

Russell - Tyler - Ruthton



# RTR Public Schools

2022-2023  
World's Best Workforce Plan

**District #2902**

## RTR Public Schools

The 2022-2023 World's Best Workforce Plan was approved by the District 2902 School Board on December 14, 2022. 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 improving student learning.

### **Board of Education**

Jeff Hansen	Board Chair
Craig Hess	Vice Chair
Peggy Dunblazier	Clerk
Tony Dybdahl	Director
Tami Nelson	Treasurer
John Bloom	Director
Troy Chandler	Director

### **Administration**

David Marlette	Superintendent
Rick Gossen	Principal Grades 6 - 12
Cristy Olsen	Principal Prekindergarten - Grade 5
Darren Baartman	Dean of Students Grades 6 - 12

## 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 students 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

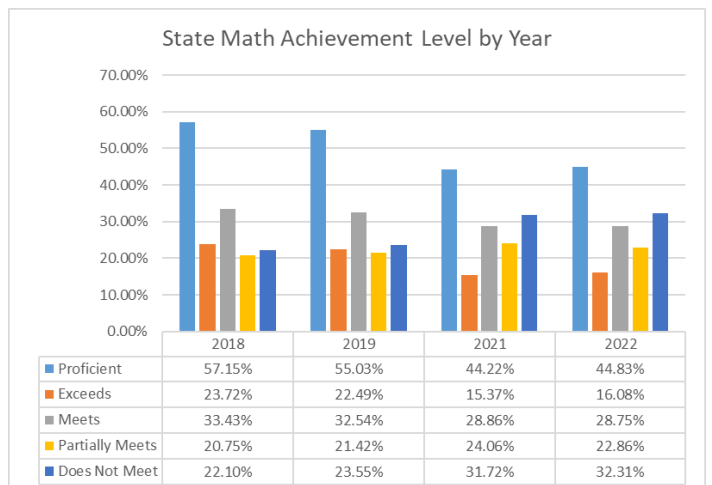
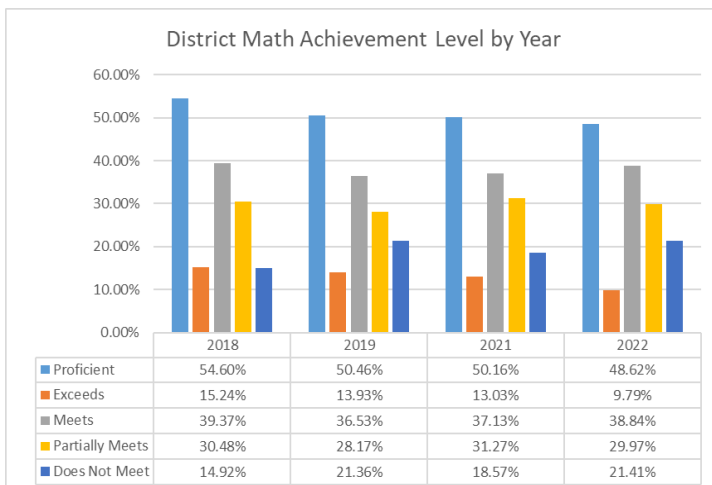
All students, regardless of age, can learn. Although the School Board has the sole responsibility in developing the school's educational programs, the School Board realizes the world in which we live today is constantly changing. Therefore, it relies heavily upon its administration, teachers, parents,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

# District & School Data

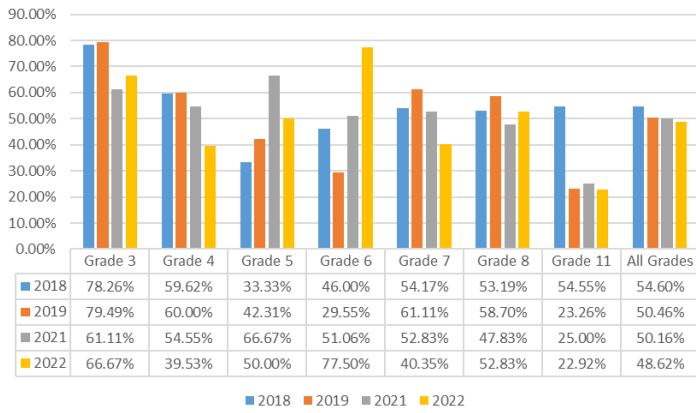
## 2021-2022 Demographics

Enrollment by Ethnicity	RTR Elementary Grades K-5	RTR Secondary School Grades 6-12	RTR School District
Hispanic or Latino	5.2%	4.0%	4.5%
American Indian or Alaska Native	0.8%	0.9%	0.8%
Asian	0.8%	0.3%	0.5%
White	91.2%	93.1%	92.3%
Two or more races	2.0%	1.7%	1.8%
<b>Total Students</b>	<b>250</b>	<b>349</b>	<b>556</b>
Enrollment by Special Population			
English Learner	1.2%	0.6%	0.8%
Special Education	15.2%	12.3%	13.5%
Free/Reduced Priced Lunch	28.4%	26.6%	27.4%

