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. Districts and charter schools may utilize this format, or an alternative format developed by the district or charter school. 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: Bluffview Montessori School 4001-07

Date of Last Revision: 6/15/24

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

For the purposes of this plan, a goal that can be crafted is around the total percent of students that are considered "at grade level". Further guidance pending, we have traditionally used the 30th percentile as the division. The FastBridge Screening to Intervention report supports this as students around the 30th percentile are categorized as being at their grade level in reading. It also shows approximated Lexile scores. Therefore, to generate a SY 24-25 goal, the bar graph below shows spring FastBridge aReading screening data. Red and yellow are below the 30th percentile, green and blue are above. The BMS practice has been a goal of maintaining 80% or better of students in the green and blue (above the 30th). Spring of 2024 shows 84% of students are above the 30th.

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.*

Spring 2024 aReading screening graph
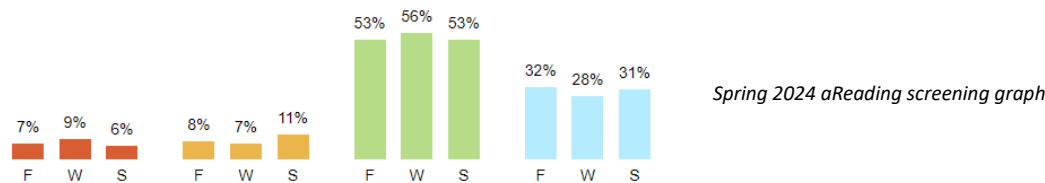
SY 23-24 goals in the World's Best Work Force plan for reference:

Goal: *Increase the percent of students proficient on the MCA III reading assessment from 71.9% in 2023 to 72.5% in 2024.*

Goal: *Increase the percent of third grade students meeting or exceeding FastBridge literacy benchmarks (areading) from 85% on the Fall screener to 87% on the Spring screener.*

Goal: *The PK4 students will increase their phonetic awareness from an average of 4.6 cursive letters/sounds mastered in mid-November to an average of 13 letters/sounds mastered during the spring Fastbridge screening window.*

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?
FastBridge: *earlyReading composite* (Grades K-1) and *CBMReading* (Grades 1-3) and *areading* (Grades 2-3)	☒ 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)

Grades 4-8 Screeners

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?
Name of Screener: Fastbridge, areading	☒ Grade 4 ☒ Grade 5 ☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ 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)

Parent Notification and Involvement

Bluffview Montessori School 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 Bluffview parents attend conferences (90% + annually); 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 provided with written progress reports at the end of each semester as well.

Regarding students identified as not reading at grade level: we consider the Fastbridge screening level of 30th percentile on the national norms to be the benchmark. The Screening to Intervention report supports that benchmark by calculating Lexile scores and approximated reading levels. Students screened that score below the 40th percentile are reviewed for placement in the Tier 2 and/or Tier 3 programming. We use this data as the starting point to gathering teacher data and input on whether or not the screening data aligns with the teacher's classroom data. Generally, students below the 30th percentile do enter Tier 2 or Tier 3 for additional support/intervention work. Letters are sent home (initial Title/ADSIS letter) for all students that are eligible/recommended for Tier 2 and Tier 3 interventions, describing Title and ADSIS support programs and indicating the services offered. This includes an "Intervention Eligibility Form," which we ask families to return so they may acknowledge receipt of services or opt out, and also confirm preferred contact methods.

Our goal of accelerating literacy development for all students requires consistent communication between parents and staff. Parents with students in interventions receive regular progress updates from teachers. Interventionists and general education teachers are available for conferencing by phone, email, or in person upon request.

