

READING CENTER

for Prevention and Early
Intervention



Reading Center Improvement Overview

Dr. Weston Johnson

Coordinator of Early Reading Interventions &
Dyslexia Specialist



10/05/2023



OUR MISSION

The Reading Center's mission is to ensure all students receive high-quality reading instruction, achieve reading proficiency, and grow into lifelong readers.

OUR VISION

The Reading Center's vision is to see teachers and parents forming partnerships to provide high-quality reading instruction that supports all students based on their needs to become readers.



OUR COMMITMENTS

- Focus on high-impact reading skills and instruction.
- Build partnerships with teachers and parents.
- Develop positive relationships with educational partners.
- Collaborate in meaningful ways to support students.
- Distribute knowledge and resources to achieve desired outcomes.





OUR GOAL

**Reading outcomes will increase across the Goodhue
County Education District.**

Strategic Priorities



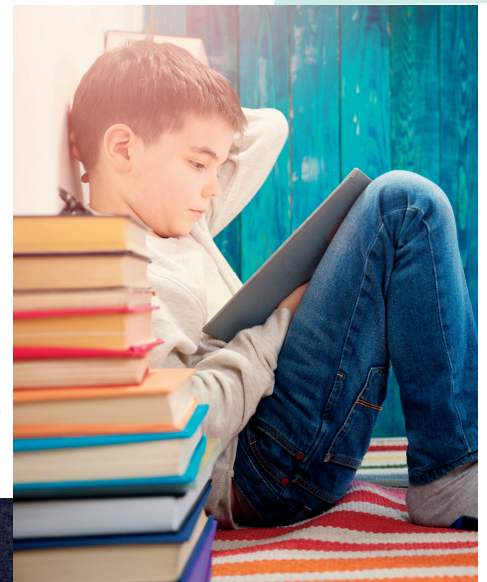
Focus on foundational reading skills.



Target high impact, evidence-based reading skills with effective reading instructions.



Provide effective, on-going professional learning opportunities to educational partners.





PROJECTS

Tier 1 Rdg. Improvement

Reading Program: Year 2 Pilot

Extend to Grade 1

Ongoing Support to Grade K

SPED Rdg. Interventions

K-2 Intervention Support

Science of Reading

Course and Discussions

Data Facilitation

K-1 Data Reports

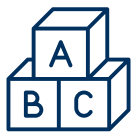
Training Modules

Data Meetings



IMPROVEMENT PROJECTS

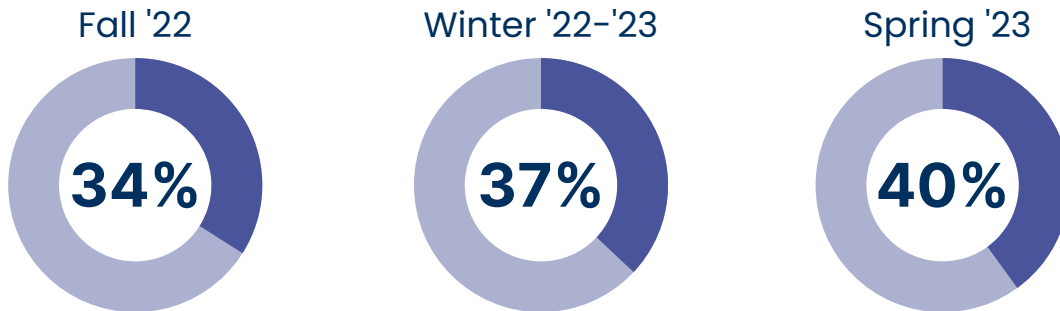
Tier 1 Improvement



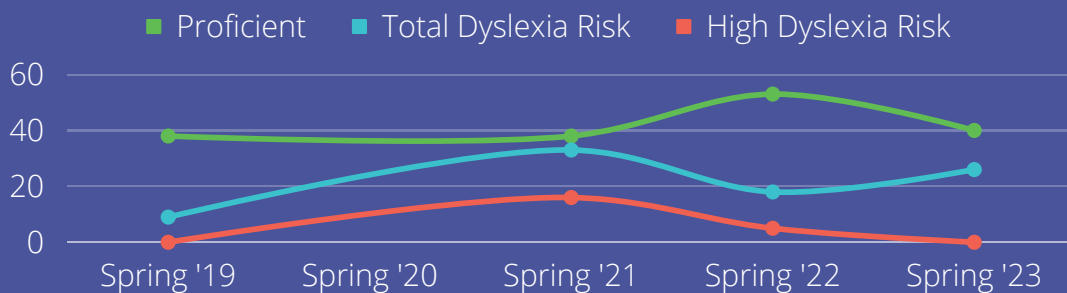
Reading Program: Year 2 (Kenyon-Wanamingo, Grade 1)

This is **Year 2** of the reading program pilot to improve Tier 1 foundational reading outcomes toward **80% proficiency**. Kenyon-Wanamingo Schools is piloting the program. In Year 2, support extends to Grade 1. The program is designed to supplement existing instruction, support teachers with implementation, and form parent partnerships through the GCED Reading Center. Future years will extend the program to additional school districts and grade levels if successful.

