recruitment efforts of these families from communities that have been traditionally underserved, to provide them an excellent educational opportunity. Based on the individual school data provided previously, there is a dire need for all children (not just ELL's) in the area of where the school will be located to have access to a high-quality school.

Furthermore, it is important to know that the Osseo School District does not have an Immersion school and that Robbinsdale Spanish Immersion in a One-Way Immersion school that enrolls, primarily English speakers whose parents understand the benefits of a bilingual education. With this said, we have partnered with Casa de Corazón (located in Maple Grove) and Mis Amigos (located in Golden Valley) both two Spanish Immersion Day Care and Pre-School providers to promote the school to their families and become a feeder to our Kindergarten.

We hope to reach and enroll:

- a. Parents of English-speaking children enrolled at Casa de Corazon and Mis Amigos (both Spanish Immersion Day Care and Pre-School)
- b. Part of the 200 Kindergarten students on the waiting list for Robbinsdale Spanish Immersion and ISLA (International Spanish Language Academy) who want their children to be bilingual and fluent in Spanish and recognize the academic and cognitive benefits a Two-Way Dual Language program/school
- c. Parents of Hispanic, English Language Learners who want their children to be fluent in their native/home/primary language (Spanish) and know that public schools are failing to ensure ESSA's requirement of their children being fluent



English readers by 3<sup>rd</sup> grade. Additionally, these parents recognize and understand the research and data that supports and shows that their children (if enrolled in a Two-Way Dual Language school) will out-perform their peers (enrolled in traditional English Speaking only public schools) and have a higher chance of enrollment in a post-secondary education institute with a higher chance to obtain and perform at the highest level in the Seals of Bilingualism

- d. Parents of other minority, ethnically diverse and low socioeconomic students who want their children to be multilingual (as they recognize that Spanish is the 2<sup>nd</sup> most spoken language) and also recognize the academic and cognitive benefits of a two Dual Language Immersion program and by school choice want their children out of public schools that are failing them and enrolled in a school that will ensure their success

