



Caledonia Area Elementary  
District 299  
Read Well By Third Grade

District Name and Number: Caledonia Area Public Schools, District 299	Phone: 507-725-3053
Superintendent/Director: Ben Barton	Fax: 507-725-3558
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School Name and Number: Caledonia Area Elementary, District 299	Phone: 507-725-5205
Principal/Director: Ben Barton	Fax: 507-725-3558
Site Address: 511 W. Main, Caledonia, MN	Email: Ben_barton@cps.k12.mn.us

*Local Literacy Team Members*

*Local Literacy Team Roles*

Jan Klug	Kindergarten teacher
Beth Mc Donald	First grade teacher
Mary Lilliquist	Third grade teacher
Trina Scanlan	Title I teacher
Nancy Runningen	Community Education, Early Childhood Director
Jane Morken	Interim elementary principal

**LOCAL BOARD OF EDUCATION ACTION**

The local Board of Education of \_\_\_District 299\_\_\_ has authorized

\_\_\_\_\_ Jane Morken\_\_\_\_\_ at a monthly meeting on \_\_\_May 22, 2012\_\_\_ (date) to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2011-12. The LEA Representative ensures the school district maintains compliance with the appropriate federal statutes, regulations, and procedures and acts as the responsible authority in all matters relating to the review and administration of this literacy plan.

\_\_\_\_\_ Ben Barton \_\_\_\_\_  
(Signature of Superintendent/Director)

\_\_\_\_\_ June 5, 2012 \_\_\_\_\_  
(Date)



Caledonia Area Elementary  
511 West Main Street  
Caledonia, MN

Phone: 507-725-5205

## **I. Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade 3.**

The Caledonia Area Elementary (CAE) will ensure reading proficiency for all students at each grade level Kindergarten through Grade 3, by creating a community of proficient learners through consistent high quality education. CAE has a strong scope and sequence of reading skills, taught in a uninterrupted block of language arts time. Daily Oral Language, leveled reading books, Accelerated Reading, and Read Naturally are part of the strength of our program. Support from our Parent Organization's Star Reader Program build practice outside of the school day. Students are rewarded for reading minutes with small tokens in which they "buy" items at the school store. Our researched based Houghton Mifflin reading curriculum is consistently implemented throughout the elementary grades. Comprehensive scientifically based reading instruction is implemented using strategies that engage, motivate students in reading comprehension, phonemic awareness, concepts in print, comprehension strategies and skills, robust vocabulary, and reading fluency. Our students are explicitly taught that print is a way to grow, explore, enjoy and grow interest through fiction and non fiction resources.

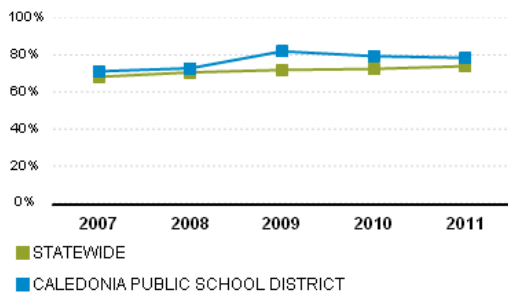
Our vision that all students will be proficient in reading by grade 3, as measured by the MCA State Assessment, is supported by our commitment to all day every day kindergarten, blending preschool, ECSE and Head Start under the school umbrella, and school wide focus on language arts and math. Social studies and science in K-2 is taught through informational trade books, and "on line resources" with explicit teaching of text features and comprehension strategies. Teachers have a daily block of 60 minutes allotted to reading and language arts. CAE is committed to incorporating technology into our reading program. School embraces technology and its influence on culture. All K-3 students will have access to iPads as a tool to individualize instruction beginning the Fall of 2012. Our students have access to quality software and on line programs, such as Accelerated Reading, Read Naturally, Reading Eggs(trial in 2012, use in 2013), and numerous iPad reading apps. Higher level critical thinking skills are supported through the Houghton Mifflin Reading Curriculum and the use of trade books.

