Butterfield-Odin Public School 

World’s Best Workforce 2013-14 School Year

**The Demographics**

**Mission Statement Butterfield/Odin Schools**

***A welcoming environment for all learners to:***

***demonstrate respect, learn responsibility, build relationships, and achieve excellence***

***in becoming a life-long learner in our ever-changing global society***

**Core Values**

**Diversity:** understanding, respecting and embracing all people **Shared responsibility:** working together independently and collaboratively, learning and trusting one another,and taking responsibility for our individual and collective actions **Courage:** by meeting challenge in the midst of easier ways out and doubt Excellence: a relentless and intentional effort in continuous improvement Learning: Continuous, meaningful and challenging effort that results in student success with no excuses

**Vision Statement**

The Butterfield/Odin Public School provides a safe, welcoming and challenging learning environment for all students where differences are assets. We partner with families to instill the qualities whereby all students are engaged in and accountable for their learning.

Student-focused

Excellence

Responsibility

Integrity

Collaboration

**Vision:**

Excellence in Achievement

Sustainable Systems and Structures

Community Culture of Engagement

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Public School Districts | 2013-2014 Student Demographics | AMI# | Asian# | Hispanic# | Black# | WHT# | FRP# | Total # Protected Students | All Students |
| Butterfield | Student Enrollment: 245 | 0 | 23 | 89 | 0 | **132** | 148 | 88 | **245** |

2013-2014 Student Demographics

\*2013 graduation rate is based upon a 4-year graduation rate calculation

Student Enrollment: 245

**Butterfield-Odin Public School MCA Achievement Data Reading, Math, Science**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| District Achievement Levels | | | | |
|  | EXCEEDS | MEETS | PARTIALLY MEETS | DOES NOT MEET |
| 3rd | 6.4% | 37.5% | 25% | 31.3% |
| 4th | 14.3% | 35.7% | 28.6% | 21.4% |
| 5th | 0.0% | 25% | 50% | 25% |
| 6th | 9.1% | 36.4 | 27.3 | 27.3% |
| 7th | 5% | 20% | 50% | 25% |
| 8th | 11.1% | 22.2% | 22.2% | 44.4% |
| 11th | 4.2% | 20.3% | 25% | 50% |

|  |  |  |  |
| --- | --- | --- | --- |
| MCA III Math | | | |
|  | 2013 Proficiency | 2014 Proficiency | Change |
| District | 29.7 | 30.4 | .7% |
| State | 43.6% | 42.2% | -1.4% |

|  |  |  |  |
| --- | --- | --- | --- |
| MCA III Math- Free and Reduced | | | |
|  | 2013 Proficiency | 2014 Proficiency | Change |
| District | 29.7 | 30.4 | .7% |
| State | 43.6% | 42.2% | -1.4% |

|  |  |  |  |
| --- | --- | --- | --- |
| MCA III Math- Special Education | | | |
|  | 2013 Proficiency | 2014 Proficiency | Change |
| District | 17.6 | 17.9 | .3% |
| State | 33.8% | 31.4% | -2.4% |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| MCA III Math- English Language Learner | | | |
|  | 2013 Proficiency | 2014 Proficiency | Change |
| District | 28.5% | 45.5% | 13% |
| State | 28.8% | 27.3% | -1.5% |

**2014 District Reading MCA Goals and Results**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2014 MCA Reading  District Achievement Levels | | | | |
|  | EXCEEDS | MEETS | PARTIALLY MEETS | DOES NOT MEET |
| 3rd | 6.3% | 31.3% | 19.8% | 43.8% |
| 4th | 7.1% | 35.7% | 35.7% | 21.4% |
| 5th | 8.3% | 25% | 38.3% | 8.3% |
| 6th | 17.2% | 36.2% | 18.2% | 31.8% |
| 7th | 5% | 20% | 50% | 25% |
| 8th | 11.1% | 38.9% | 16.7% | 33.3% |
| 10th | 0.00 | 52.4 | 19% | 28.6% |

|  |  |  |  |
| --- | --- | --- | --- |
| MCA III Reading- All Students | | | |
|  | 2013 Proficiency | 2014 Proficiency | Change |
| District | 33.3 | 41.8% | 7.57% |
| State | 57.8% | 59.1% | 1.3% |

