



LIFE Prep

Learning in a Family Environment

Minnesota Charter School District #4035

Leah Jones, Executive Director

Nou Yang, Board Chair

930 Geranium Ave. E.

St. Paul, MN 55106

Phone: 651-793-6624

Fax: 651-344-0586

Email: leah.jones@lifeprepschool.org

Submitted to The Guild

67 8th Ave. NE Minneapolis, MN 55104

Published:

Table of Contents	Page Number
Introduction	5
District Name, Number, and Address	6
Mission	6
Vision	6
Authorizer Information	6
Compliance Reporting	7
Enrollment, Attrition, Retention, Demographic Data	
Offerings	9
Purpose	9
School Governance Board Composition	12
Committees of the Board	
Practices, Management, Processes, & Performance	
Staffing	14
Administrative Team	
Evaluation of the Administrative Team	
Teachers and Licensed Staff	
Teacher Coaching, Supervision, and Evaluation	
Support and Non-Licensed Staff	
Food Program	17
Financials	18
Performance Reporting	19
WBWF, PIP, and Q-Comp Goal	
English Learners Progress	28

Innovative Practices and Implementation

28

Future Plans

Statutory Purposes

29



Introduction

At LIFE Prep, we consider ourselves a family -- one in which ALL students are important to us. Our name says it all... LIFE Prep stands for Learning In a Family Environment.

Our core values are "LOVE, LEARN, ACHIEVE, SUCCEED." These values guide us in providing the loving and encouraging atmosphere our students need to thrive in their learning. We challenge all students to grow as learners and expect the best from them. Our goal is to prepare students for success, not just while at school, but also in their communities and in their lives and for their futures.

We believe all students can learn. Students build success through all the supports LIFE Prep offers. At the core of our academic program are Individual Learning Plans for all students. Each student learns through a plan designed to support their specific needs. Both accelerated learning and supported learning are a part of our daily academic programming. Title Reading services provide instructional support. LIFE Prep also has tutors from the University of Wisconsin, River Falls, and The University of St. Thomas (UST) to support learning in all grade levels.

LIFE Prep's goal is to prepare each and every student to be career and college ready. Our students learn strong 21st century skills and each student is prepared to take the next steps through middle school, high school and beyond.

LIFE Prep is entering our 26th year with a strong commitment to providing a nurturing, family-like learning environment. Our core values, LOVE, LEARN, ACHIEVE,

SUCCEED are at the heart of our daily work and show the strength of our commitment to our students' success.

School Information

LIFE Prep, Minnesota School District #4035, is a charter school in the Payne-Phalen neighborhood of St. Paul. The school's address is 930 Geranium Ave. E., St. Paul, MN 55106.

LIFE Prep served students from Pre-K through sixth grade during the 2023-2024 school year. The school was established in 1998. Located in the complex owned by St. Casimir's Church of the St. Paul Catholic Dioceses, LIFE Prep inhabits the space formerly used by St. Casimir's School. The website for LIFE Prep is www.lifeprepschool.org.

Mission

LIFE Prep School believes all students can learn and our students are at the heart of everything we do. We are committed to strong, standards based and differentiated instruction for all students. Our commitment to closing the achievement gap comes from a dedication to academic accomplishment through the delivery of a rigorous curriculum. The inclusive multicultural community is a safe place to learn and overcome adversity. Learning In a Family Environment empowers students to own their success.

Vision

LIFE Prep ignites a desire to achieve and inspires students' hope for a bright future. Students develop self-confidence through their accomplishments and are empowered to pursue their dreams. We provide encouragement and a foundation for perseverance, preparing students to thrive as individuals on a successful life path.

Authorizer Information

Authorized by the MN Guild of Public Charter Schools (The Guild)
323 Washington Ave N,
Minneapolis, MN 55401

Executive Director: Jim Zacchini, jim.zacchini@guildschools.org

Guild Vision: *The Minnesota Guild of Public Charter Schools advances positive educational outcomes for students that lead to success in life.*

Guild Mission: *The Guild advocates for teacher leadership, professional autonomy, and the creation of innovative schools for student engagement and the ownership of learning. The Guild strives to support students, families, and communities most affected by the achievement gap and low graduation rates.*

Compliance Reporting

Student Enrollment and Student Attrition

Enrollment by Grade Level

School Year	K	1	2	3	4	5	6	Total
21-22	14	16	32	25	26	26	23	162
22-23	14	16	26	31	24	24	16	151
23-24	10	18	14	24	25	21	15	127

*Does Not Include Pre-K

Attrition

School Year	Day 1 Child Count	Oct. 1 Child Count	End of Year Child Count	Attrition from Oct. 1 – End of Year	Percentage from Oct. 1– End of Year
2021-2022	187	193	171	-22	-12.8%
2022-2023	175	169	153	-16	-10.4%
2023-2024	145	151	140	-11	-7.8%

*Does Include Pre-K

LIFE Prep began the 2023-2024 school year with 145 students and by Oct. 1 the enrolled students increased to 151. At the end of the school year, the enrollment was 140 students. LIFE Prep had an Attrition Rate of -7.8%.