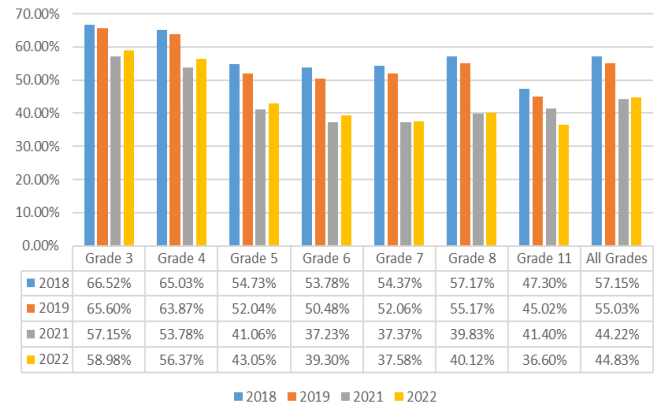
## Mathematics



District Math Proficiency by Grade Level

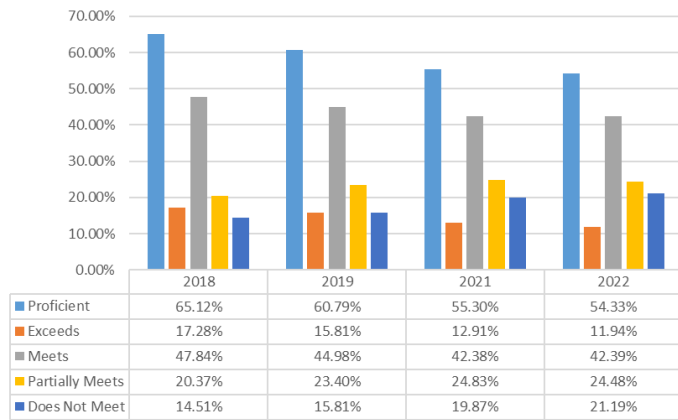


State Math Proficiency by Grade Level

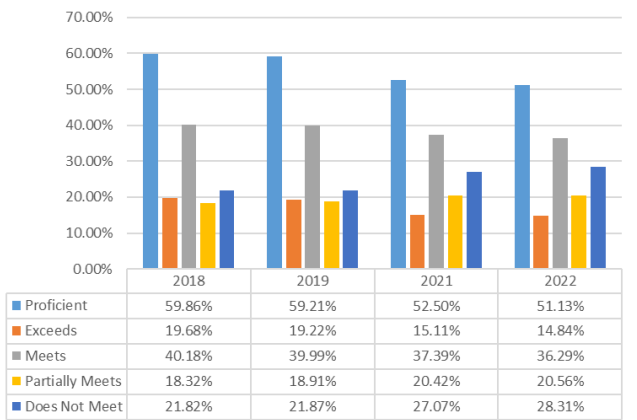


## Reading

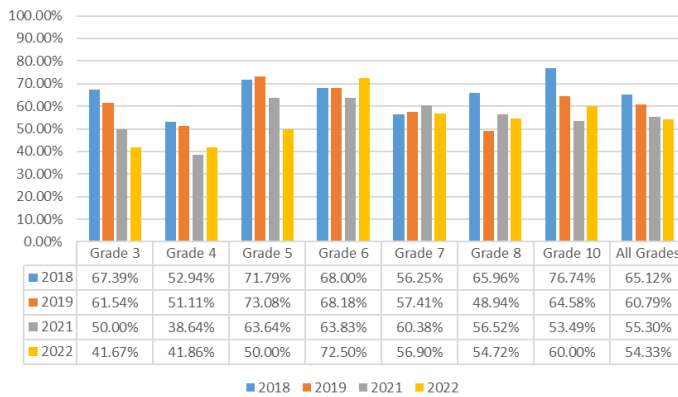
District Reading Achievement Level by Year



