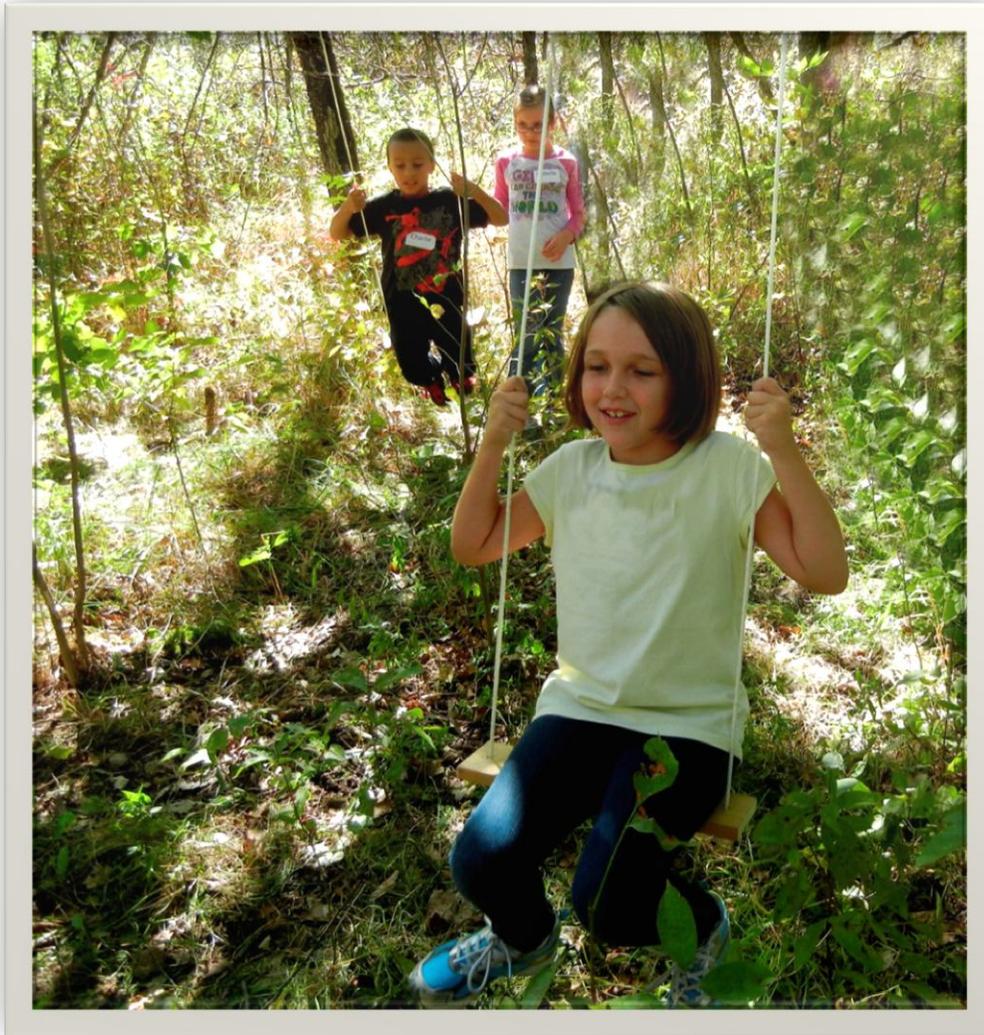


*Nerstrand Elementary School
Independent Charter School
District #4055*



*2011-2012 Annual Report
on Curriculum, Instruction
and Student Achievement
October, 2012*

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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Preface

INTRODUCTION

This annual report is presented to the Board of Education of the Faribault Public Schools 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.

Progress toward school goals has been measured and documented through formal and informal assessments, forums and surveys. Trends in scores of the NWEA Measures of Academic Progress (MAP) and Minnesota Comprehensive Assessments (MCA) are summarized, along with informal K-5 assessments employed at Nerstrand Elementary School.

