

*Nerstrand Elementary School
Independent Charter School
District #4055*



*2021 – 2022 Annual Report and World’s Best
Workforce Plan
on Curriculum, Instruction and Student Achievement
December 2022*

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 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 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

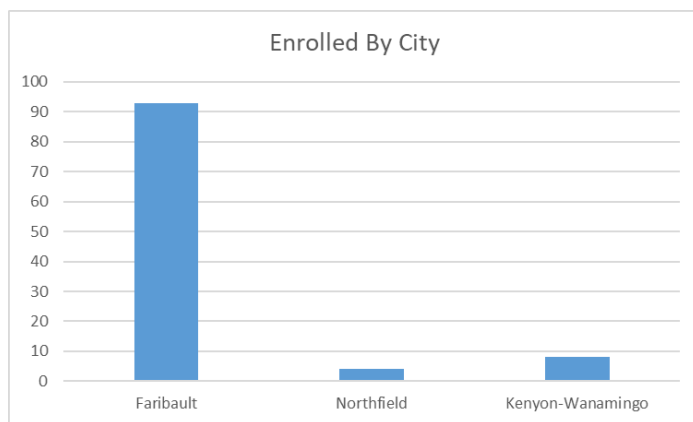
In 2021 - 2022 there were 105 students enrolled at Nerstrand Elementary School who were distributed into grade leveled classes as follows:

<i>Core Name</i>	<i>Grade Level</i>	<i>Enrolled</i>
Prairie	Kindergarten	21
Prairie	Grade 1	16
Savannah	Grades 2 – 3	32
Woodlands	Grades 4 – 5	36

Grade Level Enrollment

<i>Grade Level</i>	<i>Number of students</i>	<i>Number of boys</i>	<i>Number of girls</i>
Kindergarten	21	15	6
First Grade	16	9	7
Second Grade	16	10	6
Third Grade	16	8	8
Fourth Grade	15	10	5
Fifth Grade	21	10	11
Total	105	62	43

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 11% of our students reside outside of the Faribault School District.

The following chart provides demographic trends at Nerstrand Elementary School.

	<i>2017-2018</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
<i>Total Enrollment</i>	152	148	148	126	105
<i>Male</i>	77	71	72	68	62
<i>Female</i>	75	77	76	58	43
<i>Special Education</i>	26	39	33	21	25
<i>African American</i>	4	5	6	3	4
<i>Hispanic</i>	7	6	4	2	0
<i>Asian/Pacific Islander</i>	4	3	3	2	1
<i>White</i>	134	131	133	119	100
<i>American Indian</i>	3	3	2	0	0
<i>F/R Lunch</i>	57	52	38	22	0
<i>LEP</i>	0	1	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.

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. The School has received recognition for Financial Management.

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

2021-2022 Board of Directors

Chair: Alicia Wasilowski, parent
alicia@nerstrand.charter.k12.mn.us

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

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

Teacher Rep: Jake Kaukola, teacher
jake@nerstrand.charter.k12.mn.us

Nicole Schaefer, teacher
nicky@nerstrand.charter.k12.mn.us

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

Community Terri Neumann

Member: terri@nerstrand.charter.k12.mn.us

Ex-Officio: Maggie Kiley, Executive Director
maggie@nerstrand.charter.k12.mn.us

Barb Grote, Administrative Assistant
barb@nerstrand.charter.k12.mn.us

Keith Johnson, Business Manager
keith@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>
Kiley, Maggie	Executive Director	308466	25
Schaefer, Nicole	Special Education Teacher	515070	3
LaDuke, Sarah	Speech/Lang. Clinician	1004853	1
Lubinski, Andrew	Gr. 4/5 Classroom Teacher	479984	8
McGregor, Kelly	Gr. 4/5 Classroom Teacher	408447	3
Bonde, Carmen	Physical Education Teacher	317942	10
Shroyer, Paula	Gr. 1 Classroom Teacher	332268	22
Johnson, Sarah	Gr. 2/3 Classroom Teacher	404387	10
Kaukola, Jake	Music Teacher	503785	3
Haugland, Caitlin	Gr. K Classroom Teacher	501707	2
Freidig, Katie	Occupational Therapist	1019489	4
Flannery, Michelle	School Psychologist	398477	8
McBride, Phil	Special Education Teacher	1004806	2
Vondrasek, Tara	Gr. 2-3 Classroom Teacher	408258	17

