DEPARTMENT OF EDUCATION

Local Literacy Plan Template: 2024-25 School Year

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: Parnassus Preparatory School 4199-07

Date of Last Revision: June 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.

- By January 15, 2025, 75% of all Prima (Kindergarten) students continuously enrolled since the first day of school will score at least a 30 on the Phoneme Segmentation Fluency performance task of the DIBELS reading benchmark assessment
- Parnassus' Third Level Grammar (third grade) students will exceed the state average in reading on the 2025 Minnesota Comprehensive Assessments
- The Parnassus school-wide proficiency rates in Reading on the 2025 Minnesota Comprehensive Assessments will exceed the state-average proficiency rate by at least five percentage points

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)

Parnassus will begin using the approved screeners in the 2024-2025 school year.

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	☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)
DIBELS Data System (DDS) with DIBELS 8th Edition	☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)

Parnassus will begin using the approved screeners in the 2024-2025 school year.

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 4-12)	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:	☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)
Name of Screener:	☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Universal Screening ☐ Dyslexia Screening	☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)

Parnassus will begin using the approved screeners in the 2024-2025 school year.

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 and guardians are kept apprised of their child's progress in reading through our student information system, Infinite Campus, and through quarterly academic and personal skills reports. When a student is identified as not reading at grade level and will be transferred to a different skill group, parents are notified by letter, which includes information about the services being provided.

Teachers and staff have done a great deal of outreach to provide parents with strategies that support their children's reading instruction. In addition to strategies specific to the SRA Direct Instruction Reading Mastery curriculum, teachers and staff share general support strategies and interventions that can be provided at home, including highlighting patterns, reading aloud expressively, modeling slow reading, tracking/using a finger guide, chunking and blends, and how to discuss new words.

The school also hosts Parent Seminars each year focused on supporting students and their learning and literacy skills. These are presented by Parnassus educators. Childcare, along with dinner or refreshments, is provided to make the events more accessible for families.

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						
1st						
2nd	*Parnassus will begin using the approved screeners in the 2024-2025 school year.*					
3rd						

NOTE: For districts or charter schools that have grade levels with a low number of students, public reporting of summary data can result in identification of individual student data. As a standard practice when reporting public data, Minnesota Department of Education (MDE) will not report results if fewer than 10 students participated. In these cases, data may be combined from multiple grades or multiple testing windows to protect student privacy while also providing data for public awareness. In these circumstances, districts or charter schools can set their own minimum reporting number for the purposes of this Local Literacy Plan.

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students not reading at grade level, 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
4th				
5th				
6th				
7th		*Parnassus will begin using the approved screeners in the 2024-2025 school year.*		
8th				
9th				
10th				
11th				
12th				

See NOTE, under Summary Data Kindergarten through 3rd Grade, above.

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	Instructional Delivery Model
KG	SRA Direct Instruction Reading Mastery (Levels K-1) Core Knowledge	Foundational Skills Knowledge Building	60 minutes – Skill-grouped 2+ hours daily (not skill-grouped)
1st	SRA Direct Instruction Reading Mastery (Levels 1-2) Core Knowledge	Foundational Skills Knowledge Building	60 minutes – Skill-grouped 2+ hours daily (not skill-grouped)
2nd	SRA Direct Instruction Reading Mastery (Levels 2-4) Core Knowledge	Foundational Skills Knowledge Building	60 minutes – Skill-grouped 2+ hours daily (not skill-grouped)
3rd	SRA Direct Instruction Reading Mastery (Levels 3-4) OR Literature class (with writing emphasis) for students who have completed Reading Mastery 4 Core Knowledge	Foundational Skills Knowledge Building	60 minutes – Skill-grouped. 2+ hours daily (not skill-grouped)
4th	Literature class (with writing emphasis) *SRA Direct Instruction Reading Mastery (Level 4)* *For students who are not at mastery* Core Knowledge	Foundational Skills Knowledge Building	2+ hours daily (not skill-grouped)
5th	First Level Logic students study works of English and world literature with a particular focus on the literature of the ancient world, including Rome, Greece, and Egypt. In addition to novels, students also study short stories, poetry, and plays, including William Shakespeare's *Julius Caesar*.	All English and Literature courses in the School of Logic focus on the development of students' ability to comprehend more complex texts, expanding student vocabularies, and knowledge of the conventions of English grammar and spelling. Students engage in frequent writing – including research papers, persuasive writing, literary analysis, and personal narrative. Students develop their ability to critically discuss a work through the use of Socratic Circles.	Daily class (47 minute period) Students in the School of Logic are skill grouped for their English courses, allowing teachers to provide more targeted interventions and support related to literacy and ELA standards.

Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use	Instructional Delivery Model
6th	Second Level Logic students study works from English and world literature with a particular focus on the period from the Middle Ages to the early 18th century. Selected works include *One Thousand and One Nights (Arabian Nights)*, *King Arthur and the Knights of the Round Table*, and *Robinson Crusoe*. In addition to novels, students also study short stories, poetry, and plays, including William Shakespeare's *A Midsummer Night's Dream*.	All English and Literature courses in the School of Logic focus on the development of students' ability to comprehend more complex texts, expanding student vocabularies, and knowledge of the conventions of English grammar and spelling. Students engage in frequent writing – including research papers, persuasive writing, literary analysis, and personal narrative. Students develop their ability to critically discuss a work through the use of Socratic Circles.	Daily class (47 minute period) Students in the School of Logic are skill grouped for their English courses, allowing teachers to provide more targeted interventions and support related to literacy and ELA standards.
7th	Third Level Logic students study English and world literature with a particular focus on the 18th and 19th centuries. Selected works include *Gulliver's Travels, Cyrano de Bergerac, Jane Eyre, A Tale of Two Cities,* and *Northanger Abbey*. In addition to novels and memoirs, students also study short stories, poetry, and plays, including William Shakespeare's *The Merchant of Venice*		
8th	Fourth Level Logic students study English and world literature with a particular focus on the late 19th and 20th centuries, including *Frankenstein, The Good Earth, Animal Farm,* and *All Quiet on the Western Front*. In addition to novels and memoirs, students also study short stories, poetry, and plays, including William Shakespeare's *Twelfth Night*.		
9th	The First Level Rhetoric literature class is Ancient Literature and provides students with a strong foundation and a deeper understanding of humanity's journey from the ancient era to today. Students will be expected to make connections between the works they study and to critically examine the events, culture, people, politics, and philosophical ideals of the ancient world. Through this analysis, they will draw their own conclusions and express them through speaking and writing. A sample of literary works for this course includes the *Epic of Gilgamesh*, the *Iliad*, the *Odyssey*, and the *Aeneid*.	All literature courses in the School of Rhetoric are taught seminar-style using the Harkness-method, focusing on in-depth discussions analyzing each piece, as well as frequent writing assignments.	Daily class (47 minute period) For all School of Rhetoric Literature courses, Students have the option to take the course for Honors credit by completing additional readings and assignments. It should be noted that students in the School of Rhetoric read literature and historical/informational texts for all humanities courses, not just ELA courses.
10th	The Second Level Rhetoric literature course is a survey course entitled Medieval to Modern Literature. This course covers the important events and major texts that formed the civilization of modern Europe, including those by Dante, Chaucer, Cervantes, and Shakespeare.		
11th	The Third Level Rhetoric literature course is focused on American literature, guiding students through a study of novels, poems, short stories, and plays from throughout U.S. history, with a focus on developing students' understanding of the progression of literary movements in the United States from the 17th century to the present and their relationship to American history.		
12th	The reading list for the Fourth Level Rhetoric literature course –Great Works of Literature - encompasses notable classics in English and world literature from the 16th century to the present, including, but not limited to, selected works by William Shakespeare, Jane Austen, Fyodor Dostoevsky, and George Orwell. Students		

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.

