

World's Best Workforce

All Children are ready for School:

Pre-K Programming:

Pre-K teachers are working collaboratively to build an instructional model that best meets the needs of this age group for our C-I community. This model includes best practice in instruction, research-based curriculum, learning indicator alignment and standardized assessment. This process began last year with the adoption of new curriculum and standardized assessment. This process will continue focusing on best-practice instruction and should be completed next year with the indicators mapped in the lesson planning.

We have been holding staff meetings throughout the year collaborating on the various needs of the program; including the targeted areas of increasing instructional strategies and community out-reach.

All 3rd graders can read at grade level:

Coaching:

January's reading benchmarking indicated a level of need for classwide interventions in grades 1-6. Our Kindergarten data indicated no classwide intervention need. This is a huge celebration for C-I!

Classwide interventions are a collaborative effort between the classroom teacher and our reading specialist.

1st grade: Completed a fluency intervention in 2 classrooms. 1 classroom passed out of it and 1 will be repeating it to obtain the required class median score.

2nd grade: One classroom did a comprehension classwide in February and met the required class median score.

3rd grade: Currently in all three rooms doing fluency intervention.

4th grade: All 3 classrooms will be participating in a comprehension intervention.

5th grade: One classroom is doing a second "dose" of fluency. They had great growth after the first round. 1 classroom is doing a comprehension intervention.

6th grade: All 3 classrooms completed a comprehension intervention. They are all doing it again, but had nice increase in proficiency and growth.

Another celebration point is that last year we had classwide interventions in phonics, phonemic awareness, and fluency. We never made it to even having comprehension interventions for the other needs were so much higher.

All students are ready for career and college:

Assessment Protocol:

Our Juniors completed a practice ACT test this month and will complete a free ACT+writing assessment on April 3rd to help break down barriers to post-secondary learning opportunities.

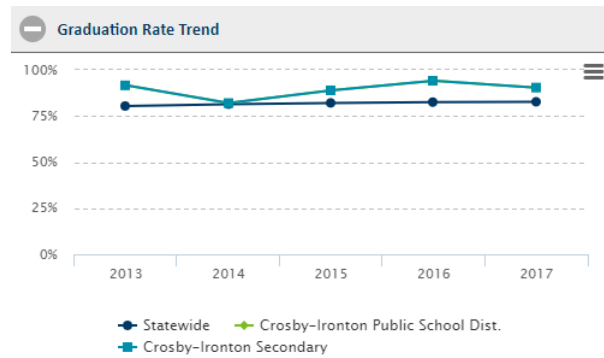
Early Release Professional Development:

The March early release professional development will focus on learning goals and curriculum mapping for our teachers and fostering independence for our special education department. The April early release date will be the last one for the year and we will have a guest speaker on interactive learning strategies.

All students graduate from high school:

The Minnesota Department of Education released the [annual report](#) on graduation this past month. Schools not meeting the state expectations are required to attend trainings and develop corrective action plans. Crosby-Ironton is not one of those schools. This is a huge celebration for our community- on the state level and also on the regional level!

The report indicates that Crosby-Ironton beat the states 4-year graduation rate by 7.7%. The state graduation rate is 82.7% and Crosby-Ironton is 90.4%.



We have two demographic groups of students that we also monitor in our district:

Our students that qualify for free/reduced lunches had a graduation percentage rate of 91.9% and the state average was 69% .

Our students that meet special education criteria have a rate of 93.3% and the state average is 61.2%.

All racial and economic achievement gaps between students are closed:

Data Leadership Team:

At a Data retreat held in February with our Data Leadership Team identified our targeted action for our students in urgent intervention for proficiency and growth. Below is the hierarchy of needs for school systems based on research. The data conversation resulted in a hypothesis of increased district focus on a safe and collaborative culture will impact our urgent intervention students (urgent intervention students is defined as students performing in the 0-15%ile nationally on the STAR reading and math assessments). It was determined that effective teaching, curriculum , standards reporting are not indicators needing improvement for our urgent intervention students. The team determined that building a common language in teamwork is step one in this process. You can visit https://www.colorcode.com/choose_personality_test/ if you want to learn more about what we are doing.

