



Local Literacy Plan: 2026-27 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: Level Up Academy

Date of Last Revision: June 12, 2026

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

Level Up Academy is working to close the achievement gaps. We have implemented Groves Method for our K-3 students and have seen success with this. This year we tried Groves Method small groups for students who are below grade level in grades 4-6. The small group instruction in our current K-3 program is taught in the general education classroom by the classroom teacher and is targeting the exact skills the students are working on. We had one teacher try the Groves Method intervention program for students who are below grade level in reading and found it successful. For the 2025-26 school year, we will have additional funding through an ADSIS grant to better target these students.

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	<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 type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input 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)
Star Early literacy (Grades K-1) and Star Reading (Grades 2-3)	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics	<input checked="" type="checkbox"/> Universal Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional)

	<input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
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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: Star Reading	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" 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 checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input 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: ReadBasix	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" 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 checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)

Parent Notification and Involvement

Teachers have regular communication with families regarding student progress. We are currently working on an LMS and SIS that will track this information in real time that families will have access to. Families are a part of our student centered conferences where teachers, students and families make goals together for the child's learning. We have also implemented a District Advisory Committee made up of staff and parents to share academic information (as well as other information) and come up with some goals together to better our school.

Student Summary Level and Dyslexia Screening Data 2024-25 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

Grade	Number of Students Universally Screened: Fall	Number of Students At or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students At or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students At or Above Benchmark: Spring
K	18	14	15	11	15	12
1	15	8	16	11	16	9
2	22	9	19	10	19	13
3	38	23	33	21	35	23

Students Grades 4-12 Not Reading at Grade Level

Level Up Academy will be utilizing the ReadBasix screener in the 2026-2027 school year. These students will receive intervention instruction either with our ADSIS teachers or within their classroom.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used, enter zeros (0) in the column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	31	0	0	13	6	0

5th	27	0	0	7	3	0
6th	43	0	0	4	8	0
7th	27	0	0	8	4	0
8th	22	0	0	7	3	0

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	Groves Learning Organization Heggerty Freckle Lalilo	Phonemic Awareness and Phonics, Oral Reading Fluency, Comprehension	Whole Group (30-45 min) and small group differentiated instruction and individual pathway (60 min)
1 st	Groves Learning Organization Heggerty Freckle Lalilo	Phonemic Awareness and Phonics, Oral Reading Fluency, Comprehension	Whole Group (30-45 min) and small group differentiated instruction and individual pathway (60 min)
2 nd	Groves Learning Organization Heggerty Freckle Lalilo	Phonemic Awareness and Phonics, Oral Reading Fluency, Comprehension	Whole Group (30-45 min) and small group differentiated instruction and individual pathway (60 min)
3 rd	Groves Learning Organization Heggerty	Phonemic Awareness and Phonics, Oral Reading Fluency, Comprehension and Knowledge Building	Whole Group (30-45 min) and small group differentiated instruction

	Freckle Lalilo		and individual pathway (60 min)
4 th	Groves Learning Organization Heggerty Freckle UFLI	Phonemic Awareness and Phonics, Oral Reading Fluency, Comprehension and Knowledge Building	Whole Group (30-45 min) and small group differentiated instruction and individual pathway (60 min)
5 th	Freckle Defined Learning UFLI	Knowledge Building and Comprehension	90 minutes small group and individual pathway work

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	Freckle Defined Learning UFLI	Knowledge Building and Comprehension	90 minutes small group and individual pathway work
7 th	Freckle Defined Learning UFLI	Knowledge Building and Comprehension	90 minutes small group and individual pathway work
8 th	Freckle Defined Learning UFLI	Knowledge Building and Comprehension	90 minutes small group and individual pathway work
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.

Professional Development Plan

Our new teaching staff will be trained in all curriculum platforms in August. We will continue to have on-going professional development throughout the school year for all staff.

We will be using the FastBridge assessment as one piece of information to determine if a student needs to be referred to Child Study. This assessment will also inform and guide the differentiated small group work done in the classroom. We will set benchmark goals for students below grade level within FastBridge or STAR and assess biweekly to track progress.

All teachers will participate in data driven PLC's to identify deficiencies and increase performance.

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)	5	3	0	2
Grades 4-5 (or 6) Classroom Educators (if applicable)	4	3	0	1
K-12 Reading Interventionists	2	2	0	0
K-12 Special Education Educators responsible for reading instruction	3	3	0	0
Pre-K through grade 5 Curriculum Directors	1	1	0	0
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	2	0	0	2
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	1	1	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	1	1	0	0

Action Planning for Continuous Improvement

We are using data driven PLC's to view all student data, identify areas of need, work to close the gap, utilize additional curriculum or interventions, and continue to progress monitor students.