SPONSOR/AUTHORIZER INFORMATION

Faribault Public School District #656 has been the Nerstrand Elementary Charter School sponsor since our inception in 1999. We are proud to be the first Minnesota public school to have officially “converted” to charter school status. We have successfully completed thirteen years as a charter school and we are thankful for the support provided by the Administration and School Board of the Faribault School District during that time. We especially appreciate the District’s willingness, in the summer of 2011, to approve the extension of our sponsor agreement for one additional year. We gratefully submit this final Annual Report to the Faribault Public Schools. The first year of our sponsor contract with the Faribault Schools was in 1999-2000 and we renewed that contract in 2002, 2005, 2008, and again in 2011. Nerstrand Elementary School personnel and Student Ambassadors will present this Annual Report to the Independent School District #656 Board on October 15, 2012. Contact information for our sponsor is:

Mr. Todd Sesker, Superintendent
Faribault Public School District Office
P.O. Box 618
Faribault, Minnesota 55021

I. SCHOOL ENROLLMENT

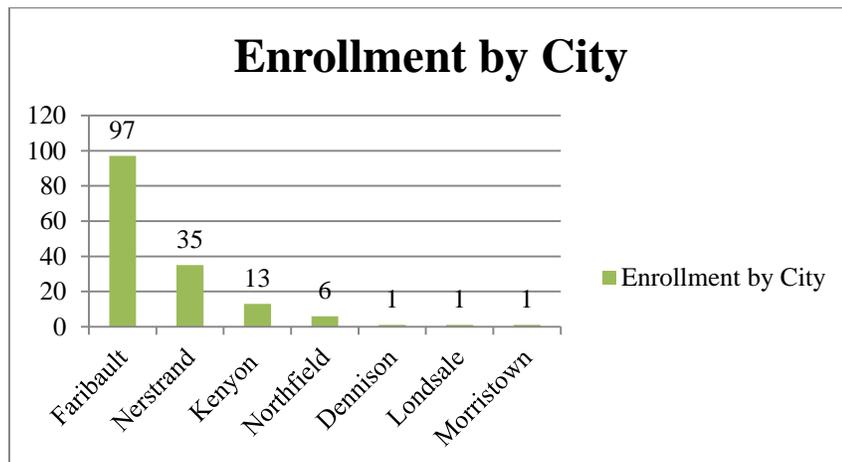
In 2011-2012 there were 155 students enrolled at Nerstrand Elementary School who were distributed into multiage core classes as follows:

<i>Core Name</i>	<i>Grade Level</i>	<i>Enrolled</i>
Prairie	Kindergarten	24
Savannah	Grades 1 – 3	81
Woodlands	Grades 4 – 5	50
Total Enrollment	Grades K-5	155

Grade Level Enrollment

<i>Grade Level</i>	<i>Number of students</i>	<i>Number of boys</i>	<i>Number of girls</i>
Kindergarten	24	13	11
First Grade	24	13	11
Second Grade	29	15	14
Third Grade	28	14	14
Fourth Grade	25	15	10
Fifth Grade	25	12	13
Total	155	82	73

Enrollment by City



As the above chart indicates, the vast majority of our students reside in the Faribault School District (this includes those with Faribault and Nerstrand addresses). Only 14% of our students reside outside of the Faribault School District.

The following chart provides demographic trends at Nerstrand Elementary School.

	<i>2008-2009</i>	<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>
<i>Total Enrollment</i>	154	154	150	155
<i>Male</i>	80	80	76	82
<i>Female</i>	74	74	74	73
<i>Special Education</i>	21	19	15	15
<i>African American</i>	0	0	1	0
<i>Latino</i>	2	0	0	1
<i>Asian/Pacific Islander</i>	0	1	1	1
<i>White</i>	152	153	146	151
<i>American Indian</i>	0	1	3	2
<i>F/R Lunch</i>	29	31	19	22
<i>LEP</i>	2	0	0	0

II. STUDENT ATTRITION

We began the school year with an enrollment of 155. A new student enrolled in October, bringing our enrollment to 156. In January, two students were withdrawn to be enrolled in home school. We ended the school year with an enrollment of 154. Over time, we have experienced very little fluctuation in our enrollment during the course of the school year. In addition, we have consistently held our enrollment to 154 – 156 students every year since our chartering in 1999.

