

2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:

All questions in one section must be answered before the survey will advance to the next section. You must advance to the end of the form to save your answers.

Districts/charters may wish to enter short text as a placeholder to advance in the form and return at a later time to answer the question.

When asked for results from 2019-20, please provide the relevant data when possible. Options are available to indicate where disruptions from COVID-19 have made collecting the data impossible.

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, 2020. Save your specific survey link for easy access to your district/charter's summary report.

Contact Venessa Moe at Venessa.Moe@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

4201-07 Cornerstone Montessori Elementary

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 2019-20 school year?

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.

Did you have an MDE approved Achievement and Integration plan during 2019-20 SY?

No

What year of your Achievement & Integration plan are you reporting on?

Did you have a Racially Identifiable School (RIS) in the 2019-20 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

Annual Report

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

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

The Annual Report is due to our authorizer in January. When it is complete, it will be published on the school website.

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

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-2020 school year.

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 2019-20 school year.

9/21/20

World's Best Workforce

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

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.

District Advisory Committee Members

Complete the list of your district advisory committee members for the 2019-20 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

First and Last Name

Chris Bewell

Role in District

Administration

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Liesl Taylor

Role in District

Administration

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Jessica Goff

Role in District

Teacher/Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Megan Riemer

Role in District

Teacher/Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Liza Davis

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Jessari Sutton

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Barbara Williams

Role in District

Community Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Lourdes Harris

Role in District

Community Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Kara Younkin Viswanathan

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Estefani Paz Garcia

Role in District

Support Staff/Parent

Part of Achievement and Integration Leadership Team?

No

Equitable Access to Effective and Diverse Teachers

Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 school year.

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, math, special education, ELL) are licensed and have been employed at the school in some capacity for at least four years. One new lead teacher joined us in 2019-20 and had extensive previous experience. 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, FastBridge 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, 45% of CMES children who qualify for Free/Reduced Lunch maintained or improved achievement level on the 2019 MCAs in Reading, compared with 43.5% of the same demographics in the St. Paul Public School district.

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. In 2019-20, CMES engaged in a two-day racial equity workshop to explore equity and bias in our community.

Our goal is for all children, regardless of background, to have a high quality Montessori experience at Cornerstone. We hired a math specialist this year to provide interventions for children performing below grade level, which will support children in need of greater skills. Our school-based mental health program was also expanded to support children in kindergarten and to sustain longer-term interventions for children coping with trauma.

By giving all children access to the supports that will help them achieve academically and personally, we are hoping to eliminate achievement gaps within our community.

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?

(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 proportionately reflect our student population, we require at least three more licensed teachers who are people of color.

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 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 10 licensed teachers are white (5 of 6 lead AMI guides), while support staff are more likely to be people of color.

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 very interested in sponsoring a person of color to attend AMI teacher training; we are beginning to identify staff to sponsor when the next training cohort begins in 2021.

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.

For this 2019-20 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this 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 2019-20 school year.

Between October 1 and May 1, school readiness as measured by the Minnesota Executive Function Scale (MEFS) will increase 3%.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report.

Goal Status

Check one of the following:

Unable to report

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?

(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.

We have very small cell sizes for each grade, so disaggregating data is easily accomplished. We consider FRL status, English language proficiency, and racial identity when identifying children for extra academic support, to ensure that we are not targeting only subpopulations and that all children are receiving necessary Tier 1 academics.

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 2019-20 school year.

Between October 1 and May 1, the percentage 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 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report.

Goal Status

Check one of the following:

Unable to report

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?

(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.

In the fall of 2019, 85% of our 3rd graders demonstrated grade level proficiency in the DIBELS, suggesting that our goal would be achieved for the year. In addition to the DIBELS, we use MCA data to determine overall reading progress for the community and classroom observation/assessment to identify individual needs. As with our kindergarten school readiness goal, our data is easily disaggregated and we are careful to provide appropriate Tier 1 instruction to all children so that children in underresourced groups are not targeted for intervention.

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 2019-20 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 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report.

Goal Status

Check one of the following:

Unable to report

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?

(Narrative is required. 200 word limit)

Historically, children in the FRL, Special Education, and ELL subpopulations at Cornerstone make excellent progress in reading. In 2018-19, average scores on the DIBELS for children in these three subgroups increased 46%, 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 nonproficient in 2017-18 on the reading MCA, 38.3% made medium or high growth during 2018-19. We continue to seek equivalent progress in math, and by adding a math specialist this year, we are confident that we will see similar achievement.

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 2019-20 school year.

At least 50% of children at Cornerstone will make medium or high growth from the 2019 MCAs to the 2020 MCAs in reading and in math.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report.

Goal Status

Check one of the following:

Unable to report

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?

(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. This year we also began completing math assessments, using FastBridge, to determine children's progress throughout the year and to identify children needing extra support. We were disappointed to not be able to obtain MCA data for 2020 to confirm what we believe is the case - that our children have made significant progress in mathematics since beginning direct interventions.

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 2019-20 school year.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

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?

(Narrative is required. 200 word limit)

Thank You!

Thank you for completing the 2019-20 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, 2020.

http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1605907417_5fb833d95ada04.92404361&sg_navigate=start