DEPARTMENT OF EDUCATION

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: Three Rivers Montessori Charter School; District 4266-07
Date of Last Revision: 05/15/2024

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

Three Rivers Montessori (TRM) has developed a local literacy plan to ensure students are reading well by third grade. TRM provides early learning experiences, including multisensory experiences, phonemic awareness and a systematic approach to language instruction to ensure academic success leading to college readiness. The literacy plan meets the requirement of MN State Statute 120B.12 which states that all districts must have a local literacy plan and the requirements of the READ Act.

This plan includes:
- How the district will identify students who are not reading at grade level in all grades and those in grade 3 or higher that demonstrate reading difficulties to their teacher.
- The process by which the district will assess reading proficiency.
- The interventions and approach the district will take to accelerate growth so all children are reading proficiently by the end of third grade.
- Parent communication surrounding assessment results as well as strategies that can be used at home.

- Staff Development and training that allows licensed teachers to develop and maximize skills.

LITERACY GOALS AND OBJECTIVES

Three Rivers Montessori's mission is to *empower students to reach their full potential through authentic Montessori learning*. Language development is at the heart of the Montessori environment. The Montessori classroom is rich in a variety of experiences such as games that focus on letter sounds, stories, songs and materials that appeal to the senses. TRM provides these experiences to all students so they are reading well by third grade. Further, the Montessori approach embeds the Science of Reading and its core philosophy.

TRM has adopted the following objectives to meet literacy goals:
- TRM's curriculum for reading and writing is aligned with the MN K-12 Academic Standards in English Language Arts.
- TRM uses summative assessment and formative assessments to assess grade-level achievement to the state standards.
- Teachers utilize a lesson planning and record-keeping tool for teachers to determine the progression of lessons in the Montessori curriculum and to track progress/mastery of skills.

CURRICULUM AND INSTRUCTION

The literacy program at Three Rivers Montessori School approaches reading and writing systematically and across the curriculum as a whole. The Montessori curriculum views literacy as a way to connect across cultures, as a means for expressing oneself and as a way to explore individual interests.

TRM focuses on phonemic awareness, phonics, fluency, vocabulary, reading comprehension and written expression to develop literacy skills for all students.

Phonics and Phonemic Awareness

Beginning in Kindergarten children at TRM learn to identify letter sounds by using the sandpaper letters. Children trace the sound with their finger while isolating the sound and saying it out loud. Then they move to the movable alphabet and games that highlight beginning, middle and end sounds.

Montessori language lessons are presented systematically. When children have mastered consonant vowel consonant (CVC words) teachers begin focusing on consonant blends. The movable alphabet assists with the study words that contain consonant blends.

In the Montessori elementary classroom children also begin reading books that focus on their mastered sounds. Books are read aloud to teachers to ensure any skills that do not translate across materials/books can be re-taught.

Vocabulary and Word Study

A developed and extensive vocabulary allows children to better understand others and the world they live in. In the Montessori classroom children experience conversations with adults and peers as well as

an environment full of literature and nomenclature. Nomenclature, the matching of pictures with their corresponding labels, is present across all subject areas. This developed vocabulary allows students to better comprehend what they are reading as they become more familiar with a wide range of words.

Fluency, Comprehension and Written Expression

Reading fluency is achieved through repeated practice. In a Montessori environment students practice reading aloud frequently and across subjects. At a young age children start with matching labels to pictures and objects as they learn to classify. Children label the environment and are encouraged to make these labels by sounding out words phonetically.

As students enter the E1 classroom (2nd-3rd grade) they have opportunities to read aloud in small groups, to teachers and to teacher's assistants. This builds confidence and allows for repetition. Students are encouraged to read aloud in small group lessons with the teacher. These opportunities are built into lessons that include informational text that matches photographs in the subjects of science, geography, biology and botany.

The work gets more complex as students enter the E2 classroom, grades 4-6, where the children match historical information to timelines, often creating their own timelines by summarizing and writing information found in encyclopedias and other factual texts. Students study poetry and recite to their peers from memory, while being encouraged to write and present their own ideas. They organize their reports with outlines and key words.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

☐ mCLASS with DIBELS 8th Edition

☒ DIBELS Data System (DDS) with DIBELS 8th Edition

☐ FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Grades K-3 Screeners

Indicate in the chart below the assessment(s) used for universal and dyslexia screening for grades K-3 students, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
mCLASS with DIBELS 8th Edition	☐ 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)
DIBELS Data System (DDS) with DIBELS 8th Edition	☒ 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)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	☐ 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 4-12 Screeners

For students who do not demonstrate mastery of foundational reading skills, indicate in the chart below the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades 4-12)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Name of Screener: DIBELS Data System (DDS) with DIBELS 8th Edition	☒ Grade 4 ☒ Grade 5 ☒ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	☒ 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

TRM parents and/or guardians are notified of assessment results from formative and diagnostic assessments and screenings at parent/teacher conferences or before implementation if additional screenings or assessments are needed. They are notified by their preferred method of contact, which may include face-to-face, phone call, or email. Parents are notified of the Montessori strategies being implemented for intervention and the progress monitoring method used via the DIBELS Data System, 8th Edition. Parents are informed of the importance of reading to their children at home to support the reading instruction happening in the classroom.