Bluffview supports parent partnerships and invites engagement in many ways. Opportunities for parents to partner in their child's education specific to literacy development include:

- Title I parent and family events and compact at the Title I/ADSIS parent information night (fall)
- Parent education evenings focused on literacy
- School communications including reading assessment information explained for better understanding by parents, includes consent agenda items in the form of MnMTSS Committee agenda/minutes. Parents may join any of the MnMTSS committees
- Open forum with the District Advisory Committee for questions, input, and the seeking of engagement opportunities
- School librarian hosts book fairs annually, and 1 guest author visit annually
- Local public library partnership, presentation at BMS regarding their summer programming
- Partner with Rotary Club to deliver dictionaries to each third-grade student as well as an annual reading event to the K and pre-K students that includes gifting them each with a book
- Hosting Winona State student teachers focused on literacy education-they work with the students that are just outside of the MTSS entrance requirements
- Classroom newsletters/emails, School and teacher websites, Facebook page, and an "all school" listserv that shares general school information out weekly including all local flyers and educational opportunities present in the community outside of BMS.

Student Summary Level and Dyslexia Screening Data 2023-24 School Year

Summary Data Kindergarten through 3rd Grade

For grades kindergarten through grade three, indicate the number of students:

- universally screened-data below is grade K & 1 Early Reading Composite, and grades 2 & 3 CBM)
- students at or above benchmark in the fall and spring (winter also, just not reported here)
- students screened for dyslexia
- students identified with characteristics of dyslexia using the earlyReading and CBMReading screeners. The cut off indicator here is sub 20th percentile
- One significant note here-Bluffview teaches students to learn cursive first, beginning in pre-school. This means that many are working through cursive and print, yet these assessments are only offered in print. Therefore, the early data is viewed through that lens. Our schoolwide data demonstrates that by grade 4 our students are very strong readers, but it takes until grade four for the data to really support that.

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	25	23	25	10	25	10
1st	25	13	24	16	25	8
2nd	24	17	23	18	24	4
3rd	24	16	23	15	24	5

Students Grades 4-8 Not Reading at Grade Level

For grades 4-8, 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
4th	26	3	1	1
5th	25	3	0	0
6th	24	3	0	0
7th	21	1	0	0
8th	19	0	0	0

*These group of students take the areading assessment, which is not considered a screener for dyslexia. However, the staff is knowledgeable in convergence insufficiency and dyslexia. The single grade four student listed as identified with characteristics of dyslexia was referred for a more detailed assessment outside of the school and was diagnosed as dyslexic.

Core Reading Instruction and Curricula Grades K-5

Definitions from the MDE website:
- Comprehensive Program
  - Literacy skills includes both foundational and language comprehension/knowledge-building skills as defined below
- Foundational Skills Program
  - Literacy skills include phonemic awareness, phonics/morphology including decoding and encoding, fluency
- Language comprehension/knowledge-building Program
  - Literacy skills include vocabulary, comprehension, writing

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	Comprehensive	Whole class: 60 minutes/week Individualized: Student need based
1st	Montessori Curriculum	Comprehensive	Whole class: • Direct 100 minutes/week • Indirect 120 minutes/week • Differentiated 80 minutes/week
2nd	Montessori Curriculum	Comprehensive	Whole class: • Direct 100 minutes/week • Indirect 120 minutes/week • Differentiated 80 minutes/week
3rd	Montessori Curriculum	Comprehensive	Whole class: • Direct 100 minutes/week • Indirect 120 minutes/week • Differentiated 80 minutes/week
4th	Montessori Curriculum	Comprehensive	Whole class: • Direct 100 minutes/week • Indirect 120 minutes/week • Differentiated 80 minutes/week
5th	Montessori Curriculum	Comprehensive	Whole class: • Direct 100 minutes/week • Indirect 120 minutes/week • Differentiated 80 minutes/week

Core ELA Instruction and Curricula Grades 6-8

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)
6th	Montessori Curriculum	Comprehensive	Whole class: • Direct 100 minutes/week • Indirect 120 minutes/week • Differentiated 80 minutes/week
7th	Montessori Curriculum	Comprehensive	Whole class: • Direct 180 minutes/week • Indirect 60 minutes/week • Differentiated 60 minutes/week
8th	Montessori Curriculum	Comprehensive	Whole class: • Direct 180 minutes/week • Indirect 60 minutes/week • Differentiated 60 minutes/week

# 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).](#)

Literacy Interventions are provided to any kindergarten through eighth grade students identified through screening as at-risk for reading difficulties. Intervention is provided in the area(s) of identified need with the goal of accelerating student growth to reach grade level by the end of year.

