

# ***WORLD'S BEST WORKFORCE SUMMARY REPORT***

## ***NERSTRAND SCHOOL, 2016-2017***

### **2016-2017 World's Best Workforce Report Summary**

District or Charter Name: Nerstrand Elementary School District #4055

Grades Served: K-5

Contact Person Name and Position: Margaret Kiley, Director

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. An electronic *summary* of the annual report must be sent to the Commissioner of Education each year.

### **1. Stakeholder Engagement**

#### **1a. Annual Report**

- The Nerstrand School Annual Report can be found on our website:  
[nerstrand.charter.k12.mn.us/about](http://nerstrand.charter.k12.mn.us/about)

#### **1b. Annual Public Meeting**

- Annual Public Meeting was held on August 31, 2017

#### **1c. District Advisory Committee**

- Nerstrand Schools' District Advisory Committee for the 2016-2017 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.

<b>District Advisory Committee Member</b>	<b>Role in District</b>
Laurie Haugen-Eitzmann	Community Member
Angie Lynch	Parent
Beth Babcock	Parent
Alicia Wasilowski	Parent
Tara Vondrasek	Teacher
Jan Boudreau	Sped. Teacher
Kaitlin Bailey	Student
Anika Gliem	Student
Cooper Seigert	Student
Collin Meyer	Student
Ary Anderson	Student
Amy Harris	Support Staff
Peggy Isaacson	Support Staff

## Goals and Results

### 2a. All Students Ready for School

Goal	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.	37.5% of Nerstrand kindergartners were reading 30 words correct by the spring screening using FAST Bridge.	<i>Goal Not Met</i>
95% of Kindergarten parents complete the child survey designed for incoming kindergartners.	75% of Kindergarten parents completed the kindergarten survey.	<i>Goal Not Met</i>

### 2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
90% of Third Grade Students will be reading at Level N, (proficiency), as measured by the BAS system. This goal is set for the end of the school year.	84.6% of Third Grade students were reading at Level N (proficiency) as measured by the BAS system. This assessment was completed in the Spring of 2017.	<i>Goal Not Met</i>
80% of Nerstrand students in Grade K-3 will be reading at the proficient level as measured by the BAS system by the end of the school year.	82% of Nerstrand students in grades K-3 scored at the proficient level using the BAS system.	<i>Goal Met</i>

### 2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
Nerstrand Elementary School will reduce the percentage of FRPL students who did not meet the standard in reading in the Spring MCA III of 2017. Our FRPL students will go from 18.2 to under 15%. Our school is using the PRESS interventions created by the University of	In 2016, 18.2% of our FRPL students scored Not Proficient. In 2017 our percentage of Not Proficient rose to 38.9% . We will continue to work on this goal. Nerstrand School has been using the FAST screener and PRESS interventions. We are committed to using these	<i>Goal In Progress</i>

Minnesota with identified students.	interventions to help strengthen students' reading. PRESS interventions are being used school wide.	
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## 2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
Nerstrand School is committed to a mission that focuses on child-centered learning in an innovative education program. We put emphasis on 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.	In the Parent Satisfaction Survey of 2016-2017, 93.51 % of respondents had an average positive response of 4 (out of 5) or higher when surveyed on satisfaction levels with curriculum and learning.	<i>Goal Met</i>
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.	0.1% of students transferred out of Nerstrand School after October 1.	<i>Goal Met</i>
Parent involvement is a key component in children's success and completion of school. Nerstrand School has a goal of 100% parent participation in Fall and Winter conferences.	Nerstrand School had 100% attendance for Family conferences.	<i>Goal Met</i>

## 2e. All Students Graduate

Goal	Result	Goal Status
NA		<i>District/charter does not enroll students in grade 12</i>

## IDENTIFIED NEEDS BASED DATA

Nerstrand School is focusing on growth data to assess students and instruction. Our goal is for all students to make individual academic progress. Focusing on student growth gives teachers more opportunities to share specific and accurate information on each student. Also the school as a whole is working towards increasing all students overall growth rate as a measure of school success.

### **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. According to the NWEA Student Growth Summary Report for the 2016-2017 school year, the results were as follows:

○ Grade	Percent Met Projection
1	62%
2	63%
3	50%
4	48%
5	50%

### **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. According to the NWEA Student Growth Summary Report the results were as follows for the 2016-2017 school year:

○ Grade	Percent Met Projection
1	62%
2	71%
3	69%
4	48%
5	58%

## 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.

## **Curriculum**

During the 2015-2016 school year a Reading Committee was formed to evaluate the school wide reading resources used for core instruction. Meetings were formed with classroom teachers from each grade level and the special education teacher. Monthly meetings were held to review the curriculum currently being used, and a needs assessment was completed. The committee reviewed curriculum from outside vendors, as well as reviewing current instructional practices. The committee determined the needs of students and classrooms, and made recommendations at the end of the school year. Those recommendations were approved by the Director. In the 2016-2017 school year, the new reading program was used. Professional Development days have been used to review the curriculum. Professional Development will also be used in the 2017-2018 school year to review reading instruction.

Going forward, all curriculum will be on a 4 year cycle for reviewal. A Math Committee was formed for the 2017-2018 school year. The following year, there will be a reviewal of Science, which will be followed by writing and social studies. Committees made of classroom teachers will be used to make recommendations to the Director.

## **Instruction and Teacher Review**

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 and Instruction

## **Director Review**

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 every day 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. In January 2017, our high speed fiber line became operational. A technology committee was formed and has met a number of times to produce a technology needs assessment and timeline for our school. The committee recommended purchasing Chromebooks (12) in the spring of 2017. Those Chromebooks were piloted in two classrooms for use in research projects. The committee is also reviewing Apple TVs and Smart Boards in individual classrooms. We are committed to using more technology within our classrooms through recommendations from our Technology Committee and as our budget allows.

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 a part 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.

## 2. **Equitable Access to Excellent Teachers**

### *Equitable Access to Excellent Teachers*

Nerstrand School is a very small school. We have six classrooms, with a population of 150 students. Our students have access to all teachers during their time at Nerstrand School, as either their Coreroom Teacher, their Math Teacher or their Homeroom teachers. All students will have worked with all of our licensed teachers by the time they have graduated from Nerstrand School.

We have multi-age classrooms(Core rooms) 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.