

*Nerstrand Elementary School
Independent Charter School
District #4055*

*2023-2024 Annual Report & World's Best
Workforce Plan
on Curriculum, Instruction and Student Achievement*

Our Mission: Nerstrand Elementary School will empower students to be self-directed, lifelong learners by providing a nurturing, multiage environment that fosters cooperation and character development.

Our Vision: Nerstrand Staff members will work collaboratively to plan programs that ensure that students develop skills and attitudes necessary for being responsible citizens in the twenty-first century.



Table of Contents

	Introduction: school’s primary & additional purposes.....	4-5
	Authorizer Information.....	5
I.	School Enrollment.....	5-7
II.	Student Attrition.....	7
III.	Governance & Management.....	8-9
IV.	Staffing.....	10-11
	Staff Development Training.....	11
V.	Finances.....	11
VI.	Academic Performance plus WBWF.....	12-14
VII.	Operational Performance.....	14-16
VIII.	Innovative Practices.....	16-18
IX.	Future Plans.....	18
X.	Board Training.....	19-20
	Results of Annual Assessment of Board Performance.....	20
	Whole Board Training Record.....	20
	Executive Director Training Record.....	20
XI.	Executive Director’s Professional Development Plan.....	21
XII.	Diverse, Effective & In-Field Teachers.....	21

XIII. Curriculum, Instruction & Cultural Competency..21-22

XIV. Closing.....22

XV. Nerstrand Testing Information by Grade Level.....23-28

INTRODUCTION: SCHOOL'S PRIMARY & ADDITIONAL PURPOSES

This annual report is presented to Novations Educational Opportunities (NEO) in fulfillment of the requirement of public charter schools set forth by the Minnesota Department of Education. It is also intended to provide information to the staff and families of Nerstrand Elementary School, the Minnesota Department of Education, and the general public.

The primary purpose of mission-driven charter schools is to improve the learning and achievement, and success of all students. The additional purposes of our charter school is to:

- (1) increase quality learning opportunities for all students;

Nerstrand Elementary School is committed to providing a quality, child-focused educational program for all students. The staff collaboratively works to ensure that students receive a balanced education that includes academic achievement, physical growth, social education, arts programming, and character development.

- (2) encourage the use of different and innovative teaching methods;

Staff at Nerstrand Elementary School continue to evolve their practice. The latest addition to their repertoire is training in LETRS, which incorporates the Science of Reading into our classrooms. Part of the staff is trained in this approach and began using it during the 23-24 school year. The remainder of the staff will be trained in the Science of Reading during the 24-25 school year.

- (3) measure learning outcomes and create different and innovative forms of measuring outcomes;

Individual student progress is measured and documented through formal and informal classroom assessments and used as a tool to develop instructional strategies. Achievement is reported in a variety of ways to parents. Nerstrand Elementary School uses the Benchmark System to level readers, the FASTBridge aReading and aMath standardized tests, and the Minnesota Comprehensive Assessments (MCAs).

- (4) establish new forms of accountability for schools; or

The majority of the School Board is represented by teachers, which is a form of accountability NES has used for years. This creates an onus by the staff that is seen in much of the work that they do. They have a voice in decisions that are made at all levels, as well as accountability for the outcomes of those decisions.

- (5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

Licensed staff have significant input into the staff development opportunities afforded to them at Nerstrand Elementary School. Beginning two years ago, over half the staff voluntarily elected to get trained in the science of reading (LETRS). This research based instructional pedagogy is

now being mandated through the READ Act, but over half the staff at the school is already, voluntarily trained.

AUTHORIZER INFORMATION

Nerstrand Elementary School is pleased to have the opportunity to function under the authorization of NEO. We are proud to be the first Minnesota public school to have officially “converted” from regular district school status to charter school status. We have been a charter school since the spring of 1999 and are thankful for the support provided by the Administration and School Board of the Faribault School District during our first thirteen years and now by NEO. We recognize the strong support we have received from the community of Nerstrand and the parents of Nerstrand Elementary School. The sense of celebration that we experienced at the time of our chartering remains with us today as our community demonstrates its commitment to the vitality of the school in countless ways. We submit this Annual Report to NEO with gratefulness and in anticipation of many productive years to come.

Novation Education Opportunities (NEO)
3432 Denmark Avenue, Suite 130
Eagan, MN 55123
Wendy Swanson Choi, Executive Director
Phone – 612-889-2103
Email – executive.director.neo@gmail.com

