2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:
It is advised that districts/charters enter something for every question or the form will not advance. You must advance to the end of the form to save your answers. Districts/charters may wish to enter short text as a place holder to advance in the form and return at a later time to answer the question.
When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2019.
Save your specific survey link for easy access to your district/charter's summary report.
Contact Jeanne Redfield at jeanne.redfield@state.mn.us if you need a copy of your specific survey link.
If you would like a Word copy of the summary report questions, you can access the document **here**.

Cover Page

District or Charter Name

Cornerstone Montessori Elementary School

Grades Served

Please check all that apply:

Kindergarten
First grade
Second grade
Third grade
Fourth grade
Fifth grade
Sixth grade

WBWF Contact Information

WBWF Contact Name

Alyssa Schwartz

WBWF Contact Title

Head of School

WBWF Contact Phone Number

651-774-5000

WBWF Contact Email

alyssaschwartz@cornerstone-elementary.org

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

Click here for a list of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.

Did you have an MDE approved Achievement and Integration plan during 2018-19 SY?

No

Did you have a Racially Identifiable School (RIS) in the 2018-19 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

Annual Report

WBWF Requirement: 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.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the link to the district's WBWF annual report and A&I materials.

Provide the direct website hyperlink to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

http://images.pcmac.org/Uploads/CornerstoneMontessoriES/CornerstoneMontessoriES/Departments/DocumentsCategories/Documents/CMES%202018-19%20Annual%20Report%20FINAL_%7BSIS152B1035F658%7D.pdf

Provide the direct website hyperlink to the A&I materials.

Annual Public Meeting

WBWF Requirement: 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.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.

9/23/19

World's Best Workforce

District Advisory Committee

WBWF Requirement: 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 2018-19 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

	First and Last Name	Role in District	Also part of the A&I leadership team? (Mark X if Yes)
District Advisory Committee Member	Chris Bewell	Administration	
District Advisory Committee Member	Cynthia Crooks	Staff	
District Advisory Committee Member	Liza Davis	Parent	
District Advisory Committee Member	Jess Goff	Staff/Parent	
District Advisory Committee Member	Megan Riemer	Staff/Parent	
District Advisory Committee Membe	Alyssa Schwartz	Administration	
District Advisory Committee Member	Liesl Taylor	Administration	
District Advisory Committee Member	Derek Tweten	Community Member	
District Advisory Committee Member	Barbara Williams	Community Member	
District Advisory Committee Member	Kara Younkin	Parent	
District Advisory Committee Member	Estefani Paz Garcia	Support Staff/Parent	
District Advisory Committee Member	Frankie Nesbitt	Support Staff	
District Advisory Committee Member			
District Advisory Committee Member			
District Advisory Committee Member			
District Advisory Committee Member			

Equitable Access to Effective and Diverse Teachers

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:
An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term "equitable access gap" refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the "achievement gap" (how groups of students perform academically); rather, "equitable access gap" is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of "effectiveness" such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.
How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
Who was included in conversations to review equitable access data?
(200 word limit)

All of Cornerstone's lead teachers and specialists (literacy, special education, ELL) are licensed and have been employed at the school in some capacity for at least three years. In addition to Minnesota state teaching licenses, the lead teachers are also AMI-certified Montessori guides, highly trained to address each child's needs. We are committed to ensuring that all of our students, including low-income children and children of color, have equal access to these adults, and all children are matched to their environment based on conversations with their previous level guide and the Head of School to assure classroom diversity and the best fit for individual children. Data reviewed in determining our success includes the MCA scores, DIBELS scores, and internal observations and classroom assessments. Our evidence demonstrates that children at CMES are progressing at similar rates to the surrounding community. For example, 28% of our Free and Reduced Lunch population were on track for success in reading on the 2018 MCAs, on par with the Free and Reduced Lunch population in St. Paul Public School District.