Retention

School Year	Total # of Students Eligible at End of Year to Return in Fall	Total # Students who Returned at Start of 2024	Retention Rate (%)
2023-2024	125	116	92.8%

*Includes Pre-k and does not include 6th grade

LIFE Prep began the 2023-2024 school year with 145 students. The enrollment at the end of the school year was 140 students (including 6th grade), with 116 returning for the 2024-2025 school year. LIFE Prep had a

retention rate of 92.8%

Student Enrollment and Demographic Data

	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Total Enrollment as of October 1st	400	417	323	306	300	317	312	266	233	187	174	140
Black	40%	42.9%	42.1%	44.6%	40.6%	44%	47.8	52.6 %	54.4 %	57.2 %	59.2 %	53.4%
White	23%	21.1%	16.4%	11.5%	6.3%	5%	5.1	4.9%	4.7%	4.8%	3.4%	3.4%
Latino	10%	6.5%	9.3%	10.3%	8.8%	8.5%	8.7	9%	9.0%	5.9%	7.5%	6.1%
Asian	26%	27.8%	30.7%	32.4%	37.6%	40%	36.	31.2 %	28.8 %	30.5 %	25.3 %	30.4%
Native American	1%	1.7%	1.5%	1.3%	.1%	.1%	1.3	1.5%	1.7%	1.1%	1.7%	0.7%
Eligible for Free/Reduced	76%	71.5%	76.8%	72.46%	81.7%	88.2%	81.1	77.8%	71.7%	81.3%	90%	84.5%
English Learner	6%	4.8%	5.6%	20.8%	5.6%	10%	11.2	13.5%	11.2%	15.5%	11.5%	14.9%
Receive Special Education Services	11.5%	11.0%	9.0%	6.4%	10.3%	8%	10.9	11.7%	12.9%	12.3%	10.9%	14.9%

Offerings

Students from grades kindergarten to sixth grade study English language arts, mathematics, and social studies in the classroom. Students had 30 minutes of indoor and 30 minutes of outdoor movement daily as well as art class. Music class was offered every day until December of 2023.

Purpose

LIFE Prep is focused on improving pupil learning and student achievement in the following areas.

1. *Increasing learning opportunities for **all** pupils. This includes strong advocacy for each student and small learning environments; flexible grouping based on learning needs; Response to Intervention (RtI) for reading and math tutoring during school, and 6:00 a.m. - 7:40 am for morning care.*

LIFE Prep uses a Daily 5 model to provide all students with small group, differentiated instruction. Student learning is guided by Individual Learning Plans for each student based on their current assessments and needs. Wisconsin River Falls University Tutors and St. Thomas students also provide daily tutoring during the school day.

LIFE Prep's RTI is a 3-tiered process for both academic and behavioral components. A final referral to the Special Education Child Study Team (CST) is completed if necessary.



The before school program is available for students beginning at 6:00am.

2. Measuring learning outcomes and creating different and innovative forms of measuring outcomes by engaging multiple measures of proficiency and growth, including, FASTBridge testing, LLI, MCA testing, and progress monitoring during interventions.

LIFE Prep student achievement is tracked and measured in a variety of ways. Each student's learning goals are documented on their Individual Learning Plan (ILP) and progress is monitored on these goals. The ILP is a tool used by our classroom teachers and Student Support Team (SST) team. Progress is monitored for both support and enrichment opportunities. Formative and summative assessments are conducted in classrooms by a student's primary teacher based on state standards. Students are assessed using standardized testing with FASTBridge, a minimum of 3 times a year. All students participate in the MCA or MTAS if appropriate.

3. Creating new professional opportunities for teachers, including the opportunity to be responsible for the learning program. The school operates on a shared decision-making model and distributive leadership. LIFE Prep practices shared decision making through an Instructional Leadership Team structure.

Instructional Leadership Team

The instructional leadership team (ILT) is the overarching leadership group overseeing the Q-comp program, Reading Specialist, Title 1 Services, EL, and SST. The ILT meets in collaboration with the Special Education program to improve services for students that are in Special Education. The ILT meets monthly and makes important decisions about instruction, assessment, and curriculum. These decisions were informed by the work of the four leadership teams of the Clmp team: Q-Comp, standards, response to intervention, and student support team.