|  |  |  |  |
| --- | --- | --- | --- |
| MCA III Reading- Free and Reduced | | | |
|  | 2013 Proficiency | 2014 Proficiency | Change |
| District | 22.9% | 30.5% | 7.6% |
| State | 38.1% | 39.5% | 1.4% |

|  |  |  |  |
| --- | --- | --- | --- |
| MCA III Reading- Special Education | | | |
|  | 2013 Proficiency | 2014 Proficiency | Change |
| District | 4.8% | 11.1% | 6.3% |
| State | 27.3% | 28.1% | 0.8% |

|  |  |  |  |
| --- | --- | --- | --- |
| MCA III Reading – English Language Learner | | | |
|  | 2013 Proficiency | 2014 Proficiency | Change |
| District | 16% | 16.4% | .7% |
| State | 28.5% | 27.3% | -.8% |

Improvement Strategies: Butterfield-Odin Schools. The strategies the District employs to support continuous improvement are: Professional Learning Communities (PLC’s); Phonemic Awareness instruction; Title I support; Achievement and Integration Plan; Problem Solving teams; Student Assistance teams; Making Connections and Strive after-school programming; Technology integration; Curriculum development; Pre-school, ECFE, and School Readiness programming; Teacher Evaluation System; Principal Evaluation System; New Teacher Induction and Mentoring; Staff Development.

**2014 District Science MCA Results**

**MCA Science Results from 2013 until 2014**

|  |  |  |  |
| --- | --- | --- | --- |
| MCA Science- All Students | | | |
|  | 2013 Proficiency | 2014 Proficiency | Change |
| 5th Grade |  |  |  |
| District | 33.3 | 31.6 | 1.8% |
| State | 59.7% | 61.2% | 1.5% |
| 8th Grade |  |  |  |
| District | 14.3 | 31.1% | 15.9% |
| State | 43.8% | 44.9% | 1.1% |
| HS |  |  |  |
| District | 27.5% | 36.4% | 8.9% |
| State | 53.0% | 53.2% | 0.2% |

**2014 Butterfield-Odin District MMR Results**

The Multiple Measurement Rating (MMR) is the measurement of school performance. The MMR measures proficiency, student growth, achievement gap reduction, and graduation rates (for high school). Schools earn points in each category. The percentage of possible points earned by a school is the MMR for that school. Schools receiving Title funds and serving grade levels that take the MCA tests are then designated as one of the following: Reward School (85-100%); Celebration School (75-84%); Continuous Improvement (26-74%); Focus School (6-25%); Priority School (0-5%).

Butterfield-Odin Elementary is the only school to receive a designation. Both schools have ratings, the elementary is the only school to be counted in the Adequate Yearly Progress Data. The Butterfield High School does not utilize any title funds. Butterfield-Odin Elementary was designated as a Continuous Improvement school. Schools in this designation are required to have a Continuous Improvement Plan which is on file at the district level.

The MMR results from Butterfield-Odin Elementary and High School are:

Butterfield Elementary MMR Rating: ***2013: 47.18 2014: 48.5***

Butterfield Secondary MMR Rating:  ***2013 26.91 2014: 27.33***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| District proficiency Levels on MCA Reading |  | Less than 30%  Meet or Exceed | 31-39%  Meet or Exceed | 40-49%  Meet or Exceed | 50-59 %  Meet or Exceed | Greater than 60%  Meet or Exceed |
| District Proficiency Levels on MCA Science |  | Less than 24%  Meet or Exceed | 25-39%  Meet or Exceed | 31-39%  Meet or Exceed | 40-49%  Meet or Exceed | Greater than 50%  Meet or Exceed |
| District proficiency Levels on MCA Math |  | Less than 40%  Meet or Exceed | 31-39%  Meet or Exceed | 40-49%  Meet or Exceed | 50-59 %  Meet or Exceed | Greater than 60%  Meet or Exceed |
| Readiness skills in numeracy and LIteracy for Kindergarten/Pre-School  (Use Measure in Spring) |  | Less than 40%  Meet or Exceed | 31-39%  Meet or Exceed | 40-49%  Meet or Exceed | 50-59 %  Meet or Exceed | Greater than 60%  Meet or Exceed |
| Butterfield-Odin Progress at Closing the Achievement Gap |  | Less than 40%  Meet or Exceed | 31-39%  Meet or Exceed | 40-49%  Meet or Exceed | 50-59 %  Meet or Exceed | Greater than 60%  Meet or Exceed |
| Graduation rate |  | Less than 85% of four year cohort | 85-86% of four year cohort | 86-90% of four year cohort | 91-94% of four year cohort | Greater than 95% of four cohort |
| Career college readiness (Explore-Plan-, accuplacer, ACT) |  | Less than 40% of students score at or above 20 | 30% of the students score at or above 20 | 40-50% of students score at or above 22 | 60% of the students score at or above 20 | Greater than 70% of students score at or above 20 |
| **\*\*\*Achievement Gap is noted as the gap between white and English Lanaguage Learners as copared with, Special Education population, English As a Second Lanaguage Population, students of ethnicity as well as students on Free and Reduced Lunch.** | | | | | | |

