

CRES Board Report: November, 2023

2023-2024 WBWF Goals

All Students Ready for School

- 80% of students in the Little Rangers program who will be entering kindergarten in the fall of 2024 will be able to identify 11 or more uppercase letters, as assessed by the BPS Early Childhood Assessment Kit.

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 20% in 2023 to 17.5% in 2024.

Career and College Readiness

- 90% of 9th, 90% of 10th, and 82% of 11th graders at Crosby-Ironton High School will be on track to graduate based on credits at the end of the 2023-2024 school year. *On track is defined as able to still graduate without credit recovery.

All Students Graduate From High School

- 90% of seniors who begin and end the 2023-2024 school year at Crosby-Ironton High School, up from 81.5% on track to graduate their junior year, will graduate.

Building Thinking Classrooms Book Study – The book study group I wrote about last month has met three times so far in November. Our discussions have been very productive as this group of teachers works to change the way they teach math in innovative ways. I am also in the process of trying to create “modules” for each of the 14 practices of thinking classrooms, with the intent of using these as training resources for teachers who are not a part of this book study. I was also able to attend the Math Leadership Academy along with nine CRES teachers on November 15th at Sourcewell. Sarah Van DerWerf, who is a math consultant, former president of the MN Council of Teachers of Mathematics, and the current lead of math standards at MDE. Her work with us that day was very productive, and it also validated a lot of the math practices currently being used at CRES.

Read Act Required Training – Like all districts, we are currently in the process of choosing from the three MDE approved reading training programs that are a required part of the new Read Act. At CRES, phase 1 training, which must be completed by July 1, 2025, needs to include Pre K-3rd grade teachers, all reading intervention teachers, and all support staff who support reading instruction. We still have a lot of work to do to determine if we will be training our 4th-6th grade teachers at the same time, or if we will wait for phase 2, which needs to be completed by July 1, 2027. We also need to determine when this training, which will take about 50 hours, depending on which program we choose, will happen.

Behavioral Health Workshop – As I mentioned in my last report, Teppi Bundy, Christina Mozey, Trevor Rohloff, and I attend a behavioral health workshop at Cragun’s in early November. While it was a very informative workshop where we got a number of ideas to help CRES, attending validated our beliefs that the mental health issues among school age children is at an unprecedented high level. Like all schools, we are seeing the effects of this in our classrooms. When we add on to this the fact that mental health resources are too few to meet all the needs, and all the new legislation that requires the use of non-exclusionary interventions for students with behavioral challenges, we are in a very difficult position of trying to meet student needs and legal requirements while also providing a safe and effective learning environment for all students. I, along with the other principals I work with on a regular basis, anticipate this problem will only get worse as mental health needs go unmet. We will continue to do the best with what we know, and we will continue to learn all we can about effective practices that are proven to work.

Parent-Teacher Conferences – Once again, we were honored to see about 90% of our families during parent/teacher conferences earlier this month.

Respectfully submitted;
Kurt Becker