Creekstone Montessori School
Local Literacy Plan
2025-2026

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Introduction

The goal of the Minnesota READ Act is "to have 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" Minn. Stat. 120B.12 (2024). The Local Literacy Plan requires that all students are provided with comprehensive, scientifically based reading instruction as outlined in the following local literacy plan to maintain our district's efforts and effectiveness of upholding Minnesota Statute 120B.12 (2024).

Comprehensive, scientifically based reading instruction includes strategies to develop skills in the following areas:

1. Phonemic awareness: ability to notice, think about and manipulate individual sounds in spoken syllables and words.
2. Phonics: understanding that there are systematic and predictable relationships between written letters and spoken words. Phonics instruction is a way of teaching reading that stresses learning how letters correspond to sounds and how to apply this knowledge in reading and spelling.
3. Fluency: the ability to read text with speed, accuracy, and proper expression
4. Vocabulary development: process of teaching vocabulary both directly and indirectly, with repetition and multiple exposures to vocabulary items.
5. Comprehension: an active process that requires intentional thinking during which meaning is constructed through interactions between text and readers. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.

Creekstone Montessori School has created a literacy plan that aligns with the state legislative requirements and will be implemented school wide adhering to the following requirements identified within our local literacy plan:

★ All students are provided with comprehensive, scientifically based reading instruction.
★ Parents/Guardians are notified of student progress, at least once annually for all students.

- ★ Parents/Guardians of students not reading at grade level (K-3) must be provided important information regarding their student's reading skills in a timely manner after progress is measured. This information includes reading assessments administered, services available, and strategies parents can use at home to support their student.
- ★ Students not reading at grade level are given intervention within their school day, based on evidence-based practices to accelerate their growth toward grade level expectations.
- ★ Assessment methods and data points used to determine grade level proficiency are reported to the Minnesota Department of Education annually.
- ★ Sufficient training is provided for all licensed staff to improve reading instruction.
- ★ A Local Literacy Plan is developed and posted to the official district website.

Creekstone Montessori School's Leadership Team and Classroom Guides/Teachers are committed to ensuring that resources are dedicated to guide the planning and implementation of targeted reading instruction through the continuous use of assessment.

Screening assessments will begin within the first two weeks of school to enable teachers to identify student learning styles, interests, abilities, and needs and provide differentiated and tiered instruction as soon as possible.

The Student Services Coordinator will be working with classroom teachers to identify student needs, and provide instructional support in the classroom environment, Special Education classroom (if applicable) and within appropriate interventions.

Current practices will be analyzed through gathering and interpretation of data within our Professional Learning Communities (PLCs) and Student Study/Success Team (SST). Student learning will be the responsibility of the leadership team, teachers, support staff, and students.

The *Creekstone Montessori School Literacy Plan* below includes the five requirements in our local literacy plan:

- ★ How Creekstone Montessori School will ensure reading proficiency for all students by the end of Grade 3.
- ★ The process Creekstone Montessori School will use to assess students' level of reading proficiency.
- ★ Creekstone Montessori School's plan for notifying and involving parents.

★ How and when Creekstone Montessori School will intervene with students who are not reading at grade level.

★ How Creekstone Montessori School will identify and meet staff development needs to provide an enhanced learning environment that promotes literacy enrichment and achievement for all students.

Literacy Plan Mission Statement, Goals & Philosophy

Mission Statement: Creekstone Montessori School's mission is to provide a learning environment that embraces a child's natural desire to learn and to empower all children to grow to their full, social, academic, and emotional potential through Montessori principles and methods of education. Our purpose is simple: to inspire a lifelong passion for learning and build the foundations for profound respect towards humanity and the natural world.

Creekstone Montessori School's core classroom instruction emphasizes the Montessori Method of Instruction and Framework, in alignment with Minnesota State Standards that guide scientific, research based reading instruction. The following essential components are presented in our Montessori Methods of literacy instruction:

★ phonemic awareness
★ phonics
★ fluency
★ vocabulary
★ comprehension

Reading serves as a common element for the entire curriculum and is interwoven throughout all content areas, making reading a primary focus of each and every learner. Each classroom enhances student learning that focuses on the individualized nature of instruction, ensuring that the learning styles, interests, and needs of children are met. At Creekstone Montessori, we believe 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 kindergarten through third grade students in the five components of reading instruction. Instruction is provided in various models: whole group, small groups that are designed based on skill level and/or multi-skill level and on an individualized approach, depending on instructional goals and student needs.

Access to Website Submission of [Local Literacy Plan](#)

School Wide Assessment

Assessment plays an important role in Creekstone Montessori School's Literacy Plan and is a key component in our efforts to implement a Multi-Tiered System of Support with a focus on *Response to Intervention* that is in its planning and development stages, in our first years as a public charter school.

