

CRES Board Report: April 2019

18-19 Goals

1. Teachers will implement increased differentiation strategies in their classrooms no later than the second semester of the 2018- 2019 school year.
2. Pre-Kindergarten students will increase their median literacy skills scores of 620 for “widely held expectations” in the spring of 2018 to a median score of 650 for the “widely held expectations” in the spring of 2019 on the GOLD assessment. (Minimum score is 529, Maximum score is 720. Goal is $(720 - 620)/3 =$ close the gap in three years.)
3. Students in grades kindergarten, 1st and 2nd will increase from 59.67% in the low risk/college-ready category on the spring of 2018 to 75% in the low risk/college-ready category in the spring of 2019 on the FAST reading assessment. Maximum score is 720. Goal is $(720 - 620)/3 =$ close the gap in three years.)
4. CRES 3rd through 6th grade students will, as a whole, score at or above the state proficiency mark on the 2019 Minnesota Comprehensive Assessment in reading.
 - The Sourcewell Educators of Excellence banquet will be held on May 8th. From CRES, Josh Corbett will be honored.
 - The 1st Grade STEAM Expo will take place the evening of April 25th starting at 6:00
 - The Mass band concert, which includes students from CRES and the High School will take place the evening of April 29th at CIHS.
 - Trevor Rohloff, Sarah Judd, Nancy Horner and I attended at workshop in Bemidji regarding Responsibility-Centered Discipline. This approach to dealing with issues as they arise lean more toward the “coaching” model of discipline, rather than the “punishment” model. Students still serve appropriate consequences when they make poor choices, but there is a component that helps them see what they did, reminds them of what they should have done, and helps them make better choices in the future. As we have learned, simply punishing students for choices is not always a very effective model. We plan to bring this to the entire staff in the near future.
 - On Wednesday, April 17th, Wendy Gindorff, Brenda Bendson, Jamie Thiel, Jade Stangel and I attended a Title 1 workshop at Sourcewell. Since this report is being submitted prior to that, all I can tell you about this workshop is that the intended goal is to bring back additional strategies to make an already effective Title 1 program even more powerful when it comes to helping struggling students. Look for more information in next month’s report.
 - The Title 1 team and I will be meeting next week with teachers regarding the Academic Family-Teacher Team (AFTT) model to help engage parents in the education of their children. We hope to present information on AFTT to the school board at the May meeting.

Respectfully submitted;

Kurt Becker

