Butterfield-Odin

Public Schools

2022-2023

Local Literacy Plan

Steve Thomas, Superintendent Dan Blankenship, PreK-12 Principal

**Overview of the Butterfield-Odin School District Local Literacy Plan** MN Statute 120B.12 states that a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. This legislation is commonly referred to as “Reading Well by Third”. The Literacy Plan “must include a process to assess students’ level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs.” The purpose of this document is to outline how the B-O School District plans to address each of these requirements for our students in Kindergarten through Third grade.

**Belief Statement from Minnesota Department of Education** Reading well by third grade is one of many developmental milestones in a child’s educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand their understanding of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success. – MDE

**Butterfield-Odin Demographic Data**

In the Butterfield-Odin School District, there is one preK-12 building, called Butterfield-Odin School. It is a rural, agriculturally-oriented southern Minnesota School District. The student enrollment for Butterfield-Odin School at the end of the 2021-2022 school year was 227 students. At the elementary level, which has 108 students, there is one section per grade level. B-O also has an all-day, every day Kindergarten program, a pre-school and a childcare program. Class sizes average about 17 students, and individual classes range from a low of 13 students in three different grades to a high of 30 students in 9th grade.

Other significant demographic data would be the following:

● Nearly 75% of our students are economically disadvantaged and are in our FRP program. The state average is 38.5%.

● 20.0% of our students are Special Ed., while the State-wide average is 16.6%.

● 72% of our students are English Language learners. 4% of our students are of Asian heritage. New students frequently arrive with little schooling of any kind and few English-speaking skills. The state average of English learners (ELL) is 8.5%.

**Group B-O # B-O % State%**

**English Learner** 165 74.0% 8.5%

**Special education** 85 38.0% 16.6

**Free/Reduced-Price meals**  158 71.0% 35.8%

**Homeless** 00 0.0% 1.0%

**The purpose of this literacy plan is to ensure that all students will achieve grade-level proficiency and read well by Grade 3. Literacy Plan Summary**

Our district began Benchmark Advance K-6 at the beginning of the 18-19 school year. Our English Language teachers will also use the ELL Benchmark Advance in the classroom. Furthermore, our ELL teachers and classroom teachers work together, so our ELL students gain background knowledge during pre-teaching while working with our ELL teacher and ELL interventionists.

FAST, a tiered benchmark assessment, is utilized in the Elementary grades. Assessments surround data in the five pillars of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. It is given 3 times per year. The FAST assessment teams, including the Title I and classroom teachers, will continue to train with the University of Minnesota as the test is advanced. Reading interventions are set for those students not meeting grade level benchmarks and will be analyzed by using this assessment. Teachers will then work on progress monitoring and on giving their students the needed interventions. Specific interventions are utilized at the entire K-6 level where all teachers will work on specific strategies with their students at the same time. With only 1 teacher in each grade level, good discussions will continue to evolve.

STAR READING and MATH – Star reading and math are given to students one time per month in the elementary. The data from these assessments are used to see growth and also used to progress monitor students on specific areas needing reading intervention. Parents receive data in academic areas at Parent/Teacher Conferences, in a monthly letter beginning in the spring, as well as through report cards and progress reports.

**Literacy Plan Goals and Objectives for 2022-2023:**

The most important goal of the Butterfield-Odin School District is that all students will read at grade-level by the completion of Grade 3 as determined by the MCA Reading test (“Meets” the Standards), by our other assessments and by graded curriculum and instruction.

**Assessments**

Classroom teachers, Title I teachers and administration will meet formally at least three times throughout the year to review and disaggregate data collected through the formal assessments in place. Specific data will be analyzed and students will be placed into groups for progress monitoring.

A 1.0 FTE Title I Educator position will continue to be on staff for Kindergarten through 6th grade Reading, with paraprofessional and EL Interventionist help and other assistance. Data collected will be sent to the parents monthly as well as other communication from the teachers.

Professional Learning Communities, begun in 2010-2011, will be meeting every Wednesday from 2:15-3:30 for the nine months of the 2022-2023 school year and on-going.

**Process of Assessment**

Statement of Goals and Objectives

Students will demonstrate reading proficiency throughout the primary grades and by grade 3 their progress will be shown through the results of both screening and diagnostic measures. Our goal is for all students to be at or above grade level on the FAST and MCA assessments. Through high quality core instruction and differentiation, students will be supported to make growth based on grade level expectations and individual goals. Furthermore, based on the outcomes of the assessments, students may qualify for additional support through our Response Analysis of the data from these assessments, as well. A brief explanation of the types of assessments used to measure student proficiency and qualify students for interventions is provided below.

