World's Best Workforce '17-'18 Report
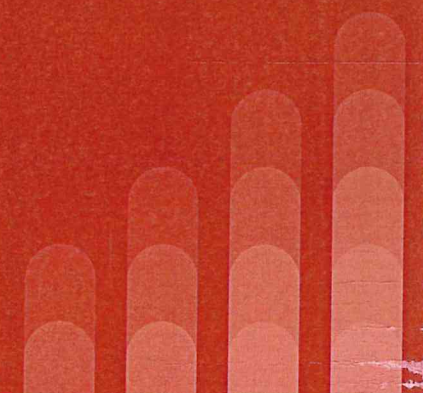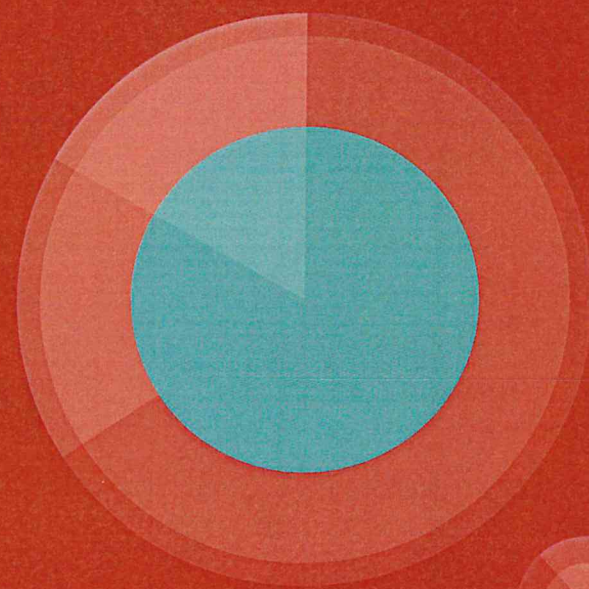
How Crosby-Ironton Schools is getting students Career and College Ready.

ALL CHILDREN ARE READY FOR SCHOOL

Goal:

Pre-Kindergarten students will increase their median literacy skills scores of __56__ for "widely held expectations" in the spring of 2017 to a median score of __58__ for the "widely held expectations" in the spring of 2018 on the GOLD assessment.

Result:

GOLD modified their measurement benchmarks so we cannot pull the correct data point anymore. Our proficiency did change from 63.6% in Fall 2017 to 84.8% proficient in Spring 2018. That is a **percentage rate of change increase of 32.7%.**

Curriculum, Instruction, Assessment:

★   Crosby-Ironton Schools uses an approved Early Education measurement tool called Teaching Strategies GOLD. We are able to review our data based on widely held expectations of 3 year olds, 4 year olds and 5 year olds. We set our goal for the 4 year old band to align with Kindergarten entrance for the following fall. We target **literacy, for this is an important measure identified by our stakeholders** in our parent surveys and conferences, and other. We are also targeting our Multi-tiered systems and support PK-6 and are working hard on meeting developmental appropriate Concepts of Books and Phonemic Awareness as identified in the *PRESS Minnesota Reading Framework*.

★   Our School Readiness programming has adopted a model of **large group instruction on "grade level" literacy, small group instruction that is "instructional level" and Independent Practice in our Choice Time activities** is available (but not required to honor the "choice time" philosophy).

★   Our School Readiness team had <u>collectively created the framework for instruction</u> in our Early Learning programming. Each Month we **meet as a Professional Learning Community to measure our fidelity and problem-solve.** This process has improved our implementation of our strategies.

★   We can identify that we were making <u>progress toward our goal</u> when teachers indicated during the Professional Learning Community Meetings that their **formative assessments indicated an increase in proficiency.** Our **winter benchmarking also indicated a raise in proficiency** for literacy.

Next Steps...

→ **Develop** <u>Priority Indicators</u> in our School Readiness Programming and **align** common <u>assessments</u> to each of them with a Scope and Sequence.

