

*Nerstrand Elementary School  
Independent Charter School  
District #4055*



*2012-2013 Annual Report  
on Curriculum, Instruction  
and Student Achievement  
September 2013*

*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 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 through documentation provided by the NWEA Measures of Academic Progress (MAP) and 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 auspices. 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 successfully completed fourteen 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 our first thirteen years and now – by NEO. We want to recognize the strong support we have received from the community of Nerstrand and the parents of Nerstrand School over the course of the last fourteen years. 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.

## **I. SCHOOL ENROLLMENT**

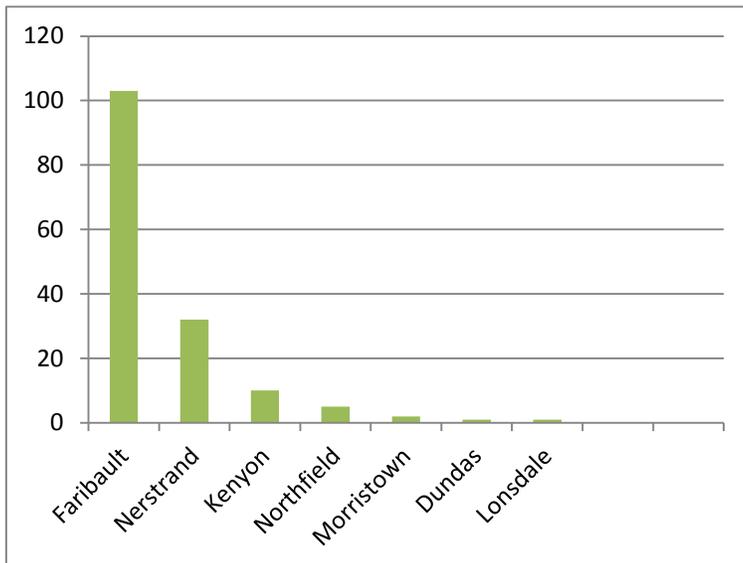
In 2012-2013 there were 154 students enrolled at Nerstrand Elementary School who were distributed into multiage core classes as follows:

<b><i>Core Name</i></b>	<b><i>Grade Level</i></b>	<b><i>Enrolled</i></b>
Prairie	Kindergarten	24
Savannah	Grade 1	25
Savannah	Grades 2 – 3	53
Woodlands	Grades 4 – 5	52
Total Enrollment	Grades K-5	154

### **Grade Level Enrollment**

<b><i>Grade Level</i></b>	<b><i>Number of students</i></b>	<b><i>Number of boys</i></b>	<b><i>Number of girls</i></b>
Kindergarten	24	10	14
First Grade	25	13	12
Second Grade	25	13	12
Third Grade	28	14	14
Fourth Grade	26	12	14
Fifth Grade	26	16	10
Total	154	78	76

### **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 12% of our students reside outside of the Faribault School District.

The following chart provides demographic trends at Nerstrand Elementary School.

	<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>
<b><i>Total Enrollment</i></b>	154	150	155	154
<b><i>Male</i></b>	80	76	82	78
<b><i>Female</i></b>	74	74	73	76
<b><i>Special Education</i></b>	19	15	15	12
<b><i>African American</i></b>	0	1	0	0
<b><i>Latino</i></b>	0	0	1	1
<b><i>Asian/Pacific Islander</i></b>	1	1	1	1
<b><i>White</i></b>	153	146	151	151
<b><i>American Indian</i></b>	1	3	2	1
<b><i>F/R Lunch</i></b>	31	19	22	24
<b><i>LEP</i></b>	0	0	0	0

## **II. STUDENT ATTRITION**

We began the school year with an enrollment of 154. Tragically, we lost a first grade student due to death in mid-September. A new first grade student enrolled in November. In March, two students were withdrawn due to a family relocation. We enrolled two new students in April and then withdrew another student due to a family move, also in April. We ended the school year with an enrollment of 153. 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 153 – 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’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 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. One Ex-Officio member: building administrator
5. Seven voting members 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 community.

