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| --- | --- |
| http://www.rrcnet.org/education/rrc_high_school/rrc_logo.gif | **Part of the Southwest Integration Collaborative** |
| Marshall | Milroy | Murray County Central | Red Rock Central | Tracy Area | Wabasso | Westbrook Walnut Grove |

**ISD 2884 Red Rock Central Public School’s**

**Achievement and Integration Plan**

**Plan Dates:**

**July 1, 2014-June 30, 2017**

**Submitted by:**

**Bruce Olson, Superintendent**

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**Integration Collaborative Members Administrators**

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A-RED ROCK CENTRAL # 2884 Bruce Olson

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**DISTRICT SPECIFIC ACHIEVEMENT AND INTEGRATION GOAL:**

1) Reduce Achievement Gap

**DISTRICT SMART GOALS:**

1) The percentage of students who are proficient in reading will increase from 66.2% in 2013 to 83.1% for all students in 2017

**DISTRICT STRATEGIES FOR ACCOMPLISHING GOALS:**

**Reduce Achievement Gap**

1. RESEARCH BASED INTERVENTIONS: Provide a reading intervention based program to be conducted throughout the school year by a fully licensed teacher who specializes in reading strategies and interventions. This small group intervention program will serve students who are struggling to understand reading concepts and will utilize research based response to intervention strategies supported by the “Reading Wonders” curriculum. The Reading Wonders curriculum is based on Common Core State Standards These interventions will utilize the “Wonder Works” Intervention strategies contained in this series. Targeted classes will be K through 6th grade.
2. RESEARCH BASED INTERVENTIONS: Utilization of learnpad and Surface tablets to enhance classroom instruction, through the use of small group/individual integrated applications, in order to provide additional individualized learning opportunities for students. Integrated technology that utilizes research driven content such as reading eggs, study island, or curriculum enhancements (in our school reading program) have produced positive results according to the 2012 John Hopkins research “Effects of Educational Technology Applications on Reading Outcomes for Struggling Readers.”

**EVALUATION PLAN:**

1. Proficiency growth on MCA’s will be kept for all students participating in the Red Rock Central School District. Tracking comparisons for Non Free and Reduced and Free and Reduced will be compared on a yearly basis to determine the effectiveness of our interventions

B) FAST (Formative Assessment System for Teachers) benchmark data will be collected at the beginning of the year with growth benchmarking completed at the end of each quarter.

C) Longitudinal FAST growth data will be analyzed for all groups utilizing Learnpads and Surface tablets to determine strategy effectiveness.

**INDICATORS OF SUCCESS:**

|  |
| --- |
| Proficiency Increases in Reading  |
| Student Group | Baseline2013 | 2015Target | 2016Target | 2017Target | Increase Target |
| All Students | 66.2% | 71.8% | 77.4% | 83.1% | 16.9% |
| FRP Students | 57.8 | 64.8% | 71.8% | 78.8% | 21.1% |
| Non FRP Students | 72.1% | 76.7% | 81.3% | 85.9% | 13.9% |

|  |
| --- |
| Gap Decrease in Reading Proficiency  |
| Student Group | Baseline2013 | 2015Target | 2016Target | 2017Target | DecreaseTarget |
| Achievement Gap | 8.4% | 7% | 5.54% | 4.3% | 4.2% |
| FRP Students | 57.8% | 64.8% | 71.8% | 78.8% | 21.1% |
| Non FRP Students | 72.1% | 76.7% | 81.3% | 85.9% | 13.9% |

|  |  |
| --- | --- |
|  | **Southwest Integration Collaborative** |
| Marshall | Milroy | Murray County Central | Red Rock Central | Tracy Area | Wabasso | Westbrook Walnut Grove |

**SUMMARY OF COLLABORATIVE GOALS:**

1) Increase Racial and Economic Integration among Students

2) Increase College and Career Readiness of Underrepresented Students

**COLLABORATIVE SMART GOALS:**

1) 50% of Southwest Integration Collaborative students taking the ACT exam will participate in inter-district ACT preparation courses as measured by course attendance and ACT exam rosters during the 2016-2017 school year.

2) Southwest Integration Collaborative students participating in the ACT prep course will increase the district average ACT composite score by 1 point over 2012-2013 scores with underrepresented sub groups attaining the same average increase by the end of the three year plan cycle.

**STRATEGIES FOR ACCOMPLISHING GOALS:**

**Increase racial and economic integration among students**

1)COLLEGE CAREER READINESS FOR UNDERSERVED STUDENTS:Two inter-district ACT preparation courses per year will held at Marshall High School in the areas of Math, English, Math, Reading, and Science for all collaborative students intending on taking the ACT exam.

2)RESEARCH BASED INTERVENTIONS: Environmental Science Camp – Environmental Science Camp will be offered for three days in April. The fifth graders of our Collaborative have the opportunity to travel to northern Minnesota where they stay together stay at a camp facility on Lake Carlos. This camp brings students from many cultures together and engages them in hands on learning. Environmental Science camp has structured, objective based lessons that align with Minnesota standards (see submitted handout). Transportation and all camp costs are provided to all students. Staff and parents are involved in the programming and supervision during this camp. This strategy fulfills the requirement to receive incentive revenue.