I. SCHOOL ENROLLMENT

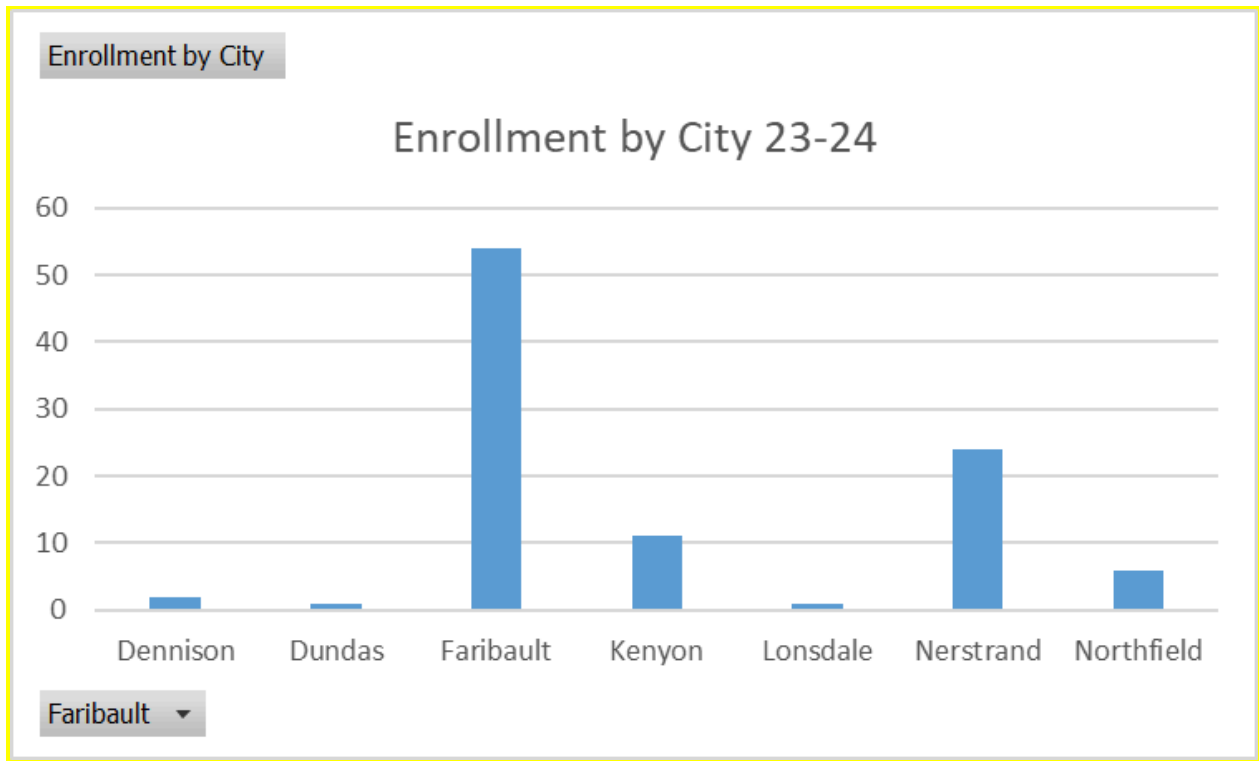
In 2023 - 2024, there were 100 students enrolled at Nerstrand Elementary School who were distributed into grade level classes as follows:

<i>Core Name</i>	<i>Grade Level</i>	<i>Enrolled</i>
Prairie	Kindergarten-Grade 1	37
Savannah	Grades 2 – 3	33
Woodlands	Grades 4 – 5	30

Grade Level Enrollment

<i>Grade Level</i>	<i>Number of students</i>	<i>Number of boys</i>	<i>Number of girls</i>
Kindergarten	17	6	11
First Grade	20	6	14
Second Grade	19	14	5
Third Grade	14	8	6
Fourth Grade	17	10	7
Fifth Grade	13	7	6
Total	100	51	49

Enrollment by City:



As the above chart indicates, 79% of our students come to us from within our school boundary area (Faribault or Nerstrand).

The following chart provides demographic trends at Nerstrand Elementary School.

	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>	<i>2022-2023</i>	<i>2023-2024</i>
<i>Total Enrollment</i>	148	126	105	99	100
<i>Male</i>	72	68	62	51	51
<i>Female</i>	76	58	43	48	49
<i>Special Education</i>	33	21	25	19	31
<i>African American</i>	6	3	4	5	8
<i>Hispanic</i>	4	2	0	0	0
<i>Asian/Pacific Islander</i>	3	2	1	0	0
<i>White</i>	133	119	100	94	90
<i>American Indian</i>	2	0	0	0	2
<i>F/R Lunch</i>	38	22	0	27	29
<i>LEP</i>	0	0	0	0	0

Nerstrand Elementary School’s enrollment procedures begin annually in January. Returning families are asked via a survey to indicate if they intend to return for the following academic school year. This survey is a placeholder only and used to help guide class sizes. Open Enrollment for the general population is simultaneously going on through the first Friday in March. If we exceed our class size cap, we perform a lottery in March following our Admissions Policy #509. This was not necessary for the 23-24 school year, nor was it necessary in March of 2024 for the 24-25 school year.

Beginning in January, we began a marketing campaign sending out a 5x7 postcard to every household in the Faribault and Kenyon areas. Our goals were to increase awareness that we had availability at our school and to share a snapshot about our offerings. In addition to the mass mailing, our website underwent a massive redesign and was operational by the open enrollment period to showcase all our school’s offerings for families, complete with a link to Facebook.

II. STUDENT ATTRITION

We saw an increase of one student from the prior year to this year. We are still actively working on student recruitment, continuing to build back from the loss of enrollment from the pandemic. We are grateful that enrollment has stabilized, but know our school is stronger when we are full at 150 students.

III. GOVERNANCE AND MANAGEMENT

School Management

The Administrative Team includes the Executive Director, the Administrative Assistant and the Business Manager. This year, the administrative team hired a new administrative assistant, who is well known in the community and Nerstrand Elementary School.

