

**Achievement and Integration Plan**

**July 1, 2017 to June 30, 2020**

This document reflects Achievement and Integration requirements included in Minnesota Statutes, sections 124D.861 and 124D.862 as well as Minnesota Rules 3535.0100-0180.

**District ISD# and Name: #836 Butterfield-Odin** District's Integration Status: Racially Isolated District (RI)

Superintendent: Allen Stoeckman  
Phone: 507-956-2771  
E-mail: [astoeckman@butterfield.k12.mn.us](mailto:astoeckman@butterfield.k12.mn.us)

Plan submitted by: Tamara Samuelson  
Title: School Counselor  
Phone: 507-956-2771  
E-mail: [tsamuelson@butterfield.k12.mn.us](mailto:tsamuelson@butterfield.k12.mn.us)

**Collaborating Districts** Racially isolated districts must partner with adjoining districts on cross-district student integration activities (Minn. Rule 3535.0170). List your collaborating districts here, adding lines as needed. If your integration collaborative has a name, enter it here:  
Collaborative name.

1. **#81 Comfrey A** - Adjoining
2. **#2448 Martin County West A** - Adjoining

**Submitting This Plan**

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval (Minn. Stat. § 124D.861 Subd. 4). Email it to [MDE.integration@state.mn.us](mailto:MDE.integration@state.mn.us). Scan the signed coversheet and attach that to your email as a separate PDF.

**School Board Approval** (Minn. Stat. § 124D.861 Subd. 4)

We certify that we have formally approved and will implement the attached Achievement and Integration plan as part of our district's comprehensive World's Best Workforce plan and in compliance with applicable federal, state, and local laws and regulations.

Superintendent: Allen Stoeckman  
Signature:

Date Signed: 2/27/17

School Board Chair: Kristin Haseman  
Signature:

Date Signed: 2/27/17

**Plan Input** Minnesota School Desegregation/Integration Rule 3535.0170 Subp. 2 requires racially isolated and adjoining districts to establish a multidistrict collaboration council (MDCC) to provide input on integration goals and to identify cross-district strategies to improve integration.

The rule also requires districts with a racially identifiable school (RIS) to convene a community collaboration council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the RIS (Minn. Rules 3535.0160 Subp. 2).

List council members below and briefly describe the community planning process used for your district's plan and for your Racially Identifiable School (RIS), as applicable.

**Multi-District Collaboration Council:**

Butterfield-Odin School-Tammi Samuelson, Barry Schmidt, Allen Stoeckman and Wynette Haler. Comfrey School-Kirsten Hutchison, Janelle Tews. Martin County West- Allison Schmidt, Michelle Baker. Each district held its own community planning meetings to gather input from multiple perspectives to assist in planning and data collection. Next, delegates from each community met to assess data and design smart goals, objectives and interventions. Members will continue to work in cooperation to implement and monitor plan activities.

**Post to District Website** Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website (Minn. Stat. § 124D.861 Subd. 3 (b)). Please provide the URL where your district's Achievement and Integration plan is posted.  
[www.butterfield.k12.mn.us](http://www.butterfield.k12.mn.us)

**Plan Goals** This plan must contain goals for reducing disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

**GOAL # 1:** All students enrolled for the full academic year in Butterfield-Odin School will increase their group proficiency rate as measured by all state mathematics accountability tests (MCA, MOD, MTAS) from 26% in 2016 to 53% in 2020.

**Aligns with WBWF area:** All racial and economic achievement gaps between students are closed.

**Objective 1.1:** To increase math interventions to students K-12 who are behind in math homework and proficiency goals.

**Objective 1.2:** To collect multiple sources of data on student math performance, grades K-11 in order to inform instruction and intervention.

**Objective 1.3:** To train all math teachers in providing innovative, rigorous, standards-based math instruction to students to increase math skills by 2020.

**Objective 1.4:** To keep families informed of student progress through culturally responsive practices and increased communication efforts.

**Objective 1.5:** To improve achievement by implementing positive behavioral interventions and supports with all students K-12

**GOAL # 2:** All students enrolled at Butterfield-Odin School will increase college and career readiness as measured by annual updates to a Personal Learning Plan (including evidence of academic proficiency, goal setting and cultural awareness).

