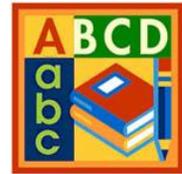




## Goodhue County Education District Literacy Plan

For grades K – 3

Updated 6/15/15



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*“Reading is essential to success in society. The ability to read is highly valued and important for social and economic advancement...the demands for higher literacy are ever increasing, creating more grievous consequences for those who fall short.”*

*-National Research Council, Preventing Reading Difficulties in Young Children*

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Reading is the cornerstone of all learning. The ability to read and comprehend written material is essential for learning in all subject areas. Our students are unique. Each student has special abilities and needs. Given their unique needs, we at Goodhue County Education District are committed to developing our students to become capable readers.

Research consistently supports the fundamental importance of early reading success. Students that are not reading at or above grade level by 3<sup>rd</sup> grade It is so important that the State of Minnesota passed legislation requiring all Minnesota’s students reading well by third grade. The GCED Literacy Plan meets the requirements as defined by Minnesota Statute 120B.12. School district expectations of the bill include:

- All students are provided with comprehensive scientifically based reading instruction.
- Parents are notified of student progress at least annually for all students. For students not reading at or above grade level (in K-3) parents need to be provided with : reading assessments administered, services available, and strategies parents can use at home to support their student.
- Students not reading at or above grade level are given intervention 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 web site.

The following pages contain information specific to the Reading Well by Third Grade requirements. For more information on the Reading Well by Third Grade state initiative, please visit: <http://education.state.mn.us/MDE/EdExc/ReadWell/>.

## STRATEGIC GOAL: 3<sup>RD</sup> GRADE LITERACY

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**By the end of the 2017-2018 school year, 100% of third grade students (all students continuously enrolled in Goodhue since October 1 of their kindergarten year) will be proficient on the MCA-III Reading assessment.**

<b>Trend Data</b>							
Reading Proficiency of Our MCA for Grade 3							
<b>Year</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Assessment	MCA-II	MCA-II	MCA-II	MCA-II	MCA-III	MCA-III	MCA-III
GCED	100%	100%	100%	0.0%	66.7%	0.0%	0.0%
State Average	79%	78.3%	76.3%	78.5%	80.4%	57.2%	58.1%
GCED Count	1	1	1	2	3	5	1

Professional Learning Community (PLC) implementation is an on-going focus. Through the collaborative nature of PLCs, we will continue to analyze current practices through formative and summative assessments of our core literacy instruction. These assessments will drive our instruction to make decisions for all student groups. K-3 teachers and intervention teachers will need to evaluate our support systems that are in place for our students who have not been making adequate growth. These support systems include: Daily 5 and CAFÉ, Words Their Way, Read 180, System 44, Read Naturally, and paraprofessional support. **These support systems will help ensure reading proficiency for *all* students K-3.**

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## DISTRICT ASSESSMENTS

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The Goodhue County Education District uses a data-driven process in determining the student's level of reading proficiency. AIMSweb progress monitoring is used to monitor student achievement. Several types of assessments are used. The following table outlines when and at what grade level each of these assessments is given.

### District Assessment Framework

Our District assessment framework uses AIMSweb, STAR Renaissance Learning, and a phonemic awareness measure created by the Saint Croix River Education District. These measures are used for universal benchmarking and progress monitoring. The measures and administration periods are listed below:

Type of Assessment	Grade Assessed	Times per year
Letter Naming	K	Sept
Letter Sound	K	Nov/Jan/May
Phonemic Awareness	K-1	Nov/Jan/May
Nonsense Word Fluency	K	May
Nonsense Word Fluency	1	Sept/Nov
Oral Reading Fluency	1	Jan/May
Oral Reading Fluency	2-5	Sept/Jan/May
Star Reading	2-10	Sept/Jan/May

### Formative Assessments & Language Arts Standards

Teachers use teacher created common formative assessments to drive instruction. These assessments are aligned with the Minnesota English Language Arts standards. The use of formative assessments will be aligned with the implementation of PLCs, identification of Power Standards, and the creation of learning progressions.

### MCAs

MCA stands for Minnesota Comprehensive Assessment. The MCA tests are given to students in grades 3-8 and grade 10 annually. The MCA data is used by the Minnesota Department of Education to determine student proficiency in reading, math and science.