Q Comp Team

In order to examine grade level data, support teacher advancement and leadership, as well as come to consensus on how to best teach the important skills and concepts of the grade level, LIFE Prep formed horizontal, or grade level, learning teams that worked from the four essential questions of a PLC as defined by Richard DuFour, et. al. in Learning By Doing (2010):

1. What is it that we want students to learn?
2. How will we know if they have learned it?
3. What will we do if they did not learn it
4. What would we do if they did learn it?

There are four components in a Q Comp system:

- Career ladder/advancement options (teacher leadership positions and responsibilities)
- Job-embedded professional development (frequently utilizing teacher leaders and professional learning community structures)

- Teacher evaluation
- Performance pay and alternative salary schedules

Teachers met bi-weekly to discuss student work, assessments, needs of particular students, reading strategies, classroom management strategies, and new curriculum implementation.

Response to Intervention

LIFE Prep began a school-wide response to intervention (RtI) program in 2014-2015. This was spurred by the hiring of two Title I teachers, who recorded and analyzed student data and developed comprehensive strategies for students to improve in reading skills. During the school year, there were four six-week intervention cycles with students who were below grade level. The goals are to serve every child who qualifies and for students to exit the intervention being caught-up to grade level. Due to a decline in enrollment, LIFE Prep employed one Title teacher for the 2023-2024 school year. Title I continues to be an important part of our program.

LIFE PREP continues to welcome and celebrate diversity with a wonderfully diverse population. This diversity allows for the understanding, honoring, and learning of cultures through direct interaction and learning together.

Program Model

During the 2023-2024 school year, 84.5% of our students were eligible for free or reduced-price school meals. We serve many students from families with limited resources to support learning in the home. LIFE Prep welcomes all students regardless of background and seeks to provide a learning environment that meets the child where they currently are to help them progress and succeed throughout their tenure at LIFE Prep and beyond. Some of the school's important features are:

- High academic standards
- Data driven decision-making policies
- Academic achievement supported by assessments
- School-wide Response to Intervention (RtI) services
- Standards-based instruction
- Low student to staff ratio
- Free breakfast and lunch
- Building is open from 6:00 A.M through 3:00 P.M.
- Family and community involvement
- Diverse student population
- Music, art, recess and extra movement time each day
- Q-Comp teacher growth program
- Student teachers from University of Wisconsin River Falls & University of St. Thomas (UST)
- Weekly college tutoring from the University of Wisconsin River Falls & UST

LIFE PREP continues to welcome and celebrate diversity with a wonderfully diverse population. This diversity allows for the understanding, honoring, and learning of cultures through direct interaction and learning together.

In the 2023-2024 school year, LIFE Prep was open from September 5th, 2023-May 31st, 2024. The school offered an extended learning year Distance Learning (ESY) program with these dates

- June 10th-13th 2024
- June 17th-18th and 20th, 2024
- July 8th-10th, 2024
- July 15th-18th, 2024

School Governance and Management

An organizational chart showing the governance and management responsibilities of individuals and groups of LIFE Prep can be found in the document below

Board Composition and Training

2023-2024 Annual Board Meeting Date: **May 20th, 2024**

Name	Title	Membership Type	Term Date	Board Training Topic	Board Training Dates	Committee
Leah Jones	Executive Director	Ex Officio		Governance, Finance , and HR	June 20, 2023, February 27, 2023, April 17, 2023	
Nou Yang	Board Chair	Parent	Start-5/2021 End-5/2024	Governance, Finance , and HR	June 20, 2023, February 27, 2023, April 17, 2023	Executive
Christine Obermueller	Secretary	Teacher	Start-5/2021 End-5/2024	Governance, Finance , and HR	June 20, 2023, February 27, 2023, April 17, 2023	Executive Policy

Katie Schlosser	Member	Teacher	Start-5/2021 End-11/2023	Finance	June 20, 2023, February 27, 2023, April 17, 2023	Finance
Jennie Thao	Member	Community Member	Start-1/2023 End-5/2025	Governance, Finance, and HR	June 20, 2023, February 27, 2023, April 17, 2023	Finance
Gillian Swaby	Member	Community Member	Start-5/2021 End-5/2022	Governance, Finance, and HR	June 20, 2023, February 27, 2023, April 17, 2023	Fundraising
Mike Day	Member	Community Member	Start-5/2021 End-5/2024	Governance, Finance, and HR	June 20, 2023, February 27, 2023, April 17, 2023	Fundraising
Beth Larson	Member	Teacher	Start-12/2021 End-12/2024	Governance, Finance, and HR	June 20, 2023, February 27, 2023, April 17, 2023	Fundraising

Board Practices, Management, Processes, and Performance

The board reviewed the bylaws at its annual meeting of the membership in May 2024.

