



# John Clark Elementary

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

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John Clark Elementary is located in Rockville, Minnesota. It is a single section school with a family-friendly environment. We host grades kindergarten through grade 5. We have approximately 130 students. We have a staff of 28 that work either full time or part time in the building. The student population is made up of 90% white, 7% Hispanic/Latino, and 3% students of two or more races. Our main goal is to help our students become Super Spartans. We encourage them to be respectful, responsible, and kind.

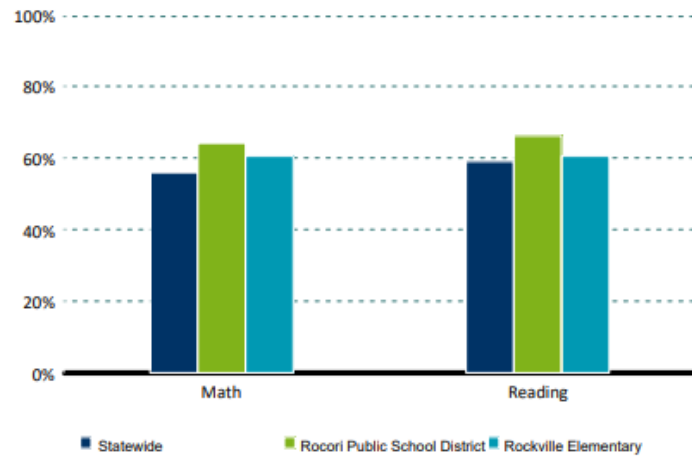
## WBWF Building Report 2018-19 John Clark Elementary Data Review and Building Plan

### North Star Report

#### 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.

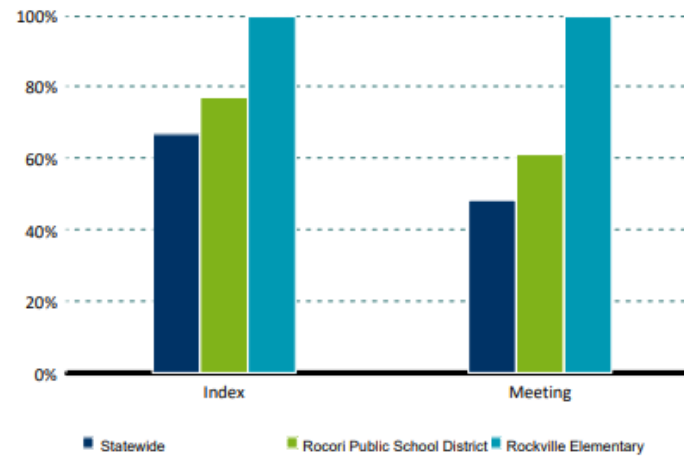


Organization	Math Rate	Math Count	Reading Rate	Reading Count
Statewide	56.21%	454,614	59.15%	456,916
Rocori Public School District	64.25%	1,133	66.36%	1,121
Rockville Elementary	60.60%	66	60.60%	66