Nerstrand Elementary School's Board of Directors was established in May of 1999, when we opened our doors as the first conversion charter school in Minnesota. The Board of Directors' primary responsibility is to provide supervision of the school's Executive Director and their decisions focus on all dimensions of the school's operation, including, but not limited to:

1. School philosophy, goals and objectives
2. School policy
3. Budget
4. Curriculum and instructional direction
5. Staffing
6. Long range planning
7. Communication (home, community, authorizer)
8. School enrollment and organization

The Nerstrand Elementary School Board of Directors consists of the following voting members:

1. Four teacher representatives
2. Two parent representatives
3. One community representative
4. Two Ex-Officio members: executive director & business manager

There are seven voting members in total.

The members of the Board of Directors serve three-year renewable terms, with board elections taking place in May.

1. Every year, one (1) of the two parents' or the community member's term expires.
2. Every third year, two (2) teachers' terms expire; in each of the two years prior to the third year, one (1) teacher's term expires.
3. A representative may serve two consecutive terms, after which there must be a one-year hiatus before serving on the Board of Directors again.

The Board of Directors meets the second Monday of the month. Special meeting days and times, as determined by the Board of Directors, are publicly posted and announced to parents, staff, and the community.

2023-2024 Board of Directors

Chair: Carissa Erickson, parent
carissa@nerstrand.charter.k12.mn.us

Clerk: Tara Vondrasek
tara@nerstrand.charter.k12.mn.us

Treasurer: Phil McBride, teacher
philip@nerstrand.charter.k12.mn.us

Teacher Rep: Kelly McGregor
kelly@nerstrand.charter.k12.mn.us

Carmen Bonde
carmen@nerstrand.charter.k12.mn.us

Community Member: Terri Neumann
terri@nerstrand.charter.k12.mn.us

Parent Member: Ali Bossmann
abossmann@nerstrand.charter.k12.mn.us

Ex-Officio: Nicole Musolf, Executive Director
nmusolf@nerstrand.charter.k12.mn.us

Traci LaFerriere, Business Manager
traci@nerstrand.charter.k12.mn.us

IV. STAFFING

CERTIFIED STAFF

<i>Name</i>	<i>Position</i>	<i>File Folder</i>	<i>Yrs. of Service at NES</i>
Musolf, Nicole	Executive Director	416461	2
McBride, Phil	Special Education Teacher	1004806	4
Schaefer, Nicole	Special Education Teacher	515070	5
Allen, Laura	Speech/Lang. Pathologist	354233	2
Freidig, Katie	Occupational Therapist	1019489	6
Holtorf, Bri	School Psychologist	510505	1
Bonde, Carmen	Physical Education Teacher	317942	12
Shroyer, Paula	Kinder Classroom Teacher	332268	24
McGregor, Kelly	Gr. 1 Classroom Teacher	408447	5
Johnson, Sarah	Gr. 2/3 Classroom Teacher	404387	12
Vondrasek, Tara	Gr. 2/3 Classroom Teacher	408258	19
Peterson, Andrea	Gr. 4/5 Classroom Teacher	424334	0

NON-CERTIFIED STAFF

<i>Name</i>	<i>Position</i>	<i>Yrs. of Service at NES</i>
Jans, Dana	Administrative Assistant	0
Bonde, Carmen	Special Education Paraprofessional	20
Flom, Sara	Special Education paraprofessional	9
Haugen-Eitzman, Laurie	Special Education Paraprofessional	8
Huber, Margaret	Special Education Paraprofessional	6
McCorkell, Katie	Special Education Paraprofessional	3
Reuvers, Sue	Special Education Paraprofessional	3
Waddell, Cara	Special Education Paraprofessional	8
Turi, Carrie	Regal Eagles Coordinator	0

Note: The years of service noted in the above charts include years prior to our chartering, when Nerstrand Elementary School was part of the Faribault School District. Including this information in this report demonstrates the commitment of staff members to the long-term success of the school.

Our non-certified staff are very experienced and valuable members of our instructional teams.

Staff Development

During our back to school professional development training, staff were trained on the following:

- Accommodations and modifications for students with hearing loss
- Trauma and attachment in the classroom
- Understanding the behavior cycle and de-escalation strategies
- Annual Back to School Policies and Procedures

V. FINANCES

Since July of 2022, Traci LaFerriere has been at the helm of Nerstrand Elementary School as the Business Manager. She came to Nerstrand with a strong background in finances having previously worked for the Minnesota Department of Education. Her prior knowledge in finances has been pivotal in helping the school work through its challenges due to low enrollment.

Throughout the years, a system of checks and balances has been established for the financial accountability of the school. In 2022, due to low enrollment, a significant reduction in expenses was required and additional fundraising was necessary to balance the budget. After much effort, the school year ended in a considerably better financial position than it began the year. By the end of 2023, due to stabilizing enrollment and tremendous fundraising, including Nerstrand Night Out, the school ended in a better financial position than the prior three years.

Payroll and insurance coverage for employees is managed by EdVisions Cooperative. They also provide us with access to staff development opportunities, and human resources support. We view our relationship with the Cooperative as one of great value to our organization.

The annual financial audit resulted in a clean audit. We ended the fiscal year with a 35.50% fund balance.

VI. ACADEMIC PERFORMANCE



World's Best Workforce

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.

- <https://nerstrand.charter.k12.mn.us/annual-reports>

Annual Public Meeting

The annual public meeting was held in the fall of the school year. 08/22/2024

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.