What equitable access gaps has the district found?
What are the root causes contributing to your equitable access gaps?
(200 word limit)

We have not found gaps in ensuring equity in access to quality teachers - all of our licensed, lead teachers are highly qualified and highly skilled. We do see gaps, however, in children's outcomes. We are actively working to address these gaps, by offering ELL teaching, specialized reading instruction to all children, and school-based mental health work with a school psychologist. These interventions and supports have helped to minimize behavioral challenges that keep children from succeeding in their classroom environments. We are also working actively to support attendance among our children of color. In 2018-2019, children of color were absent, on average 8 days, while white children were absent only 5.5 days. Through forging strong connections with families, our lead teachers are able to express both the importance of consistent attendance as well as the safety and security of children when they are at school, which in turn helps children to succeed.

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
(200 word limit)

As part of Cornerstone's community professional development, all staff have been trained in implicit bias and have had direct training around trauma and supporting children with diverse home experiences. Alicia Sojourner, Racial Equity Manager for St. Louis Park, led three workshops for families and staff around developmentally appropriate ways to talk with children about race this year, and professional development on anti-bias education was completed. In 2019-20, CMES is engaging in a two-day racial equity workshop to develop an equity plan to support our entire community. Our goal is for all children, regardless of background, to have a high quality Montessori experience at Cornerstone. In 2019-20 we will also hire a math specialist to provide interventions for children performing below grade level, which will support children in need of greater skills. Our school-based mental health program will also be expanded to support children in kindergarten and to sustain longer-term interventions for children coping with trauma.

WBWF Requirement: WBWF requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

Describe your efforts to increase the racial and ethnic diversity of teachers in your district.
Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?
How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

Example: 30% of our students are Hispanic. Twelve additional Hispanic teachers would increase our licensed teacher staff to 30% staff of color which would be reflective of our Hispanic student population.

(200 word limit)

Cornerstone's student body is fairly well represented by our staff overall. Each of our kindergarten classrooms is staffed by a Latina woman and an African-American woman, and both of our Lower Elementary classrooms include support staff who are Latina or African-American. Unfortunately, only one of our licensed teachers is a person of color. To reflect our student population, we require at least three more licensed teachers who are people of color.

What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?

(200 word limit)

Cornerstone is committed to hiring teachers who reflect our community, although the challenge of recruiting trained AMI Montessori guides with state teaching licenses is one shared by AMI schools and teacher training programs across the country. We are cognizant of the message it may send to children that 8 of our 9 licensed teachers are white (5 of 6 lead AMI guides), while support staff are more likely to be people of color, and are working with the Montessori Center of Minnesota, our landlord and partner, to train people of color as Montessori lead guides.

What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

(200 word limit)

Cornerstone has, with the support of the Montessori Center of Minnesota, sponsored three women of color to attend AMI training to become kindergarten teachers. Currently one of those women is a lead guide and the other two work as support staff. With a small staff, and minimal turnover at the licensed level, we have few opportunities to hire new teachers of color.
While unlicensed, we have encouraged our support staff of color to engage in additional professional development, so that they can be promoted and are interested in remaining at Cornerstone long-term.
We are in constant consideration of who would benefit from sponsorship for AMI elementary training. When the next cohort begins in 2021, we are hopeful to sponsor at least one person of color.

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

Please check the boxes to confirm that your district publicly reported this data. Do not check any boxes if your district/charter school does not publicly report data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.
District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

Does your district/charter enroll students in kindergarten?

Yes

Goal

Provide the established SMART goal for the 2018-19 school year.

Between October 1 and May 1, school readiness as measured by the Minnesota Executive Function Scale (MEFS) will increase 5%.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

98% of kindergartners demonstrated school readiness on the MEFS on May 1, as compared to 97% on October 1. An improvement of 5% was not possible, given the high scores children entered the year with. However, overall raw scores did increase from fall to spring.

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

The kindergarten year at Cornerstone is a part of the Children's House, a mixed age, developmentally appropriate classroom led by a trained AMI primary guide. The Montessori environment is known for its support of the development of strong executive function; our expectation is that children will show growth through the year. Children who are not demonstrating strong executive function are given individual support and lessons in areas of the classroom that best support this growth. In addition to the MEFS, children are assessed with the NIH Toolbox, a vocabulary/oral language tool, and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Children whose DIBELS or NIH Toolbox scores suggest extra support is needed are given additional reading/writing lessons with our Literacy Specialist.