In order to address requirements set in place by MN Statute 120B.12, Creekstone Montessori School implements Fastbridge Assessment as our universal screening. This assessment facilitates:

- ★ Determination of students' levels of proficiency, including identifying areas of academic need related to literacy
- ★ Communication with and involvement of parents/guardians.
- ★ Identification of students who demonstrate need for additional support, including those who demonstrate tendencies of dyslexia.
- ★ Intervention with students who demonstrate reading difficulty.
- ★ Identification of staff development needs.

Universal Screening Program

Creekstone Montessori School's universal screening program, shown below in *Table 1*, serves many purposes. Its primary goal is to screen all elementary-middle school students to determine learning status snapshot, identify student learning achievement and needs, pinpoint the need for additional diagnostic assessment and possible placement in an intervention through the Multi-Tiered System of Support process. Information generated by universal screening also aids in communicating student progress and student needs to parents/guardians.

At the classroom level, teachers find the universal screening program beneficial, as it provides a starting point for gathering diagnostic information to help drive instruction, and it aids the formation of flexible grouping within their Montessori methods of instruction in the general education classroom setting.

From the school leadership team perspective, data generated from the universal screening program allows us to track longitudinal growth, to anticipate future

Minnesota Comprehensive Assessment (MCA) performance, and to make national comparisons. These different modes of analyzing our universal screening data allow us to recognize what we are doing well in programming, curriculum, and instruction, and to focus on areas for growth.

Universal screening provides us with information to keep our stakeholders (students, teachers, parents/guardians, leadership, board of directors, community) informed of student and overall school/district achievement status.

For our students in K-6, Creekstone Montessori School will implement FastBridge Curriculum-Based Measurement (CBM), FastBridge earlyReading, and FastBridge Computer Adaptive Tests (CAT) aReading.

FastBridge results include local through national norms, as well as growth percentile rank and risk status, identified in "On Track", "Low Risk", "Some RIsk", and "High Risk" categories that are aligned with state standards, and academic benchmarks and norms. Results are immediate, and reports are easily accessible and shared within our education teams at Creekstone Montessori School. See Table 1 for a more detailed look at our Universal Screening Protocol for Reading in grades K-6.

Kindergarten-Grade 1:
Classroom teachers, identified members of our School Wide Assessment Team (SWAT), and/or interventionists screen all students' foundational reading skills using one-to-one FastBridge earlyReading screeners, which consists of foundational skills subtests to help identify early reading difficulties.

Grade 2-Grade 6:
Students are assessed for oral reading fluency using FastBridge Reading CBM. Classroom teachers in grades 2-6 assess students using FastBridge aReading, a computer-adaptive assessment that assesses phonemic awareness, phonics, vocabulary, and comprehension. This assessment is adaptive to baseline and ceiling questions, determined by the students' responses and achievement level.

Students in grades 3-5 indicating "some risk" or "high risk" on the aReading assessment will be screened three times each year with a CBM. All CBM results are examined for both fluency and accuracy in an effort to identify students who continue to struggle

with foundational reading skills. Our SWAT, Reading Interventionist, and/or Students Services & Assessment Coordinator administer these assessments.

Creekstone Montessori School adheres to Minnesota Department of Education's (MDE) screening recommendations for identifying students with dyslexic tendencies. See Table 2 for a detailed comparison of MDE's recommended assessments in correspondence with Creekstone Montessori School's Universal Screening Protocol.

In the area of Convergence Insufficiency (CI), MDE states, "Vision screenings for school use are not available for diagnosing CI" and advises, "A comprehensive vision evaluation by a licensed eye care specialist who tests binocular (two-eyed) vision is the most effective means for detecting CI" (MDE CI Fact Sheet). Creekstone Montessori provides annual vision screenings in the fall of each school year. Based on student results determines further communication and sharing of vision related information and resources for parents/guardians to consider for their student's needs.