III. GOVERNANCE AND MANAGEMENT

School Management

The Administrative Team includes the Director, the Administrative Assistant and the Business Manager. A system of checks and balances has been established for the financial accountability of the school.

Nerstrand Elementary School 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 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, sponsor)
8. School enrollment and organization

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

1. Four teacher representatives, elected by teachers
2. Two parent representatives, elected by parents
3. One community representative
4. One Ex-Officio member: building administrator
5. Seven voting members total

The members of the Board of Directors serve a three-year renewable term

1. Every year, one (1) of the two- (2) parent or one (1) community member terms expire and board elections are held in May.
2. Every third year, two (2) teacher's 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 community.

2011-2012 Board of Directors

Chairperson: Paula Shroyer, teacher
401 3rd Street
Nerstrand, MN 55053
H 507-334-3369
W 507-333-6862

Ellen Paulson, teacher
520 Tatepaha Blvd.
Faribault, MN 55021
H 507-332-0565
W 507-333-6866

Gayle Reuvers, community rep.
7197 Kenyon Blvd.
Faribault, MN 55021
H 507-334-5093

Tara Berndt, parent
15905 fley Ave.
Northfield, MN 55057
H 507-333-2165

Clerk: Tara Vondrasek, teacher
1601 Armstrong Road
Northfield, MN 55057
H 507-202-9950
W 507-333-6864

Mike Ross, parent
1101 Wellington Crescent
Faribault, MN 55021
H 507-331-8752

Sarah Stensrud, teacher
1810 Birchwood Court
Faribault, MN 55021
H 507-334-2826
W 507-333-6857

Director: Lauren Satrom
1708 Red Iron Lane
St. Peter, MN 56082
H 507-934-9381
W 507-333-6854

Admin. Asst.: Barb Grote
11492 East 200th Street
Kenyon, MN 55946
H 507-789-5369
W 507-333-6856

Business Manager: Keith Johnson
8704 Bagley Avenue
Northfield, MN 55057
H 507-645-2870
W 507-333-6859

IV. STAFFING

CERTIFIED STAFF

<i>Name</i>	<i>Position</i>	<i>File Folder</i>	<i>Yrs. of Service at NES</i>
Boudreau, Jan	Special Education Teacher	249690	11
Hertle, Wayne	Speech/Lang. Clinician	177708	27
Kiley, Margaret	Gr. 4/5 Classroom Teacher	308466	15
Paulson, Ellen	Gr. 4/5 Classroom Teacher	328639	22
Satrom, Lauren	Physical Education Teacher	313359	23
Shroyer, Paula	Gr. 1/2/3 Classroom Teacher	332268	11
Stensrud, Sarah	Kindergarten Teacher	289550	16
Temple, Linda	Gr. 1/2/3 Classroom Teacher	345544	4
Van Roekel, Melodi	Music Teacher	289572	2
Vondrasek, Tara	Gr. 1/2/3 Classroom Teacher	408258	8

NON-CERTIFIED STAFF

<i>Name</i>	<i>Position</i>	<i>Yrs. of Service at NES</i>
Amy, Lori	Paraprofessional	13
Bonde, Carmen	Special Education Paraprofessional	8
*Erickson, Michael	Custodian	
*Eul, Brenda	Head Cook	
Grote, Barb	Administrative Assistant	20
Isaacson, Margaret	Media Paraprofessional	25
Ivers, Karin	Paraprofessional	7
*Jandro, Joan	Cook's Assistant	
Keller, Cheryl	Special Education Paraprofessional	4
Tralle, Pamela	Paraprofessional	25
Wesely, Susan	Paraprofessional	4

*These individuals are employed by either the Faribault School District or Sodexo Food Service. Their services come to Nerstrand Elementary School as a result of agreements between the Boards of Directors of the respective schools/organizations.