**Butterfield-Odin Public School Achievement Level Goals**

**2013-2014 Butterfield – Odin Achievement and Integration Goals and Strategies**

The goals of the integration activities with the partner districts Martin County West and Comfrey are to:

1) Increase cross-cultural contact, awareness and appreciation of Butterfield-Odin students on an inter-district level through a minimum of three student contact activities

2) Increase cross-cultural contact, awareness and appreciation of Butterfield-Odin staff through participation in at least one annual cooperative inter-district workshop, in addition to participation in student contact activities;

3) Close learning gaps by assisting students in credit recovery and basic skill review.

Improvement Strategies. To achieve the goals of the integration collaborative, the students and/or staff participated in the following activities: Post-Secondary Preparation Retreat; Area Career Exploration Days, Professional Development; Credit Recovery Summer School collaborating with Martin County West.

**Kindergarten Readiness**

Kindergarten readiness is critical to success in K-12 education. The District offers a Pre-school program for 3 and 4-year old children. The essential outcomes of the program for 4-year olds include: letter recognition, recognition of color words and shapes, name recognition and writing, and social/emotional development skills. In addition, the students in both the 3 and 4-year old programs are engaged in social play. There is 1 Instructor and 1 Para in each classroom.

The District Community Education program also fosters family engagement through the ECFE program. This program helps parents learn about school readiness and strategies for working with their child (ren) at home.

In addition, the District offers pre-school screening and provides the necessary support services (ECSE) for children to achieve school readiness.

**K-3 Literacy Plan Summary – UPdATE this**

The Martin C District utilizes teacher identification of deficiencies through daily classroom interaction. The VoWac phonics program is provided for students in grades K-3.The District uses the Lindamood/Bell Phonemic Awareness program as an intervention for identified students in grades K-1, with additional follow-up, if needed, in grade 2. Growth targets are identified through the use of assessments (LAC, WORD ATTACK, SPELLING). Additional interventions are geared towards improving fluency and comprehension. NWEA MAP tests are used (Fall, Winter, Spring) in grades 1 & 2 to identify student growth through the school year. Oral Reading Fluency scores are recorded in (Fall, Winter, Spring) as a measurement tool for all 3rd grade students. At the end of 3rd grade, MCA scores further identify literacy progress of our students.

utilizes the McMillan/McGraw-Hill Language Arts series in grades K-6. Title I staff coordinate assessment/intervention strategies to meet the learning needs of students. Students in all grades (1, 2, 3) participate in daily Successmaker software Reading Comprehension skill building activities in the District’s computer lab settings. Classroom teachers work with the RtI model in identifying and conducting intervention strategies and processes for individual students within elementary classrooms.

**College and Career Readiness**

**Concurrent Enrollment: Students may take High School and College courses at the same time. Inquire with Administration or Counselor for information on this optin.**

ONLINE HIGH SCHOOL COURSE /CREDIT

In our efforts to meet each student’s unique educational needs, we offer state-approved online opportunities for students in grades 9-12. There is no tuition for students meeting the set guidelines. Online course are taught by Minnesota-licensed instructors experienced in delivering online learning. Online courses are offered through the following programs:

1. Minnesota Center of Online Learning – visit

[www.mcool.org](http://www.mcool.org)

1. Minnesota Virtual High School – visit

[www.mnva.k12.mn.us](http://www.mnva.k12.mn.us),

1. Madelia School Online Academy - visit http://www.k12local.com/eminnesota

PSEO OPTIONS:

(Post Secondary Education Opportunities

Postsecondary Enrollment Options (PSEO) allows high school juniors and seniors to take courses, full or part-time, at a postsecondary institution (or online) for high school credit. Students must meet the admissions requirements of the participating college and continue to satisfy the graduation standards of the home high school.