Bluffview Montessori School has had a well-established and effective MTSS (Multi-Tiered System of Supports) program in place for a long time, which provided a framework of tiered levels of instructional support to accelerate student learning. It included identifying students as early as kindergarten and using early interventions with evidence-based materials while providing additional academic support that will enable them to be successful in the general education environment.

We are in the process of rethinking our MTSS systems to align with the MnMTSS outline. BMS leadership has reworked all of our committees to align with the five areas as laid out in the MnMTSS plan (infographic). All committees are co-chaired by teachers who submit monthly agendas/minutes to the Board of Directors. Administration works with each committee in a supporting and developmental role.

During SY 23-24 Bluffview participated in the six session MnMTSS cohort. We have completed the first years SEMI-DLT. Moving forward, the results of the SEMI-DLT will be evaluated, an action plan will be generated which we already know will include at minimum the creation of a MnMTSS handbook during SY 24-25. We will do this while engaging in the additional nine MnMTSS sessions with our cohort. We have a MnMTSS grant that is support our work (including annually evaluating our progress with the SEMI-DLT and an annual action plan) through SY 25-26 at which time the processes should be well-established and done as a matter of continuous improvement annually. This responsibility will fall to the administration and MnMTSS leadership team.
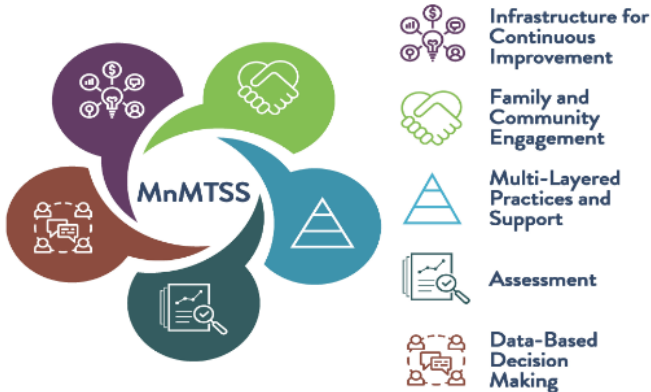
The MTSS structure is outlined below.
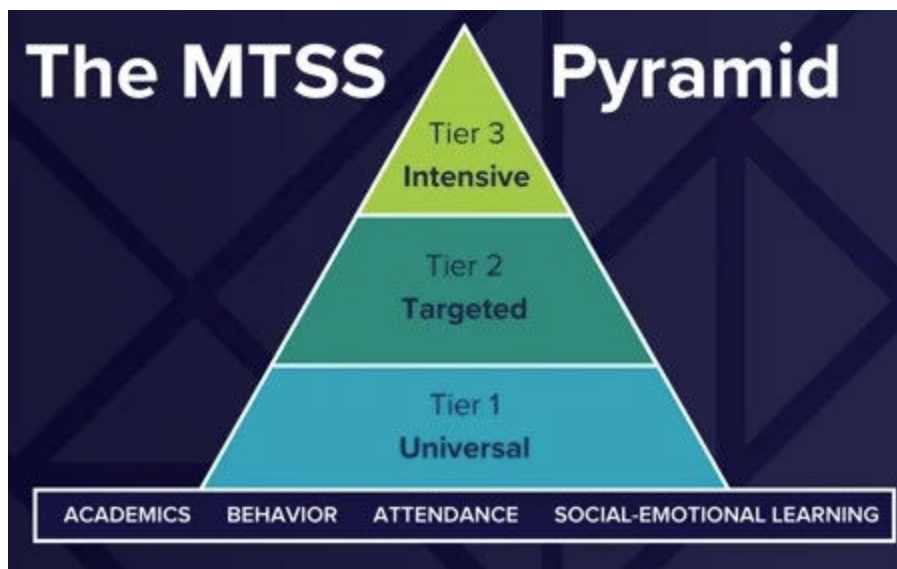
Core Instruction/Tier One

Bluffview's core classroom instruction utilizes the Montessori philosophy as a framework and Minnesota state standards guide reading instruction. All the essential components of comprehensive reading are presented in a Montessori reading program: phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. Reading serves as a common element for the entire curriculum and is interwoven throughout all areas, making reading a primary focus of learner activities. The depth and breadth, in addition to the individualized nature of instruction, ensures that the needs of children are met. Students are active participants in the learning process and are intrinsically motivated to achieve higher levels of reading; they read because they want to, not because they have to.