Do you have another goal for All Students Ready for School?

No

All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

Yes

Goal

Provide the established SMART goal for the 2018-19 school year.

Between October 1 and May 1, the percent of students enrolled in third grade achieving grade-level literacy at Cornerstone Montessori will increase by 5% as measured by the DIBELS.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

The percent of students enrolled in third grade achieving grade-level literacy increased by 11.8%, with 70.6% of third graders achieving grade-level literacy by the end of the year.

Goal Status

Check one of the following:

Goal Met (one year goal)

Narrative
What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

Cornerstone began using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in fall 2017 to establish a benchmark for children's literacy; children are assessed three times each year with the DIBELS, allowing growth to be measured from fall to spring. Children whose scores indicate they are behind grade-level or at risk of falling behind are given additional lessons by our Literacy Specialist and children for whom English is not a first language work with our ELL Teacher. Because we assess three times during the year, we are able to identify children who may not have needed extra support in the fall but do by winter. Our improved success in the MCAs over the last few years demonstrates the strength of our program: 59.6% of children are on track for success on the Reading MCA in 2019, as compared to 44.9% of SPPS students.

Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

No

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2018-19 school year.

Between October 1 and May 1, children in Free and Reduced Lunch, Special Education, and/or English Language Learner subgroups will increase reading scores on the DIBELS by 30% as compared to children in the general population.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Average scores on the DIBELS for children in these three subgroups increased 46% in 2018-19, compared to an average increase of 13% for children not in a subgroup. Children make exceptional progress when given the opportunity at Cornerstone; for all children who were non-proficient in 2017-18 on the reading MCA, 38.3% made medium or high growth during 2018-19.

Goal Status

Check one of the following:

Goal Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

In years past we have relied heavily on MCA data to measure growth for children in subgroups. With MDE no longer measuring groups smaller than 10 children, it has become more difficult to use this as a measure. Overall, however, we do rely on the MCA scores to tell us how children are doing, especially when we look at the Minnesota Growth measurements and compare our outcomes to children at neighboring schools serving similar demographics. We work very hard with our specialists (literacy, ELL, special education) to support children in these subgroups and will introduce a math specialist in 2019-20 who will provide direct instruction to children behind grade level in mathematics.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

No

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2018-19 school year.

At least 50% of children at Cornerstone will make medium or high growth from the 2018 MCAs to the 2019 MCAs in reading and in math.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

76.6% of children at Cornerstone made medium or high growth between 2018 and 2019 on the reading MCAs. Significantly, 38.3% of children who were non-proficient in 2018 demonstrated this level of growth. On the math MCAs, 54.2% of children made medium or high growth. 39.6% of children who were non-proficient in 2018 demonstrated this level of growth.

Goal Status

Check one of the following:

Goal Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

We have devoted many resources in the last few years to improving children's individual growth scores in reading, and are working toward improving math scores comparably, largely by ensuring the language children are using in math lessons correlates to the language used in state assessments. Our internal DIBELS assessments corroborate the success our children show in reading, with the majority of children reading at or near their grade levels across the school. In 2019-20 we will also complete internal math assessments, using FastBridge, to determine children's progress throughout the year and to identify children needing extra support.

Do you have another goal for All Students Career- and College-Ready by Graduation?

No

All Students Graduate

Does your district/charter enroll students in grade 12?

No

Goal

Provide the established SMART goal for the 2018-19 school year.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

Narrative
What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

Achievement & Integration

This section is only required for districts with an **approved Achievement and Integration plan during the 2018-19 school year**.

If your district does not have an MDE approved Achievement and Integration plan, click on the Next button at the bottom to submit your progress report.

Thank You!

Thank you for completing the 2018-19 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2019.

http://www.surveygizmo.com/s3/5297022/2018-19-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report//?snc=1574111992_5dd30af8e9e379.34182992&sg_navigate=start