Table 1: Universal Screening: FastBridge

Grade	K	Grades 1-3	Grades 4-6	Grade 7 *(Grade Level not present for 2025/26 school year)*
Fall	FastBridge- Early Reading Composite Areas of Skills Assessed: Concepts of Print, Onset Sounds, Letter naming and Letter sounds	FastBridge- Curriculum Based Measurement of Reading (CBM) Fastbridge- aReading FastBridge: Fast Track Reading	FastBridge- Curriculum Based Measurement of Reading (CBM) Fastbridge- aReading FastBridge: Fast Track Reading	FastBridge- Curriculum Based Measurement of Reading (CBM) Fastbridge- aReading FastBridge: Fast Track Reading
Winter	FastBridge- Early Reading Composite Areas of Skills Assessed Letter Sounds, Word Segmenting, Nonsense words, Sight words	FastBridge- Curriculum Based Measurement of Reading (CBM) Fastbridge- aReading FastBridge: Fast Track Reading	FastBridge- Curriculum Based Measurement of Reading (CBM) Fastbridge- aReading FastBridge: Fast Track Reading	FastBridge- Curriculum Based Measurement of Reading (CBM) Fastbridge- aReading FastBridge: Fast Track Reading
Spring	FastBridge- Early Reading Composite Areas of Skills Assessed: Letter Sounds, Word Segmenting,	FastBridge- Curriculum Based Measurement of Reading (CBM) Fastbridge- aReading	FastBridge- Curriculum Based Measurement of Reading (CBM) Fastbridge- aReading	FastBridge- Curriculum Based Measurement of Reading (CBM) Fastbridge- aReading

	Nonsense Words, Sight Words	FastBridge: Fast Track Reading	FastBridge: Fast Track Reading	FastBridge: Fast Track Reading
Communication & Involvement with Families/Parents/ Guardians	-Student Assessment Family Letter -Student Achievement Report Provided Each Screening -Parent-Teacher Conferences -Parent Education Nights @ CMS	-Student Assessment Family Letter -Student Achievement Report Provided Each Screening -Parent-Teacher Conferences -Parent Education Nights @ CMS	-Student Assessment Family Letter -Student Achievement Report Provided Each Screening -Parent-Teacher Conferences -Parent Education Nights @ CMS	-Student Assessment Family Letter -Student Achievement Report Provided Each Screening -Parent-Teacher Conferences -Parent Education Nights @ CMS

Table 2: Comparison of MDE Dyslexia Recommendations and Creekstone Montessori School's Screening Program

Area of Focus	Skills	MDE Recommendations School Year & Season	CMS Screening & Literacy Assessment Plan
Phonemic Awareness	Initial Sound Fluency	K (F, W)	FastBridge K (F, W); Tier I & II Intervention, TBD by student
	Phoneme Blending	K, (W, S)	Fastbridge K (W, S) Tier I & II Intervention, TBD by student
	Word Segmentation	K (W, S) 1 (F, W)	Fastbridge K (W, S) Fastbridge 1 (F, W) Tier I & II Intervention, TBD by student
Decoding	Letter-Sound Fluency	K (W, S)	FastBridge K (F, W, S); Tier I & II Intervention, TBD by student
	Nonsense Words	K (W, S) 1 (F, W, S) 2 (F)	FastBridge K (W, S) 1 (F, W, S) 2: (F, W, S) 3: (F, W, S) Tier I & II Intervention, TBD by student
	Oral Reading Fluency (ORF)	1 (F, W, S) 3 (F, W, S)	FastBridge K (W, S) 1 (F, W, S) 2: (F, W, S) 3: (F, W, S) 4-6: (F, W, S) Tier I & II Intervention, TBD by student
Encoding	Spelling inventory	1 (F, W, S) 3 (F, W, S)	K-3: Waseca Reading & Spelling Program Tier I Intervention, TBD by student
Orthographic Memory and Recall	Rapid Automatic Naming	K (F, W)	K: (F, W, S) Tier I & II Intervention, TBD by student
	Letter Name Fluency	K (F, W)	K: (F, W, S) Tier I & II Intervention, TBD by student

	Letter-Sound Fluency	K (W, S) 1 (F, W)	K: (F, W, S) Tier I & II Intervention, TBD by student
	Onset Sounds	K (W, S) 1 (F, W)	K: (F, W, S) Tier I & II Intervention, TBD by student
	High Frequency/Sight Words	K (S) 1 (F, W, S) 2 (F, W, S)	K-3: (F, W, S) Tier I & II Intervention, TBD by student

Diagnostic Assessment

Diagnostic assessments serve as an effort for our teachers, reading interventionists, and assessment coordinator to dig deeper into student reading skills and needs. Completing the following diagnostic assessments enables our SWAT and classroom guides/teachers to tailor instruction that meets individual needs, styles & interest of learning, and adapt to enhance student learning, engagement, and achievement in the area of reading. In the list that follows, items are K-6 unless otherwise noted.

