



2016-17 World's Best Workforce Report Summary

District or Charter Name: Cornerstone Montessori Elementary School

Grades Served: K-6

Contact Person Name and Position: Liesl Taylor; Head of School

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

1. Stakeholder Engagement

1a. Annual Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

➤ <http://www.cornerstone-elementary.org/>

1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

**CORNERSTONE MONTESSORI ELEMENTARY SCHOOL – ANNUAL MEETING
TUESDAY MAY 17, 2016 – 5:30 P.M.**

Board Members Present: Liz Coenen, Andrea Galdames, Juliann McDermott, Jane Reilly, Melissa Santrach, and Liesl Taylor

Board Members Absent: Kristen Campbell, Eve Lo, and Julie Richards

Other Attendees: Chris Bewell and Amanda Cina

Meeting Called to Order by Liz Coenen, Board Chair, at 5:45 pm



1c. District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

- Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District
Liesl Taylor	Head of School
Sara Wade	Lower Elementary Teacher
Megan Riemer	Literacy Specialist/Parent
Cynthia Crooks	ELL Teacher
Chris Bewell	Program Administrator
Jess Goff	Upper Elementary Teacher/ Parent
Liza Davis	Community Member/Parent
Catherine Kennedy	Parent/Support Staff
Estefani Paz Garcia	Parent/Support Staff
Molly McDermott	Kindergarten Teacher
Frankie Nesbitt	Support Staff/Grandparent

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for School

Goal	Result	Goal Status
<p>Cornerstone used new assessments for Kindergarteners in 2016-2017. 80% of children enrolled in Kindergarten October 1 at Cornerstone will be ready for school as measured by the Minnesota Executive Function Scale and the NIH Toolbox each Fall.</p>	<p>82% of children enrolled in Kindergarten October 1 at Cornerstone were ready for school as measured by the Minnesota Executive Function Scale and the NIH Toolbox in the Fall of 2016.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></p>

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>The percentage of all students enrolled October 1 in third grade at Cornerstone Montessori who test proficient on the Developmental Reading Assessment will be at least 80%.</p>	<p>The percentage of all students enrolled October 1 in third grade at Cornerstone Montessori who tested proficient on the Developmental Reading Assessment was 81%</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
<p>The percentage of all students enrolled October 1 at Cornerstone Montessori who make up subgroups large enough to measure will increase 3% each year towards being on track for success and closing the gap between the subgroup and all students assessed at Cornerstone.</p>	<p>Cornerstone had mixed results with this goal as our subgroups are too small to reliably measure. For the group large enough to measure, the Free and Reduced lunch population increased in being on track in math by 15% while the all students assessed increased 11%, significantly decreasing the gap in math for that group. The gap was not reduced in reading for this group this year. In addition, we are able to see with consistency, that the free and reduced student population is doing significantly better than the free and reduced populations in our neighboring schools serving similar demographics.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>The percentage of all students enrolled October 1 at Cornerstone Montessori who are on track for success will increase 5% in math and 2% in reading from 2016 to 2017.</p>	<p>The percentage of all students enrolled October 1 at Cornerstone Montessori who are on track for success increased 10.8% in math to 32% on track for success and decreased 1.5% in reading from 57.5% to 56%.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal partially Met; Cornerstone had mixed results with this goal. With the percent on track increasing so dramatically in reading from 2015 to 2016, we did not see the percent increase this year in reading. We made significant progress in math.</p>

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input checked="" type="checkbox"/> District/charter does not enroll students in grade 12</p>

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

- *NEED: to improve school-wide math proficiency.*
- *DATA: 20% of children assessed are demonstrating proficiency in Math on the MCA*
- *DECISION: prioritize and fund direct mentoring and oversight to ensure best practice regarding the presentation, tracking, and mastery of math concepts for all children*
- *NEED: support for children suffering from the affects of trauma, crisis, and chaos in their lives*
- *DATA: 2 to 3 daily office referrals for behavior and 3 to 4 daily explosive behavior incidents, children bolting, yelling, hiding, etc.*
- *DECISION: fund and pilot a school-based mental health program*

4. Systems, Strategies and Support Category

4a. Students

Cornerstone uses a blend of state-mandated assessments and chosen internal assessments to track and ensure student growth and progress.

