



2020-21 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2020-21 WBWF and A&I Annual Summary & Progress Report](#).

You can copy your responses from this template into the electronic form.

District or Charter Name: Butterfield-Odin School District

Grades Served: Pk-12

WBWF Contact: Steve Thomas

Title: Superintendent

Phone: 651-983-1329

Email: sthomas@isd836.org

A&I Contact: Steve Thomas

Title: Superintendent

Phone: 651-983-1329

Email: sthomas@isd836.org

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020-21 school year (SY)?

Yes No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020-21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020-21 SY. No charter schools should complete this section.

Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

MDE understands this past school year (2020-21) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- Provide the direct website link to the A&I materials.

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. *Report on this measure for the 2020-21 school year.*

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year. **December 13, 2021**

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. *Report on your membership list.*

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2020-21 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Steve Thomas	Superintendent	X
Tyson Walker	PreK-12 Principal	X
Tammi Samuelson	School Counselor	X
Rena Chantharak	Special Ed Teacher/Parent	X
Jayne Enamorado	ELL Lead Teacher	X
Arely Anaya	Former Student/EL Teacher	X

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Dennis Stade	HS Social Studies Teacher	X
Emily Kern	Title Teacher	X
Valerie Ommodt	School Board Chairperson	X
Shannon Sykes	School Board Member/Parent	X
Josh Altmann	6 th Grade Teacher	X
Susan Fast	School Board Member/Parent	X
Tammy Johnson	Parent	X
Connie Braaten	Parent	X

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 school year.

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below.

Describe your process for ensuring students of color, American Indian students, and students from low-income families have equitable access to experienced, in-field, and effective teachers.

- How did the district examine equitable access data? **See Below**
 - What data did you look at? **See Below**
 - How frequently do you review the data? **See Below**

- Who was included in conversations to review equitable access data? **See Below**

Limit response to 200 word

Butterfield-Odin is a small, rural K-12 district. We average approximately 16 students per class, with a few exceptions. So, there is only one 1st grade, one 2nd grade, etc. All 3rd graders, for example, no matter their background, their cultural origin, their income level, etc., have the same skilled teachers and paraprofessionals, and other staff. All teachers are trained in cultural competence. We use FAST Bridge assessments for our data gathering. We test 3 times a year, and Teachers review their other data at least twice monthly. The superintendent, Prek-12 Principal, K-12 counselor, and Title teacher are all involved in reviewing access data, including all teachers.

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

Limit response to 200 words.

- **When vacancies arise, we place ads in the local newspapers in an attempt to encourage individuals of color (Latinx candidates) to apply for the position, as well as advertising outside our area through EdPost to attract minorities who have the education and the experience to be highly qualified teachers, interventionists, and paraprofessionals at our school. This has worked well for us and this year we hired three new ethnically diverse teachers, all of whom are qualified and all of whom are bilingual.**
- What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
While we have no equitability access gaps, as stated above, we continue to have the goal of encouraging ethnically diverse teachers, interventionists, and paraprofessionals we can possibly attract to our district, as also described above.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their careers, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district.
 - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?

All racial and ethnic student groups present in our District are represented in our licensed teaching staff. We hired 3 new bilingual teachers of Spanish origin during the 20-21 school year. By far, the largest racial/ethnic group present in our District student body is Aztec/Hispanic/Latinx. More than 60% of our students are of Spanish origin. We also have several families and students who are from Southeast Asia... Laos, in particular. Butterfield-Odin School has approximately 25% staff who are of the same minority ethnicity as our students.

- How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

We would need six more teachers of Latinx background to match our Latinx student population at our school.

- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

- **Our goal is to hire as many qualified Hispanic teachers, interventionists, and paraprofessionals into the District as possible. Specifically, our goal is to hire at least one additional bilingual/Latinx staff member each year as we aim toward ten such staff. We have offered retirement incentives for our longest serving teachers to bring more ethnically diverse teacher opportunities to our school. We advertise by "Word of Mouth" in our community and in neighboring communities (which have many Hispanics, of course), as well as through EdPost and we keep an open dialogue with all minority teachers to assist with any additional resources or tools they may need to do their job well. While we do not have as many Latinx candidates applying as we would hope for, we hire Latinx candidates when available. In the last two years, for example, we have hired four Latinx or bilingual staff, which is outstanding for our small District.**

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

For this 2020-21 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures. Please fill out the table below with your specific SMART goals.