### 2012-2013 Board of Directors

**Chairperson:** Mike Ross, parent

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

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 Foley 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

Melodi VanRoekel, teacher

13513 Kvanbeck Trail  
Nerstrand, MN 55053  
H 507-645-6641  
W 507-333-6867

Sarah Stensrud, teacher

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

**Director:** Bonnie Jean Flom

1009 Greenleaf Court  
Northfield, MN 55057  
H 507-645-6845  
W 507-333-6854

**Admin. Asst.:** Barb Grote

11492 East 200<sup>th</sup> 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	12
Hertle, Wayne	Speech/Lang. Clinician	177708	28
Kiley, Margaret	Gr. 4/5 Classroom Teacher	308466	16
Paulson, Ellen	Gr. 4/5 Classroom Teacher	328639	23
Bonde, Carmen	Physical Education Teacher	317942	1
Shroyer, Paula	Gr. 1/2/3 Classroom Teacher	332268	12
Stensrud, Sarah	Kindergarten Teacher	289550	17
Sarah Johnson	Gr. 2/3 Classroom Teacher	404387	1
Van Roekel, Melodi	Music Teacher	289572	3
Vondrasek, Tara	Gr. 2/3 Classroom Teacher	408258	9

##### NON-CERTIFIED STAFF

<i>Name</i>	<i>Position</i>	<i>Yrs. of Service at NES</i>
Amy, Lori	Paraprofessional	14
Bonde, Carmen	Special Education Paraprofessional	9
*Erickson, Michael	Custodian	
*Eul, Brenda	Head Cook	
Grote, Barb	Administrative Assistant	21
Isaacson, Margaret	Media Paraprofessional	26
Butscher, Jodi	Paraprofessional	1
*Jandro, Joan	Cook's Assistant	
Keller, Cheryl	Special Education Paraprofessional	5
Tralle, Pamela	Paraprofessional	26
Wesely, Susan	Paraprofessional	5

\*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:

2012-13 = 20%, 2 teachers

## ***Staff Development***

Topics of focus for Early Dismissal Days and Curriculum Days were decided through consensus of the teaching staff. We continued to focus on our school-wide adoption of the Responsive Classroom (RC) approach. All classroom teachers participated in initial training during the summer of 2011, with RC trainers coming to the school in the fall of 2011 to provide paraprofessional staff with an abbreviated training experience. We brought RC trainers to the school in the fall of 2012 to work with certified and non-certified staff, alike, in reviewing the strategies employed in a successful RC setting. During the summer of 2013, the two classroom teachers who hadn't yet completed RC I training completed the course. The success of Responsive Classroom is heightened when all adults at the school have a working knowledge of both the philosophy and the strategies that result in enhanced student success. The Nerstrand Staff has collectively embraced the approach and worked hard - beginning with the 2011-12 school year and continuing through today - to reinforce the teacher/staff behaviors that promote student success.

The summer of 2012, three classroom teachers (representing the Savannah – grades 2/3 – and the Woodlands – grades 4/5) participated in Mathematics In-services led by Kim Sutton. These teachers, in turn, presented an in-service to all of the teachers and paraprofessionals of the school on one of our Curriculum Days. The Sutton strategies employed during the 2012-13 school year brought a renewed enthusiasm to mathematics, as music, movement, and a variety of active strategies and new materials were incorporated into the daily classroom routines. The teachers feel strongly that the Sutton approach enhanced student enthusiasm for the study of mathematics.

## **V. FINANCES**

For fourteen 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, staff development opportunities, and human resources support. We view our relationship with the Cooperative as one of great value to our organization.

The audited Financial Statement for the year ending June 30th, 2013, shows revenues totaling \$1,314,797.66 and expenses in the amount of \$1,303,495.68 resulting in a net income of \$11,301.98. The annual financial audit resulted in no compliance findings, suggestions for improvement, or negative comments whatsoever.

## **VI. ACADEMIC PERFORMANCE**

### **ACADEMIC GOALS**

#### **Goal #1: Reading**

To exceed the percentage of students achieving proficiency in reading statewide.

Indicator: The percentage of NES students in grades 3-5 attaining proficiency in reading will exceed statewide averages.

