

## **WBWF Building Report**

### **ROCORI Middle School Data Review and Building Plan**

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#### **Data and Needs Assessment Review**

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##### **Local Assessments (NWEA, ACT, Other)**

3 Truancy informational meeting referral notices were mailed

1 Habitual truant notices were mailed

9 Attendance alerts mailed for 15 days of excused absences

4 Attendance notifications mailed for 18 days of excused absences (medical note needed)

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#### **Summary of Needs Assessment**

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- **Building Data**
- **Leadership**
- **Professional Capacity**
- **Operational Effectiveness**
- **Family Engagement**

Describe needs at the start of 2018-19 school year. Needs must be related back to building data but should also be related to Need Assessment Area

- Areas of strength for RMS:
  - o Student school attendance is strong
  - o RMS made gains in proficiency from 2017 to 2018 on the math and reading MCAs
  - o Effectiveness of building leadership
  - o Professional capacity and operational effectiveness
  
- Area where improvement is needed for RMS:
  - o MCA proficiency in math and reading
  - o Students self-assessing
  - o Staff having common knowledge of curriculum and achievement levels
  - o Staff having responsibility to building systems and plans
  - o Processes being repeatable
  - o All teachers are involved in writing and implementing the building plan

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## SMART GOALS

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The percentage of students referred to special education services at RMS will be reduced from 1.43% in 2018 to 1.40 % in 2019.

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## READING

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The **READING SMART goal in 2018-19 at RMS is as follows:**

**RMS SMART goal for entire building for MCA Reading**

The percentage of all students in grades 6-8 at RMS enrolled by October 1 who are proficient on the Reading MCA will increase from 68.4% in 2018 to 70.3% in 2019.

The **READING SMART goal in 2018-19 for Subgroups at RMS is as follows:**

The percentage of all students in Free/Reduced Price Lunch of grades 6-8 at RMS enrolled by October 1 who are proficient on the Reading MCA will increase from 50.9% in 2018 to 52.5% in 2019.

The percentage of all students in English Learners of grades 6-8 at RMS enrolled by October 1 who are proficient on the Reading MCA will increase from 5.9% in 2018 to 10.0% in 2019.

The percentage of all students in Special Education of grades 6-8 at RMS enrolled by October 1 who are proficient on the Reading MCA will increase from 21.2% in 2018 to 24.5% in 2019.

The percentage of all students in Hispanic student of grades 6-8 at RMS enrolled by October 1 who are proficient on the Reading MCA will increase from 24.2% in 2018 to 28.5% in 2019.

## **Professional Development Reading Focus**

### **Focus Area:**

- All student's MCA proficiency
- Free/reduced lunch MCA proficiency
- EL MCA proficiency
- Hispanic MCA proficiency
- special education MCA proficiency

### **Supporting Evidence:**

2018 data for all students

- MCA ROCORI Middle School proficiency – 68.4%
  - o 2017 results – 67.8%
  - o 2016 results – 62.5%
- MCA State proficiency – 60.8%

2018 data for Free/Reduced lunch students

- MCA ROCORI Middle School proficiency – 50.9%
- MCA State proficiency – 40.2%

2018 data for EL students

- MCA ROCORI Middle School proficiency – 5.9%
- MCA State proficiency – 13.4%

2018 data for Hispanic students

- MCA ROCORI Middle School proficiency – 24.2%
- MCA State proficiency – 38.9%

2018 data for special education students

- MCA ROCORI Middle School proficiency – 21.2%
- MCA State proficiency – 26.0%

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## MATH

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The **MATH SMART** goal in 2018-19 at RMS is as follows:

### **RMS SMART goal for entire building for MCA Math**

The percentage of all students in grades 6-8 at RMS enrolled by October 1 who are proficient on the Math MCA will increase from 69.8% in 2018 to 72.3% in 2019.

The **MATH SMART** goal in 2017-18 for Subgroups at RMS is as follows:

The percentage of all students in Free/Reduced Price Lunch of grades 6-8 at RMS enrolled by October 1 who are proficient on the Math MCA will increase from 44.5% in 2018 to 48.6% in 2019.

The percentage of all students in English Learners of grades 6-8 at RMS enrolled by October 1 who are proficient on the Math MCA will increase from 0.0% in 2018 to 8.0% in 2019.

The percentage of all students in Special Education of grades 6-8 at RMS enrolled by October 1 who are proficient on the Math MCA will increase from 17.3% in 2018 to 22.0% in 2019.

The percentage of all students in Hispanic students of grades 6-8 at RMS enrolled by October 1 who are proficient on the Math MCA will increase from 18.2% in 2018 to 25.0% in 2019.

## **Professional Development Math Focus**

### **Focus Area:**

- All student's MCA proficiency
- Free/reduced lunch MCA proficiency
- EL MCA proficiency
- Hispanic MCA proficiency
- Special education MCA proficiency

### **Supporting Evidence:**

2018 data for all students

- MCA ROCORI Middle School proficiency – 69.8%
  - o 2017 results – 68.4%
  - o 2016 results – 64.8%
- MCA State proficiency – 58.3%

2017 data for Free/Reduced lunch students

- MCA ROCORI Middle School proficiency – 44.5%
- MCA State proficiency – 36.0%

2017 data for EL students

- MCA ROCORI Middle School proficiency – 0.0%
- MCA State proficiency – 18.9%

2017 data for Hispanic students

- MCA ROCORI Middle School proficiency – 18.2%
- MCA State proficiency – 34.5%

2017 data for special education students

- MCA ROCORI Middle School proficiency – 17.3%
- MCA State proficiency – 24.7%

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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, ACT and Aspire Summative, attendance, graduation, mobility, Tiered Services rates, child poverty, etc.]

