



North Shore Community School

PUBLIC CHARTER SCHOOL DISTRICT #4084-07

2018-2019

**WORLD'S BEST WORKFORCE & ANNUAL
REPORT**

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North Shore Community School (NSCS)
5926 Ryan Road
Duluth, MN 55804
nscsinfo@nscsk6.org
www.northshorecommunityschool.org

NSCS opened as a public charter school in 2002. It proudly serves students in Grades PreK-6.



Mission, Vision, Values

Mission

North Shore Community School excels in connecting our students' academics and learning with their natural and social environments in a nurturing community setting.

Core Values

Kids First:	Students' diversity and needs drive decisions and actions
Partnership:	Together we achieve more than alone
Knowledge:	Skilled in accessing, navigating and using a broad array of facts and viewpoints from a global perspective
Stewardship:	Care and responsibility for our natural and social environments

Our Vision

- The **natural world** is integral to who we are, what we do and how we learn.
- Children and adults **co-learn** together with **respect, ownership of learning, compassion** and **acceptance**.
- **Technology** is an integrated tool for learning in preparing our students for a broader world.
- **Collaboration** and **collegiality** is experienced in our daily work and relationships.
- Our enrollment, facilities and programming is **intentional, planned** and **sustainable**.

NSCS has an effective and innovative approach to education. This approach is founded on the integration of concepts related to the natural and social environments into teaching and learning. Current examples include, but are not limited to: utilization of **Environment as Integrating Context (EIC)** methods; learning through **environmental studies**; year-long, grade-level inquiry questions; the **study of local history**; and the presence of **community partners** within the school.





Audubon Center of the North Woods

Experience Your Environment

VISION

The authorizing vision of ACNW is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.

MISSION

The authorizing mission of ACNW is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit-based decisions about its portfolio of charter schools.

NSCS started their partnership with Audubon Center of the North Woods (ACNW) in July 2017. The contract terms are for five years until June 2022. NSCS sent two classroom teachers and the director to the EE Workshop in August 2018 and sent the Executive Director to the Leader's Retreat in November 2018.

Contact Information:

Erin Anderson, Director of Charter School Authorizing
Audubon Center of the North Woods

Charter School Division

43 Main St. S.E., Suite 507

Minneapolis, MN 55414

(612) 331-4181

www.auduboncharterschools.org

Statutory Purposes

North Shore Community School's primary purpose is to improve all pupil learning and all student achievement. Additional purposes are to increase learning opportunities for all pupils and to encourage the use of different and innovative teaching methods. This report highlights different ways we engage students, and the impact of those efforts.

Improve All Pupil Learning and Student Achievement: During the 2018-2019 school year, NSCS continued to focus on improving math, reading, and science scores through targeted staff development sessions and regular team meetings, addressing instructional practices and key concepts/terms. In science, teachers identified specific science vocabulary, and infused terms into other areas. Teachers have focused on increasing reading scores as determined through the Benchmark Assessment System (BAS) through whole group lessons, guided reading groups, and providing interventions for students not at grade level through Title I and Leveled Literacy Interventions. For math, NSCS applied concepts from its training with Bureau of Education and Research (BER) on Guided Math: Practical Strategies to Differentiate Math Instruction to continue differentiation during math. The focus was on using Small Group Instruction and Math Learning Centers to help meet the individual needs of students.

Increase Learning Opportunities for All Pupils:

NSCS strives to increase opportunities for all through focusing on weekly environmental lessons and extended nature play and time outdoors; developing and supporting the social and emotional needs of students through Responsive Classroom practices that build relationships and honor the developmental needs of students; provide hands-on learning with gardening and cooking with foods students have grown; supporting diverse student needs through intervention and extension opportunities; and integrating year-long grade-level inquiry questions, the study of local history, and the presence of community partners within the school.

Encourage the Use of Different and Innovative Teaching Methods:

North Shore Community School engages students in varying ways throughout the day. Our Environmental Education Teacher teams with classroom teachers bi-weekly and teachers continue the core concepts of lessons throughout the next two weeks. Students engage in the inquiry process through projects and inventions; incorporate journaling and writing throughout science, math, reading, and social studies; integrate the environment and the natural world into all content areas; connect learning and the outdoors with our greenhouse, 20-acre forest and trails, orchard, and gardens.