Measurement: MCA III Reading Assessment

- Grades 3- 5
- Students attaining proficiency (meeting or exceeding grade level standard)

**Results – Minnesota Comprehensive Assessment (MCA) – Reading**

As illustrated in the following chart, this goal was met at all grade levels 3-5. While Nerstrand’s performance exceeded the state proficiency percentage at all grade levels, it is noteworthy that the performance of Nerstrand’s fifth graders exceeded the state average by slightly more than 20 percentage points.

*MCA Reading  
Percentage at or above Level 3 Proficient*

<i>Grade</i>	<i>Minnesota</i>	<i>Nerstrand</i>	<i>Difference</i>
3	57.2	66.7	+9.5
4	54.0	65.4	+11.4
5	63.8	84.0	+20.2
3-5	57.8	71.8	+14

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	192.0	+8.4
3	194.6	203.0	+8.4
4	203.2	212.0	+8.8
5	209.8	215.5	+5.7

**Goal #2: Mathematics**

To meet or exceed the percentage of students achieving proficiency in mathematics statewide.

Indicator: The percentage of NES students in grades 3-5 attaining proficiency in math will exceed statewide averages.

Measurement: MCA III Mathematics Assessment

- Grades 3- 5
- Students attaining proficiency (meeting or exceeding grade level standard)

**Results – Minnesota Comprehensive Assessment (MCA) – Math**

As illustrated in the following chart, this goal was met at grade 3 and in Nerstrand School’s Grade 3-5 overall performance. In grades 4 and 5, the percentage of students achieving proficiency did not exceed the state average.

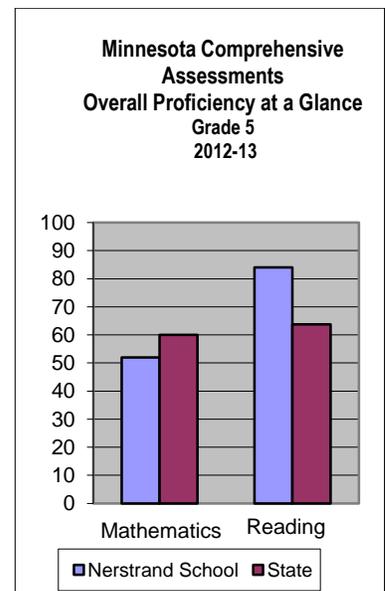
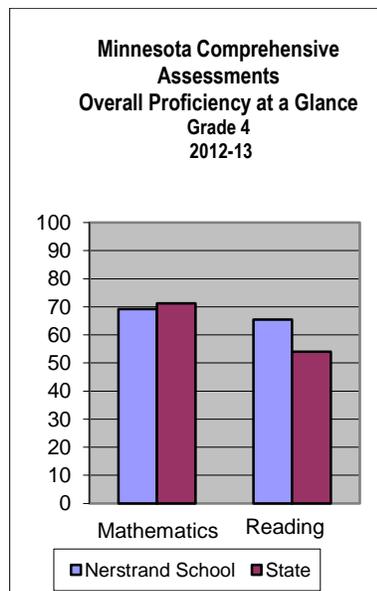
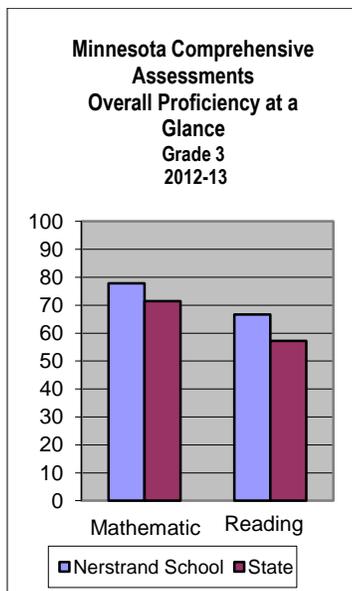
***MCA Math  
Percentage at or above Level 3 Proficient***

<b>Grade</b>	<b>Minnesota</b>	<b>Nerstrand</b>	<b>Difference</b>
3	71.5	77.8	+6.3
4	71.2	69.2	-2.0
5	60.0	52.0	-8.0
3-5	62.6	66.7	+4.1