→ **Implement** <u>Co-teaching</u> model for our 3's programming with a focus on Social/Emotional and fidelity to our Pyramid Model (the Pre-K version of PBIS)

→ Fidelity check for our <u>K-6 PRESS Model</u> of instruction and **problem-solve** the results.

→ Fidelity check our <u>School Readiness Instructional Framework</u> and **problem-solve** the results.

→ **Provide** explicit <u>instruction</u> on the Reading Foundations Standards grades PK-5 for grade-level instruction and instructional level support.

ALL 3RD GRADERS CAN READ AT GRADE LEVEL

Goal:

Grades K, 1, and 2 students will increase from 65% in the low risk/college-ready category on the spring of 2017 to 76% in the low risk/college-ready category in the spring of 2018 on the FAST reading assessment.

Result:

Spring 2018 FAST data measured at 63.5%.

Goal had a **percentage rate decrease of 2.3%**

Curriculum, Instruction, Assessment

★ Crosby School's measured our Early Literacy **(grade K with 66.7%)** and Curriculum Based Measurement **(grade 2 students 70.9% grade 1 52.9%)** with <u>FAST</u> with a total of 63.5% of our K-2 students that are <u>low risk or on the college pathway with reading.</u>

★ Our elementary school has implemented strategies for year **4 of Balanced Literacy with Guided Reading, year 2 of a Reading Intervention block called WIN, year 2 of a Literacy coach and 2 full-time reading teacher specialists**. This year was a focus on Classwide Interventions, that included re-assessment and fidelity checks.

★ We <u>measure our fidelity</u> to the strategies during our **monthly 90 minute Professional Learning Communities,** and our **monthly 30 minute grade level data meetings**. During those times we evaluate our instruction, monitor student progress and determine needs for whole group, small group and individual instruction- using *Jan Richardson's Guided Reading Strategies* and the *PRESS framework.*

★ Our <u>screening data and our progress monitoring data </u> are indicated that our students show great **growth from fall to winter,** but our winter to spring data is less impressive. We continue to seek solutions for this. We also identified **2 cohort of students that required additional support** and that was provided because the needs in our Kindergarten were extremely minimized.

Next Steps....

→ **Improve** our <u>progress monitoring</u> with our K-3 grade students and develop a communication method similar to an "Individual Learning Plan" (this is different from and Individualized Educational Plan our students with special needs experience).

→ This year is a fidelity check on our Literacy Programming. We are also **exploring** model for <u>math support</u> to implement in the next year or two for intervention beyond our Guided Math instruction in the Balanced Math model.

→ We **modified** our Monthly <u>Data meetings</u> were modified into an Inquiry Model Process with more collaborative decision-making and coaching. With a focus on our tier 3 students that are not growing at a comparison rate to their peers.

Goal:
The gap between the state's grades 3-6 MCA reading and math proficiency and the CRES grades 3-6 MCA reading and math proficiency will decrease by 2.45% in the spring of 2018.
Projected preliminary score of 56.95%.
Goal missed by 0 .35%

Result:
Cuyuna Range grades 3, 4, 5 and 6 had 57.29% proficiency on the Reading and Math 2018 MCA.
Minnesota grades 3, 4, 5, and 6 had 60.38% proficiency on the Reading and Math 2018 MCA.
That is a 5.39% percentage rate increase.

Goal:
Secondary building level MCA reading and math proficiency increases 2% from 55.3% in 2017 to 57.3% in 2018.

Result:
Secondary building had a MCA reading and math proficiency score of 56.95%. *Goal missed by 0 .35%*

Curriculum, Instruction, Assessment

In our Crosby-Ironton Schools we have identified that the group that needs our most <u>extensive support</u> is still our tier 1. The discrepancies between subgroups and the non-subgroups are not significant enough to warrant intervention specific to the subgroups. Historically our data identifies that our subgroups to target are our elementary special education students, our Hispanic students, and our boys. However, we have stronger needs in the tier 1 with <u>specific cohorts</u> of students. This year is was our grade 3, 5, 7, and 8 grade level cohorts.

