



## 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: La Crescent Montessori & STEM School, 4054-07

Date of Last Revision: 4/18/2024

### 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.*

# Universal and Dyslexia Screening

Identify which screener system is being utilized:

- mCLASS with DIBELS 8<sup>th</sup> Edition
- DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> 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?
<b>mCLASS with DIBELS 8<sup>th</sup> Edition</b>	<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)
<b>DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> Edition</b>	<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)
<b>FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)</b>	<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?
<b>Name of Screener:</b>  <b>Fast Bridge - Auto Reading</b>	<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 type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" 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)
<b>Name of Screener:</b>  <b>Fast Bridge - aReading</b>	<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 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)

## Parent Notification and Involvement

Teachers at LMSS work hard to maintain consistent parent contact and offer families numerous opportunities to get involved at school. LMSS uses a variety of ways to notify and involve parents.

Teachers provide information to parents regarding student reading progress at conferences in the fall and the spring. The majority of LMSS parents attend conferences, however, if a parent is not able to attend, teachers make every attempt to meet at another time or communicate by phone or email. Parents are also provided with written progress reports at the end of each semester.

The school communicates clearly with parents about their child's proficiency on grade-level assessments. At each conference, teachers provide parents with reports from screening assessments and explain the results. Parents with students at risk for difficulty are provided additional information including a description of areas where a student struggles, the support offered at school, and suggestions for home.

Our goal of accelerating literacy development for all students requires consistent communication between parents and school. Teachers have frequent communication with parents via email and Montessori Compass. Parents with students in interventions receive regular progress updates from teachers and are available for conferencing by phone, email, or in-person upon request.

When student assessment data indicates that a child is reading below grade level, LMSS will provide the following information to parents.

- The student's reading proficiency as measured by assessment(s)
- Reading-related services currently being provided to the student and the student's progress
- Strategies that parents can use at home to help their child succeed in reaching grade-level reading proficiency in English and in their native language

La Crescent Montessori & STEM School supports parent partnerships and invites engagement in many ways. Opportunities for parents to partner in their child's education specific to literacy development include:

- Parent education evenings focused on literacy
- School communications including reading assessment information explained for better understanding by parents
- Summer learning ideas
- Strategies to support reading growth via blog or newsletter at least 3 times per year
- Curriculum explanations on Montessori Compass



# 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 3<sup>rd</sup> 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	6	Sample too small	Sample too small	Sample too small	Sample too small	Sample too small
1 <sup>st</sup>	4	Sample too small	Sample too small	Sample too small	Sample too small	Sample too small
2 <sup>nd</sup>	7	Sample too small	Sample too small	Sample too small	Sample too small	Sample too small
3 <sup>rd</sup>	12	5	TBD	TBD	12	2

## 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 <sup>th</sup>	11	3	11	2
5 <sup>th</sup>	3	Sample too small	Sample too small	Sample too small
6 <sup>th</sup>	10	Sample too small	Sample too small	Sample too small
7 <sup>th</sup>	6	Sample too small	Sample too small	Sample too small
8 <sup>th</sup>	9	Sample too small	Sample too small	Sample too small
9 <sup>th</sup>	7	Sample too small	Sample too small	Sample too small
10 <sup>th</sup>	9	Sample too small	Sample too small	Sample too small
11 <sup>th</sup>	5	Sample too small	Sample too small	Sample too small
12 <sup>th</sup>	5	Sample too small	Sample too small	Sample too small



# 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	Montessori Curriculum	Foundational, Knowledge Building, Comprehensive	Whole Class: 120 minutes/week Differentiated: 40 minutes/week
1 <sup>st</sup>	Montessori Curriculum	Foundational, Knowledge Building, Comprehensive	Whole Class: 120 minutes/week Differentiated: 40 minutes/week
2 <sup>nd</sup>	Montessori Curriculum	Foundational, Knowledge Building, Comprehensive	Differentiated: 40 minutes/week Whole Class: 120 minutes/week
3 <sup>rd</sup>	Montessori Curriculum	Foundational, Knowledge Building, Comprehensive	Whole Class: 120 minutes/week Differentiated: 40 minutes/week
4 <sup>th</sup>	Montessori Curriculum	Foundational, Knowledge Building, Comprehensive	Whole Class: 120 minutes/week Differentiated: 40 minutes/week