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***

<b>Grade</b>	<b>Minnesota</b>	<b>Nerstrand</b>	<b>Difference</b>
2	185.5	197.6	+12.1
3	198.5	203.8	+5.3
4	208.7	219.1	+10.4
5	217.8	222.3	+4.5



### **Additional Data from MDE:**

**Grade 5 Science Proficiency**, as measured by the MCA: 76%, as compared to a Minnesota state average of 59.7%, resulting in Nerstrand students exceeding the Minnesota average by 16.3 percentage points. It is noteworthy that the fifth grade assessment in Science in the Spring of 2012 also exceeded the state average by a wide margin (+20.4 percentage points).

### **NON-ACADEMIC GOALS**

**Goal #1:** Enhance the use of technology in the support of teaching and learning.

Indicators: Complete a Technology Needs Assessment  
Establish a Technology Committee  
Develop a Technology Plan  
100% teacher participation in professional development focused on Technology  
Enhance classroom technology

Measurement: Documentation of Needs Assessment  
Documentation of Committee members  
Staff meeting agenda including classroom technology items  
Log of participation in professional development  
Purchase of new equipment

Results:

We made significant progress in classroom technology during this school year. A committee was named, with representatives from the teaching staff and paraprofessional staff participating. With an anonymous donation as seed money, part of our Technology Plan included the purchase iPads for each classroom teacher, with two additional iPads available for check-out in the Media Center. The teacher member of the Technology Committee attended a two-day workshop on classroom technology and provided an in-service to staff upon her return. Thanks to the hard work and generosity of our Parent-Teacher Organization, we were able to follow through with our plan to purchase short-throw projectors for regular education classrooms. We look forward to using the iPads in conjunction with the projectors as enhancements to teaching and learning. We are committed to discovering new and dynamic ways to incorporate technology into our teaching.

**Goal #2:** Enhance the implementation of Responsive Classroom Strategies school-wide.

Indicators: Daily morning meetings  
Elevated student participation  
On-going modeling of appropriate behaviors  
Enhanced positive behavior  
Maintaining a focus on successful strategies  
Greater resources available to teachers  
Further training in RC strategies for all staff – certified and non-certified

Measurement: Observation of morning meetings throughout the school  
Observation of greater student participation and positive behavior

- Purchase of additional professional development RC resources
- Scheduling a certified RC trainer to come to the school
- Sharing of successful RC strategies throughout the year at staff meetings
- Posting of behavior expectations in locations throughout the school

Results:

We achieved this goal in a wide variety of ways. Morning meetings take place in classrooms on a daily basis, creating a positive start to our day that involves all students. The adoption of Responsive Classroom as a school-wide strategy was strengthened by bringing an RC trainer to the school in the fall. Working with the paraprofessional staff in the morning and the teaching staff in the afternoon on an early dismissal staff development day, our trainer successfully carried out an in-service that served well the certified and non-certified staff alike. Following the recommendation of our trainer, we purchased several resources for our professional library. To reinforce the skills we are practicing, we began each staff meeting with the opportunity to share successful RC strategies. During this past summer, the two classroom teachers who had yet to be formally trained in RC successfully completed their coursework. With the help of the Student Behavior Task Force, signs were developed and posted in locations throughout the building that clearly enumerated the expectations for behavior. While we still consider ourselves a work in progress, the staff became increasingly comfortable with using the terminology embraced by RC. We feel strongly that this shared language around behavior is a great help to students as we provide feedback that encourages them to make appropriate behavior choices.

## **VII. OPERATIONAL PERFORMANCE**

### **Background Information**

Nerstrand Elementary School has successfully completed fourteen years as an independent public charter school – thirteen years under the sponsorship of the Faribault Public Schools and one year 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. The enrollment in 2012-13 was 154 students in Kindergarten through grade five. 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 four 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. The longevity of our staff, with some of them being a part of the school for over 20 years (extending prior to our conversion to 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. The Responsive Classroom approach has enhanced our success in establishing a nurturing and positive school environment.

