



Local Literacy Plan 2024/2025

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

District or Charter School Information

District or Charter School Name and Number: LIFE Prep School 4035-07

Date of Last Revision: 6/10/2024

Minnesota READ Act Goal

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

District or Charter School Literacy Goal

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

Students, K-6th, will read “at or above grade level.” (Minn. Statute 120B.12)

Students will read both independently and in socio-collaborative ways.

Teachers will provide “evidence-based reading instruction” focusing on “foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills.” (Minn. Statute 120B.12)

New academic goals will be updated during T1 of the 2024/2025 school year as part of the Authorizer renewal process.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

- mCLASS with DIBELS 8th Edition
- DIBELS Data System (DDS) with DIBELS 8th Edition
- FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Grades K-3 Screeners

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

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
mCLASS with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
DIBELS Data System (DDS) with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<ul style="list-style-type: none"> • <input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

Grades 4-12 Screeners

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

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

Parent Notification and Involvement

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

Parents receive a print out of their child's FASTbridge report three times a year. Along with the FASTbridge report is an explanation of how these scores are used to monitor student growth and determine what, if any, further assessments will be administered to look for areas of growth for individual students.

Parent-teacher conferences are held two times a year. The beginning and middle of year FASTbridge assessment reports are made available to parents for the fall and winter conferences that are held. This is an in-person opportunity for teachers to inform parents of students that are not reading at or above grade level.

If a child is determined to not be reading at or above grade level, LIFE Prep will send home a notification letter discussing the three tiers of intervention provided in the MTSS model. The letter will be tailored to discuss the level of needed intervention, contact information for the reading intervention teacher as well as the duration and frequency of the instructional delivery model. The reading intervention teacher also provides a written progress report every six weeks to parents of students receiving pull-out tier 2 intervention support.

LIFE Prep holds two family literacy nights per year. Families are invited to attend the event at school where free books, literacy activities, and home supports are provided. LIFE Prep also provides links of literacy sites to provide a home/school reading connection on its website.

Websites shared with families include: www.readingrockets.org, www.vooks.com, www.getepic.com, www.starfall.com

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

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

Summary Data Kindergarten through 3rd Grade

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

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

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG	8	5	8	3	8	5
1 st	17	2	16	2	16	14
2 nd	14	4	14	3	14	12
3 rd	24	5	24	4	24	19

Students Grades 4-12 Not Reading at Grade Level

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

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4 th	23	13	23	13
5 th	18	15	18	15
6 th	15	5	15	5
7 th				
8 th				
9 th				
10 th				
11 th				
12 th				

Core Reading Instruction and Curricula Grades K-5

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

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	UFLI, Heggerty	UFLI-Foundational, Heggerty-phonemic awareness	120 minute block includes 30-40 minute whole group and 30 minutes of writing
1 st	UFLI, Wonders	UFLI-Foundational Wonders-Comprehensive	120 minute block includes 30-40 minute whole group and 30 minutes of writing
2 nd	UFLI, Wonders	UFLI-Foundational Wonders-Comprehensive	120 minute block includes 30-40 minute whole group and 30 minutes of writing
3 rd	UFLI, Wonders	UFLI-Foundational Wonders-Comprehensive	120 minute block includes 30-40 minute whole group and 30 minutes of writing
4 th	Wonders, UFLI will be used if there is a need for phonics support	Wonders-Comprehensive UFLI- Intervention	120 minute block includes 30-40 minute whole group and 30 minutes of writing
5 th	Wonders, UFLI will be used if there is a need for phonics support	Wonders-Comprehensive UFLI- Intervention	120 minute block includes 30-40 minute whole group and 30 minutes of writing

Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6 th	Wonders, UFLI will be used if there is a need for phonics support	Wonders-Comprehensive UFLI- Intervention	120 minute block includes 30-40 minute whole group and 30 minutes of writing
7 th			
8 th			
9 th			
10 th			
11 th			
12 th			

Data-Based Decision Making for Literacy Interventions

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

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

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

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

LIFE Prep does implement the MTSS framework. LIFE Prep uses the three-tier Response to Intervention framework to support students in their reading growth. LIFE Prep has not yet participated in MDE's MTSS professional learning or completed the MTSS team self-evaluations. However, LIFE Prep's reading specialist has registered for MDE's "Introduction to MnMTSS" course that will be held throughout the 2024-2025 school year.