- RMS needs are to increase student's achievement for all students in the area of MCA proficiency. There are also needs for subgroup student populations of free/reduced lunch, EL, Hispanic, and special education to increase proficiency.

The WBWF team analyzed MCA data to determine the building needs and followed an improvement process to identify the instructional intervention/strategy/practice as the professional development focus areas. The professional development focus will be teacher clarity, which is centered around John Hattie's Visible Learning research. During the 2018-2019 school year we will continue to implement the second step of teacher clarity.

### Systems, Strategies and Support Category

#### Students

Describe the supports that will be offered to students during the 2018-2019 school year to meet the goals.

- The process used to categorize students was first established after analyzing the MCA results, which clearly showed a need to focus on free/reduced lunch, EL, Hispanic, and special education subgroup populations of students. Students who are in the subgroups were identified and their 2018 MCA results for math

and reading were recorded. With that data obtained and recorded, 2019 goals were set at a level.

STAR assessments will be administered to students during the 2018-2019 school year and frequent progress monitoring will be administered to our students in skills class and intervention groups. Reading will have Lexile levels as a common thread throughout all assessments. Prior student MCA results were used to set individual achievement goals based on high growth as determined by the department of education. Frequent progress assessments will be used throughout the year for students in skills classes and intervention groups, with purposeful attention given to the subgroup populations of students, to monitor their individual progress toward their high growth goal.

### **Teachers and Principals**

Describe the support offered to teachers and principals during the 2018-2019 school year to meet the goals.

- We will be evaluating the effectiveness of instruction through staff meetings and classroom observations with Depth of Knowledge, UbD, and the evaluation system. The WBWF team, through a root cause analysis process, identify an evidence-based instructional strategy to meet the identified building needs. The instructional strategy, which will be the professional development focus and implemented building-wide, is teacher clarity. Teacher clarity is based on John Hattie's Visible Learning research.

A plan for implementation and staff development will be developed, and a scoring rubric will be used to gauge the fidelity of implementation of teacher clarity. Using stage 2 of the UbD with common assessments and connecting the assessment to the standard being assessing at the intended DoK level. Professional growth goals and student learning goals are tied into building goals, which are part of the evaluation system and will be used as another indicator of progress.

### **Building**

Describe the support offered at the school level during the 2018-2019 school year to meet the goals.

We will be evaluating the effectiveness of instruction through staff meetings and classroom observations with Depth of Knowledge, UbD, and the evaluation system. An evidence-based instructional strategy of teacher clarity will be expanded to meet the identified building needs. Another school program is the ADSIS grant and RtI process where interventions are identified and provided to student to target specific academic strands to improve proficiency.

A plan for implementation and staff development will be developed, and a scoring rubric will be used to gauge the fidelity of implementation of teacher clarity. Using stage 2 of the UbD with common assessments and connecting the assessment to the standard being assessed at the intended DoK level. Professional growth goals and student learning goals are tied into building goals, which are part of the evaluation system and will be used as another indicator of progress. Progress monitoring will be implemented as part of the ADSIS and RtI program to determine the effectiveness of the interventions and student growth.

**RMS WBWF Identified Needs Based on the Data**

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

<b>Identified Need based on Data:</b> (need to be addressed in building)	<b>Action Step (Process Systems)</b>	<b>Who is responsible</b>	<b>Timeline (How Often)</b>	<b>Staff Development Plan</b>	<b>Who is responsible</b>	<b>Timeline (How Often)</b>	<b>Measurable evidence of Meeting the Identified Need.</b>
To increase proficiency in the areas of math and reading on the MCAs for all students and subgroup student populations of free/reduced lunch, EL, Hispanic, and special education.	<p><b>System:</b> -Teacher Clarity</p> <p><b>Process:</b> -Peer Observations -Walkthroughs</p> <p><b>Strategies:</b> -Teacher Eval. -Supervision</p>	Teachers and Admin	<p>Completed by April 1</p> <p>Twice for peer observations</p> <p>Once per term for walkthroughs</p>	<p><b>SD Element:</b> Teacher training</p> <p><b>SD activity Description:</b> Training will be on defining teacher clarity, what it looks like in the classroom, expectations, and how it will be measured.</p>	Admin  Staff Dev. reps	<p>Early release days</p> <p>Staff meetings</p> <p>Collaboration meetings</p>	Rubric
	<p><b>System:</b> -Collaboration meetings</p> <p><b>Process:</b> Collaboration Agendas,</p>	Department heads and Admin	Twice per month	<b>SD Element:</b> Department head training	Department heads and admin	Quarterly	Collaboration folders with goals and action items



	discussion, and action items  <b>Strategies:</b> -Collaboration Goals and agenda action items			<b>SD activity</b> <b>Description:</b> Training around teacher leadership, SMART goals, and linking teacher clarity into collaboration			
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