As part of the Direct Instruction Reading Mastery curriculum, there is a built-in requirement of frequent "checkout" assessments to test students' mastery of skills such as fluency, phonemic awareness, vocabulary, and reading comprehension. Data from these checkout assessments is closely reviewed by teachers and administration. Information from these assessments gives a snapshot of students' relative strengths and weaknesses and is used to determine groupings and to create and implement research-based interventions for struggling readers. Additionally, the data helps the school's Direct Instruction coach know which teachers may need additional support or modeling of instructional best practices.

The goal of skill-grouped reading is to meet each child their reading skill level and to move the child's progress rapidly so that each child is reading at or above grade level each year. Generally, the goal is that students are achieving consistent scores of 85% or higher on their fluency checkouts.

Students who have not been successful in a Tier 1 reading group may be reassigned to a group that is more appropriate for their current skill level. In other cases, more intervention is needed and students may be added to a Tier 2 small group for more targeted support. Fluency checkouts continue to be the primary source of data for driving decisions to continue in Tier 2 instruction, adjust instruction, or increase the level of support.

Those students who are making minimal progress in a Tier 2 instructional group may be moved to Tier 3 interventions, including working one-on-one or in a very small group with a learning specialist, receiving double-dose reading instruction, or other highly-focused interventions. Just as in the other levels of

support, frequent and ongoing progress monitoring plays a vital role in determining the needs and success of the child.

Students with Individualized Education Plans may also have alternative curricula and measures along with reading-specific accommodations or modifications to the instructional program.

Parnassus Preparatory School is not currently using the MnMTSS framework and is not currently participating in any of the MDE professional learning cohorts. One member of the charter school administration has attended MnMTSS professional development. School leadership is currently working on the Self-Evaluation of MnMTSS for District Leadership Teams. The Family and Community Engagement subcomponent has been identified as an area for priority focus.

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.

Parnassus Preparatory School has been using the structured literacy approach to reading since the school's inception, with many of our teachers and staff having attended training at the National Institute for Direct Instruction's summer institutes over the years.

Beginning in the 2024-2025 school year, teachers in the School of Grammar, along with other teachers responsible for primary literacy instruction (those defined as Phase I instructors under the READ Act) will receive structured literacy training through the Online Language & Literacy Academy's CORE Learning program, with an anticipated completion date of late February 2025. Data from the end-of-course assessments from the CORE program and from our Direct Instruction reading program will be used to track the implementation and efficacy of the training.

This professional development will be offered in addition to the ongoing professional development provided by the school in the areas of classical education, literacy, and effective instruction.

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	0	0	0	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	20	0	0	20
Grades 4-5 (or 6) Classroom Educators (if applicable)	4	0	0	4
K-12 Reading Interventionists	3	0	0	3
K-12 Special Education Educators responsible for reading instruction	4	0	0	4
Pre-K through grade 5 Curriculum Directors	1	0	0	1
Pre-K through grade 5 Instructional Support Staff who provide reading support	12	0	0	12

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	7	0	0	7
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	1	0	0	1
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	2	0	0	2
Grades 6-12 Curriculum Directors	1	0	0	1
Employees who select literacy instructional materials for Grades 6-12	1	0	0	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.

In the 2024-2025 school year, Parnassus Preparatory School will be training Phase I educators in Online Language & Learning Academy's CORE program as required by the Minnesota READ Act. We will also be working to align our existing literacy interventions with the MnMTSS framework to ensure that the structure of our intervention programs meets the critical literacy needs of our students.

As part of Parnassus' contract with the school's authorizer, Friends of Education, the Parnassus board and administration have set goals related to student literacy, which are incorporated into each year's Continuous School Improvement Plan (CSIP).

The following goals related to literacy have been identified:

- By January 15 of each school year, 75% of all Prima (Kindergarten) students continuously enrolled since the first day of school will score at least a 30 on the Phoneme Segmentation Fluency performance task of the DIBELS reading benchmark assessment
- Every year, Parnassus' Third Level Grammar (third grade) students will exceed the state average in reading on the Minnesota Comprehensive Assessments
- Every year, the school-wide proficiency rates in Reading on the Minnesota Comprehensive Assessments will exceed the state-average proficiency rate by at least five percentage points