



Caledonia Area  
Elementary District 299  
Local Literacy Plan  
(Read Well By Third Grade)  
2023 -2024

District Name and Number: Caledonia Area Public Schools, District 299	Phone: 507-725-3389 Fax: 507-725-3558
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Superintendent/Director: Craig Ihrke	Email: <a href="mailto:craig_ihrke@cps.k12.mn.us">craig_ihrke@cps.k12.mn.us</a>
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Site Address:  
511 W. Main Street, Caledonia, MN 55921

School Name and Number: Caledonia Area Elementary, District 299	Phone: 507-725-5205 Fax: 507-725-3558
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Principal/Director: Susan Link	Email: <a href="mailto:susan_link@cps.k12.mn.us">susan_link@cps.k12.mn.us</a>
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Site Address:  
511 W. Main, Caledonia, MN 5592

<i>Local Literacy Team Members</i>	<i>Local Literacy Team Roles</i>
Susan Link	Elementary Principal/Curriculum Director
Rachel Nielsen	Intervention teacher
Trina Scanlan	Intervention teacher
Lindsey Meyer	Data Coordinator
Stacie Meyer	Kindergarten teacher
Beth McDonald	First grade teacher
Leigh King	Community Member

### LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of District 299 has authorized

SUSAN LINK at a monthly meeting on 6/19/23 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 2023-2024. 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.

June 20, 2023

(Signature of Superintendent/Director) (Date)



Caledonia Area Elementary  
511 West Main Street  
Caledonia, MN 55921  
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 using the MTSS format. CAE has a strong scope and sequence of reading skills, taught in an uninterrupted block of language arts time. Several grade levels incorporate a Learning Lab time run like the WIN: What I Need methodology. For 30 minutes, we will use intervention teachers, paraprofessionals, and general education teachers to teach homogeneous groupings of students at the appropriate reading level. We are beginning to implement the Science of Reading philosophy while incorporating the following resources: Reading Street, leveled reading books for independent reading using the Independent Reading Level Assessment Framework, Sonday, iReady, and Jolly Phonics. These are part of the strength of our program and are implemented in three tiers of support. We use data to guide our instruction in all three Tiers using interventions chosen through diagnostic assessments and research over specific time periods, especially for our Tier 3 group of students who need the most intervention support. Our Parent Organization's Star Reader Program helps to track our students reading "minutes" monthly. Students are rewarded for reading minutes and advancements are celebrated within the classroom and with rewards. Our research based Reading Street by Scott Foresman reading curriculum is a blended resource implemented throughout the elementary grades, combined with teaching directly to the standards. Comprehensive standards-based reading instruction is implemented using strategies that engage and motivate students in reading comprehension, phonemic awareness, concepts in print, comprehension strategies and skills that include instructional methods such as close reading, robust vocabulary, and reading fluency. Our students are explicitly taught that print is a way to grow, explore, enjoy and grow interest through fictional and informational texts. In the 3rd, 4<sup>th</sup> and 5<sup>th</sup> grades, students learn through interdisciplinary units where we blend our Social Studies standards and content with our Language Arts standards. We are hoping to add depth of knowledge and more application opportunities for our students to increase engagement and empowerment in the classroom.

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 and ECSE under the school umbrella, and school wide focus on hands-on learning experiences and constructive and exploratory learning processes. 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 **90** minutes allotted to reading and language arts. CAE is committed to incorporating technology into our reading program. Caledonia Area Elementary School embraces technology and its influence on culture. All K-5 students have 1:1 technology in their classrooms. Our students have access to quality software and on-line programs and tools. Our teachers use technology to access and analyze data, and to create instructional experiences that are engaging and thought provoking for students. Teachers use standards to teach higher order thinking skills that fit into the scope and sequence of our curriculum.

Our Reading results for all Caledonia Area Public School students, including students who are disadvantaged, special education, are increasing in their proficiency as stated on the MDE website which correlates with our vision.