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.

Licensed teacher percentage turnover rate:

2011-2012 = 0%, 0 teachers

Staff Development

Planning for Early Dismissal Days and Curriculum Days is carried out by our Staff Development Committee, consisting of three teachers and the Director. The focus last year was on our school-wide adoption of the Responsive Classroom approach. All classroom teachers participated in extensive training during the summer of 2011, with Responsive Classroom trainers coming to the school in the fall of 2011 to provide paraprofessional staff with an abbreviated training experience. The success of Responsive Classroom is greatly enhanced when all adults at the school have a working knowledge of both the philosophy and the strategies that result in student success. The Nerstrand Staff has collectively embraced the approach and worked hard throughout the 2011-12 school year to reinforce the teacher/staff behaviors that promote student success. A curriculum review cycle has been established and Science and Health will be reviewed during the 2012-2013 school year.

V. FINANCES

For thirteen years, Keith Johnson has served as our business manager. The Board of Directors is able to make informed fiscal decisions because of the guidance provided by him. Due to his thoroughness, we have been able to manage our fiscal tasks in house, without the need to contract for outside services.

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

The audited Financial Statement for the year ending June 30, 2012, shows revenues totaling \$1,284,607.89 and expenses in the amount of \$1,272,240.22 resulting in a net income of \$12,367.67. The annual financial audit resulted in no compliance findings, suggestions for improvement, or negative comments whatsoever.

VI. ACADEMIC PERFORMANCE

The student achievement goals set for the 2011-2012 school year were collaboratively determined by the Nerstrand Elementary School staff and results were based on data from self-assessment surveys, test scores, and ongoing informal assessments. During goal-setting discussions, the staff also planned instructional strategies and assessment measures that would support students in these specific areas.

ACADEMIC GOALS

1. Students' reading skills, fluency and comprehension will be enhanced by aligning continuous, direct reading instruction K-5.

Indicators

-85% of students in grades 3-5 will score at or above level 3 (proficient) on the MCA II reading test
-85% of students in grades 2-5 will score at or above grade level according to the NWEA MAP tests

Results – Minnesota Comprehensive Assessment (MCA) – Reading

As illustrated in the following chart, with 88.3% of Nerstrand School’s students in grades 3-5 achieving at or above Level 3 Proficiency on the reading portion of the MCA II, this academic goal was met.

***MCA Reading
Percentage at or above Level 3 Proficient***

<i>Grade</i>	<i>Minnesota</i>	<i>Nerstrand</i>	<i>Difference</i>
3	80.3	82.1	+1.8
4	75.2	88.5	+13.3
5	78.0	95.1	+17.7
3-5	75.3	88.3	+13

Results - NWEA Reading Scores

As illustrated in the following chart, Nerstrand students performed above the National Grade Level Reading Norms, as measured by the NWEA MAP test, across all grades levels.

***NWEA Measures of Academic Progress (MAP)
Reading Norms
Mean RIT Values***

<i>Grade</i>	<i>National</i>	<i>Nerstrand</i>	<i>Difference</i>
2	183.6	193.2	+9.6
3	194.6	201.9	+7.3
4	203.2	206.7	+3.5
5	209.8	219.8	+10.0

2. Students will develop higher level math skills.

Indicators

- 85% of students in grades 3-5 will score at or above level 3 (proficient) on the MCA III tests
- 85% of students in grades 2-5 will score at or above grade level according to the NWEA MAP tests

Results – Minnesota Comprehensive Assessment (MCA) – Math

As illustrated in the following chart, with 76.6% of Nerstrand School’s students in grades 3-5 achieving at or above Level 3 Proficiency on the math portion of the MCA II, this academic goal was not met. It is important to note, however, that Nerstrand students in grades 3-5 exceeded the percentage of students scoring “at or above Level 3 proficient” across Minnesota by 15.3 percentage points (Nerstrand’s percentage: 76.6%; Minnesota’s percentage: 61.3%). In retrospect, Nerstrand’s goal of 85% appears particularly challenging, given the relatively low scores across Minnesota on this assessment.

