

**Achievement and Integration Plan
July 1, 2020 to June 30, 2023**

District ISD# and Name: 2902- Russell-Tyler-Ruthton
District Integration Status: Adjoining District (A)
Superintendent: David Marlette
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Plan submitted by: Patricia Lindeman
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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. Enter text here.
- 2. Enter text here.
- 3. Enter text here.
- 4. Enter text here.
- 5. Enter text here.
- 6. Enter text here.

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: Southwest Integration Collaborative

- 1. 0413 Marshall RI - Racially Isolated
- 2. 2898 Westbrook Walnut Grove RI - Racially Isolated
- 3. 2169 Murray County Central A - Adjoining
- 4. 2884 Red Rock Central A - Adjoining
- 5. 2904/0635 Tracy-Milroy A - Adjoining
- 6. 0640 Wabasso A - Adjoining

School Board Approval

- 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).
- 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: David Marlette
Signature:  Date Signed: January 8, 2020

School Board Chair: Jeff Hansen
Signature:  Date Signed: January 8, 2020

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](#).

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: Gene Young, Scott Monson, Wade McKittrick, David Marlette, Joe Meyer, Chad Anderson, Loy Woelber, Patricia Lindeman, and Todd Lee. The superintendents and Principal listed above met twice to discuss the implementation of the integration part of this plan as it relates to Goal 4, Objective 4.1. In addition, we discussed the overall planning and budgeting process.

Community Collaboration Council for Racially Identifiable School(s): Enter text here.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (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.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

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: By Spring of 2021, the RTR Public School District will maintain the number of students ready for Kindergarten at 90%, as measured by the locally developed Kindergarten Readiness Checklist. **Aligns with WBWF area:** All children are ready for school.

Goal type: Achievement Disparity

Strategies

Strategy #1 PreK Standards. Continue to develop and follow standards that each student should meet before entering Kindergarten

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

Narrative description of this strategy.

The Preschool and Kindergarten teachers will collaborate to develop the PreK standards that will be expected to be mastered prior to moving into Kindergarten.

Location of services: District PreK Classrooms

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 2021	Target 2022	Target 2023
Students moving into Kindergarten are identified as being ready for Kindergarten using the Kindergarten Readiness Checklist and the Preschool Screening Tool KIP	90%	90%	90%
Reading and Math Standards for Kindergarten will be reviewed annually by Preschool Teachers.	100%	100%	100%

Strategy #2 Kindergarten and Preschool Collaboration. Provide meeting time between Preschool and Kindergarten teachers regarding student progress and academic expectations

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

Narrative description of this strategy.

Kindergarten and PreK teachers will meet at least 2 times a year to review and discuss student progress and readiness for Kindergarten.

Location of services: District PreK Classrooms

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 2021	Target 2022	Target 2023
Preschool and Kindergarten Teachers will meet 2 times each year to review student progress.	100%	100%	100%

Strategy #3 Building School: Parent Relationships. Build relationships with families to encourage open and honest communication regarding student progress and readiness for Kindergarten.

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

Narrative description of this strategy.

The Preschool teachers will discuss student progress with each student's parents at least twice per year and will actively plan, promote, and attend at least 2 family engagement activities each year, in an effort to build and strengthen relationships.

Location of services: RTR Public 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 2021	Target 2022	Target 2023
Preschool teachers will have contact with each family 2 times each school year regarding their child's progress in Preschool and readiness for Kindergarten.	100%	100%	100%
Preschool Teachers in conjunction with school staff will promote, attend, and plan activities for family engagement at least two times each school year.	100%	100%	100%
Share Kindergarten Readiness Checklist with parents at Early Childhood Screening, on website, and in district-wide newsletter.	100%	100%	100%

Goal #2: By Spring of 2021, teachers (classroom, Title 1, and Targeted Services) will provide small group instruction for all students to read well by third grade using progress monitoring through Fastbridge Curriculum Based Measurement (fluency). **Aligns with WBWF area:** All 3rd graders can read at grade level.

Goal type: Teacher Equity

Strategy #1 Targeted Services for selected students for additional after school help in Reading and Math in K-5

Type of Strategy: 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)). 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.

The selection of students for Targeted Services is done collaboratively with classroom teachers and Title 1 teachers. This selection is done based on classroom performance in areas of Reading and Math, Fastbridge, MCA test results, those identified as F/R, and with parental consent. Each student selected has an individual Continual Learning Plan. We limit the Targeted Services to 1 teacher per six students in any one grade level. By special permission, we can add to that count, but we are intentional about keeping the groups small.

Location of services: RTR Public 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 2021	Target 2022	Target 2023
To achieve 85% of students who know their K- 3rd sight words.	100%	100%	100%
Teachers will provide an Individual Continual Learning Plan for each student attending Targeted Services.	100%	100%	100%
Teachers will provide remediation assistance in the areas of Reading and Math to students in K - Grade 5	100%	100%	100%

Strategy #2 Additional educational software and Reading and Math materials/interventions in Grades K-8

Type of Strategy: 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)). 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.

The use of educational software and additional Reading and Math materials/interventions to enhance student instruction and learning is paramount to providing a quality learning experience rich with differentiation, targeted interventions, and research driven strategies.

