

WORLD'S BEST WORKFORCE SUMMARY ***NERSTRAND SCHOOL, 2014-2015***

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

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

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

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

Annual Public Meeting

- October 5, 2015

District Advisory Committee

- Nerstrand Schools’ District Advisory Committee for the 2014-2015 school year was comprised of Laurie Hougen-Eitzman, Jan Boudreau, Tara Vondrasak and Peggy Isaacson. This committee liaised with staff and community and then reported back to the board.

	2014-2015 Goals	2014-2015 Results
All Students Ready for Kindergarten	<p>50% of kindergarten students will reach Fountas and Pinnell Instructional Level D (grade level) books by the end of the year.</p> <p>70% of all Kindergartners will progress a minimum of 2 levels in the F & P system.</p> <p>Of the students who do not reach Instructional Level D, 18% will make gains of at least 2 instructional levels.</p> <p>70% of all Kindergartners will be reading F & P level C by the end of the year.</p>	<p>59% of students were at or above Instructional Level D by the spring assessment.</p> <p>82% of Kindergartners increased at least 2 levels by spring.</p> <p>23% of students advanced 2 instructional levels by spring assessment.</p> <p>82% of students met the goal of reading “C” level books by the end of the year.</p>

<p>All Students in Third Grade Achieving Grade-Level Literacy</p>	<p>Exceed the percentage of students achieving proficiency in reading statewide as measured by the MCA III assessments.</p>	<p>58.1% of third graders in Minnesota were at or above Level 3 Proficiency. Nerstrand School had 72% of third graders at or above Level 3 Proficiency. All struggling students were given additional support in their reading following the PRESS program.</p>
<p>Close the Achievement Gap Among All Groups</p>	<p>Nerstrand School will provide intervention literacy support for students at risk of not meeting grade level. We are also focusing in on math differentiation to help all students succeed.</p>	<p>Nerstrand School began using PRESS reading intervention program last year. We are using this program to help our struggling readers to become stronger. We are using more differentiation in math to help all learners achieve.</p>
<p>All Students Career and College Ready by Graduation</p>	<p>Nerstrand School is committed to a mission that focuses on child-centered learning in an innovative education program.</p> <p>We put emphasis on attending to the social and emotional as well as the academic progress of student in a multi-age environment that encourages creativity, character development and perseverance.</p>	<p>Parent Satisfaction Survey 2014-2015. 96% of respondents had an average positive response of 4 (out of 5) or higher when surveyed on satisfaction levels with curriculum and learning.</p> <p>94% of respondents had an average positive response of 4 (out of 5) or higher when surveyed on community and climate.</p>
<p>All Students Graduate</p>	<p>As a K – 5 schools, we liaise with local traditional middle schools and charter schools. We ensure that students have a successful transition and enter those programs with the required social, emotional and academic skills</p>	<p>In 2014-2015 100% of fifth grade students participated in the Nerstrand Band program. We believe involvement in music and band sets our students up <u>for future academic success:</u> Schools with music programs have an estimated 90.2% graduation rate and 93.9% attendance rate compared to schools without music education, which average 72.9% graduation and 84.9% attendance.</p> <p>Regardless of socioeconomic status or school district, students (3rd graders) who participate in high-quality music programs score higher on reading and spelling tests.</p> <p>A Stanford study shows that music engages areas of the brain which are involved with paying attention, making predictions and updating events in our memory.</p> <p>Much like expert technical skills, mastery in arts and humanities is closely correlated to a greater understanding of language components.</p> <p>Young children who take music lessons show different brain development and improved memory over the course of a year, compared to children who do not receive musical training.</p> <p>Schools that have music programs have an attendance rate of 93.3% compared to 84.9%</p>

