

**Butterfield-Odin
Public Schools
2020-2021
Local Literacy Plan**

Steve Thomas, Superintendent
Tyson J. Walker, 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 2019-2020 school year is 206 students. At the elementary level, which has 120 students, there is one section per grade level. B-O 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 6 students in 11th grade to a high of 26 students in 7th grade.

English Learners and Other Diverse Populations

- Nearly 75% of our students are economically disadvantaged and are in our FRP program. The state average is 38.5%.
- Over 25% of our students are Special Ed., while the State-wide average is 16.6%.
- Over 60% of our students are of Latinx heritage and the majority of those 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 is 8.5%.

| Demographic Data | B-O K-6 Count | B-O Student Percentile | MN Student Percentile |
|--------------------------|---------------|------------------------|-----------------------|
| English Learner | 61 | 50.8% | 8.5% |
| Special education | 31 | 25.8% | 16.6% |
| Free/Reduced-Price meals | 89 | 74.2% | 35.8% |
| Homeless | 0 | 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. We use an assortment of Literacy materials, and specific to English Language Learners. We have ELL teachers and Interventionist that do push-in classroom work with students, and small group opportunities that collaborate with the classroom teacher and parallels our benchmark literacy curriculum.

FAST (Formative Assessment System for Teachers), 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 during the Fall, Winter and Spring. For our English Language learner population, the WIDA ELD Standards work along with content standards to ensure students engage in the learning of the content standards as they continue to develop English.

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 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. Our EL teachers and support staff particularly engage in needed interventions, and improvement plans are followed.

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. Assessment results will be given to parents highlighting areas of needed improvement.

Literacy Plan Goals and Objectives for 2020-2021:

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), and measured by other assessments (formative and summative) and by graded curriculum and instruction.

Students will demonstrate reading proficiency throughout the primary grades and by grade 3 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. 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.

Process of Assessment

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. 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.

We have a Title educator who will be on staff for Kindergarten through 6th grade Reading, along with paraprofessional, EL Interventionist help and other assistance. Assessment Data collected will be given to parents each time a formative assessment is determined, as well as other communication from the teachers.

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 25th percentile automatically qualifies for tiered instruction (interventions).

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.

Oral Reading Assessment Tool

The first assessment tool that FAST provides is 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.

STAR READING

Star reading is given to students one time 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.

| | Statewide | Butterfield Elementary |
|---------------------------------------|------------------|-------------------------------|
| Average progress toward target | 61.4% | 65.3% |
| Count | 58,518 | 36 |

Percent of ELs meeting target

ASSESSMENT RESULTS

| | eReading Fall | eReading Winter | eReading Spring | aReading Fall | aReading Winter |
|-------------------------|--------------------------|----------------------------|----------------------------|--------------------------|----------------------------|
| Preschool | 6/16- 38% | 8/15- 53% | | n/a | n/a |
| Kindergarten | 8/15- 53% | 7/18- 39% | | 7/15- 47% | 7/18- 39% |
| First Grade | 6/15- 40% | 8/17- 47% | | 5/15- 33% | 5/17- 29% |
| Second Grade | n/a | n/a | | 7/17- 41% | 9/18- 50% |
| Third Grade | n/a | n/a | | 5/14- 36% | 6/15- 40% |
| Fourth Grade | n/a | n/a | | 3/14- 21% | 3/13- 23% |
| Fifth Grade | n/a | n/a | | 5/12- 42% | 5/11- 45% |
| Sixth Grade | n/a | n/a | | 5/16- 31% | 5/14- 36% |

| | CBM Fall | CBM Winter | CBM Spring |
|-------------------------|-----------------|-------------------|-------------------|
| Preschool | n/a | n/a | |
| Kindergarten | n/a | n/a | |
| First Grade | n/a | 7/17- 41% | |
| Second Grade | 7/16- 44% | 8/16- 50% | |
| Third Grade | 4/14- 29% | 5/15- 33% | |
| Fourth Grade | 6/14- 43% | 7/14- 50% | |
| Fifth Grade | 6/12-50% | 5/12- 42% | |
| Sixth Grade | 9/16- 56% | 3/14- 21% | |

Specific MCA Reading Results 2017-2019

| Year | | Exceeds | Meets | Partially meets | Does not meet |
|-------------|---------|----------------|--------------|------------------------|----------------------|
| 2017 | Count | 3 | 7 | 22 | 35 |
| | Percent | 4.5% | 10.4% | 32.8% | 52.2% |
| 2018 | Count | 3 | 10 | 15 | 30 |
| | Percent | 5.2% | 17.2% | 25.9% | 51.7% |
| 2019 | Count | 2 | 10 | 16 | 30 |
| | Percent | 3.4% | 17.2% | 27.6% | 51.7% |

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.

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. Teachers will be provided PD suggestions, and also 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 in 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 from which students may select their independent reading materials.

Core Instruction

Core instruction represents the instruction that all students are required to receive. Teachers model effective strategies through focused, whole group instruction. They use a variety of creative modalities to reach all types of learners. This includes; Visual, Auditory and Kinesthetic. Teachers are required to use the MN Academic Standards to create learning targets that scaffold instruction for students.

INTERVENTIONS

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.

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 gives us benchmark scores for Fall, Winter, and Spring and 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. 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, 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. The 2020-2021 school calendar contains an early release for students each Wednesday in order for teachers to participate in PLCs. The PLC Committee will meet monthly to prepare for and assess the events of the month.

Butterfield-Odin teachers will continue to work on their understanding and proficient application of the gradual release model to improve student learning. Last school year, 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, our Consultant Cohort will help facilitate these instructional strategies in the form of practice profiles, such as “check for understanding”, “questioning” and many more, during PLC time to increase independent reading in all classrooms.

To maintain teacher success, administration will support through visiting classes during teaching times. Teachers will have built-in time 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 continue to use a classroom visit instrument that aligns with the skills learned through professional development to monitor progress of professional learning and student learning outcomes. Data reports will be compiled 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 and use. 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. Admin and other consultants may more successfully know when this is being done and can then visit the classroom at the appropriate times.

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 provided many opportunities to provide feedback on this plan. Readers of this Literacy Plan are invited to respond to the Butterfield-Odin Administration 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 2020-2021 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 Literacy and/or reading achievement and levels for Butterfield-Odin students?

*How would you rate B-O for having after school literacy program activities for students and adults?