



## 2018-19 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

**District or Charter Name:** Butterfield-Odin Public School

**Grades Served:** K-12

A & I Contact: Tammi Samuelson

WBWF Contact: Steve Thomas

Title: K -12 Counselor

Title: Superintendent

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Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

Yes       No

[List of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.](#)

This report has three parts:

**WBWF:** Required for all districts/charters.

**Achievement and Integration:** Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

**Racially Isolated School:** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2018-19 SY. No charter schools should complete Part B.

Please ensure the World’s Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

# World's Best Workforce

## Annual Report

**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

**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's annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year. November 25, 2019

## District Advisory Committee

**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 2018-19 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	K-12 Principal	X
Tammi Samuelson	K-12 Counselor	X
Rena Chantharak	Special Ed. Teacher & Parent	X
Lucia Beckendorf	ELL Teacher	X
Kristin Haseman	School Board Chairperson	X
Josh Altmann	Elementary - 6th Grade Teacher	
Lucy Amman	Elementary - 5th Grade Teacher	
Stephanie Kotten	Student	
Arelly Anya	Community Member	
Ancelmo Orozco	Parent	
Emily Kern	Title I Teacher	
Vickie Smith	Para	
Dennis Stade	High School - Social Studies Teacher	

### Equitable Access to Excellent and Diverse Educators

**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. Limit response to 400 words.**

- 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? What data did you look at? How frequently do you review the data?

Butterfield-Odin is a small, rural, remote K-12 district. We average approximately 15 students per class, with a few exceptions. So, for example, there is only one 1<sup>st</sup> grade, one 2<sup>nd</sup> grade, etc. There is no preferential treatment for any subset of students. All 3<sup>rd</sup> graders, for example, no matter their background, their cultural origin, their income level, etc., receive the same skilled teachers and paraprofessionals and other staff. All teachers are trained in cultural competence.

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

The Superintendent, K-12 Principal and K-12 Counselor

What equitable access gaps has the district found?

There are no equity gaps due to the aforementioned situation, the remoteness of the District. It should be reported that the District has highly trained and competent staff and we have never felt our students were “short-changed” due to our remoteness. That said, we do have qualified Tier I and II teachers that are not as experienced, but do a quality job in the classroom of teaching our

children. We have continued teacher development across all levels of teaching to ensure equitability.

- What are the root causes contributing to your equitable access gaps?

N/A. As stated above, there are no equitability gaps.

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

When vacancies arise, we place ads in the local area in an attempt to encourage individuals of color to apply for the position, as well as advertising in “The Cities” to attract minorities who have the education and the experience to be highly qualified teachers and paraprofessionals at our school.

- 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 the very best teachers and paraprofessionals as we can possibly attract to our district, as 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 career, 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. Limit your response to 400 words.
  - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?

There are *no* racial and ethnic student groups present in our District that are not yet represented in our licensed teacher staff. By far, the largest racial/ethnic group present in our District student body is Aztec/Hispanic. Fully 60% of our students are of Spanish origin – Aztec, Guatemalan, and neighboring countries. We also have several families and students who are from Southeast Asia... Laos in particular. Butterfield-Odin School has approximately 20% staff that 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 Hispanic background to match our Hispanic student population at the school.

- What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?

The root cause contributing to the lack of student access to Aztec/Hispanic teachers is that there are very few of these teachers in the State and almost none within 50 miles of our School. We have had very few Aztec/Hispanic teachers apply for any of our vacancies in the last ten years, for example. When they have applied, they are almost always hired.

- 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 a simple one... to hire as many qualified Hispanic teachers and paraprofessionals into the District as possible. We advertise in the local community (which has many Hispanics, of course), as well as in “The Cities” and by “Word of Mouth” in our community and in neighboring communities. 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.

### 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 2018-19 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

District/charter publicly reported 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 reported 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.

### All Students Ready for School

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>The goal is that 55% of preschool students entering Kindergarten in 2019-20 will have been successful on the FAST eReading assessment by the end of the 2018-19 preschool year.</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>Three FAST assessments were taken by preschoolers during 2018-19. The first eReading assessment taken in the Fall of 2018 saw 45% of preschoolers successful, then 55% were successful in the Winter assessment and 58% successful in the Spring assessment.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

**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?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

Butterfield has a preschool which provides an education for 3 and 4 year olds. The FAST eReading assessment was provided to preschoolers three times during 2018-19; in the Fall, Winter and Spring. After eReading testing was complete the class was grouped by their scores. That gave us 4 intervention groups of similar skill levels. Those intervention groups met 3 days a week (Tuesday, Wednesday, and Thursday) for 20 minutes. Interventions are used as a strategy for improvement. For example; Staff would form student groups to teach onset sounds, letter identification, rhyming, and concepts of print. Staff worked on those areas based on the test scores. The cycle was repeated to make progress toward the goal, and each time students were retested we had 1 more child make benchmark that hadn't the previous time. In the Fall, we had 5 meet benchmark. In the Winter, we had 6 meet benchmarks. In the Spring, we had 7 meet benchmark. We have time-based implementation.