**Aligns with WBWF area:** All students are ready for career and college.

**Objective 2.1:** To prepare student to enter a diverse workforce by building cultural awareness through a minimum of 5 cross-district student contact opportunities for students grades K-12.

**Objective 2.2:** To provide integrated summer school programming to students grades 7-12 from the racially isolated and adjoining districts in order to increase academic success.

**Objective 2.3:** To expose students grades K-12 to college and career preparatory environments as a catalyst for post-secondary goal setting.

## INTERVENTIONS

### **Intervention #1 ALEKS Targeted Instruction**

**This intervention supports the following goal objective: 1.1 & 1.2**

**Type of Intervention:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.  
Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.  
Increases graduation rates.

**Narrative description of the critical features of the intervention.** wALEKS is an adaptive, online math program that uses artificial intelligence and open-response questioning to identify precisely what each student knows and doesn't know. Through individualized learning and assessment, ALEKS delivers a personalized learning path on the exact topics each student is most ready to learn. ALEKS provides detailed progress monitoring on student mastery of Common Core and State Standards. This intervention will not only benefit students who are struggling, but will allow students who have mastered skills to move forward.

Location of services: Butterfield Odin School

Grade levels to be served: 3-12

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): We will review ALEKS data and outcomes by grade level.

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

**Research Behind ALEKS.** [https://www.aleks.com/k12/research\\_behind\\_aleks](https://www.aleks.com/k12/research_behind_aleks)

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase percentage of students grades 3-6 meeting benchmark math scores on FAST assessment.	35%	40%	50%
Increase proficiency rate of state math accountability tests for grades K-12.	33%	43%	53%
Enter KIP.			

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).*

**Intervention #2 After School Homework Assistance**

**This intervention supports the following goal objective: 1.1**

**Type of Intervention:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☒ Increases cultural fluency, competency, and interaction.
- ☒ Increases graduation rates.

**Narrative description of the critical features of the intervention.** After school homework assistance will be offered at least two days per week, and is designed to provide academic support and assist in increasing achievement. It will be accessible to all students, but will focus on reaching out to underserved populations, especially FRP and Hispanic students. Transportation home will be provided to remove as many barriers as possible.

Grade levels to be served: K-12

Location of services: Butterfield-Odin School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): FAST, OLPA, MCA, MTAS and classroom assessment

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

***“Do School-Based Tutoring Programs Significantly Improve Student Performance on Standardized Tests”*** <http://www.files.eric.ed.gov/EJ925246.pdf>

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase percentage of students grades K-6 meeting benchmark math scores on FAST assessment	35%	40%	50%
Increase proficiency rate of state math accountability tests for grades K-12.	33%	43%	53%
Enter KIP.			

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).*

### **Intervention #3 Family Engagement Program**

**This intervention supports the following goal objective: 1.4**

**Type of Intervention:** Family engagement initiatives to increase student achievement.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.  
Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.  
Increases graduation rates.

**Narrative description of the critical features of the intervention.** The Family Engagement Specialist will spend 80% of her time each week connecting underserved populations to academic support and promoting effective family engagement by educating parents and bringing them into the learning environment. The FE Specialist will also work cooperatively with teachers to provide professional development aimed at increasing staff skills in communicating with parents from diverse socio-economic and cultural backgrounds the remaining 20% of her time.

Grade levels to be served: K-12

Location of services: Butterfield-Odin School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): Family pre and post evaluation/interview

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

**U.S Department of Education's Dual Capacity-Building Framework for Family-School Partnerships** <http://www2.ed.gov/documents/family-community/frameworks-resources.pdf>

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase the percentage of parents of underserved populations that report feeling school connectedness on the Parent/Caregiver Survey.	70%	80%	90%
Enter KIP.			
Enter KIP.			

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).*

## **Intervention #4 Professional Development for Staff**

**This intervention supports the following goal objective: 1.3**

**Type of Intervention:** Professional development opportunities focused on academic achievement of all students.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.  
Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.  
Increases graduation rates.