MCA Math
Percentage at or above Level 3 Proficient

Grade	Minnesota	Nerstrand	Difference
3	75.6	78.6	+3
4	73.2	73.1	-.1
5	61.5	78.3	+16.8
3-5	61.3	76.6	+15.3

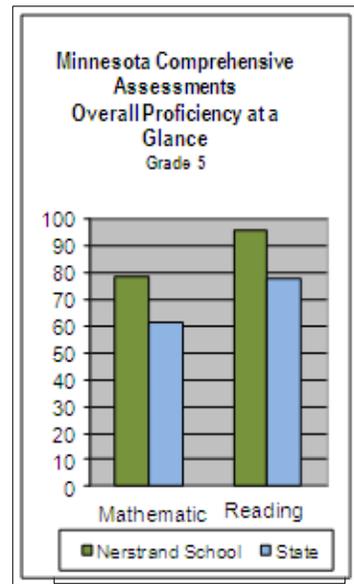
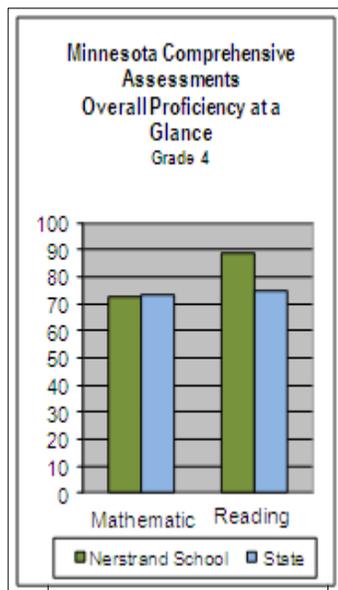
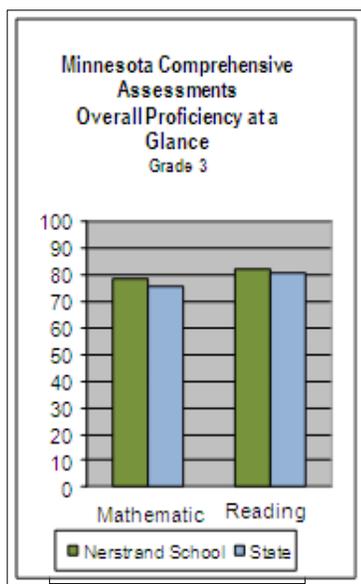
Results - NWEA Math Scores

As illustrated in the following chart, Nerstrand students performed above the National Grade Level Math Norms, as measured by the NWEA MAP test, across all grades levels.

NWEA Measures of Academic Progress (MAP)
Math Norms
Mean RIT Values

Grade	Minnesota	Nerstrand	Difference
2	185.5	196.5	+11.0
3	198.5	204.1	+5.6
4	208.7	214.3	+5.6
5	217.8	214.3	+10.2

Minnesota Comprehensive Assessments Results



Additional Data from MDE:

Nerstrand Elementary School's **Multiple Measurement Rating (MMR): 98.42%**

This percentage score is derived from the following: 24.99 Proficiency points and 24.23 Growth points, for a total of 49.21 points out of a possible 50 points. The Multiple Measurement Rating (MMR) is a measurement of school performance used for holding schools accountable under Minnesota's approved No Child Left Behind waiver. In schools where it is applicable, the achievement gap and graduation rates are also used to derive the MMR rating.

Grade 5 Science Proficiency, as measured by the MCA: 78.3%, as compared to a Minnesota state average of 57.9%, resulting in Nerstrand students exceeding the Minnesota average by 20.4 percentage points.

