Superintendent’s Message

Our Vision, Mission, Beliefs

Our Schools

Our Students and Staff

Facilities/Magnet Schools

Digital Plan/ELL Program
As superintendent of the Cedar Rapids Community School District, it is my pleasure and honor to work alongside teachers, counselors, bus drivers, secretaries, custodians, food and nutrition workers, building and grounds staff and many other dedicated and passionate professionals.

In 2017, with the support of local business leaders and thought partners, we adopted a bold new vision of Every Learner: Future Ready, supported by a new mission to ensure all learners experience a rigorous and personalized learning experience so they have a plan, a pathway and a passion for their future.

Since then, we have made exciting progress in the areas of student learning, facilities, culture and climate, leadership, and equity—all as the foundation to deliver on our vision and realize our mission—and the details of which I’m excited to share with you in the following pages.

We are not alone in this important work. We are certainly most effective at supporting our students when families, staff, and the community work collectively to ensure all of our learners have access to a future that is professionally successful and personally joyful.

We’re proud to be part of the community of Cedar Rapids, which embodies grit and determination and which boasts a wealth of arts and culture organizations, history museums, recreational parks and bike trails, a state of the art and nationally recognized public library, and a bold entrepreneurial spirit.

We are CRCSD, delivering on our vision of Every Learner: Future Ready.

Dr. Brad Buck
Superintendent
Our Vision
Every Learner: Future Ready

Our Mission
To ensure all learners experience a rigorous and personalized learning experience so they have a plan, a pathway and a passion for their future.

Our Beliefs

LEADERSHIP
We believe leadership is a collaborative action that empowers stakeholders to promote improvement.

INNOVATION
We believe innovative educational experiences foster creativity, promote personalized learning, and connect students’ passions to their future world.

EQUITY
We believe equity of voices, resources, opportunities, and expectations is critical for the current and future success of every student.

STUDENT OWNERSHIP
We believe students are empowered to take ownership when they engage as partners in their learning.

CULTURE/CLIMATE
We believe all community members are valued and thrive in a safe, diverse, engaging, and growth-oriented culture/climate while exhibiting respect for the well-being of self, others, and the learning environment.

STUDENT LEARNING
We believe all students deserve high quality instruction that provides academic, social, and emotional learning to prepare for a successful future.
About CRCSD

Cedar Rapids Community School District

Second largest district in the state

Fourth largest employer in the county

First in the State...

Community-Based School

The first community-based school in the state is Hoover Elementary. Hoover Elementary integrates academics, health and social services, youth and community development, and community engagement. Community-based schools lead to improved student learning, stronger families, and healthier communities.

Profile of a Graduate

We are the first district in the state to adopt a Profile of a Graduate through EdLeader21 and join the nationwide 21 by 2021 movement to make 21st century learning a reality for all students.

This insert is brought to you by donations from these generous sponsors. The Cedar Rapids Community School District appreciates their continued support and leadership.
Student Profile

Ratios based on certified enrollment

- Student Enrollment: 16,716
- Special Education: 2,417 – 1 in 7
- Free/Reduced Lunch: 9,100 – 1 in 2
- English Learners: 1,589 – 1 in 11
- Minority Enrollment: 6,218 – 1 in 3
- At-Risk Students: 2,288 – 1 in 7
- Extended Learning Program: 2,021 – 1 in 8
- Title I: 15 – 1 in 1,114

ACT/Advanced Placement

- ACT Composite Average: 23.1
- Consistently ranking above state average
- 16,000 Advanced Placement exams taken each year

Student to Teacher Ratios*

*Depending on class subject – relative to min/max course enrollment

- Elementary: 20:1
- Middle: 22:1
- High: 17:1

Our Staff

- Teachers: 1,278
- Administrators: 72
- Support Staff: 1,531

Lifelong Learners

- BA to BA+9 Graduate Credits – 263 (20%)
- BA+10 to BA+19 - 96 (7%)
- BA + 20 to less than MA - 165 (13%)
- MA to MA+14 - 360 (28%)
- MA+15 to MA+29 - 131 (10%)
- MA+30 or more - 244 (19%)
- PhD - 19 (1%)

68 Native Countries Represented & 66 Languages Spoken

53 National Board Certified Teachers

1 National Board Certified Nurse
Moving Forward with Architect Selection Process for New Coolidge Elementary

Last year, the CRCSD School Board approved the framework for a Facilities Master Plan that calls for the construction or remodeling of 13 new elementary schools and the closing or repurposing of 8 elementary schools. The plan ensures that all elementary facilities optimize the learning and teaching experiences for CRCSD students and staff.

In November, the Cedar Rapids Community School District began the architect selection process for a new Coolidge Elementary School. While this is only the first step in a four-step process, it’s an important one. The future of the Facilities Master Plan (FMP) and how it will be addressed beyond this initial step remains reliant on whether or not the state funding stream Secure an Advanced Vision for Education (SAVE) will be extended in the next legislative session.

Initiating this process positions the Cedar Rapids Community School District to move forward in the context of a most fiscally responsible timeline with the ensuing steps in the process: community conversations and design phase, bid phase, and construction phase in the event that SAVE is extended. If SAVE is not extended, the school district will revisit the timeline and make a determination on how to proceed. Community members can follow the future-ready facilities process at crfuturereadyschools.com.