**Assessments Used**

Butterfield-Odin Public School’s Testing and Assessment program incorporates state-wide testing, local standardized testing, and classroom assignments and observation to provide a complete profile of student achievement and curricular

strengths and weaknesses. Presently, Butterfield-Odin students perform below state and national averages.

**FAST (Formative Assessment System for Teachers)**

Data Notebooks continue to be in place for this school year. Data Notebooks will include formal assessment probes (three times each year), MCA scores and benchmarks, and any other pertinent information for students. Students receiving interventions and extended reading instruction may have supplementary data added to the Data Notebooks. Classroom teachers transfer completed data notebooks from one grade level to the next. Data will be shared in a Google Doc with all teachers and this data document will follow each individual student from year-to-year to track the progress of longitudinal data.

Butterfield-Odin uses the FAST assessment system to help educators screen, monitor progress, and analyze reading skills of students from kindergarten to sixth grade. Each question in the predictive assessment tests is individually tailored to the test taker.

**Oral Reading Assessment Tool**

The first assessment tool that FAST provides is a Curriculum-Based Measurement for Reading (CBM-Reading). This is an oral reading assessment that allows educators to monitor their students’ progress and evaluate the level and rate of a student’s oral reading fluency. It is a simple and efficient procedure whereby teachers listen and evaluate student performance while they read aloud from grade level passages.

**Early Primary Reading Assessment Screening**

The second assessment tool FAST provides is earlyReading - an evidence-based reading progress monitoring assessment for screening and monitoring student progress in the early primary grades (K-1). This assessment screening tool includes 12 optional tests to analyze skills that span concepts of print, letter sounds/names, phonological awareness, blending/segmenting, decoding sight words, and sentence reading.

Teachers are able to assess students on a continuous metric from kindergarten through fifth grade. The methodology allows the student’s skills to be evaluated relative to other grade levels, which is not currently provided by traditional assessments. The online interface is used to administer, score, and display measurement of a student’s knowledge and ability.

**Additional Reading Interventions**

In 2021-2022, we added to our plans a daily reading intervention of 20-30 minutes for grades K-3. We purchased hundreds of new books and students are broken down into ability level reading groups, as needed. This continues into 2022-23.

Students also now have an “Academic Achievement Plan” that is maintained for each student, which ties into the interventions.

**Specific MCA Reading Results in 2022:  31% of Elementary Students were Proficient in Reading**

**Progress Monitoring**

Students who perform below grade level on these measures may qualify for additional support through our Response to Intervention (RtI) model. A student with a FAST score below the 25thpercentile automatically qualifies for tiered instruction (interventions).

Students may also qualify based on a non-proficient MCA score. Students who are receiving interventions will be progress-monitored with FAST on a weekly basis to measure growth.

**STAR READING**

Star Reading assessments are given to students once per month in the elementary. The data for this is used to assess growth and also used to progress-monitor students on specific areas needing reading intervention.

**World-Class Instructional Design and Assessment (WIDA)**

Butterfield-Odin’s English Learners (EL) are assessed using the World-Class Instructional Design and Assessment (WIDA). Students who qualify for EL instruction will receive their interventions from a licensed ESL teacher in addition to core classroom instruction.

**Parent Communication and Involvement**

A copy of this Literacy Plan is posted on the Butterfield-Odin School District website for public review.

At our Fall Early Entrance Conferences prior to the first day of instruction, all Elementary parents/guardians will receive a printed explanation of all assessment tools that will be utilized throughout the year as well as an explanation of Title I and math and reading intervention services. Entrance and exit criteria will be part of this parental information piece. Data Notebooks will be reviewed at each Parent/Teacher Conference.

Individual MCA score sheets will be sent home on the immediate or following Wednesday after completing the assessment. All students will be asked to have parent permission for Title Interventions when needed throughout the year. There will be scheduled “Title Nights” throughout the year as planned by the Title staff.

All parents will receive an updated list of goals/benchmarks at the time of report cards. The Title teachers will complete a progress report for all students being taught in their classrooms.

All students will be asked to have parent permission for Title interventions when needed throughout the year. There will be scheduled Title Nights throughout the year as planned by the Title staff.