Local History Topics

K. Logging

1. Commercial Fishing

2. Farming

3. Mining

4. Homesteading

5. Ojibwe

6. Early Peoples

Student Enrollment

North Shore Community School can be characterized by high student retention rates. In 2018-2019 NSCS ended the school year with 347 students. Our school had a spike in enrollment during the 2015-2016 and 2016-2017 school years. This may have been contributed to a consolidation and closing of a few parochial schools in Duluth. For the 2018-2019 school year, the student enrollment remained relatively steady after school began, and we are more in line with enrollment numbers from the early 2010s.

Number of Students Enrolled	2017-18	2018-19	2019-20 (est.)
Preschool or PreK	N/A	18	28
Kindergarten	50	42	42
1st Grade	55	56	56
2nd Grade	55	53	52
3rd Grade	54	55	55
4th Grade	51	53	55
5th Grade	56	50	52
6th Grade	44	36	36
Total	363	363	367
Total ADM (Average Daily Membership) for year	363	347	337 (28-PreK)

STUDENT DEMOGRAPHICS

Our enrollment has trended a little down over the past three years. We are currently working on recruiting more students through advertising and social networks. Our Special Education population has greatly increased over the past three years, and we have increased staffing in this area to meet the needs of these students. Our percentage of students who are white, not of Hispanic Origin, continues to be the vast majority of our population.

Demographic Trends	2017-18	2018-2019	2019-2020 (Est)
Total Enrollment	359	345	338
Male	160	164	158
Female	199	181	180
Special Education	52	41	39
English Learners	0	0	0
Free/Reduced Priced Lunch	121	118	82
Black, not of Hispanic Origin	4	4	5
Hispanic/Latino	3	3	2
Asian/Pacific Islander	2	3	2
American Indian/Alaskan Native	5	2	2
White, not of Hispanic Origin	345	342	327

STUDENT ATTENDANCE, ATTRITION & MOBILITY

STUDENT ATTENDANCE

	2016-17	2017-18	2018-19
Overall Student Attendance Rate	94%	98.7%	95%

Being an elementary school of choice both parents and students often prioritize education and the overall attendance rate has exceeded NSCS's expectations.

STUDENT ATTRITION

Percentage of students* who were continuously enrolled between October 1 of the 2017-2018 school year and October 1 of the 2018-19 school year.	<u>94.6%</u>
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Percentage of students* who continued enrollment in the school from Spring 2018 to October 1, 2018.	<u>91.7%</u>
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NSCS continues to enroll the same students year after year. Having an attrition rate that is 90% or higher proves that families chose to stay at NSCS once they start.

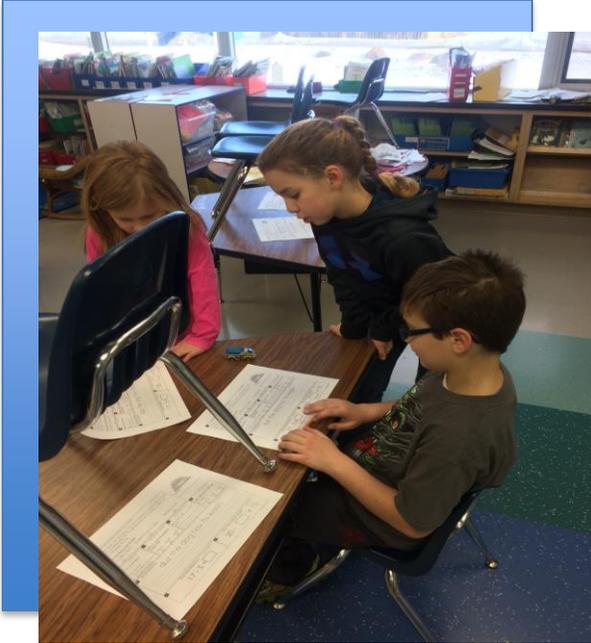
STUDENT MOBILITY

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
2015-16	41	342	0	3	3	.88%
2016-17	38	364	7	11	18	4.9%
2017-18	67	363	7	9	16	4.4%

* Total mid-year transfers divided by number of students on October 1.