NON-ACADEMIC GOALS

1. By using a Responsive Classroom (RC) approach, students will grow socially, which will have a positive impact on their academic learning.

Indicators

- Students will participate in Morning Meetings.
- Students will develop classroom and school wide rules.
- Constant modeling of appropriate behaviors will diminish negative behaviors.

Results

This goal was met, as the Responsive Classroom implementation was carried out in each and every classroom. Classroom teachers, as well as music and physical education specialists, implemented Morning Meetings, during which critical elements of a Responsive Classroom environment were employed. Classroom rules were developed as part of the RC process and these rules were then brought to the school-wide Playground and Behavior Task Force of students who then developed school-wide rules. Not only were all certified teachers trained in the summer of 2011 in the Responsive Classroom approach, a trainer was brought to Nerstrand School during the fall of 2011 so that all paraprofessional staff could receive training and the teaching staff could receive a refresher, as well. Teacher assessment of the impact of modeling appropriate behaviors is very positive. Though Nerstrand School is still in the early stages of implementation, it is widely believed that negative student behaviors are diminished as a result of the implementation of Responsive Classroom strategies.

2. During homeroom, students will participate in a Service Learning project to make fleece tie blankets to be donated to the NICU at Children's Hospital in Minneapolis.

Indicators

- Project completed and blankets delivered

Results

This goal was met, as the fleece blankets were made and delivered, as planned. Within this goal we realized the opportunity to reinforce cross-age community building. Four days out of five each week Nerstrand students gather in K-5 homeroom groupings in all six classrooms (Wednesdays are devoted to delivery of our Art Curriculum in place of homeroom). Whether it's blanket making, outdoor planting, or just reading together, the multiage homeroom provides Nerstrand School students the opportunity to develop cross-age relationships that strengthen the sense of community in our school. The roots of the respectful and nurturing climate of Nerstrand School are believed to be planted, in large part, by these multiage opportunities.

VII. OPERATIONAL PERFORMANCE

Background Information

Nerstrand Elementary School has successfully completed thirteen years as an independent public charter school under the sponsorship of the Faribault Public Schools. Nerstrand Elementary School is located in the small rural community of Nerstrand, approximately twelve miles from Faribault. The enrollment in 2011-2012 was 155 students in Kindergarten through grade five. Nerstrand Elementary School embraces multiage classes, project-based learning, a positive atmosphere that is conducive to learning, high behavioral expectations that enhance character development and a strong Service Learning component. The school also is host to many visitors who come to explore the program at Nerstrand Elementary School. The longevity of our staff, with some of them being a part of the school for over 20 years (extending prior to our chartering in 1999), speaks to the stability of the program we offer our students.

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.

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.

Visitors

Nerstrand Elementary School has become well known throughout Minnesota and beyond as being a model charter school. We continue to open up our doors to visitors from Minnesota, as well as other states and countries. As the first conversion charter school in Minnesota, we are unique among all others.

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, and socialize with their friends. Time is also made available to do homework. This program 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, an “Open Door” policy for school visits, and reciprocal support through Service Learning programs.

Optimal Communication

The staff and administration are committed to clear communication with families and community members. The revised Web site provides an effective way for us to disseminate information. Ongoing communication strategies include sending Weekly Peeks from classroom teachers and Family Updates from the Nerstrand Elementary School office, which inform parents about important school information, enabling them to be supportive and involved. Other information is communicated through the school newspaper, “The Eagle’s Nest,” invitations to events, posters and personal calls.

Opportunities to Volunteer

Parents and Community members are encouraged to volunteer often at the school. Volunteering takes on many different forms. While some parents volunteer at the school at a specific time and day each week, others find their schedules more conducive to participation in special events that occur at varying times throughout the year. In whatever form it may take, the staff welcomes volunteer support.

