## Minnesota Department of Education

2014-2015 World’s Best Workforce Report Summary

District or Charter Name: Butterfield Public Schools – District 836

Contact Person Name and Position Lisa Shellum - Superintendent

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year’s plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

This document serves as the required template for submission of the 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

Stakeholder Engagement

**Report**

* The district will publish the World’s Best Workforce report on the district website: http://www.butterfield.k12.mn.us/

Annual Public Meeting

* The public meeting took place at the regular meeting of the Board of Education on the 16th of November, 2015.

**The District Advisory Committee is comprised of the following individuals:**

* Lisa Shellum – Superintendent
* Barry Schmidt – Principal
* Tammi Samuelson – Counselor
* Renea Meyer – Board Member and parent
* Kristy Haseman – Board member
* Ana Rodriquez – paraprofessional and parent

## Goals and Results

| **SMART Goal** | **2014-2015 Goals** | **2014-2015 Goal Results** |
| --- | --- | --- |
| **All Students Ready for Kindergarten** | The number of students proficient in numeracy will increase from 0% to 40% (new data in 2014-15)      The number of student proficient in literacy will increase from 0% to 40% (new data in 2014-15 | In the areas of Number Naming, One – to One Correspondence Counting and Oral Counting the proficiency was at 97% which exceeded the goal.    In the areas of Picture Naming, Sound Identification and Rhyming the proficiency rating was at 42% which met the goal |
| **All Students in Third Grade Achieving Grade-Level Literacy** | The number of students identified as proficient in reading at the 3rd grade level will increase from 42.9% (2014 level) to 45%. | The proficiency rate in reading at the 3rd grade level increased from 42.9% in 2014 to 45% in 2015. |
| **Close the Achievement Gap(s) Among All Groups** | The proficiency gap between Hispanic and White students on the MCA reading test for all grades tested will decrease from 16.4% to 13.6%.  The proficiency gap between Hispanic and White students on the MCA math test for all grades tested will decrease from 31.3% to 26.1%.  The proficiency gap between FRP and Non FRP students on the MCA reading test for all grades tested will decrease from 33.7% to 28%.  The proficiency gap between FRP and Non FRP students on the MCA math test for all grades tested will decrease from 23.8% to 19.8%. | Reading gap increased to 19.1% between Hispanic and White.  Math gap decreased to 13.4% between Hispanic and White which exceeded our goal.  Reading gap decreased to 7% between FRP and Non-FRP which exceeded our goal.  Math gap decreased to 12.8% between FRP and Non-FRP which exceeded our goal.  \*\*\*used the goal of a 50% gap reduction over three years with an expected 17% gap decrease each year.*.* |
| **All Students Career- and College-Ready by Graduation** | The % of students meeting benchmark scores for Plan/ASVAB/ACT/Accuplacer will increase from 69% to 70%.  All students will attend at least 90% of College and Career Preparation activities | 65% of graduating seniors met the benchmark scores for Plan/ASVAB/ACT/Accuplacer. 100% of all students attended at least 90% of College and Career Preparation activities. \*\*note that of the students who did not meet benchmark scores, 35% went on to college/technical school and the other 65% are gainfully employed. |
| **All Students Graduate** | The % of students graduating will increase from 87.5% to 91%. | Our graduation rate remained the same at 87.5%. However, it is important to note that only 4% dropped out. The rate is falsely skewed in a negative direction because students who spent time at the ALC or in summer school are not counted in our graduation rates even though they graduated from Butterfield School. |

## Identified Needs Based on Data

## Proficiency scores were identified

## Baseline data from local assessments given was established.

## Data indicated a need for local assessment. Local Assessments include: Star Enterprise, Dibbles, Igdis (Pre-school assessment), Unit Tests in Reading/Math, the state of Mn. preparation test for MCA (OLPA). FAST Assessment after January 1, 2015 for progress monitoring of students.