NSCS has a low Mobility rate overall. Most students who start the school year at NSCS stay all year. The majority of students who leave during the school year is due to families moving out of the area.

Percentage of students who were enrolled for 95% or more of the 2018-19 school year.	<u>97%</u>
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Educational Approach & Curriculum

Title One Math

Title One Math is offered to students in grades 1-2 who are performing below grade level on basic math skills. Through small group, hands on lessons, students work on understanding math foundations that will ultimately lay the groundwork for succeeding in meeting math standards. Paraprofessionals meet with students daily to work on targeted practice.

Leveled Literacy Intervention

Leveled Literacy Intervention (LLI) is offered to students in grades K-4. LLI is a small-group, supplementary literacy intervention designed to help instructors provide powerful, daily, small-group instruction for the lowest achieving students at their grade-level. Through systematically designed lessons and original, engaging leveled books, *LLI* supports learning in both reading and writing, and helps students expand their knowledge of language and words and how they work. The goal of *LLI* is to bring students to grade level achievement in reading.

Core Curriculum

Learning at North Shore Community School is cooperative, child-centered, and active. The school's curriculum is aligned with standards set by the Minnesota Department of Education.

- **Math** – Houghton Mifflin's *Math Expressions* (K-5) & McGraw Hill's *Math Connects* (6th grade)
- **Reading** – Scott Foresman's *Reading Street*
- **Social Studies** – Houghton Mifflin curriculum & *Roots in the Past Seeds for the Future* (a focus on our local history)
- **Science** – hands-on through Foss Science kits

In addition to the core curriculum, students also receive 90 minutes of physical education, 50 minutes of art instruction, 75-90 minutes of music instruction (depending on grade) and 60 minutes of environmental education each week.

Special Education Program

The Special Education Department at North Shore Community School serves approximately 14% of the general education population in grades K-

6. North Shore Community School serves students in the categories of Autism Spectrum Disorder, Emotional/Behavioral Disorder, Specific Learning Disability, Other Health Disability, Developmentally Cognitively Delayed and Speech and Language Impairment currently. Students range from setting 1 [outside of the regular classroom less than 21% of the day] to setting 3 [separate classroom more than 60% of the school day]. Students are primarily served through a pullout model with intensive interventions designed for each student's needs, although a co-teaching model is being piloted for math in the upper grades between a general education and special education teacher.

Special education staff consists of four Special Education Teachers, three of whom are full time, and one whom is a .25 teacher and .75 coordinator. The department also has a Special Education Executive Secretary who works part time. Special Education Paraprofessionals include four full time employees and one part time employee. All special education paraprofessionals are classified as program paraprofessionals. There are no student specific paraprofessionals at this time.

2018-19 Student Calendar



August 2018							September 2018							October 2018							November 2018						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4						1	A 1	2	3	4	5	6	A			1	2	3			
5	6	7	8	9	10	11	A 3	4	★	6	7	8	B 8	9	10	11	12	13	B 5	6	7	8	9	10			
12	13	14	15	16	17	18	B 10	11	12	13	14	15	A 15	16	17	18	19	20	A 12	13	14	15	16	17			
19	20	21	22	23	24	25	A 17	18	19	20	21	22	B 22	23	24	25	26	27	B 19	20	21	22	23	24			
26	27	28	29	30	31		B 24	25	26	27	28	29	A 29	30	31				A 26	27	28	29	30				
							30																				

December 2018							January 2019							February 2019							March 2019								
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa		
						1							1	A						1	2	B						1	2
B 3	4	5	6	7	8		B 7	8	9	10	11	12	B 4	5	6	7	8	9	A 4	5	6	7	8	9					
A 10	11	12	13	14	15		A 14	15	16	17	18	19	A 11	12	13	14	15	16	B 11	12	13	14	15	16					
B 17	18	19	20	21	22		B 21	22	23	24	25	26	B 17	18	19	20	21	22	23	A 18	19	20	21	22	23				
23	24	25	26	27	28	29	A 28	29	30	31			B 25	26	27	28			B 25	26	27	28	29	30					
30	31																		31										