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 Theatre, the Minnesota History Center, the Ordway Theatre and the Science Museum of Minnesota. Traditional fundraisers include the Wreath and Swag Sale in December and the Seed Sale and the Carnival/Silent Auction in the spring. The “Eagle Open” golf tournament that takes place in June is another fundraiser that provides fun for families and community members while raising money for the school. Each year, the Eagle Open advertises its event as a means to support the everyday, all day Kindergarten program and daily instruction in music and physical education with certified specialists.

Ongoing Invitations to Visit

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 in 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 Learn and Serve 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. Some elders volunteer in classrooms during the school day, while others help with special projects such as sandwich making. The Nerstrand Women's Club donates mittens, scarves, hats, socks, sweatpants, and underwear so that we have supplies for students who need them. We so appreciate their help.

Satisfaction Surveys

Parents, students, and staff members completed satisfaction surveys in the spring of 2012. The positive results indicate that Nerstrand Elementary School is meeting the needs of its stakeholders. As we look to improve our program, the information provided in the surveys assists us in making goal-setting decisions.

Parent Survey

In the spring of 2012, we conducted our parent survey via the on-line Survey Monkey program. Of our 109 families, 57 participated in the survey. This marks a decrease in the number of families participating in our parent survey over the previous years (for instance, 101 out of 109 families participated in our paper and pencil survey the previous year). One thing that has remained the same is that the overall results continue to be very positive. Our Board of Directors will discuss both the results of the survey and the participation rate as we make a decision as to the approach we will use in the spring of 2013 to gain feedback from our families.

The questions that resulted in the most significantly positive responses included:

1. My child feels safe at Nerstrand school. (100%)
2. I am aware of opportunities and feel welcome to volunteer in my child's school. (96.5%)
3. My child feels valued and respected by his/her teacher. (94.8%)
4. I have been made aware of my child's strengths and weaknesses. (93.0%)
5. My child is happy at Nerstrand School. (98.3%)
6. The atmosphere at Nerstrand School is warm and nurturing. (98.3%)
7. My child likes his/her teacher. (98.2%)
8. Families are informed frequently about school happenings through newsletters, notes, phone calls and the school website. (98.2%)
9. My child appears to be progressing academically. (94.7%)
10. I feel welcome to visit my child's school at any time. (96.4%)
11. I would recommend Nerstrand Elementary School to other families. (94.6%)

The single item to which respondents indicated a positive response of less than 78.9%:

- I am pleased with the NWEA Measures of Academic Progress computerized testing. (64.3%)

In an effort to improve in this area, staff will be looking at ways to make these test results more meaningful for families.

VIII. INNOVATIVE PRACTICES

Multiage Benefits

The multiage 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 risks
- Enhanced self-discipline and self-confidence

The role of the teacher in a multiage setting changes to one of coaching students and facilitating growth rather than being the “sage on the stage.” This role change enables staff to focus more on students as learners than on the curriculum that needs to be taught.

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 for the past thirteen years has enabled students, parents, and staff to engage in extensive service projects that benefit the school, the community and areas as far away as Guatemala.

The opportunities for service learning at school are varied. Each day begins with student members of the “Early Bird Crew” who work together to prepare the building for the day by collecting paper to be recycled, emptying trash, cleaning boards and erasers, and washing classroom tables. Students also have opportunities to serve during the school day by helping with lunchroom clean up. Students also have leadership opportunities by serving on a variety of committees and task forces, including:

- Peace Garden Committee
- Learn and Serve Steering Committee
- Ambassador Task Force
- School Spirit Task Force
- Behavior Plan/Playground Committee

Many of the established projects have become traditions at Nerstrand School. Favorite projects include the Community Celebration (where community elders are honored), sandwich making for the Simpson Homeless Shelter in Minneapolis, the Holiday Sharing Project that enables students to contribute to worthy causes instead of purchasing gifts for school friends and staff, and community clean up days. Service Learning projects that benefit community members include Community Lunches, Community Coffees, Birthday Cards for Elders, Community Clean-up and Downtown Beautification.