Open meetings laws are followed by posting meeting times on the school website and on the exterior door of the school. Minutes of past meetings are posted on the website.

Prior to each board meeting, agenda items are collected by the vice chair and organized by the chair. During the meetings, parliamentary procedure is followed with motions, discussion, and voting. The secretary records votes in the minutes.

The board has four active committees in perpetuity: executive, finance, fundraising, and policy. Key decisions are made by the board in committee or in general or special sessions. Each committee delivers a report at the general meetings of the board. The board is briefed on the monthly financial report by Dawn Jenkins.

A written executive director’s report is delivered during each meeting. Topics included are the following

1. Enrollment
2. Attendance
3. Finances
4. Instruction & Culture
5. Student Behavior
6. New Considerations

The board approves an annual budget and revises it as necessary.

Staffing

Administrative Team

Name	MDE File Folder #	Assignment	Years Employed at LIFE Prep	Employed FY22	Employed FY23	Returned FY24
Leah Jones	430650	Executive Director	19	x	x	x
Christyna Sherrod	476774	Assistant Director	12	x	x	x
Lori Steider	x	Admin. Asst.	15	x	xx	x
Kelsey Nelson	x	Chief Operating Officer	9	x		x
Lucas Balfant	x	Facilities Manager	4	x	x	x

Evaluation of the Administrative Team

The executive team of the board of directors supervises the executive director. At the end of the school year, the board reviews the goals and the progress made toward the goals. Based on the performance of the executive director, the board may decide to renew the contract of the executive director or decline renewal of the contract for the following school year.

All other members of the administrative team are periodically coached and evaluated by the executive director.

Teachers & Licensed Staff

	Name	Assignment	File Folder #	Employed FY2022	Employed FY2023	Returned in FY24
1	Luz Herrera	Pre-Kindergarten			X	X
2	Beth Larson	Title 1	371109	X	X	X
3	Kuturah (Kate) Roth	Kindergarten	402221	X	X	X
4	Maggie Decker	2	509283	X	X	
5	Christine Obermueller	1	474811	X	X	X
6	Brittany Hughes	Teacher Mentor	480937	X	X	
7	Katie Schlosser	6	470935	X	X	X
8	Madison Theusch	5	499233	X	X	X

9	Heidi Wilson	Special Education	385693	X	X	X
10	Carole Dunn	In-House Substitute	180309	X	X	X
11	Isaac Heieie	SpED & ELL Teacher	1024089		X	
12	Becca Zack	4	493064	X	X	X
13	Maria Aviles	3	1027144		X	X
14	Michael Johnson	Office Administrative Assistant			X	X
15	Brittany Montry	Social Worker	1011533		X (started 1/2023)	
16	Ciarra Fagerlie	Art Teacher	1024032		X	X
17	Emma Cory	Music Teacher	1025448		X	X

Teacher Coaching, Supervision, and Evaluation

At LIFE Prep, teachers are observed at least two times per school year. One formal observation is conducted by the principal, and one is conducted by teacher leaders on the Q-Comp team.

Feedback and scores are reported to the principal and a professional development plan is made for each teacher with advice by the Q-Comp coaches and the principal.

Instructional Support Staff

Last Name	First Name	Assignment	Employed FY22	Employed FY23	Returned in FY24
Asbach	Leslie	Pre-k SpEd Program Paraprofessional	X	X	X
Faust	Amy	Pre-k-6th Grade SpEd Program Paraprofessional	X	X	X
Fulford	Jevone	Pre-k-6th Grade SpEd Program Paraprofessional	X	X	
Erchens	Avery	Pre-k through 6th Grade SpEd Program Paraprofessional		X	X
Hangge	Sophie	Pre-k-6th Grade SpEd Program Paraprofessional		X	
Omar	Hanaa	Pre-k-6th Grade SpEd Program Paraprofessional	X	X	X

Food Program

The food service program was coordinated by Thang Nyugyn. He organized the menus, the sales of meals, and the school staff. He teamed with the staff hired by our caterer, Caravan Kids Catering (CKC). During a typical school year, CKC staff prepares and distributes the food and cleans trays and kitchen surfaces.

Financials

LIFE Prep
Balance Sheet
For the Period Ending June 30, 2024

	General Education	Food Service	Community Ed	Total All Funds
Assets				
Current Assets				
Western Bank - Checking	247,476	-	205	247,681
State Receivable	276,737	323	-	277,060
Federal Receivable	23,878	17,647	-	41,525
Due From Other Funds	14,435	-	-	14,435
Prepaid Expenses	35,794	-	-	35,794
Total Current Assets	598,321	17,970	205	616,495
TOTAL ASSETS	598,321	17,970	205	616,495
Liabilities and Fund Balance				
Current Liabilities				
Accounts Payable	23,720	3,535	-	27,254
Payroll Liabilities	144,532	-	205	144,737
Due to Other Funds	-	14,435	-	14,435
Total Current Liabilities	168,252	17,970	205	186,426
Equity & Fund Balance				
Un Audited Fund Balance - 6/30/23	416,391	4,561	-	420,952
Net Income FY24	13,678	(4,561)	-	9,117
Total Equity & Fund Balance	430,069	-	-	430,069
Total Liabilities, Equity & Fund Balance	598,321	17,970	205	616,495

*LIFE Prep was not in SOD.