Our Reading results for all Caledonia Area Public School students, including students who are disadvantaged, special education, have remained at or above the state average as shown by the graph found on the MDE Website. **Our goal is for all students to score proficient on the MCA tests. Students will improve from 85.7% to 100% proficient by Grade 3.** Our students on free and reduced lunch show similar proficiency as compared to all students. The second graph shows this result. This finding is something our staff takes pride in.

## Trend All Accountability Tests Proficiency

## Reading All Grades

## All Students



## CALEDONIA PUBLIC SCHOOL DISTRICT

511 W MAIN STREET/CALEDONIA MN 55921-1052

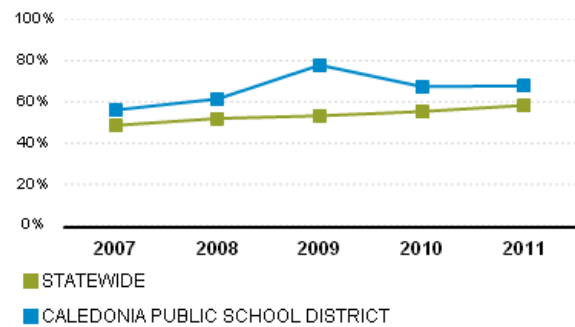
tel: 507 725 3389

web: <http://www.cps.k12.mn.us>

## Trend All Accountability Tests Proficiency

## Reading All Grades

## FRP



CAE team members regularly analyze reading data through “Data Review Meetings” 4 times per year. Team members monitor data such as AIMSweb probes, Reading A-Z results, and Houghton Mifflin themed tests. We value the consistency from grade to grade.

Houghton Mifflin Themed Skills tests are given at the following frequency. Teachers assess the areas of strength and concern and produce individualized lessons to meet the needs of our students. Our themed test benchmarks determine proficiency among the students. Parents receive results and report cards reflect proficiency.

HM Themed Skills Test Frequency:

Kindergarten=2 times per year

First=10 times per year

Second=5 times per year

Third=3 times per year

CAE is working on differentiation of instruction. Numerous workshops have focused on topics that move instruction towards more individualization. This year the staff has incorporated Daily 5 structure in reading and language arts. Staff, using our Title I teacher and assistant are moving towards a multi-tiered approach to helping all students succeed. CAE has a published homework policy which focuses on 20 minutes of daily reading. Further implementation of these structures will occur in the Fall of 2012, with the potential of gaining the ADSIS program. With the ADSIS program, a half time teacher will be assigned K-3 students who are at Tier I. This teacher will work closely with our Title I teacher.

**II. Statement(s) of process to assess students' level of reading proficiency including assessments used, when administered, how proficiency is determined, and when and how results are communicated with parents of students in Kindergarten through Grade 3.**

The CAE staff regularly assesses our student achievement. In May of 2012, students were given A-Z Reading Assessments to determine students' independent reading levels so that staff can plan time to use leveled trade books as part of their language arts block. This will also guide staff in providing appropriate materials to further student success. MCA results are examined in the spring and sub tests determine curriculum changes and modifications in lessons. All students are given AIMSWeb probes 3 times per year to monitor student progress. Parents receive copies of their children's progress. Kindergarten teachers give an extensive diagnostic skill check quarterly and meet with parents to form partnerships, where goals are set so all students are on or above grade level. This is a positive beginning in creating a community of staff, learners and teachers. Students that are new to CAE will be given an initial reading assessment by our Title I teacher to determine their achievement level.

Continuing diagnostic assessments are used by all grade levels. Our Houghton Mifflin Theme Skills Tests are given in grades K-3 at the end of each book unit. These tests help staff determine areas of strengths and weaknesses and create lessons to scaffold student learning. Core Phonics is also given in second and third grade as another tool to guide instruction.

Progress Monitoring is a part of regular our Data Review Meetings. AIMSWeb outcomes are reviewed and changes in instruction suggested with possible referrals to Title I, and Special Education. Data meetings are scheduled 4 times per year per grade. As mentioned, HM Theme Skills Tests are also continually administered and reviewed and instructional changes based on results.

**III. Specific information on how elementary schools within the district will notify and involve parents to accelerate literacy development for their children in each grade Kindergarten through Grade 3.**

Parents are engaged with literacy development in their children through a variety of home/school connections. In May, our Title I teacher presented to incoming kindergarten families about the new state initiative and ways that parents can help at home. A video clip was shown, outlining how parents can read with their children. Book lists and articles were provided.