**Increase college and career readiness of underrepresented students**

1)COLLEGE CAREER READINESS FOR UNDERSERVED STUDENTS Two inter-district ACT preparation courses per year will held at Marshall High School in the areas of Math, English, Math, Reading, and Science for all collaborative students intending on taking the ACT exam.

2) COLLEGE CAREER READINESS FOR UNDERSERVED STUDENTS: To increase awareness and encourage participation, Southwest Integration Collaborative schools will show the MDE Dual Enrollment video to all 10th and 11th grade students’ prior registration each year of the plan cycle.

**EVALUATION PLAN:**

1) Each member district will establish baseline data and annually track participation as well as effect on ACT scores.

2) Each member district will maintain desegregated data to determine the impact of the prep coursework amongst participating and non-participating students.

3) Each member district will maintain participation data that will track the number of underrepresented students participating in prep coursework as well as the number of underrepresented student taking that ACT.

4) Each member will maintain longitudinal ACT result data that will be annually reported to the Collaborative Coordinator.

**INDICATORS OF SUCCESS:**

1) Annual increase in the percentage of students participating in ACT preparation courses.

2) Annual progression increase towards the goal of 50% of collaborative student taking the ACT exam participating in inter-district ACT prep courses.

3) Annual progression towards achieving an increase of district average ACT composite scores by 1 point over 2012-2013 scores with underrepresented sub groups attaining the same average increase by the end of the three year plan cycle.

4) Annual increase, throughout the plan cycle, of enrollment in college preparation courses within individual district high schools.

**Creating Efficiencies and Eliminating Duplicative Programs:**

Members of the Southwest Integration Collaborative share in the responsibility of the costs to operate the inter district integration and achievement collaborative as approved by the joint powers committee. Each member district receives 100% of integration and achievement funding and remits payment to the Collaborative Fiscal Host (Westbrook-Walnut Grove) for invoiced expenses incurred by the collaborative. Collaborative expenses are determined based upon student count ratios.

The strategies identified in the collaborative plan have created efficiencies amongst collaborative member by creating one central opportunity for all schools to attend in order to prepare their students for the ACT, eliminated the need for individual schools to pay for separate instructors and materials, and allows for the use of experiences and highly qualified staff throughout the districts to provide the highest quality experience possible for students.

**Community Input:**

The collaborative plan is developed by the multi-district planning committee and is reflective of individual district’s integration and achievement goals. Each district of the Southwest Collaborative, as part of their community reporting and feedback meetings, will provide the collaborative plan and assessment results to their communities in order to provide transparency of process, information, and also to seek further input for future plans and budgets.

**ACT Baseline Data:**

|  |
| --- |
| **Marshall** |
| **Grad Year** | **Total Tested** | **English** | **Mathematics** | **Reading** | **Science** | **Composite** | **Prep Class Participants** |
| **2013** | **151** | **21.4** | **23** | **23.1** | **22.8** | **22.7** | **0** |
| **2015** |  |  |  |  |  |  |  |
| **2016** |  |  |  |  |  |  |  |
| **2017** |  |  |  |  |  |  |  |
| **Murray County Central** |
| **Grad Year** | **Total Tested** | **English** | **Mathematics** | **Reading** | **Science** | **Composite** | **Prep Class Participants** |
| **2013** | **42** | **20.1** | **22.8** | **21.5** | **22.3** | **21.8** | **0** |
| **2015** |  |  |  |  |  |  |  |
| **2016** |  |  |  |  |  |  |  |
| **2017** |  |  |  |  |  |  |  |
| **Red Rock Central** |
| **Grad Year** | **Total Tested** | **English** | **Mathematics** | **Reading** | **Science** | **Composite** | **Prep Class Participants** |
| **2013** | **16** | **22.3** | **23.4** | **24.3** | **22.4** | **23.1** | **0** |
| **2015** |  |  |  |  |  |  |  |
| **2016** |  |  |  |  |  |  |  |
| **2017** |  |  |  |  |  |  |  |
| **Tracy** |
| **Grad Year** | **Total Tested** | **English** | **Mathematics** | **Reading** | **Science** | **Composite** | **Prep Class Participants** |
| **2013** | **40** | **20.5** | **22.9** | **22.5** | **23.2** | **22.4** | **0** |
| **2015** |  |  |  |  |  |  |  |
| **2016** |  |  |  |  |  |  |  |
| **2017** |  |  |  |  |  |  |  |
| **Wabasso** |
| **Grad Year** | **Total Tested** | **English** | **Mathematics** | **Reading** | **Science** | **Composite** | **Prep Class Participants** |
| **2013** | **31** | **20.9** | **22.6** | **20.1** | **21.9** | **21.5** | **0** |
| **2015** |  |  |  |  |  |  |  |
| **2016** |  |  |  |  |  |  |  |
| **2017** |  |  |  |  |  |  |  |
| **Westbrook-Walnut Grove** |
| **Grad Year** | **Total Tested** | **English** | **Mathematics** | **Reading** | **Science** | **Composite** | **Prep Class Participants** |
| **2013** | **21** | **19.6** | **21.1** | **20.2** | **21.2** | **20.6** | **0** |
| **2015** |  |  |  |  |  |  |  |
| **2016** |  |  |  |  |  |  |  |
| **2017** |  |  |  |  |  |  |  |