

WORLD’S BEST WORKFORCE SUMMARY REPORT

NERSTRAND SCHOOL, 2015-2016

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year’s plan and hold an annual public meeting to review goals, outcomes and strategies

The comprehensive strategic plan that districts create is intended to serve as a foundational document to align educational initiatives that serve to ensure reaching intended student outcomes from pre-kindergarten to post high school graduation.

Providing an education to Minnesota youth that leads to creating the “World’s Best Workforce” means striving to do the following:

- Have all students meet school/kindergarten readiness goals
- Have all third grade students achieve grade-level literacy
- Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers
- Have all students graduate from high school
- Have all students attain college and career preparedness

Annual Public Meeting

- September 26, 2016. The annual report: <http://nerstrand.charter.k12.mn.us/sites/default/files/Final%20Annual%20Report%201415.pdf> and World’s Best Workforce <http://nerstrand.charter.k12.mn.us/sites/default/files/worldsbestworkforce201415.pdf> were shared with attendees.

District Advisory Committee

- Nerstrand Schools’ District Advisory Committee for the 2015-2016 school year was comprised of 3 parents, 2 teachers and 2 support staff and 1 community member. The Director met separately with a group of 6 students. The committee met twice during the school year and made recommendations on improving parent involvement and gave feedback on strategic planning.

All Students Ready for Kindergarten Goal 2015-2016	Result	Goal Status
All Kindergarten students are screened using FAST Bridge within the first 2 weeks of school. 85% of kindergarten students will be reading 30 words correct per minute by the end of the school year.	87% of Nerstrand kindergartners were reading 30 words correct by the spring screening using FAST Bridge.	<i>Goal Met</i>
95% of Kindergarten parents complete the child survey designed for incoming kindergartners.	80% of Kindergarten parents completed the kindergarten survey.	<i>Goal Not Met</i>

All Students in Third Grade Achieving Grade-Level Literacy Goal 2015-2016	Result	Goal Status
<p>Exceed the percentage of students achieving proficiency in reading statewide as measured by the MCA III assessments.</p> <p>80% of Nerstrand students in Grade K-3 will be reading at the proficient level as measured by the BAS system.</p>	<p>58% of third graders in Minnesota were at or above Level 3 Proficiency. Nerstrand School had 52% of third graders at or above Level 3 Proficiency. All struggling students were given additional support in their reading following the PRESS program.</p> <p>82% of Nerstrand students in grades K-3 scored at the proficient level using the BAS system.</p>	<p><i>Goal Not Met</i></p> <p><i>Goal Met</i></p>

Close the Achievement Gap(s) Among All Groups	Result	Goal Status
<p>Nerstrand Elementary School will reduce the percentage of FRPL students who scored non-proficient in reading in the Spring MCA III of 2016. Our FRPL students will go from 13.3% to under 10%. Our school is using the PRESS interventions created by the University of Minnesota with identified students.</p>	<p>In 2015 the percentage of FRPL students scoring non-proficient was 13.3% and in 2016 it increased to 18.2%. We will continue to work on this goal. 2016-2017 is the second year Nerstrand School has been using the FAST screener and PRESS interventions. We are committed to using these interventions to help strengthen student's reading. PRESS interventions are being used school wide.</p>	<p><i>Goal Not Met</i></p>

All Students Career- and College-Ready by Graduation Goal	Result	Goal Status
<p>Nerstrand School is committed to a mission that focuses on child-centered learning in an innovative education program. We put emphasis on attending to the social and emotional as well as the academic progress of student in a multi-age environment that encourages creativity, character development and perseverance. We feel that parent satisfaction surveys and low child mobility help us gauge the effectiveness of our mission. We strive for 90% ratings in our parent surveys.</p>	<p>Parent Satisfaction Survey 2014-2015. 95.8% of respondents had an average positive response of 4 (out of 5) or higher when surveyed on satisfaction levels with curriculum and learning.</p> <p>95.1% of respondents had an average positive response of 4 (out of 5) or higher when surveyed on community and climate.</p>	<p><i>Goal Met</i></p>

Nerstrand School puts effort into retaining our families. Our goal is to have fewer than 10% of students transfer out of school after October 1.	3.29% of our students transferred out of Nerstrand school after October 1, 2015.	<i>Goal Met</i>
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All Students Graduate Goal	Result	Goal Status
N/A		<i>District/charter does not enroll students in grade 12</i>

IDENTIFIED NEEDS BASED DATA

Reading

- Nerstrand School is working towards increasing individual students growth goals as measured by the NWEA tests. Nerstrand School’s growth goal is for 60% of students in grades 1-5 to meet Fall to Spring expected growth target as measured by the NWEA MAP reading assessment. The overall growth percentage for grades 1-5 for 2015-2016 (Fall to Fall) were 37.6%.
- Individual reading goals were also set by FAST reading level measurements. PRESS interventions are being used to strengthen student’s reading.