		<p>in schools without music programs.</p> <p><u>Sources</u></p> <p>1 Arete Music Academy. "Statistical benefits of music in education." Arete Music Academy. Accessed July 17, 2014. .</p> <p>2 Arete Music Academy. "Statistical benefits of music in education." Arete Music Academy. Accessed July 17, 2014. .</p> <p>3 National Center for Education Statistics. "Arts Education in Public Elementary and Secondary Schools, 1999-2000 and 2009-2010." National Center for Education Statistics. Accessed February 24, 2015. .</p> <p>4 Arte Music Academy. "Statistical benefits of music in education." Statistical-Benefits-Of-Music-In-Education. Accessed July 17, 2014. .</p> <p>5 VH1: Save the Music. "The Benefits of Music Education." VH1: Save the Music. Accessed February 24, 2015. .</p> <p>6 The National Association for Music Education. "Music Makes the Grade." The National Association for Music Education. Accessed February 24, 2015. .</p> <p>7 Hille, Katrin, et al. "Associations between music education, intelligence, and spelling ability in elementary school." Adv Cogn Psychol 7 (2011): 1-6. Web. Accessed February 24, 2015. .</p> <p>8 Baker, Mitzi. "Music moves brain to pay attention, Stanford study finds." Stanford Medicine. Accessed February 24, 2015. .</p> <p>9 Trei, Lisa. "Musical training helps language processing, studies show." Stanford News. Accessed February 24, 2015. .</p> <p>10 National Association for Music Education. "The Benefits of the Study of Music." National Association for Music Education. Accessed July 17, 2014. .</p> <p>11 The National Association for Music Education. "Music Makes the Grade." The National Association for Music Education. Accessed February 24, 2015. .</p>

ACADEMIC PERFORMANCE

Reading Well by Third Grade using Data (Reading at grade level) Fountas and Pinnell-Spring 2015

Grade	Number Students Proficient/total students	Percentage Proficient
Kindergarten	13/22	59%
Grade 1	18/26	69%
Grade 2	21/24	88%
Grade 3	24/27	89%

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. By Spring of 2017, 75% of students will attain reading proficiency.
 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 grade 4. In grades 3 and 5, the percentage of students achieving proficiency did not exceed the state average.

MCA Reading*
Percentage at or above Level 3 Proficient

<i>Grade</i>	<i>Minnesota</i>	<i>Nerstrand</i>	<i>Difference</i>
3	58.9	55.6	-3.3
4	57.9	68	+10.1
5	66.7	65.4	-1.3
3-5	59.5	62.8	+3.3

*This was the first year Nerstrand School moved to an online testing environment. The 4-5 % decline was less than the impact that traditional schools experienced in the move to online testing.

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	184.2	186.3	+2.1
3	195.6	198.4	+2.8
4	203.6	211.5	+7.9
5	209.8	213.2	+3.4

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. By Spring of 2017, 75% of students will attain math proficiency.
 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 grades 3 and 4. In grade 5, the percentage of students achieving proficiency did not exceed the state.

MCA Math*
Percentage at or above Level 3 Proficient

<i>Grade</i>	<i>Minnesota</i>	<i>Nerstrand</i>	<i>Difference</i>
3	70.9	77.8	+6.9
4	70	84	+14
5	59.7	46.2	-13.5
3-5	60.2	69.2	+9

*This was the first year Nerstrand School moved to an online testing environment. The 4-5 % decline was less than the impact that traditional schools experienced in the move to online testing.

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

<i>Grade</i>	<i>Minnesota</i>	<i>Nerstrand</i>	<i>Difference</i>
2	186.4	193.3	+6.9
3	198.2	205.8	+7.6
4	208.7	219.4	+10.7
5	217.2	222.1	+4.9

Additional Data from MDE:

Grade 5 Science Proficiency, as measured by the MCA: 53.8% Nerstrand as compared to a Minnesota state average of 59.3%.