Performance Reporting

Academic Performance

This section includes LIFE Prep’s authorizer contract academic goal performance results, World’s Best Workforce (WBWF) goals and the school’s progress. These goals were created by multiple stakeholders including QComp leaders, teachers, administration, school board members and with our Authorizer.

***Notes a WBWF Goal

* **WBWF-Annual Public Meeting Date: May 20th, 2024**

Goal 1 MCA Academic Achievement-Proficiency, Mathematics: All students in grades three through six will increase their overall math proficiency (meeting or exceeding) from the <u>baseline of 34.6%</u> to 46.09% in FY23. This equates to a 10% annual increase.						
Contract Year	FY2019	FY2021	FY2022	FY2023	FY2024	FY2025
Goal Percentage	Baseline	38.1%	41.9%	46.09%	50.7%	55.8%
Annual % (Increase/decrease)	34.6%	N/A-COVID	14% (91 students)	6.5% (77 Students)	3% (79 students)	
Goal (Met/Met)	Baseline	COVID	Not Met	Not Met	Not Met	
FY23 Explanation & PIP Discussion	Goal Not Met- Please note that 28 students who participated in the MCA’s had absences/tardies that exceeded 13% of the school year, 10 students that exceeded 19% of the school year, 3 students that exceeded 25% of the school year, and 3 students that exceeded 31% of the school year. Data was collected using MDE report card					

Goal 2	MCA Academic Achievement-Proficiency, Reading: All students in grades three through six will increase their overall reading proficiency (meeting or exceeding) from the <u>baseline of 27.6%</u> to 39% in FY23. This equates to a 10% annual increase.					
Contract Year	FY2019	FY2021	FY2022	FY2023	FY2024	FY2025
Goal Percentage	Baseline	30.3%	34%	39%	43%	47.3%
Annual % (Increase/ decrease)	27.6%	N/A COVID	18.3% (90 students)	16.7 % (78 students)	19% (79 students)	
Goal (Met/Met)	Baseline	COVID	Not met	Not met	Not met	
FY23 Explanation & PIP Discussion	<p>Goal Not Met- Please note that 28 students who participated in the MCA's had absences/tardies that exceeded 13% of the school year, 10 students that exceeded 19% of the school year, 3 students that exceeded 25% of the school year, and 3 students that exceeded 31% of the school year.</p> <p>**We had a 2.3% increase in students meeting the Reading MCA</p> <p>Data was collected using MDE report card</p>					

***Goal 3	All Students in Third Grade Achieving Grade-Level Literacy: By FY 2023, 60% of third graders who have been continuously enrolled since October 1st will read at grade level as measured by the year end NWEA. NWEA will be administered in fall, winter and spring. Reading proficiency will increase, as noted below, as measured by NWEA year-end scores.[CM1]					
Contract Year	FY2019	FY2021	FY2022	FY2023	FY2024	FY2025
Goal Percentage	Baseline	50%	55%	60%/45%	65%/50%	70%/55%
Annual % (Increase/decrease)	46%	N/A COVID	14% (3/21 3rd graders)	88% (23/26 3rd graders)	25% (6/24)	
Goal (Met/Met)	Baseline	COVID	NOT MET	MET	NOT MET	
FY23 Explanation & PIP Discussion	<p>New Goal Using FAST: The percentage of all students enrolled from October 1st, 2023, in 3rd Grade at LIFE Prep School who are in the “low risk” and “above average” categories on the FAST aReading standardized assessment will increase from 14% in Fall 2022 to 45% in Spring 2023 and will go up 5% each year going forward.</p> <p>LP has changed from using NWEA MAP testing to FAST Bridge. The reason for this change is FAST provides more information, provides detailed interventions for each student, does better progress monitoring, and we feel it gives a much more accurate picture of our students and their needs. Before using FAST, teachers were administering additional assessments, and it was taking away from learning time. Now, the assessments that teachers were giving to students in addition to the NWEA test, are already included in the FAST test. This goal is also aligned with our QComp goal.</p> <p>Using FASTBridge scores, 6 out of 24 students who were enrolled by Oct 1st, 2023, had made typical and/or aggressive growth by Spring of 2024 on FAST aReading assessment.</p> <p>Data was collected using FastBridge</p> <p>***WBWF Goal</p>					