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.

II Students Ready for School

Goal	Result	Goal Status
<p>Long term goal:</p> <p>By June 30, 2027, 75% of kindergarten students will be ready for first grade by reaching the kindergarten end of year Benchmark, Level D, as measured by the Fountas and Pinnell Leveled Literacy Intervention System.</p>	<p>In the spring of 2024, 76% of Kindergarteners had reached Level D.</p>	<p>Check one of the following:</p> <p>On Track (multi-year goal)</p>

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>By June 30, 2027, Nerstrand School's combined FY 2022-FY2027 proficiency rate in reading will exceed the state combined FY2022-FY2027 proficiency rate. This is measured by the MCA Reading tests.</p>	<p>In three years, we have exceeded the State two out of three times. We exceeded in 2022 and 2024.</p> <p>22: NES: 56.3 State: 48.1</p> <p>23: NES: 47.1 State: 47.4</p> <p>24: NES: 57.1 State: 46.5</p>	<p><i>Check one of the following:</i></p> <p>On Track (multi-year)</p>

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Through June 30, 2027, Nerstrand School's proficiency rates for Free and Reduced Students (FRP), as measured by the MCA Math test (grades 3-5) will be greater than 10 percentage points above the state average.</p>	<p>For school year 23-24, Nerstrand scored 78.57% and the State scored 34.98%. Over the past three years, NES' average is 10 percentage points above the State.</p>	<p><i>Check one of the following:</i></p> <p>On Track (multi-year goal)</p>

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>The overall percentage of students identified by FastBridge in the 'some risk' or 'high risk' categories, as measured by aMath, will decrease by more than 10 percentage points between Fall to Spring.</p> <p>The overall percent of students identified by FastBridge, aReading in the 'some risk' or 'high risk' categories will decrease by more than 10 percentage points between Fall to Spring.</p>	<p>The decrease in students in the “high and some risk “ category for aMath was 1%.</p> <p>The decrease in students in the “high and some risk” category for aReading was 4%.</p>	<p><i>Check one of the following:</i></p> <p>Not On Track (multi-year goal)</p>

VII. OPERATIONAL PERFORMANCE

Background Information

Nerstrand Elementary School has been a successful independent public charter school since 1999; thirteen years under the sponsorship of the Faribault Public Schools and since 2012 under the authorization of Novation Educational Opportunities (NEO). Nerstrand Elementary School is located in the small rural community of Nerstrand, approximately twelve miles from Faribault. Nerstrand Elementary School is recognized for especially strong ties to its community. Academic success is only one reason families choose the school. The family atmosphere created through the multiage grouping, including the grade K-5 homerooms that meet two times weekly, is often cited by parents as a particular draw to the school, along with the high behavior standards that are established. Staff members work hard to ensure that students feel emotionally and physically safe.

Learning Environment

We believe that learning is enhanced when students feel valued and safe. At Nerstrand Elementary School, there are high expectations for school-wide behaviors where all students respect themselves, others and property. Each staff member makes a concerted effort to connect with each student as a means to establish a genuinely positive climate where students can comfortably take educational risks and enjoy learning. The Responsive Classroom approach has enhanced our success in establishing a nurturing and positive school environment. In addition, Second Step is used as a holistic approach to teaching social-emotional learning.

Integrated Curriculum

Many areas of the curriculum at Nerstrand Elementary School are thematic. Social studies, Science and Health are tied with literature-based reading, writing assignments, art and music. Throughout the school year and into the summer, staff members collaborate to develop and refine curriculum. Staff development opportunities throughout the school year reinforce the implementation of an integrated curriculum.

Regal Eagles

The Regal Eagles Club is an after-school child care program. Children are given the opportunity to explore their own interests, participate in crafts, games, science & nature projects, plus socialize with their peers. Time is also made available to do homework. Regal Eagles has grown steadily over the years and parents express significant support and appreciation for this program offering.

A Strong Partnership with Parents and the Community

Nerstrand Elementary School staff is committed to maintaining a strong partnership with parents and community members. The staff is committed to: optimal communication, volunteer opportunities, and an “Open Door” policy for school visits, and reciprocal support through Service Learning programs. The staff and administration are committed to clear communication with families and community members.

Parent Survey

At every winter conference, our school distributes a family satisfaction survey to parents/guardians of Nerstrand students. Nerstrand School families had 44% participation in the survey. Questions were close-ended with five response options (Strongly Agree, Agree, Don't Know, Disagree, and Strongly Disagree).

When asked if families feel their child is receiving a well-rounded education at Nerstrand Elementary School, 93.7 % of families agreed or strongly agreed to that statement.

Comments from the most recent survey:

Continue to incorporate community and elders in the curriculum! Environmental awareness through prairie restoration, Nerstrand Big Woods State Park and the Peace Garden, this is programming that you can't get everywhere!

Environmental learning, hands-on experiences, field trips, community and outdoor experiences.

My child loves the carnival and sock hop every year!! All the fun activities they get to do is so wonderful to see as other schools don't participate in them.

Parent-Teacher Organization

The Nerstrand Elementary School Parent Teacher Organization (PTO) is an organization that contributes in a significant way to Nerstrand Elementary School. Through their fundraising efforts, special programs and opportunities are made available to all students. One example of their commitment to the Nerstrand students is the rotation of field trips to the Minneapolis Children's Theater, the Minnesota History Center, the Ordway Theater and the Science Museum of Minnesota. Traditional fundraisers include the Wreath and Swag Sale and the Carnival/Silent Auction.