Taylor Elementary and McKinley Middle Schools to Become Magnet Schools

Taylor Elementary has determined its new name will be Cedar River Academy at Taylor with a vision of Learning Today, Sustaining Tomorrow. Its mission is to develop a community of high-achieving, future-ready learners with a passion for the sustainability of our environment, our community, and our self. McKinley Middle School will become McKinley STEAM Academy with a focus on learning collaboratively, cultivating curiosity, celebrating diversity, and building relationships through high quality integrated curriculum opportunities.

Embarking on a Digital Literacy Journey

Digital literacy empowers teachers to enhance and transform the learning experiences for students. The CRCSD digital literacy journey began in the 2017-2018 school year with about 60 stakeholders providing input for a long-range technology plan. The stakeholder group crafted an aggressive three-year plan that focuses on four commitment areas: student outcomes, staff professional learning, access to resources, and data analytics and information system.

One noticeable change in student experience is our effort to provide each student with a device that will allow them to collaborate, create, communicate, critically think, and study effective citizenship, not only within the school, but beyond the physical walls. These competencies are essential for our students to be future ready.

Continued on the next page
About 5,000 devices will be deployed to 9th to 12th graders for the 2019-2020 school year and about 4,000 devices to 6th to 8th graders for the 2020-2021 school year. We look to create a similar environment for our K-5th graders for the 2021-2022 school year. The devices and resources will create equitable access for all our students, while closing the digital divide of our district with other districts in the state. Our goal of these devices is that students become creators, not consumers.

Digital literacy is the way we do business in CRCSD. It is a way we can ensure equity, empowerment, and engagement, which will ultimately lead to Every Learner: Future Ready!

CRCSD employs three full-time bilingual staff members who work with non-English-speaking families, assisting them in everything from enrolling their children in school, learning about the U.S. school system, understanding winter weather, interpreting at conferences, and being a connection to school. These staff members work with students within and outside of the ELL Program. Other interpreters come from a growing pool of bilingual and multilingual community members hired on an as-needed basis.

Celebrating 40 Years of the English Language Learner Program

This school year marks the 40th year of the ELL (English Language Learner) program in CRCSD. As the population of English Learners has grown and changed, the ELL program has as well.

In 1979, the program opened at Squaw Creek Elementary and Washington High School. Roosevelt Middle School followed, opening a program in 1983. The program primarily served students from Vietnam and was called ESL (English as a Second Language.)

Over the years the program has steadily grown and evolved to best serve the students. Ten years ago, our student population included 300 ELL students; this year we have almost 1,589 students and counting. Currently, the ELL program is housed in six elementary buildings, two middle schools, and all three traditional high schools. Students living outside the attendance areas of these sites are bused to the closest building with the ELL program.

The goal of the ELL program is to teach students language in connection with content. All of our ELL teachers are certified to teach English Learners and have a full understanding of second language acquisition. They provide every student direct language instruction every day and assist the content-area teachers with making curriculum accessible.

On average, about 16% of ELL students exit the program each year. In order for students to exit, they must meet state exiting criteria. Exit criteria for 2017-2018 required students to score proficient on the ELPA21 (English Language Proficiency Assessment for the 21st Century), the IA Assessment Reading subtest, and the IA Assessment Math subtest.
CRCSD Takes Significant Measures to Increase Safety

While the nationwide discussion of school safety appeared in front page headlines during the 2017-18 academic year, CRCSD worked quietly behind the scenes to implement new measures to increase security of CRCSD facilities by beginning installation of a push-button lock system throughout the schools.

“Safety is our first priority, and a locked door is one of the simplest, most effective things we can do to improve the safety for students and staff members,” said Superintendent Brad Buck. “I just want to be sure we are thinking about this in as inclusive a manner as possible.”

While classroom spaces are CRCSD’s immediate priority, other student occupied spaces that are not classrooms, like main offices and nurses’ offices, that have door handles which can be converted to the new push-button style will also see the change.

In tandem with the decision and implementation of this new safety measure, CRCSD also convened a Safety and Security Task Force of administrators, community members, and public safety officials who worked behind the scenes to design a new and comprehensive Response to Active Threat Plan to most strategically improve the security of our schools and significantly enhance the safety of our students, staff, and visitors.

While CRCSD had many security measures already in place for a variety of crisis situations and potential breaches of security, the new Response to Active Threat Plan offers a more robust and strategic approach specifically to active threats. The comprehensive plan is designed to:

- Increase all staff members’ understanding of possible responses to an active threat and how to educate and support their students in the case of an active threat.
- Improve processes around active threat drills.
- Develop and implement a communication plan to inform students, staff, families, and the community of how we respond to active threats.
- Increase all staff members’ understanding of possible responses to an active threat and how to educate and support their students in the case of an active threat.

As part of the plan, a new position of School Security and Crisis Response Supervisor was created, with Eric Werling hired to fill this role. He will be responsible for collaborating with others to lead, organize, and maintain the safety and security efforts of CRCSD as well as planning for and addressing crisis situations.

“Ensuring a safe and secure environment is foundational to providing the most positive academic experience we can possibly offer our students,” said Superintendent Buck. “We are committed to providing resources to support the recommendations of the Safety and Security Task Force.”