



La Crescent Montessori & STEM School
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4054 La Crescent Montessori & STEM School (P)K-3 Literacy Plan Updated 2/19/2015

At La Crescent Montessori & STEM School, reading literacy is integrated in everything that we do. Here, it is not considered a separate subject, but a tool to learn more about the world around us. As a school, reading is not taught just to meet the pillars of reading literacy, but to bring meaning to the children.

In K-3, reading literacy takes many forms. This can range from the learning of letter sounds to sentence analysis. Fiction and non-fiction reading materials are used to help teach fluency and comprehension. Many of these pieces are tied into another area of study. It is hard to immediately see the school reading curriculum. Currently, it is so intertwined that without a trained eye and competent teachers it could be missed. La Crescent Montessori & STEM School is very fortunate to have both of these things.

Statement of Goals

LMA will ensure reading proficiency for all students, kindergarten through third grade;

- 100% of our students reading at grade level by third grade
- All parents will know each semester of their children's reading level
- All K-3 teachers will be highly trained in reading instruction
- All students who fall behind during one assessment cycle will receive interventions based on the skills they need and reassessed at the end of the next cycle
- Any student who is more than one grade level behind will need to set up a conference with the family to enact a reading improvement plan with the family, teachers and administration
- The (P)K-3 Literacy Team will meet once a month during the school year to assess program implementation

The (P)K-3 Literacy plan has four major components:

- 1) Scientific based reading instruction and assessments
- 2) Data-based interventions
- 3) Parent Notification of any student in Kindergarten through Grade 3 who is not at grade level

4) Increased staff development for (P)K-3 teachers on all aspects of Reading instruction

Current Scientifically-based Reading instruction

At La Crescent Montessori & STEM School, our Montessori Philosophy guides our reading instruction implementation. In the Montessori program students begin in the children’s house, 3-4 (P)K-K where from the beginning students are immersed in an enriched literacy environment. The Montessori curriculum focuses on phonetics starting at age three. Most students enter Kindergarten reading and with phonemic awareness skills. Because of this, all pillars of literacy are integrated cross-curricular. Students who do not participate in our PK program enter the classroom as a kindergartner, are immediately assessed and an individualized learning plan is created for that student. Our goal is that all Kindergarten students will begin reading books fluently at grade level or above by the end of the school year.

In the Kindergarten through 3rd grades, our reading program includes:

- A 3-hour work period consisting of one-on-one, small group, and whole group instruction that includes literacy instruction integrated cross-curricular.
- A minimum of 30 minutes of sustained, silent reading a day. Kindergarten students are read to at least once a day.
- Writing for 30 minutes a day.
- Each classroom is supplied with a classroom library containing fiction and non-fiction books designed to appeal to students of all reading levels.

What materials are we currently using for scientifically based Reading instruction?

Resource, Strategy or Program	Grade Levels Used	Skills it teaches and assesses
Montessori Manipulatives	PK-3	Comprehensive reading program
Functions of Words	PK-6	Sentence Structure
All School Research and Report Writing Curriculum	PK-6	Sentence Structure, Paragraph Writing, Research Skills
Level Phonics Based Readers	PK-3	Phonics, Sight Words, Reading, Fluency

Reading Assessment

What reading assessments are we currently using?

Assessment Name	Grade Levels	What it assesses?
AimsWeb -TEL	K-1 (fall only for 1st)	Letter Sounds, Nonsense Words, Segmenting, Letter Names
AimsWeb-CBM	1-6	Fluency

Work Sampling System	K-3	Comprehensive Reading Strategies, Student Progress
Spelling Assessments	1-6	Phonics, Sight Words, Grade Level Words
Albanesi Tests	K-6	Reading, Language

Use of Data

A goal at La Crescent Montessori & STEM School is to use data to ensure effective and appropriate instruction while maintaining a system of accountability for students and teachers. The school works to share grade level, non-confidential grade level and school-wide data to ensure we are all progressing towards our goals.

Data that we will be completed before June 1

Assessment	Percent of Students at Grade Level				Comments
	LNF K=	LSF K=	NSW K=	PHW K=	
AimsWeb -TEL					
AimsWeb-CBM	1 = 2 = 3 =				
Albanesi Grade Achievement Test	K = 1 = 2 = 3 =				

Interventions

Our teachers are trained on interventions and are continually refining their approach. They work to use the most up-to-date and effective interventions. We expect (and will train) our teachers to be knowledgeable in assessing learning gaps, instituting effective and appropriate interventions, tracking the data for a specified amount of time and revising the intervention if the student is not making progress. While based on the RtI model, we have modified RtI to include the following steps:

- 1) Identify any learning gaps.
- 2) Make grade level decisions of what interventions would best teach the needed skill and notify the parents.
- 3) Classroom teachers will conduct the interventions with fidelity for a specified amount of time.
- 4) After the specified amount of time, the teacher will share data with the child's team and parent to determine a continuation of the intervention, to try another intervention, or seek another professional opinion.

What are we doing now for interventions?

Intervention	Grade Level Used	Skills it teaches
Orton-Gillingham	K-6	Phonics, Phonemic Awareness
Peer Assisted Learning (PALS)	1-6	Fluency, comprehension
Earobics	1-6	Comprehension, fluency
Repeated Oral Assisted Reading	K-6	Fluency
Six Minute Solutions	1-6	Comprehension, fluency

Parent Notification

We, at LMA, work hard to maintain consistent parent contact and offer families numerous opportunities to get involved at school. We are very explicit with parents about where their children are on grade level assessments. LMA is currently using the following strategies to notify parents where their children are on the grade level assessments:

- 1) Parent Meetings-twice a year or more as needed
- 2) Parent-Teacher Conferences – Twice a year or more as needed
- 3) Frequent phone calls from teachers
- 4) Newsletters – A full school newsletter goes out once a month and classroom teachers send home frequent classroom newsletters.
- 5) Frequent emails from teachers

When students are assessed as being below grade level, LMA strongly recommends:

- Active parent involvement in reading support at home and school if possible
- Area summer school offerings

Professional Development

LMA understands the need to develop our staff and to stay current with reading trends. We develop teachers to understand the state benchmarks, understand emerging literacy and are able to support the well-being of the whole child through the Responsive Classroom approach to social interaction.

What we are currently doing?

Strategy	Frequency	Reading Skills it Focuses On
Pre-Service Training	one day before school begins	Reading Standards
PLC Meetings	Weekly	Standards, RtI
Formal and Informal Observations	three times a year	Varies-Overall classroom performance
Individual Teacher Coaching	Often/As needed	Reading interventions

English Language Learners

Students who are English Language Learners, will be identified through the home language questionnaire and will receive services following LMA's English Learner Plan of Service to achieve grade level literacy.

Special education services are available to eligible students.