READING GCED CENTER

for Prevention and Early Intervention

Reading Center Improvement Overview

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Coordinator of Early Reading Interventions &
Dyslexia Specialist

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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 Improvement
Reading Program (Year 1: KW, Gr. K)

Reading Center
Linked to KW, Gr. K
Foundational Reading Training Modules

MTSS Implementation
MnMTSS Training Modules
FAST Assessment Training Modules

Coaches and ADSIS Support
STP Procedures
Coaching Cycle

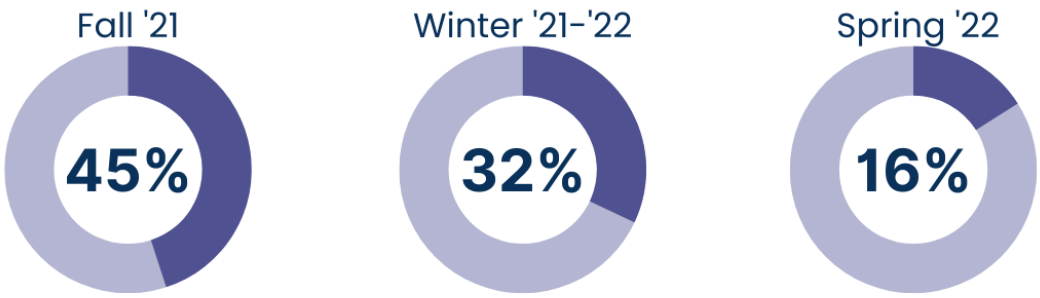
IMPROVEMENT PROJECTS

Tier 1 Improvement

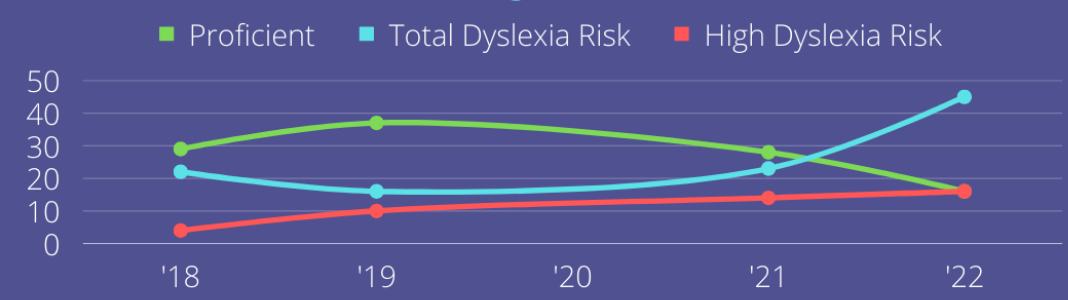
Reading Program: Year 1 (Kenyon-Wanamingo, Grade K)

This is **Year 1** of the reading program pilot to improve Tier 1 foundational reading outcomes toward **80% proficiency**. Kenyon-Wanamingo Schools is piloting the program with kindergarteners. 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



Foundational Reading (Historical Outcomes)



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

Note 2: Data is percentage of kindergarten students (require fall and spring scores).

PROJECT TIMELINE

Tier 1 Improvement

1. Prior to School Year

Email Parents to Practice Letter Names

Rdg. Lesson Training Modules

Implementation Meeting w/ Teachers

Develop Rdg. Center Communication Plan

2. Start to School Year

Begin Reading Lessons

Target Letter Names with Add'l Support

Implementation Check-ins

Fidelity Observation Checks

Document Lesson Completion

Form Parent and Family Partnerships

After a Month, Begin Tier 2 Intervention

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 2 of Project

4. End-of-Year

Summarize Effectiveness

Extended Year Support to Parents & Families

Determine Next Steps for Year 2

GCED Reading Center

Prevention and Early Intervention

PROJECT UPDATES

Fall Update

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

Setup for the Project

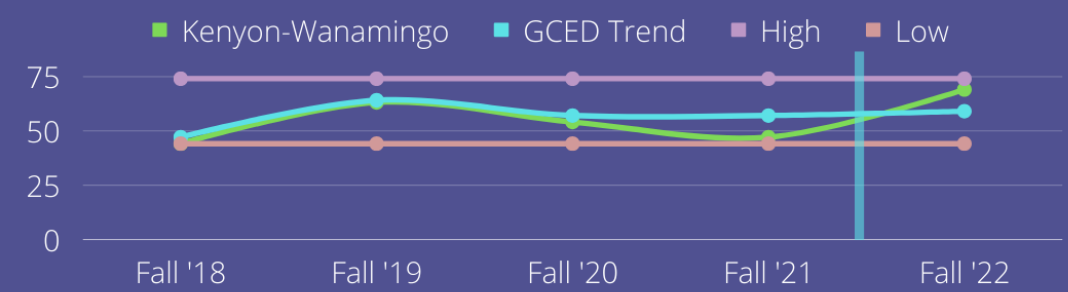
Parents were asked to practice letter names prior to the school year. Teachers received training and participated in preparation for implementation.

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 GCED average for the first time in screening history, had its best fall proficiency levels, reduced risk by 22% over last year, and is ranked 2nd out of 6 GCED schools.

KW Foundational Reading Proficiency

Historical	Improvement	GCED Rank
BEST	**22%**	**2nd**
KW fall proficiency levels	**more students proficient than last year**	**out of 6**



Note 1: Data is percentage of kindergarten students.
Note 2: Improvement project line between Fall '21 and Fall '22.
Note 3: High and Low are the GCED historical highest and lowest levels.

IMPROVEMENT PROJECTS

Additional Projects Across GCED

Reading Center

- Parent partnerships will be developed to support improved reading outcomes in Kenyon-Wanamingo.
- Training modules will be available to staff across GCED on the reading center website.

MTSS Implementation

Training modules for MnMTSS components and FastBridge Learning to support MTSS implementation across GCED.

Coaches & ADSIS Support

- Clear procedures will be established for standard treatment protocols.
- Coaches and administrators will be provided information and resources to support coaching.

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

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Problem-Solving

www.gced.k12.mn.us/readingcenter