

## 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](mailto: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 federally identified LatinX students grade 3-10 enrolled in Butterfield Odin School will increase their MCA reading scores from 29% proficient in 2023 to 35% in 2026.

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

**Goal type:** Achievement Disparity

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

## Strategies

**Strategy #1** Individual Achievement Plans

**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, 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 a digital Individual Achievement Plan for teaching staff to monitor each student's progress. It will encompass a variety of data to show where improvements are needed individually and to show proficiencies at all grade levels. Teachers will monitor the individual plans and successfully execute interventions where improvements and accelerated opportunities are evidential. The delivery of support will be without partiality. Academic support will be available to all students before, during, or after school. Cultural Liaison Interventionists will assist teachers and underserved student populations in the classroom in an effort to increase students' academic proficiency and integrating all students into the mainstream classroom.

Location of services: Butterfield-Odin School

## Key Indicators

### 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
Latin X students K-3 will demonstrate the same growth as non-Latin X students on Fast Bridge aReading assessments from Fall to Spring Scores. (will need to gather baseline data)	Equal growth	Equal growth	Equal growth
The total % of students in grades 3-6 meeting benchmark aReading scores on Fast Bridge assessment will increase by 3% each year. (Spring scores-33% above “some risk” in 2023.)	36%	39%	42%
The total % of students in grades 7-12 meeting benchmark aReading scores on Fast Bridge assessment will increase by 3% each year. (Spring scores- 29% above “some risk” in 2023)	32%	35%	38%

**Goal # 2** Increase the training of new/inexperienced staff in culturally competent resources from 0% in 2023 to 100% by 2026 so students’ learning needs are met and their perspectives valued by providing mentorship programs for all new teachers, and the training of inexperienced and out-of-field teachers.

**Aligns with WBWF area:** All students graduate from high school.

**Goal type:** Teacher Equity

**Strategy # 3** Training and mentoring of teachers

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

**Narrative description of this strategy:** Assign existing, experienced teachers within Butterfield-Odin to mentor new teachers with Admin oversight. 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 socially and emotionally.

### 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
All new or inexperienced teachers will have a mentor providing direct in-classroom support with the target goal of at least 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 # 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 or other agreed to times. We will rotate the location of the PLCs and support transportation when traveling out of our district.

**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
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 maintain their college and career readiness at 90% as measured by updates to their Personal Learning Plan from year to year, which includes goal setting, skill development, documenting interests, talents, and indications of what inspires them to create a post-secondary career or college path.

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

**Goal type:** Integration

**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 the 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 Personal Learning Plan reflections indicate an increase in knowledge of career opportunities and college or workforce readiness.	90%	90%	90%
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).

## Strategy # 6: College & Career Exposure Activities

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

**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.

X Increases graduation rates.

☐ Increases access to effective and diverse teacher

### Narrative description of this strategy.

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 FFA. Post-secondary CTE classes will be offered. Elementary activities include one event per classroom per year (i.e., Guest speaker, classroom activity, or excursion)

Location of services: Multiple Locations, including Butterfield-Odin School District, Martin County West and Comfrey.

## 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.	<b>Target 2024</b>	<b>Target 2025</b>	<b>Target 2026</b>
Maintain percentage of students who are college and career ready as indicated by Personal Learning Plan.	90%	90%	90%

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

## Strategy # 7 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.	<b>Target 2024</b>	<b>Target 2025</b>	<b>Target 2026</b>
Number of students participating in the Martin County West collaborative will increase each year.	8 students	10 students	12 students
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 Idea	1 additional Idea	1 additional Idea

*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)).

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 strategies.