



## 2016-17 World's Best Workforce Report Summary

District or Charter Name:

Grades Served:

Contact Person Name and Position:

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

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing this summary, please feel free to email [MDE.WorldsBestWorkforce@state.mn.us](mailto:MDE.WorldsBestWorkforce@state.mn.us) or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

### 1. Stakeholder Engagement

#### 1a. Annual Report

[Note: 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.]

- The World's Best Work Force Annual Report for Butterfield-Odin School District may be found on the school district's website at [butterfield.k12.mn.us](http://butterfield.k12.mn.us)

#### 1b. Annual Public Meeting

[Note: 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. The author's intent was to have a separate meeting just for this reason.]

- The Annual public meeting for the Butterfield-Odin School District will be held on Tuesday, December 5th, 2017 at 4:30 PM.

### 1c. District Advisory Committee

[Note: 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 2016-17 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 Member	Role in District
Ray Arsenault	Superintendent
Greg Ewing	Principal
Tammi Samuelson	Counselor
Wynette Haler	Parent
Tina Xayaphonesongkham	Parent
Tim Grefe	Triumph State Bank
Carmen Cruz	Parent

## 2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

### 2a. All Students Ready for School

Goal	Result	Goal Status
<p><i>The percent of students tested in the Spring of 2017 achieving the cut score or above on Early Numeracy sub tests will be at a minimum of 50%.</i></p> <p><i>The percent of students tested in the Spring of 2017 achieving the cut score or above on Early Literacy sub tests will be at a minimum of 50%,</i></p>	<p><i>Number Naming = 74%</i>  <i>Oral Counting = 95 %</i>  <i>Quantity Comparison = 100%</i></p> <p><i>Alliteration = 79%</i>  <i>Picture Naming = 63%</i>  <i>Sound ID = 68%</i>  <i>Rhyming = 21%</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal in Progress</i>  <i>(only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></p>

**2b. All Students in Third Grade Achieving Grade-Level Literacy**

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
The number of students identified as proficient on the MCA Reading at the third grade level will increase from 22.7% in 2016 to 31% in 2017.	On the 2016 Reading MCA, 23.5% of third grade students were proficient. This was an increase of .8 percentage points.	<i>Check one of the following:</i> <input type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input checked="" type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i>

**2c. Close the Achievement Gap(s) Among All Groups**

Goal	Result	Goal Status
<p>The proficiency gap between Hispanic and White students on the MCA Reading for all grades tested will decrease from 25.4%% to 20%.</p> <p>The proficiency gap between Butterfield-Odin FRP students and non FRP students on the 2017 MCA Reading for all grades tested will decrease by 5%.</p> <p>The proficiency gap between Hispanic and White students on the MCA Math for all grades tested will decrease from 18.4% to 13.4%.</p> <p>The proficiency gap between Butterfield-Odin FRP students and non FRP students on the 2017 MCA Math for all grades tested will decrease by 7%.</p>	<p>On the 2017 Reading MCA for all grades tested, the gap between Hispanic and White students decreased to 22.5%.</p> <p>On the 2017 Reading MCA for all grades tested, the gap between Butterfield-Odin FRP and MN FRP students decreased from 13.8% to 10%.</p> <p>On the 2017 Math MCA for all grades tested, the gap between the Hispanic and White students decreased from 18.4% to 13.5%.</p> <p>On the 2017 Math MCA for all grades tested, the gap between the Butterfield-Odin FRP students and non FRP students decreased from 23.5% to 17.6%</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><i>x Goal in Progress (only for multi-year goals)</i></p>

**2d. All Students Career- and College-Ready by Graduation**

Goal	Result	Goal Status
<p>The percent of students meeting benchmark scores for the Plan/ASVAB/ACT/will remain the same at 84%</p> <p>All students will attend at least 90% of college and career preparation activities.</p>	<p>69 % of graduating seniors met the benchmark scores.</p> <p>100 % of students attended college and career preparation activities.</p>	<p><i>Check one of the following:</i></p> <p>X <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i></p>

**2e. All Students Graduate**

Goal	Result	Goal Status
<p><i>The percent of students graduating will remain at 95%.</i></p>	<p><i>In 2017, 100% of students in grade 12 graduated.</i></p>	<p><i>Check one of the following:</i></p> <p>X <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>

### 3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

Data indicated a need for local assessment:

- IGDIs (Individual Growth and Development Indicators) pre-school
- OLPA (Optional Local Purpose Assessment)
- Reading and Math FAST (Formative Assessment System for Teachers)

Data indicated a need for further assistance in Reading and Math:

- ALEKS (Assessment and Learning in Knowledge Spaces) for math skills help online
- MCA Identify areas that need to be reinforced to improve results.
- FAST Identify students who demonstrate a need for remediation.