NON-CERTIFIED STAFF

<i>Name</i>	<i>Position</i>	<i>Yrs. of Service at NES</i>
Amy, Lori	Interventionist Paraprofessional	23
Bonde, Carmen	Special Education Paraprofessional	18
Flom, Sara	Special Education paraprofessional	7
Grote, Barb	Administrative Assistant	30
Haugen-Eitzman, Laurie	General Education Paraprofessional	6
Huber, Margaret	General Education Paraprofessional	4

Jans, Dana	Regal Eagles Coordinator	4
Waddell, Cara	General Education Paraprofessional	6
Keller, Cheryl	Special Education Paraprofessional	14
Ades, Hudson	Special Education Paraprofessional	2
Reuvers, Sue	Special Education Paraprofessional	1
Roloff, Haily	Special Education Paraprofessional	1
Miner-Jacobson, Trace	Special Education Paraprofessional	1
McCorkell, Katie	Special Education Paraprofessional	1

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.

Staff Development

This past year, all staff were trained in the area of classroom management. That was provided by Jeff Fink and Jon Halum. Licensed staff participated in a book club where they read *The Joyful Teacher*. This was an ongoing book club with readings and discussions lasting the entire year. FASTbridge provided training, as well as PRESS. Both went over data and test results. New teachers were trained in Responsive Classroom for 40 hours. A hiring committee was formed to replace the outgoing executive director, director of finance and administrative assistant. That process took time and development to ensure everything was handled in accordance with human resource protocols.

V. FINANCES

Since 2000, 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 staff development opportunities, and human resources support. We view our relationship with the Cooperative as one of great value to our organization. The annual financial audit resulted in a clean audit with no findings.

VI. ACADEMIC PERFORMANCE

WORLD'S BEST WORKFORCE SUMMARY REPORT-2021-2022



2021-2022 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 : Margaret Kiley, Executive Director

Phone: 507-333-6854

Email: maggie@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

Phone – 612-889-2103

Email – executive.director.neo@gmail.com

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://nerstrand.charter.k12.mn.us/about/reports>

Annual Public Meeting

The annual public meeting was held in the fall of the school year. 08/25/2022

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, 2022, 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 2022, 71% of Kindergarteners had reached Level D.	Check one of the following: On Track (multi-year goal) Not On Track (multi-year goal) Goal Met (one-year goal) Goal Not Met (one-year goal) Met All (multiple goals) Met Some (multiple goals) Met None (multiple goals) District/charter does not enroll students in kindergarten

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>By June 30, 2022, Nerstrand School’s combined FY 2017-FY2022 proficiency rate in reading will exceed the state combined FY2017-FY2022 proficiency rate. This is measured by the MCA Reading tests.</p>	<p>Over the course of 5 years, 1 out of 5 years this goal was met. That is a rate of 20%.</p>	<p><i>Check one of the following:</i></p> <p>On Track (multi-year goal)</p> <p>Not On Track (multi-year)</p> <p>Goal Met (one-year goal)</p> <p>Goal Not Met (one-year goal) Met</p> <p>All (multiple goals)</p> <p>Met Some (multiple goals) Met</p> <p>None (multiple goals)</p> <p>District/charter does not enroll students in grade 3</p>

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Through June 30, 2022, Nerstrand School’s proficiency rates for Free and Reduced Students (FRP), as measured by the MCA Math test (grades 3-5) will be greater than 10 percentage points above the state average.</p>	<p>Over 5 years, this goal was met 3 out of 5 times, or 60% of the time.</p>	<p><i>Check one of the following:</i></p> <p>On Track (multi-year goal)</p> <p>Not On Track (multi-year goal)</p> <p>Goal Met (one-year goal)</p> <p>Goal Not Met (one-year goal)</p> <p>Met All (multiple goals)</p> <p>Met Some (multiple goals)</p> <p>Met None (multiple goals)</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 11.4%.</p> <p>The decrease in students in the “high and some risk” category for aReading was 12.7%.</p>	<p><i>Check one of the following:</i></p> <p>On Track (multi-year goal) Not On Track (multi-year goal) Goals Met (one-year goal) Goal Not Met (one-year goal) Met All (multiple goals) Met Some (multiple goals) Met None (multiple goals)</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 three 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 59% 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, 95.16% of families agreed or strongly agreed to that statement.