## Data indicated a need for further assistance in reading and math. ALEKS on-line math Skills and Assessment site, Study Island Reading and IXL math were used to supplement math and reading curriculum

## Data indicated further support for College and Career Readiness programs. High School College and Career Ready Assessments given periodically during the year. They include: Accuplacer, ACT, PLAN, EXPLORE, and ASVAB.

## Data indicted a need to understand poverty levels and this impact on standardized tests. The district poverty level was established as well as data on students in different categories on the MCA tests such as FRP versus NonFRP were identified, Proficiency Gap data was also reviewed.

## Data indicated a need to further collect data on student performance. .Data indicated a need for further structured report for students to have time with instructors. A 30 minute “guided” study hall with classroom advisors is implemented and identified as a need for the district. During this time, teachers use data from the student program to track homework, missing assignments, grades and then reports these to parents on a monthly basis.

## Data indicated a need for further communication with parents concerning student performance.

## Systems, Strategies and Support Category

**Students**

Improvement Strategies: Butterfield-Odin Schools. The strategies the District employs to support continuous improvement include:

* Goal #1 – All students ready for Kindergarten
  + An Early Childhood Education Program that responds to the identified needs of incoming students
  + A School Readiness program that works in conjunction with the ECFE program, allowing parents to have trained teachers work with young children to ensure that they are ready for Kindergarten
  + A Pre-School Screening programs that helps identify potential needs prior to students arriving at school
  + Home visits, done in conjunction with the ECFE program that works with parents identifying strategies that they may perform to help students become school ready
  + An increase in the number of days that School Readiness programs are offered during the week to allow more time to work with students in areas necessary for school readiness. For 4 year olds it has moved from 3 to 4 days and for 3 year olds, from 2 to 3.
* **Goal #2 – All students in 3rd grade achieving grade level literacy**
  + The use of the IGDIS and FAST program for tracking literacy achievement with frequently collected data and interventions based on this data.
  + A Title One program that provides further instruction to students identified as in need of interventions to achieve proficiency in reading
  + Student Assistance Teams to identify students at risk of not achieving literacy goals
  + After school programs for early elementary students for further assistance in literacy
  + Child Study Teams to identify students at risk
  + Data Teams comprised of teachers in K-3 which meet on a regular basis to review literacy data collected on all students and to identify interventions
  + RTI intervention programs in Tiers 1, 2 and 3 as designed by teachers in early grades.
  + Elementary – March through May, Staff are encouraged to send reports home to parents on the readiness of their child for the next grade level.
* **Goal #3 – Close the Achievement Gap among all groups**
  + At the High School and Elementary levels the use of ALEKS, a research based internet learning tool that provides individually targeted instruction.
  + A homework room for high school students in which they make connections with advisors and are held accountable for working on math homework
  + Saints time: This is a time to work with advisors in setting goals for high school students
  + The consistent use of word banks and vocabulary expansion in all classes
  + A homework room staffed by teachers to work with all students
  + An after School Reading club, reading strategies class, math strategies class are offered in the elementary beginning in January running through March. Reading Club runs until the end of the year.
  + Elementary Data Meetings: The Elementary /High School Staff with administration have weekly data meetings in which individual student data is presented and discussed. At the team meetings teachers collectively and collaboratively work together to implement strategies to help students struggling in identified areas. From these data meetings, students were given specific instructional time within the Title, Special Education and/or ESL program to attend to individual needs

## High School Data Meetings: staff met 3-4 times a year to go over the data on all students in reading and math. All teachers having this data promotes unity and the same targeted areas to be worked on throughout the day for individual students. All data related to the instructional programming throughout the year is reviewed. Skills classes in the high school including remedial math and reading offered during the day.