Math

- Nerstrand School’s growth goal for math is for 60% of students in grades 1-5 to meet the Fall to Spring expected growth target as measured by the NWEA MAP math assessment. The overall growth percentage in math for grades 1-5 for 2015-2016 (Fall to Fall) were 50.7%.

SYSTEMS, STRATEGIES AND SUPPORT

Students

Teachers participate in monthly professional development that focus on instructional strategies. In team meetings the Director and team teachers triangulate data using NWEA, FAST and Fountas and Pinnell results in literacy. Using this data Intervention groups using the PRESS materials are created. Intervention groups are made up of no more than 4 students. Highly qualified instructors use targeted interventions in these groups. Intervention groups are based on screening using FAST. FAST screenings are done three times a year and intervention groups have regular progress monitoring. We are specifically looking at this data for our free/reduced lunch students to make sure they are being given the support they need to succeed. Students receiving interventions are screened after approximately six weeks of interventions to measure growth. Information from these screenings determines next steps with these students. At risk students receive more frequent evaluations from the special education teachers and core room teacher to monitor progress.

In team meetings MCA, NWEA and in class assessments are analyzed for math groupings. The NWEA breakdown of math strands are used to help determine instructional needs.

Teachers and Director

All teachers have the opportunity to attend professional conferences as they meet the needs of the school and each teacher. We also bring in high quality staff development experiences on site for both paras and teaching staff.

The Special Education team participates in professional development to ensure that the progress of students in this category are supported according to best practices of an inclusion model. Each fall our entire staff has a Special Education retreat before school begins to ensure best practices for our students.

Our Teacher Evaluation Committee created our evaluation model in 2014-2015 using the guidelines put forth from the Minnesota Department of Education. The Committee focused on authenticity and rigor in their planning of this model for our school. A primary goal of this committee was to support and assist colleagues in their goal of being exemplary educators. Our three year cycle for Teacher Development & Evaluation Plan consists of three components:

- Student engagement
- Student Learning & Achievement
- Teacher Practice

In May of 2015, Nerstrand Board of Directors created a Director Evaluation plan that includes the following domains:

- Data-driven focus on student achievement
- Continuous improvement of instruction
- A guaranteed and viable curriculum
- Cooperation and collaboration between teachers, parents and community members with the Nerstrand administration
- School climate

During Board Meetings, Director Evaluation components are routinely reviewed in a conscious way of helping the Director to meet his/her goals and to support that position. A formal evaluation of the Director is completed each year by the July Board of Directors' Meeting.

Accountability goals are established each year in Reading and Math.

District

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. We provide PE and Music everyday to our students. Nerstrand School provides leadership and choice in the area of innovative education within our geographic area. As we enhance our educational program, we consistently focus on our students' individual needs as learners.

Nerstrand School has spent well over a year working to bring fiber to our small, rural school. We will integrate more technology into our program as our infrastructure improves. Through our shared leadership and careful program development, we are working to fulfill our mission of empowering students to be self-directed, lifelong learners in a warm, nurturing, joyful environment filled with curiosity and celebration.

All Staff Development at Nerstrand School is for the purpose of supporting and developing talented educators, investing in their continuing professional development, and creating a meaningful work environment. A collaborative professional

culture has always been an important component to the success of our school. Our Board of Directors is a teacher majority board and shared leadership is apart of our mission.

We have always sought out community engagement through special programming and volunteer opportunities within the school. We will continue to look for ways to enhance the town of Nerstrand through volunteer service and community outreach. Our Board of Directors will guide fundraising strategies that reflect the needs of our school in responsible multi-year budget assessments.

The Nerstrand School Board of Directors and the District Advisory Committee will continue to fine tune our strategic action plan that is in line with the above statements. Our progress towards these goals will be reviewed at board and faculty meetings

Equitable Access to Excellent Teachers

We are a very small school. We have six classrooms, with a population of 150 students. All of our students have access to all teachers during their tenure at Nerstrand School. Every student is screened using the FAST system and those who have higher needs in reading are assigned to intervention groups.

We have multi-age classrooms at grades 2 and 3, and then at 4th and 5th grade. We have only one kindergarten and 1st grade classroom, therefore all of our kindergarten and first grade students are taught by the same two teachers. As we prepare class lists each year, we look at the balance between special education students, struggling students not on an IEP and students at or above grade level in reading and math. Much care is put into class lists at grades 2-5 to ensure that there is enough support for all students. Teachers and Administrators work together to put together class groups that are successful for all. Each spring class lists are re-evaluated using NWEA, MCA , FAST and Fountas and Pinnell data.