**All Students in Third Grade Achieving Grade-Level Literacy**

Goal	Result	Goal Status
The number of students identified as proficient on the MCA reading test at the 3 <sup>rd</sup> grade level will increase from 23.5 % in 2017 to 50% by 2020.	The number of students identified as proficient on the MCA Reading test at the 3 <sup>rd</sup> grade level increased from 23.5% in 2016/17 to 33.3% in 2017/18 and decreased to 21.23% in 2018/19.	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

**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?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

The teaching staff uses formative assessments in identifying needs in this goal area. Teachers assess on a weekly basis and, based on those assessments, they make determinations as to appropriate interventions for the students, as needed. These interventions include the following:

- Title I Interventions: Our Title teacher provides interventions to students for 20 minutes on a daily basis.
- Push-In and Pull-Out Interventions with students who have been identified as needing this assistance.
- After School Homework Help is provided to students two afternoons a week and transportation is provided to take participating students home.
- We have new reading curriculum that elicits better engagement and interaction.
- Teachers have been aligning their curriculum with the State Standards and will continue to do so.
- Teachers have been receiving assistance from outside academic advisors on several aspects of improving their curriculum delivery. This will include 2019-2020 Practice Profiles and other Best Practices that have been found to be very successful.
- Teachers are being provided examples of Practice Profiles to assist them in achieving their curricular goals.
- During 2019-20, teachers will all be subscribing to an on-line PlanBook to better track their teaching of the Standards. Teachers will complete their weekly lesson plans with embedded standards no later than the Sunday prior to the week in question and these plans will be available to administration for their review.
- Walkthroughs are occurring 2019-2020: Administration and academic consultants will do "Walkthroughs" to assess the fidelity of teacher achievement of their lessons and to give coaching, modeling and guidance to all teachers.
- Summer school is provided for students who are recommended for even more academic assistance.



## Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p><i>The proficiency gap between Hispanic and White students on the MCA Reading for all grades tested will decrease from 22.7 in 2017 to &lt;15% by 2020.</i></p> <p><i>The proficiency gap between FRP and non-FRP students on the MCA Reading for all grades tested will decrease from 10% in 2017 to 5% by 2020.</i></p> <p><i>The proficiency gap between Hispanic and White students on the MCA Math for all grades tested will decrease from 16.6% in 2017 to 10% by 2020.</i></p> <p><i>The proficiency gap between FRP and non-FRP students on the MCA Math for all grades tested will decrease from 19.6% in 2017 to 12% by 2020.</i></p>	<p><i>On the 2019 Reading MCA for all grades tested, the gap between Hispanic and White students increased from 19.4% to 23.6%, a 4.2% increase.</i></p> <p><i>On the 2019 Reading MCA for all grades tested, the gap between FRP and non-FRP students increased from 15.4% to 26.7%, an 11.3% increase.</i></p> <p><i>On the 2019 Math MCA for all grades tested, the gap between the Hispanic and White students decreased from 15% to 11.6%, a decrease of 3.4%.</i></p> <p><i>On the 2019 Math MCA for all grades tested, the gap between the FRP and non-FRP students increased from 10.8% to 12%, an increase of 1.2%.</i></p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

### 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?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

We can calculate disparities and focus areas through our MCA data and other resources that reflect specific demographics. For the ratio of diversity we have in our small Rural school, ELL supports are very important and these supports help level the academic achievement and bridge gaps. We have a variety of modalities used to connect cultural competence – audio and visual aids and educational materials. We have TAT teams which focus on those students that fall into gap areas. We have group teacher meetings (PLC’s) to facilitate discussion on goals and strategies. Particular strategies focus on individualized student improvement, which also reflect in the data - we modify improvement strategies accordingly. For example, we realize that we need to increase our ELL supports.

An Academic Support Program will be put into effect in 2019-20 which will provide assistance to students whose academic achievement falls into the D+ (below 70%) range. Students and their parents will be informed of their grade and any missing assignments that need to be completed, and thereby, arrangements for times to meet with students to rectify this situation will be made. We have time-based implementation to reach goals.

