

CRES Board Report: February, 2021

2020-2021 Goals

- **Goal #1 - All Students Ready for School**
75% of students in the Little Rangers program who will be entering kindergarten in the fall of 2021 will be on-level in Letter Identification and Letter Sounds as measured by TS Gold assessment in the spring of 2021.
- **Goal #2 - Read by 3rd Grade**
Each grade level, 1st, 2nd, and 3rd, will achieve a Student Growth Percentile (SGP) of at least 60 on the spring, 2021 STAR Reading assessment.
- **Goal #3 - Close the Achievement Gap**
The gap on the STAR math assessment between CI students receiving SPED services and students not receiving SPED services will decrease from 34% in 2019 to 30% in 2021.
- **Goal #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 2020-2021 school year.
- **Goal #5 - Graduation**
Crosby-Ironton High School's 4-year graduation rate will be at least 90% in 2021.

Report

AFTT: We have set our AFTT dates for the 2021-2022 school year. We will make a final determination in June as to whether we will continue moving forward with our plan to start the AFTT program in the, or if we need to postpone it once again due to not being able to hold in-person meetings with our families. At our March 26th staff development day, we plan to hold a mock AFTT meeting, with our Title 1 team acting as the teachers and our teaching staff playing the role of the families. This will give our teachers a feel for what the AFTT meetings look/feel like. If any school board members would like to join us on March 26th for our mock AFTT meeting, please let me know.

Amazon Future Engineers School: Allison Larsen has applied for, and been granted "Amazon Future Engineers School" status for CRES. Among other things, this will allow her access to a number of valuable and unique resources to use in her STEAM class when we are able to provide that program for students again. CRES is one of about 20 AFES schools in Minnesota.

The Effects of Distance Learning on CRES: In order to accommodate the full-time distance learners we have had at CRES this year, we have had to move 3 teachers from their regular teaching assignment to full time distance learning teaching assignments.

In order to provide 3 distance learning teachers this year:

- We had to create a combined classroom for 3rd and 4th graders. This increased our 3rd and 4th grade class sizes by about 20%.
- We went from a 4-kindergarten section school to a 3-kindergarten section school. This increased our kindergarten class sizes by about 30%.
- We eliminated our STEAM program.
- We had to replace STEAM with "extra recess" in order to continue to offer teachers the required prep time. "Extra recess" is supervised by a paraprofessional who was reassigned from our Special Education program. This contributed to a year-long shortage of Special Education paras, as we are having a very difficult time getting applicants for these positions. This also resulted in additional non-instructional time for students.

If we offer full-time distance learning at CRES next year, these or similar situations will continue to exist.

Two of the three teachers who have taught full-time distance learning this year have indicated that they will not be willing to return to that same position next year. If distance learning is a part of our programming next year, we will need to find 2 teachers who are willing to replace them. If no teachers are willing to sign-up for these positions, we will need to assign two teachers to these positions. This will also likely result in other teachers needing to be moved from their current teaching position in order to fill the spots opened due to assigning others to distance learning.

Math Curriculum: Our math leadership team continues to work with Mike Jordahl from Sourcewell as we continue our deliberate pace in our quest for the best math resources we can provide for our students and staff.

Book Study: CLEF has provided me with a grant to start a book study with 9 teachers who have expressed interest. We will be starting the book study soon, using the book "Culturally Responsive Teaching and the Brain" as our focus. This is just one step toward CRES becoming a much more culturally responsive school. This book focuses on the way people from various backgrounds and cultures learn differently on our mission to making all learners independent learners.

STAR Data: At this point in the year, we would expect our data to show a half-year's worth of growth. Our STAR data shows that 5 of the 6 grade levels tested in math, and 5 of the 6 grade levels tested in reading are showing growth of at least a half of a year. Most are showing growth beyond that.

Respectfully submitted;

Kurt Becker