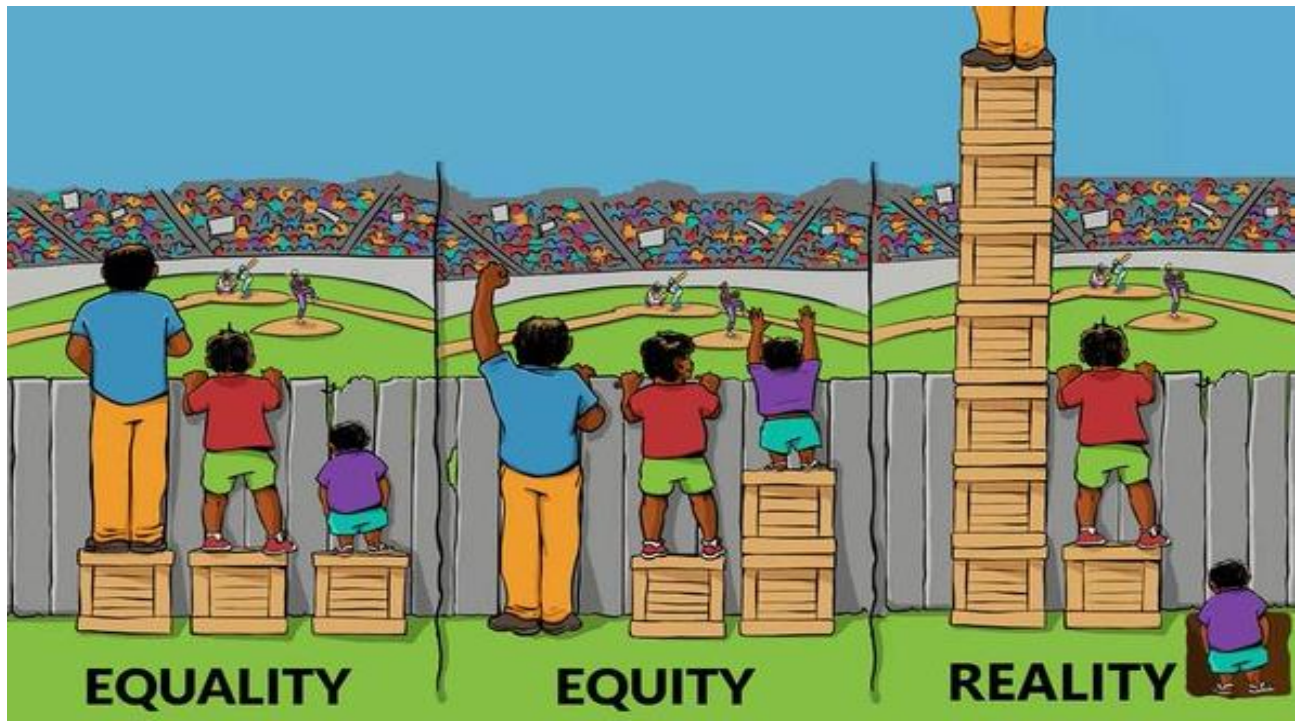
### **Student Recruitment Strategies**

1. **Grass Roots Marketing/Recruitment Campaign** - Escuela Éxitos has begun to work with its community partners: the churches, preschools, employers and places of residence to set up opportunities to inform their parishioners, members, employees, parents and residents about Escuela Éxitos. Informational sessions have been and will continue to be held at churches and preschools to provide further information for prospective parents and community partners. School information sessions have been and will continue to be held biweekly. The school has developed a relationship with a Spanish radio station in which the school will receive free advertising. Relationships with other media outlets, English and Spanish, will continue to be developed. These grass roots efforts have already resulted in over 100 individuals signing up to receive more information. Many of these include interested parents who have already filled out student applications for enrollment.
2. **Parental and Community Engagement** - Escuela Éxitos will use the contact information it obtains to stay in ongoing communication with its school community. Monthly newsletters will be sent out via email, frequent parent meetings will be held and special events will be planned. Escuela Éxitos will engage the community in deciding key issues about the school; issues including facilities, activities, transportation, food choices, school mascot, preschool and

childcare. Design thinking sessions with community stakeholders will be a tool used to inform these decisions.

3. **Navigating Families through the Enrollment Process** - Attention to detail will be crucial to ensure a high conversion rate in getting families who show interest in Escuela Éxitos to actually show up for the first day of school. Consistent and clear communication with families begins with the initial moment they show interest in sending their child to Escuela Éxitos. Follow up emails and phone calls will occur when a family signs up for more information or attends an information session. Lottery and other information will be sent via email will occur when a student application is received. Once the student is awarded a seat, a welcome packet and newsletter will be sent to the family. Following the lottery (if needed), regular open houses and informational sessions will happen at the school facility. Follow up communications with registered and prospective families will occur on a weekly basis leading up to the first day of school.

## THE ÉXITOS MODEL EQUITY NOT EQUALITY



<u>Pillars of Instruction</u>	<u>Culture &amp; Community</u>
<ul style="list-style-type: none"> <li>• 2-way dual language immersion</li> <li>• Personalized learning</li> <li>• Global Curriculum</li> <li>• Future ready skill development</li> </ul>	<ul style="list-style-type: none"> <li>• Calm, caring, joyful</li> <li>• Educating the whole child</li> <li>• Parent engagement &amp; learning</li> <li>• Strategic Partnerships</li> </ul>

While equality admirably aims for fairness it only works if everyone starts at the same place and has the same needs going forward. A more productive path to fairness is equity, which we define as providing every learner what he or she needs to be successful. To achieve this, our educational system must shift from its current focus on the "fictional" average student and become more adept at understanding how individuals learn best. Our system must adopt personalized learning and teaching approaches **and tools that help educators and students build on diversity**





# Thank You!

THE BENEFITS OF BEING BILINGUAL  
GO BEYOND THE ABILITY TO  
COMMUNICATE IN ANOTHER  
LANGUAGE.  
BILINGUALISM GIVES KIDS A  
BROADER PERSPECTIVE OF THE WORLD

 BilingualKidspot.com



ESCUELA  
**éxitos**  
SCHOOL