### All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>The percent of graduating students meeting benchmark scores for at least one measure (Pre-ACT, ASVAB, ACT, Accuplacer) will increase from 69% in 2017 to 80% by 2020.</i></p> <p><i>All students in grades 7-12 will attend at least 90% of college and career preparation activities each year at Butterfield-Odin School.</i></p>	<p><i>67% of graduating seniors met the benchmark score for at least one measure.</i></p> <p><i>All students in grades 7-12 attended at least 90% of college and career preparation activities during the 2018/19 school year.</i></p>	<p><b><i>Check one of the following:</i></b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

**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?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

Several programs were provided throughout the school year to encourage students to consider college as a goal, or to consider various careers after graduation from high school. These programs during school year 2018-19 included job fairs, speakers, college fairs, and 40% of our graduating seniors participated in a trimester long internship with a local manufacturing company. Our Counselor meets with students throughout the high school years to counsel with them on career goals, how to become college ready, and facilitates online classes. We offer ACT and SAT test facilitation. We encourage students through field trips and college and career expositions. Attendance was noted at each event so as to track student involvement. Students also kept track of their involvement through journal entries. The school counselor was able to then disaggregate this data by student group. This goal is encouraged by continuous reminders of the upcoming activities and by all staff encouraging attendance and involvement in these activities. Implementation has been successful as one can conclude by the resulting success that all students in grades 7-12 attended at least 90% of college and career preparation activities that were available to them during the 2018/19 school year.

## All Students Graduate

Goal	Result	Goal Status
<p><i>The percentage of Butterfield-Odin students graduating in 2019 will remain at or above 90%.</i></p>	<p><i>In 2019, 94.7% of students in grade 12 graduated.</i></p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

**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?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

We used successful graduation as the determining factor in our data. Staff has Teachers Assisting Teachers (TAT) meetings on a regular basis to ensure students are on track to graduate. Where there appears a possibility of failure to acquire needed credits to graduate, staff work with each other and with the student to correct the problem. Credit recovery opportunities are available at all times for juniors and seniors to support this goal. Our school Counselor is responsible for meeting students to evaluate credits, and plan academic goals for graduation. We feel quite successful in achieving our goal and will increase our adult encouragement with students. We will also increase our activities and contacts/connections with parents/guardians in hopes of providing the home encouragement that is so very important in this goal. We have student advisors for every student, who are teachers who have made a connection with students and who work with them to overcome any barriers to graduation. We know these interventions are working because of the high graduation rate of our students.

## Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2018-19 school year.

[View list of participating districts.](#)

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
<i>All students enrolled for the full academic year in Butterfield-Odin School will increase their group proficiency rate as measured by all state math accountability tests from 18.6% in 2016/17 to 53% in 2019/20.</i>	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	<i>18.6% of students who were enrolled for the full academic year at Butterfield Odin School were proficient in math in the 2016/17 school year.</i>	<i>22.2% of students who were enrolled for the full academic year at Butterfield Odin School were proficient in math in the 2018/19 school year</i>	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

**Narrative is required; 200-word limit.**

*Bulleted narrative is appreciated. 200-word limit.*

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?* We regularly track math progress at the elementary level through fall, winter & spring FAST assessment with benchmarks that help identify concerns and interventions. We also use MCA testing data and have regular data meetings to discuss concerns and targeted interventions. At the high school level, we use data from MCA, pre-ACT, Accuplacer, ASVAB and ACT as well as classroom formative and summative assessments. At both elementary and high school levels data is disaggregated by race and FRP/non-FRP to clarify and address any achievement gaps. We are also paying closer attention to students with ACEs (Adverse Childhood Experiences) to determine if gaps are present.
- What strategies are in place to support this goal area?* We have after school Homework Help at both the elementary and high school levels as well as targeted interventions for identified students. We use ALEKS for interventions as well as IXL. A Math Strategies course is offered for struggling Junior High students. We completed an alignment of our math sequencing K-12 and have updated our curriculum. This is the second year using our new curricula school-wide. For 2019-2020 we will have practice profiles in math facilitated to teachers to improve their instruction. The Academic Support model, by 2020, will be put in place which is designed to prevent failure by catching students before the point of failure to “correct instead of failing students”, due to missing assignments and/or missed concepts.
- How well are you implementing your strategies?* We have consistently been reviewing data and are improving our RTI model. Our monthly TAT meetings have been helpful in developing interventions. Our homework help is in place and we offer rides home. We are hoping to offer FAST assessment in

the Junior/Senior High School to better monitor progress and identify students who need interventions.