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 3rd 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	N/A	N/A	19	14	19	3
1st	N/A	N/A	16	10	16	3
2nd	N/A	N/A	19	10	19	4
3rd	N/A	N/A	11	3	11	4

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students not reading at grade level, 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	17	1	1	1
5th	14	2	2	2
6th	3	3	3	3

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 Instruction via Didactic Materials and Montessori scope and sequence	Beginning in Kindergarten children at TRM learn to identify letter sounds by using the sandpaper letters. Children trace the sound with their finger while isolating the sound and saying it out loud. Then they move to the movable alphabet and games that highlight beginning, middle and end sounds. Montessori language lessons are presented systematically. When children have mastered consonant vowel consonant (CVC words) teachers begin focusing on consonant blends. The movable alphabet assists with the study words that contain consonant blends. In the Montessori kindergarten classroom children are read books that focus on their mastered sounds. Books are read aloud by teachers to ensure any skills that do not translate across materials/books can be re-taught. A developed and extensive vocabulary allows children to better understand others and the world they live in. In the Montessori classroom children experience conversations with adults and peers as well as an environment full of literature and nomenclature. Nomenclature, the matching of pictures with their corresponding labels, is present across all subject areas. This developed vocabulary allows students to better comprehend what they are reading as they become more familiar with a wide range of words.	In person 2 hours per day via the three hour work cycle. All two hours dedicated to differentiated instruction
1st	Montessori Instruction via Didactic Materials	Montessori language lessons are presented systematically. When children have mastered consonant	In person 2 hours per day via the three hour

| | and Montessori scope and sequence | vowel consonant (CVC words) teachers begin focusing on consonant blends. The movable alphabet assists with the study words that contain consonant blends.

In the Montessori elementary classroom children also begin reading books that focus on their mastered sounds. Books are read aloud and teachers ensure any skills that do not translate across materials/books can be re-taught.

At a young age children start with matching labels to pictures and objects as they learn to classify. Children label the environment and are encouraged to make these labels by sounding out words phonetically.

A developed and extensive vocabulary allows children to better understand others and the world they live in. In the Montessori classroom children experience conversations with adults and peers as well as an environment full of literature and nomenclature. Nomenclature, the matching of pictures with their corresponding labels, is present across all subject areas. This developed vocabulary allows students to better comprehend what they are reading as they become more familiar with a wide range of words. | work cycle. All two hours dedicated to differentiated instruction |
| 2nd | Montessori Instruction via Didactic Materials and Montessori scope and sequence | A developed and extensive vocabulary allows children to better understand others and the world they live in. In the Montessori classroom children experience conversations with adults and peers as well as an environment full of literature and nomenclature. Nomenclature, the matching of pictures with their corresponding labels, is present across all subject areas. This developed vocabulary allows students to better comprehend what they are reading as they become more familiar with a wide range of words.

Reading fluency is achieved through repeated practice. In a Montessori environment students practice reading aloud frequently and across subjects.

As students enter the E1 classroom (2nd-3rd grade) they have | In person 2 hours per day via the three hour work cycle. All two hours dedicated to differentiated instruction |

		opportunities to read aloud in small groups, to teachers and to teacher's assistants. This builds confidence and allows for repetition. Students are encouraged to read aloud in small group lessons with the teacher. These opportunities are built into lessons that include informational text that matches photographs in the subjects of science, geography, biology and botany.	
3rd	Montessori Instruction via Didactic Materials and Montessori scope and sequence	A developed and extensive vocabulary allows children to better understand others and the world they live in. In the Montessori classroom children experience conversations with adults and peers as well as an environment full of literature and nomenclature. Nomenclature, the matching of pictures with their corresponding labels, is present across all subject areas. This developed vocabulary allows students to better comprehend what they are reading as they become more familiar with a wide range of words. Reading fluency is achieved through repeated practice. In a Montessori environment students practice reading aloud frequently and across subjects. As students enter the E1 classroom (2nd-3rd grade) they have opportunities to read aloud in small groups, to teachers and to teacher's assistants. This builds confidence and allows for repetition. Students are encouraged to read aloud in small group lessons with the teacher. These opportunities are built into lessons that include informational text that matches photographs in the subjects of science, geography, biology and botany.	In person 2 hours per day via the three hour work cycle. All two hours dedicated to differentiated instruction
4th	Montessori Instruction via research reading and report writing and Montessori scope and sequence	The work gets more complex as students enter the E2 classroom, grades 4-6, where the children match historical information to timelines, often creating their own timelines by summarizing and writing information found in encyclopedias and other factual texts. Students study poetry and recite to their peers from memory, while being encouraged to write and present their own ideas. They organize their reports with outlines and key words. The foundational skills taught in the lower elementary spaces translate to the	In person 2 hours per day via the three hour work cycle. All two hours dedicated to differentiated instruction