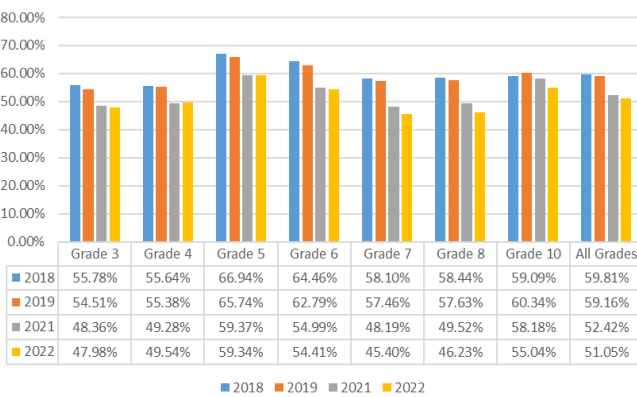
State Reading Achievement Level by Year



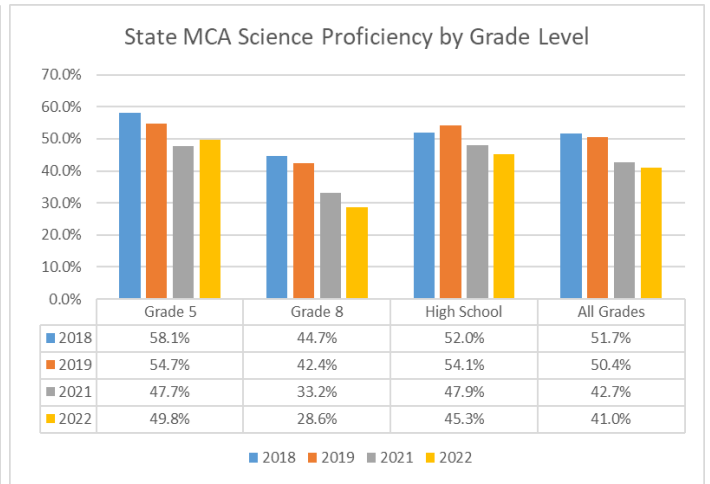
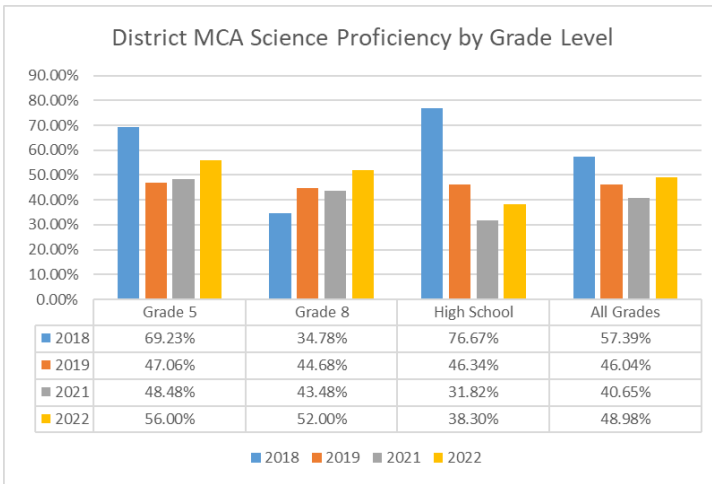
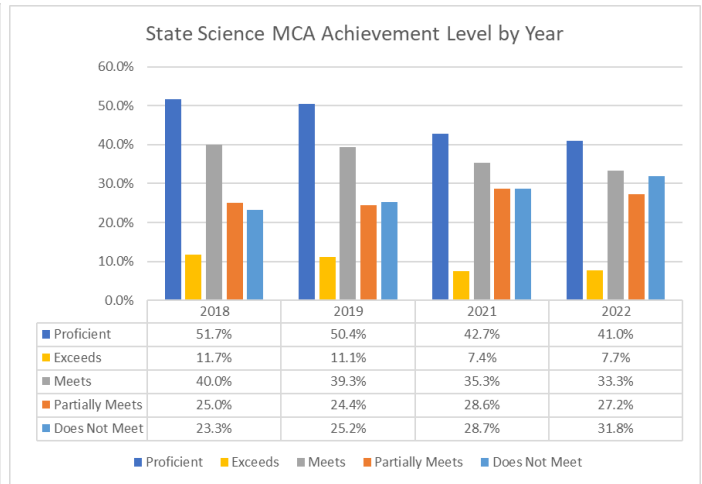
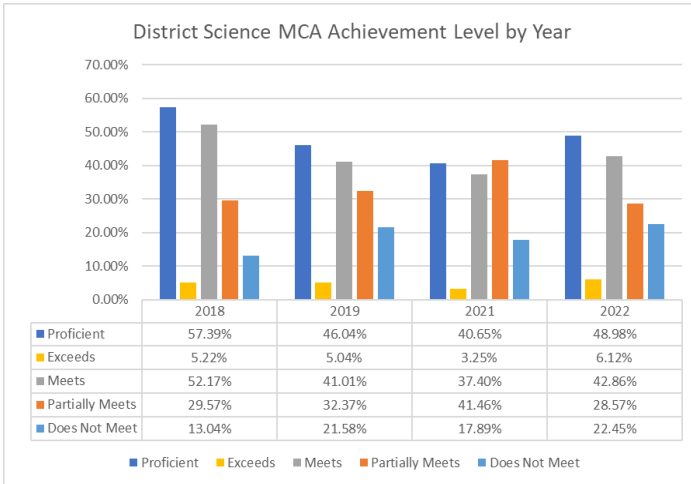
District Reading Proficiency by Grade Level



