

*Nerstrand Elementary School
Independent Charter School
District #4055*



*2022-2023 Annual Report & World's Best
Workforce Plan
on Curriculum, Instruction and Student Achievement
December 2023*

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.

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INTRODUCTION

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.

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.

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).

SPONSOR/AUTHORIZER INFORMATION

Nerstrand Elementary School is pleased to have the opportunity to function under the authorization of NEO and we look forward to many years of successful operation under their guidance. 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
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I. SCHOOL ENROLLMENT

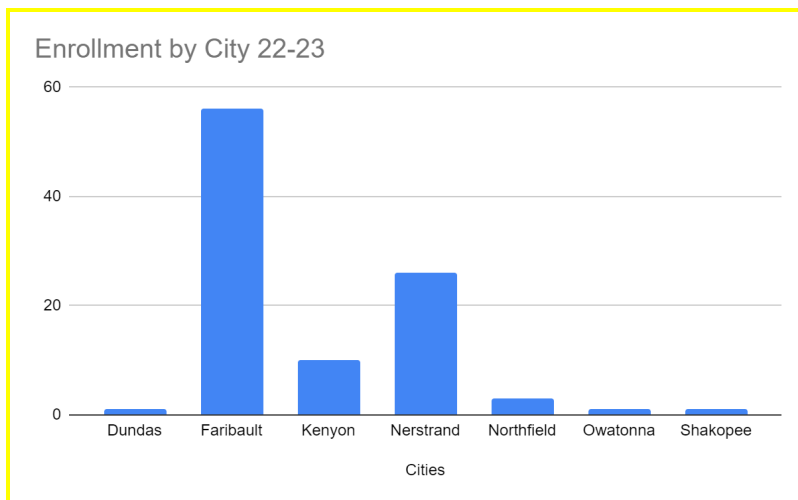
In 2022 - 2023, there were 99 students enrolled at Nerstrand Elementary School who were distributed into grade level classes as follows:

<i>Core Name</i>	<i>Grade Level</i>	<i>Enrolled</i>
Prairie	Kindergarten	21
Prairie	Grade 1	19
Savannah	Grades 2 – 3	32
Woodlands	Grades 4 – 5	27

Grade Level Enrollment

<i>Grade Level</i>	<i>Number of students</i>	<i>Number of boys</i>	<i>Number of girls</i>
Kindergarten	21	7	14
First Grade	19	13	6
Second Grade	15	8	7
Third Grade	17	9	8
Fourth Grade	14	6	8
Fifth Grade	13	8	5
Total	99	51	48

Enrollment by City:



As the above chart indicates, the vast majority of our students reside in the Faribault School District. 86% 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>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>	<i>2022-2023</i>
<i>Total Enrollment</i>	148	148	126	105	99
<i>Male</i>	71	72	68	62	51
<i>Female</i>	77	76	58	43	48
<i>Special Education</i>	39	33	21	25	19
<i>African American</i>	5	6	3	4	5
<i>Hispanic</i>	6	4	2	0	0
<i>Asian/Pacific Islander</i>	3	3	2	1	0
<i>White</i>	131	133	119	100	94
<i>American Indian</i>	3	2	0	0	0
<i>F/R Lunch</i>	52	38	22	0	27
<i>LEP</i>	1	0	0	0	0

I. STUDENT ATTRITION

Over time, we have experienced very little fluctuation in our enrollment during the course of the school year. We have consistently held our enrollment to 150 – 156 students every year since our chartering in 1999. Unfortunately, because of the pandemic, our enrollment numbers suffered beginning in the 2020-2021 school year. As a result, we continue to see a decline in enrollment, but are hoping to stabilize out soon. We lost 6 more students between last year and this year. It is important to note that several districts in our area are also experiencing declining enrollment and that we are marketing heavily to increase enrollment. We hired Enrollhand this year to help us market, but unfortunately did not see an increase in student enrollment.

III. GOVERNANCE AND MANAGEMENT

School Management

The Administrative Team includes the Executive Director, the Administrative Assistant and the Business Manager. This year, the entire school management team was new due to the retirement of the prior team. Together, the new team stepped into their roles and led the school into the next academic school year.