In 2024, students were able to go to the Children's Theater and watch Alice in Wonderland. Everyone had a positive experience. PTO was also instrumental in the planning and execution of 2024 Nerstrand Night Out, which raised close to \$40K for our school. We are continuously thankful to the PTO for their endless support of our school.

Community & Parent Opportunities

Historically, there are many opportunities for parents and community members to visit Nerstrand Elementary School including the fall Flu-Shot Clinic, Elders' Community Celebration in the spring, and Service Learning projects such as Community Clean-Up Days. Parents are always welcome to visit classrooms, eat lunch with students, and observe special events such as "Student Spotlights".

Reciprocal Support

We appreciate the ongoing support we receive from the townspeople of Nerstrand who have made our school the "heart of their community." Community members support the school in a variety of ways including: partnerships in Service Learning projects, volunteering at the school, and donating items for fundraisers such as the Carnival's Silent Auction. Community volunteers add a unique dimension to the programs at Nerstrand Elementary School. The Nerstrand Women's Club donates a variety of clothes so that we have supplies for students who need them. Their help is greatly appreciated.

One of our very special community volunteers is Larry Riche, who works weekly with our students in the Peace Garden. Larry's time, dedication and love for our school is felt by all of us. His impact stretches far and wide. Larry helps organize our annual Prairie Appreciation, Migration Days (twice a year), Teepee Learning (every three years), among other learning opportunities within the classrooms. We are better for having known and worked with Larry.

VIII. INNOVATIVE PRACTICES

Multi-age Benefits

The multi-age setting positively impacts the overall climate of the school by enhancing positive social interaction, reducing interfering behaviors, and strengthening a strong sense of community. The benefits of multiage education for student growth and development are many:

- Increased time on task
- Greater student self-direction

- Emergence of peer leadership
- Active participation of students
- Greater student ownership
- Enhanced learning through teaching others
- Increased willingness to take learning risks
- Enhanced self-discipline and self-confidence
- Reduced competition among peers
- More individualized instruction
- Added inclusivity

Service Learning

We define Service Learning as “a form of experiential learning whereby students apply content knowledge, critical thinking and good judgment to address genuine community needs.” More simply, it is the “blending of both service and learning in such ways that both occur and are enriched by each other.” Through Service Learning projects, interpersonal skills such as collaboration, civic engagement, and problem solving are developed while students’ academic skills in reading, writing, science, art, math and social studies are enhanced through reflection and the projects themselves. The successful school-wide implementation of service learning has enabled students, parents, and staff to engage in extensive service projects that benefit the school and the community. Students also have leadership opportunities by serving on a variety of committees and task forces, including:

- Peace Garden Committee
- Learn and Serve Steering Committee
- Ambassadors
- School Spirit Task Force
- Safety Patrols

Many of the established projects have become traditions at Nerstrand Elementary School, which continue on today.

Environmental Learning

Other Service Learning projects have an environmental focus. For a number of years, Nerstrand Elementary School has worked in partnership with both the Nerstrand Big Woods State Park and Rice County's Caron Park where reforestation, landscaping, and prairie restoration efforts have been carried out with the help of community volunteer Larry Richie. We also maintain and enhance the Peace Garden on the school grounds. During 2022-2023 we began to restore another prairie in town. Students walked to Prairie Creek Engeseth Rinde and worked with Larry on helping to grow this prairie into a lush establishment. Our work continued into the 2023-2024 school year as students planted more prairie seeds and flowers there to help that prairie continue its establishment.

Responsive Classroom

We recognize the benefits of using a shared language around behavior that creates a supportive climate for students. Therefore, we have continued our successful implementation of this program. No matter what adult is speaking with students, the words addressing behavior are

consistent. As new personnel join the Nerstrand staff, we are committed to providing training for them.

Web-based Enrichment and Intervention:

In the fall of 2011, with the help of the Nerstrand PTO, the *Reading Eggs* program was purchased to promote reading development at the K-1 level. Students use these online activities at home and at school to strengthen their academic skills.

In the fall of 2023, the Savannah classrooms began using UFLI Foundations as an intervention for students needing additional help with phonemic awareness. Students are progressed monitored using our FASTBridge program where gains are detectable. This program will be expanded in the near future to include the Prairie Classrooms.

IX. FUTURE PLANS

- Investigate new reading curriculums that meet the READ Act requirements
- Ensure all licensed staff are trained in LETRS or CORE per the READ ACT
- Increase enrollment each year

Since the READ Act has gone into effect, we are working to ensure that our school is meeting the requirements of that legislation. Many of the licensed staff completed “LETRS” Training with the Minnesota Department of Education prior to the READ Act being enacted. Remaining staff will complete CORE, which also meets the READ Act requirements. Both of these programs offer our staff training on phonics and the science of reading, which staff are then implementing into their classroom instruction both in whole group and during interventions.

Process to Evaluate Progress toward Goals. Data meetings are held with our problem solving teams on reading and math interventions and student progress so adjustments can be made accordingly. Data meetings are also held in individual team meetings with the Executive Director, using data collected three times a year through the FASTBridge program (reading & math). In team meetings, all subject areas are reviewed and analyzed. Workdays are also a time for reflection and evaluation of curriculum, instruction and student work. We are a small staff so all licensed staff are part of our ongoing planning and reflection of academics and the climate of our school.