Tier 1 intervention is considered preventative intervention by providing explicit, quality core teaching to all students in the self-contained grade level classrooms. Strengthening tier 1 instruction as well as monitoring fidelity of quality instruction at LIFE Prep consists of connecting it to professional development, professional learning communities (PLCs), and Q-comp goals and meetings. The basis of a strong tier 1 program will also be reflected in literacy coaching practices, peer coaching, and the teacher evaluation process.

All students are screened three times a year through FASTbridge. If a student is flagged as "at risk" through FASTbridge, students are then further assessed by LIFE Prep's reading specialist using diagnostic assessments: phonics and decoding assessment, spelling inventory, and CBMs. Students whose diagnostic data shows them to be below benchmark in reading will be serviced through tier 2 interventions. Tier 2 interventions are provided through the reading intervention teacher in a small group setting determined by student needs dictated by assessment data points. Tier 2 interventions are held five times a week for 30 minutes daily. Students are progress monitored weekly through FASTbridge progress monitoring either through CBMs or phonics skills that are based on the students' needs and goals. Students exit from tier 2 interventions when they demonstrate mastery of intervention goals and are reading at or above grade level measured through diagnostic reading assessments.

Tier 3 interventions are for students who are not making the expected reading gains through intensive, effective tier 2 interventions. The MTSS team meets to discuss the lack of reading growth being made by individual students who are already receiving interventions. These students are then considered for tier 3 interventions which consist of more intensive reading interventions consisting of individualized, strategic interventions and/or smaller group size, such as one on one. Some students are also then referred to Child Study Team (CST) where decisions are made about referral and testing for special education services.

Professional Development Plan

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

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

LIFE Prep will support the implementation of structured literacy through professional development and professional learning communities (PLCs). Professional development in August will be delivered that focuses on how foundational skills are to be taught through a structured literacy approach. LIFE Prep will designate daily time in each class's ELA block devoted to foundational skills as well as other required and necessary language arts components. The implementation and fidelity of these strategies will be a focus at LIFE Prep's PLC meetings throughout the year. These strategies will be further reinforced through Q-comp goals, meetings, and evaluations. The reading specialist will disseminate a schedule of reading assessments to be completed throughout the year to monitor student data and growth. Literacy coaching and teacher evaluations will also be used to monitor continuous improvement of teaching strategies. In addition to the school wide professional development provided by our literacy specialist and QComp team, LIFE Prep will be participating in the CARIALL training provided by MDE. Live trainings will take place on the following dates and times:

8/21/24, 8/27/24, 9/18/24, 10/9/24, 10/30/24, 11/20/24, 12/11/24, 1/8/25, 1/29/25: 2:30-4:30pm.

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

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	1	0	1	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	3	0	3	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	3	0	3	0
K-12 Reading Interventionists	1	1	0	0
K-12 Special Education Educators responsible for reading instruction	1	0	1	0
Pre-K through grade 5 Curriculum Directors	0	0	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	0	0	0	0

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

****All teachers will complete the CARIALL training in phase 1.

Action Planning for Continuous Improvement

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

***See 2 year literacy improvement plan implementation

LIFE Prep Literacy Growth Plan for 2024-2025

Need/Goal	Trimester 1	Trimester 2	Trimester 3
<p>Goal 1: Develop and implement phonics instruction that supports students at all levels.</p>	<p>August</p> <ul style="list-style-type: none"> • Educate staff on importance and implementation of new foundational phonics curriculum, UFLI • Provide teachers with materials (magnets, magnet trays, whiteboards) to implement UFLI successfully • Complete CAREIALL asynchronous and synchronous training: <ul style="list-style-type: none"> • MTSS • Assessments • Data based decisions • SOR and structured literacy <p>September</p> <ul style="list-style-type: none"> • Create Q-comp goals, PLC and observation schedules, and info presentation for staff 	<p>November</p> <ul style="list-style-type: none"> • Plan and engage in PLC meetings that merge UFLI and CAREIALL components • Begin Q-comp observations, mentoring, and coaching • Administer spelling inventory to analyze encoding growth and needs • Complete CAREIALL asynchronous and synchronous training: <ul style="list-style-type: none"> • Morphology • Developing foundational morphology and knowledge • Teaching and assessing morphology <p>December</p> <ul style="list-style-type: none"> • Plan and engage in PLC meetings that merge UFLI and 	<p>March</p> <ul style="list-style-type: none"> • Create and share survey to teachers to determine specific needs for phonics and literacy support • Plan and engage in PLC meetings that address teachers' needs determined through survey results • Start second round of Q-comp observations. Continue mentoring and coaching. <p>April</p> <ul style="list-style-type: none"> • Plan and engage in PLC meetings that address phonics and literacy instruction while differentiating student needs • Continue Q-comp observations, mentoring, and coaching <p>May</p>