A child that is below grade level is provided intervention in the regular classroom through additional practice, modified lessons, individualized instruction and reteaching important skills. Students may also be nominated to participate in our After School Kids Club, where students are given guided homework help with skilled teachers. In addition, some students also participate in Title I small group instruction, and special education services, where further reteaching and scientifically researched curriculum is used. Interventions such as behavior management, learning to organize and focus are also worked upon. Students participating in special education become eligible through a battery of assessments and a summary meeting with parents. If children qualify for the extra help, parents and staff build an IEP. (Individualized Education Plan)

**Parents are kept informed through a variety of sources. Samples include:**

Title I letters to parents-entrance and exit letters  
Title I advisory parent meetings are held once per year  
AIMS Web Benchmarks are given to parents three times per year  
Parents are given their child's independent reading level and lexiles on AIMS Web  
Parent teacher conferences are held twice per year  
Assignment sheets are used in 3<sup>rd</sup> -5<sup>th</sup> grade, with space for parent communication  
Oral/Daily Reading Logs travel back and forth from home to school  
Leveled reading books sent home with HM Themed Skill Tests  
PACE Star Reader Awards are given each month for reading at home  
MCA results are sent home and discussed at PT Conferences  
Volunteer Guest Readers visit our library and read to students  
Junior Great Book Clubs are offered for all interested students  
Reading websites are on Title I site are listed for parent use  
Accelerated Reading reports are sent home with students on an ongoing basis  
Kindergarten Roundup Parent Meeting  
School and Classroom newsletters, with reading info for parents, are sent monthly

**VI. Explain for a public audience what interventions will be available to students not reading at or above grade level in grades Kindergarten through Grade 3 and how these interventions will be based on learner data, how services will be provided, and how parents will be informed of student progress.**

Parents are partners in their child's education. We depend on good solid communication between home and school. We encourage parents to contact us with questions or concerns. Parents should know that ALL students are assessed regularly. As mentioned before, we use a variety of measures, including A-Z Reading Assessments, MCA tests, AIMSWeb results, and Houghton Mifflin Themed Skills Tests. Parents are informed at Parent Teacher Conferences regarding their child's strengths and areas of concerns. Interventions for students who are not proficient include extra time with classroom teachers within the regular classrooms using strategies such as reteaching, new materials, or more individualization. Students visit the library and receive instruction about finding books at their appropriate reading levels. Students also use on line resources, such as Reading Eggs and iPad apps. Others will participate in the Title I Reading program, where students receive up to 30 minutes of instruction with a highly trained staff member. Students who need further and long term support for their education may qualify for special education services.

All parents are informed when their child is enrolled in Title I. Parent consents are required, as well as, dismissal letters are sent when a student exits the program. At parent teacher conferences, the Title I teacher provides AIMS Web data and an explanation of progress. Students receiving special education services are given a battery of tests followed by a parent meeting. IEPs address the students' individual reading plan.

**V. Describe how elementary teachers will participate in, and benefit from professional development on scientifically-based reading instruction.**

Staff members regularly participate in quality staff development. CAE offers half day staff development training 4 times per year. Staff explore topics such as Differentiated Instruction, iPad training, Daily 5, new Minnesota Language Arts Standards, issues related to poverty, and given time to level trade books. Staff have input into topics that benefit their teaching. Our staff has opportunities to observe classrooms outside the District to find ways to apply new learning and create a new vision. Staff are also given joint planning time of 45 minutes daily. This time is used to collaborate with their team mates. Staff meetings are held after school where topics of overall interest are discussed. Finally, staff members are given extended planning time to specifically look at data and plan for student shortfalls in Data Review meetings held 4 times per year. Another avenue for staff to gain insights from others is during our monthly Voices for Children Meetings. Staff bring specific student concerns to a team of experts to gain ideas about how to better meet the child's needs, form interventions for student success, and if necessary, begin the special education process. These opportunities, along with individual efforts to learn and collaborate will result in positive student achievement.