Strategies for improving the English language development of English learners. The Nerstrand Elementary School Board of Directors has developed a policy for English Language Learners. A variety of measures may be used to determine if a child would benefit from ELL services. Once eligibility for services is determined, a variety of curriculum is used to work with students. Our PRESS interventions through FASTBridge are beneficial for ELL learners in reading. If needed, contracted services with licensed ELL teachers would also be assessed.

X. BOARD TRAINING

<i>Name</i>	<i>Certification</i>	<i>Date Completed</i>	<i>Location</i>
Terri Neumann	Board roles/responsibilities	11/3/2021	MN Charter Board
Terri Neumann	Employment policies/practices	11/3/2021	MN Charter Board
Terri Neumann	Financial management	11/5/2021	MN Charter Board
Phil McBride	Board roles/responsibilities	11/13/2023	MN Charter Board
Phil McBride	Employment policies/practices	12/12/2023	MN Charter Board
Phil McBride	Financial management	NA	Resigned Prior to 12 months requirement
Ali Bossmann	Board roles/responsibilities	1/28/2024	MN Charter Board
Ali Bossmann	Employment policies/practices	1/28/2024	MN Charter Board
Ali Bossmann	Financial management	6/6/2024	MN Charter Board
Tara Vondrasek	Financial management	5/21/2010	Nonprofit Assistance Fund
Tara Vondrasek	Employment policies/practices	5/22/2010	Ratwik, Roszak, & Maloney
Tara Vondrasek	Board roles/responsibilities	5/22/2010	Ratwik, Roszak, & Maloney
Carmen Bonde	Board roles/responsibilities	5/22/2010	Ratwik, Roszak, & Maloney
Carmen Bonde	Employment policies/practices	5/22/2010	Ratwik, Roszak, & Maloney
Carmen Bonde	Financial management	11/13/2010	University of St. Thomas
Kelly McGregor	Board roles/responsibilities	3/13/2023	MN Charter Board
Kelly McGregor	Employment policies/practices	6/27/2023	MN Charter Board
Kelly McGregor	Financial management	7/7/2023	MN Charter Board
Carissa Erickson	Employment policies/practices	11/14/2022	MN Charter Board
Carissa Erickson	Financial Management	10/10/2022	MN Charter Board
Carissa Erickson	Board Roles/Responsibilities	9/5/2022	MN Charter Board

Results of Annual Assessment of Board Performance:

The 2022-2023 board was not required to complete a formal annual board assessment, but instead did a check in at the end of each board meeting answering the following questions:

- Did we stay on-track?
- Was the meeting strategic vs. micro-managed?
- Was everyone able to participate?

A recap of the board's overall answers to these questions are included in the board's minutes each month for the 22-23 school year and can be found on our website.

Whole Board Training Record:

Nerstrand Elementary School Board had whole board training during several board meetings throughout the 2022-2023 school year as documented in board minutes and located on our website.

Date	Training	By Who
October 9, 2023	Finances: Understanding the Audit	Abdo
November 13, 2023	Governance: Closing a Board Meeting	MN Charter Board
December 11, 2023	State Data Practice: Safeguarding Data	MN Charter Board
January 8, 2024	Employment: Safe and Sick Time	EdVisions Cooperative

Executive Director Training Record:

During the 2022-2023 school year, the Executive Director completed the following trainings:

Date	Training	By Who
8/22/23	Accommodations & Modifications for Students with Hearing Loss	Jodi Wiggins
8/22/23	Trauma & Attachment in the Classroom	Michael Benjamin
8/22/23	Understanding the Behavior Cycle & De-Escalation Strategies	Deana Siekmann
Multiple	Website Development; redesigning our website	NES Team
5/24/23	Celebration of Leading & Learning	NEO (authorizer)

XI. EXECUTIVE DIRECTOR'S PROFESSIONAL DEVELOPMENT PLAN

This was Nicole Musolf's second year at Nerstrand Elementary School. While many things are constantly in motion in a school and always being evaluated, the top priorities for this year are listed below.

1. The school leader provided a clear vision
2. The school leader was aware of predominant instructional practices throughout the school
3. The school leader ensured that teachers are provided with job embedded professional development that is directly related to their instructional growth goals

XII. DIVERSE, EFFECTIVE & IN-FIELD TEACHERS

Nerstrand School is a small school, with only five classrooms. Our students will have access to all classrooms and specialist teachers during their time at Nerstrand School. All students will have worked with every general education licensed teacher by the time they have graduated from Nerstrand School. Historically, Nerstrand has veteran staff who come to Nerstrand and stay.

We do have a small population of African American & American Indian students, but unfortunately our staff is not racially diverse. We have had no African American or American Indian teaching candidates apply for teaching positions. We would need one African American or American Indian teacher to reflect our student population. We use multiple hiring websites to recruit a diverse pool of applicants. Our number of applicants has increasingly gotten smaller over the years. We have tried to increase our salary scale to attract more candidates of all demographics. However, our best recruitment strategy tool seems to be word of mouth.