April 2019							May 2019							June 2019							July 2019						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
A 1	2	3	4	5	6		A		1	2	3	4	B 3	4	5	★	7	8	B 3	4	5	6	7	8			
B 8	9	10	11	12	13		B 6	7	8	9	10	11	9	10	11	12	13	14	15	7	8	9	10	11	12	13	
A 15	16	17	18	19	20		A 13	14	15	16	17	18	16	17	18	19	20	21	22	14	15	16	17	18	19	20	
B 22	23	24	25	26	27		B 20	21	22	23	24	25	23	24	25	26	27	28	29	21	22	23	24	25	26	27	
A 29	30						A 27	28	29	30	31		30							28	29	30	31				

BAS testing conferences
 No School
 Evening Conferences
 Early Release
 6th Grade Wolf Ridge
 Picture/Retake Day
 October 5 Grandparents Day
 ★ First/Last Day of School

Students have 169 instructional days. A typical school day runs from 8:00-2:50. Students average 120 instructional minutes in Language Arts and 75 instructional minutes in Mathematics each day.

Class sizes are capped at 19 students in grades K-1 and 28 students in grades 2-6. We have full time Phy Ed and Library/Media specialists, along with part time Music, Art, and Environmental Ed specialists to help us meet our mission.

We have three part time and one full time paraprofessional to work with students in the general ed classroom and two full time Title I paraprofessionals for students who need interventions in Language Arts and Math.

Kids and Co & Preschool

NSCS provides after school care for students in our **Kids and Co** program each day until 6 pm. Students have an opportunity to complete homework, play outside, enjoy a snack and utilize many games, puzzles, and gym equipment.

NSCS has a **Preschool** program for students ages 3-5. It runs Monday – Thursday from 9-2:30. Parents can choose to enroll their child in either a half day or full day session. Students attend two, three, or all four days.



Innovative Practices & Implementation



Highlights of Strategic Plan

- **Enrollment** – Our school is in a slight decline from the last year, from a planned 355 down to 347 by the end of the year.
- **Fund Balance** – Due to the extra enrollment, we have a very healthy Fund Balance (above our 20% target) and were able to spend some of it to enhance curriculum and technology.
- **EIC** – Classroom teachers are feeling much more comfortable integrating the environment into their curriculum. Licensed staff are exceeding the target of integrating EIC into 14 lessons per year.

NSCS provides innovative opportunities in a rural setting for students from the local area, Duluth, and Two Harbors. Teachers regularly reflect on their teaching to provide engaging learning that connects to the natural and social world.

Our Core Values, in conjunction with our mission, guide our practices. Our Core Values are:

- ***Kids First:*** Students' diversity and needs drive decisions and actions
- ***Partnership:*** Together we achieve more than alone
- ***Knowledge:*** Skilled in accessing, navigating, and using a broad array of facts and viewpoints from a global perspective
- ***Stewardship:*** Care and responsibility for our natural and social environments

All learning and decision making is related to the first principle of Kids First. It is what drives our environmental focus and our belief in educating the whole child through nature-based and hands-on learning. Examples of specific learning opportunities related to our mission and core values include:

Knowledge – Strategic Direction B: Differentiation of Instruction to Meet Student Needs:

Rendezvous Living Museum: Fifth and sixth grade students create a living museum recreating the rendezvous. The 6th graders learn about the voyageurs during their fall field trip to Wolf Ridge ELC and in the classroom, and each student reads the historical fiction book, “The Broken Blade” by William Durbin. The 5th graders learn about the Ojibwe as they study our local history book, “Roots,” published by community members of Duluth Township. They also read the historical fiction book, “Birchbark House” by Louise Erdrich. Students learn a little of the Ojibwe language by creating their own Ojibwe dictionaries. The Rendezvous is a culmination of their hands-on learning about a specific period of time in our region. A recent article showcasing the Rendezvous in a local magazine can be found on the cover, and the article begins on page 12: <http://fliphtml5.com/bookcase/rkuo>

Ikidarod: Students learn about dogsledding, the Beargrease, a local dogsled race, and the Iditarod. The culmination of their month of learning about dogsledding in class includes staging a kid-led race of their own. <https://www.duluthnewstribune.com/news/4220717-north-shore-community-school-hosts-ikidarod-race>

Rube Goldberg Machines: Students design, build, and test their Rube Goldberg machines following the scientific method. As part of exploring core science concepts and simple machines, students incorporate all simple machines into their design.