★ Oral Language Development—
  ○ Local developmental checklist for all 3 & 4-year-old preschool students
  ○ Direct observation during conferring and classroom interaction in correlation with our Montessori Method of Instruction
  ○ Informal Reading Inventories and Running Record: retells and question responses
  ○ Grades 4-6: Common Lit Curriculum
  ○ Tier I, & II Interventions: Saxon Phonics
  ○ Tier III Intervention: Saxon Phonics, System 44, Read 180
★ Phonemic Awareness—
  ○ Local developmental checklist for all 3 & 4-year-old preschool students
  ○ FastBridge earlyReading: Onset Sounds, Word Rhyming , Word Segmenting, Phoneme Blending, Inventories
  ○ FastBridge earlyReading: Letter Sounds, Nonsense Words, Word Blending, Inventories
  ○ FastBridge CBM-Reading: accuracy analysis
  ○ Tier I, & II Interventions: Saxon Phonics
  ○ Tier III Intervention: Saxon Phonics, System 44, Read 180
★ Fluency—

- ○ FastBridge earlyReading: Foundational Skill Fluency
- ○ FastBridge CBM-Reading: fluency analysis
- ○ Grades K-4Waseca Reading & Spelling Program
- ○ Grades 4-6: Common Lit Curriculum
- ○ Tier I, & II Interventions: Saxon Phonics
- ○ Tier III Intervention: Saxon Phonics, System 44, Read 180

★ Vocabulary—
- ○ Local developmental checklist for all 3 & 4-year-old preschool students
- ○ FastBridge aReading; available for all students 1-6
- ○ Waseca Reading & Spelling Program
- ○ Grades 4-6: Common Lit Curriculum
- ○ Informal Reading Inventories: Comprehension Responses
- ○ Tier I, & II Interventions: Saxon Phonics
- ○ Tier III Intervention: Saxon Phonics, System 44, Read 180

★ Comprehension—
- ○ FastBridge aReading and CBM-Reading Comprehension; available for all students 2-6.
- ○ Informal Reading Inventories and Running Record: retells and question responses
- ○ Conferring and student annotations
- ○ Units of Study: Performance Assessments grades 3-6
- ○ Grades 4-6: Common Lit Curriculum

★ Critical Reading—
- ○ Conferring and student annotations
- ○ Units of Study: Performance Assessments grades 3-6
- ○ Grades 4-6: Common Lit Curriculum
- ○ Informal Reading Inventories: Comprehension responses

★ Dyslexic Tendencies—
- ○ See *Table 2* for alignment between MDE's recommendations for screening for dyslexic tendencies and Creekstone Montessori School's literacy screening plan. The preliminary dyslexia screener below is used for our School Wide Assessment Team (SWAT). The assessment coordinator will share this resource with parents/guardians when screening indicates tendencies of dyslexia.

○ The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Once the SWAT has completed the preliminary screening, the team will utilize the Capti ReadBasix to determine a student's needs in the area of Dyslexia characteristics. The assessment coordinator will share this resource with parents/guardians when screening indicates tendencies of dyslexia.

Unlike students who are learning English or who have had limited exposure to literacy instruction, students with dyslexia will not respond to the same evidence-based instruction delivered within core instruction. Use this checklist as a tool to help determine a student's individual intervention needs. Information from this tool must be used in conjunction with other reading screening and diagnostic assessment data.

Student Name	Student ID	Student Age	Date of Screening

Phonemic Awareness	Yes	No
Mishears letters or sounds (observational)		
Difficulty with rhyming (observational)		
Difficulty with manipulating phonemes, sequencing, and/or holding letter sounds in mind long enough to decode or spell words.		
Performs below the 20th percentile on the F, W, S Fastbridge Onset Sound subtest.		
Performs below the 20th percentile on the f, W, S Fastbridge Segmenting subtest.		
Phonics		
Performs below the 20th percentile on the F, W, S Fastbridge Letter Sound subtest.		
Performs below the 20th percentile on the F, W, S Fastbridge Nonsense Word subtest.		
Performs below the 15% percentile on the F, W, S Fastbridge earlyReading and/or aReading Assessment.		
Decoding		
Complains of physical illness or presents with behavioral issues during reading time; either task avoidance or signs of stress. (observational)		
Deletes or mixes up or misses extremely common high-frequency and sight words (was/saw, left/felt), skips words like is, the, a, on, etc. inconsistently omits suffix endings (-s, -ed, or -ly). (observational + FastBridge CBM-R miscues)		

