



Richmond Elementary

<http://www.rocori.k12.mn.us/richmond-elementary>

Richmond elementary is located in Richmond, Minnesota. It is a single section school with approximately 134 students. We host grades kindergarten through grade 5. We have a staff of 28 that work either full time or part time in the building. Richmond Elementary has been a Reward School twice and a Celebration School Once. The student population is made up of 96% white, 1% Indian, 1% Hispanic, and 2% Black American. Richmond Elementary provides a strong learning environment, both social/emotional and academic, through the support of our staff, families and community.

WBWF Building Report **Richmond Elementary Data Review and Building Plan**

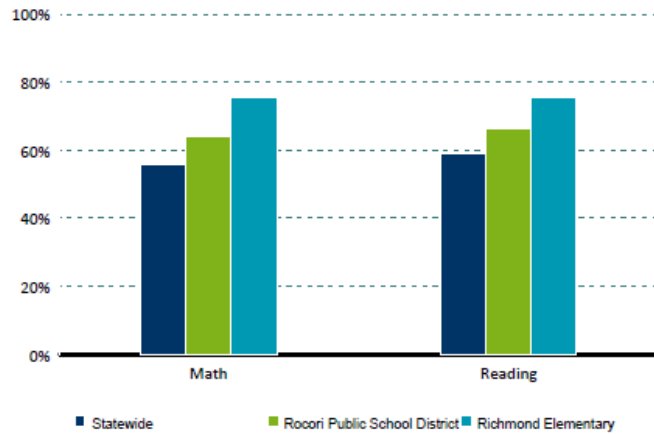
Data and Needs Assessment Review

MDE NORTHSTAR REPORT 2018

Stage 1 Indicators

Academic Achievement Rate

These are the students who have met or exceeded standards on state tests.
All students expected to test are included.



Organization	Math Rate	Math Count	Reading Rate	Reading Count
Statewide	56.21%	454,614	59.15%	456,916
Rocori Public School District	64.25%	1,133	66.36%	1,121
Richmond Elementary	75.70%	70	75.70%	70

Progress Toward English Language Proficiency

Average Progress towards Targets (also referred to as ELP Index) is the average amount of progress English Learners made toward their individual goals on a test of English Language proficiency.

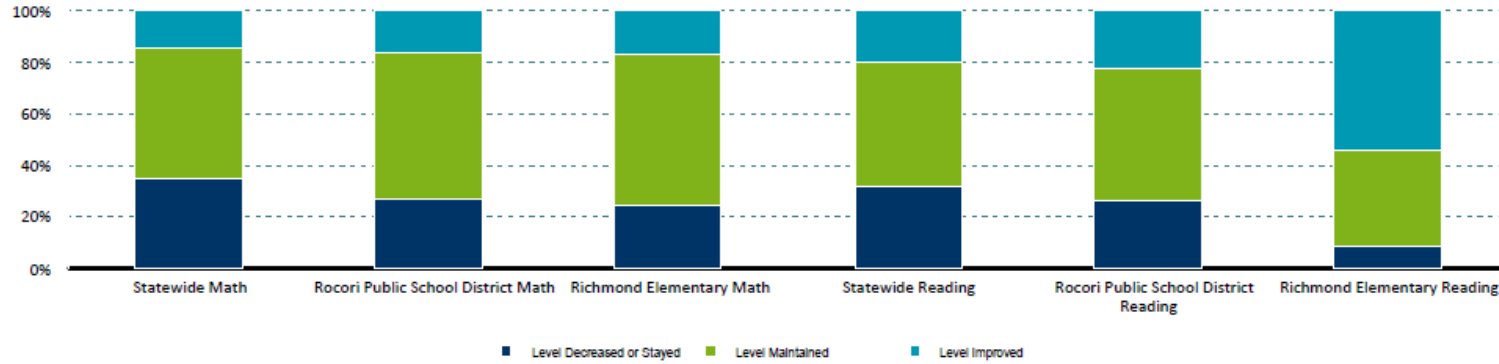
The Percent of ELs Meeting targets is the percentage of English Learners who reached or went past their target.

No information is available for the institution and criteria selected.

Stage 2 Indicators (Continued)

Academic Progress

Progress measures whether student's achievement levels are improved or maintained.