State-mandated Assessments

- *Minnesota Comprehensive Assessments (MCAs); reading and math for all children in 3rd - 6th grades and science in addition for 5th grade children*
- *ACCESS for all English Language Learners; K – 6th grade children*

Additional Assessments

- *Montessori General Achievement Tests (GATs); adapted with permission from the original author, Robert Ruud, these assessments are given on several key Montessori materials in language and math at the beginning of the year (looking at what we'd like for the child in each age group to have experience with over the course of that year) and then again at the end of the year. The value in these assessments is that parents are able to see their children's skill level relative to their work on the Montessori materials at the beginning and the end of the year, and the school is able to see the 'affect' one guide has on one child over the course of one year.*
- *DIBELS; all children are assessed at the beginning of each academic year to gather baseline data. Children not reading at grade level are provided intervention proportionate to need and assessed in January for a benchmark and again at the end of the academic year.*
- *MEFS and DERS; Cornerstone is piloting the Minnesota Executive Function Scale with the Developmental Environment Rating Scale to measure the correspondence between exceptional Montessori Environments and strong executive function skills in all children regardless of socio-economic status or race.*

Cornerstone disaggregates student data for each group by using the filters on the Minnesota Report Card on the MDE website as well as manually grouping children after a review of individual scores.

4b. Teachers and Principals

- *Focus area: AMI Certified Montessori in the public sector*
- *Instruction: Principal conducts one formal observation/month in each classroom and meets to discuss planning and delivery of instruction as well as adherence to Montessori Philosophy. Instruction is to be developmentally appropriate, incorporating all aspects of human tendencies and appealing the developmental characteristics of elementary aged children, K-6. Instruction stems from Montessori and extends to cover MN state standards not already covered.*
- *Curriculum: Montessori Curriculum prioritizes “learning how to learn”. Montessori Curriculum was analyzed and documented by AMI/USA in 2014/15 for its coverage of Core Curriculum and is analyzed yearly for additions necessary to ensure the coverage of Minnesota State Standards.*
- *Teacher evaluations: Teachers are evaluated using the “Montessori Guide Effectiveness Rubric”, including: Prepared Environment, Presentations (planning and delivery), Observation (Assessment and Follow Up), Family Partnership and Education, Professional Responsibilities, and the Art of Normalization (Classroom Management). A percentage of a teacher’s evaluation is based on the progress of the students as measured by the MCAs.*
- *Principal evaluations: The principal is evaluated by children, staff, families and the Board annually through the Head of School Evaluation Survey, staff satisfaction surveys, student surveys regarding school culture, and the Parent Satisfaction Survey.*

4c. District

- *Cornerstone is the first public school in Minnesota to be certified by the Association Montessori Internationale (AMI). This certification is acknowledged worldwide for advancing schools of exceptional quality and academic rigor. The entire system fosters a collaborative professional culture that allows our teachers to connect, plan and support each other on a bi-monthly basis, and connect to a national Elementary Association of Montessori teachers for on-going mentoring and collaboration in all aspects of their work.*
- *Cornerstone’s curriculum is integrated across all subject areas and is differentiated with respect to both the complexity of the concepts and every learning style. Montessori materials are used to guide children from the most concrete introduction of a concept to abstraction, providing a strong foundation and scaffolding necessary for a sound progression of skills. Each lesson is given with the developmental stage of children in mind and when individual children show readiness, creating passion and capability in children for sustained, concentrated, and experiential work. Though down-played in an experiential, hands-on program, technology is a natural part of their work in the classroom for research, classroom newspapers and for connecting their work to their surrounding community, supporting for example, planning and execution of community service work.*

5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

- *Cornerstone's entire mission is to increase access to high quality education for all children, particularly those children who are underserved. We are driven to ensure our low income and minority children have equitable access to the best. AMI Montessori teachers are highly trained, addressing each child's learning needs to ensure strong growth. Research has documented the success of AMI schools in increasing test scores in low-income communities. At Cornerstone, the percent of children on track for success in reading is 56%, increasing 20.6% last year and remaining static this year. In math, the percent of children on track for success at Cornerstone increased significantly in 2016-17 from 21.2% to 32%, a full 10.8%. In our efforts to close the Achievement Gap(s) Among All Groups at Cornerstone, in comparison to our closest similar-demographic, similar-methodology neighboring school, Cornerstone children are outperforming the other children by 18.6% in math and 27.7% in reading. Our Free and Reduced Lunch population is outperforming children in that neighboring school by 17.8% in math and 23.8% in reading. Children who are typically underserved are doing considerably well at Cornerstone, relative to children in other schools with similar demographics.*