Decodes a word on one page but not on next; one day it is there, next it is not. (observational + FastBridge CBM-R miscues)		
Relies on contextual clues to read, guesses at words based on the first few letters. (observational + FastBridge CBM-R miscues)		
Accuracy of decoding improves but the rate remains persistently lower than the benchmark/norm OR fluency rate is at or above benchmark but accuracy suffers (FastBridge CBM-R words read correctly per minute and CBM-R accuracy percentage)		
Encoding		
Difficulty reproducing letterforms (not a motor coordination problem). (observational/writing samples)		
Difficulty recalling the correct sequence of letters in words and/or matching letters, words, objects in different sequences as they get more complex. (observational/writing samples + Waseca Reading & Spelling Inventory)		
Student complains of physical illness or presents with behavioral issues during writing time; either task avoidance or signs of stress. (observational)		
Error analysis shows: Not all sounds are represented within a word. (observational/writing samples + spelling inventory)		
Error analysis shows: Misspellings of words are inconsistent within the same document. (observational/writing samples + spelling inventory)		
Error analysis shows: Oral stories have greater depth and detail than print, student self-limits to words that can be spelled correctly. (observational)		
Orthographic Memory and Recall		
Performs significantly better on tests like letter naming, number naming, object naming when given unlimited time. (observational)		
Difficulty following 2-3 step directions. Needs directions repeated or written down. (observational)		
Difficulty naming classmates weeks and months into the school year. (observational)		
Difficulty calling up the right word despite describing its meaning. (observational)		
Descriptions indicate she/he knows it one moment but not the next. (observational)		
Difficulty simultaneously decoding and retrieving word meanings. (observational)		
Poor recall of sound-symbol associations. (observational)		
Dyslexia Diagnosis		
Parents/Guardians provide a dyslexia diagnosis from a clinical psychologist or a neuropsychologist.		

Family Communication & Involvement

Communication of Universal Screening

Creekstone Montessori School strives to communicate with families on a regular basis to ensure effective collaboration and cooperation between school and home. Communication related to our assessment calendar is provided to families and posted on our school website, annually. Communication related to our Fastbridge Assessment windows are communicated via email during each window of assessment in the fall, winter, and spring. Assessment Data collected from Fastbridge Universal Screening Results are shared with families after each assessment window. Results are delivered to families in one of three ways: student delivery in take-home folders, mail, and/or parent-teacher conferences.

At each point of FastBridge Results (fall, winter, spring- minimum of three points of communication) communication, each student's reports include a *FastBridge Family Letter* that explains the purpose of our universal screening, efforts that follow assessment windows and identified results (intervention, referral, etc), and informational guidelines to better understand and interpret student scores.

In addition to receiving the mailed FastBridge *Family Letter,* parents/guardians of students who qualify for intervention are notified of the student's qualification for services via email, and (when applicable) of the student's completion of services, if the student demonstrates mastery of their goals and/or demonstrates "On Track/Low Risk" or above 30% proficiency, measured by FastBridge, by email. If needed, by phone or by an arranged conference, as requested by staff or family to review results, and discuss options and services available to best support the student.

Communication of Classroom Progress

Grades PreK-6 classroom teachers are in the practice of sending home classroom updates via email, Friday Folders, and/or classroom newsletters. These updates range from weekly to monthly dissemination, depending on activities in the classroom. Updates generally include curricular focus, upcoming assignments and assessments, important classroom activities (i.e., class performances or field trips), and classroom volunteer opportunities.

Creekstone Montessori School hosts Grades PreK-6 parent-teacher conferences, which are scheduled in the fall and in the spring. Options are available during the day and during the evening so that parents/guardians can schedule at their convenience. Individual conferences outside of these days may be scheduled with individual

teachers to accommodate families' schedules. Additional contact with individual parents/guardians is made on an as-needed basis.

Communication of Intervention Progress

Creekstone Montessori School's SWAT provided quarterly progress reports, aligned with the end of each quarter for families that have students participating in Tier III interventions. SWAT and interventionists may also include periodic updates on progress monitoring and intervention progress, and are expected to make student-specific contact with each parent/guardian at least quarterly.

Interventionists also attend parent-teacher conferences when scheduling allows.

Communication of School and District Opportunities for Involvement

Creekstone Montessori School's Leadership Team strives to send weekly to monthly updates and school newsletters to keep families informed of school updates, upcoming events, and volunteer opportunities.

Events that occur annually to promote family involvement and inclusion:
   ★ Open House: *Welcome to the School Year!*
   ★ Parent-Teacher Conferences
   ★ Montessori Methods of Instruction Lessons & Discussion
   ★ Parent-Education Nights: Assessment and Curriculum Focus
   ★ Family Engagement Evenings
   ★ Special Education Parent Advisory Committee

Screening Summary Report

Grade	Universally Screened: Fall	At or Above Benchmark: Fall	Universally Screened: Winter	At or Above Benchmark: Winter	Universally Screened Spring	At or Above Benchmark: Spring
K	19	14 (74%)	21	10 (48%)	21	9 (43%)
1	17	5 (29%)	17	6 (35%)	18	6 (33%)
2	17	8 (47%)	18	8 (44%)	20	12 (60%)
3	15	11 73%)	15	10 (67%)	16	11 (69%)

Progress Monitoring

Progress monitoring is used to measure increments of growth in a targeted skill and to determine response to interventions. At Creekstone Montessori School, we provided schoolwide Fastbridge Progress Monitoring that aligns with our fall, winter, and spring Fastbridge Assessment windows using Fastbridge FastTrack Assessment.

