



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Cornerstone Montessori Elementary School

Grades Served: K-6

WBWF Contact: Alyssa Schwartz

Title: Head of School

Phone: 651-774-5000

Email: alyssaschwartz@cornerstone-elementary.org

A and I Contact: Enter name.

Title: Enter title.

Phone: Enter phone number.

Email: Enter email.

New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WorlBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorlBestWorkForce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

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 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.*
- *This document will be posted to the website. Once the document is posted the link will be obtained and inserted in the original document*
- *Provide the direct website link 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 A&I plan for participating districts) for the 2017-18 school year.*
- *September 24, 2018*

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 2017-18 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 Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
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	

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts 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 been employed for three or less 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.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

➤ *Equitable Access to Experienced, Effective, and In-Field Teachers*

- *Who is included in the conversations to review equitable access data and when do these occur?*
- *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*
- *What are the root causes contributing to your gaps?*
- *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?*

➤ All of Cornerstone’s lead teachers and specialists (literacy, special education, ELL) are licensed and have been employed at the school 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. 30% of our Special Education population are on track for success in math, double the percent of Special Education children on track at our closest similar-demographic, similar-methodology neighboring school. Similarly, 50% of our Free and Reduced Lunch population are on track for success in reading, as compared to 42.6% of the same population at our comparison school. Overall Cornerstone’s children are continuing to improve in the annual MCA tests: in both reading and math, children who did not meet standards declined by nearly 8% in 2018.

➤ *Access to Diverse Teachers*

- *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*
- *What efforts are in place to increase the diversity of the teachers in the district?*

➤ 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. Both kindergarten classes have a Montessori teacher who is a woman of color, and women of color also work as paraprofessionals and assistants in the lower elementary classes. We are cognizant of the message it may send to children that our lead guides are white, while support staff are more likely to be people of color, and are working with the Montessori Center of Minnesota, our landlord, to train people of color as Montessori lead guides. As part of Cornerstone’s community professional development, all staff have engaged in conversations around 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 a conversation for families and staff around developmentally appropriate ways to talk with children about race.

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report 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. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

X 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.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

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

X WBWF Goal <input checked="" type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>85% of children enrolled in Kindergarten October 1, 2017, will be ready for school as measured by the Minnesota Executive Function Scale, NIH Toolbox, and Dynamic Indicators of Basic Early Literacy Skills (DIBELS).</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>79.2% of children are ready for school in literacy, as measured by the DIBELS. 100% of children score average or above average in the MEFS assessment and 83% of children score average or above average in the NIH Toolbox, with only 3% scoring well below average (1 child).</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p>X Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *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?*
- 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. Children whose DIBELS scores suggest extra support is needed are given additional reading/writing lessons with our Literacy Specialist.

All Students in Third Grade Achieving Grade-Level Literacy

X WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>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.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>The percent of students enrolled in third grade achieving grade-level literacy increased by 6.25%, with 68.75% of third graders achieving grade-level literacy by the end of the year. This tracks closely with 60.1% of third grade children achieving proficiency on the MCAs in reading.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p>X Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

Bulleted narrative is appreciated. 200 word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *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?*

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.

Close the Achievement Gap(s) Between Student Groups

X WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>The percentage of all students enrolled October 1 at Cornerstone Montessori who make up subgroups will increase 2% each year towards being on track for success and closing the gap between the subgroup and all students assessed at Cornerstone as assessed by the MCAs.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Cornerstone’s subgroups are often too small to measure reliably. For populations that are large enough to measure, the Special Education population decreased in being on track in reading by 1.2%, while the overall population increased by 7.6%. However, the Free and Reduced Lunch population increased in being on track in reading by 4.8%, well over the 3% goal. In math, the FRL population increased in being on track by 2.4%, while the general population increased by 7.7%. The Special Education population increased in being on track in math by 1.7%.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p>X On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>

Bullethead narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
 - *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?*
- Because our populations are so small, one child’s score can affect the overall measurements significantly. Overall, however, we observe that both our Special Education and Free and Reduced Lunch populations are succeeding in comparison to our neighboring schools serving similar demographics. We work very hard with our specialists (literacy, ELL, special education) to support children in these demographics.

All Students Career- and College-Ready by Graduation

X WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>The percentage of all students enrolled October 1 at Cornerstone Montessori who are on track for success will increase 2% in reading and 3% in math from 2017 to 2018 as measured by the MCAs.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>The percentage of all students enrolled October 1 at Cornerstone Montessori who are on track for success in math increased 3.3% to 35.3% and increased 2.8% in reading to 58.8%.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p>X Goal Met <input type="checkbox"/> Goal Not Met</p>

Bulleated narrative is appreciated. 200 word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
 - *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?*
- We have devoted many resources in the last few years to improving children's on track for success measurements 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.

All Students Graduate

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
Provide the established SMART goal for the 2017-18 school year.	Provide the result for the 2017-18 school year that directly ties back to the established goal.	Check one of the following: Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <i>X District/charter does not enroll students in grade 12</i>

Bullethead narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *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?*

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

Bullethead narrative is appreciated. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- 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?*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *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?*

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.