XIII. CURRICULUM, INSTRUCTION & CULTURAL COMPETENCY

Math: Nerstrand School adopted a new math curriculum (Bridges Math Curriculum) that began in the 2018-2019 school year. We specifically looked at more hands-on learning with this program. Our math team also looked at various recommendations of math programs and wanted a program that would have depth and the ability to complete the curriculum within a school year. They made sure the new program was aligned with MN state standards. In team meetings, time is given to reflect and discuss the program and analyze its effectiveness. We are using our aMath results, MCA math scores and in classroom assessments to measure its effectiveness. We have also increased our math periods to 80 minutes a day. Lastly, math interventions are happening based on assessment data (FASTBridge) and implemented in classrooms based on a prescribed basis. Students are progress monitored, data is analyzed and adjustments to groups are made based on that feedback.

Reading: In team meetings, all classroom teachers analyze data using FASTBridge, Fountas and Pinnell and MCA results in literacy. Using the PRESS protocol, if whole group interventions are required, then a six week intervention is given to the entire class. If smaller groups of students need interventions, then they are part of reading groups where intense instruction takes place as required. Those students are progress monitored, and data is analyzed. Many of our teachers completed LETRS training through the Minnesota Department of Education. We will continue to use Professional Development money to improve reading and math instruction, as that is a top priority for our school.

Cultural Competency: Multiple times a week, in their core rooms, students experience social-emotional learning through our Second Step curriculum. Through this, students work through different social situations and outcomes. They learn about perspective taking, empathy, processing emotions, understanding and resolving conflict and building positive relationships. We see the positive effects of this program in the daily interactions with students towards staff and towards each other. We value this curriculum and the experiences it has created for our students.

XIV. CLOSING

We are submitting our Annual Report to our authorizer- Novation Educational Opportunities (NEO). We are grateful to the trust our families and the Nerstrand community have placed in us to deliver a program of excellence to the families of Nerstrand Elementary School. The seeds of pride were planted when the school was established in 1887 and we continue to serve as the heartbeat of our small community to this day. We look forward to the opportunities for growth and enhanced success as we continue our partnership with NEO.

We continue to be grateful to the Faribault Public Schools for their thirteen years of charter school sponsorship and for their ongoing care and concern for the maintenance of our building. We appreciate their openness to our purchase of the following support services: custodial, food service, technology, and health consultations. Though we are no longer sponsored by them, we look forward to a continued positive relationship with the district where the vast majority of our students will attend once they graduate from our school.

XV. NERSTRAND TESTING INFORMATION BY GRADE LEVEL

TESTING CALENDAR BY GRADE

GRADE KINDERGARTEN

Common Test Name	Formal Test Name	Test Subject	Purpose	When
FASTBridge	Early Reading & Auto Reading; Early Math	Reading & Math	Provides student performance data and reporting improvement to parents, teachers, and administrators to enable evidence-based evaluation and data-driven instruction	Fall, Winter, Spring
READING BENCHMARKS	Fountas & Pinnell	Reading	A benchmark assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time. The word "benchmark" means a standard against which to measure something.	Fall, Winter, Spring
FASTBridge	aMath and aReading	Reading & Math	<p>aReading (Adaptive Reading) is a computer-administered adaptive measure of broad reading that is individualized for each student. Items tap a variety of skills including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary.</p> <p>aMath (Adaptive Math) is a fully automated computer adaptive measure of broad math skills. It is individualized for each student. Items tap a variety of skills including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations, measurement and data, and geometry.</p>	Fall, Winter & Spring

GRADE 1

Common Test Name	Formal Test Name	Test Subject	Purpose	When
FASTBridge	Early Reading & Auto Reading; Early Math & Auto Math	Reading & Math	Provides student performance data and reporting improvement to parents, teachers, and administrators to enable evidence-based evaluation and data-driven instruction	Fall, Winter, Spring
READING BENCHMARKS	Fountas & Pinnell	Reading	A benchmark assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time. The word	Fall, Winter, Spring

			“benchmark” means a standard against which to measure something.	
FASTBridge	aReading & aMath	Reading and Math	<p>aReading (Adaptive Reading) is a computer-administered adaptive measure of broad reading that is individualized for each student. Items tap a variety of skills including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary.</p> <p>aMath (Adaptive Math) is a fully automated computer adaptive measure of broad math skills. It is individualized for each student. Items tap a variety of skills including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations, measurement and data, and geometry.</p>	Fall, Winter & Spring

GRADE 2

Common Test Name	Formal Test Name	Test Subject	Purpose	When
FASTBridge	Auto Reading Auto Math	Reading & Math	Provides student performance data and reporting improvement to parents, teachers, and administrators to enable evidence-based evaluation and data-driven instruction	Fall, Winter, Spring
READING BENCHMARKS	Fountas & Pinnell	Reading	A benchmark assessment system is a series of texts that can be used to identify a student’s current reading level and progress along a gradient of text levels over time. The word “benchmark” means a standard against which to measure something.	Fall, Winter, Spring
FASTBridge	aReading & aMath	Reading & Math	<p>aReading (Adaptive Reading) is a computer-administered adaptive measure of broad reading that is individualized for each student. Items tap a variety of skills including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary.</p> <p>aMath (Adaptive Math) is a fully automated computer adaptive measure of broad math skills. It is individualized for each student. Items tap a variety of skills including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations, measurement and data, and geometry.</p>	Fall, Winter & Spring