Goal 4	<p>Satisfaction Survey: LIFE Prep School will administer a satisfaction survey, annually, to parents, students and staff and maintain an 80% approval rating or better on both surveys.</p> <p>The survey will show:</p> <ul style="list-style-type: none"> • 80% of parents will agree or strongly agree that they are satisfied with the academic progress and programming for their student. • 80% of students in grades 4-6 will agree or strongly agree they are learning, feel safe at school and believe they are valued at LIFE Prep School. • 80% of staff will agree or strongly agree LIFE Prep School is meeting academic expectations, values all staff, and feels safe at school. 				
Contract Year	FY2021	FY2022	FY2023	FY2024	FY2025
Goal Percentage	80%	80%	80%	80%	80%
Annual % (Increase/decrease)	COVID	Did Not Administer Surveys	Please see results below	88% See Results Below	
Goal (Met/Met)	COVID	NOT MET		MET	
FY23 Explanation and Discussion	<p>Results</p> <p>1) I am satisfied with the academic progress and programming for my student? (83.3%)</p> <p>2) Safe at school (93.4%) , my schoolwork is challenging (78.7%), There is an adult at school that I can go to when I am worried, scared, or have a problem (83.6%)</p> <p>3) LIFE Prep School is meeting academic expectations (85.7%), values all staff (100%), and feels safe at school (92.9%)</p> <p>Data was collected using google form.</p>				

Goal 5	Attendance: LIFE Prep School will maintain a measurable goal of 85% average daily attendance, annually, as measured by year end MARSS data.					
Contract Year	FY2019	FY2021	FY2022	FY2023	FY2024	FY2025
Goal Percentage	Baseline	85%	85%	85%	85%	85%
Annual % (Increase/decrease)	85%	COVID	.05% increase 85.5% attendance	86.2%	89.19%	
Goal (Met/Met)	Baseline	COVID	MET	MET	MET	
FY23 Explanation and Discussion	<p>This goal was met by 89.19% of our students because we work closely with families to ensure consistent student attendance. Those families that are flagged for attendance have mandatory meetings with administration to make a plan to correct attendance issues and why it is important.</p> <p>*Powerschool data was used</p>					

***Goal 6	Achievement Gap: For students in grades 3-6 who have been continuously enrolled for one year, the reading gap of 3.5% (between the “All” and “Black” student population) will be reduced .5% annually, from the original baseline. This goal is aligned with WBWF goal, “all racial and economic achievement gaps are closed.”					
Contract Year	FY2019	FY2021	FY2022	FY2023	FY2024	FY2025
Goal Percentage	Baseline	3%	2.5%	2%	1.5%	1%
Annual % (Increase/decrease)	3.5%	COVID	All: 16.9% Black: 14% Difference: 2.9%	All: 16.5% Black: 11% Difference: 5.5%	All-19% Black-18% Difference: 1%	
Goal (Met/Met)	Baseline	COVID	NOT MET	NOT MET	MET	
FY23 Explanation & PIP Discussion	<p>To assess this goal, LIFE Prep took all students who were Proficient or Exceeded on the Reading MCAs to the students who Did Not Meet or Partially Met the Reading MCAs.</p> <p>15 students either Met or Exceeded on the Reading MCA. Of those 15 students 8 of them were Black FY2024</p> <p>*This data was collected from MDE Report Card.</p> <p>***WBWF Goal</p>					

<p>***Goal 7</p>	<p>Career Readiness: At LIFE Prep, we define “career readiness” as the preparedness of a student to explore and be aware of different career options, with a career direction that is professionally and financially promising. Career readiness is important for all students. Students in 6th grade, in preparation for career readiness, will be able to identify 3 different careers, with a project focus on 1 career through a 12-week course, led by the school counselor. Through this 12-week course students will be able to plan out their future by participating in the CareerOneStop's interest assessment, CareerOneStop's skills assessment, and the Minnesota Reality Checklist. 100% of 6 th grade students, by the end of the 12-week course, will be able identify and explain their career awareness through a career presentation. This goal is aligned with WBWF goal, “all students are ready for career and college.”</p>				
<p>Contract Year</p>	<p>2021</p>	<p>FY2022</p>	<p>FY2023</p>	<p>FY2024</p>	<p>FY2025</p>
<p>Goal Percentage</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>
<p>Annual % (Increase/ decrease)</p>	<p>COVID</p>	<p>100%</p>	<p>93.3%</p>	<p>100%</p>	
<p>Goal (Met/Met)</p>	<p>COVID</p>	<p>MET</p>	<p>NOT MET</p>	<p>MET</p>	
<p>FY23 Explanation and Discussion</p>	<p>All students in 6th grade completed a 12 week college and career readiness class. Students used the Minnesota Career Information System to prepare for their project.</p> <p>All students completed this 12 week course and their project.</p> <p>Data was collected using a teacher graded rubric</p> <p>***WBWF Goal</p>				