Multi-aged learning environments facilitate differentiated instruction and multiple resources are available for all students. Instruction is provided in varied formats: to the whole group, in small reading groups, and on an individual basis. Many forms of read-aloud and silent reading happen on a daily basis. Our core curriculum provides balanced literacy instruction and we have aligned our curriculum to Minnesota Language Arts standards to enable a smooth transition between levels.

The Comprehensive School Reform Demonstration Program (CSRD), approved and funded by the United States Department of Education, names Montessori as a research-based program (hence evidence-based), which is supported by reliable research and effective practices. The Montessori Public School Consortium includes reading research statistics. In reference to the Montessori reading program and gifted students, they state, "The methods used in Montessori reading programs are highly effective with both learning-disabled and gifted learners; the reason for their effectiveness, however, is that the environments have been designed to ensure success for all children."

Tier Two

Tier Two is designed to meet the needs of students between the 25th and 40th percentile according to FastBridge Screening Assessment results. Students in Tier Two Reading Interventions will receive direct instruction individually or in small groups with a Title I Reading Interventionist three times per week for twenty minutes totaling a minimum of 60 minutes per week. Tier Two interventions take place outside the classroom in

an area of the school designated specifically for interventions. Interventions are planned during times where they do not conflict with core lessons and specialist classes. All methods or curriculums are evidence-based, and generally not Montessori in their foundations.

Moving forward, we feel that this tier needs to be reimagined-very little small group work takes place, so the primary driver for "intensity" is really the amount of time spent working with an interventionist.

Tier Three

Tier Three is designed to meet the needs of students below the 25th percentile according to FastBridge Screening Assessment results. Students in Tier Three Reading Interventions will receive direct instruction in small groups or individually with a Reading Interventionist (ADSIS Grant) for a minimum of 100 minutes per week. Tier Three interventions must be conducted with evidence-based practices and curriculum. They take place outside the classroom in an area of the school designated specifically for interventions and are planned during times where they do not conflict with core lessons and specialist classes. These interventions generally use more prescribed or scripted curriculums.

Intervention Resources

FastBridge offers a wealth of intervention resources, and has them broken down into Phonemic Awareness, Phonological Awareness, Fluency, Vocabulary, and Comprehension. This warehouse of intervention strategies provides numerous options for teachers. Other research-based/evidence-based programs Bluffview has that intervention teachers may choose from includes: SPIRE, PRESS, SRA Corrective Reading, eSolution, Phonics for Reading, ROAR, PALS, CARS, STARS, Sonday, Leveled LIteracy Interventions, and Readworks. We are always actively seeking more intervention resources.

The intervention staff has been researching the effectiveness of these interventions by reviewing them on sites like the *What Works Clearinghouse*, *The National Center of Intensive Intervention, Best Evidence Encyclopedia, and Intervention Central* in an effort to ensure that our Interventions are strong. Additionally, as part of our MnMTSS work through Hiawatha Valley Education District, all the member schools created a list of the interventions that they are using as a resource for the group.

Bluffview is also committed to being "data informed." In order to accomplish that, our data-based decision-making team will be receiving ongoing training in our data warehouse (eduCLIMBER). The Assessment and Data Committee will be trained with enough depth that they can create usable data for the teaching teams. The committee members will also be teaching them how to access that data in FastBridge and eduCLIMBER. This will allow us to engage in deeper data analysis, check fidelity of interventions, and track behavior interventions. All teachers will receive basic training in eduCLIMBER during the school year to allow them access to data walls, or other data info as needed.

eduCLIMBER will host all academic and behavior data. This will allow for fidelity checks of all tiers of instruction, review of entrance/exit data relative to MCA scores, and a broad profile of all learners.