GRADE 3

Common Test Name	Formal Test Name	Test Subject	Purpose	When
FASTBridge	Auto Reading Auto Math	Reading & Math	Provides student performance data and reporting improvement to parents, teachers, and administrators to enable evidence-based evaluation and data-driven instruction	Fall, Winter, Spring
READING BENCHMARKS	Fountas & Pinnell	Reading	A benchmark assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time. The word "benchmark" means a standard against which to measure something.	Fall, Winter, Spring
FASTBridge	aReading & aMath	Reading & Math	aReading (Adaptive Reading) is a computer-administered adaptive measure of broad reading that is individualized for each student. Items tap a variety of skills including concepts of print, phonemic awareness, phonics, comprehension. Math (Adaptive Math) is a fully automated computer adaptive measure of broad math skills. It is individualized for each student. Items tap a variety of skills including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations, measurement and data, and geometry.	Fall, Winter & Spring
MCA-III	Minnesota Comprehensive Assessment III (MCA-III) Required by State of Minnesota	Reading & Math	The state tests in reading and math meet the requirements of the federal No Child Left Behind (NCLB) Act. These tests are given every year to measure student performance on the Minnesota standards in reading and math. The reading and math tests are also used to determine whether schools and districts have made Adequate Yearly Progress (AYP) toward all students being proficient for NCLB.	Spring
MTAS	Minnesota Test of Academic Skills (MTAS) Required by State of Minnesota	Alternate Achievement standards for students with the most significant cognitive disabilities	Provides performance and growth data to parents, teachers, and administrators. Links assessment results to instruction. (Test is an alternate for the MCA-II/III) These tests are also used to determine whether schools and districts have made Adequate Yearly Progress (AYP) toward all students being	Spring

			proficient for NCLB.	
--	--	--	----------------------	--

GRADE 4

Common Test Name	Formal Test Name	Test Subject	Purpose	When
FASTBridge	Auto Reading Auto Math	Reading & Math	Provides student performance data and reporting improvement to parents, teachers, and administrators to enable evidence-based evaluation and data-driven instruction	Fall, Winter, Spring
READING BENCHMARKS	Fountas & Pinnell	Reading	A benchmark assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time. The word "benchmark" means a standard against which to measure something.	Fall, Winter, Spring
FASTBridge	aReading & aMath	Reading and Math	aReading (Adaptive Reading) is a computer-administered adaptive measure of broad reading that is individualized for each student Items tap a variety of skills including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary aMath (Adaptive Math) is a fully automated computer adaptive measure of broad math skills. It is individualized for each student. Items tap a variety of skills including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations, measurement and data, and geometry.	Fall, Winter & Spring
MCA-III	Minnesota Comprehensive Assessment III (MCA-III) Required by State of Minnesota	Reading & Math	The state tests in reading and math meet the requirements of the federal No Child Left Behind (NCLB) Act. These tests are given every year to measure student performance on the Minnesota standards in reading and math. The reading and math tests are also used to determine whether schools and districts have made Adequate Yearly Progress (AYP) toward all students being proficient for NCLB.	Spring
MTAS	Minnesota Test of Academic Skills (MTAS) Required by State of Minnesota	Alternate Achievement standards for students with the most	Provides performance and growth data to parents, teachers, and administrators. Links assessment results to instruction. (Test is an alternate for the MCA-II/III) These tests are also used to determine whether schools and districts have	Spring

		significant cognitive disabilities	made Adequate Yearly Progress (AYP) toward all students being proficient for NCLB.	
--	--	------------------------------------	--	--

GRADE 5

Common Test Name	Formal Test Name	Test Subject	Purpose	When
FASTBridge	Auto Reading Auto Math	Reading & Math	Provides student performance data and reporting improvement to parents, teachers, and administrators to enable evidence-based evaluation and data-driven instruction	Fall, Winter, Spring
READING BENCHMARKS	Fountas & Pinnell	Reading	A benchmark assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time. The word "benchmark" means a standard against which to measure something.	Fall, Winter, Spring
FASTBridge	aReading & aMath	Reading and Math	aReading (Adaptive Reading) is a computer-administered adaptive measure of broad reading that is individualized for each student. Items tap a variety of skills including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary. aMath (Adaptive Math) is a fully automated computer adaptive measure of broad math skills. It is individualized for each student. Items tap a variety of skills including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations, measurement and data, and geometry	Fall, Winter & Spring
MCA-III	Minnesota Comprehensive Assessment III (MCA-III) Required by State of Minnesota	Reading , Math & Science	The state tests in reading and math meet the requirements of the federal No Child Left Behind (NCLB) Act. These tests are given every year to measure student performance on the Minnesota standards in reading math and science. The reading and math tests are also used to determine whether schools and districts have made Adequate Yearly Progress (AYP) toward all students being proficient for NCLB.	Spring
MTAS	Minnesota Test of Academic Skills (MTAS) Required by State of Minnesota	Alternate Achievement standards for students with the most	Provides performance and growth data to parents, teachers, and administrators. Links assessment results to instruction. (Test is an alternate for the MCA-II/III) These	Spring

		significant cognitive disabilities	tests are also used to determine whether schools and districts have made Adequate Yearly Progress (AYP) toward all students being proficient for NCLB.	
--	--	------------------------------------	--	--