**Narrative description of the critical features of the intervention.** Through ongoing weekly Professional Learning Communities, staff will be trained in SW-PBIS (School-Wide Positive Behavioral Interventions and Supports) to maximize engagement and achievement for all students. PLC's will also provide staff with training and coaching from a math specialist in order to improve instruction, content and assessment in the area of math, with the goal of increasing student performance.

Grade levels to be served: K-12

Location of services: Butterfield-Odin  
School and other training locations

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b)): Pre and post workshop evaluations

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

**Is SW-PBIS an Evidence-Based Practice?** [www.PBIS.org](http://www.PBIS.org)

**A Review of Research on the Impact of Professional Learning Communities on Teaching Practice and Student Learning.** [www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf](http://www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf)

### **Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Percentage of teachers implementing PBIS strategies will increase.	50%	75%	100%
Percentage of teachers observed using effective, standards-based math strategies will increase.	70%	80%	90%
Enter KIP.			

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd.*

## **Intervention #5 Elementary Summer School with STEAM focus**

**This intervention supports the following goal objective: 1.1 & 1.2**

**Type of Intervention:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☒ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.

**Narrative description of the critical features of the intervention.** Students in grades K-6 will be offered 6 weeks of summer school, for a total of 90 hours. Summer School will provide targeted interventions focused on increasing math and reading skills and will provide a hands-on approach to learning by implementing STEAM (science, technology, engineering, arts, and math) programming with a highly interactive and creative approach.

Grade levels to be served: K-6

Location of services: Butterfield-Odin Elementary

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b)): FAST, OLPA, MCA, MTAS and classroom assessment

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

***Making Summer Count-How Summer Programs Can Boost Children's Learning***

<http://www.wallacefoundation.org/knowledge-center/Pages/Making-Summer-Count-How-Summer-Programs-Can-Boost-Childrens-Learning.aspx>

***Key Indicators of Progress (KIPS)***

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase proficiency rate of state math accountability tests for grades K-12.	33%	43%	53%
Increase percentage of students grades K-6 meeting benchmark math scores on FAST assessment	35%	40%	50%
Enter KIP.			

***This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd.***

**Intervention #6 Mid-Year Conferencing/Data Review**

**This intervention supports the following goal objective: 1.4**

**Type of Intervention:** Family engagement initiatives to increase student achievement.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.  
Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.  
Increases graduation rates.

**Narrative description of the critical features of the intervention.** In addition to the regular fall and spring conferences, a mid-year conference will be added for parents/students grade K-8. This conferencing is aimed at helping families make use of student data and to promote a data-sharing culture in our school. To provide incentive for attendance and equitable access, interpreters will be provided and hours extended into the evening. Pizza will be offered to students and parents.

Grade levels to be served: K-8

Location of services: Butterfield-Odin School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b)): Parent Survey



**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

**How to Share Data Effectively-Harvard Family Research Project.**

<http://www.hfrp.org/var/hfrp/storage/fckeditor/File/7-DataSharingTipSheets-HarvardFamilyResearchProject.pdf>

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase percentage of parents who attend mid-year data conferencing.	75%	80%	85%
Enter KIP.			
Enter KIP.			

***This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd.***

## **Intervention #7 Integrated Educational Events**

**This intervention supports the following goal objective: 2.1**

**Type of Intervention:** Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.

**Narrative description of the critical features of the intervention.** Events such as Youth Frontiers Retreats, CLIMB Theatre classes, Diversity Day, and MSU Children's Theatre production and classroom follow up are done in partnership with collaborative schools and provide an integrated learning environment with potential to impact achievement and prepare students to enter a diverse workforce. All events have a both a learning and integration component. These events help students not only increase cultural competency, but assist students in seeing the value of school and the opportunities available to them by exposing them to new and challenging learning situations. This learning is reinforced by personal reflections in student's Personal Learning Plans.

Grade levels to be served: K-12

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

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): Pre and Post Event Evaluation, attendance.

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

**The Benefits of Socioeconomically and Racially Integrated Schools and Classrooms.**

<https://tcf.org/content/facts/the-benefits-of-socioeconomically-and-racially-integrated-schools-and-classrooms/>

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Student reflections indicate an increase in positive cultural awareness.	70%	80%	90%
Participation rates meet or exceed 90%.	90%	95%	95%
Enter KIP.			