Data indicated further support for College and Career Readiness:

- Accuplacer (reading, writing, math, and computer skills needed for college)
- ACT (English, math, reading, and science)
- Pre (ACT)- ACT prep test for grade 10 students-English, reading, math & science
- ASVAB (Armed Services Vocational Aptitude Battery)

Data indicated a need to continue to collect data on student performance and increase interventions where homework is tracked and missing assignment are completed.

## 4. Systems, Strategies and Support Category

### 4a. Students

Better communication with the Early Childhood Family Education program.

A comprehensive Pre-school screening program to identify needs prior to students arriving at school.

Maintain School Readiness day in the four year old program at 5 days a week and in the three year old program at 3 days a week.

A Title I program that provides effective interventions to increase proficiency in reading and math. Child Study Team to identify at-risk students.

Continue work with "Daily Five" to increase independent reading, transition instruction from whole group, to small group, to individual focusing on learning goals displayed in the classroom.

Reading Specialists come twice a month to meet with teachers in Professional Learning Communities to discuss reading strategies.

A Reading Strategies Class and a Math Strategies Class are offered in grades 7, 8, & 9.

Added individual classroom libraries to increase independent reading and reading "endurance".

An ICU Homework room for high school students in which they make connections with advisors and are held accountable for completing homework.

During Staff PLC, with the help of SWSC trainers, we re-aligned K-12 Math curriculum with the State of Minnesota Standards

Saints Time", for high school students and advisors to meet to set academic goals.

Development of a Personal Learning Plan for each high school student.

Job Shadowing opportunities in technical careers.



## 4b. Teachers and Principals

**Teachers:** The Butterfield-Odin School District has in place a Teacher Evaluation process that includes formal and informal formative evaluations done by the Principal and Superintendent. These evaluations are focused on research based effective instruction as outlined in the book [Teach Like a Champion](#). This book was used in PLC work as a book study and then served as the basis for the formative evaluations and professional conversations with both the Principal and Superintendent.

The district also utilizes a teacher evaluation system based on the Marzano model in which 41 elements of effective, research based, teaching and learning are studied. These elements are presented and refined during PLC time. Teachers are evaluated holistically as well as on specific elements. The link below connects to the Observation tool used and contains all the elements that are required by MN Statute <http://www.marzano-center.com/Teacher-Evaluation-2014-Model.pdf>.

**Principal:** The Superintendent has ongoing formative evaluations and conversations about performance, including strategies to improve effectiveness with teacher and student relationships.

The Butterfield-Odin School is using the Marzano Evaluation System based on MN Statute pertaining to the Systematic Evaluation of Principals, by using I-Observation software with accompanying curriculum for the purpose of Principal evaluation.

#### 4c. District

There are in place numerous supports aligned with the goals of the district to increase the likelihood of increased teacher effectiveness and student achievement:

Weekly 90 minute PLC meetings held on Wednesdays after students are dismissed for an "Early Out" at 2:00 PM.

New teacher induction and mentorship.

Strategic planning for Staff/Admin/Board to review and revise goals.

Pre-referral process to identify students who are scoring below grade level and determine interventions for student success.

Cross grade level and content area meetings to discuss curriculum alignment.

Technology training for teachers and staff to provide up-to-date tools to implement instructional strategies and techniques.

Study of domains and elements of effective teaching using The Art and Science of Teaching by Marzano.

Technology training during PLC's and workshops to better integrate technology into the classroom.

ACES training- Adverse Childhood Experiences- Staff training to help us better understand our students needs and those of our families.

### 5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

The Butterfield-Odin School District:

- uses a scored hiring rubric to determine the most qualified candidate.
- uses iObservation to create growth plans, monitor teacher progress, and create a summative evaluation.
- has teachers video record themselves for self-reflection with school administration.
- Identifies focus areas of improvement based on assessment strands within the MCA.