Operetta: First graders work with the music teacher to stage an operetta each year.

Partnership – Strategic Direction D: A Culture of Innovative Partnerships

Phy Ed Heart Obstacle Course: In conjunction with 5th grade studying the heart, and with the Kids Heart Challenge, an obstacle course of the circulatory system is set-up in the gym. Students flow through the course and interact with the different functions of the circulatory system as they traverse the obstacle course.

Deer Heart Dissection: In conjunction with Kids Heart Challenge, 5th grade students dissect deer hearts. Each team of two students is partnered with a community member to explore the different chambers and structure of the heart. Community members and staff contribute deer hearts for this culminating activity during hunting season.

Stewardship – Strategic Direction A: Integrating Social and Natural Environments into Our Curriculum:

Solar Ovens: Students brainstorm, plan, and design solar ovens. Students test the oven and monitor heat, problem solve, and track progress in their journal. Ovens are created with

recyclable materials. Students follow the scientific method, predict temperatures, and work with concepts of the best materials for insulation, reflection, etc. The concept of solar energy and the use solar ovens is connected to our solar energy array and the energy collection tubes in our 5th and 6th grade wing.

Phenology Reports: Students monitor and record the natural happenings throughout the week, then complete a weekly podcast that is played on a community radio station in Two Harbors, and over the intercom at school each week. Students monitor the weather using our local weather station, which can be located through WeatherBug.

Kindergarten Bunny Restaurant: Kindergarten students design and build a bunny habitat, then conduct observations. Students monitor variables, such as the location of the Bunny Restaurant and the type of food they leave, and record their findings in their journal weekly.

Orchard: First grade students planted trees in the new orchard. Students from all grades monitor the progress of the trees.

Greenhouse: All grades have a section in the greenhouse to plant different vegetables throughout the year.

Mobile Kitchen Carts: Each class uses the mobile kitchen carts to cook using foods they have grown. Students learn different ways to create meals with foods they have grown.

Three Sisters Garden: (Each spring, classes plant items in the Three Sisters garden. In the fall, the items are harvested. The Art Teacher brings classes out to use for drawing and painting before harvesting, as well as for still life drawings once harvested.

Challenges and How we are Addressing Them – Our enrollment slightly declined over the summer of 2018. Early in the fall, we adjusted our count with the Minnesota Department of Education, and revised our budget in January. With the decline in enrollment, adjustments were made to the number of classrooms at each grade level, based on end of the year projections. Given our healthy fund balance, we did not have to lay off staff at that time.

Also, this year saw a huge growth in students qualifying and receiving Special Education services. The number of students being served with IEP's almost doubled from the previous year. With this came the need for additional staff and some creative scheduling.

Student achievement continues to be an area of focus for all students, and for our sub-populations in particular. For the 2019-2020 school year, we have made changes to how we offer interventions for grades K-6 and implemented diagnostic assessments to help determine skills gaps with students not at grade level. We have also adjusted our schedule and shifted staffing to provide WIN Time: What I Need. This time ensures students and teachers have additional support during a concentrated time, and that students are not being pulled from class during core content times.

PROGRESS ON ACNW CONTRACTUAL ACADEMIC GOALS & WBWF ALIGNMENT

NSCS was successful in many of the contractual goal areas. In the areas of students meeting technology standards, being reading for Kindergarten, and attendance, our students exceeded the goals that were set. When using the proficiency index, students met the goal on Math MCAs. Our teachers continued to focus on science vocabulary terms and encouraging students to predict, experiment and reflect.