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. Three Ex-Officio members: executive director, business manager & administrative assistant

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.

2022-2023 Board of Directors

Chair: Sarah Johnson, teacher
sarah@nerstrand.charter.k12.mn.us

Clerk: Amber Skluzacek, parent
amber@nerstrand.charter.k12.mn.us

Treasurer: Nicole Schaefer, teacher
nicky@nerstrand.charter.k12.mn.us (assumed role as treasurer from Jake Kaukola)

Jake Kaukola, teacher
jake@nerstrand.charter.k12.mn.us (laid off in October 2022)

Teacher Rep: Tara Vondrasek
tara@nerstrand.charter.k12.mn.us

Kelly McGregor
kelly@nerstrand.charter.k12.mn.us (added in November 2022 to replace Jake Kaukola)

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

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

Trace Miner-Jacobson, Administrative Assistant
trace@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	1
Schaefer, Nicole	Special Education Teacher	515070	4
Laura Allen	Speech/Lang. Clinician	354233	1
Lubinski, Andrew	Gr. 4/5 Classroom Teacher	479984	9
McGregor, Kelly	Gr. 4/5 Classroom Teacher	408447	4
Bonde, Carmen	Physical Education Teacher	317942	11
Shroyer, Paula	Gr. 1 Classroom Teacher	332268	23
Johnson, Sarah	Gr. 2/3 Classroom Teacher	404387	11
Kaukola, Jake	Music Teacher	503785	3, laid off October 22
Haugland, Caitlin	Gr. K Classroom Teacher	501707	2, laid off October 22
Freidig, Katie	Occupational Therapist	1019489	5
Alicia Meland	School Psychologist	317091	1
McBride, Phil	Special Education Teacher	1004806	3
Vondrasek, Tara	Gr. 2-3 Classroom Teacher	408258	18

NON-CERTIFIED STAFF

<i>Name</i>	<i>Position</i>	<i>Yrs. of Service at NES</i>
Bonde, Carmen	Special Education Paraprofessional	19
Flom, Sara	Special Education paraprofessional	8
Trace Miner-Jacobson	Administrative Assistant	1
Haugen-Eitzman, Laurie	General Education Paraprofessional; Special Education Paraprofessional in October of 2022	7

Huber, Margaret	General Education Paraprofessional; Special Education Paraprofessional in October of 2022	5
Jans, Dana	Regal Eagles Coordinator	5
Waddell, Cara	General Education Paraprofessional; Special Education Paraprofessional in October of 2022	7
Keller, Cheryl	Special Education Paraprofessional	14, resigned October 22
Reuvers, Sue	Special Education Paraprofessional	2
Roloff, Haily	Special Education Paraprofessional	1, laid off in October 22
McCorkell, Katie	Special Education Paraprofessional	2

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.

Due to a significant financial deficit that was directly linked to low enrollment, staff layoffs took place in October of 2022, with several staff members being affected by this change. Those are noted in the charts above as well.

Staff Development

During our back to school professional development training, staff were trained on math and reading interventions, specific to special education students. FERPA and HIPAA training were also included.

V. FINANCES

Since 2000, Keith Johnson served as our business manager. The Board of Directors was able to make informed fiscal decisions because of the guidance provided by him. Due to his thoroughness, we were able to manage our fiscal tasks in-house, without the need to contract for outside services. In June of 2022, Keith retired after decades of service to our school. Traci LaFerriere was hired to take over in July of 2022. She comes to Nerstrand with a strong background in finances having previously worked for the Minnesota Department of Education.

Throughout the years, a system of checks and balances has been established for the financial accountability of the school. This year, 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.

The School has received recognition for Financial Management, which included this school year as we were awarded the Financial Stewardship Award from NEO.

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 one finding that has already been rectified.

VI. *ACADEMIC PERFORMANCE*

WORLD'S BEST WORKFORCE SUMMARY REPORT-2021-2022



2022-2023 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Nerstrand Elementary School

Grades Served: K-5

WBWF Contact : Nicole Musolf, Executive Director

Phone: 507-333-6854

Email: nmusolf@nerstrand.charter.k12.mn.us

Website: www.nerstrand.charter.k12.mn.us

Authorizer Contact Information:

Novation Education Opportunities (NEO)

3432 Denmark Avenue, Suite 130,

Eagan, MN 55123

Wendy Swanson Choi, Executive Director

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Did you have an MDE approved Achievement and Integration plan implemented in the 2021-22 school year?