##### 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.

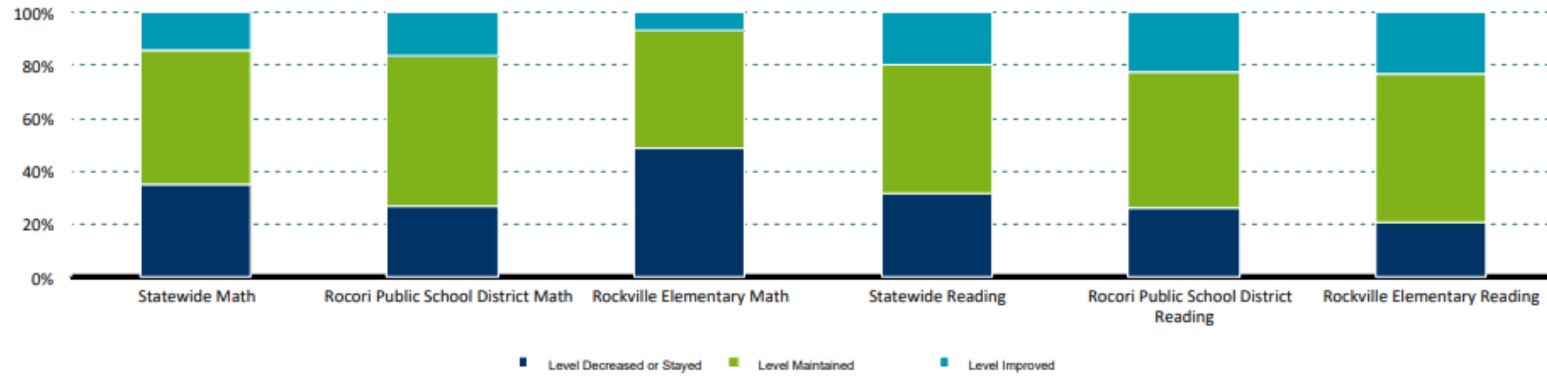


Organization	ELP Index	ELP Index Count	EL Meeting Target	EL Meeting Target Count
Statewide	66.99	57,744	48.54%	28,030
Rocori Public School District	77.39	96	61.45%	59
Rockville Elementary	100.00	4	100.00%	4

### 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
	Rockville Elementary	48.83%	21	44.18%	19	6.97%	3	1.46
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
	Rockville Elementary	20.93%	9	55.81%	24	23.25%	10	2.76

### 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	Partially Meets	Meets	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	Partially Meets	Meets	Exceeds
Exceeds	0	0	3	8
Meets	0	9	9	1
Partially Meets	5	2	2	0
Does Not Meet	4	0	0	0

#### Reading Academic Progress

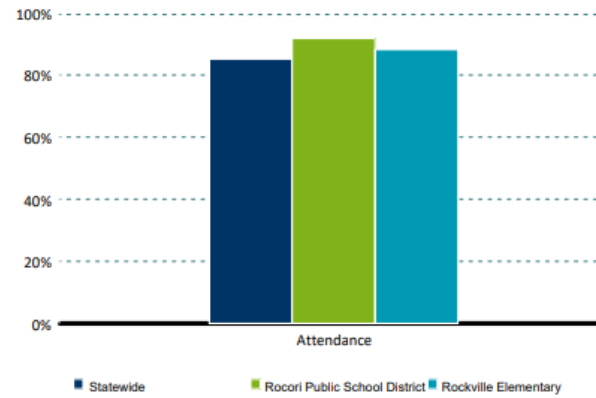
The table below represents the total number of students represented in each cell used for accountability.

Last Year Status	This Year			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0	0	1	5
Meets	0	2	14	2
Partially Meets	2	5	4	0
Does Not Meet	4	4	0	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
Rockville Elementary	88.28%	111

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**Projected Targets for Reading MCAs**

<b>Reading Proficiency Rates</b>	<b>2014 Projected Target</b>	<b>2014</b>	<b>2015 Projected Target</b>	<b>2015</b>	<b>2016 Projected Target</b>	<b>2016</b>	<b>2017 Projected Target</b>	<b>2017</b>	<b>2018</b>	<b>2019 Projected Target</b>
All Students	74.18	83.1	77.85	74.4	81.53	69.7	85.2	64.3	60.0	68
Free/ Reduced Lunch		68		72.4		53.6		45.5	40	48
Non Free/ Reduced Lunch		95.1		91.8		91.8		77.1	74.4	82.4
SPED		27.3		33.3		25		38.5	20	28
Non-SPED		94.4		46.6		47.2		31.7	68.5	76.5