State Reading Proficiency by Grade Level



# Science



## 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. In order 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 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 in order 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 - Smart view boards, iPads in Kindergarten, and Chromebooks in Grades 1 through 5.

### **Student Supports at the Middle School:**

- Data driven decision-making using classroom and MCA data
- Technology hardware resources - one-on-one Chromebooks, computer labs, 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 - bring-your-own-device (BYOD), rental Chromebooks, computer labs, 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 district 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 tracked using Perform/TalentEd.
- Principals are evaluated once a year by the superintendent.

## Systemic, Building, and District Supports

### Staff Development/District Advisory Committee:

The 2022-2023 District Staff Development Committee members:

Michelle Appel	Elementary School Teacher
Ashlei Hoffmann	Secondary School Teacher
Erick Harper	Secondary School Teacher
Cristy Olsen	Elementary School Principal
Rick Gossen	Secondary School Principal
Darren Baartman	Dean of Students
David Marlette	District Superintendent

This committee meets periodically throughout the year to plan staff development activities. 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.

# 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 participating in LETRS training to improve and put greater focus on instruction and assessments that are in alignment with the Science of Reading.
- Collaboration in PLC's will 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 6 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 receives 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 services 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:**

The students at RTR participate in a variety of experiences and activities for College and Career Readiness. The College & Career Readiness activities are as follows, but not limited to: Career Expo at SMSU for 10th grade students, College Fair at SMSU for 11th grade students, access to 23 college credits from a variety of postsecondary institutions, Personal Learning Plans, interest inventories, and ACT Preparation.

## 2022-2023 District Goals

### **All Students Ready for Kindergarten:**

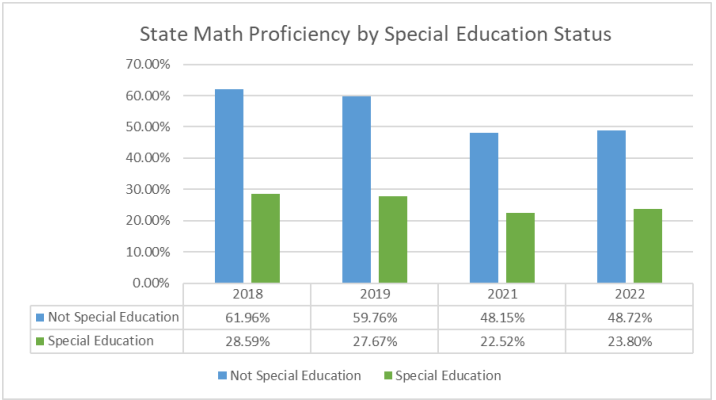
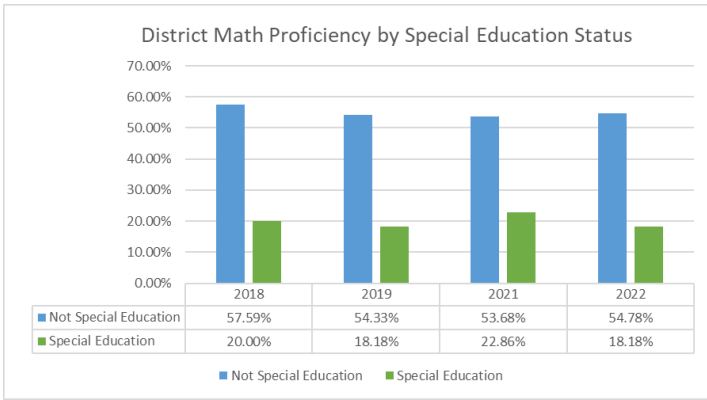
By the spring of 2023, 90% of the students in preschool will be able to name 20/26 uppercase letters as measured by a locally designed assessment.

