

2015-2016 World's Best Workforce Report Summary

District or Charter Name: Cedar Riverside Community School

Grades Served: Pre-K to 8th Grade

Contact Person Name and Position: Randy Vetsch, Executive Director

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

This document serves as the required template for submission of the 2015-2016 report summary.

Districts must submit this completed template by **December 15, 2016**, to:

MDE.WorldsBestWorkForce@state.mn.us.

1. Stakeholder Engagement

1a. Annual Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

➤ http://crs-school.org/wp-content/uploads/2016/09/Annual_Report-15-16.pdf

1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

➤ *Cedar Riverside Community School's Annual Meeting occurred on Thursday, October 27, 2016 at 7 p.m. This was a special meeting. The monthly School Board Meeting occurred on Wednesday, October 12, 2016.*

1c. District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]



NAME	RELATIONSHIP
Sonja Berven	ELL Teacher
Erica Bentley	Middle School Teacher
Michelle Jacobs	Fifth Grade Teacher
Ayan Jama	Parent Liaison
Kristen Mandt	Kindergarten Teacher
Randy Vetsch	Executive Director

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for Kindergarten

Goal	Result	Goal Status
<p>Smart - Students were assessed to determine their readiness for kindergarten material.</p> <p>Measureable - During the first two days of school, baseline data was collected on each student to pre-assess.</p> <p>Attainable - Students identified as being “at-risk” were eligible for RTI processes including Title, EL, and special support services.</p> <p>Realistic - Students were assessed regularly to determine if growth targets were being met, and if interventions are appropriate.</p> <p>Timely - Students were assessed bi-monthly.</p>	<p>Fall Assessment: 53%, or 8 of the 15, were measured as Prepared or Highly Prepared within their baseline data for reading. 47%, or 7 of the 15, were measured as Prepared or Highly Prepared within their baseline data for math.</p> <p>End of Year Assessment: 84%, or 16 of the 19, met the growth goal for the EOY in reading. 79%, or 15 of the 19, met the growth goal for the EOY in math.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></p>

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Smart - We assessed 3rd grade literacy rates and identifying at-risk students for specific literacy intervention strategies</p> <p>Measureable - We used NWEA Fall and Spring data to track student progress</p> <p>Attainable - Teachers set student targeted growth goals.</p> <p>Realistic - Each student had an individualized growth goal based on their identification as Underprepared (UP), Prepared (P), Highly Prepared (HP) based on MDE’s SLG models.</p> <p>Timely - Growth was tracked based on the testing window from Fall NWEA to Spring NWEA</p>	<p>Fall Assessment: 54%, or 7 of the 13, were measured as Prepared or Highly Prepared within their baseline data for reading.</p> <p>End of Year Assessment: 40%, or 8 of the 20, met the growth goal for the EOY in reading.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></p>

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result				Goal Status	
<p>Smart - Students in grades 2- were identified as "at-risk" using data from the Fall NWEA scores.</p> <p>Measureable - Using the Fall NWEA scores as baselines, student learning goals were created and appropriate interventions were administered including Title, EL, and other support services available.</p> <p>Attainable - Point growth values were determined between Fall and Spring scoring.</p> <p>Realistic - Student growth goals were created individually based on the needs of each learner.</p> <p>Timely - Fall NWEA to Spring NWEA scores.</p>	MCA Proficiency Levels (Meeting or Exceeding)		NWEA Proficiency Levels (RIT Range)		<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>	
	2014-2015	2015-2016	Fall 2014	Spring 2015		
	2 nd Grade	Not applicable	Not applicable	Reading:46% Math: 43%		Reading:68% Math: 79%
	3 rd Grade	Reading:33% Math: 30%	Reading:26% Math: 40%	Reading:57% Math: 63%		Reading:47% Math: 57%
	4 th Grade	Reading:14% Math: 47%	Reading:22% Math: 28%	Reading:43% Math: 43%		Reading:37% Math: 43%
	5 th Grade	Reading:20% Math: 13%	Reading:40% Math: 6%	Reading:66% Math: 61%		Reading:54% Math: 43%
	6 th Grade	Reading:35% Math: 24%	Reading:50% Math: 5%	Reading:55% Math: 72%		Reading:55% Math: 62%
	7 th Grade	Reading:36% Math: 18%	Reading:61% Math: 33%	Reading:52% Math: 46%		Reading:52% Math: 54%
	8 th Grade	Reading:30% Math: 30%	Reading:50% Math: 21%	Reading: Math: 70%		Reading: Math: 67%

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>Our district does not currently have a Career and College Readiness Program. By 20167, Cedar Riverside Community School will Implement a Career and College Readiness Program for students in 6th - 8th grade..</p>		<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

2e. All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2015-2016 school year.</p>	<p>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input checked="" type="checkbox"/> District/charter does not enroll students in grade 12</p>

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

Looking at the MCA Data for Reading and Math, Cedar-Riverside Community School adopted a school-wide reading program that was aligned to the Common Core Reading Standards. This program is called Journeys and it is published by Houghton-Mifflin. Also, CRCS implemented a Targeted Services after-school and summer school program this year. The program focused on increasing our students reading, math, and behavior skills.