In Grades K-6, once a student demonstrates an individual need for any level of tiered intervention, the Student Study Team and/or Student Services & Assessment Coordinator will collaborate with each Professional Learning Community (PLC) to identify student needs, as determined by screening, develop a systematic approach to support the student, and guide the implementation of the tiered intervention with the teacher and/or interventionist.

The designated tier of instruction's teacher administers targeted instruction and progress monitors the student on a cycle that includes both skill-level progress monitoring and grade-level progress monitoring. The intent of skill-level progress monitoring is to determine improvement or lack of improvement on discrete skill instruction and to adjust or intensify interventions as necessary, based on the student's level of participation, motivation, and achievement. The intent of grade-level progress monitoring is to monitor skill transfer to grade-level reading goals, and to monitor academic gap closure.

In Grades K-1, students in Tier II interventions are progress monitored bi-weekly using Saxon Phonics progress monitoring systems. Additionally, some students may be progress monitored bi-weekly using FastBridge grade-level, normed, progress-monitoring probes (earlyReading or Reading CBM), depending on student identified needs and target goals.

Students in grade 2-6 who receive a Tier II reading intervention will be progress monitored bi-weekly and are monitored both at skill level and at grade level. Depending on students' individual skill-levels and interventions, students may be progress monitored on FastBridge earlyReading subtests, or with the FastBridge Reading CBM assessment.

Students in grades K-6 who receive a Tier III reading intervention will be progress monitored weekly using the curriculum utilized. Additionally, students may be progress monitored weekly using FastBridge grade-level, normed, progress-monitoring probes (earlyReading or Reading CBM).

Intervention & Instructional Supports

Literacy Interventions are provided to any kindergarten through sixth grade students identified through Fastbridge Screening that is completed three times annually, in the fall, winter, and spring 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 Response to Intervention Framework.

Response to Intervention (RtI)

Creekstone Montessori School has established an effective Response to Intervention(RTI) program in place which provides a framework of tiered levels of instructional support to accelerate student learning, engagement, and achievement. Our approach includes identifying students as early as kindergarten, implementing early interventions with research-based materials, and providing additional academic support that will enable them to be successful in the general education environment. Our overall goal is to identify student needs as soon as possible to intervene and incorporate learning supports necessary to enhance student growth and achievement in the area of their literacy skills.

- ★ Tier 1

  Tier 1 represents the entry level of interventions in the general education setting. All students are assessed in the fall using the Fastbridge Reading Assessment.

  Students in kindergarten who score in the lowest 20th percentile will be targeted by classroom teachers and receive a minimum of twenty minutes of direct reading instruction above and beyond their regular reading lessons each day. Additional Instruction is given in identified areas of need (phonemic awareness, phonics, fluency ,vocabulary, comprehension) using both Montessori philosophy and/or materials and scientific research based reading methods of instruction.

  Any student in grades 1-3 whose scores on the Fastbridge assessments are below the 40th percentile will be placed in Tier 1 of the RTI model. In addition to core reading lessons, these students will receive a minimum of twenty minutes of additional small group instruction daily by their classroom teacher in the classroom. The classroom interventions utilize Fastbridge *Screening to Intervention* Planning & Instruction to provide these additional instructional minutes to address specific learning needs on an individualized basis.

★ Tier 2

Tier 2 is designed to meet the needs of students between the 25th and 40th percentile according to FastBridge Screening Assessment results.

Students in Tier 2 Reading Interventions will receive direct instruction individually or in small groups with a Reading Interventionist at least three times per week for twenty minutes totaling a minimum of 60 minutes per week. Tier 2 interventions take place outside the classroom in an area of the school designated specifically for interventions.

★ Tier 3

Tier 3 is designed to meet the needs of students below the 25th percentile according to FastBridge Screening Assessment results. Students in Tier 3 Reading Interventions will receive direct instruction in small groups or individually with a Reading Interventionist at least four times per week for twenty minutes totaling a minimum of 80 minutes per week. Tier 3 interventions take place outside the classroom in an area of the school designated specifically for interventions.

Students demonstrating intensive need, typically those performing below the 16th percentile nationally, will be scheduled for pull-out, intensive intervention with a trained reading interventionist (Tier III). Students performing below the 16th percentile nationally will be identified by our *Student Study Team*. Students performing below the 16th percentile nationally in two consecutive rounds of Fastbridge Assessment will begin our Student Identification Protocol for a Special Education referral to assess academic abilities. Depending on family consent and completion of an evaluation, the team will meet to discuss student results, eligibility, and additional resources and services provided within our Special Education Department.