***Goal 8	Ready for School: 80% of students enrolled in Pre-K at LIFE Prep will be proficient on the Kindergarten level reading assessment in the spring preceding their Kindergarten year. This goal is aligned with WBWF goal, “all children are ready for school.”				
Contract Year	FY2021	FY2022	FY2023	FY2024	FY2025
Goal Percentage	80%	80%	80%	80%	80%
Annual % (Increase/ decrease)	COVID	95%	81%	33%	
Goal (Met/Met)	COVID	MET	MET	NOT MET	
FY23 Explanation & PIP Discussion	<p>Using FASTBridge earlyReading students in kindergarten showed typical growth/aggressive growth on the kindergarten assessment</p> <p>This data represents the 6 students who attended Pre-K in FY2023 and returned in FY2024 for the spring FastBridge Reading Assessment. Please note that out of the 6 children who came back for their Kindergarten year, 1 student had 21 absences (and 43 tardies), 1 student had 29 absences, 1 student had 42 absences and 1 student had 57 absences in their FY2024 Kindergarten year.</p> <p>Data was collected using FastBridge</p> <p>***WBWF Goal</p>				

PIP Reporting

- PIP academic goals and updates are on every board agenda and discussed monthly.
- Admin leads data discussions with board members to discuss student progress and outcomes.
- Admin continues to meet with RCE.

English Learners Progress

English Learners Progress (If school population exceeds 10% EL students)		
Per the Minnesota Department of Education Report Card, the statewide EL scores for (1) "Average Progress Toward Target" and (2) "Percentage of EL's Meeting Target" should be identified below. Report this information at the school/all students tested level.		
FY24	Statewide	LIFE Prep School
Average Progress Toward Target	46.4%	51.9%
Percentage of EL's Meeting Target	28.3%	25%

Innovative Practices and Implementation

Since COVID, LIFE Prep has seen a decrease in enrollment. In order to have a balanced budget, the administration would need to make significant cuts which would directly impact the quality of student learning. This was not an acceptable option. LIFE Prep needs to be able to offer families a quality education that includes art, music, and physical education. We also need to retain our highly effective teachers. In order to have a balanced budget and offer our families a high-quality program, the administration looked at all its current contracts and renegotiated each one. The Administrative team was successful in these negotiations and reduced costs in FY25. These contracts include the following:

- Building Lease- the FY24 lease agreement was \$270,000, this was renegotiated to \$189,800 for FY25
- Transportation – in FY24 the school’s transportation contract was \$240,490. After sending out RFPs for new contracts, the school was able to reduce this cost to \$136,125 for FY25.
- Marketing – in FY25 the school spent over \$40,000 in marketing costs. Working with the vendor to come up with a new marketing plan for FY25, this amount was reduced to \$25,000 for FY25.
- Technology Support - in FY24 the school spent \$46,000 in technology support. The Administrative team met with the vendor and was able to come up with strategies to reduce this cost for FY25.

With these cost savings the school was able to create a budget the shows an increase to the fund balance along with bringing back music and Physical education for the upcoming year!

During the 2021/2022 school year LP experienced a significant increase in student behaviors. Because of this, the Director implemented a new PBIS program. This program was something that the Director had used in her own classroom. This program

was based off Ron Clark's Houses model. This model proved to be very successful in the classroom and the Director expected to see the same results if implemented schoolwide. The House system teaches respect, accountability, builds character and school spirit. This naturally leads to better attendance and student success. The House system is a behavior strategy where students are divided into teams called Houses. The students within each House work together to earn points, support each other, and compete against other Houses. Students are celebrated for their efforts and accomplishments. Students also receive demerits and when a student receives three in a day, a referral is made, and the student is seen by administration. Parents also receive notification of the referral through the PBIS app. This app also allows parents to see any points they have received, and they can also message their child's teacher. During the 2021/2022 school year, LP had 46 suspensions. During the 2022/2023 school year during which this program was just being implemented, there were 15 suspensions. We continued to add more to this new program and during the 2023/2024 school year, there were 8 suspensions. This program has proven to increase student engagement, help to create a culture of belonging, promote better communication with families and decrease student behaviors.

