

# Local Literacy Plan

## Butterfield-Odin Public Schools 2018-2019

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District 836  
Butterfield-Odin  
Public Schools  
Local Literacy

# Plan

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

FAST, a tiered benchmark assessment, is utilized in the Elementary. 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 1 and classrooms 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 will be studied by using this assessment. Teachers will then work on progress monitoring and giving their students the needed interventions. Specific interventions are used and done at an 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 for this is 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 2018-2019**

### **Goal:**

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 Standard) and by graded curriculum and instruction.

**Objectives:**

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

A 1.0 position in Title educator will be on staff for Kindergarten through 6<sup>th</sup> grade Reading.

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 2018-19 school year

## **Process of Assessment**

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.

Students are assessed with the following assessments throughout the year.

STAR Reading and Math – Monthly, K-6

FAST – 3 times per year

Reading Assessments in the classroom – Unit Assessments are given in the classrooms K-6. Data is used from this to formulate new goals for instruction.

## **Parent Communication and Involvement**

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

At 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.

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 this 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.

### **Scientifically-Based Reading Instruction**

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

### **Professional Development**

The Butterfield-Odin District educators were introduced to Professional Learning Communities (PLCs) during the 2010-2011 academic year.

The 2018-19 academic calendar contains an early out each Wednesday to facilitate the meeting of PLCs. This formal process will include reviewing of data, reviewing the guidelines, and determining the students identified for intervention.

The PLC admin team will meet at the beginning of each month or sooner if needed to go through the events of the month.



## **English Learners and Other Diverse Populations**

Butterfield-Odin English Learners (EL) students are assessed using the ACCESS test from MDE.

Students who qualify for EL instruction will receive this intervention from a licensed ESL teacher, in addition to core classroom instruction in English.

### **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 board and staff members as stakeholders. This will be updated annually in the fall.

### **Stakeholder feedback:**

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 2014-15 academic, 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 and levels for students for Butterfield-Odin students?