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd.*

## **Intervention #8 College & Career Exposure Activities**

**This intervention supports the following goal objective: 2.3**

**Type of Intervention:** Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.  
Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.  
Increases graduation rates.

**Narrative description of the critical features of the intervention.** These activities, in cooperation with partner districts, are designed to provide opportunities for students grades K-12 to experience college and career environments as a catalyst for goal-setting and increased high school graduation rates as an impetus for pursuing postsecondary education. These activities include College & Career Fairs, ACE Day, Mankato College Tours and other post-secondary preparation retreats. Elementary activities include one event per classroom per year (ie. Guest speaker, classroom activity, or excursion)

Grade levels to be served: K-12

Location of services: Multiple Locations

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): Participation rates, completion of evaluations

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

***Leveraging the Every Student Succeeds Act to Support State Visions for College and Career Readiness.***

[http://www.ccrscenter.org/sites/default/files/AskCCRS\\_LeveragingESSA.pdf](http://www.ccrscenter.org/sites/default/files/AskCCRS_LeveragingESSA.pdf)

<http://education.state.mn.us/MDE/dse/ccs/plp/index.htm>

***Key Indicators of Progress (KIPS)***

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase percentage of students who are college and career ready as indicated by Personal Learning Plan.	70%	80%	90%
Enter KIP.			
Enter KIP.			

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd.*

**Intervention #9 Cross-District Summer School**

**This intervention supports the following goal objective: 2.2**

**Type of Intervention:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)).

*Integrated Learning Environments* increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☒ Provides school enrollment choices.
- ☒ Increases cultural fluency, competency, and interaction.
- ☒ Increases graduation rates.

**Narrative description of the critical features of the intervention. This is an incentive program.**

The inter-district Academic Summer Program will be held at Martin County West schools. Middle school and high school students from Butterfield and Comfrey districts will be invited to attend. The middle school achievement program for grades 7-9 will provide credit recovery in Reading/Language Arts and Math with standards-based instruction.

In addition to the middle level program, staff from both districts will plan and implement a credit recovery program for high school students for grades 10-12. The middle and high school programs will include a total of 80 student contact hours. Transportation will be provided by each home district. As the racially identified school, we are providing an integrated experience and want to measure the extent of students feeling welcome and included in addition to simply recovering credits.

Grade levels to be served: 7-12

Location of services: Martin County West High School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): Attendance Rates, Credits Earned & Exit survey

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

**Dropout Prevention. IES Practice Guide.** <https://eric.ed.gov/?id=ED502502>

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Students in attendance earn at least one credit.	90%	95%	100%
Graduation rates	100%	100%	100%
Students felt welcome and included (as indicated on Exit Survey)	80%	85%	90%

**This data will be used to support evaluation of your plan** (Minn. Stat. § 124D.861 Subd.

## **Intervention #10 Positive Behavioral Interventions and Supports**

**This intervention supports the following goal objective: 1.5**

**Type of Intervention:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☒ Provides school enrollment choices.
- ☒ Increases cultural fluency, competency, and interaction.
- ☒ Increases graduation rates.

**Narrative description of the critical features of the intervention:** Beginning in summer 2017, staff will begin the process of implementing Schoolwide Positive Behavioral Interventions and Supports by participating in SWSC Cohort 13 which will train us to launch our own PBIS program in the fall of 2018 with the goal of changing school culture in order to increase achievement.

Grade levels to be served: K-12

Location of services: Butterfield-Odin School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): Classroom and school-wide incentives and rewards, and tracking of discipline referrals through SWIS data tool.

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

<http://www.pbismn.org>

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Decrease percent of office referrals from baseline for both major and minor discipline issues grades k-12 as measured by SWIS.	10%	25%	50%
Enter KIP.			

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).*

**Creating Efficiencies and Eliminating Duplicative Programs**

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, Subd. 2 (c)). Partner schools meet and collaborate regularly to avoid duplicity. Programming is planned to benefit all students, and we take turns hosting and planning events. Every effort is made to create efficiencies in programming including transportation, program location and relevancy to goals and objective. One example is offering Summer School at one site to avoid duplications and sharing transportation if possible.