* **Goal #4 - All Students Career- and College-Ready by Graduation**
  + Intentional practice sessions and coaching for those taking the ACT
  + Availability of online ACT preparation and assistance with accessing this program
  + The use of the PLAN and EXPLORE programs to assist students in developing an understanding of their interests and skills as they look to the future after school
  + The administration of the ACCUPLACER each year and work with the school counselor to understand the results off this assessment
  + The administration of the ASVAB each year and work with the school counselor to understand the results off this assessment
  + Education Talent Search in conjunction with Minnesota State-Mankato to provide support for 1st generation and students living in poverty who are bound for college.
  + The use of the Minnesota Career Course Information System with students to help them explore college and career options and develop aptitudes and skills and for the future
  + Provide all 9-12 students with opportunities to attend college career fairs and visit colleges as an entire class project.
  + Require a course for all seniors which focuses on consumer math/ personal finance/ career exploration and life skills development.
  + Provide field trips and connections for seniors with a variety of regional businesses that provide them with opportunities to see and explore a variety of careers.
* **Goal #5 – All students graduate**
  + A credit recovery system which allows students to gain credits needed for graduation if they have failed to meet the standards for classes and need to obtain these in order to graduate
  + The support of the PSEO option
  + Online classes for students who are in need of making up failed classes in order to graduate
  + Summer school in conjunction with the Martin County West school system through the Integration Collaborative
  + Providing transportation to low income students in need off after school extra work with teachers
  + A School Within a School (SWIS is offered for students in the high school that need extra time with an instructor for support.

**Teachers and Principals**

**Teachers -** Butterfield has in place a Teacher Evaluation process that includes formal and informal formative evaluations done by the Principal and Superintendent. These evaluations are focused on principals of research based effective instruction as outlined in the book: Teach Like a Champion. This text was used in PLC work as a book study and then served as the basis for the formative evaluations and professional conversations both with the Principal and Superintendent as well as with peers in PLC meetings.

The district utilizes a teacher evaluation system based on the Marzano model in which 41 elements of effective research based teaching and learning are studied. They are presented and refined during the required PLC professional development time. 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 as well as on specific elements. Enclosed is a specific link to the Observation tool used by Butterfield-Odin which contains all of the elements that are required by MN. Statute. <http://www.marzanocenter.com/Teacher-Evaluation-2014-Model.pdf>

**Principals -** There is in place a Principal Evaluation System in which the Superintendent has ongoing formative evaluations and conversations about performance and effective strategies to improve effectiveness with teacher and student relationships.

The Butterfield-Odin Public School is using the Marzano Evaluation System based on MN. Statutes pertaining to the Systematic Evaluation of Principals. The district is using Robert Marzano’s Model of **” I-Observation Software**” and accompanying Curriculum for the purpose of Principal evaluation.

**District –** There are in place numerous supports aligned with the goals off the district that result in focus on actions which will increase the likelihood of higher level of teacher effectiveness and student achievement. These include:

* Regular PLC meetings at the elementary and secondary sites in which teachers meet and review student achievement data with the goal of developing interventions to respond to individual student needs
* New Teacher induction and regularly scheduled meetings in which new teachers are paired with a mentor who assists them in understanding the district as well as providing professional development and support
* Mentoring for new teachers which is coupled with the new teacher induction program to support the new staff in their
* Strategic planning for Staff/Admin/Board which allowed the entire school to look ahead and develop an overall plan and goals looking into the future
* Pre-referral process and interventions, a process in which Special Education staff, administration and classroom teachers pro-actively identify students in need of interventions and assistance when identifiers demonstrate below grade level progress
* Grade level/content area meetings to discuss curriculum alignment which helps staff members remain focused on the goals of the district
* Technology training for iPads, Chrome Books, apps, g-mail, google docs, all of which are designed to provide teachers with tools to assist in the implementation of strategies and techniques to assist students become prepared to enter the world after high school
* “Classroom Strategies for Working with Students with Reading and Math” a series used specifically to look at ways to increase student achievement in these areas.
* Study of Domains and Elements of Effective Teaching –The Art and Science of Teaching Marzano