## PARENT COMMUNICATION

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The following is a list of the many ways we communicate student progress with parents.

### **Quarterly Progress Reports:**

Four times throughout the year parents receive progress reports.

### **Parent/Teacher Conferences:**

Our students have an annual conference during the school year. Again, parents are informed of the proficiency level of their child.

### **Incidental Parent Contacts:**

If necessary, teachers contact parents via email, phone, or face-to-face conferencing when a need arises.

### **District Assessment Reports:**

At the end of each district assessment window, parents will be provided assessment reports.

### **Parent Involvement:**

We recognize that our parents can support their child as a home reading coach. It is our intention to encourage our parents to ensure that reading occurs every night at home. We will provide information to our parents on the importance of establishing this routine. Our students in K – 3 will be provided with a reading log for parents to sign off on daily reading done at home.

## INTERVENTIONS

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Students at GCED who do not read at or above grade level in Kindergarten through 3<sup>rd</sup> grade will receive additional support through school interventions. These students will be identified through the following assessments: Aimsweb, STAR, MCA, and teacher driven formative assessments. When identified, teachers not only place students in small intervention groups and/or one-to-one instruction, but also document concerns and work with students on their behavior, social and emotional needs. Teachers monitor students' progress throughout the school year.

## PROFESSIONAL DEVELOPMENT

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**Goodhue County Education District is committed to providing professional development on scientifically-based reading instruction for our elementary teachers. Our intent is to provide:**

- Job Embedded Professional Development:
  - Teachers improve upon on students learning goals as they continue to embed research based best practices with help from our district instructional coach.
- Professional Learning Communities (PLCs):
  - PLCs focus on four essential questions
    - What do students need to know and be able to do?
    - How will we know that they have learned it?
    - How will we respond if students don't learn?
    - How will we respond when students come to us already knowing the essential learning?
  - Teachers meet twice monthly with grade level teams and content area teams to discuss student learning.
  - Teachers collaborate to learn/develop additional strategies that enhance the district's reading program.
- Instructional Coaches:
  - On-going staff development opportunities are supported by instructional coaches.

## CONSISTENT READING INSTRUCTION

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**Through the use of a multi-tiered system of support (MTSS), our K-3 staff continues to reach all levels of learners through core instruction and interventions.**

During our core instruction, the Daily 5 and Cafe frameworks have assisted in blending the five reading elements into literacy instruction (phonemic awareness, phonics, vocabulary, fluency, and comprehension). K-3 students will be involved every day in a balanced literacy system that includes whole group, small group and individual instructional opportunities in both reading and writing. Students also engage in a multisensory approach to reading through touch, song, movement, and breaking apart words into individual phonemes and graphemes. Besides teachers using a differentiated approach to meet student needs, we will continue to have students read fun, fast and easy books at their independent reading level. All students will continue building reading stamina by reading two steps at school and two steps at home (each step equals fifteen minutes) each day. Our home reading coaches, the parents, positively support this process.

## DIVERSITY

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**Goodhue County Education District is proud to have staff to support the language and linguistic needs of EL students as needed. All of our staff members have access to support staff to meet needs.**

## METHODS AND DATA

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**One of the key goals of this literacy plan is to ensure that all students are fluent readers who can comprehend fiction and nonfiction texts.**

By creating this literacy plan, our staff members have specific items in place to ensure that the youngest learners get off to a great start in their reading development. The K-3 staff works extremely hard to support the learning of all students. As the district's mission states, our goal is to establish a partnership of students, staff, parents, and community, in order to provide a disciplined, caring, and challenging environment. We have many caring parents, families, community members and organizations that contribute to the reading development of our students in a positive and meaningful way. We are proud of our students, and we strive to produce *responsible* students who are *respectful* to others, who are confident to develop positive *relationships*, who are *ready* for change and demonstrate great *results* in all areas.

Our Literacy Plan and the post assessment data will be submitted to the Commissioner of Education annually and reviewed by our K-3 team throughout each school year. This team will always be looking to improve and make changes if needed in areas of: objectives and goals, assessments, parent involvement, interventions, staff development, instruction and looking at diverse needs.