**Graduation Requirements**

8 credits **English/Language Arts**

English 9 English 10

English 11 English 12

8 credits **Social Studies**

Am. Govt. American History

Geography Economics

8 credits **Mathematics**

Algebra I Geometry

Algebra II Consumer Math

6 credits **Science**

Science 9 Biology

Chemistry

2 credits **Physical Education/Health**

PE 9 Health 10

14 credits **Electives**

54 Trimester credits required to receive diploma

Required Tests: MCA Math, Reading, and Writing

Must also meet all District and State Standards.

**ACT Results**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | English | Math | Reading | Science | Composite |
| 2013  Average  Results | MCW  State  National | 22.1  22.2  20.2 | 23.1  23.1  20.9 | 23.3  23.1  21.1 | 23.8  22.9  20.7 | 23.2  23.0  20.9 |
| 2014  Goal |  | Meet or  Exceed  State | Meet or Exceed  State | Meet or Exceed  State | Meet or Exceed  State | Meet or  Exceed  State |
| 2014  Average  Results | MCW  State  National | 19.5  22.1  20.3 | 22.4  23.0  20.9 | 22.5  23.1  21.3 | 22.4  22.9  20.8 | 21.9  22.9  21.0 |

**2013-2014 District Staff Development**

The District Staff Development Committee meets during the school year to discuss staff development needs and plan staff development opportunities. The District offers staff development opportunities that are aligned with the District Strategic Roadmap, District Staff Development Goals, and other district initiatives. The committee is comprised of Board members, parents, administration, teachers, and support staff.

District Staff Development Goals

The District level plan must be focused on improving student achievement and be consistent with local board determined educational outcomes. It must be focused on continuous improvement toward achieving the following goals:

1. To provide a balanced curriculum for students are racially and culturally diverse.
2. Improve Student Achievement of state and local standards in elementary and high school
3. Continuous updating of curriculum up-grades and research to those areas that are on cycle
4. Effectively meet the needs of a diverse population including the needs of at-risk children with disabilities and those in the Gifted and Talented programs as well as the regular classroom.

**2013-2014 District Staff Development Opportunities**

* Regular PLC meetings at each site
* New Teacher induction and regularly scheduled meetings
* Mentoring for new teachers
* Strategic planning for Staff/Admin/Board
* Pre-referral process and interventions
* Grade level/content area meetings to discuss curriculum alignment
* Technology training for iPads, apps, g-mail,google docs,
* “Classroom Strategies for Working with Students with Reading and Math
* Study of Domains and Elements of Effective Teaching –The Art and Science of Teaching Marzano
* Intense Vocabulary Staff Development Activity Training

**District Committee Members**

Wendi AndersonTeacher

Wendy Besel- Teacher

Christy Oligner - Teacher

Tammy Samuelson /School Counselor

Diane Peterson/Board/Parent

Leon Wenner /Board

Kristy Haseman/ Board/Parent

Valerie Ommodt/Board

Jonee Munning/Board/Parent

Tammy Wolle/Board/Parent

Renae Meyer/Board/Parent

Barry Schmidt – Administration

Lisa Shellum - Administration

**Principal Evaluation System**

The Butterfield-Odin Public School is using the Marzano Evaluation System based on Mn. Statutes pertaining to the Systematic Evaluation of Principals. In this year a peer model was used for evaluation and formal evaluation of the Associate Principal will be done by the Building Principal. Formal Evaluation of the Lead Principal will be conducted by an administrator that knows the individual and the district from an outside district.

Butterfield-Odin, district 836 is using Robert Marzano’s Model of **” I-Observation Software**” and accompanying Curriculum for the purpose of Principal evaluation.

In the Marzano model several domains of good teaching and learning are studied. They are presented and refined during the required PLC professional development time. These domains include 41 teaching elements. The elements encompass what a professional teacher must do at a proficient or higher level in order to be successful. Teachers are evaluated on a holistic basis but also on these specific elements. This is all available with the software. Information on this Observation tool can be found on the Marzano Website. The following is a specific link to the Observation tool used by Butterfield-Odin. The model contains all of the elements that are required by Mn. Statute. <http://www.marzanocenter.com/Teacher-Evaluation-2014-Model.pdf>

**Teacher Evaluation System**

*The Teacher Evaluation plan in Butterfield is based on a Joint Agreement between The Butterfield-Odin Board of Education and the Butterfield-Odin Education Association.*

