

# ***CRES Board Report: September, 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.

## ***Report***

**CRES Open House:** We were fortunate enough to have an in-person Back To School Open House on the evening of September 1<sup>st</sup>. We had over 90% of families attend the event, where they got to meet their homeroom teacher, see the new renovations, and enjoy a little networking time. Seeing families in the building once again was a great thing.

**AFTT:** We are on schedule to have our first AFTT meeting on October 18<sup>th</sup>. We had 38 teachers attend our 2-day training in August, so all are ready to contribute in one way or another that evening. For this year, we are having AFTT meetings for grades K-3, so our other teachers will be supporting our K-3 teachers as they meet with the families of their students.

**Restorative Practices:** I was able to attend a Restorative Practices workshop in Bloomington on September 20-21. As we are being pressured to find alternatives to exclusionary discipline practices, restorative practices are becoming even more important. We are fortunate to not be a school with a lot of out-of-school or in-school suspensions, so we are already using many non exclusionary practices, but this workshop is a first step to help us make changes in a more systemic and systematic way. We have a lot of work to do and won't rush into this, but there is a vision for the future to ensure our students are supported at all times, even at times when they are receiving a consequence for behaviors that don't meet expectations.

Respectfully submitted;  
Kurt Becker