

**Achievement and Integration Plan  
July 1, 2017 to June 30, 2020**

This document reflects Achievement and Integration requirements included in Minnesota Statutes, sections 124D.861 and 124D.862 as well as Minnesota Rules 3535.0100-0180.

**District ISD# and Name: ISD 2884 Red Rock Central Public School**

District's Integration Status: Adjoining District (A)

Superintendent's Name: Bruce Olson  
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Plan submitted by:  
Name: Bruce Olson  
Title: Superintendent  
Phone: 507-752-7361  
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**Racially Identifiable Schools (RIS) within District**

If you have been notified by MDE that your district has one or more racially identifiable schools, please list each of those schools below, adding additional lines as needed

Plans for racially identifiable schools will include the same information and follow the same format as that provided for district-wide plans. The RIS plan section starts on page six of this document.

**School Board Approval**

We certify that we have formally approved and will implement the following Achievement and Integration plan as part of our district's comprehensive World's Best Workforce plan and will comply with all federal, state, and local laws and regulations applicable to the organization.

Superintendent: Bruce Olson  
Signature:

Date Signed: 02/16/17

School Board Chair: William Rogotzke  
Signature:

Date Signed: 02/16/17

**Integration Collaborative Member Districts**

If your district belongs to one, list the districts in your collaborative and their integration status. Add additional lines as needed.

Name of Collaborative: Southwest Integration Collaborative

- |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                    |
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| <ol style="list-style-type: none"> <li>1. <b>ISD 413, Marshall Public School</b> RI - Racially Isolated</li> <li>2. <b>ISD 635, Milroy Public School</b> A - Adjoining</li> <li>3. <b>ISD 2169, Murray County Central Public School</b> A - Adjoining</li> <li>4. <b>ISD 2884, Red Rock Central Public School</b> A - Adjoining</li> </ol> | <ol style="list-style-type: none"> <li>5. <b>ISD 2902, RTR Public School</b> V - Voluntary</li> <li>6. <b>ISD 2904, Tracy Area Public School</b> A - Adjoining</li> <li>7. <b>ISD 640, Wabasso Public School</b> A - Adjoining</li> <li>8. <b>ISD 2898, Westbrook-Walnut Grove Public School</b> RI - Racially Isolated</li> </ol> |
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Detailed directions and support for completing this plan are provided in the [Achievement Integration Plan Guide](#).

### Plan Input

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

The rule also requires districts with a racially identifiable school (RIS) to convene a community collaboration council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the RIS (Minn. Rules 3535.0160 Subp. 2).

List council members below and briefly describe the community planning process used for your district's plan and for your Racially Identifiable School (RIS), as applicable.

Multi-District Collaboration Council: Scott Munson, Wade McKittrick, Joe Meyer, Bruce Olson, Patricia Lindeman, Chad Anderson, Loy Woelber,  
Community Collaboration Council for the RIS: **Enter text here.**

### Post to District Website

Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website. Please provide the URL where your district's Achievement and Integration plan is posted.

[http://www.redrockcentral.org/sites/redrockcentral.org/files/files/Private\\_User/rhubert/achievement-integration.pdf](http://www.redrockcentral.org/sites/redrockcentral.org/files/files/Private_User/rhubert/achievement-integration.pdf)

### Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval. Email it to [MDE.integration@state.mn.us](mailto:MDE.integration@state.mn.us). Scan the page with board chair and superintendent signatures and attach that to your email as a separate PDF.

**GOAL # 1:** Increase 3<sup>rd</sup> grade reading proficiency on the MCA from 81.3% in 2016 to 90% by June, 2020.

**Aligns with WBWF area:** All 3rd graders can read at grade level.

**Objective 1.1:** To provide specific and individualized interventions for students below grade level in reading

**Objective 1.2:** To provide consistent enhancement learning experiences to reduce/eliminate negative retention periods as well as build on classroom learning.

**GOAL # 2:** Increase the district's 5 year average ACT composite score from 20.3 in 2016 to 23.4 in 2020.

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

**Objective 3.1:** To provide cross district college exam preparation

## INTERVENTIONS

**Directions** Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of Intervention* drop-down menus below. Provide the information requested for each intervention.