KW Foundational Reading Proficiency



Grade 1 Proficiency Trends (Historical Outcomes)



Note 1: No 2020 data due to COVID-19.

Note 2: Data is percentage of first grade students historically.



PROJECT UPDATE



Kenyon-Wanamingo (KW) first grade teachers have begun implementing the KW Tier 1 Reading Improvement Project.

Setup for the Project

Parents were asked to review skills prior to the school year. Teachers received training and participated in preparation for implementation.

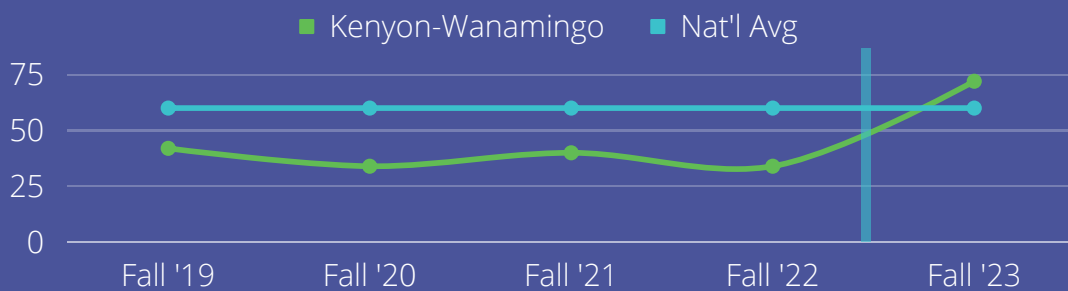
Current Implementation and Fall Screening

Teachers implemented the intervention for a couple of weeks prior to fall benchmark screening. Current data shows positive results. Results show KW is above the national average (60% proficiency) for the first time in fall screening history, had its best fall proficiency levels, increased proficiency +38% over last year, and is ranked 1st out of 6 GCED schools.

KW Foundational Reading Proficiency

Historical	Improvement	GCED Rank
BEST KW fall proficiency levels	+38% more students proficient than last year	1st out of 6

Foundational Reading Proficiency (Historical Fall)



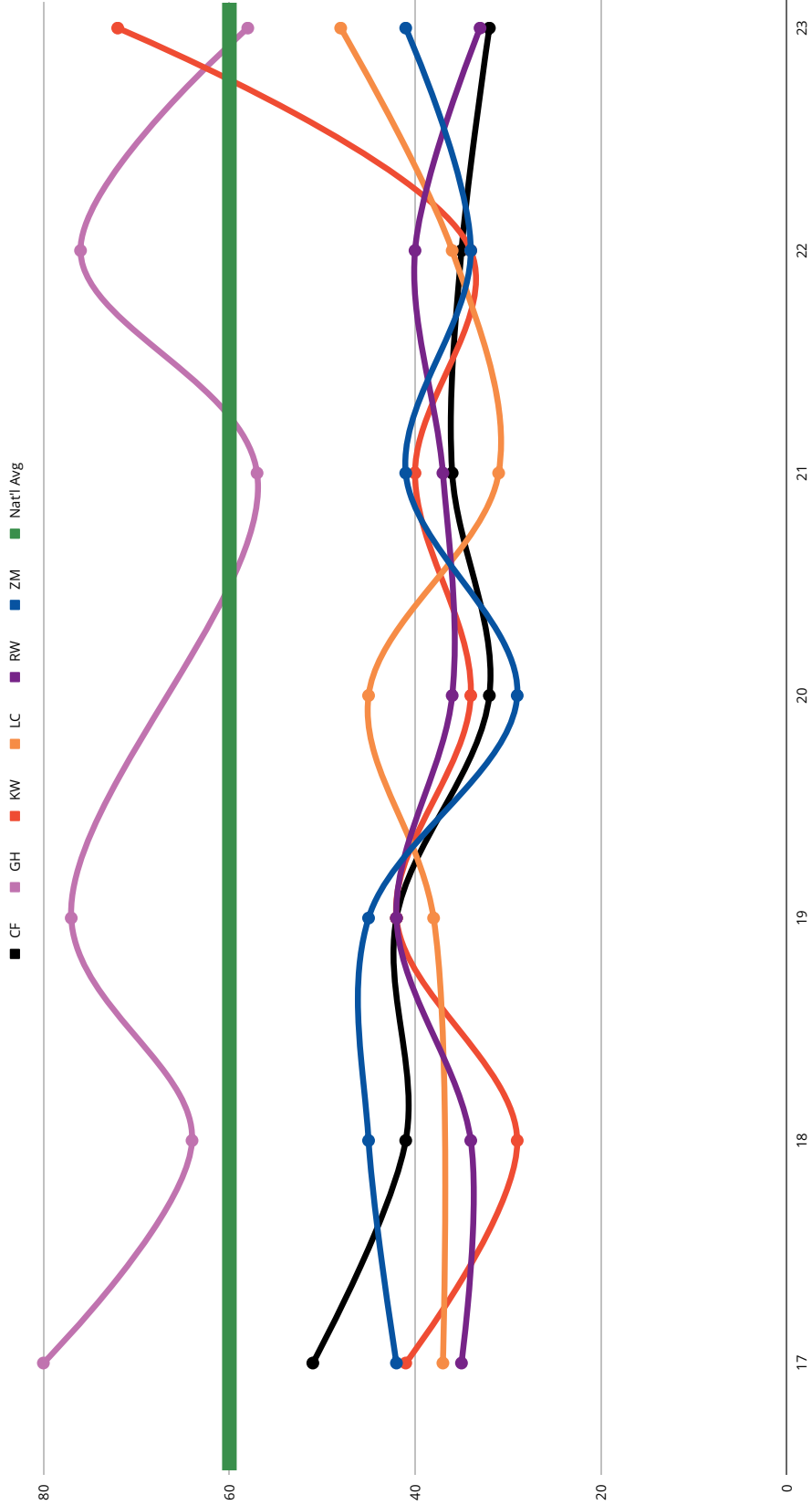
Note 1: Data is percentage of first-grade students.

