



Russell - Tyler - Ruthton

RTR Public Schools

2020-2021 World's Best Workforce Plan

District #2902

The 2020-2021 World's Best Workforce Plan was approved by the District 2902 School Board on January 8, 2020. It was prepared to inform the public regarding the school district's continued commitment to providing a quality education, developing a robust curriculum, updating/upgrading instructional practices, and ultimately improved student learning.

Board of Education

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Darren Baartman, Middle School Dean of Students

Mission & Vision Statement

Educational excellence, enhanced student achievement, fiscal stability and life-long learning are the four pillars of the RTR School. We are a community dedicated to providing a safe, friendly environment challenging student to be productive citizens in an ever-changing world. We are committed to educational excellence, enhanced student achievement, fiscal stability, and life-long learning.

Philosophy

All students, regardless of age, can learn. Although the School Board has the sole responsibility in developing the school's educational programs, the School Board realizes the world in which we live today is constantly changing. Therefore, it relies heavily upon its administration, teachers, parents, students, and constituents to help in developing a sound, innovative, current, and high-quality educational programs.

2020-2021 District & School Goals

- Improve student learning
- Increase College and Career Readiness in all students

2020-2021 District & School Data 2020-2021 Demographics

| Enrollment by Ethnicity | RTR Elementary Grades K-5 | RTR Middle School Grades 6-8 | RTR High School Grades 9-12 | RTR School District |
|---|----------------------------------|-------------------------------------|------------------------------------|----------------------------|
| Asian/Pacific Islander | 0.0% | 0.0% | 0.0% | 0.2% |
| Hispanic | 4.3% | 3.3% | 3.0% | 3.6% |
| Black or African American | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 92.8% | 94.0% | 94.5% | 93.7% |
| Two or more races | 1.9% | 2.7% | 2.0% | 2.2% |
| Total Students | 207 | 148 | 199 | 541 |
| Enrollment by Special Population | RTR Elementary Grades K-5 | RTR Middle School Grades 6-8 | RTR High School Grades 9-12 | RTR School District |
| English Learner | 1.0% | 0.7% | .5% | 0.7% |
| Special Education | 11.6% | 8.7% | 11.6% | 10.8% |
| Free/Reduced Priced Lunch | 27.1% | 22.0% | 27.6% | 25.9% |

TEST RESULTS

MN Comprehensive Assessment (MCA/MTAS) Results in Math and Reading are not for 2019-2021 are not available due to the State of Minnesota cancelling the tests, because of the World-Wide Pandemic, COVID-19.

Graduation Requirements

Students complete the academic standards by taking a core course of study that equips them with the knowledge and skills they need for success in postsecondary education, highly skilled work, and civic life. To graduate, a student's high school coursework must include at least the minimum state course credit requirements. Students must complete a minimum of 19 course credits as follows: 4 credits of Language Arts, 3 credits of Mathematics, 3½ credits of Science, 3½ credits of Social Studies, 1 Physical Education, 1 Health, ½ credit in Speech, ½ credit in Economics, 1 credit in the Arts, ½ credit in Personal Finance, ½ credit of vocational credits, and 5 ½ elective credits.

Other State & District Standardized Assessments

The RTR District uses a variety of tests to measure student achievement and performance to determine student ability and evaluate curriculum:

- ❖ MTAS (Minnesota Test of Academic Skills) - The Minnesota Test of Academic Skills is Minnesota's alternative assessment based on alternate achievement standards. The MTAS is part of the statewide assessment program designed to measure the extent to which students with significant cognitive disabilities are making progress in the general curriculum. Grades 3-8 & High School.
- ❖ FastBridge assessments are administered 3 times throughout the school year for all students in Grades K - 8. Progress monitoring is done more frequently for those students receiving targeted interventions in grades K through 8.
- ❖ STAR Assessments—The STAR Assessments are computer-adaptive tests used to assess a student's early literacy, reading, & math capabilities. STAR Early Literacy is for Kindergarten students and addresses the following domains: general readiness; graphophonemic knowledge; phonemic awareness; phonics; comprehension; structural analysis; & vocabulary. The STAR Reading assessment is used for Grades K-5 students and addresses the following domains: word knowledge and skills; comprehension strategies and constructing meaning; analyzing literary text; understanding author's craft; and analyzing argument and evaluating text. The STAR Math assessment is used for Grades 1-5 students and addresses the following domains: number & operations; algebra; geometry & measurement; and data analysis, statistics, and probability.
- ❖ The PSAT is offered to students in Grade 10 to qualify for national merit scholarship opportunities. It also serves as a preparation for the ACT.
- ❖ ACT, a college readiness assessment, is a standardized test for high school achievement and college admissions. It is offered to students in Grade 11 as well as the ACT Writing Test.
- ❖ The ASVAB is given to all Grade 11 students; it is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military.