Environmental Learning

Other Service Learning projects have an environmental focus. For a number of years, Nerstrand 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.

Responsive Classroom

In the summer of 2011, eight of the nine teaching staff members attended a full week of Responsive Training (RC) training session in Rochester. (The ninth teacher has already attended an RC training.) This was not a paid training, demonstrating the commitment of our staff to making RC work school-wide. Last September, our paraprofessional staff, along with the Administrative Assistant, attended an RC training session at Nerstrand School. The teachers joined in for the last part of this session. These trainings gave us a clearer vision of the benefits that RC can have for all of our students. We have been praised by the Responsive Classroom Consultants for including our *entire* staff in RC training. This is very rare and it brings us an opportunity to work on RC principles throughout the student day in every classroom. We are already noticing the social benefits of RC and we anticipate this will translate into greater academic achievement, as well.

Study Island

In the fall of 2011, with the help of the Nerstrand PTO, we purchased the Study Island program to promote reading and math skill development. Students can use these online activities at home and at school to strengthen their skills and there are opportunities for staff and administration to monitor the level of involvement of families. We look forward to our second year of Study Island involvement and the opportunities it will provide us to reinforce its use among our families.

IX. *FUTURE PLANS*

As previously mentioned, a Responsive Classroom approach was implemented at Nerstrand School during the 2011-2012 school year. This was only a start to this approach and it will take years for the staff members to fully implement a true RC approach. This will be a goal each year for the school.

While we are proud of our MCA and NWEA MAP reading and math scores overall, we know there is room for improvement. Staff development time will be dedicated to a thorough examination of the data as we look to improve instruction in support of student growth. We will continue to promote the use of the Study Island program for our students as a means to reinforce skills.

X. BOARD TRAINING

<i>Name</i>	<i>Certification</i>	<i>Date Completed</i>	<i>Location</i>
Tara Berndt	Board Governance	12/10/2011	University of St. Thomas
Tara Berndt	Employment Law	12/10/2011	University of St. Thomas
Tara Berndt	Financial Matters	12/10/2011	University of St. Thomas
Gayle Reuvers	Financial Matters	8/9/2011	Beltz, Kes, Darling & Associates & MDE
Gayle Reuvers	Employment Matters	1/4/2011	Booth & Lavorato, LLC
Gayle Reuvers	Board Governance	1/4/2011	Booth & Lavorato, LLC
Mike Ross	Financial Matters	12/10/2011	University of St. Thomas
Mike Ross	Board Governance	8/16/2011	Booth & Lavorato, LLC
Mike Ross	Employment Matters	8/24/2011	Booth & Lavorato, LLC
Sarah Stensrud	Board Governance	12/10/2011	University of St. Thomas
Sarah Stensrud	Employment Law	12/10/2011	University of St. Thomas
Sarah Stensrud	Financial Matters	12/10/2011	University of St. Thomas

XI. DIRECTOR'S PROFESSIONAL DEVELOPMENT PLAN

1. Support the staff both professionally and personally to enhance their professional growth.
2. Maintain appropriate communication with all stakeholders of Nerstrand Elementary School.
3. Work closely with the administrative team, teachers and staff to ensure that all students show academic growth from fall to spring.
4. Collaborate with the Board of Directors to strategically plan for the future of Nerstrand Elementary School.

Closing

With gratefulness, we submit this final Annual Report to the School Board of District #656. Thank you for the support and encouragement you have given us as our sponsor over the past thirteen years. While Nerstrand Elementary School is a district in and of itself, we have always felt a part of the greater Faribault School District community. We look forward to a continued positive relationship with you as our landlord. We appreciate the support you demonstrate toward the success of our students through your ongoing care and concern for the upkeep and maintenance of the Nerstrand Elementary School building. We appreciate your openness to our purchase of specific services (such as custodial, food service, technology support, and low incidence special education consultation) and we hope to continue this positive relationship for many years to come. Thank you.