Minnesota READ Act Literacy Plan

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

For

Bluffview Montessori (4001-07)

Date Submitted to the State 05/31/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Bluffview Montessori (4001-07). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 (2024)](#). 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

Bluffview Montessori (4001-07)'s literacy goal(s) for the 2024-25 school year:

Literacy Plan Goal: SY 24-25 literacy goal: Increase the % of students above the 30th percentile on the aReading spring screener from 84% in spring of 2024 to 86% in spring of 2025. CACR Goal: Increase the percent of students proficient on the MCA III reading assessment from 60.3% in 2024 to 66.1% in 2025

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

All phase 1 staff completed the Read Act required professional development, CORE OL & LA in February. Also, we are in year 2 of the MnMTSS grant wherein we have revamped committees, refined our Tiers, and are working on the first draft of a MnMTSS handbook over the summer as we have now completed the MnMTSS 6 and 9 session cohorts, along with he four session cohort on Tier 2 & 3 implementation. We have also been implementing Restorative Practices school wide for several years now, believing that the improved community and behavior it may generate as a Tier 1 system would also have an indirect (positive) impact on academics.

The following describes how Bluffview Montessori (4001-07)'s current student performance differs from the literacy goal detailed in the READ Act:

As a Montessori charter school, there are many differences. It's actually good to see the new CACR goal about lifelong learners now in place-that has always been a core component of Montessori. The biggest differences are the curriculum-no canned curriculums or purchased textbooks to spend money on, much less direct instruction time as there are independent follow up materials they are expected to complete, and we start the students writing in cursive in pre-school instead of in print. This has been a source of discussion for years here-pros/cons of cursive vs print at a young age. One outcome this produces is lower scores on the Fast composite scores-however, we know that going in and believe that the methods are justified when viewing school scores at grades 4 and up. It's a different path to the outcome.

Bluffview Montessori (4001-07)'s literacy goal(s) for the 2025-26 school year:

Literacy Plan Goal: SY 25-26 literacy goal: Increase the % of students above the 40th%ile on the areading spring screener from 78% in spring of 2024 to 80% in spring of 2025. * for SY 25-26 we are adjusting our focal point from many years of focusing on the 30th%ile relative to norms, to now moving to a focus on the 40th%ile based on benchmarks.

Bluffview Montessori (4001-07)'s Local Literacy Plan is posted on the district website at:

https://www.bluffviewmontessori.org/wp-content/uploads/Bluffview-Montessori-4001-07-Local-Literacy-P

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 Bluffview Montessori (4001-07) 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 CBM Reading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 1	FastBridge earlyReading (K-1) and CBM Reading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 2	FastBridge earlyReading (K-1) and CBM Reading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 3	FastBridge earlyReading (K-1) and CBM Reading (Grades 1-3)	Vendor composites using vendor benchmarks	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Bluffview Montessori (4001-07) 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	23	23	23	9	22	7
Grade 1	24	12	25	14	25	16
Grade 2	25	15	24	17	23	15
Grade 3	25	20	24	20	23	3

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 Bluffview Montessori (4001-07) 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.

Bluffview Montessori (4001-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

> Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

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	23	12
Grade 1	25	5
Grade 2	24	2
Grade 3	23	1

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*

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 Bluffview Montessori (4001-07) 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

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	areading	FastBridge	40th%ile
Grade 5	areading	FastBridge	40th%ile
Grade 6	areading	FastBridge	40th%ile
Grade 7	areading	FastBridge	40th%ile
Grade 8	areading	FastBridge	40th%ile
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 Bluffview Montessori (4001-07) to determine which students in grades 4-12 are not reading at grade level:

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:

One big change internally is that we should will be using the 40th%ile benchmark when assessing which students are at grade level. Traditionally we have used the 30th%ile. Currently, we serve very close to the 40th%ile and below of students in our Tier 2 & 3 programming. The plan as of the drafting of this report is to administer the Capti assessment to students that qualify for Tier 3 interventions. We reserve the option to administer Capti to all Tier 2 participants as well.

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

The following table displays the number of students in Bluffview Montessori (4001-07) 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	24	4	2	
5th	26	3	1	
6th	24	2	1	
7th	22	6	3	
8th	18	0	0	
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 Bluffview Montessori (4001-07) 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	Other (explain below)
Grade 1	Yes	Other (explain below)
Grade 2	Yes	Other (explain below)
Grade 3	Yes	Other (explain below)
Grade 4	Yes	Other (explain below)
Grade 5	Yes	Other (explain below)
Grade 6	Yes	Other (explain below)
Grade 7	Yes	Other (explain below)
Grade 8	Yes	Other (explain below)
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

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

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

- Family engagement nights
- Parent teacher conferences

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.

