



2016-17 World's Best Workforce Report Summary

District or Charter Name:

Grades Served:

Contact Person Name and Position:

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 year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

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.]

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

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 24, 2017 at 7 p.m. This was a special meeting. The monthly School Board Meeting occurred on Wednesday, October 11, 2017.

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.]

- Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District
Malcolm Currie	Middle School Teacher
Kia Britain	Reading Specialist
Sonja Berven	EL Teacher
Michelle Jacobs	5 th Grade teacher
Ayan Jama	Parent Liaison
Randy Vetsch	Executive Director
Abdirahman Alishire	Parent
Nicole Buehler	Community Member

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 School

Goal	Result	Goal Status
<p>Smart - Students were assessed to determine their readiness for kindergarten material.</p> <p>Measurable - 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: 65%, or 13 of the 20, were measured as Prepared or Highly Prepared within their baseline data for reading. 45%, or 9 of the 20, were measured as Prepared or Highly Prepared within their baseline data for math.</p> <p>End of Year Assessment: 80%, or 16 of the 20, met the growth goal for the EOY in reading. 75%, or 15 of the 20, 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: 32%, or 6 of the 19, were measured as Prepared or Highly Prepared within their baseline data for reading.</p> <p>End of Year Assessment: 53%, or 10 of the 19, met the growth goal for the EOY in reading..</p>	<p><i>Check one of the following:</i></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> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

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

Goal	Result					Goal Status																																													
<p>Smart - Students in grades 2-8 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>	<table border="1"> <thead> <tr> <th></th> <th colspan="2">MCA Proficiency Levels (Meeting or Exceeding)</th> <th colspan="2">NWEA Proficiency Levels (RIT Range)</th> </tr> <tr> <th></th> <th>2014-2015</th> <th>2015-2016</th> <th>Fall 2014</th> <th>Spring 2015</th> </tr> </thead> <tbody> <tr> <td>2nd Grade</td> <td>Not applicable</td> <td>Not applicable</td> <td>Reading:% Math: 43%</td> <td>Reading:25% Math: 28%</td> </tr> <tr> <td>3rd Grade</td> <td>Reading:26% Math: 40%</td> <td>Reading:38% Math: 52%</td> <td>Reading:45% Math: 36%</td> <td>Reading:47% Math: 37%</td> </tr> <tr> <td>4th Grade</td> <td>Reading:22% Math: 28%</td> <td>Reading:29% Math: 40%</td> <td>Reading:39% Math: 47%</td> <td>Reading:31% Math: 38%</td> </tr> <tr> <td>5th Grade</td> <td>Reading:40% Math: 6%</td> <td>Reading:9.5% Math: 10%</td> <td>Reading:14% Math: 19%</td> <td>Reading:19% Math: 11%</td> </tr> <tr> <td>6th Grade</td> <td>Reading:50% Math: 5%</td> <td>Reading:24% Math: 6%</td> <td>Reading:20% Math: 36%</td> <td>Reading:23% Math: 29%</td> </tr> <tr> <td>7th Grade</td> <td>Reading:61% Math: 33%</td> <td>Reading:53% Math: 16%</td> <td>Reading:65% Math: 45%</td> <td>Reading:73% Math: 60%</td> </tr> <tr> <td>8th Grade</td> <td>Reading:50% Math: 21%</td> <td>Reading: 63% Math: 25%</td> <td>Reading:56 Math: 50%</td> <td>Reading:73% Math: 53%</td> </tr> </tbody> </table>						MCA Proficiency Levels (Meeting or Exceeding)		NWEA Proficiency Levels (RIT Range)			2014-2015	2015-2016	Fall 2014	Spring 2015	2 nd Grade	Not applicable	Not applicable	Reading:% Math: 43%	Reading:25% Math: 28%	3 rd Grade	Reading:26% Math: 40%	Reading:38% Math: 52%	Reading:45% Math: 36%	Reading:47% Math: 37%	4 th Grade	Reading:22% Math: 28%	Reading:29% Math: 40%	Reading:39% Math: 47%	Reading:31% Math: 38%	5 th Grade	Reading:40% Math: 6%	Reading:9.5% Math: 10%	Reading:14% Math: 19%	Reading:19% Math: 11%	6 th Grade	Reading:50% Math: 5%	Reading:24% Math: 6%	Reading:20% Math: 36%	Reading:23% Math: 29%	7 th Grade	Reading:61% Math: 33%	Reading:53% Math: 16%	Reading:65% Math: 45%	Reading:73% Math: 60%	8 th Grade	Reading:50% Math: 21%	Reading: 63% Math: 25%	Reading:56 Math: 50%	Reading:73% Math: 53%	<p><i>Check one of the following:</i></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>
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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 2018, Cedar Riverside Community School will Implement a Career and College Readiness Program for students in 6th - 8th grade. CRCS Middle School Staff had an in-service on the AVID program and will be looking more into this possibility.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p>	<p><i>Check one of the following:</i></p> <p><input 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 checked="" type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></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 created a literacy block that takes our newly adopted Reading curriculum and implements a center-based program. This literacy block allows for 5 differentiated groups. AN EL teacher and a Title teacher push into each classroom to provide additional supports.

A new middle school math curriculum was adopted and purchased for 6th through 8th grade students. “Go Math” a Houghton Mifflin program was selected. It is written based on the Minnesota State Math Standards.

Cedar Riverside invested on professional development during the summer of 2017 to train 2 teachers in Reading and 2 in Math to become trainers in these subjects. The trainers from CRCS provided training to the staff during workshop week.