### **All Students in Third Grade Achieving Grade-Level Literacy:**

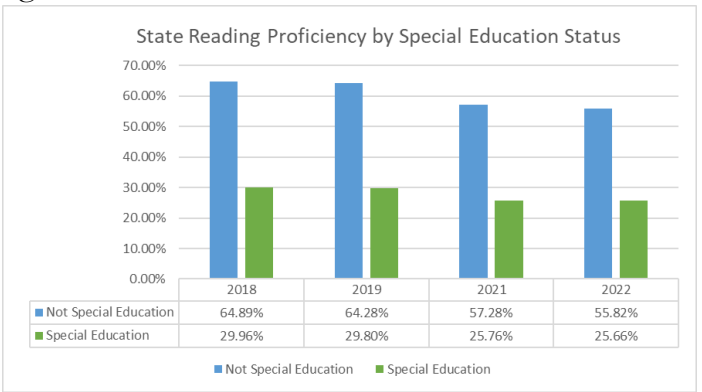
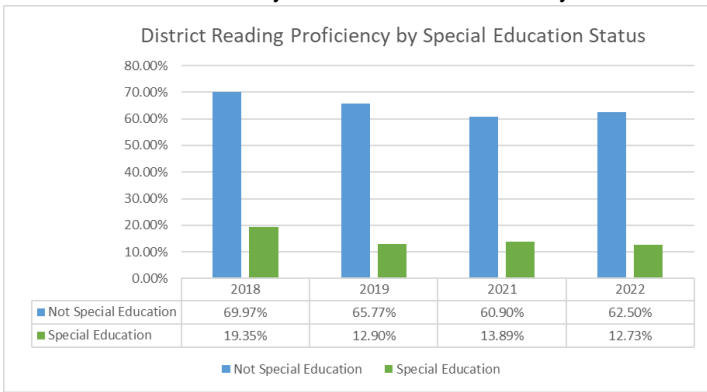
By the spring of 2023, 60% of students in 3rd grade will demonstrate proficiency in reading by scoring at least 125 on the FastBridge CBM Reading assessment.

### **Closing Achievement Gap(s):**

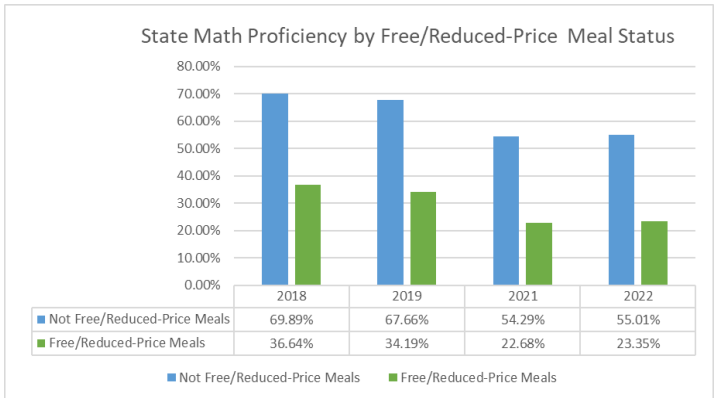
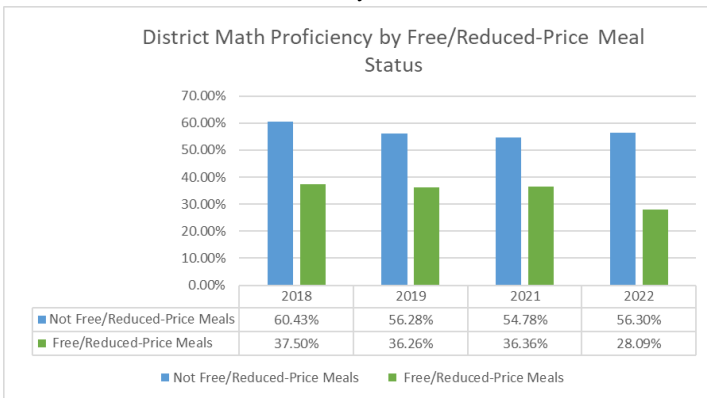
By spring 2023, the RTR Public School District will decrease the achievement gaps in Math Proficiency between students in Special Education and those not in Special Education by 1% as measured by the Math MCA-III/MTAS.