Intervention Curriculum & Resources

FastBridge offers a wealth of intervention resources, and has them broken down into the following areas to best serve as an effective approach to implementing our Response to Intervention efforts at Creekstone Montessori School: Phonemic Awareness, Phonological Awareness, Fluency, Vocabulary, and Comprehension. Fastbridge's Intervention Planning & Instruction provides Our SWAT and Student Services & Assessment Coordinator with resources that specifically align with students' individualized needs, based on screening data collected in our school wide screening and progress monitoring efforts.

Tier 1:

- ★ Montessori Methods of Instruction
- ★ Direct Instruction: Reading A to Z
- ★ Waseca Reading & Spelling Program
- ★ Grades 4-6: Common Lit Curriculum

Tier 2:

- ★ Saxon Phonics & Spelling
  - ○ Saxon Phonics & Spelling provides multisensory instruction to support all learning modalities and aligns with the Orton-Gillingham approach for differentiated reading instruction.

Tier 3:

- ★ Saxon Phonics & Spelling
  - ○ Saxon Phonics & Spelling provides multisensory instruction to support all learning modalities and aligns with the Orton-Gillingham approach for differentiated reading instruction.
- ★ System 44
  - ○ System 44 is a foundational reading program designed for the most challenged struggling readers in Grades 3-12. Intentionally metacognitive, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered.
- ★ Read 180

  - ○ Read 180 a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (combining digital media with traditional classroom instruction), student assessment, and teacher professional development. Read 180 serves as instructional efforts and intervention to build skills and provide practice in essential areas such as reading comprehension, fluency, vocabulary, phonics, and spelling.

Student Support Systems for English Language Learners

Creekstone Montessori School's Student Services Department provides specialized support for the English Learners that are enrolled at Creekstone Montessori School with alignment from the resident district, Red Wing Public Schools. In the event an ELL student enrolls, Creekstone's Student Services coordinator will meet for one day each month to coordinate curriculum, instruction, resources, and services with the ELL Department at Red Wing Public Schools. The Student Services Coordinator will support the unique needs of the EL department school wide.

Curriculum & Instruction

Creekstone Montessori School's core classroom instruction emphasizes the Montessori Method of Instruction and Framework, in alignment with Minnesota State Standards that guide scientific, research based reading instruction. The following essential components are presented in our Montessori Methods of literacy instruction:

★ phonemic awareness
★ phonics
★ fluency
★ vocabulary
★ comprehension

Reading serves as a common element for the entire curriculum and is interwoven throughout all content areas, making reading a primary focus of each and every learner. Each classroom enhances student learning that focuses on the individualized nature of instruction, ensuring that the learning styles, interests, and needs of children are met. At Creekstone Montessori, we believe 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 kindergarten through third grade students in the five components of reading instruction. Instruction is provided in various models: whole group, small groups that are designed based on skill level and/or multi-skill level and on an individualized approach, depending on instructional goals and student needs.

Professional Development Opportunities

Alignment and Collaboration with Statutory Requirements
Minnesota Statute 122A.06, subdivision 4 defines comprehensive, scientifically-based reading instruction as follows:

(a) "Comprehensive, scientifically based reading instruction" includes a program or collection of instructional practices that is based on valid, replicable evidence showing that when these programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension. Comprehensive, scientifically based reading instruction also includes and integrates instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs in order to design and implement ongoing interventions so that students of all ages and proficiency levels can read and comprehend text, write, and apply higher level thinking skills. For English learners developing literacy skills, districts are encouraged to use strategies that teach reading and writing in the students' native language and English at the same time.

(b) "Fluency" is the ability of students to read text with speed, accuracy, and proper expression.

(c) "Phonemic awareness" is the ability of students to notice, think about, and manipulate individual sounds in spoken syllables and words.

(d) "Phonics" is the understanding that there are systematic and predictable relationships between written letters and spoken words. Phonics instruction is a way of teaching reading that stresses learning how letters correspond to sounds and how to apply this knowledge in reading and spelling.

(e) "Reading comprehension" is an active process that requires intentional thinking during which meaning is constructed through interactions between text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.

(f) "Vocabulary development" is the process of teaching vocabulary both directly and indirectly, with repetition and multiple exposures to vocabulary items. Learning in rich contexts, incidental learning, and use of computer technology enhance the acquiring of vocabulary.

(g) Nothing in this subdivision limits the authority of a school district to select a school's reading program or curriculum.