★ The <u>strategies</u> we provided for our students include the following.
★ Tier 1- Professional Development and coaching in Balanced Literacy-targeting **Class wide interventions**, Developed a Balanced Math Leadership Team, Professional Development in **writing in response to text** for our Secondary
★ Tier 2- Year 2 Professional Development for our Elementary Intervention team with a focus on the PRESS model and explicitly **progress monitoring and goal setting** with FAST. Our Hispanic students tend to be in the grade level cohorts we have discrepancies in. Cohort intervention strategies included intervention staff services based on building need, therefore grade 3 had **extensive support** with reading February till May.
★ Grade 7 math students were **grouped** for differentiation beginning in January.
★ A behavior specialist was hired for our Elementary building last year and began leading Positive Behavior Plans with additional fidelity. Our elementary school also hired a School Counselor to support individual and small group needs.

Curriculum, Instruction, Assessment

Our indicators of progress toward identifying if our interventions were successful indicated the following;

★ Balanced **Literacy**: Our class-wide intervention data required the median class score to meet the cut score. We were able to have fidelity to this due to our Literacy Coach. We do need to problem-solve a new method for fidelity.

★ Balanced **Math** leadership team identified a need for more explicit professional development and coaching support. That was provided in August 2018 and continues in PLC. It was also determined that our grades 4-6 will begin teaching through departmentalization to increase fidelity to math, writing, social studies and science. Homeroom teachers will continue with Balanced Literacy.

★ **Professional Learning Community** logs in our Secondary celebrated the formative and summative growth they saw in writing in response to text.

★ Our elementary **intervention team** identified group size and achievable goals as areas of improvement during their fidelity check. They will continue to work on problem-solving these 2 areas during their 18-19 PLCs.

★ Grade **3 and grade 7 performed higher** on their MCAs than was predicted in January due to our intensive interventions.

★ Our elementary School Counselor and Behavior Specialist are both collecting data identifying the needs of our elementary and the results of their impact. Their behavior need data is aligned to our academic need data for grade 3 and 5 having the most needs.

Next Steps...

→ **Fidelity check** for Balanced Literacy, focus on tier 2 and tier 3 interventions

→ **Differentiation** Professional Development using the Balanced Math and Balanced Literacy Model at our Elementary and Grouping at the Secondary.

→ **Modify** our MCA assessment model

→ Continue **focus** on Tier 1 instruction using curriculum mapping

Goal:

CRES and Secondary students will meet the following benchmarks in behavior incident reports outlined by the National Positive Behavior Interventions and Supports (PBIS) guidelines. This will be monitored by utilizing the data from the School-Wide Information System (SWIS) program monthly.

    0 to 1 behavior reports: 80% or higher

    2 to 5 behavior reports: 14% or lower

    6+ behavior reports: 6% or lower

Results:

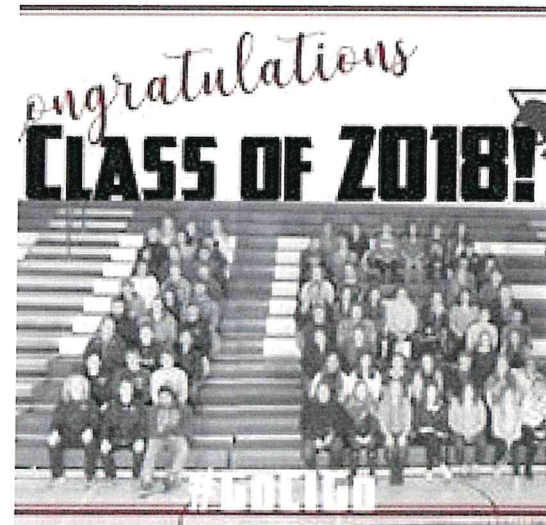| Secondary	Elementary
79.38% in Tier 1	84.63% in Tier 1
14.4% in Tier 2	8.7% in Tier 2
6.23% in Tier 3	6.67% in Tier 3

Curriculum, Instruction, Assessment

We use our SWIS Behavior data to identify the needs for this area. When we disaggregate this data we identify cohort concerns and tier 3 concerns. We met our goal for tier 1 and tier 2 also meets the recommendation. Our tier 3 group has needs above expectations.