*The model is based on the following Minnesota State Statute;*

*Minnesota State Statute: 122A.40 Subd. 5*

*Development, evaluation, and peer coaching for continuing contract teachers.*

(a) To improve student learning and success, a school board and an exclusive representative of the teachers in the district, consistent with paragraph (b), may develop an annual teacher evaluation and peer review process for probationary and nonprobationary teachers through joint agreement. If a school board and the exclusive representative of the teachers in the district do not agree to an annual teacher evaluation and peer review process, then the school board and the exclusive representative of the teachers must implement the plan for evaluation and review developed under paragraph (c). The process must include having trained observers serve as peer coaches or having teachers participate in professional learning communities, consistent with paragraph (b).

(b) To develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success, the annual evaluation process for teachers:

(1) must, for probationary teachers, provide for all evaluations required under subdivision 2;

(2) must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, a peer review process, the opportunity to participate in a professional learning community under paragraph (a), and at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator;

(3) must be based on professional teaching standards established in rule;

(4) must coordinate staff development activities under sections [122A.60](https://www.revisor.mn.gov/statutes?id=122A.60#stat.122A.60) and [122A.61](https://www.revisor.mn.gov/statutes?id=122A.61#stat.122A.61) with this evaluation process and teachers' evaluation outcomes;

(5) may provide time during the school day and school year for peer coaching and teacher collaboration;

(6) may include mentoring and induction programs;

(7) must include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth, consistent with section [122A.18, subdivision 4](https://www.revisor.mn.gov/statutes?id=122A.18#stat.122A.18.4), paragraph (b), and include teachers' own performance assessment based on student work samples and examples of teachers' work, which may include video among other activities for the summative evaluation;

(8) must use data from valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth that may include value-added models or student learning goals to determine 35 percent of teacher evaluation results;

(9) must use longitudinal data on student engagement and connection and other student outcome measures explicitly aligned with the elements of curriculum for which teachers are responsible;

(10) must require qualified and trained evaluators such as school administrators to perform summative evaluations;

(11) must give teachers not meeting professional teaching standards under clauses (3) through (10) support to improve through a teacher improvement process that includes established goals and timelines; and

(12) must discipline a teacher for not making adequate progress in the teacher improvement process under clause (11) that may include a last chance warning, termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline a school administrator determines is appropriate.

Data on individual teachers generated under this subdivision are personnel data under section [13.43](https://www.revisor.mn.gov/statutes?id=13.43#stat.13.43).

(c) The department, in consultation with parents who may represent parent organizations and teacher and administrator representatives appointed by their respective organizations, representing the Board of Teaching, the Minnesota Association of School Administrators, the Minnesota School Boards Association, the Minnesota Elementary and Secondary Principals Associations, Education Minnesota, and representatives of the Minnesota Assessment Group, the Minnesota Business Partnership, the Minnesota Chamber of Commerce, and Minnesota postsecondary institutions with research expertise in teacher evaluation, must create and publish a teacher evaluation process that complies with the requirements in paragraph (b) and applies to all teachers under this section and section [122A.40](https://www.revisor.mn.gov/statutes?id=122A.40#stat.122A.40) for whom no agreement exists under paragraph (a) for an annual teacher evaluation and peer review process. The teacher evaluation process created under this subdivision does not create additional due process rights for probationary teachers under subdivision 2.

**Local Process – 2014-15 School year and beyond**

Butterfield-Odin, district 836 is using Robert Marzano’s Model of **” I-Observation Software**” and accompanying Curriculum for the purpose of teacher evaluation.

In the Marzano model several domains of good teaching and learning are studied. They are presented and refined during the required PLC professional development time. These domains include 41 teaching elements. The elements encompass what a professional teacher must do at a proficient or higher level in order to be successful. Teachers are evaluated on a holistic basis but also on these specific elements. This is all available with the software. Information on this Observation tool can be found on the Marzano Website. The following is a specific link to the Observation tool used by Butterfield-Odin. The model contains all of the elements that are required by Mn. Statute. <http://www.marzanocenter.com/Teacher-Evaluation-2014-Model.pdf>

**Professional Development Component *M.S. 122.40 Sub. 5, 4***

The district is ready and able to assist in developing, improving and supporting qualified teachers with professional development given in the form of PLC meetings that are held each Monday during the school year for 1 hour. These sessions are used to give teachers continuing education so that student learning and success continues to be a priority.