**Requirement** At least one intervention must be designed and implemented to bring together students from the racially isolated district with students from that district's adjoining and voluntary AI districts (Minn. Rule 3535.0170).

### Intervention 1 Reading Specialist Intervention

**Priority Area:** Instruction and Assessment

**Objective this intervention supports: 1.1**

**Type of Intervention:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

**Narrative description of the critical features of the intervention.** A variety of research based interventions are utilized by a reading specialist to target individual reading deficiencies for students at risk of not reading at grade level by the end of third grade without direct interventions.

Grade levels to be served: K-3

Location of services: Red Rock Central Elementary

**DISTRICT STRATEGIES FOR ACCOMPLISHING GOALS:****Reduce Achievement Gap**

- A) 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 3 through 6<sup>th</sup> grade. Students in grades K-2 will be placed in a small group intervention according to the PRESS (Path to Reading Excellence in School Sites). This intervention focuses on the 5 areas of reading starting with Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Research based interventions will be administered in the area students need to improve from the PRESS Intervention manual.
- B) 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:**

- A) 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.

**INDICATORS OF SUCCESS:**

Proficiency Increases in Reading					
Student Group	Baseline 2016	2018 Target	2019 Target	2020 Target	Increase Target
All Students	81.3%	84.2%	87.7%	90%	8.7%
FRP Students	75.0%	78.8%	82.0%	85.5%	10.5%
Non FRP Students	87.5%	89.8%	92.1%	94.4%	6.9%

Gap Decrease in Reading Proficiency					
Student Group	Baseline 2016	2018 Target	2019 Target	2020 Target	Decrease Target
Achievement Gap	12.5%	11%	10.1%	8.9%	8.9%
FRP Students	75.0%	78.8%	82.0%	85.5%	10.5%
Non FRP Students	87.5%	89.8%	92.1%	94.4%	6.9%

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Students will maintain or increase in reading academic benchmarks as measured by NWEA, DIBELS, and STAR Reading			
NWEA- students will go from 59.25% at or above the 50th%ile	64.6%	67.32%	70%
DIBELS-Kindergarten will increase the percentage of students at or above the grade level benchmark from 53.3%	60.32%	62.66%	65%
STAR Reading- Students in grades 1-3 will increase reading level from 51.3% at or above grade level	58.14%	61.56%	65%

**Intervention 2** Integrated ACT Preparation Program**Priority Area:** Instruction and Assessment**Objective this intervention supports: 3.1****Type of Intervention:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.**Integrated Learning Environments** Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

**Narrative description of the critical features of the intervention.** Content specific instructors with expertise in ACT preparation will provide prep courses for juniors of the Southwest Integration Collaborative. By bringing these students together in a singular location they have the opportunity to build cross-cultural relationships, increase their knowledge of how to prepare for college entrance exams, increase their opportunities for college scholarships which empower more students to afford a post-secondary education. Students are provided the opportunity to visit and explore this university campus.

Grade levels to be served: 11<sup>th</sup> Grade

Location of services: Southwest Minnesota State University

**Formative assessment(s) used to inform instructional decision-making:** ACT results and student satisfaction survey

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. **Enter research citation.**

***Key Indicators of Progress (KIPS)***

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
District 5 year average ACT composite score	20.3	21.8	23.4

**Intervention 4** Provide integrated college in the school programming.

**Priority Area:** Environment and Resources

**Objective this intervention supports: 2.3**

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

**Integrated Learning Environments** Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

**Narrative description of the critical features of the intervention.** Qualifying Southwest Collaborative 10<sup>th</sup>-12<sup>th</sup> 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.

Grade levels to be served: 10<sup>th</sup>- 12<sup>th</sup> grade students

Location of services: TBD

**Formative assessment(s) used to inform instructional decision-making:** ACT results

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. **Enter research citation.**

***Key Indicators of Progress (KIPS)***

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase the number of participants in the summer college in the school program.	20	25	30

**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)). This plan allows for specific programming for students in need of each service that our district previously has not been able to afford or did not have enough students in our individual district to create. Specifically, programs such as the inter-district college in the school model is one in which our district would not have enough students to make possible. However through the collaborative work of the Southwest Integration Collaborative we are hoping to make this option a reality for our students.