		upper elementary to allow E2 students to work on comprehension, deepening their vocabulary knowledge banks, and continuing to develop and master their reading fluency.	
5th	Montessori Instruction via research reading and report writing and Montessori scope and sequence	The work gets more complex as students enter the E2 classroom, grades 4-6, where the children match historical information to timelines, often creating their own timelines by summarizing and writing information found in encyclopedias and other factual texts. Students study poetry and recite to their peers from memory, while being encouraged to write and present their own ideas. They organize their reports with outlines and key words. The foundational skills taught in the lower elementary spaces translate to the upper elementary to allow E2 students to work on comprehension, deepening their vocabulary knowledge banks, and continuing to develop and master their reading fluency.	In person 2 hours per day via the three hour work cycle. All two hours dedicated to differentiated instruction
6th	Montessori Instruction via research reading and report writing and Montessori scope and sequence	The work gets more complex as students enter the E2 classroom, grades 4-6, where the children match historical information to timelines, often creating their own timelines by summarizing and writing information found in encyclopedias and other factual texts. Students study poetry and recite to their peers from memory, while being encouraged to write and present their own ideas. They organize their reports with outlines and key words. The foundational skills taught in the lower elementary spaces translate to the upper elementary to allow E2 students to work on comprehension, deepening their vocabulary knowledge banks, and continuing to develop and master their reading fluency.	In person 2 hours per day via the three hour work cycle. All two hours dedicated to differentiated instruction

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.

Three Rivers Montessori has an extensive MTSS plan and framework that is revised on a yearly basis with building leadership, teaching staff, support staff, and our special education department. The plan and handbook are linked for public view below:

TRM MTSS Handbook 2024-2025:

https://drive.google.com/file/d/14o13r71RxQ3HaY0kXF0GAof47hBbH03I/view?usp=sharing

Professional Development Plan

Three Rivers Montessori will be training all teaching staff, educational assistants, paraprofessionals, and intervention support staff via CAREIALL beginning in August of 2024. Training will occur as scheduled below with a completion date of February 19th, 2025. TRM will use formative and diagnostic assessment data via NWEA Map and DIBELS 8th Edition to assure continuous improvement. Supplements to the Montessori scope and sequence will be provided on an as needed basis and progress monitioring via DIBELS 8th Edition will be used to measure student growth and progress.

CAREI Advancing Language and Literacy (CAREIALL) Training for TRM Staff:

August 21, 2024 8-9 a.m. - Kickoff
August 27, 2024 1:30-3:30 p.m. - Module 1
September 18, 2024 2:30-4:30 p.m. - Module 2
October 9, 2024 2:30-4:30 p.m. - Module 3
October 30, 2024 2:30-4:30 p.m. - Module 4
December 11, 2024 2:30-4:30 p.m. - Module 5
January 8, 2024 2:30-4:30 p.m. - Module 6
January 29, 2025 / 2:30-4:30pm-Module 7
February 19, 2025 / 2:30-4:30pm - Module 8

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	N/A	N/A	N/A	N/A
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	4	0	0	4
Grades 4-5 (or 6) Classroom Educators (if applicable)	2	0	0	2
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	1	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	12	0	0	12

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	N/A	N/A	N/A	N/A
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	N/A	N/A	N/A	N/A
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	N/A	N/A	N/A	N/A
Grades 6-12 Instructional support staff who provide reading support	N/A	N/A	N/A	N/A
Grades 6-12 Curriculum Directors	N/A	N/A	N/A	N/A
Employees who select literacy instructional materials for Grades 6-12	1	0	0	1

Action Planning for Continuous Improvement

Three Rivers Montessori has made great strides in developing their MTSS programming to ensure smooth transitions for students who need intensified support throughout their educational journey. We can strengthen our approach by establishing an in-house literacy leadership team that represents all areas of instructional support, from administration to teaching staff and support staff. This team will review the MTSS handbook and update it yearly. They will also be responsible for researching supplements to the Montessori scope and sequence to ensure we are casting a wide net and supporting each and every student that comes through our door in their reading progression.