Math

Year	All	3rd	4th	5th	6th	7th	8th
2014	36.7	42.1	63.2	30	13.3	27.3	35.7
2015	27.2	30.8	46.7	13.3	23.5	18.2	30

Reading

Year	All	3rd	4th	5th	6th	7th	8th
2014	37.1	26.3	21.1	25	46.7	50	71.4
2015	27.8	33.3	14.3	20	35.3	36.4	30

4. Systems, Strategies and Support Category

4a. Students

Cedar Riverside Community School has a large percentage of EL students and almost all of our students come from a home where English is not the spoken language. The school started an after school program and summer school program to extend the student day and school year to provide extra instruction. The students were also fed a free dinner in the after school program and lunch during the summer program.

After School Program

CRCS started an afterschool program for students in grades K to 8 during the 2015-16 school year. Over 100 students participated in the program. The afterschool program was taught by CRCS teachers and teaching assistants. The program focused on reinforcing math, reading, and behavior for students. It ran from October to May.

Summer School

CRCS started a summer school program for students in grades K to 8 during the 2016 summer. Students entering kindergarten to 8th grade participated in the program. Over 60 students participated in the summer program. The focus was in math, reading, and behavior.

4b. Teachers and Principals

Cedar River Community School collaboratively with staff, administration and parents rewrote the school's mission statement and created a vision and value statement. This process involved many meetings and discussions. The completed statements were used as the 2016-17 school budget was drafted, hiring and staffing occurred, professional development was scheduled and planned, and instruction/scheduling was adopted. These statements will serve the school as we continue to do our work in the future. Cedar Riverside is in the process of creating a strategic plan that will reflect these statements.

Completed Statements:

CRCS Mission Statement:

- Cedar Riverside Community School connects our students to the world by means of a rigorous, academic program with an emphasis on literacy and character development.

CRCS Vision Statement:

Our school's vision is to empower our students with the academic excellence and moral fortitude necessary to make a difference in the world.

CRCS Value Statement:

To provide a learning environment of the highest quality, Cedar Riverside Community School values...

- Relationships: We are committed to relationships built on trust, respect and professional competence which contribute to the mission and vision of Cedar Riverside Community School.
- High expectations: We set high expectations for students and staff. We demand excellence in teaching and learning. We believe strongly in the importance of educating the whole person and preparing students for lifelong learning. We value the cultivation of character and the modeling of honesty, integrity, compassion, fairness, respect and ethical behavior, both in the classroom and beyond.
- Student-Centered: We are committed to education, inquiry and service in order to meet students' changing needs. We foster lifelong learning, civic and social responsibility, leadership, and individual and career growth.
- Community-centered: CRCS promotes involvement and provides experiences that foster a lifelong commitment to its community. CRCS strives to create and maintain effective channels of communication. We believe in the importance of sharing our human and academic resources with the community through partnerships and outreach activities.
- Commitment: We value employees who are committed and engaged: staff who give of their best each day; who are committed to CRCS's mission, vision, values and goals; who are motivated to contribute to the school's success, who are committed to each other and the well-being of every student; and do whatever is needed to get the job done.
- Collaboration: We promote effective communication and collaboration. We speak clearly and listen openly and actively. We are committed to a teamwork environment where every staff member is valued, treated with respect, encouraged to contribute, and recognized and rewarded for his/her efforts.

4c. District

To provide girls more opportunities in technology, Cedar-Riverside Community School started a Technovation team. Our team consisted of five female students in grades 5-8. Girls interested in competing with the team were required to complete an essay outlining their interest in the team and technology. Our school team competed in the global and Minnesota competition. We had five mentors from Target Corporation that met with our team weekly to offer their expertise and leadership.

The Technovation Challenge is the largest and longest-running global technology competition exclusively for girls to inspire the pursuit of STEM (science, technology, engineering and math). The global competition starts in January each year and lasts for 13 weeks. Teams from around the world research and design an Android App using MIT App Inventor. In addition to producing a working app, each team must also submit a business and marketing plan for their app. A video pitch for their app must accompany each submission for the global competition.

5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 summary report submission, please provide the information below.

At CRCS, all of our students (100%) qualify for Free and Reduced lunch. All students have the same specialists for Art, Technology, and Physical Education. We have classroom teachers with varying degrees of experience. The newer teachers are spread out and are placed with more seasoned staff.