All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. Our data was negatively affected by COVID-19. 5 of the 8 preschool students will meet their FAST aReading benchmark.	Provide the result for the 2020-21 school year that directly ties back to the established goal. Our data was negatively affected by COVID. 5 of 8 did meet their FAST aReading benchmark.	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

The COVID-19 pandemic did, in fact, affect our data. Distance Learning was a large factor in the deficit of learning that took place. Still, our children met our goal, and would have done better had it not been for COVID. We use FAST for our data collection. It is disaggregated by FRP and non-FRP, and by race. Students are taught in large group, then in small groups, or one-on-one, depending on proficiency.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. 7 of our 14 3rd graders will achieve their FAST aRdg benchmark	Provide the result for the 2020-21 school year that directly ties back to the established goal. 7 out of 16 (44%) met their FAST aRdg benchmark	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

The COVID-19 pandemic did, in fact, affect our data. Distance Learning was a large factor in the deficit of learning that took place. Still, our children met our goal, and would have done better had it not been for COVID. We use FAST aReading for our data collection. It is disaggregated by FRP and non-FRP, and by race. Students are taught in large group, then in small groups, and one-on-one, depending on proficiency.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year. The goal is that the achievement gap for 2020-21 will be less than or equal to 15%.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal. The result in reading was that 20.3% of our FRP students achieved their aReading goal and 30% of our non-FRP students achieved their aReading goals, for a gap of 9.7% and in math, 18.5 % of our FRP students achieved their math goals, while 18.2% of our non-FRP student achieved their goal, for an almost equal result, meaning there was NO statistically relevant gap in math.</p>	<p>Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input checked="" type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

N/A

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

FASTBRIDGE Math was used for our data collection. Teachers first taught in their large groups, then broke into smaller groups, the one-on-one, as necessary. We also had the benefit of a math interventionist who was very helpful.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. We determined that 80% or more of our high school students would achieve a 2.6 GPA or better, which we felt meant they were college- and career-ready.	Provide the result for the 2020-21 school year that directly ties back to the established goal. 86% of our high school students achieved at least a 2.6 GPA	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

The COVID-19 pandemic did, in fact, affect our data. Distance Learning was a large factor in the deficits of learning that took place. Still, our students met our goal, and would have done better had it not been for COVID. We used the GPA for our data, and it is disaggregated by FRP, non-FRP, and race. This is a “global” goal involving all teachers working with all students in all their high school classes to assist them where needed to achieve at least a 2.6 GPA.

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. 90% or more of our seniors will graduate from high school.	Provide the result for the 2020-21 school year that directly ties back to the established goal. 100% of seniors graduated high school.	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

The COVID-19 pandemic did, in fact, affect our data. Distance Learning was a large factor in the deficit of learning that took place. Still, our students met our goal. We used graduation data, which is disaggregated by FRP and non-FRP, and race. All teachers worked with students in their classrooms, but also used the assistance of our After School Academic Support each Tuesday and Thursday and our in-school Academic Support of 30 minutes each day.

2020-21 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans ([Minn. Stat. § 124D.862, subd. 8](#)).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals is on track. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2020-21 A&I plan goals for each of those schools were on track.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

This progress report has two parts:

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2020-21 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2020-21 SY.

MDE understands this past school year (2020-21) brought on unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

***Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2020-21 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.**

Achievement and Integration

District Name: Butterfield-Odin

A and I Contact: Steve Thomas

Title: Superintendent

Phone: 651-983-1329

Email: sthomas@isd836.org

Annual Public Reporting

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- Provide the direct website link to the A&I materials.

Annual Public Meeting

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year. **December 13, 2021**

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2020-21 SY.</p> <p>1. Students enrolled for the full academic year in grades K-2 will increase their aReading scores a minimum of 15 points as measured by the FAST Benchmark aReading Tests from Fall testing to Spring testing and...</p> <p>2. Students enrolled for the full academic year in grades 3-12 will increase their group proficiency rate in reading as measured by state reading accountability tests (MCA, MOD, MTAS) from 32.7% in 2019 to the recent state average of 59.7% in 2023. The Goal for SY21 is 44%.</p>	<p>Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan.</p> <p>For grades K-2, the aReading tests completed in the Fall of '20 showed the following results: K=Not taken due to Covid, 1st grade=3/15 met (20%) 2nd grade=6/17 met (35%)</p> <p>2. Students in grades 3-12 achieved at 32.7% on the MCAs in Reading in 2019.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>Kindergarten- Not tested in the fall due to Covid.</p> <p>GRADE 1: 12/15 increased their aReading score by 15 points or more from Fall to Spring. 80% met that goal.</p> <p>GRADE 2: 10/ 17 increased their aReading score by 15 points from Fall to Spring. 59% met that goal</p> <p>2. The goal was 44% Proficiency. Students in grades 3-12 achieved at 28%. Covid caused us difficulties in accomplishing our goal. This goal was not met.</p>	<p>Check one of the following: <input type="checkbox"/> On Track</p> <p>1. <input checked="" type="checkbox"/> Goal Met</p> <p>2. <input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Unable to Report</p>

Narrative is required. 200-word limit.