Student Supports

Student Supports at the Elementary School:

- ❖ Special Education pull-out classes and interventions
- ❖ Title 1 interventions
- ❖ FastBridge progress monitoring
- ❖ Data driven decision-making using classroom and school program data (STAR, MCA-III)
- ❖ Alignment and implementation of Minnesota Academic Standards
- ❖ Technology hardware resources - Computer lab, Smart Boards, Ipads, and 1:1 Chromebooks in Grades K-5.

Student Supports at the Middle School:

- ❖ Data driven decision-making using classroom and MCA data
- ❖ Technology hardware resources – 1:1 Chromebooks, computer lab, Smart Boards
- ❖ Summer school for credit recovery through RTR ALP
- ❖ FastBridge for progress monitoring
- ❖ MCA enrichment classes in Reading and Mathematics

Student Supports at the High School:

- ❖ Technology hardware resources – 1:1 Chromebooks and Smart Boards
- ❖ Summer school for credit recovery through RTR ALP
- ❖ Data driven decision-making using classroom and MCA data
- ❖ Offerings of ACT, ASVAB, and PSAT tests to predict future student success

Teacher & Principal Supports

School as a Learning Community:

- School-wide instructors continue creating formative assessments in all curriculum areas and selecting priority standards and writing learning targets with annual emphasis determined by leadership teams.

Mentoring Program

- Teachers new to the district are paired with an experienced teacher and meet as determined by the building principal. Teachers meet beyond their first year as determined by the principal in the mentoring program. A mentor coordinator oversees the program.

Evaluation Process:

- Non-tenured teachers are evaluated three times a year with positive feedback and coaching given by the principal; tenured teachers are evaluated at least once every three years.
- Evaluations are done using Frontline.
- Principals are evaluated once a year by the superintendent.

Systemic, Building, and District Supports

Staff Development/District Advisory Committee:

The 2020-2021 District Staff Development Committee members:

Angela Fritz, Elementary School Teacher
Ashlei Hoffmann, Middle School Teacher
Erick Harper, High School Teacher
Cristy Olsen, Elementary Principal
Daniel Bettin, High School Principal
Darren Baartman, Middle School Dean of Students
David Marlette, District Superintendent

This committee usually meets 3 or 4 times a year to plan staff development activities. The committee did not meet during the 2019-2020 or the 2020-2021 school years, due to the world-wide pandemic (COVID19).

Staff development and general instructional goals have been determined and continue to be addressed. We are focused on standards alignment and differentiating instruction to assist our students with raising their achievement levels. These goals are addressed and reviewed at staff development workshops as a means of improving instruction, student learning, and test scores. Each RTR building has its individual yearly goals as well.

Best Practices Strategies & Action Steps

Curriculum Best Practices

The RTR School District has adopted resources that align with the Minnesota Academic Standards in Reading, Math, Social Studies, and Science. RTR teachers are implementing assessments in all curricular areas by aligning with written learning targets based on standards and benchmarks of the Minnesota Academic Standards. This allows teachers in the RTR Schools to understand requirements from other grade levels & content areas, share the content and skills that are taught in each grade level, and align to state standards throughout.

The RTR School District will continue to monitor and review the current curriculum to ensure the implementation of best practice models. Data from the MCA assessments, as well as data from other district testing, will be reviewed to enhance the curriculum and instructional practices.

Instructional Best Practices

Staff Development addresses instructional and assessment best practice strategies as well as the following:

- Teachers are sent to specific training, workshops, and conferences each year that improve and focus on instruction and assessments.
- Collaboration in PLC's focus on establishing common assessments that align with learning targets written based on the Minnesota Academic Standards.
- We are in a shared services collaborative with 5 other school districts which involves multi district staff development.

Assessment Best Practices

The district has created and implemented Standards-Based Report Cards instead of the traditional report cards in grades K-5. This report card format will provide parents with a better understanding of the progress their child is making.

The district will continue to implement percentage-based report cards in grades 6-12. This report card format will provide parents and students with a consistent format accepted by post-secondary educational institutions.

Highly Qualified Teachers

All teachers employed by the RTR Public School District are certified and teaching in their licensure areas. All paraprofessionals must pass the ParaPro Assessment or have a two-year degree from an accredited college to meet the highly qualified requirements.

