



## 2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

**District or Charter Name:** Cedar Riverside Community School

**Grades Served:** PreK-8

**WBWF Contact:** Bert Strassburg

**Title:** Executive Director

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**A and I Contact:** Enter name.

**Title:** Enter title.

**Phone:** Enter phone number.

**Email:** Enter email.

**New this year!** This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual World's Best Workforce (WBWF) Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

**Part A:** Required for all districts/charters

**Part B:** Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing the WBWF portion of the summary, please feel free to email [MDE.WorldsBestWorkForce@state.mn.us](mailto: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.

If you have any questions regarding the A&I portion of this report, please email [MDE.Integration@state.mn.us](mailto:MDE.Integration@state.mn.us).

# Part A: Required for All Districts

## Annual Report

**WBWF Requirement:** 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.

**A&I Requirement:** Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

➤ <https://crcs-school.org/board-of-directors/>

## Annual Public Meeting

**WBWF Requirement:** 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.

**A&I Requirement:** The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

➤ *Cedar Riverside Community School's Annual Meeting was held on Tuesday, October 30, 2018 @ 7:00 PM in the school's cafeteria. This meeting was held separately from the board's regularly scheduled meetings which occur on the 2<sup>nd</sup> Wednesday of each month (Wednesday, October 10 and Wednesday, November 14).*

## District Advisory Committee

**WBWF Requirement:** 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 2017-18 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 Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Currie, Malcolm	Middle School Teacher	N/A
Britain, Kia	Literacy Specialist	N/A
Jacobs, Michelle	5 <sup>th</sup> Grade Teacher	N/A
Berven, Sonja	Community Member	N/A
Jama, Ayan	Parent	N/A
Strassburg, Bert	Executive Director	N/A
Abdullahi, Fadumo	Parent	N/A
Khayre, Mohamed	Parent	N/A

### Equitable Access to Excellent Teachers

**WBWF Requirement:** WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

➤ *Equitable Access to Experienced, Effective, and In-Field Teachers*

- *Who is included in the conversations to review equitable access data and when do these occur?*
  - *Administration, Board of Directors, Staff and Parents*
- *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*
  - *The largest gap that we have is in our EL Department where we have 3 teachers and all 3 are new to the school this year and 2 are first year teachers.*
- *What are the root causes contributing to your gaps?*
  - *The cause was due to staffing changes – one staff member left to go on medical leave and the other two had other reasons for not returning. We had a difficult time locating new EL teachers and the most qualified candidates were the newer teachers.*
- *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?*
  - *We have shifted our recruiting process and are now using a variety of methods to recruit (versus just 1 or 2 previously).*

➤ *Access to Diverse Teachers*

- *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*
  - *Most of our students are East African. We have had a very difficult time finding licensed staff to fill open positions that reflect the population of our students. However, we have hired Teacher’s Assistants (paraprofessionals) that do reflect that diversity and are in teacher education programs.*
- *What efforts are in place to increase the diversity of the teachers in the district?*
  - *Since we are having a difficult time finding diverse teachers we are working to “grow our own” by supporting individuals while they are in school, and hopefully they will consider us once they receive their degree/license.*

## Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

## Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

## Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

### All Students Ready for School

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><b>In 2017-2018 there will be 50% of students prepared for school according to a locally developed assessment for both math and reading skills.</b></p>	<p><b>Only 30% of students were prepared.</b></p> <p>Process used: Students were assessed to determine their readiness for kindergarten material. During the first two days of school, baseline data was collected on each student to pre-assess. Students identified as being “at-risk” were eligible for RTI processes including Title, EL, and special support services. Students were assessed regularly to determine if growth targets were being met, and if interventions are appropriate. Students were assessed bi-monthly.</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll</p>

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
		students in kindergarten

- One of the benefits of our program is that a majority of our students that enroll in kindergarten here come from our PreK program. This allows for the opportunity to partner, collaborate, and align systems, strategies, and curriculum. Additionally, it allows the PreK teacher to benefit from the expertise of our reading and math specialists', etc. There has been some inconsistency in the staffing of our PreK program. This issue has now been resolved and so the goals of having students prepared for K can be achieved.*

**All Students in Third Grade Achieving Grade-Level Literacy**

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><b>The percentage of all students enrolled October 1 in grade 3 at Cedar Riverside Community School who are proficient on the state reading accountability tests (MCA and MTAS) will increase from 35% in 2017 to 45% in 2018.</b></p>	<p><i>The percentage for 2017 is 35.0% and the percentage for 2018 is 12.5%.</i></p>	<p>Check <b>one</b> of the following:</p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

- The challenges we face when looking at this type of data is that we only have one section of each grade-level and that we serve a population of families where some move in and out of the area. We are continuing to develop literacy interventions that are based on specific learning needs as measured through our standardized assessment and progress monitoring. Additionally, we have designed a model that meets students at his/her instructional level through small group literacy groups.*



## Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>The proficiency gap between the non-EL and EL students enrolled October 1 in grades 3-5 at Cedar Riverside on all state Reading accountability tests will decrease from 80% in 2017 to 50% in 2018 by increasing the percent proficient in the following groups: a) Non-EL students from 36% in 2017 to 42% in 2018; and b) EL students from 18.8% in 2017 to 23% in 2018.</p>	<p><i>There was actually an increase of 2.12% in 2018 instead of a decrease. This occurred primarily due to an increase in EL students being served in grade 4.</i></p>	<p>Check <b>one</b> of the following:</p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met</p>

- *Staff development is occurring in the areas of sheltered instruction and co-teaching. The model that is being used in the school is shifting based upon students need to specific and strategic (research-based) strategies that work.*

## All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I 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>Did not occur.</i></p>	<p>Check <b>one</b> of the following:</p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p>

- *The school had not identified a specific goal in this area for 2017-2018. However, a goal in this area has been established for 2018-2019.*

## All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><b>This section is not applicable to our school.</b></p>		<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>

- *This section is not applicable to our school.*

## Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check <b>one</b> of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

• *This section is not applicable to our school.*

## Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i>  <input type="checkbox"/> <i>Achievement Goal</i>  <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i>  <input type="checkbox"/> <i>On Track</i>  <input type="checkbox"/> <i>Not on Track</i>

• *This section is not applicable to our school.*

**Please Note:** If you have additional goals to add, copy and paste the A&I goal table below.

### Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

N/A