Professional Development Plan

Bluffview has chosen the Online Language and Literacy Academy by CORE as the professional development platform that we will use to fulfill the requirements of the Read Act. We will begin phase I in late August and should have it completed in the first year. Teachers in grades Pre-K-6, admin, special education, interventionists, and other staff as deemed appropriate will be completing phase one. The middle school curriculum coordinator and ELA teacher will be in phase two. The plan is that phase two will take place in SY 25-26, right after phase one is completed. During that same phase two year, Bluffview plans to complete a Montessori/state standards curriculum alignment, which also plays into our MnMTSS work.

Bluffview's Academic Practices Committee examined each of the platforms in detail. They, along with admin, chose to propose CORE to the teaching staff as our first choice. While we are confident all three platforms would be beneficial, CORE seems to fit our needs the best. All of our general education teachers have Montessori training (new hires will receive it), most have a Master's degree, and they work in established PLC teams. Three aspects of this platform stood out. First, it is "asset based" which we understand to mean that it will provide staff a framework within which to further develop the assets that we have in place. As a Montessori school, we are asset rich and the idea of a framework to further develop a school wide literacy plan is appealing. Second, CORE offers a math component. While we are focused on literacy here, Bluffview is fairly strong in literacy. Math is not quite as strong. Assuming we like the CORE platform we may chose to engage them again to further develop the school's math plans. Third, the fact that it comes with hard copies of the learning materials is a big bonus for my staff. With Montessori being a proven educational philosophy, the fact that it is already comprehensive in literacy and its focus on the whole student, should make CORE a good fit.

Data will be collected as we move forward in the MnMTSS cohort, and continue that work beyond the current grant. Bluffview's MnMTSS plans will be evaluated through the SEMI-DLT process over at least the next two years. This should ensure strong, systematic growth. The primary student collection tool is eduCLIMBER, a data warehouse. It is currently housing all academic and behavior data, attendance, FRP status, supplemental programming data like IXL, and other data. Students will have as complete of a profile as possible within eduCLIMBER. Any students in tiers two and three will be tagged as such, so that we can run fidelity checks on those students. Data walls will be created and shared. Teachers will need training in how to access and interpret this data. This will be the charge of the Assessment and Data Committee.

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	mixed age pre k & K, accounted for in next row			0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	6			6
Grades 4-5 (or 6) Classroom Educators (if applicable)	3			3
K-12 Reading Interventionists	3			3
K-12 Special Education Educators responsible for reading instruction	3	1		2
Pre-K through grade 5 Curriculum Directors	2			2
Pre-K through grade 5 Instructional Support Staff who provide reading support	1 (RS)			1

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 4-8 Classroom Educators responsible for reading instruction	None-they will be in phase 1			0
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	Included in phase 1			0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0			0
Grades 6-12 Instructional support staff who provide reading support	1			1
Grades 6-12 Curriculum Directors	1			1
Employees who select literacy instructional materials for Grades 6-12	already accounted for			0

Action Planning for Continuous Improvement

Comprehensive, evidence-based literacy instruction will be refined and improved by engaging in the following steps:

- Completed Professional Development: OL&LA CORE phase one in SY 24-25
- Ongoing MnMTSS grant work and implementation
- Continued development of eduCLIMBER and a team of teachers trained to train their peers in the Assessment and Data Committee
- Continued support and collaboration between regular education teachers, support staff, interventionists, and special education teachers led by the Academic Practices Committee
- Continued training, review, and collaboration on analysis of student data and use of data to inform teaching methods and formative assessments led by the Assessment and Data Committee
- Enhanced collaboration with parents and stakeholders through the Parent and Family Engagement Committee
- SY 25-26 Montessori/state standards language alignment including a school wide scope and sequence
- Review and further develop the Bluffview English Learner plans and incorporate further professional development
- Ensure that all new general education teachers successfully complete Montessori training