Yes

No

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://philip550.wixsite.com/nerstrand-elementary>

Annual Public Meeting

The annual public meeting was held in the fall of the school year. 08/28/2023

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
Long term goal: 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.	In the spring of 2023, 86% of Kindergarteners had reached Level D.	Check one of the following: On Track (multi-year goal)

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
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.	In two years, our combined proficiency rate is 46.81% compared to the State’s rate of 52.52%	<p><i>Check one of the following:</i></p> <p>Not On Track (multi-year)</p>

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
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.	For school year 22-23, Nerstrand scored 58.33% and the State scored 34.77%.	<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 2%.</p> <p>The decrease in students in the “high and some risk” category for aReading was 3%.</p>	<p><i>Check one of the following:</i></p> <p>Goal Not Met (one-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

Each spring, Nerstrand distributes a parent/family engagement and satisfaction survey to parents/guardians of Nerstrand students. Nerstrand School families had 74% 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, 89% of families agreed or strongly agreed to that statement.

Comments from the most recent survey:

We love the sense of a close knit community we see and feel at NES.

Treating kids as individual learners and seeing their growth is a strength.

You have great teachers and communication.

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 in December and the Carnival/Silent Auction in the winter. This year, students were able to go to the Science Museum and had a blast learning about all things science.

Community & Parent Opportunities

Historically, there are many opportunities for parents and community members to visit Nerstrand Elementary School including Community Coffees, Community Lunches, the fall Flu-Shot Clinic, Youth and 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.

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

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.

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. This year, we also 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.

Responsive Classroom

We have continued our successful implementation of this program. We recognize the benefits of using a shared language around behavior that creates a supportive climate for students. No matter what adult is addressing them, the words addressing behavior are consistent. We have continued the RC training of staff both in-house and through participation in RC training in the metro area. As new personnel join the Nerstrand staff, we are committed to providing training for them.

Web-based Enrichment using Reading Eggs

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.

IX. FUTURE PLANS

- Establish goals and benchmarks for the coming years in instruction and student achievement.
- System to review the effectiveness of Instruction and Curriculum through classroom interventions

Using data from standardized assessments (FASTbridge & MCA), we are reviewing our curriculum and instruction in reading and math. Our school is committed to using PRESS materials from the University of Minnesota. Each classroom implemented both reading and math interventions into their classrooms based on assessments with progress monitoring occurring every two weeks. We accepted a part-time Reading Corps tutor this year through AmeriCorps where 12 students were served all year. Our licensed staff is getting more training on data literacy to better use the data we have collected. Most of the licensed staff completed “LETRS” Training with the Minnesota Department of Education. This program offered our staff training on phonics and the science of reading.

We have also spent much time on learning and growing our Social and Emotional Learning programs for students and staff. New SEL curriculum was implemented school-wide in the 2019-2020 school year. The Responsive Classroom (RC) strategies that have proven to be successful both in terms of student behavior and achievement will continue to be a priority for teachers and support staff alike. The high standards for behavior that have been the hallmark of the school for decades are reinforced through this positive approach. Paraprofessionals are given in-house training on this process.

Paraprofessionals will also be attending training as needed. They work with our PE teacher to implement “conflict corners” during their recess time, and to replicate expectations from PE to the playground.

After COVID-19, we created a comfort corner for children that have sensory challenges. This lent itself to reviewing the current needs of teachers and students and how our media center space can better support teachers in their work. This is a work in progress, but in the foreseeable future, it could be used for intervention time.

Nerstrand uses a peer review model for teacher evaluation, coupled with evaluations from the Executive Director. Each year all teachers are paired with a peer and are required to do three observations with their colleague (this includes a pre and post meeting). Our teaching staff developed a teacher review rubric that is used by the Executive Director each year, with all full time licensed Nerstrand staff. Every 3 years, licensed staff present a portfolio for review by the Executive Director.