5 <sup>th</sup>	Montessori Curriculum	Foundational, Knowledge Building, Comprehensive	Whole Class: 120 minutes/week  Differentiated: 40 minutes/week
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## 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 <sup>th</sup>	Montessori Curriculum	Foundational, Knowledge Building, Comprehensive	Whole Class: 120 minutes/week Differentiated: 40 minutes/week
7 <sup>th</sup>	Teacher Created/McDougal Littell/Common Lit	Knowledge Building, Comprehensive	Block Schedule, Montessori
8 <sup>th</sup>	Teacher Created/McDougal Littell	Knowledge Building, Comprehensive	Block Schedule, Montessori
9 <sup>th</sup>	Teacher Created/McDougal Littell	Knowledge Building, Comprehensive	Block Schedule, Montessori
10 <sup>th</sup>	Teacher Created/McDougal Littell	Knowledge Building, Comprehensive	Block Schedule, Montessori
11 <sup>th</sup>	Teacher Created/McDougal Littell	Knowledge Building, Comprehensive	Block Schedule, Montessori
12 <sup>th</sup>	Teacher Created/McDougal Littell	Knowledge Building, Comprehensive	Block Schedule, Montessori

## 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

LMSS strives to continually improve teacher knowledge and skills in high-quality literacy instruction. Professional development is provided in the five components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension during staff meetings and staff workshop days.

Our staff continues to focus on understanding ways to utilize data in an ongoing manner to impact classroom literacy instruction. A data retreat is scheduled each fall to review achievement results from the previous year and set goals for the upcoming school year.

Professional development on recognizing the diverse needs of students in cross-cultural settings has not been a focus at LMSS due to the demographics of our area and school. We do not have any English language learners at the school. However, we do believe that culturally responsive instruction is important and will identify resources for staff to recognize and respond to students with oral language and linguistic needs when the need arises at our school.

Current phase 1 educators will begin LETRS training in 2024 and will complete training before July 1, 2025. Current phase 2 teachers will complete LETRS training prior to July 1, 2027.

All educators directly responsible for literacy curriculum decision-making, design, and implementation hired for the 2024-25 school year and beyond will also be required to complete LETRS training within two years of hire.

The following are areas of focus at LMSS:

### All teachers

- Integration of the five primary components of reading instruction across disciplines
- Understanding and utilizing data to inform instruction
- Examining data and effectively disseminating that information to families

### Teachers providing interventions

- Benchmark assessments
- Intervention strategies/curriculum
- Use of assessments for diagnostic purposes
- Record keeping progress data
- Fastbridge training on progress monitoring tools and reports

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.

<b>Phase 1: Educator Role</b>	<b>Total Number in District or Charter Organization</b>	<b>Educators who have completed Training</b>	<b>Educators with Training in Progress</b>	<b>Educators who need Training</b>
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	1	0	0	1
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	1	0	0	1
Grades 4-5 (or 6) Classroom Educators (if applicable)	1	0	0	1
K-12 Reading Interventionists	1	0	0	1
K-12 Special Education Educators responsible for reading instruction	2	0	0	2
Pre-K through grade 5 Curriculum Directors	1	0	0	1
Pre-K through grade 5 Instructional Support Staff who provide reading support	6	0	0	6

<b>Phase 2: Educator Role</b>	<b>Total Number in District or Charter Organization</b>	<b>Educators who have completed Training</b>	<b>Educators with Training in Progress</b>	<b>Educators who need Training</b>
Grades 4-12 Classroom Educators responsible for reading instruction	1	0	0	1
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	2	0	0	2
Grades 6-12 Curriculum Directors	1 (SAME PERSON AS K-5)	0	0	1
Employees who select literacy instructional materials for Grades 6-12	1 (TEACHER AND ADMIN WORK TOGETHER)	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.*

Evidence-based literacy instruction can be refined and improved by engaging in the following next steps:

- Completed Professional Development: Science of Reading training through LETRS
- Implementation of phonics-based research-based methods for students in grades 7-12
- Continued support and collaboration between regular education teachers, support staff, interventionists, and special education teachers
- Continued training, review, and collaboration on analysis of student data and use of data to inform teaching methods and formative assessments
- Enhanced collaboration with parents and stakeholders
- Enhanced training on and use of MTSS

Through these steps, LMSS will continue to grow and improve student literacy, teaching efficacy, and parent support and provide an increased opportunity for student achievement in literacy and application of literacy tools.