Subject	Organization	Achievement Level Decreased Or Stayed "Does Not Meet Standard"	Achievement Level Decreased Or Stayed "Does Not Meet Standard"	Achievement Level Maintained	Achievement Level Maintained	Achievement Level Improved	Achievement Level Improved	Average Progress Score
		Rate	Count	Rate	Count	Rate	Count	
Math	Statewide	35.09%	110,446	50.87%	160,131	14.02%	44,151	2.08
	Rocori Public School District	27.09%	207	56.67%	433	16.23%	124	2.34
	Richmond Elementary	25.00%	12	58.33%	28	16.66%	8	2.41
Reading	Statewide	31.95%	100,712	48.52%	152,941	19.52%	61,557	2.38
	Rocori Public School District	25.85%	190	51.42%	378	22.72%	167	2.69
	Richmond Elementary	8.33%	4	37.50%	18	54.16%	26	4.77

Stage 2 Indicators (Continued)

Academic Progress Points

The table below is actually used for calculating the average progress score for each school and district for identification purposes. Each cell represents the multiplier used in the accountability calculation.

Last Year Status	This Year Does Not Meet	This Year Partially Meets	This Year Meets	This Year Exceeds
Exceeds	0	0	0	3
Meets	0	0	2	5
Partially Meets	0	2	6	9
Does Not Meet	0	8	12	15

Math Academic Progress

The table below represents the total number of students represented in each cell used for accountability.

Last Year Status	This Year Does Not Meet	This Year Partially Meets	This Year Meets	This Year Exceeds
Exceeds	0	0	4	9
Meets	0	3	15	5
Partially Meets	1	4	0	2
Does Not Meet	4	1	0	0

Reading Academic Progress

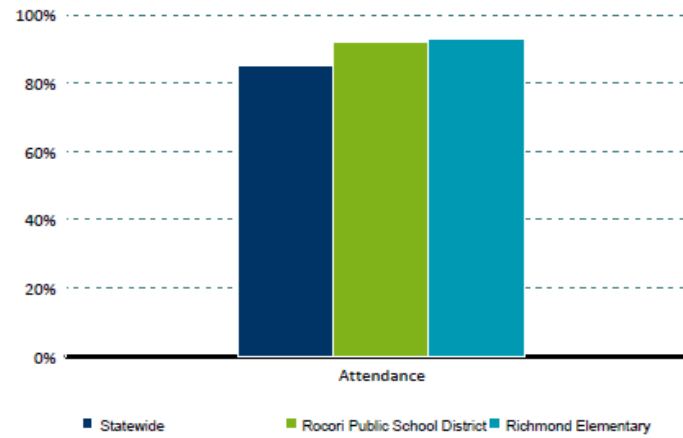
The table below represents the total number of students represented in each cell used for accountability.

Last Year Status	This Year Does Not Meet	This Year Partially Meets	This Year Meets	This Year Exceeds
Exceeds	0	0	0	3
Meets	0	1	14	8
Partially Meets	0	1	7	0
Does Not Meet	3	6	5	0

Stage 3 Indicators

Consistent Attendance

This is a measure of students who attend more than 90 percent of the time they are enrolled.



<u>Organization</u>	<u>Consistent Attendance Rate</u>	<u>Consistent Attendance Denominator Count</u>
Statewide	85.55%	786,577
Rocori Public School District	92.06%	1,940
Richmond Elementary	93.10%	116

Projected Targets to Close the Reading Achievement Gap

Reading Proficiency Rates	2014 Projected Target	2014	2015 Projected Target	2015	2016 Projected Target	2016	2017 Projected Target	2017	2018 Projected Target	2018	2019 Projected Target
All Students	65.56%	61.4%	70.45%	69.3%	75.58%	51.3%	80.3%	63.4%	75%	77.1%	80%
Free/Reduced		47.8%		57.9%		20.8%		57.7%	67.7%	64%	70%
Non Free/Reduced		68.1%		73.2%		64.8%		66.7%	71.7%	84.4%	86%
SPED		10%		22.2%		0%		12.5%	25%	40%	45%
Non-SPED		70%		75.8%		59.7%		69.8%	74.8%	83.1%	85%

* Met Projected Target

Projected Targets to Close the Math Achievement Gap

Math Proficiency Rates	2014 Projected Target	2014	2015 Projected Target	2015	2016 Projected Target	2016	2017 Projected Target	2017	2018 Projected Target	2018	2019 Projected Target
All Students	77.8%	72.9%	81%	69.7%	84.2%	59%	87.5%	73.2%	78.2%	76.8%	80%
Free/Reduced		52.2%		55%		33.3%		65.4%	70.4%	62.5%	65%
Non Free/Reduced		83%		75%		70.4%		77.8%	80%	84.4%	86%
SPED		10%		33.3%		18.2%		25%	37%	40%	45%
Non-SPED		83.3%		74.6%		65.7%		79.4%	84.4%	83.1%	85%

* Met Projected Target

Local Assessments (FAST, ACT, Other)

Formative Assessment System for Teachers (*aReading, aMath, CBMEnglish, earlyReading*)

Minnesota Comprehensive Assessments

Standard Based Assessments

Math Chapter/Cum Tests

Wonders Weekly Assessments/Unit Tests

Needs Summary

Building description of needs for the 2018-2019 school year, based on the following data:

Data Used:

Building Data

- FAST
- MCA
- District Assessment

District 2018 Needs Assessment Survey

- Leadership
- Professional Capacity
- Operational Effectiveness

Strengths:

- Identify strengths and areas of growth based on evidence of student learning
- Providing student feedback in ways that go beyond grades and help them to understand what quality work or thinking looks like
- Tools and support provided to teachers are effective and improve student success

Areas to Grow in:

- Increase teacher involvement in writing and implementing the building goals
- Provide teachers with the right skills to effectively carry out the building goals
- Build a more robust comprehensive needs assessment using the five forms of data (Academic, Fidelity, Non-academic, Program, and Perceptual)

SMART GOALS

READING

The **READING SMART** goal for MMR scores in 2018-2019 at Richmond Elementary is as follows:

SMART goal for entire building for MCA Reading

The percentage of all students in grades 3, 4, 5 at Richmond Elementary enrolled by October 1 who are proficient on the Reading MCA will increase from 77.1% in 2018 to 80% in 2019.

The percentage of all Third-Grade students at Richmond Elementary enrolled by October 1, who are proficient on the Reading MCA, will increase from 80% in 2018 to 82% in 2019.

Closing the Achievement Gap

The **READING SMART** goal for 2018-2019 for **Subgroups** not meeting proficiency goals at Richmond Elementary is as follows:

The percentage of all students in Free/Reduced Price Lunch of grades 3, 4, 5 at Richmond Elementary enrolled by October 1 who are proficient on the Reading MCA will increase from 64% in 2018 to 70% in 2019.

The percentage of all students in Special Education of grades 3, 4, 5 at Richmond Elementary enrolled by October 1 who are proficient on the Reading MCA will increase from 40% in 2018 to 45% in 2018.

Professional Development Reading Focus

Focus Area:

Free and Reduced Priced lunch students
Special Ed. students

Supporting Evidence:

Free and Reduced Priced lunch students at Richmond Elementary are above the State and District scores, and we want to continue to increase the percentage of students proficient in this group.

State 40.2%

ROCORI District 48.3%

Richmond Elem. 62.5%

FAST data: Fall 2018

aReading-22% scored in the 85% or higher range

-61% scored in the 31-85%

-8% scored in the 21-30%

-9% scored 20% and below

MATH

The **MATH SMART** goal for 2018-2019 at Richmond Elementary is as follows:

SMART goal for entire building for MCA Math

The percentage of all students in grades 3, 4, 5 at **Richmond Elementary** enrolled by October 1 who are proficient on the Math MCA will increase from 76.8% in 2018 to 80% in 2019.

Closing the Achievement Gap

The **MATH SMART** goal in 2018-2019 for Subgroups not meeting proficiency goals at Richmond Elementary is as follows:

The percentage of all students in Free/Reduced Price Lunch of grades 3, 4, 5 at Richmond Elementary enrolled by October 1 who are proficient on the Math MCA will increase from 62.5% in 2018 to 65% in 2019.

The percentage of all students in Special Education of grades 3, 4, 5 at Richmond Elementary enrolled by October 1 who are proficient on the Math MCA will increase from 40% in 2018 to 45% in 2019.

Professional Development Math Focus

Focus Area:

Free and Reduced Priced Lunch Students
Special Education Students

Supporting Evidence:

Free and Reduced Priced lunch students at Richmond Elementary are above the State and District scores, and we want to continue to increase the percentage of students proficient in this group.

State	36%
ROCORI District	43.9%
Richmond Elem.	62.5%

FAST data: Fall 2018

aMath-	45% scored in the 85% or higher range
	-44% scored in the 31-85%
	-2% scored in the 21-30%
	-9% scored 20% and below

Building Plan

Identified Needs Based on Data

Data that was reviewed to determine needs included Minnesota Comprehensive Assessments (MCAs) and local-level data, FAST, attendance, mobility, Tiered Services, child poverty, etc. We have a mental health worker, social worker, and Reading Corp. employed in our school to help with home and family matters, friendship concerns, low income, homeless, and poverty. Some students have low ability and struggle daily with their learning, mental health, and personal life experiences.

Systems, Strategies and Support Category

Students

- The FAST will be given to students in November, February, and May. The Wonders series will be taught and assessed in all classrooms. Standard –Based Assessments will be given as a pretest, posttest, and midyear test. Some grades will use their chapter and theme tests to evaluate student progress.
- The FAST scores will help determine the groups stated on the Tier Planning Sheets. The groups will then have stated objectives and strategies that will be taught. Tier 1 students will stay with the classroom teacher; Tier 2 and 3--Title students, SPED, and Academic Achievement students. *Tiered Planning Sheets place each child in a specific group that will highlight strategies or skills the students need to improve upon. At the end of the trimester, the groups are assessed to determine if they met their target areas.*
- Tests, progress monitoring, review the data throughout the year that is collected by the building RTI team. Building collaboration meetings will discuss the data-What is the data telling us? How do we address shortcomings in our data?