Student Achievement Plans

- Local Literacy Plan
RTR District Local Literacy Plan is to set a goal that all general education students achieve grade-level proficiency in Reading by Grade 3. See District Goals (following) for the overarching goal and data results associated with this plan.
- Title I Plan
RTR Elementary received Title 1 funds that are used to help ensure that all children from low-income families meet challenging state academic standards. RTR Elementary Title I service provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects.
- School Readiness Plan
The RTR School Readiness Plan includes Early Childhood programming that works with children 3-5 years of age to help them transition from Early Childhood to Kindergarten. Preschool screening programs are held to determine school readiness, intervention needs, and begin support services as soon as possible to impact future success in learning. Information is available on the district webpage.

- **Student Transition Plan to College & Career Readiness**
RTR High School Ramp-Up to Readiness Program was implemented in 2016-2017 in Grades 9-12 and was expanded in Grades 6-8 in 2017-2018. Ramp-Up to Readiness is a school-wide advisory program that features an engaging and interactive series of activities designed to help all students graduate from high school ready for postsecondary success.

2020-2021 District Goals

- **All Students Ready for Kindergarten**
By spring 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 Test.
- **All Students in Third Grade Achieving Grade-Level Literacy**
All general education students will read at grade-level by Grade 3, as determined by the FastBridge progress monitoring.
- **Closing Achievement Gap(s)**

By spring 2021, the RTR Public School District will decrease the achievement gaps in Math Proficiency between students in Special Education and those not in Special Education by 1% as measured by classroom assessments in lieu of the Math MCA-III/MTAS.

| Math Proficiency | 2017 | 2018 | 2019 | 2020 |
|-------------------------|-------------|-------------|-------------|-------------|
| Non-SPED Students | 64.0% | 58.1% | 54.6% | No Data |
| SPED Students | 26.9% | 19.9% | 18.6% | No Data |
| Achievement Gap | 37.1% | 38.2% | 36% | No Data |

By spring 2021, the RTR Public School District will decrease the achievement gaps in Reading Proficiency between students in Special Education and those not in Special Education by 1% as measured by classroom assessments in lieu of the Reading MCA-III/MTAS.

| Reading Proficiency | 2017 | 2018 | 2019 | 2020 |
|----------------------------|-------------|-------------|-------------|-------------|
| Non-SPED Students | 70.2% | 70.8% | 65.5% | No Data |
| SPED Students | 25.0% | 23.3% | 17.1% | No Data |
| Achievement Gap | 45.2% | 47.5% | 48.4% | No Data |

By spring 2021, the RTR Public School District will decrease the achievement gap in Math Proficiency between students who receive Free/Reduced Lunch and those who do not by 1% as measured by classroom assessments in lieu of the Math MCA-III/MTAS.

| Math Proficiency | 2017 | 2018 | 2019 | 2020 |
|-------------------------|-------------|-------------|-------------|-------------|
| Non-FRP Students | 66.5% | 60.3% | 55.3% | No Data |
| FRP Students | 45.7% | 35.3% | 35.9% | No Data |
| Achievement Gap | 20.8% | 25.0% | 19.4% | No Data |

By spring 2021, the RTR Public School District will decrease the achievement gap in Reading Proficiency between students who receive Free/Reduced Lunch and those who do not by 1% as measured by classroom assessments in lieu of the Reading MCA-III/MTAS.

| Reading Proficiency | 2017 | 2018 | 2019 | 2020 |
|----------------------------|-------------|-------------|-------------|-------------|
| Non-FRP Students | 69.9% | 68.6% | 65.5% | No Data |
| FRP Students | 57.6% | 50.6% | 44.8% | No Data |
| Achievement Gap | 12.3% | 18.0% | 20.7% | No Data |

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

By spring 2021, the RTR Public School District will send 90% of students in Grades 9-11 to college fairs/expos as tracked by attendance.

By spring 2021, the RTR Public School District will encourage 100% of students in Grades 11-12 the opportunity to visit colleges and other post-secondary institutions a minimum of two times as tracked by attendance.

The RTR Public School District provides access to a minimum of 23 college-level credits and requires that each student can take a minimum of one college-level course during their high school career.

The district will continue to work with partnerships with Southwest Minnesota State University, University of Minnesota, and Minnesota West Community and Technical College to provide as many post-secondary courses as possible for its students.

- **All Students Graduate**

By spring 2021, the number of students graduating from the RTR Public School District within 4-years will be at or above 90%.

RTR Public Schools welcome any feedback that you may have regarding this report or the work being done within District 2902. Parent input is encouraged and necessary for building a strong foundation for high-achieving citizens. Your opinions matter! Please direct questions and comments to your Superintendent David A. Marlette, building administrators, or any School Board member.

Contact Us

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