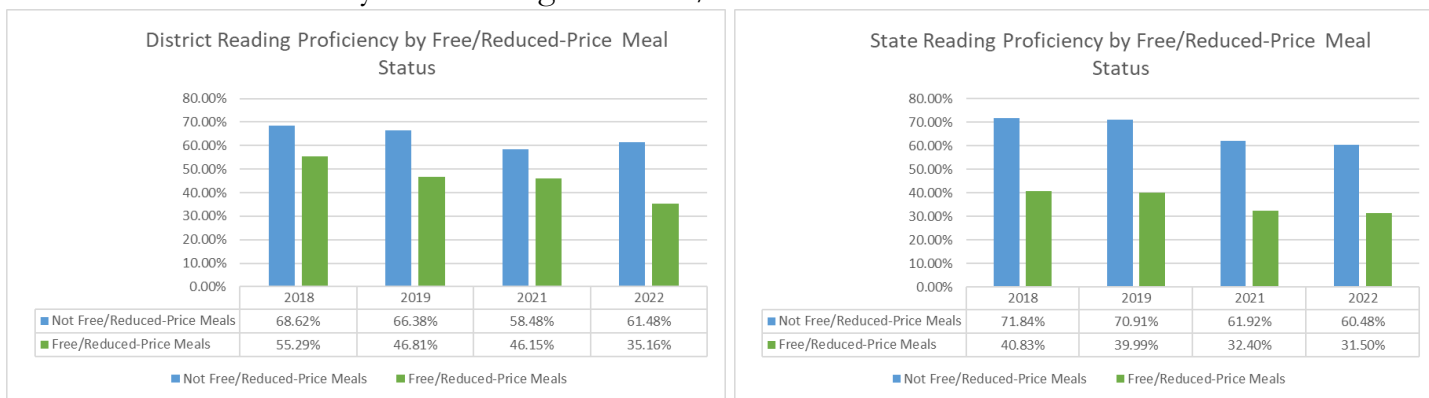
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By spring 2023, the RTR Public School District will decrease the achievement gap in Math Proficiency between students who receive Free/Reduced Lunch and those who do not by 1% as measured by the Math MCA-III/MTAS.



By spring 2023, 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 the Reading MCA-III/MTAS.



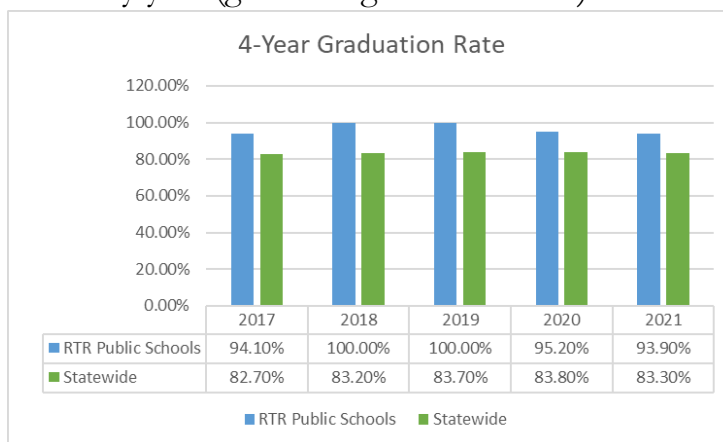
**All Students Career and College Ready by Graduation:**

By spring 2023, the RTR Public School District will send 90% of students in Grades 10 and 11 to college fairs/expos as tracked by attendance.

The RTR Public School District will provide access to a minimum of 23 college-level credits during the 2022-2023 academic year.

**All Students Graduate:**

The 4-year graduation rate for the RTR Public School District will be at or above 90% during the 2023 accountability year (graduating class of 2022).



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**

**ADDRESS:**

Russell-Tyler-Ruthton ISD #2902



111 County Road 8  
Tyler, MN 56178-0659  
**Phone:** (507) 247-5913  
**Fax:**  
**District Website:**  
[www.rtrschoools.org](http://www.rtrschoools.org)