- *How do you know whether it is or is not helping you make progress toward your goal?* We are seeing incremental improvements. We have classroom observations as one form of collecting evidence-based data. The move from 18.6% to 22.2% may be small, but we are optimistic because we are seeing some “growth” across grades in 75% of our students. We are also optimistic that re-aligning our curricula to state standards and having updated curricula will make a difference with the delivery of instruction and student learning.

**Achievement and Integration Goal 2**

<b>Goal Statement</b>	<b>Achievement or Integration Goal?</b>	<b>Baseline</b>	<b>Year 2 (2018-19) Actual</b>	<b>On Track?</b>
<i>All High School students enrolled at Butterfield-Odin School will increase college &amp; career readiness as measured by annual updates to a Personal Learning Plan (including evidence of academic proficiency, goal setting and cultural awareness)</i>	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal	<i>All 9<sup>th</sup> grade students enrolled at Butterfield Odin will create a Personal Learning Plan in MCIS (Minnesota Career Information Systems) and make annual updates.</i>	<i>100% of 9<sup>th</sup> grade students enrolled at Butterfield Odin School created a Personal Learning Plan in MCIS (including evidence of academic proficiency, goal setting and cultural awareness)</i>	Check <b>one</b> of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

**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?* We review data on graduation rates, college attendance, ACT/Accuplacer scores, attendance and participation in College & Career Readiness activities as well as Integration activities. We disaggregate data by race, FRP/non-FRP and also give special attention to data related to ACEs, making sure our students of color, immigrant, low-income, and ACEs students receive equal access to opportunities—especially considering that these students are less likely to be exposed to College and Career Readiness opportunities and are less likely to have discussions about these activities in the home.
- *What strategies are in place to support this goal area?* Students create and make regular updates to a Personal Learning Plan. They also attend numerous College and Career Readiness activities including fairs, visits, speakers, field trips, and job shadows in addition to collaborative Integration activities with partner schools. We also use our Senior Seminar class to support this goal area. Individual counselor meetings also help ensure access to opportunities. We work closely with Educational Talent Search to provide extra attention to low-income and first-generation college-bound students.
- *How well are you implementing your strategies?* We are consistently exposing our students to new growth opportunities and finding ways to support exposure to career and college offerings. Students are tracking goals and are able to identify post-secondary plans. Due to the assistance and encouragement we provide, students who may have never considered college are now on track. As of this date, 100% of our seniors who plan to pursue some level of college education have made an application and have a plan.

- *How do you know whether it is or is not helping you make progress toward your goal?* We are seeing students of all ethnic backgrounds, income levels and backgrounds succeed in the workforce and in college. For example, three of our graduating seniors who struggled to even graduate are all either gainfully employed or obtaining a technical degree. One student received a scholarship to attend a welding program.

## Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

### **Narrative:**

Regularly scheduled events in partnership with collaborative schools provided an integrated learning environment with the potential to impact achievement and prepare students to enter a diverse workforce. As students spent time learning together at Youth Frontiers Retreats, ACE Career Day, The Great Big Get-Together, college tours, plays, and classroom gatherings, they increased cultural competency, made new connections and were exposed to new and challenging situations. Students demonstrated increased tolerance which challenged old ways of thinking. Anecdotally, we had a spring event hosted by the National Guard, and it was amazing to see High School students, who would normally be indifferent towards each other, joining together to laugh, compete and learn. These small strides make a BIG difference.

Our cross-district Summer School in partnership with Martin County West allowed five Butterfield-Odin students to recover one or more credits and remain on track for graduation. One student with high ACEs recovered several credits that he missed and he is now on track to graduate, has a job and his grades have improved. Summer school students indicated feeling optimistic and regaining hope as a result of catching up.

As the identified district, we have nearly 60% students of color and 75% FRP—and these numbers are on the rise. The aforementioned strategies have been made possible with AI funding and have made an amazing difference in the lives of our students. We continue to work to find innovative and effective ways to make sure our students reach their full potential. We engage students who may feel discouraged and lack resources by providing hands-on opportunities for learning through cross-district activities. This off-campus exposure to activities, technical programs, colleges, and careers has opened a new world to many of our high school students, giving them the courage to set goals and plan for the future. More students of low-income and Hispanic households are seeing the reality of college in their future. A young man of mixed Hispanic/White race who is low income recently attended a Law Enforcement Day at MN West. He was so enthusiastic he set up a ride-along with local police and is currently set to seek his degree in the fall.