

Goodridge Elementary School K-3 Literacy Plan 2021-2022

Statement of Goals and Objectives:

The State of Minnesota adopted statute 120B.12 in 2011. The main goal of the statute is to have every child reading at or above grade level by the end of third grade. The statute requires that teachers provide comprehensive, scientifically based reading instruction consistent with sections 122A.06 subdivision 4 of state law. Statute 120B.12 requires school districts to identify children before the end of kindergarten, grade 1 and grade 2 who are not reading at grade level. The statute also requires that school districts must use reading assessments and provide a summary report to the Minnesota Department of Education Commissioner each year.

The Goodridge School District has constructed and adopted the following literacy plan in order to meet the requirements of the state and to ensure all of our students have access to the best possible education. The literacy plan has been constructed in line with the Goodridge School's mission: Preparing students to be ready, be respectful, and to be responsible in school and in life.

Identification of students who are not reading at grade level:

- Saxon Phonics Assessments
 - K-3rd Grade
 - Phonemic awareness
 - Phonics
 - Fluency
- Reading Unit Assessments
 - Vocabulary
 - Comprehension
 - Fluency
- Accelerated Reading Tests
 - Comprehension
 - Fluency
 - Vocabulary
- AIMS Web Plus
 - Phonemic Awareness
 - Phonics
 - Fluency
 - Comprehension
 - Vocabulary
- MCA Testing
 - 3rd Grade Reading in Spring
- STAR Reading Assessments
 - K-3 Quarterly Assessments
- Informal Classroom Assessments
 - Teacher observations

Proficiency determined by:

The following assessments are used to make a final decision if students are reading at grade level.

- MCA Testing (grade 3)
 - Target goal 70% (consistently)
 - 50th percentile or higher
- Reading Unit Assessment
 - Target goal 70% (consistently)
- AIMS Web Plus
 - Spring Benchmark Goals
 - Kindergarten-
 - Letter Naming Fluency- 43 letters/minute
 - Letter sound fluency - 36 sounds/minute
 - Phonemic segment fluency - 37 sounds/minute
 - Word Reading Fluency – 9 words/minute
 - 1st Grade-
 - Word Reading Fluency - 42 words/minute
 - Oral Reading - 51 words/minute
 - 2nd Grade
 - Oral Reading – 77 words/minute
 - Reading Comprehension – 146 Composite Score
 - Vocabulary – 158 Composite Score
 - 3rd Grade
 - Oral Reading – 102 words/minute
 - Reading Comprehension – 161 Composite Score
 - Vocabulary – 171 Composite Score
- STAR Reading
 - Spring Scale Score
 - 3rd Grade: 429
- Saxon Phonics K-2
 - Weekly target goal of 75%

Process for notifying parents:

In the Goodridge School District we feel that it is essential that parents be informed of the academic progress of their children. We hold an Open House at the beginning of each year to introduce parents to the curriculum, and orient families for the year. This is a great opportunity for parents and teachers to meet each other and discuss the curriculum for their child and to introduce them to what curriculum components require support from home. The district holds parent-teacher conferences twice a year; one in the fall and one in the spring. These conferences are used to keep in contact with parents and to inform them of their child's progress. We also

distribute report cards at the end of each quarter and progress reports go home at mid-quarter and also when the teacher feels it is needed. The elementary teachers also contact parents directly when they notice students having difficulty learn to read to offer ideas on how the school and families can work together to improve student progress. The following are ways in which the Goodridge School District notifies parents:

- Fall Open House
- Fall and Spring parent teacher conferences
- AIMS Web Plus reports (three times per year)
- Progress Monitoring reports
- Quarterly report cards
- Accelerated Reader reports
- MCA score results
- STAR Reading results

In the winter and spring, we will send a formal letter to parents notifying them if their child is reading at his or her grade level.

Strategies for parent to help accelerate literacy development

- Summer Reading Program PK-6
- Charger Academy (Summer School) (K-6)
- Summer Phonemic Awareness skill packets-PK-K
- Summer comprehension/ fluency skill activities 1-2
- Decodable/Leveled readers sent home K-2
- Partner reading school Basel at home 1-2
- Spelling Practice List sent home 1-3
- Reading Website list sent home K-6
- Phonics Homework K-2
- Book IT K-3

School Interventions

The Goodridge School District has many different ways and levels of interventions available to students who fall behind in reading. Many of the interventions the school district offers are available to all students and are implemented as needed. Title I and Special Education services are only offered to children who meet those requirements.

- Title I K-6
- Special Education PK-12
- Paraprofessionals PK-12
- Saxon Phonics K-3

- Student assistance team (SAT) PK-12
- AIMS Web Plus progress monitoring K-6
- Grade 3-6 Study Island Program
- Teacher provides students with on-level reading materials K-6
- Teacher provides time in class for guided reading K-6
- Read With Me K-3
- STAR Reading Assessments

Professional Development

Each Teacher PK-3 will attend at minimum of one scientifically based reading instructional workshop a year. They will then report back to the other teachers to share what they have learned. The staff also attend a Professional Learning Community (PLC) twice a month to review data, plan curriculum, and to share ideas and strategies to improve student achievement. The staff will also use PLC time to examine data and use that information to evaluate the curriculum and look for any gaps to ensure it aligns with the state standards.

Reading Instruction Implementation

K-3 teachers use Houghton Mifflin Reading, Saxon Phonics, and Aimsweb Plus to create a smooth and a consistent transition to each grade level. K-4 staff meets monthly to review AIMSweb Plus Data. The staff uses AIMSweb Plus benchmark assessments three times a year (September, January, and May); these assessments target at-risk students so we can start interventions early and progress monitor weekly. Saxon Phonics is taught daily in K-2 with weekly assessments; any student who falls below 75% will be provided with interventions in the classroom and through Title I services until they reach the 75% target goal. The Houghton Mifflin Reading Series is used for comprehension, vocabulary, and fluency. Themed tests are given after each theme unit to assess student progress and achievement to ensure that students are reaching the 70% target goal consistently. Data is used to plan future staff development opportunities.

Training and Support for Diverse Needs

Goodridge School District does not have a significant diverse population in terms of ethnicity and we do not have a population of English Language Learners. However, if we were to get an ELL student, we would do the following: hire and train an ELL teacher to work with classroom teachers to best meet the needs of each ELL student. This may require us to consult with districts currently utilizing this type of teacher. We do have a diverse population in terms of poverty and an average-sized special education population. Many of the techniques that help English Language Learners help students who come from homes without a rich literacy background and also help students with learning needs.

Annual Report to MDE Commissioner

Upon completion of each school year, our school district will provide a comprehensive report of our school's literacy data by submitting it electronically to the Commissioner of Education and posting a summary of our Local Literacy Plan with assessment results on our School District Website. Parents and other stakeholders will have access to this information. Included in this summary will be the name, objective, grade level, and result of each assessment. These results will be compared to students locally and across the state and nation.