Future Plans

Increase Enrollment

LIFE Prep faces the same challenges as most charter schools in St. Paul. As the choice options grow in the city, the student population is more widely dispersed. Attracting and keeping students becomes a major focus for our school for the next year and for years to come. Post pandemic, we still expect that enrollment will be a struggle since many families are considering private education, online learning options, and homeschooling for their child/ren. LIFE Prep is currently working with Risdall Marketing to increase enrollment. This began in May of 2023. Risdall made several suggestions such as updating the website, creating new taglines, and gathering information from families. During the 2024/2025 school year LIFE Prep will continue to work with Risdall to increase enrollment. The school board will also work on supporting the administration in boosting enrollment by actively looking for more opportunities to share information about our school and also attend events.

Increase Student Achievement

Student achievement on standardized tests often drive decisions as to where to place students. In the past we have relied heavily on scores from MCAs and MAP testing. It will take several years to get an accurate data analysis of our students' progress and needs due to low attendance and the effects of the pandemic. New goals were set using FAST Bridge instead of MAP testing. After much consideration, we decided that this measurement tool gives a much more comprehensive picture of our student's needs. Using FAST reduces time spent on testing, reduces stress and anxiety associated with testing, and provides immediate usable interventions. All teachers

except specialists will complete the CARIALL literacy training and work closely with our QComp leaders and literacy coach as they implement new intervention strategies with our UFLI curriculum.

New Playground

During COVID, LIFE Prep moved into distance learning during the 2020 school year. During that time our playground was not maintained. When we returned to in-person learning, the playground was deemed unsafe and needed to be completely removed from the property because of liability. We are currently without any equipment for our students to use. Our goal for the 2022/2023 school year is to raise funds for a new playground before the start of the school year. After months of very persistent phone calls and emails from the Executive Director, LIFE Prep was able to get the grant awarded to LIFE Prep in 2017 from KaBOOM, reinstated! This was no easy task! As of September of 2023, we are in the beginning stages of getting our new playground! Update: KaBOOM notified us that even though our grant was reinstated, there are no funds for schools in the Twin Cities area. Currently, we are exploring different options and will begin a GoFundMe page to raise funds for our playground.

Statutory Purposes

The primary purpose of the school is to improve all pupil learning and all student achievement. LIFE Prep School provides academic programming for Pre-K through 6th grade. LIFE Prep School is invested in providing students a rigorous, standards-based instruction applying 21st-century skills through caring adults and in a nurturing environment. LIFE Prep School's academics are centered in a comprehensive liberal arts education. Students learn and practice collaboration, digital literacy and citizenship, critical thinking, and problem-solving skills designed to prepare them to thrive in today's world.

All curriculum is aligned with the Minnesota state standards in all subject areas. Collaborative teams align both vertically and horizontally to maintain a high academic standard for each grade. Instruction is delivered following research-based best practices.

Student learning is guided by individual learning plans designed to support differentiation and flexible learning. Student academic support is provided through Title I, and 1:1 tutors. The daily educational program includes art, music and physical education. LIFE Prep School supports students through the Child Study Team. This builds tiered interventions for identified students with special education services and Section 504. LIFE Prep also has an on-site social worker.

LIFE Prep School is a PBIS school. LIFE Prep also offers a comprehensive special education and English Language Learner program to support identified students.

LIFE Prep School implements two important innovative practices. One, we provide personalized learning for each of our students. This tailors the learning process of each student. For example, teachers keep a binder with each student's name and section where lessons are planned depending on each student's needs. Plans are based on student strengths and weaknesses to achieve the best results. Lessons are delivered 1:1 and progress is tracked. Students are able to work at their own pace. Secondly, LIFE Prep provides interactive lessons. Lessons are created using different ways for students to share and express their ideas. Students can use technology to respond to teacher's questions through taking a class poll, doing a scale rating, or quickly make a video explaining their learning. The placement of smartboards in all classrooms and the addition of upgraded iPads has led to higher student engagement.

Additional purposes include:

1. Increasing learning opportunities for pupils.
 - Families attend literacy workshops and learn ways to support their child's learning at home. Students attend with their families and enjoy different learning activities, food, and are sent home with free books to help build their home library.
 - LIFE Prep partners with St. Thomas and The University of River Falls. Monday thru Thursday, LIFE Prep has tutors from both partners working with students for 2.5 hours.

2. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
 - LIFE Prep has a very strong Q-Comp program which allows for teacher leaders to collaborate and support classroom teachers throughout the year. Our leaders consist of two leaders with a minimum of 5 years working in our building and have a proven record of increasing learning outcomes. The team meets twice a month on Monday's and during this time teachers receive support through data discussions, literacy training by our reading specialist, observations, modeling lessons, and curriculum mapping support.
 - Teachers have other opportunities to support our program through different committees. All staff members are required to be a part of at least one committee/team. Some committees/teams include SST, instructional leadership team, student recruitment, marketing and PBIS.