	<ul style="list-style-type: none"> • Administer FAST universal screening to all K-6 students • Analyze screening data and assess students with phonics and decoding diagnostic assessment as needed per screening data • Meet with classroom teachers to utilize data to differentiate instruction • Complete CAREIALL asynchronous and synchronous training: <ul style="list-style-type: none"> • Systematic & explicit instruction • Motivation & engagement • Cultural & Linguistic responsiveness • Reading difficulties <p>October</p> <ul style="list-style-type: none"> • Present Q-comp presentation, including info on student growth 	<p>CAREIALL components</p> <ul style="list-style-type: none"> • Continue Q-comp observations, mentoring, and coaching • Complete CAREIALL asynchronous and synchronous training: <ul style="list-style-type: none"> • Vocab development • Facilitating independent vocab growth • Intentional vocab instruction <p>January</p> <ul style="list-style-type: none"> • Administer FAST universal screening to all K-6 students • Analyze screening data and assess students with diagnostic assessments as needed per screening data • Meet with classroom teachers to utilize data to differentiate instruction 	<ul style="list-style-type: none"> • Administer FAST universal screening to all K-6 students • Analyze teachers' student growth portfolio • Compile and analyze end of year data: growth and needs of students, goals met, patterns, etc. • Adjust phonics plan and goals for 2025-2026 school year
--	---	---	---

	<p>portfolio and observations</p> <ul style="list-style-type: none"> • Progress monitor students through phonics curriculum and monitor phonics growth and needs • Complete CAREIALL asynchronous and synchronous training: <ul style="list-style-type: none"> • Oral language development • Phonological and phonemic awareness development • Phonemes of English • Phonemic awareness instruction and assessments • Phonics Development • Explicit and systematic lesson plans for phonics • Automaticity and fluency in phonics 	<ul style="list-style-type: none"> • Complete CAREIALL asynchronous and synchronous training: <ul style="list-style-type: none"> • Reading comprehension development • Instructional practices to support reading comp • Reading comprehension assessments • Writing importance • Instructional supports for writing • Writing assessments <p>February</p> <ul style="list-style-type: none"> • Analyze school wide data to compare to goals and expected growth • Plan and engage in PLC meetings that merge UFLI and CAREIALL components 	
--	--	---	--

	<ul style="list-style-type: none"> Assessing phonics skills 		
<p>Goal 2: Create a literacy team with representatives from varied school roles that will support the school's literacy plan.</p>	<ul style="list-style-type: none"> Educate staff on need, function, and creation of literacy team. Invite staff to express interest to serve on and commit to being an active member of the literacy team. Appoint literacy team compiling members that expressed interest and represent various school roles. Reach out to staff to fulfill positions on literacy team as designated by needs through analysis of school profile. Generate schedule for literacy team meetings. 	<ul style="list-style-type: none"> Create a literacy vision statement. Create a literacy mission statement. Brainstorm strategies and measurable objectives derived from vision and mission statements. Publish and distribute literacy vision and mission statements to stakeholders: school board, teachers, parents. Compare initial strategies and objectives to data from the needs assessment survey. Compare initial strategies and objectives to data collected from the curriculum survey. 	<ul style="list-style-type: none"> Verify, adjust, and/or generate strategies and measurable objectives to meet needs identified in needs assessment and curriculum surveys. Publish and distribute strategies and objectives to teachers. Analyze year end student data. Cross-reference data points to outlined objectives. Analyze school year's data to previous years' data trends.
<p>Goal 3: Implement a writing program that includes explicit instruction in writing conventions, the writing process, and conveying meaning.</p>	<p>This goal will not yet be implemented.</p>	<ul style="list-style-type: none"> Order <u>The Writing Revolution</u> for the literacy team. Assign literacy team to read <u>The Writing Revolution</u> on a pre-determined and published book study schedule. 	<ul style="list-style-type: none"> Analyze writing needs survey to determine needed curriculums for comprehensive writing instruction. Order writing curriculum that aligns with determined needs and goals from writing needs

		<ul style="list-style-type: none">• Arrange literacy team to meet and discuss each chapter as determined by book study schedule.• Create and share writing needs survey to teaching staff to determine writing curriculum needs.	<p>survey and local literacy plan.</p> <ul style="list-style-type: none">• Plan professional development for teachers that explains the school's writing initiative and goals outlined in local literacy plan.
--	--	---	--