Narrative description of this strategy. Before, during and after school Academic Support will be offered individually to any student who needs or wants this support and it will be arranged through their teacher. It is designed to reduce low grades and increase academic achievement through targeted interventions, make-up work, and general academic assistance including homework help. Though accessible to all students, our focus will be to underserved populations, especially FRP and Hispanic students. Transportation home will be provided two of those days a week to remove as many barriers as possible and allow access to this support after school.

- What data have you used to identify needs in this goal area? **FAST Benchmark aReading**
- How is this data disaggregated by student groups? **Data disaggregated by FRP and race.**
- What strategies are in place to support this goal area? **Tier I teaching, differentiated teaching, after school and in-school academic support**

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2020-21 SY.</p> <p>All students enrolled at Butterfield Odin School will increase college and career readiness as measured by updates to a Personal Learning Plan, goal setting, academic achievement and cultural awareness.</p>	<p>Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2020-21 SY.</p> <p>80% provided a PLP.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>85% provided. a PLP</p>	<p>Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report</p>

Narrative is required. 200-word limit.

Events such as Youth Frontiers Retreats, CLIMB Theatre classes, The Great Big Get-Together, and MSU Children’s Theatre production and classroom follow up are done in partnership with collaborative schools and provide an integrated learning environment for all students with potential to impact achievement and prepare students to enter a diverse workforce. All events have both a career/college-ready and integration component. These events help students not only increase cultural competency, but assist students in seeing the value of school, career, college and the opportunities available to them by exposing them to a variety of challenging learning situations. Career/college readiness learning is reinforced by personal reflections in student’s Personal Learning Plans.

Location of services: Multiple locations including Comfrey School, Comfrey Community Center, and Butterfield School

What data have you used to identify needs in this goal area?

- How is this data disaggregated by student groups? **Our data is the Personal Learning Plan and the data is disaggregated by FRP and race.**
- What strategies are in place to support this goal area? **Meeting with the counselor on a regular basis and going over their Personal Learning Plans.**

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2020-21 SY.</p> <p>1. Hire at least 1 additional bilingual staff member each year.</p> <p>2. Provide mentorship programs for all new teachers. Increase equity through qualifying and training inexperienced and out-of-field teachers. Maintain training for all staff in cultural competence so students' learning needs are met and their perspectives valued.</p>	<p>Check one of the following:</p> <p>___ Achievement Goal</p> <p>___ Integration Goal</p> <p><u>X</u> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2020-21 SY.</p> <p>1. B-O had one ethnically diverse teacher.</p> <p>2. 100% of staff were offered professional development opportunities that reflected this goal.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>1. We hired three (3) new ethnically diverse teachers.</p> <p>2. 100% of staff who asked for professional development opportunities were provided them, though Covid certainly limited those opportunities. All teachers provided Coaching opportunities.</p>	<p>Check one of the following:</p> <p>___ On Track</p> <p>___ Not on Track</p> <p><u>X</u> Goal Met</p> <p>___ Unable to Report</p> <p><u>X</u> Goal Met</p>

Narrative is required. 200-word limit.

Through regularly scheduled Professional Learning Communities, we will have peer mentoring for new teachers. We will also have one-on-one teacher modeling throughout the mentorship. Administration will provide resources to increase the quality level of any inexperienced or out-of-field teachers. Cultural competency exercises and training will be held during PLC's or workshops, which will include the focus on ACEs awareness to better serve those students. We also have the experience of our three cohorts from the State who all offer individual coaching.

What data have you used to identify needs in this goal area?

For teacher equity, we used our staffing data of ethnically diverse teachers.

- How is this data disaggregated by student groups? **Data was collected by calculating the percentage of various ethnic groups in the school.**
- What strategies are in place to support this goal area? **The hiring of ethnically diverse and qualified teachers and the training and coaching of cultural equities to all teachers.**

Please note: If you have more than three goals, copy and paste additional A&I Goal tables and corresponding narrative below.

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Due to the COVID-19 pandemic, we were not able to collaborate with our usual school districts or integrate in-person within our own school for many months.

Impacts from Online Learning

Narrative is required. 200-word limit.

Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?

We were able to modify our strategies through Digital Learning. We provided Chromebooks to all students, as well as providing internet through Hotspots and purchasing internet to those who did not have internet. We provided Chromebooks and/or computers to all teaching staff, as well as DocCams and other cameras, allowing teachers to easily see the students with whom they were working. We also provided teachers with Whiteboards to assist the teachers in presenting their information to students.

Racially Identifiable Schools **(The Following is Not Applicable to Our School)**

If your district's A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Name: Enter school name here

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Type response here

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Type response here

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Please note: If you have more than three goals for this RIS, copy and paste additional A&I Goal tables and corresponding narrative below.

Type response here

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

Impacts from Online Learning

Narrative is required. 200-word limit.

Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?

Type response here