MCA Math

Year	All	3rd	4th	5th	6th	7th	8th
2016	21.9	40	27.8	5.9	5.3	33.3	21.4
2017	25.7	52.4	40	9.5	5.9	16.7	25

MCA Reading

Year	All	3rd	4th	5th	6th	7th	8th
2016	41.2	26.3	22.2	33.3	47.1	61.1	50
2017	33.9	38.1	28.6	10	18.8	50	62.5

4. Systems, Strategies and Support Category

4a. Students

English Learner and Special Education Support

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 English Learner and Special Education programs are each collaborative in nature. The teachers working within these departments work closely with classroom teachers and other instructional staff to provide a hybrid of services determined by student need rather than a singular prescriptive model. The instruction provided by these programs align with MN academic standards, support grade-level core content areas, and differentiate for individual student needs.

After School Program

CRCS has an afterschool program for students in grades K to 8 during the 2015-16 school year. Over 100 students participate in the program. The afterschool program is taught by CRCS teachers and teaching assistants. The program focuses on reinforcing math, reading, and behavior for students. It runs from October to May.

Summer School

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

Child Study

The Child Study Team works to identify a student's learning and behavioral strengths and needs, determine and implement appropriate interventions and/or accommodations, and evaluate the impact of these interventions to determine a student's ability to succeed through general education support.

Literacy

Using the Houghton-Mifflin Journeys reading program, Cedar-Riverside Community School created a literacy block that consists of both large and small group instruction and pushes in English Language and Title services to address the specific needs our students. The two added teachers combined with the classroom teacher allowed for differentiating the students into five different groups based on EL, Reading levels, and skill abilities.

4b. Teachers and Principals

Curriculum

Cedar Riverside has a five-year curriculum review cycle. New Reading curriculum was purchased in 2015 and new math in 2017. Training was provided to staff and lead teachers were trained to be trainers. Subject teams were created and a lead was identified for each subject area. Subject teams will create and update Curriculum Maps. EL, SPED, and Title Coordinators were created to address training in differentiation, etc. for general education staff.

Teacher evaluations

Cedar Riverside Community School uses the Charlotte Danielson Framework for Teaching model for its teacher evaluations. This framework is useful in laying out the various areas of competence in which professional teachers need to develop expertise. Danielson divides the complex activity of teaching into twenty-two components clustered into four domains of teaching responsibility: (1) planning and preparation, (2) the classroom environment, (3) instruction, and (4) professional responsibilities. Teachers receive one formal evaluation each spring by the administrator.

Each week the administrator conducts a mini-observation for each teacher at the school. Mini-observations are short, unannounced classroom visits followed by one-on-one feedback conversations.

Principal Evaluations

Cedar Riverside Community School is committed to providing the best possible educational opportunities for all students. Learning can best be achieved by increasing administrator effectiveness through performance appraisal that emphasizes a cooperative working relationship among colleagues. Since full utilization of the talents of the staff is essential, the district encourages a dynamic and continuous effort to enhance the human, technical, and conceptual skills of all its employees.

The purpose of the appraisal process is to assure quality of performance through formal evaluation of both probationary and tenured administrators and to support professional learning and continued growth for all administrators each year. Additional levels of assistance for tenured administrators will be provided as deemed necessary by that employee's supervisor and/or superintendent.

4c. District

Technology

Cedar Riverside Community School is moving from the NWEA Assessment to the FastBridge Assessment. The FastBridge assessment will provide teachers immediate reports on how their students performed and identify skills that have been mastered and which are still needing to be developed. The FastBridge is also a shorter assessment and will allow CRCS to test more frequently giving staff more assessable data.

Data Dive meetings will take place quarterly to observe the data and to make data driven decisions. Classroom, EL, SPED, and Specialist Teachers as well as support staff will participate in looking at test scores and identifying students who need extra supports and what and who will deliver this support.

Collaborative professional culture

Cedar Riverside Community School changed its schedule to allow for more professional development for staff during the 2016-17 school year. The day was extended 15 minutes on Monday through Thursday and dismissed 2 hours earlier on Fridays allowing for two hours of professional development time each Friday.

PLC's, divisions, committees, and Literacy Block staff met during this time to collaborate and plan. With the goal to be to increase student achievement.

Time was dedicated during the school year as a speaker came in on four professional development times to discuss Trauma. CRCS brought in a trainer to discuss How Trauma impacts our school and work. There were four sessions:

Session 1: What is trauma? Understanding the physiological impact of trauma on the developing brain and recognizing students' trauma risk factors.

Session 2: How does trauma affect students in the classroom? Linking trauma to student behavior & learning difficulties and recognizing trauma red flags.

Session 3: What can school staff do to address students' trauma? Anticipating trauma triggers and implementing positive relationship strategies.

Session 4: What does a trauma-informed school look like? Understanding the association between adult stress & children's behavior and recognizing the importance of relationships in healing trauma.

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. 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, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. 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 this 2016-2017 summary report submission, please provide the information below.

Cedar Riverside Community School recognizes the importance of hiring, retaining, and developing high-performing staff capable of delivering outstanding instruction. The district has instituted a process to review, examine, and evaluate the equitable distribution of teachers throughout the school.

Cedar Riverside Community School has a hiring protocol to follow when hiring. CRCS makes efforts to post in various areas and through various colleges and universities to attract high-quality teachers. A thorough mentoring program is provided for new staff which includes cultural training.