**Points of Contact: *M.S. 122.40 Sub. 5,2***

The Butterfield-Odin district believes that working together is vital to the success of the district. The Evaluation process will not only consist of formal evaluations by Administrators, but also include other points of contact in the form of Peer Review.

**Peer Review Component *M.S. 122.40 Sub. 5,2***

The district has chosen 6 Peer Reviewers that have been specifically trained for this and the rest of the staff reports to them. 2 peer reviews per year are required. Peer Reviewers are set up by the teams.

**Formal Review Component – Summative Evaluation *M.S. 122.40 Sub. 5,2***

**Probationary Teachers:**

All probationary teachers (3 years in the same school district if not tenured, 1 year in the same district if teacher has been tenured in another district.) are required to have 3 formal Administrative Observations each school year.

**Non-Probationary – Tenured Teachers:**

Teachers that are tenured in the district will be evaluated on a cycle of every 3 years.   
For all teachers the I-Observation Software assists in meeting the following components of the Teacher Evaluation Statute 122.40A subd. 5, 2

Each teacher is required to complete the following yearly and these are included in the final summative evaluation for each teacher at the end of each year or (3) years, whichever is determined.

-Growth and Development Plan

-Participate in the Peer Review Process

-Be given opportunities to participate in Professional Learning Communities

-During the 3 years at least one summative evaluation must be performed by a qualified and trained evaluator such as a school administrator, but can be any trained individual for the formal summative evaluation. M.S. 122.40 Sub. 5, 10

**Professional Development Component: *M.S. 122.40 Sub. 5, 4 0 in coordination with M.S. 122A.60 and 122A.61.***

The professional development components are based on the professional teaching standards that are in rule. The professional development opportunities include activities which are specifically germane to the evaluation process and teachers’ evaluation outcomes. Robert Marzano’s I-Observation Domains, Elements and Rubrics provide the Professional Development Framework for this part of the statutes. Handbooks and teaching tools are provided to staff in order to effectively evaluate these outcomes.

**Mentoring/Induction Program: *M.S. 122.40 Subd. 5,6***

The Butterfield-Odin Public School has an established mentor/teacher induction program for new teachers. This program would be available for any teacher after their 1st year to continue it. Experienced teachers are assigned to work with teachers that are new to the Butterfield-Odin district regardless of how many years of experience they have. (or anyone that requests it) during the first year.

**Portfolio Option: *M.S. 122.40 Sub. 5, 7***

Teachers may develop and present a portfolio demonstrating evidence to the Butterfield-Odin Administration Team. This may be included as part of the final summative evaluation. This may include their own reflection on teacher’s own performance assessment, based on work samples and examples of teachers’ work. They may also include video.

**35% Option: *M.S. 122.40 Sub. 5, 8***

35% of each teacher evaluation must be based on data from reliable an valid assessments that are aligned to the state and local standards. The statute states that state and local measures of student growth must be used and this constitutes 35% of the evaluation.

**Student Engagement and Connection *M.S. 122.40 Sub. 5, 9***

Longitudinal data on student engagement , connection, and other student outcomes must be measured explicitly with the elements of curriculum that teachers are responsible for. This will be met by teachers using Robert Marzano’s I-observation, the 4 domains and 41 elements. These are required elements and the observations are inclusive of them. Teachers must demonstrate proficiency in all elements that are required.

**Support and Discipline *M.S. 122.40 Sub. 5, 12***

For teachers that are not meeting the professional teaching standards and/or struggle with required components that are part of the evaluation process, the district administration will support to improve and work with the teacher through an improvement process that establishes goals and timelines. These goals and timelines will be determined mutually.

Teachers must be disciplined for not making adequate progress in the teacher improvement process under M.S. 122.40 Sub. 5, 11 – The statute is clear on what the parameters would be. Please refer to the statute for information on possibly disciplinary action.

**Personnel and Private *M.S. 122.40 Sub. 5, 12***

Data under the Teacher Evaluation law is deemed as personnel data and subject to laws pertaining to personnel data.

**Teacher Evaluation Plan creation and publishing *M.S. 122.40 Sub. 5, 12c***

The Mn. Department of Education has created a plan for Teacher Evaluation. Butterfield-Odin District 836 will not be using this model, but will be using the Robert Marzano I-observation. This was agreed upon and approved by the Butterfield-Odin School Board in August of 2013.