



Caledonia Area Elementary
 District 299
 Local Literacy Plan
 2024-2025

District Name and Number:
 Caledonia Area Public Schools, District 299

Phone: 507-725-3389
 Fax: 507-725-3558

Superintendent/Director:
 Craig Ihrke

Email: craig_ihrke@cps.k12.mn.us

Site Address:
 511 W. Main Street, Caledonia, MN 55921

School Name and Number:
 Caledonia Area Elementary
 Principal/Director:

Phone: 507-725-5205
 Fax: 507-725-3558

Susan Link

Email: susan_link@cps.k12.mn.us

Site Address:
 511 W. Main Street, Caledonia, MN 55921

Local Literacy Team Members

Local Literacy Team Roles

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

Shanna Gueltzow

Community Member

LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of District 299 has authorized

Susan Link, at a monthly meeting on June 17, 2024 to act as the Local Education Agency (LEA) Representative in reviewing and filing the attached plan as provided under Article 3, Section 1[120B.1117] TITLE; THE READ ACT for school year 2024-2025. 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.

Craig Ihrke

(Signature of Superintendent)

6/18/24

(Date)

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 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. All staff that directly teach reading will begin training in the area of the Science of Reading through CORE, one of the recommended courses by the State of Minnesota. This training will be during the school year of 2024-2025.

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. Fastbridge early reading is our screener for K-1 and Fastbridge CBM (curriculum-based measure of fluency) and aReading are used in Grades 2 and 3. Our 4th and 5th grade students complete Fastbridge AUTO Reading and aReading as their screener. 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, 4th and 5th 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 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 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. 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. Our school embraces technology and its influence on culture. All K-5 students have I:I 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 and special education students, 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: 2022-2023 / Percentage of Students that are Proficient

2020	NA
2021	73.6%
2022	74.2%
2023	76.6%

Parent Notification and Involvement

Describe the method(s) that are used to notify parents or guardians when children are identified as not reading at or above grade level and the reading related services provided. Include what strategies are shared with parents/families to use at home.

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 and will be notified by a written document when their child is below grade level. 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.

Data-Based Decision Making for Literacy Interventions

All students are given 3 benchmark assessments and are categorized by score. Each classroom teacher gives their students a rating based on needs in the area of reading. This rating along with the benchmarks are analyzed and the students are put in to categories of high need, some need, and no need. Tier one would be those students in the category of No Need, Tier 1 instruction only.

Classroom teachers use a documentation program called IRLA, which indicates areas of strength and need. This is used to determine small group instruction more tailored to the individual student.

Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into Tier 2 and Tier 3 intervention, process for monitoring fidelity, type and frequency of progress monitoring during intervention, and criteria for exit from intervention. Indicators and criteria for effective Tier 2 and Tier 3 practices can be found in subcomponent 3.2 and 3.3 of the MnMTSS framework.

Tier two would be those students in the category of some need, Tier 3 would be considered high need. Both of these tiers receive the same instruction as tier one students; however, they also received intervention. Both tiers 2 and 3 are progressed monitored once per week or every other week depending on the intervention given.

When a student demonstrates proficiency on their progress monitoring graphs by achieving three data points above their target line, they are eligible to exit. If they are in Tier 3, they would then move to Tier 2. If they are in tier 2 and meet criteria to exit, they would then be considered Tier 1.

Professional Development Plan

All teachers that will be teaching literacy at Caledonia Public Schools will be trained in the Science of Reading. They are enrolled in OL&LA (Online Language and Literacy Academy) course. This course will be completed over 10 weeks during the 2024-2025 school year both through asynchronous learning and live (synchronous) webinars, on October 16, 2024, November 26, 2024 and January 20, 2025.