**Projected Targets for Math MCAs**

<b>Math Proficiency Rates</b>	<b>2014 Projected Target</b>	<b>2014</b>	<b>2015 Projected Target</b>	<b>2015</b>	<b>2016 Projected Target</b>	<b>2016</b>	<b>2017 Projected Target</b>	<b>2017</b>	<b>2018</b>	<b>2018 Projected Target</b>
All Students	77.3	84.8	79.2	84.6	81.1	77.9	83.0	67.1	59.0	67
Free/ Reduced Lunch		68		72.4		53.6		45.5	48	56
Non Free/ Reduced Lunch		95.1		91.8		91.8		77.1	67.5	75.5
SPED		45.5		44.4		40		46.2	45.5	53.5
Non-SPED		92.7		89.9		80.6		71.9	63	71

**Local Assessments (FAST, ACT, Other)**

*Fastbridge (aReading, aMath, CBMEnglish, earlyReading)*

*Math Chapter Test*

*Reading Comprehension: Wonders Running Records*

*Wonders Weekly Assessments*

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## **Needs Summary**

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Building description of needs for the 2018-19 school year, based on the following data:

Data Used:

### **Building Data**

- **MCA**
- **Fastbridge Assessments**
- **District Assessment**

### **District 2018 Needs Assessment Survey**

- **Leadership**
- **Professional Capacity**
- **Operational Effectiveness**

Strengths:

- Identified as part of top 5% of schools for reading growth through the North Star accountability system.
- Discipline referrals dropped 25% from 2016-17 to 2017-18.

Areas of Growth:

- Build a more robust comprehensive needs assessment using the five forms of data (Academic, Fidelity, Non-academic, Program, and Perceptual)
- Tier 2 and Tier 3 reading and math instruction



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## SMART GOALS

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### READING

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In

The **READING SMART goal in 2018-19 at John Clark Elementary is as follows:**

#### **JCE SMART goal for MCA Reading**

The percentage of all students in grades 3, 4, 5 at John Clark Elementary enrolled by December 15 who are proficient on the Reading MCA will increase from 60% in 2018 to 68% in 2019.

The **READING SMART goal for 2018-19 or Groups at John Clark Elementary is as follows:**

The percentage of all students in Free/Reduced Price Lunch of grades 3, 4, 5 at John Clark Elementary enrolled by December 15 who are proficient on the Reading MCA will increase from 40.0% in 2018 to 48% in 2019.

The percentage of all students in Special Education of grades 3, 4, 5 at John Clark Elementary enrolled by December 15 who are proficient on the Reading MCA will increase from 20% in 2018 to 28% in 2019.

#### **Professional Development Reading Focus**

**Focus Area:** Small Group Instruction

**Supporting Evidence:** Our RtI data suggests that tier 1 instruction is strong; however, tier 2 and tier 3 instruction can help improve the learning of all students.

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## MATH

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The **MATH SMART goal for 2018-19 at John Clark Elementary is as follows:**

### **JCE SMART goal for MCA Math**

The percentage of all students in grades 3, 4, 5 at John Clark Elementary enrolled by December 15 who are proficient on the Math MCA will increase from 59% in 2018 to 67% in 2019.

The **MATH SMART goal scores in 2018-19 for Groups at John Clark Elementary is as follows:**

The percentage of all students in Free/Reduced Price Lunch of grades 3, 4, 5 at John Clark Elementary enrolled by December 15 who are proficient on the Math MCA will increase from 48% in 2018 to 56% in 2019.

The percentage of all students in Special Education of grades 3, 4, 5 at John Clark Elementary enrolled by December 15 who are proficient on the Math MCA will increase from 45.5% in 2018 to 53.5% in 2019.

### **Professional Development Math Focus**

**Focus Area:** Small Group Instruction

**Supporting Evidence:** Our RtI data suggests that tier 1 instruction is strong; however, tier 2 and tier 3 instruction can help improve the learning of all students.

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## **Building Plan**

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### **Identified Needs Based on Data**

[Note: Data that was reviewed to determine needs included state-level accountability tests, Minnesota Comprehensive Assessments (MCAs) and local-level data, FAST, attendance, mobility, Tiered Services rates, child poverty, etc.]

