

CRES Board Report: October, 2021

2021-2022 Goals

- **#1 - All Students Ready for School**
80% of students in the Little Rangers program who will be entering kindergarten in the fall of 2022 will be able to identify 10 or more uppercase letters and 80% of students in the Little Rangers program who will be entering kindergarten in the fall of 2022 will be able to produce the correct sound for 10 or more letters, as measured by the TS Gold assessment in the spring of 2022.
- **#2 - Read by 3rd Grade**
Each grade level, 1st through 3rd, will achieve an overall Student Growth Percentile on the spring 2022 STAR Reading assessment as follows: 1st grade will achieve a SGP of 60, 2nd grade will achieve a SGP of 45, and 3rd grade will achieve a SGP of 65.
- **#3 - Close the Achievement Gap**
The proficiency gap on the spring STAR math assessment between CI students receiving SPED services and students not receiving SPED services will decrease from 29.3% in 2021 to 25% in 2022.
- **#4 - Career and College Readiness**
90% of 9th, 10th, and 11th graders at Crosby-Ironton High School will be on track to graduate based on credits at the end of the 2021-2022 school year.
- **#5 - All Students Graduate From High School**
90% of seniors who begin and end the 2021-2022 school year at Crosby-Ironton High School will graduate.

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AFTT: We held our first AFTT meeting for grades K-3 on October 18th. We had 165 out of 308 families in attendance. It was a huge success! Faith Burtamekh, our AFTT trainer from WestEd, was onsite that night, and she had nothing but positives to say. Faith was also here all day on October 19th, and each K-3 team of teachers spent 90 minutes with Faith debriefing about how the AFTT meeting went, and planning for our January 10th AFTT meeting. Faith will be here on January 10th and 11th for this second round of meetings and planning.

Parent/Teacher Conferences: We will hold PT conferences on November 3 and 4. We may be offering parents an opportunity for a phone/virtual conference if they do not feel comfortable coming to the school. However, we feel that most will choose an in-person conference.

Cultural Competency: The CRES Staff (teachers, paras, clerical, custodians) attended an all-day cultural competency training on Wednesday, October 20th. As we learn how to be a more inclusive and equitable school, ensuring that we are doing the best we can to meet the needs of all our students, this type of training is important. Until we understand the needs of all students, we will struggle to provide an equitable education for all our students. At CRES, we have spent the past several years running a WIN model through our Title 1 program, with WIN standing for What I Need. In this program, we consider the academic needs of each student and program accordingly. In a culturally competent school, a similar approach is taken to ensure needs, academic and otherwise, are better met.