Nerstrand Elementary School has committed to using technology in all classrooms. We now have one on one devices for our students due to the pandemic. We use Chromebooks in all classrooms for assessment, word processing and project based learning. Looking to the future, we plan on integrating Chromebooks further into our school day. With the learning we have gleaned from the pandemic, we are analyzing the ways we can use technology more purposefully.

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 in working 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 used.

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
Nicole Schaefer	Board roles/responsibilities	2/8/2020	MACS
Nicole Schaefer	Employment policies/practices	2/8/2020	MACS
Nicole Schaefer	Financial management	11/19/2019	MACS online
Sarah Johnson	Board roles/responsibilities	10/11/2014	University of St Thomas
Sarah Johnson	Employment policies/practices	10/11/2014	University of St Thomas
Sarah Johnson	Financial management	10/11/2014	University of St Thomas
Tara Vondrasek	Financial management	5/21/10	Nonprofit Assistance Fund
Tara Vondrasek	Employment policies/practices	5/22/10	Ratwik, Roszak, & Maloney
Tara Vondrasek	Board roles/responsibilities	5/22/10	Ratwik, Roszak, & Maloney
Amber Skluzacek	Board roles/responsibilities	9/12/21	NEO: Taking Board minutes
Amber Skluzacek	Employment policies/practices	9/13/21	NEO: Evaluate the leader
Amber Skluzacek	Financial management	12/30/20	NEO: Financial Oversight - Fund Balance
Kelly McGregor	Board roles/responsibilities	3/13/23	MN Charter Board
Kelly McGregor	Employment policies/practices	6/27/23	MN Charter Board
Kelly McGregor	Financial management	7/7/23	MN Charter Board
Carissa Erickson	Employment policies/practices	5/23/22	MN Charter Board
Carissa Erickson	Financial Management	10/10/22	MN Charter Board
Carissa Erickson	Board Roles/Responsibilities	9/5/2022	MN Charter Board

XI. EXECUTIVE DIRECTOR'S PROFESSIONAL DEVELOPMENT PLAN

This was Nicole Musolf's first year at Nerstrand Elementary School. Given the significant financial challenges the school was facing, a condensed evaluation was used. 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 ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level
2. The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress towards school achievement goals.
3. The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

XII. DIVERSE, EFFECTIVE & IN-FIELD TEACHERS

Nerstrand School is a small school, with only six 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. While one special education teacher is considered "inexperienced" as of the 22-23 school year, we have a robust mentor program where teachers are observed and get feedback on a regular basis. Historically, Nerstrand has veteran staff who come to Nerstrand and stay.

We do have a small population of African American students, but unfortunately our staff is not racially diverse. We have had no African American teaching candidates apply for teaching positions. We would need one African American 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 races.

XIII. CURRICULUM, INSTRUCTION & CULTURAL COMPETENCY

Math: Nerstrand School adopted a new 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 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 (FAST) and implemented in classrooms based on a prescribed basis. Students are progress monitored, data is analyzed and adjustments to groups are made based on the feedback.

Reading: In team meetings, all classroom teachers analyze data using FAST, 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 students 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 low incidence special education consultation. 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	Formative Assessment System for Teachers from University of Minnesota	Early Literacy	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 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-aReading Fall, Winter & Spring-aMath

GRADE 1

Common Test Name	Formal Test Name	Test Subject	Purpose	When
FASTBridge	Formative Assessment System for Teachers from University of Minnesota	Early Literacy	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	Fall, Winter, Spring

			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
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 levels over time. The word "benchmark" means a standard against which to measure something.	Fall, Winter, Spring
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 3

Common Test Name	Formal Test Name	Test Subject	Purpose	When
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 levels over time. The word "benchmark" means a standard against which to measure something.	Fall, Winter, Spring
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.</p> <p>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.</p>	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

GRADE 4

Common Test Name	Formal Test Name	Test Subject	Purpose	When
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.	
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 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

GRADE 5

Common Test Name	Formal Test Name	Test Subject	Purpose	When
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 proficient for NCLB.	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 levels over time. The word "benchmark" means a standard against which to measure something.	Fall, Winter, Spring
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
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