### **Systems, Strategies and Support Category**

#### **Students**

Students will be assessed with the FAST in both reading and math in September, January, and May. Classroom teachers will give standard based assessments, chapter tests, and reading tests. In grades 3, 4, 5 the Minnesota Comprehensive Assessments will be given in April.

The data obtained will be reviewed by the RTI team and discussed in collaboration meetings. What does the data tell us? How do we address areas of growth in our classrooms?

Tier 2 and 3 services and special education will help to address the reading and math concerns, small group skills will be taught by the classroom teachers. They will monitor progress and skill attainment.

An intervention team and Student Assistance Team will assist with interventions and special education evaluations if necessary.

#### **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. Some 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 students in need.

#### **Building**

We are working toward a respectful, responsible, and kind environment at John Clark Elementary. We are in our second year of implementation. The building PBIS team will receive 3 full days of training this year and next year to help implement the system school-wide, they will review building data each month, and they will share data with all teaching staff at monthly staff meetings.

**John Clark Elementary School WBWF Identified Needs Based on the Data**

**Building Systems/Procedures: Core Criteria Component  
Building Leadership Team 2018-19**

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.
<b>Small Group Reading Instruction</b>	<p><b>System:</b> Work within RtI system and master schedule for reading intervention blocks.</p> <p><b>Process:</b> Vertical planning during JCE Crewtime and horizontal planning at district collaboration.</p> <p><b>Strategies:</b> -Small Group Learning -Direct Instruction -Learning Goals</p>	Classroom teachers, Title Instructor, SPED Teacher, EL teacher	4 to 5 times per week	<p><b>SD Element:</b> Small group and whole class reading interventions</p> <p><b>SD activity</b> PRESS Training for classroom teachers, creating small groups using data, and small group instruction staff development</p>	Building Principal, District Learning Coaches, Classroom Teachers, SPED Teachers, Title 1 Teachers, and EL Teachers	Monthly at building RtI meetings, monthly staff meetings, ½ day building professional development, weekly JCE Crewtime	Classroom running records, aReading, earlyReading, CBMEnglish, Reading MCA (grades 3-5)
<b>PBIS</b>	<b>System:</b>		Daily teaching and	<b>SD Element:</b> Whole school, small	Building PBIS Team	Monthly staff meetings and as needed	Building discipline data

	<p>Behavioral interventions and supports throughout the building</p> <p><b>Process:</b> Implement the PBIS system in classroom and school settings through committee work and building professional development</p> <p><b>Strategies:</b> Building Wide Behavior Matrix for students, PBIS lessons, reviewing of discipline data, targeted lessons at the building, classroom, small group, and individual level for students.</p>	School staff led by the PBIS team	<p>reteaching of school-wide expectations</p> <p>Monthly PBIS meetings</p>	<p>group, and individual trainings for staff</p> <p><b>SD activity Description:</b> Building PBIS committee will create targeted lessons for teachers to use in the areas of need identified by building discipline data.</p>		based on building data	
<b>Small Group Math Instruction</b>	<b>System:</b> Work within RtI system and master schedule for math	Classroom teachers, Title Instructor,	4 to 5 times a week	<b>SD Element:</b> Small group math interventions	Building Principal, District Learning Coaches,	Monthly at building RtI meetings, monthly staff	Unit tests, chapter tests, Math MCA test (grades 3-5), aMath

	<p>intervention blocks.</p> <p><b>Process:</b> Vertical planning during JCE Crewtime and horizontal planning at district collaboration.</p> <p><b>Strategies:</b>                      -Small Group Learning                      -Direct Instruction                      -Learning Goals</p>	<p>SPED Teacher,                      EL teacher</p>		<p><b>SD activity</b>                      creating small groups using data, and small group instruction staff development</p>	<p>Classroom Teachers,                      SPED Teachers,                      Title 1 Teachers,                      and EL Teachers</p>	<p>meetings, ½ day building professional development, weekly JCE Crewtime</p>	
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