Multiple Measures Rating (MMR)

Nerstrand Multiple Measures Rating (MMR) for 2014-2015 was 31.62%. Multiple Measurement Ratings, also known as MMR, represent an alternative accountability system that the Minnesota Department of Education (MDE) presented to the U.S. Department of Education in order to opt out of the requirements of No Child Left Behind in 2011.

IDENTIFIED NEEDS BASED DATA

Reading

- We saw positive growth in reading through MCA and NWEA assessments.
- Teachers have set goals aligned to child-centered assessments. Individual reading goals were set by FAST reading level measurements. PRESS interventions were began to help students strengthen their reading.
- Teachers are setting SMART goals with support from the special education supervisor.

Math

- Progress was measured using NWEA and MCA results. We saw a drop in 5th grade scores for the MCAs. Staff Development around differentiation in math has been used to support teachers.
- Teachers are developing formative assessment to closely monitor and adjust to student progress throughout the year.

SYSTEMS, STRATEGIES AND SUPPORT

Improving instruction:

- Teachers participate in monthly professional development that will focus on instructional strategy.

- 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.
- All of our teachers are participating in peer reviews as part of the State Model for Teacher evaluation. Our Teacher Evaluation Committee created our evaluation model in 2014-2015. They focused on authenticity and rigor in their planning of this model for our school.
- The Special Education team participates in professional development to ensure that the progress of student in this category is 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.

Curriculum:

- Curriculum Committees will document standard alignment with Nerstrand curriculum.
- All teachers teach to the standards for each core subject, filling in gaps in curriculum as needed.
- Teachers focus on using “differentiated instruction” to meet the needs of our learners.

Student Achievement:

- Nerstrand administers MAP/NWEA testing in the Fall and Winter of each school year for all students 1st grade through 5th grade. Kindergartners will be tested once in their year during the winter. This will serve as our indicator of student growth and achievement as MAP testing provides a RIT target for individual students. Nerstrand teachers will also analyze and use the NWEA data to help guide instruction of their students.
- Nerstrand School will administer FAST probing in reading for all students. These probes will occur in the Fall, Winter and Spring. This date will be used as an indicator of student progress and identification for students in need of interventions. 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.
- The PRESS reading program will be used for student interventions in reading. Students receiving interventions will be screened after approximately six weeks of interventions to measure growth. Information from these screenings determines next steps with these students.
- We administer the MCA tests for students in grades 3-5 as defined by the MDE. This shows how our students compare to the state average and the amount proficient. In the fall we use this data, along with current NWEA results to create SMART goals for the year. Each team reviews data alongside the special education teacher and director.

- Literacy plan data is collected fall / spring and formative assessments continue throughout the year this information is shared at parent/teacher conferences twice a year.
- At risk students receive more frequent evaluations from the special education teachers and core room teacher to monitor progress.

Teacher and Director Support

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

- Student engagement
- Student Learning & Achievement
- Teacher Practice

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

- Data-driven focus on student achievement
- Continuous improvement on 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.

Accountability goals are established each year in Reading and Math.

STRATEGIC PLANNING

Over the 2014-2015 School year, the staff and Nerstrand School board conducted a review of our strategic plan. This planning reflected back on our school and looked at “Who We Were” and “Who We Are Now” and “Where We Fit Within Our Surrounding Communities”. We continue to reflect on these three questions to ensure that we have a common vision and commitment to our mission.

STRATEGIC PLAN SUMMARY

Renew and Enhance our Mission as an Innovative Multi-age School

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. By renewing our initial values, Nerstrand School will continue to provide leadership and choice in the area of innovative education within our geographic area. As we enhance our educational program, we will consistently focus on our students’ individual needs as learners. We will integrate more

technology into our program with thoughtfulness and care that we are making the best choices for our students. Through our shared leadership and careful program development, we are working to fulfill our mission of empowering students to be self-directed, lifelong learners in a warm, nurturing, joyful environment filled with curiosity and celebration.

Community Engagement

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. 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.

Strategic Action Plan 2015-2016

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.