The Title teacher will complete a progress report for all students being taught in their classrooms.

**Multi-Tiered Systems of Support**

The Multi-Tiered Systems of Support (MTSS) begins with students receiving a core Reading instruction from their classroom teacher. Teachers will differentiate this instruction based on the specific needs of individual and/or small groups of students. Intervention and support instruction will be provided for students identified as not making grade-level progress through the formal screening assessment. Communication between the support teachers and the classroom teacher will be instrumental in creating a successful reading experience for all students.

Administration will be involved in all areas of the Instruction/Assessment/Review process on an as-needed basis. Teachers will be encouraged to seek out staff development opportunities as well as work with other teachers to continue to support our students. Staff development will also be provided throughout the year by administration.

**Scientifically-Based Reading Instruction**

All literacy initiatives in the district are scientifically- and researched-based.

**INSTRUCTION**

Teachers at Butterfield-Odin use data to inform their instructional decisions. Analyzing results from the FAST and Star assessments, teachers are able to build learning goals for individual students in their classrooms. Butterfield-Odin is currently using Benchmark Advanced to teach reading in Kindergarten through Grade 6: Included in this program are components for guided reading, vocabulary, phonics, spelling, writing, read alouds, shared reading and independent reading. Ninety minutes of Reading instruction is scheduled in elementary classrooms each day. The Reading curriculum is fully aligned with the most recent English Language Arts Standards at all levels. All classrooms have reading centers with literature from the formal reading program.

Fiction and non-fiction volumes are available for individual and shared reading. Classrooms schedule a weekly book check-out time. The Media Center and classrooms, as well as the Watonwan County Public Library, have significant collections of books. Additional financial resources are being allocated to build bigger libraries that contain an assortment of books from various genres. We recently received 250 English and Spanish language books for student reading through a SMIF grant (Southern Minnesota Initiative Foundation). Each classroom will be stocked with many books in both English and Spanish from which students may select their independent reading materials.

**Core Instruction**

Core instruction represents the instruction that all students receive. Teachers model effective strategies through focused, whole group instruction. Then they gradually release the instruction through guided practice and independent application. Teachers use the MN Academic Standards to create learning targets that scaffold instruction for students.

**ASSESSMENT RESULTS**

|  |  |
| --- | --- |
|  | **aReading**  **Spring** |
| **Preschool** | n/a |
| **Kindergarten** | 16.7% |
| **First Grade** | 13.3% |
| **Second**  **Grade** | 67.7% |
| **Third Grade** | 53.3% |

|  |  |
| --- | --- |
|  | **CBM**  **Spring** |
| **Preschool** | n/a |
| **Kindergarten** | 16.7% |
| **First Grade** | 44.0% |
| **Second Grade** | 28.0% |
| **Third Grade** | 25.0% |

**INTERVENTIONS**

**Multi-Tiered Systems of Support**

The Multi-Tiered Systems of Support (MTSS) begins with students receiving Core Reading Instruction from their classroom teacher. Teachers will differentiate this instruction based on the specific needs of individual and/or small groups of students.

Intervention and support instruction will be provided for students identified as not making grade-level progress through the formal screening assessment. Communication between the support teachers and the classroom teacher will be instrumental in creating a successful reading experience for all students.

Administration will be involved in all areas of the interventions on an as- needed basis. Teachers will be encouraged to seek out staff development opportunities as well as work with other teachers to continue to support our students.

**Tier 1 Interventions**

In tier I, interventions are provided by the classroom teacher in the regular classroom with support from paraprofessionals, the Title I teacher and Special Education teachers. Interventions are based on data gathered from FAST and Star Benchmarks, along with best practices in reading instruction. Progress is monitored monthly by the classroom teacher using the Star Assessment.

**Tier 2 Interventions**

In Tier II, standardized interventions are provided by the Title I teacher in a small group setting (4-5 students) for twenty minutes, 3-4 times a week. This setting provides more time, more explicitness, more focus, and more opportunities for students to respond. This intervention is in addition to Tier I supports provided by the classroom teacher. Progress is monitored weekly by the Title I teacher using oral reading fluency probe or early literacy skills probes.