Note 2: Improvement project line between Fall '21 and Fall '22.

1st Grade Fall earlyReading

Proficiency

KW: 72%
GH: 58%
LC: 48%
ZM: 41%
RW: 33%
CF: 32%
Nat'l Avg. 60%





PROJECT RECOGNITION

The Tier 1 Improvement Pilot in KW has shown **AMAZING** improvement because of a dedicated group of **AMAZING** educators supporting students across tiers, grades, & services.

TONY DONKERS

KATIE BENBROOKS

KATIE VALEK

MADISON ANDRIST

TANYA SHORT

STACY MAKI

TRACEY FLOM

STEPHANIE ENNIS

MARDELL WAY

YVETTE STEVENSON

REBECCA QUELLE

DEANNA LURKEN

ARELY RAMIREZ

STEPHANIE WUNDERLICH

KATELYNN LEIBOLD

JAKE WIEME



PROJECT TIMELINE

Tier 1 Improvement

1. Prior to School Year

Email Parents to Review Essential Skills
Rdg. Lesson Training Modules w/ Teachers
Implementation Meeting w/ Teachers
Develop Rdg. Center Communication Plan

2. Start to School Year

Begin Reading Lessons
Implementation Check-ins
Fidelity Observation Checks
Document Lesson Completion
Form Parent and Family Partnerships
Data Meeting to Align Services

3. Mid-Year

Continue Reading Lessons
Review and Analyze Data
Adjust Whole Group Instruction
Tier 2 and Tier 3 Planning
Continue Parent & Family Communication
Begin Considering Year 3 of Project

4. End-of-Year

Summarize Effectiveness
Extended Year Support to Parents & Families
Determine Next Steps for Year 3



IMPROVEMENT PROJECTS

Additional Projects Across GCED



SPED Rdg. Interventions

- Extend the aLEARNcoach LLC Reading Intervention to special education.
- Provide training and ongoing coaching to K-2 SPED staff across the county.



Science of Reading

Offer training course and discussions to support implementation of the Science of Reading practices in GCED schools.



Data Facilitation

- K-1 data reports summarizing effectiveness
- Training modules
- Data meetings





DR. WESTON JOHNSON

ROLES

Coordinator of Early Reading
Intervention Services

Dyslexia Specialist

EDUCATION

Learning Disabilities, B.S.

K-12 Reading Specialist, Cert.

Literacy Education, M.A.

Organizational Leadership, Ed.D.

ABOUT

Dr. Weston Johnson is a dedicated educational professional with a passion for supporting struggling readers.

For over a decade, he has worked to improve reading instruction for all students.

As a dyslexia specialist, he forms partnership with teachers and parents to overcome learning challenges.

CONTACT US

www.gced.k12.mn.us/readingcenter



SERVICES

Assessment Review

Additional Testing

Intervention Resources & Materials

Training

Problem-Solving



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