

Minnesota READ Act Literacy Plan

2024-25 Data Submission and 2025-26 Continuous Improvement Plan

For

La Crescent Montessori & STEM School (4054-07)

Date Submitted to the State 06/11/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by La Crescent Montessori & STEM School (4054-07). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](https://www.revisor.mn.gov/statutes/cite/120B.12). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

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 in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\)](#).

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1. Read Act Goals

District or Charter School Literacy Goals

La Crescent Montessori & STEM School (4054-07)'s literacy goal(s) for the 2024-25 school year:

The goal at LMSS is for all students to be at or above grade level on applicable FastBridge reading assessments.

The following was implemented or changed to make progress towards the goal(s):

Tier 3 Interventions were utilized for students K-5 achieving below grade level on the Fastbridge assessments.

The strategic plan is being updated with a focus on restructuring our intervention program.

The following describes how La Crescent Montessori & STEM School (4054-07)'s current student performance differs from the literacy goal detailed in the READ Act:

Not all students are currently at or above grade level.

La Crescent Montessori & STEM School (4054-07)'s literacy goal(s) for the 2025-26 school year:

The goal at LMSS is for all students to be at or above grade level on applicable FastBridge reading assessments.

La Crescent Montessori & STEM School (4054-07)'s Local Literacy Plan is posted on the district website at:

<https://lacrecentmontessori.com/about-us/school-board-documents#policies>

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

The table below details the screening tool used by La Crescent Montessori & STEM School (4054-07) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for La Crescent Montessori & STEM School (4054-07)

resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

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
Kindergarten	10	7	10	6	10	3
Grade 1	6	CTSTR	6	CTSTR	5	CTSTR
Grade 2	3	CTSTR	3	CTSTR	4	CTSTR
Grade 3	7	CTSTR	7	CTSTR	7	CTSTR

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how La Crescent Montessori & STEM School (4054-07) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

La Crescent Montessori & STEM School (4054-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Words subtest

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

Vendor composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	6	CTSTR
Grade 1	4	CTSTR
Grade 2	2	CTSTR
Grade 3	3	CTSTR

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

Continuous Improvement for Dyslexia Screening Summary Student Counts in Grade K-3

La Crescent Montessori & STEM School (4054-07) will make the following changes to dyslexia screening in grades K-3 in the 2025-26 school year.

We will be switching to an integrated screening. All 2nd and 3rd graders will be given the Nonsense Words subtest.

5. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by La Crescent Montessori & STEM School (4054-07) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25 (Reporting Data is Optional for 2024-25)

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by La Crescent Montessori & STEM School (4054-07) to determine which students in grades 4-12 are not reading at grade level:

The district will have students complete the aReading assessment in Fastbridge three times a year.

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

The Capti ReadBasix assessment will be given to students reading below grade level, as evidenced by their aReading score in the Fall of each school year, as per MDE guidance.

6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 2024-25 School Year)

The following table displays the number of students in La Crescent Montessori & STEM School (4054-07) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does La Crescent Montessori & STEM School (4054-07) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	2 times per year
Grade 1	Yes	2 times per year
Grade 2	Yes	2 times per year
Grade 3	Yes	2 times per year
Grade 4	Yes	2 times per year
Grade 5	Yes	2 times per year
Grade 6	Yes	2 times per year
Grade 7	Yes	2 times per year
Grade 8	Yes	2 times per year
Grade 9	Yes	2 times per year
Grade 10	Yes	2 times per year
Grade 11	Yes	2 times per year
Grade 12	Yes	2 times per year

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Digital_messaging (email, text, or communication app)
- Parent teacher conferences
- Letter sent home with student

The following content is included in the parent notification:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

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Families or the community are engaged around literacy through the following:

- Family engagement nights
- Parent teacher conferences
- Other - describe (Required)
 - Curriculum explanations on Montessori Compass

8. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

La Crescent Montessori & STEM School (4054-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Data is derived from the Fastbridge screenings as well as classroom data compiled by the classroom teacher. This data is looked at by the classroom teacher and then also by the Child Study team at monthly meetings to discuss instruction and interventions.

The processes for monitoring fidelity and differentiating Tier 1 instruction include:

The nature of a Montessori classroom has differentiation built into the core of classroom instruction. Students are assessed, tracked, and given lessons appropriate to their ability level. Fidelity is monitored by observations. Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

The criteria for entering into Tier 2 or Tier 3 reading interventions is determined by the child study team. Fastbridge assessment data is looked at as well as classroom data. If the student is below reading level on one or both data points, then a deeper discussion is had as to what interventions are needed to assist the student. The process is the same in both elementary and secondary.