Bluffview Montessori (4001-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

All instruction is evidence based. There are many programs/sources that can be used to evaluate the efficacy of interventions. Generally interventionists look at screening data, classroom teacher data/input, and will often administer a diagnostic assessment to drill down into the needs of the individual students. Strong evidence based curriculums often have those diagnostics built into their materials. Tier 3 interventions tend to use proven programs to move the students forward. Tier 2 still uses evidence based resources, but has a wider range of options to choose from. We are working on an internal list of all intervention curriculums we have on hand as part of our MnMTSS handbook draft that will be completed this summer. Curriculums are often screened using tools like What Works Clearinghouse, The National Center of Intensive Intervention, Best Evidence Encyclopedia, and Intervention Central.

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

Focus is on an 80:20 ratio of kids at or above the 40th%ile benchmarks on Fastbridge. This will be the first year we have used the 40th%ile as the benchmark-traditionally it has been the 30th%ile. We also look at attendance, time pulled for support, specialist times/scheduling, and classroom teacher records. We are also building capacity to run specific reports with our data warehouse which will be a key to fidelity monitoring.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

Tier 3 can reach up to the 30th%ile, with Tier 2 reaching up to the 40th%ile. These are not hard cutoffs, but are general guidelines-a student at the 25th%ile may be in Tier 2-it is very much dependent on the school year relative to the amount of need in the student population. Students on the cusp of meeting or not meeting those %iles are closely looked at with teacher data, narrative/anecdotal information, and a view of their historic performanace as available.

Progress monitoring data collection for students in Tier 2 occurs: Once every two weeks

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

Local Literacy Plan for Bluffview Montessori (4001-07)

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:

Intervention monitoring is reviewed after 6-8 weeks. We consider a full intervention cycle to be approximately 12-16 week program. If progress is evident, then the intervention will continue. If progress or regression is evident, then a new intervention strategy will be implemented.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include: Generally students that ascend to the 30th%ile will move from Tier 3 to Tier 2, and exiting interventions all together is reviewed at the 40th%ile, however, if the students teaching team believes that more intervention work is in that students best interest, more time will be offered with the goal of having that student not return to intervention programming.

Does Bluffview Montessori (4001-07) 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.

Bluffview Montessori (4001-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Bluffview Montessori (4001-07) has participated in MDE MnMTSS professional learning:

Yes

Continuous Improvement for Multi-tiered Systems of Supports (MTSS)

Bluffview Montessori (4001-07) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

We have completed the 6 and 9 session cohorts, along with the 4 session Tier 2 and Tier 3 implementation cohorts. Summer of 25' will see the drafting of our Bluffview MnMTSS handbook. We have worked all year to compile the pieces, and now they are ready to go together. We also have received a MnMTSS grant which requires the administration of a DLT each year for 3 years. This spring, we completed that DLT for the second time-scores went up and that lead to a few new goals-for Bluffview they are around data creation and evaluation, and fidelity checking. Much of this can be addressed with some professional development around our data warehouse, tagging students via their intervention Tier, etc. School committees will remain teacher led/admin supported, and have functioned well this year. The only other real change is the addition of Capti.

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 Bluffview Montessori (4001-07), 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 specific pedagogy and curriculum	Comprehensive	30
Grade 1	· Montessori	Comprehensive	70
Grade 2	· Montessori	Comprehensive	70
Grade 3	· Montessori	Comprehensive	70
Grade 4	· Montessori	Comprehensive	70
Grade 5	· Montessori	Comprehensive	70

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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 Bluffview Montessori (4001-07) 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	Montessori pedagogy, Orton Gillingham,	Montessori pedagogy, SRA Reading Laboratory
Grade 1	Orton Gillingham, UFLI, Words Their Way,	SRA Reading Laboratory, Really Great Reading
Grade 2	Orton Gillingham, UFLI, Words Their Way,	SRA Reading Laboratory, Read Naturally
Grade 3	Orton Gillingham, UFLI, Words Their Way,	SRA Reading Laboratory, Read Naturally, Phonics/Speeling through Phoneme-Grapheme Mapping
Grade 4	Orton Gillingham, UFLI, Words Their Way,	SRA Reading Laboratory, Read Naturally, Phonics/Speeling through Phoneme-Grapheme Mapping
Grade 5	Orton Gillingham, UFLI, Words Their Way,	SRA Reading Laboratory, Read Naturally, Phonics/Speeling through Phoneme-Grapheme Mapping
Grade 6	Orton Gillingham, UFLI,	SRA Reading Laboratory, Read Naturally, Phonics/Speeling through Phoneme-Grapheme Mapping
Grade 7	Orton Gillingham	SRA Reading Laboratory
Grade 8	Orton Gillingham	SRA Reading Laboratory
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

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Continuous Improvement for Reading Interventions

Bluffview Montessori (4001-07) will make the following changes to reading interventions for the 2025-26 school year:

As part of the MnMTSS handbook draft, we are reviewing our warehouse of intervention options. Changes may be made accordi

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.