## **Minnesota Report Card**

### **Caledonia Area Elementary - Caledonia Public School District Subject: Reading / Year: 2018-2022 / Percentage of Students that are Proficient**

<b>2018</b>	<b>67.8%</b>
<b>2019</b>	<b>64.7%</b>
<b>2020</b>	<b>N/A</b>
<b>2021</b>	<b>73.6%</b>
<b>2022</b>	<b>74.2%</b>

Due to COVID-19, no summarized data is available for 2020

CAE team members regularly analyze reading data in weekly PLC meetings, problem solving team meetings, grade-level planning time, leadership team meetings, and staff meetings. Team members monitor data such as Fastbridge probes, IRLA assessment data, I Ready Benchmarks, and Reading Street or common assessments.

CAE continues to provide more opportunities for independent reading and vocabulary growth at a level that is appropriately challenging for each student. IRLA framework assessments, iReady, Reading Street and SONDAY guide our instructional process, and help us to group students for large group, small-group and independent lessons.

Our Title and ADSIS staff are using a multi-tiered approach to helping all students succeed. CAE also has a full-time Reading Corps tutor on site. Reading Corps has helped 105 students from 2018-2023, with 75 of those students exceeding target.

CAE's homework policy focuses on 30 minutes of daily reading, and we strive to help students achieve individual reading goals both at home and at school. We have a morning reading club and an after school academy which allows students to complete their daily reading here at school. We also offer a summer success program.

We continue to grow our trauma sensitive practices by incorporating mental health and SEL curriculum in all three tiers of support. Our staff is reflective in our school culture and student relationships. We want to ensure all students find their strength and confidence, and will help them to build their learning around who they are and want to become.

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. All students are given benchmark assessments 3 times per year to monitor student progress. Parents receive copies of their children's progress. Kindergarten teachers give an extensive diagnostic skill check through ESGI each trimester and meet with parents to form partnerships, where goals are set so all students have the opportunity to find success in reading. 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 to determine their achievement level. MCA results are examined in the spring and fall, and sub tests determine curriculum changes and modifications in lessons.

Teachers use data charts to track student progress and plan to differentiate lessons to teach to small groups and individual students. Teachers use a data book that will be used to aid in the explanation of our standards-based report cards in grades K-5. Data books may include assessment results from district-wide assessments, common assessments, Fastbridge, IRLA, iReady, and student goals. We begin our school year with an assessment day. Students and parents will be welcomed into the school for assessment, goal-setting, and explanations of standards-based report cards and school communication systems. Fastbridge, iReady, IRLA, and MCA data and outcomes are reviewed with changes in instruction, duration, and intensity. Data may also suggest referrals to Title I, Reading Corps, ADSIS, and Special Education. Child Study meetings occur monthly to help guide and assess interventions.

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. We hold a yearly Showcase of Learning. This event invites families and is focused on how informational reading leads to great hands-on learning opportunities. We have offered summer school, summer Reading Vistas to bring literacy activities on site. We offer free breakfast and lunch opportunities during the summer, as well. Our Kindergarten teachers and principal also hold a presentation to incoming kindergarten families about the new state initiative and ways that parents can help at home.

Our parent advisory council (PACE) meeting monthly where they can offer suggestions and give input throughout the year. We wanted to raise awareness and get input in our processes of writing site goals, implementing our literacy action plan, and creating a more hands-on learning environment based around the elements of literacy for all students. We had many parents and community members looking into the positives and negatives as they relate to a more balanced calendar. We are currently implementing a modified calendar that meets the approval of all stakeholders.

CPS Strategic Planning committee has begun analyzing input from staff and community members. They are working towards creating a four year plan to improve many areas of our school community. A few examples of what they are envisioning to include in this plan are to increase support for mental health, increase community service, and encourage community involvement.