Progress monitoring data collection for students in Tier 2 occurs: Once a week

Progress monitoring data collection for students in Tier 3 occurs: Once a week

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

Our monitoring protocol is examining student progress at the child study meetings as well as the teacher looking at progress monitoring data and making the determination of whether progress is being made at an appropriate rate.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:

Exit criteria is based on students making adequate progress, which is based on whether or not they are reading at grade level.

Does La Crescent Montessori & STEM School (4054-07) use personal learning plans for literacy:

No

The following students are provided a personal learning plan for literacy:

- No data entered

The following components are included in the personal learning plans, if used:

No data entered

9. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) 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 evidence-based instruction and interventions.

[Minn. Stat.120B.12, subd. 4a \(2024\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

La Crescent Montessori & STEM School (4054-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

La Crescent Montessori & STEM School (4054-07) has participated in MDE MnMTSS professional learning:

No data entered

10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by La Crescent Montessori & STEM School (4054-07), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· Montessori Curriculum	Comprehensive	35
Grade 1	· Montessori Curriculum	Comprehensive	35
Grade 2	· Montessori Curriculum	Comprehensive	35
Grade 3	· Montessori Curriculum	Comprehensive	35
Grade 4	· Montessori Curriculum	Comprehensive	35
Grade 5	· Montessori Curriculum	Comprehensive	35

11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by La Crescent Montessori & STEM School (4054-07) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	Individually designed for each student based on needs.	Individually designed for each student based on needs.
Grade 1	Individually designed for each student based on needs.	Individually designed for each student based on needs.
Grade 2	Individually designed for each student based on needs.	Individually designed for each student based on needs.
Grade 3	Individually designed for each student based on needs.	Individually designed for each student based on needs.
Grade 4	Individually designed for each student based on needs.	Individually designed for each student based on needs.
Grade 5	Individually designed for each student based on needs.	Individually designed for each student based on needs.
Grade 6	Individually designed for each student based on needs.	Individually designed for each student based on needs.
Grade 7	N/A	N/A
Grade 8	N/A	N/A
Grade 9	N/A	N/A
Grade 10	N/A	N/A
Grade 11	N/A	N/A
Grade 12	N/A	N/A

12. Section Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

La Crescent Montessori & STEM School (4054-07) is using the following approved professional development program:

- LETRS

Date of expected completion for Phase 1 Professional Development: 06/01/2026

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

No data entered

The following support will be provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

No one has completed the training yet, so we have not come across this situation. If the situation does arise, we will get them additional training from the vendor.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

We are still implementing the process laid out in LETRS.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

We are still implementing the process laid out in LETRS.

The following changes in instructional practices have impacted students :

Changes have not started to occur yet on a large scale. Once teachers are trained in LETRS, changes will start to occur.

La Crescent Montessori & STEM School (4054-07) has implemented the following professional development and support for teachers around culturally responsive practices:

We have not implemented anything outside of LETRS training thus far.

La Crescent Montessori & STEM School (4054-07) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice

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The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

None at this time.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the [MDE READ Act Professional Development webpage](#).

Educator Count Phase 1

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
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	1	0	1	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
K-3 Classroom Educators	1	0	1	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	1	0	1	0
K-12 Reading Interventionists	0	0	0	0
K-12 Special Education Educators responsible for reading instruction	2	0	2	0
PreK through grade 5 Curriculum Directors	1	0	1	0
PreK through grade 5 Instructional Support Staff who provide reading support	8	0	0	8

Educator Count Phase 2

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

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Grades 4-12 Classroom Educators responsible for reading instruction	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	1	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

La Crescent Montessori & STEM School (4054-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$7,495.72

Amount of Literacy Incentive Aid spent in the 2024-25 school year:

\$7,495.72

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

- Employing a reading intervention specialist

READ Act Literacy Aid

The following are details about the one-time READ Act Literacy Aid appropriations.

La Crescent Montessori & STEM School (4054-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$3,794.30

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

- Not applicable

The following amount of READ Act Literacy Aid remains in the required reserved account:

\$3794

If funds remain, the plan to spend down the remaining funds are as follows:

Stipends for teachers once they complete literacy training.