Achievement and Integration Plan

July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: **836 Butterfield-Odin**
District Integration Status: RI
Superintendent: Steve Thomas
Phone: 507-956-2771
Email: sthomas@isd836.org
Plan submitted by: Steve Thomas
Title: Superintendent
Phone: 507-956-2771
Email: sthomas@isd836.org

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

1. Butterfield-Odin Elementary School
2. Butterfield-Odin Secondary School

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the Racially Identifiable School section of this document.

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one:

1. Martin County West
2. Comfrey School District

School Board Approval

X We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).

X We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: Steve Thomas

Signature:_____ Date Signed: February 27, 2023

School Board Chair: Shannon Sykes

Signature:_____ Date Signed: February 27, 2023

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the Achievement and Integration Plan Guide, and see the Tribal Consultation Guidance.

AIPAC Member Signature (if applicable): _____Date Signed: Enter date here___

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council: Butterfield-Odin school team leaders (listed below), Cori Reynolds (Martin County West), Kirsten Hutchison, (Comfrey).
Community Collaboration Council for Racially Identifiable School(s): Steve Thomas, Dan Blankenship, Tamara Samuelson, Rena Chantharak

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: All students in K-12 at Butterfield-Odin will have an Individual Achievement Plan that will be monitored by teachers to provide interventions where there are academic gaps and accelerated opportunities where students succeed for an outcome of growth without partiality to academic status.

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

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school. All children are ready for school.

Goal type: Achievement Disparity

- Achievement Disparity
- Integration
- Teacher Equity

To add goals, copy the goal section directly above and paste them below the strategies and KIPs supporting Goal #1.

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Copy and paste the strategy section below for each additional strategy.

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy Name and # Strategy #1 Individual Achievement Plans

Type of Strategy: Innovative and integrated Pre-K-12 learning environments.

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Equitable access to effective and more diverse teachers.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

☒ 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.
☐ Increases access to effective and diverse teachers.

Narrative description of this strategy. All K-12 students will have an Individual Achievement Plan kept in a manual binder as well as digitally for teaching staff to monitor each student's progress. It will encompass a variety of data to show where improvements are needed individually and proficiencies at all grade levels. Teachers will monitor the individual plans and successfully execute interventions where improvements are evident and accelerated opportunities where evident. The delivery of support will be without partiality.

Based on your description someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Location of services: Butterfield-Odin School

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.			
The Intended monitoring of Individual Achievement Plans for students K-6 will increase their benchmark reading scores on Fast assessments by 5% percentage points each year. (current percentage?)	?		
The intended monitoring of Individual Achievement Plans for students 7-12… ?????	?		
Increase proficiency rate of state MCA in Reading, Math, Science for all applicable grades.	?		

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

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

Strategy name: Strategy #2 Cultural Liaison Intervention Support Staff

Type of strategy: Family engagement initiatives to increase student achievement.

Narrative description of this strategy: Cultural Liaison Interventionists are support staff who assist teachers and underserved student populations in the classroom to provide targeted interventions aimed at increasing students' academic proficiency and integrating them into the mainstream classroom. Family engagement initiatives offer opportunities such as bringing parents into the learning environment to educate and promote academic awareness and community outreach. Including interactive materials and software.

Location of services: Butterfield Odin School

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Fast Bridge assessments will show an average growth increase in Reading and Math of 3% a year.	?	?	?
Student proficiency increases in Math Reading and Science on the MCA test	?40%	43%	45%

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

Goal # 2 Maintain training for all staff with culturally competent resources so students' learning needs are met and their perspectives valued. Provide mentorship programs for all new teachers. Increase equity through qualifying and training inexperienced and out-of-field teachers.

Aligns with WBWF area: All students graduate from high school. All children are ready for school.

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school. All children are ready for school.

Goal type: Teacher Equity

- Achievement Disparity
- Integration
- Teacher Equity

Strategy Name: Strategy #3 Training and mentoring teachers

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Narrative description of this strategy: Assign teachers within Butterfield-Odin to mentor new teachers with Admin oversight to expand as needed. For example; if a new or inexperienced math teacher begins working for the school district, have a seasoned math teacher do the mentoring. Provide specific training for all teachers to meet culturally diverse students' needs academically as well as social emotionally by implementing particular practice profiles.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Have evidence based outcomes by providing training in practice profiles that are implemented effectively in the classroom and measured by administrative or peer review walk-throughs throughout the school year. Target goal being 100% of teachers successfully implemented practice profile with fidelity.	90%	95%	100%
All new or inexperienced teachers will have a mentor provide direct in-classroom support with the target goal of 4 times a year.	2	3	4

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

Strategy Name and # Strategy #4 Teachers collaborating with neighboring District Teachers

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

Narrative description of this strategy

Butterfield-Odin teachers will collaborate with neighboring district teachers such as Martin County West and/or Comfrey School District during Professional Learning Communities. We will rotate the location of the PLCs and support transportation when traveling out of our district. (more language….????)

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.			
Butterfield-Odin teachers will collaborate through PLCs with teachers in neighboring schools to discuss student achievement with the target goal of twice a year at the end of 3 years.	1	1	2
??			

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

Goal # 3 Butterfield-Odin 7-12 Students will increase college and career readiness as measured by updates to their Personal Learning Plan from year to year, which includes goal setting, skill development, documenting interests, talents, and what inspires them to create a career or college path post-secondary.

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

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school. All children are ready for school.

Goal type: Integration

- Achievement Disparity
- Integration
- Teacher Equity

Strategy Name and # Strategy #5 Integrated Educational Events

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

Narrative description of this strategy Students will participate in cross district event opportunities such as Youth Frontiers Retreats, CLIMB Theatre classes, The Great Big Get-Together, and MSU Children's Theatre production to provide students with integrated learning environments with potential to impact achievement and prepare students to enter a diverse workforce, and inspire pathways that best suits every individual. All events have both a career/college ready and integration component. These events help students to see 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 and counseling are reflected in every student's Personal Learning Plan.

Location of services: Butterfield-Odin School, Martin County West School, Comfrey School

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Students reflections indicate an increase in knowledge of career opportunities	85%	90%	95%
Participation rates meet or exceed 90%	90%	90%	90%

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

Racially Identifiable School Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

Strategy # 6 Cross District Student Leadership Groups

Type of Strategy: Innovative and integrated Pre-K-12 learning environments.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- ☒ 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.
- ☐ Increases access to effective and diverse teachers.

Narrative description of this strategy: Students from Butterfield-Odin and Martin County West will work together to form a Student Leadership group. Students will have the ability to exercise their voice and share ideas that will be considered for each school district's initiatives. Materials and transportation will be provided by each home district.

Location of services: Butterfield-Odin & Martin County West

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
As students participate in the cross district leadership groups and share ideas, at least one idea annually will be presented by the students and agreed upon for implementation in the school district.	1	1	1

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 for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)). Enter text here.