A child that is below grade level is provided intervention in the regular classroom through additional practice, modified lessons, individualized instruction and re-teaching important skills. Based on data, students may participate in Title I and/or ADSIS small group or one to one instruction and/or special education services, where further re-teaching and scientifically researched curriculum is used. Students may also be nominated to participate in our After-School Academy and Summer Success programs, where students rotate learning centers that have language arts, math, and social emotional learning as a focus.

Interventions such as behavior management, learning to organize, and focus are offered by our counselor and/or behavior specialists. Students participating in special education become eligible through a battery of problem-solving meetings and intervention trials with sequential action plans based on the students growth, intervention results, assessments and a summary meeting with parents. If children qualify for the extra help, parents and staff build an IEP. (Individualized Education Plan). A child who is excelling also has opportunities for growth. High achieving students also have opportunities for growth through extended activities provided by their classroom teacher.

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

ADSIS Letters describing our MTSS programming  
Title I letters to parents describing our school wide programming  
Title I advisory parent meetings  
FAST Benchmarks are given to parents three times per year  
Parents are given their child's independent reading level and suggestions for home  
Assessment Day for students and parents  
Parent teacher conferences are held twice per year  
Schoology, Seesaw, and Class Dojo are used in grades K -5 for parent communication  
Oral/Daily Reading Logs travel back and forth from home to school  
Read at Home Family Log for Reading Corps Students  
PACE 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  
Reading websites and other resources are on Title I site are listed for parent use  
Kindergarten Roundup Parent Meeting  
Kindergarten Academy invites through post cards and phone calls  
School and Classroom newsletters, with reading info for parents, are sent home  
Showcase of learning invites parents and community members to view and celebrate student work  
Lyceums of learning involve parent and community members with student presentations or writing and reading knowledge  
Well-attended special friend/grandparents day  
Volunteering for Warrior Way PBIS celebrations  
Every School Day starts with an opportunity for students to read in the library with volunteers.

IV. 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 IRLA Assessments, MCA tests, FAST results, iReady, and Reading Street 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 re-teaching, 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 with iPad apps. Others will participate in the Reading Corps, Title I, or ADSIS reading programs, where students receive up to 30 minutes of instruction with a highly trained staff member at the Tier 2 and/or the Tier 3 levels. Our tier 2 services will be a push-in model. Our Tier 3 students will have pull-out time based on area of need and our interventions may include Sonday, Rewards, or SRA Early Interventions in Reading, UFLI, Science of Reading components, and PRESS. Students who need further and long term support for their education may qualify for special education services.

All parents are informed that we are a school wide Title I program and that all students have access to Title I support when showing a deficiency in reading. At parent teacher conferences, intervention teachers are available to provide assessment data and an explanation of progress. Students considered for special education services are given a battery of tests followed by a parent meeting. IEPs address the students' individual reading plan.

We have mental health and behavior intervention staff on site for our elementary school. This staff will help run our Self-Care Room. We continue to implement calm spaces in every classroom, along with actions meant to change and stimulate the brain function for all students such as mindfulness, yoga, music, and practicing skills. Students will have proactive behavior plans based on their needs for the most successful day possible.

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

Our professional development experience is personalized for the majority of our days. Our district level training will include technology, literacy including ongoing IRLA Sonday, iRcady, classroom management, and personality traits/learning style. Staff members also had opportunities to learn and implement the Science of Reading philosophy.

Our staff takes opportunities to observe classrooms outside the district and to observe each other to find ways to apply new learning and create a new vision. Staff are given opportunities for common planning time. This time is used for collaboration and evaluation of implementation. Staff meetings are held monthly at a minimum where topics of overall interest are discussed. While specific discussions occur during PLC meetings, including student achievement and areas strengths and weakness, and PBIS.

Finally, staff members are given extended planning time to specifically look at data and plan for student shortfalls in Data Review meetings that occur in PLC time. PLC time may include book study with topics selected by teachers, curriculum design work, common assessments, and vertical alignment teams.