Bluffview Montessori (4001-07) is using the following approved professional development program:

· CORE OLLA

Date of expected completion for Phase 1 Professional Development: 02/28/2025

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:

NA. Staff did an amazing job, and all passed with scores well beyond 80%.

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:

Student attendance, behavior/academic screening in Fastbridge, teacher assessments/anecdotal notes, Tiered progress monitoring as applicable, reviewing the depth of training for all staff (Montessori trained staff in particular), MCA scores, etc. The next step is to complete our ELA alignment in SY 25-26 which puts us a year behind, but that in addition to CORE concurrently would have been too much in SY 24-25 as our alignment is a teacher led process as well. Part of this is reviewing handwriting practices, and ensuring that our methodologies do indeed align with all standards.

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:

This is a big challenge-we do have a teacher evaluation system that includes peer and admin observations and reviews. We don't have a curriculum director, teacher mentor/coach, etc. We are working to develop our Data Assessment committee into the leaders of data creation and dissemination, which will go to Academic Practices, then out to PLC groups. They will request the support they see as needed, and admin will work with them on sourcing or implementing new practices as needed. We are working with the Southeast Service Cooperative's Read Act team. They have been a strong support, and we are reviewing training/mentoring options with them as they are scheduled to train our 'support staff' in January.

The following changes in instructional practices have impacted students :

Any changes will be implemented in SY25-26 as we build the ELA alignment plan, assess resources, finish the MnMTSS handbook, etc. For right now, we are not making big changes. We have chosen to work through the

alignment process as outlined. There is one potentially large impact that is always a point of discussion. Cursive vs print. Bluffview teaches cursive and writing before print and reading-it's a different approach, but our data suggests that it works. It just doesn't align with the standardized methods the state is pushing education towards.

Bluffview Montessori (4001-07) has implemented the following professional development and support for teachers around culturally responsive practices:

Montessori is fundamentally and philosophically designed to acknowledge and build on students' diverse cultural backgrounds, experiences, and languages to create inclusive and engaging learning environments. These practices aim to connect classroom learning to students' lives and foster a sense of belonging, while also ensuring equitable access to quality literacy instruction. Bluffview recognizes and values cultural diversity by acknowledging students experiences and skills, using diverse texts and materials, and creating a welcoming and inclusive school environment. Staff connects learning to student lives with service learning, relating lessons to real life situations relevant to their lives, encouraging critical thinking and reflection, and offering opportunities for student agency through choices in books, projects, and research topics that align with their interests and experiences. Staff has done significant work with Diversity training, Safe Space training, Cultural competencies, and restorative practices which encourages and facilitates further culturally responsive practices.

Bluffview Montessori (4001-07) engaged with the Regional Literacy Network through the following:

· Attended District Literacy Lead Community of Practice

· Attended Local Certified Facilitator Community

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):

Additional and detailed dyslexia training, a full ELA standards alignment during SY 25-26, more Montessori training, drafting of the MnMTSS handbook which will guide further needs.

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	0	0	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	1	0	0
K-3 Classroom Educators	7	7	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	3	3	0	0
K-12 Reading Interventionists	3	3	0	0
K-12 Special Education Educators responsible for reading instruction	3	3	0	0
PreK through grade 5 Curriculum Directors	2	2	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	16	0	0	15

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

Grades 4-12 Classroom Educators responsible for reading instruction	4	3	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	2	0	0
Grades 6-12 Curriculum Directors	2	2	0	0
Employees who select literacy instructional materials for Grades 6-12	2	2	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Bluffview Montessori (4001-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

$19,069.00

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

$19,069.00

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

· Professional development on using evidence-based literacy screening and progress monitoring tools

· Employing a reading intervention specialist

· Approved literacy screeners (this can include materials, training and coaching)

· Cost of substitute teachers to allow teachers to complete literacy professional development

READ Act Literacy Aid

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

Bluffview Montessori (4001-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

$16,263.00

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

· Stipends for teachers completing literacy training

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

$0

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

All spent on stipends for staff. Only 1 staff remains, a middle school ELA teacher that will be part of phase 2.

We are currently have that position posted for hiring, so no further comment here makes sense at the moment-actions moving forward will be dependent on the new hire.