### **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, and socialize with their friends. 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, 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. The revised website provides an effective vehicle for the dissemination of information. Ongoing communication strategies include sending Weekly Peeks from classroom teachers and Family Updates from the school director (this year in email format). These forms of communication provide information to parents about important school events and programs, 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.

### **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 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. This year’s highly successful primary fund-raising focus was classroom technology.

### **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 other community members assist at special events. The Nerstrand Women’s Club donates mittens, scarves, hats, socks, sweatpants, and underwear so that we have supplies for students who need them. Their help is greatly appreciated.

## **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 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 for the past fourteen years has enabled students, parents, and staff to engage in extensive service projects that benefit the school and the community.

The opportunities for service learning within the school are varied. Each day begins with the arrival 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, sharpening pencils, 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
- Ambassadors
- 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), the Holiday Sharing Project that enables students to contribute to worthy causes instead of purchasing gifts for school friends and staff (this year’s collection was donated to Heifer, International), and community clean up days. Service Learning projects that benefit community members include Community Lunches, Community Coffees, 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. We also maintain and enhance the Peace Garden on the school grounds.

**Responsive Classroom**

We have continued our successful implementation of this program with great success. We appreciate how using a shared language around behavior school-wide 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. All classroom teachers have successfully completed RCI training through Origins of Minneapolis, where all trainers hold certification. We have been praised by the Origins staff for ensuring that all classroom teachers are trained.

**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 fourth year of Study Island involvement and the opportunities it will provide us to reinforce student skills.

**IX. FUTURE PLANS**

This marks an exciting time of transition for Nerstrand Elementary School. For the first time in its history there will be a full-time building administrator, beginning in the fall of 2013. The Board’s decision to expand the school’s leadership capacity will serve the school well as programs are enhanced and student learning is heightened. Technology, student data management, staff evaluation, and curriculum review are only four of the critical elements of a successful school that can more readily be managed with the expansion to a full-time director.

As the future provides opportunities to examine student data and adjust instruction accordingly, we are hopeful that our academic achievement can be strengthened. The examination of our Literacy Program in the coming year, as part of our Curriculum Review cycle, will be thorough and will allow us the opportunity to address the varying needs of both our advanced and struggling learners.

The Responsive Classroom (RC) strategies that have proved 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.

**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

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
Ellen Paulson	Board Governance	12/10/2011	University of St. Thomas
Ellen Paulson	Employment Law	12/10/2011	University of St. Thomas
Ellen Paulson	Financial Matters	12/10/2011	University of St. Thomas
Gayle Reuvers	Financial Matters	8/9/2011	Beltz, Kes, Darling & Associates
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
Melodi Van Roekel	Board Governance	12/8/2012	University of St. Thomas
Melodi Van Roekel	Financial Matters	12/8/2012	University of St. Thomas
Melodi Van Roekel	Employment Matters	12/8/2012	University of St. Thomas
Tara Vondrasek	Financial Matters	5/21/2010	Nonprofits Assistance Fund
Tara Vondrasek	Employment Matters	5/22/2010	Ratwick, Roszak & Maloney
Tara Vondrasek	Board Governance	5/22/2010	Ratwick, Roszak & Maloney

## **XI. DIRECTOR'S PROFESSIONAL DEVELOPMENT PLAN**

1. Support the staff both professionally and personally to enhance their professional performance and growth.
2. Maintain appropriate communication with all stakeholders of Nerstrand Elementary School.
3. Work closely with the administrative team, teachers and staff to promote academic growth.
4. Collaborate with the Board of Directors to strategically plan for the future of Nerstrand Elementary School.
5. Coordinate the process for selecting the school's new director and other staff members as positions may be vacated.
6. Work collaboratively with the administrative team members in monitoring the budget and exercising financial responsibility.

# Closing

After fourteen years of existence as a Minnesota Charter School, we are submitting our Annual Report to a new authorizer – Novation Educational Opportunities (NEO). We do so with gratefulness for the trust you 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 that will result from your authorization and we are eager to partner with others in the NEO family of charter schools.

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. And 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.