Location of services: RTR Public School – Elementary/Middle 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 2021	Target 2022	Target 2023
All students in Grades K- Grade 5 will be provided logins to software including IXL, Matific, and BrainPop Jr. and teachers will provide opportunities for all students to use the software to increase their fluency levels in Reading and Math.	100%	100%	100%
All students in Grades 6-8 will be provided access to Study Island and teachers will provide opportunities for all students to use the software to increase their abilities in Reading and Math.	100%	100%	100%
Kindergarten teachers will use Kinderliteracy and Rooted in Reading as two of our Reading curriculum tools	100%	100%	100%
All Grade 6-8 students identified as needing supplemental assistance in Reading and Math will receive Math/Reading enrichment and show growth on MCA tests.	85%	85%	85%

Strategy #3 Staff Development Opportunities to Further Student Achievement.

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

Narrative description of this strategy.

This budgeted amount will provide for staff development opportunities focused on academic achievement so that we can better screen and identify students with learning challenges and equip ourselves to help them.

Location of services: Various Locations

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 2021	Target 2022	Target 2023
Each year, RTR K-12 teachers will be offered opportunities to partake in professional development opportunities to further their own understanding of best practices as it applies to student achievement.	100%	100%	100%
Each year, a minimum of 10 Grade K-12 teachers will attend professional development opportunities to further their own understanding of best practices as it applies to student achievement.	100%	100%	100%

Strategy #4 Educational Summer Camp for Students in Grades 1-5

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

Narrative description of this strategy.

This budgeted amount will provide for educational supplies and meals for our two-week educational summer camp. The educational opportunities that the students will receive during the two weeks in the summer will help keep student interest in learning high.

Location of services: RTR Public School - Elementary

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 2021	Target 2022	Target 2023
Each year, we will offer a summer learning experience to students in order to be keep student interest in learning high. Our target is 100 enrolled students.	85%	85%	85%

Goal #3: By Spring of 2021, the number of students graduating from the RTR Public School District within 4 years will be at or above 90% (at or above 85% for student subgroups) **Aligns with WBWF area:** All students graduate from high school.

Goal type: Achievement Disparity

Strategy #1 The High School Principal and the District’s School Counselor will build relationships with each student and actively engage in ensuring that each student is excelling to the best of their ability.

Type of Strategy: 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)). 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.

The High School Principal and the District’s School Counselor will build and strengthen relationships with each student and actively engage in ensuring that each student is excelling to the best of their ability. This will only help to insure our success with this goal.

Location of services: RTR High 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 2021	Target 2022	Target 2023
Every High School student has a personal learning plan and is signed by parents.	100%	100%	100%
High School students considered as high risk and not tracking successfully toward graduation, have been provided additional opportunities toward having enough credits for graduation.	100%	100%	100%
The School District’s Counselor meets annually with each student in Grades 9-12 to review academic progress, credits earned, and to create/review their academic plan.	100%	100%	100%

Strategy #2 Ramp Up to Readiness

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

Narrative description of this strategy.

Through our engagement with students in grades 6-12 in this comprehensive advisory-based program, the teachers will address the areas of academic, admissions, career, financial, and social and emotional readiness.

Location of services: RTR Middle School - High 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 2021	Target 2022	Target 2023
All students in Grades 6-12 will receive Ramp Up to Readiness programming by the end of Grade 12.	90%	90%	90%

Goal #4: To increase the 5-year average district ACT composites for 2020-2023. **Aligns with WBWF area:** All students graduate from high school. **Aligns with WBWF area:** All students are ready for career and college.

Goal type: Achievement Disparity

Strategy #1 Multi-district OnToCollege Preparation Class

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

Narrative description of this strategy.

This Multi-district OnToCollege Preparation Class is designed to increase the 5 year average of ACT scores. It is taught by high school teachers.

Location of services: RTR High 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 2021	Target 2022	Target 2023
RTR High School students in their junior year will have the opportunity to participate in OnToCollege Preparation Class during the Spring semester of each year of this plan.	100%	100%	100%

Goal #5: To increase the average number of college credits earned while in high school by RTR High School FRLP students from 2 in 2018 to 4 in 2020. **Aligns with WBWF area:** All students are ready for career and college.

Goal type: Integration

Strategy #1 To increase availability of high demand college credit courses, thru the SE Collaborative CIS

Type of Strategy: 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)). 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.

Qualifying Southwest Collaborative 10th-12th grade students will have the opportunity to enroll in college courses during the summer months. Students from the Southwest Collaborative will come together on a singular campus in order to 1) participate in rigorous coursework, 2) earn college credits, and 3) build cross-cultural relationships. Through this four-week intervention program our district will decrease economic and racial enrollment disparities that we have identified in our annual CIS summary data. This intervention will include all member districts of the SW Collaborative, including our two racially isolated districts.

Location of services: Marshall High 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 2021	Target 2022	Target 2023
All RTR High school students who qualify to take college classes, will have the opportunity to take two CIS classes each summer, in order to achieve college credit, participate in more rigorous coursework, and form cross-cultural relationships while in high school.	100%	100%	100%
Of those high school students who qualify to take college classes while in high school and enroll in CIS summer classes, 10% will complete the classes.	100%	100%	100%

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)). Our local district achievement and integration committee has worked conscientiously to review the plan thoroughly to streamline it and to avoid duplicative services. We have built a plan that has a cadre of elements to provide students with a real world education, rich with contemporary nuances.