Passage sets from first through fifth grade reading levels are used as progress monitoring and benchmarking tools to evaluate the level and rate of a student's oral reading fluency. The results are evaluated based on the number of words that were read correctly per minute. Then, teachers are able to accurately evaluate a student's reading progress and provide assistance to develop these skills. The formative assessment supplies feedback to educators in order to enhance, recognize, and respond to learning.

FAST Assessments give us benchmark scores for Fall, Winter, and Spring. If a student does not meet those benchmarks they are in our progress-monitoring groups until they can meet that score. This is all done according to their CBM score. We can also look at earlyReading for K-1 to determine if they need interventions on letter sounds, sight words, onset sounds, etc. These students are progress-monitored weekly. Groups are monitored using the FAST system so the passages and comprehension questions come directly from FAST and it is all done on iPads or Chromebooks. Students receive benchmark scores. Low-risk or high-risk indicators from FAST are used to determine intervention groups. Some of the interventions we work on are decoding, fluency, and comprehension. Letter sounds, sight words, and onset sound interventions are used for kindergarten. The interventions are usually twenty minutes in length and interventions from the Title I teacher occur 3-4 times per week depending on the grade level and the schedule.

**Tier 3 Interventions**

In Tier III interventions, instruction is intensely focused and is an individually tailored instructional program to meet student needs. Interventions are provided by the Title I teacher in a 1:1-2 setting for 20 minutes, 4 times a week. This intervention is in addition to Tier II supports in a small group setting and Tier I supports provided by the classroom teacher. Progress is monitored weekly by the Title I teacher.

**Professional Development**

As teachers and instructional staff continue to learn about best practices in literacy instruction and the literate 21st Century learner, we need to provide comprehensive professional development and the necessary resources to foster their growth and exploration. We have developed parameters to ensure that this support is available.

The Butterfield-Odin District educators were introduced to Professional Learning Communities (PLCs) during the 2010-2011 academic year. Beginning in the 2019-20 school calendar we began to maintain an early release for students each Wednesday in order for teachers to participate in PLCs. The PLC *Committee* will continue to meet monthly during 2022-23 and beyond to prepare for and assess the events of the month.

Buttterfield-Odin teachers will continue to work on their understanding and proficient application of the gradual release model to improve student learning. Previously, the emphasis of professional learning was on establishing clear learning targets and using focus lessons that model the application of the learning target. This year, the Professional Learning Community Committee is learning from and working with consultants to increase independent reading in all classrooms.

Assistance from MDE consultants will present critical components of independent reading during PLC meetings, and will visit classes during teaching times. Time has been built into the schedule for teachers to discuss and reflect on their application and understanding of how they teach a learning target in whole group and confer individually with students to assess their application of it through their independent reading and work.

The principal and superintendent will use a classroom visit instrument that aligns with the skills learned through professional development to monitor the progress of professional learning. They will report the data regularly and use it to determine next steps for professional development and/or resource acquisition.

Begun during 2019-2020 is the virtual app called Planbook.com, which all teachers have. This approach allows for teachers to keep a “virtual planbook”. This not only provides ongoing assistance to the teacher showing what standards are being taught, how often and when, but the process also allows administration and other consultants to know when teachers are teaching certain standards and also how and with what resources. In this way, Admin and other consultants may more successfully know when the various standards are being taught and how and can then visit classrooms at those appropriate times.

**English Learners and Other Diverse Populations**

Butterfield-Odin English Learners (EL) students are assessed using the ACCESS test from MDE. Over 70% of our students are English Language Learners, including Latinx and Asian students, many with no written language schooling prior to arriving at our school. Students who qualify for EL instruction will receive this intervention from a licensed ESL teacher, in addition to core classroom instruction in English. We have three EL teachers and three interventionists who work with students in and out of the regular classroom on a daily basis.

**Communication system for annual reporting**

The district has a current World’s Best Workforce Plan on file and also has a Strategic Plan that was formulated in conjunction with the School Board and staff members as stakeholders. This will be updated annually in the fall.

**Stakeholder feedback**

Parents are given many opportunities to provide feedback on this plan. Readers of this Literacy Plan are invited to respond to the Butterfield-Odin Principal with comments. Comments may spring from the reader’s own ideas or as responses to these questions:

* Was this document clear in explaining the Literacy education for students at Butterfield-Odin Elementary?
* During the 2022-2023 academic year, is Butterfield-Odin School following this Literacy Plan and the guidelines it has set forth for its students?
* What other ideas do you have to improve the reading achievement levels for students for Butterfield-Odin students?