

CRES Board Report: March, 2023

2022-2023 Goals

- **#1 - All Students Ready for School**

80% of students in the Little Rangers program who will be entering kindergarten in the fall of 2023 will be able to identify 11 or more uppercase letters, as assessed by the BPS Early Childhood Assessment Kit.

- **#2 - Read by 3rd Grade**

Each grade level, 2nd through 3rd, will achieve an overall Student Growth Percentile on the spring 2023 STAR Reading assessment as follows: 2nd grade will achieve a SGP of 50, and 3rd grade will achieve a SGP of 70. 1st grade will deploy the STAR Early Literacy Assessment to determine a benchmark.

- **#3 - Close the Achievement Gap**

The proficiency gap on the Spring STAR math assessment between CI students qualifying for free and reduced lunch and students not qualifying for free and reduced lunch will decrease from 25.5% in 2022 to 20% in 2023.

- **#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 2022-2023 school year. *On track is defined as being able to still graduate without credit recovery.

- **#5 - All Students Graduate From High School**

90% of seniors who begin and end the 2022-2023 school year at Crosby-Ironton High School will graduate.

AFTT – We held our 3rd and final AFTT meeting of the school year on March 20th. We had 120 families attend. A student meal was provided by Mixed Company. The incentive is still in place that, if over half of our K-4 students' families participate in AFTT, I will spend a night at school. It is still undetermined if we will hit that mark. Family attendance is based on a few different factors. First, we look at what families attended each AFTT meeting. However, we need to take into account that some families have multiple children in K-4, so they may attend a grade level meeting for one child, but then stop in at the grade level of their other child at the end of the night to get the materials. This counts as attending both meetings. Those numbers are still being collected at this moment. Finally, if parents were unable to attend on March 20th, they can still stop in and meet with our Title 1 team to get the materials. That, too, counts toward attendance as it pertains to the incentive. We will give families a couple of weeks to do that, so it won't be until then that we know what our final attendance is.

Teaching Assignments – Over the next couple of days, I will be meeting with any staff members who may be seeing a change in teaching assignment next year. When considering changes, I look at the “big picture”, placing staff in positions that I feel will best benefit the students of CRES. I take into consideration the strengths of staff members, team dynamics, and any changes staff members have expressed interest in making.

Deep Portage – As I write this report, our 6th graders are preparing to board a bus for a three-day, two-night stay at Deep Portage. This is always a fun time, and our students always represent us well. Thank you to the school board for approving this amazing experience.

Reading – Brenda Bendson, Jenna Esse (both of whom are ELA Curriculum Leads at CRES), and I met for a day to discuss the future of reading/ELA instruction at CRES. We continue to lean heavily toward implementing more of the science-of-reading approach. The more we discuss this, the more we realize that many of the components of this approach already exist at CRES. The five pillars we are examining, which are not new by any means, are Phonemic Awareness, Phonics, Fluency, Vocabulary, and

Comprehension. The three of us, along with our ELA Content Team, will continue this work as we move toward a purchase of a new reading/ELA core resource in the next couple of years.

Math – The Math Content Team and I met a couple weeks ago to begin the development of a “Math Instruction Guide”, which, when finished, will help all teachers of math ensure that they are including all necessary components in their instruction, resulting in more comprehensive, consistent, and uniform math program, K-6.

Science – The Science Content Team has compiled an order for K-6 FOSS kits, which will become the core science resource, beginning next year. FOSS is a hands-on/minds-on program that teaches students how to DO science, instead of just LEARNING ABOUT science. The program requires students to use critical thinking and problem solving skills while they increase their science content knowledge.

Respectfully submitted;
Kurt Becker