Comments from the most recent survey:

I am very proud of our little school. It really says a lot when my child is sad because he has to have summer break and not keep going to school.

We likely would not go to any other school and would choose to homeschool our children if Nerstrand was not an option. We love the small, loving atmosphere, the focus on the children, the encouraging positivity and the push for growth.

We are pleased with the academics and appreciate the hard work of all of the staff at Nerstrand.

Thank you for a great environment.

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.

Community & Parent Opportunities

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.

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, cleaning boards and erasers, sharpening pencils, and washing classroom tables. Students also have opportunities to serve during the school day by helping with the 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
- Library Committee

Many of the established projects have become traditions at Nerstrand Elementary 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. 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 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.

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.
- Practices that integrate high quality instruction, rigorous curriculum, technology and a collaborative professional culture.

Using data from standardized assessments (FASTbridge & MCA), we are reviewing our curriculum in reading, math and science. We also use the BAS system to assess students and make changes to instruction. Teachers have developed classroom assessments to review and analyze student writing, and next steps in instruction. We have formalized our curriculum review process and will be making curricular changes as needed. We are developing a curriculum rotation to be used to review best practices in core areas. In the last 6 years, reading, math, science and spelling have been reviewed and new curriculum decisions have been made and implemented. Through this process, we adopted a school wide literacy program to strengthen reading and literacy. Also, our school is committed to using PRESS materials from the University of Minnesota to thoughtfully plan out interventions for students in their reading. We continue to apply for Reading Corps tutors, and are eligible for a full time tutor through AmeriCorps. Our licensed staff is getting more training on data literacy to better use the data we have collected. Most of the licensed staff signed up to do “Letrs” Training with the Minnesota Department of Education. This program will offer our staff training on phonics.

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.

Nerstrand School is committed to giving high quality professional development opportunities to our staff. The school has made a financial commitment each year to ensure that professional development is useful and supported by data to improve the work of teachers. Dr. Debra Peterson continued working with teachers to strengthen core reading instruction. Teachers will be attending professional development seminars in reading and using reading strategies in whole class instruction.

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 3 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 every 6-8 weeks with classroom teachers on reading interventions and student progress. Data meetings are also held in individual team meetings with the Executive Director, using data collected 3 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 climate of our school.

Gifted/Talented Students and Accelerated Learning. Nerstrand Elementary School does not have a formal Gifted/Talented program, but we realize the importance of individualizing all students' instruction. In the future we will be working as a team to strengthen programming for GT students, in particular in math. We are able to accelerate students based on teacher recommendations and analysis of standardized test scores, classroom work, parent/guardian and teacher input.

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
Jake Kaukola	Board roles/responsibilities	1/27/21	NEO: WBWF Strategic Plan
Jake Kaukola	Employment policies/practices	5/7/21	NEO: Evaluate School Leadership
Jake Kaukola	Financial management	9/22/20	MACS
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. DIRECTOR'S PROFESSIONAL DEVELOPMENT PLAN

A condensed evaluation was used for the Executive Director during this school year. While many things are constantly in motion in a school and always being evaluated, the top priorities for this year are listed below.

1. Improve the building culture
2. Increase communication between administration and staff
3. Use data to improve instruction and overall student performance

XI. 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.

XII. 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	Winter, Spring

			level and progress along a gradient of text levels over time. The word “benchmark” means a standard against which to measure something.	
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>	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 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,</p>	Fall, Winter & Spring

			measurement and data, and geometry	
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GRADE 2

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 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
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 levels over time. The word	Fall, Winter, Spring

			“benchmark” means a standard against which to measure something.	
FASTBridge	aReading & aMath	Reading and Math	<p>aReading (Adaptive Reading) is a computer-administered adaptive measure of broad reading that is individualized for each student. Items tap a variety of skills including concepts of print, phonemic awareness, phonics, comprehension.</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 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
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 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
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	Fall, Winter, Spring

			and data-driven instruction	
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