Teachers and Principals

To review and evaluate the effectiveness of instruction and curriculum, on cycle teachers and probationary teachers will have a formal evaluation. The principal is required to set annual goals. Teachers select a co-worker and complete the Peer Evaluation of a lesson that they taught and critique. Teachers are required to set Student Learning Goals and Professional Growth Plans annually. Teachers have chosen to be a member of a Professional Learning Community to increase their knowledge of skill or technology. Instructional coaches offer assistance, modeling, and best practices to classroom teachers. A mental health worker, social worker, and a school psychologist help monitor and offer assistance to troubled students.

Building

Our school has a Student Assistance Team that will help set up interventions, a special education evaluation, or a Tier 3 intervention. The RTI team will discuss the data and share their results with teachers. The collaboration meetings will discuss strategies to be used. An intervention team will be starting this year to help teachers set up and run interventions to help students become successful. Title services will assist in building students' skills in Reading and mathematics.

- In Reading, the Wonders program prepares students to master the critical reading skills that are measured on the Minnesota Comprehensive assessments. Educational apps on the iPads are set up for the students to practice and strengthen skills, promotes critical thinking and use problem solving skills. We have been instructed to use the Depths of Knowledge that is the complexity or depth of understanding required to answer or explain an assessment related item or a classroom activity.
- Mathematics is taught using our Math Expressions Series. The Title program will utilize interventions based upon student learner diagnostic targets.
- We examine our practices to provide best practices in critical thinking, creativity, collaboration, and communication.

Richmond Elementary WBWF Identified Needs Based on the Data

**Building Systems/Procedures: Core Criteria Component
Building Leadership Team 2017-2018**

Identified Need based on Data: (need to be addressed in building)	Action Step (Process Systems)	Who is responsible	Timeline (How Often)	Staff Development Plan	Who is responsible	Timeline (How Often)	Measurable evidence of Meeting the Identified Need.
<p>Increase reading growth in literature and informational text.</p> <p>Focus on increasing the number of students who are proficient on the MCAs.</p>	<p>System: Collaboration</p> <p>Process: Orton Gillingham training; Wonders reading curriculum</p> <p>Strategies: Whole group and small group instruction</p>	K-5 Teachers	<p>Daily during Tier I</p> <p>End of each unit (progress monitor)</p>	<p>SD Element:</p> <p>SD activity Description: Time/training</p>	Rtl Team	1x/Month	<p>Common Core Review Assessment at the end of each unit.</p> <p>Data collected and turned in at the end of each trimester.</p>
<p>Increase reading growth in literature and informational text with a focus on Free and Reduced and Special Education students.</p>	<p>System: Small Groups</p> <p>Process: A to Z Reading Orton Gillingham Press Wonders Small Group Readers Read Naturally Live IRLA Reading Corp</p>	<p>Title Teacher</p> <p>Special Ed. Teacher</p>	<p>Daily during Tier II and Tier III time</p>	<p>SD Element: Press</p> <p>SD activity Description: November 21 Training K-5</p>			<p>Data collected and turned in at the end of each trimester.</p>

	<p>Strategies: Technology/iPads</p>						
	<p>System: Collaboration</p> <p>Process: Benchmarks FAST data (aReading, aMath, CBM, and Early Reading) MCA results SBA's</p> <p>Strategies: Data Collection Analyzing Data</p>	<p>K-2 Teachers</p> <p>3-5 Teachers</p> <p>Title Teacher</p> <p>Sped. Teacher</p> <p>Coaches</p>	<p>Monthly</p>	<p>SD Element:</p> <p>3 Data collection days (subs needed)</p> <p>SD activity Description:</p>	<p>RtI building team (Mary, Malea, Suzanne, and Kelly)</p>	<p>3 data collection meetings October, February, and May</p>	<p>Collect and compile all data.</p>
	<p>System: Differentiation (small groups, title, sped.)</p> <p>Process: Tiered Groups</p> <p>Strategies: Daily 5</p>	<p>K-5 Teachers</p> <p>Title Teacher</p> <p>Sped. Teacher</p>	<p>Daily Monday-Friday</p>	<p>SD Element: Classroom Snapshot/Tiered Support Small Group Planning Sheet</p> <p>SD activity Description: Building Collaboration 1x/month</p>	<p>Classroom Teachers, Interventionists, AA Teacher, SpEd Teacher</p>	<p>Daily</p>	<p>Weekly and Unit Assessments</p>