To improve this area for our students we hired a Behavior Specialist and a School Counselor for our Elementary school.
* ★ We began to recommit to our PBIS leadership team in our Elementary.
* ★ Our Secondary PBIS team revised their positive supports to make more attainable goals for the students in reinforcement.
* ★ Our district adopted the ALICE model for crisis intervention and the Handle with Care Model for student intervention need.

We have fidelity to our training program for Handle with Care. All intervention staff are trained annually. Our elementary Behavior Specialist and School Counselor are collecting data on their impact on tier 2 and 3 students. We are considering this baseline data for the building, since both positions are new to the building.
Both PBIS teams complete the annual self-evaluation. Our data there tells us we are to work on tier 1 progress monitoring to help determine tier 2 and tier 3 interventions.

Our tier 1 students meet the goal of 80% or more. We are able to monitor this through SWIS and monthly checks at our monthly PBIS meetings.

Next Steps...

→ Our data indicates that our Tier 3 students behaviors tend to be for work avoidance. Using this data point we have **targeted** differential learning for instructional practice and independent practice for PK-12 for our staff development this year.

→ Our PBIS teams continue to **develop and act** on their annual action plans. Targeted needs for the Elementary include a systemic reinforcement model (including staff), a decision-making model and a discipline rubric. Targeted needs for our Secondary include fidelity to the reinforcement model and student connection to staff inventory.

All Students Career- and College-Ready by Graduation

Goal:

The Secondary will increase our percentage of students enrolling in career and college program of study courses 2% from 772 enrollments in 2016-2017 school year to 787 student enrollments in 2017-2018.

Result:

The number of student enrollments was actually 775 so we had a **0.4% increase**, but the 2% goal was not met.

Curriculum, Instruction, Assessment

For the past 10 plus years we survey all our seniors to identify their plans for after high school during the month they graduate. The past 3 years of data has indicated an increase each year in the percentage of "undecided" after high school. We identified the subgroups of courses that are college ready courses and courses that are career ready courses.

The strategies we implemented to support this goal included:

★ Professional Development for our Secondary teachers on **"living wages"** through the MN Department of Economics.

★ Professional Development for our Secondary teachers on **building relationships** with students through personal connections and content connections for career prep.

★ Our **new hire** of an Elementary School Counselor provides our Elementary students with career and college counseling during class lessons.

★ We had our PK-12 staff complete a **personality assessment** to provide self-reflection on interacting with others and hope to implement this with students moving forward.

★ We **hired** an Innovation teacher that allows more instructional time for our Family and Consumer Science courses (per student requests) and changed our programming for our innovation courses.

★ Monitoring our student course registration and our student's 6th year Learning Plans will help us to **identify the needs for our career and college preparation**. This year, we had some new hires in some critical areas of our career and college preparation courses. We feel this is why we did not meet this goal. This helped us to create a **stronger teacher mentoring program and hiring process.**

Next Steps...

→ We continue to **build** our <u>programming options</u> available for our students in the areas of Manufacturing, Medicine, and Culinary Service since that is the direct need of our community through our Science, Technology, Engineering, Arts and Math programming. We were able to celebrate our Elementary School being named with a STEM Innovation Award.

→ We are **re-aligning** our <u>course objectives</u> to better meet career readiness objectives, especially in our Career and Tech Education courses and our College in the Schools courses.