Creekstone Montessori School's philosophy of Montessori Instruction fosters rigorous, self-motivated growth for students in all areas of their development, with a goal of nurturing each child's natural desire for knowledge, understanding, and respect. At Creekstone Montessori, teachers continue to align their Montessori methods of instruction, in the five pillars of literacy— phonemic awareness, phonics, fluency, vocabulary, and comprehension—as required by Minnesota Statute 122A.06, the Minnesota English Language Arts State Standards (2010 and 2020), and the National Reading Panel Report (2000).

Creekstone Montessori School strives to continually improve teacher knowledge and skills in high quality literacy instruction. In our first years as a public charter school, we are continuing to develop ongoing professional development opportunities that promote staff development aligned in the five components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

Creekstone Montessori School Lead Guides (teachers), Reading Interventionist, and Administrative Team participated in LETRS Training during the 2024-2025 School Year. Our LETRS Training took place throughout the school year to fulfil our commitment of obtaining Read Act requirements via synchronous Vendor (LETRS) Training Professionals. Phase 1 Educators will complete Volume 1 Training during the 2024-2025 school year. This team will continue to complete Volume 2 LETRS Training during the 2025-2026 school year within the same methods of instruction.

CMS will be implementing coaching support from a Literacy Coach 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.

Phase 1 Educator Role	Total	Trained	In Training	Needs Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	0			
PreK through 12 Educators who work with English learners (Licensed ELL teachers)	0			
K-3 Classroom Educators	4		4	
Grades 4-5 (or 6) Classroom Educators (if applicable)	0			
K-12 Reading Interventionists	1		1	
K-12 Special Education Educators responsible for reading instruction	3 (1 TBH)		2	1 (TBH)
PreK through grade 5 Curriculum Directors	1		1	
PreK through grade 5 Instructional Support Staff who provide reading support	0			

Phase 2 Educator Role	Total	Trained	In Training	Needs Training
Grades 4-12 Classroom Educators responsible for reading instruction	1			
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0			
Grades 6-12 Instructional Support staff who provide reading support	0			
Grades 6-12 Curriculum Directors	0			
Employees who select literacy instructional materials for Grades 6-12	0			

As a result of LETRS Training, the training and implementation of UFLI Foundations, that aligns with LETRS training and methods of science based instruction and learning will occur during the 2025/26 school year to promote our efforts of school wide literacy programming to our K-2 grade students to enhance their literacy skills, and increase our effectiveness of reaching our goals of all students ability to read by the end of of third grade.

Creekstone Montessori School has partnered with The Montessori Center of Minnesota for our 2023/24, 2024/25 and 2025-2026 school years to engage our educators, school wide with rigorous, high-quality, hands-on training in Dr. Montessori's proven method of

education. This year-long partnership will promote professional development that fosters growth and awareness of our efforts to effectively educate our students.

Our staff continues to focus on understanding ways to utilize data in an ongoing manner to impact classroom literacy instruction. Teacher training sessions are scheduled each fall to review achievement results from the previous year and set goals for the upcoming school year. This includes training on the use of FastBridge.

The following are areas of identified as continued efforts that will be focused on during our ongoing efforts of professional and personal development during PLCs, monthly professional development opportunities, staff meetings, and individualized working sessions and trainings:

Classroom Guides/Teachers:

- ★ Recognizing the diverse needs of students in cross-cultural settings
- ★ Integration of the 5 primary components of reading instruction
- ★ Vocabulary and comprehension strategy instruction aligned with state standards
- ★ Intervention methods selected for use with students using Fastbridge Intervention lists
- ★ Understanding and utilizing data to inform instruction
- ★ Examining data and effectively disseminating that information to families
- ★ Continued professional development on the signs and symptoms of dyslexia

School Wide Assessment Team (Special Education Team, Interventionists, Assessment Coordinator)

- ★ Benchmark Assessments
- ★ Use of assessments for diagnostics measuring and implementation of student related & identified needs
- ★ How to read diagnostic data and share with parents and teachers
- ★ Progress Monitoring, Data Collection
- ★ Annual Review of FastBridge Training

Paraprofessionals

- ★ Fastbridge Training: Progress Monitoring
- ★ Education on Autism Spectrum Disorder
- ★ Education on Dyslexia

Families:

- ★ How to implement a basic plan to incorporate reading practice at home

★ Accessible literacy resources available to families at home

★ Parent education evenings/literacy nights

Annual Reporting

On an annual basis, Creekstone Montessori School submits a Systems Accountability Report to MDE. This report details our academic and student performance data which includes all data related to Language Arts instruction and programming. Creekstone Montessori Board of Directors, as well as community stakeholders are presented this data annually, at the Annual Year in Review Meeting, and it is published on our website.