While we continue to make progress, we were not successful in meeting our goal areas in reading and math. We added in taking the NWEA MAP Reading assessment as another indicator of growth and achievement. Overall, teachers feel the test is a pretty accurate measure especially when predicting how students will do on the MCA tests. We will continue to provide professional development support for teachers in order to enhance instructional strategies. We have started to make instructional changes this fall, including reviewing state standards and mapping out curriculum for math and reading, adding in an intervention/extension block called WIN Time: What I need, and making sweeping changes in how we offer interventions for students not meeting grade level in reading and math. This change includes additional diagnostic assessments to determine specific gaps in student learning and to provide targeted and intentional interventions to meet individual student needs.

World's Best Workforce (WBWF) Goal Areas:

- **Ready for Kindergarten [R4K]:** All students are ready for kindergarten.
- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.
- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
- **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.
- **Graduate from High School [GRAD]:** All students graduate from high school.

Indicator 1: Mission Related Outcomes

Goal 1: *By the end of the 2018-19 school year, 70% of students will meet or exceed NETS grade level standards.*

WBWF Goal Areas Addressed by this Goal: *All Students Career-and-College-Ready by Graduation*

Key Measures & Results for this Goal: *Grade level rubric results show 86.5% of students in K-6 met or exceeded NETS standards.*

Goal 2: *By the end of the 2018-19 school year, 90% of all 5th grade students will complete their BizTown sessions, participate in the BizTown simulation, and complete a resume.*

WBWF Goal Areas Addressed by this Goal: *All Students Career-and-College-Ready by Graduation*

Key Measures & Results for this Goal: *Teacher documentation shows 100% of 5th grade students completed their BizTown requirements of participation and completing a resume.*

Indicator 2: English Language Learners

N/A – NSCS did not have any ELL students during the 2018-19 school year.

Indicator 3: Reading Growth

Goal: *By the end of the 2018-19 school year, 77% of students will meet grade-level target on the Benchmark Assessment System.*

WBWF Goal Areas Addressed by this Goal: *All Students in Third Grade Achieving Grade-Level Literacy, Close the Achievement Gap(s) Among All Groups*

Key Measures & Results for this Goal: *73% of K-6 students met their grade level target.*

Indicator 4: Math Growth

Goal: *By the end of the 2018-19 school year, 76% of students will meet their target growth on the NWEA MAP Assessment.*

WBWF Goal Areas Addressed by this Goal: *Close the Achievement Gap(s) Among All Groups*

Key Measures & Results for this Goal: *65.5% of students met target growth on the NWEA MAP assessment. 76% of students met their RIT score.*

Indicator 5: Reading Proficiency

Goal 1: *By the end of the 2018-19 school year, students in the Free and Reduced-Price lunch subgroup in grades 3-6 will increase their reading proficiency scores on the MCA III from 50% to 55%, as compared to the 2017-2018 school year achievement data.*

WBWF Goal Areas Addressed by this Goal: *All Students in Third Grade Achieving Grade-Level Literacy, Close the Achievement Gap(s) Among All Groups*

Key Measures & Results for this Goal: *54% of students in the Free and Reduced subgroup met or exceeded proficiency on the 2019 MCAIII reading assessment.*

Goal 2: *By the end of the 2018-19 school year, 75% of students in grades 3-6 will be proficient in reading as measured by MCA data.*

WBWF Goal Areas Addressed by this Goal: *All Students in Third Grade Achieving Grade-Level Literacy, Close the Achievement Gap(s) Among All Groups*

Key Measures & Results for this Goal: *66% of students in grades 3-6 were proficient in reading as measured by MCAs. Our proficiency index was 74%.*

Indicator 6: Math Proficiency

Goal 1: *By the end of the 2018-19 school year, students in the Free and Reduced-Price lunch subgroup in grades 3-6 will increase their math proficiency scores on the MCA III from 53.7% to 60%, as compared to the 2017-2018 school year achievement data.*

WBWF Goal Areas Addressed by this Goal: *Close the Achievement Gap(s) Among All Groups*

Key Measures & Results for this Goal: *57% of students in the Free and Reduced subgroup met or exceeded proficiency on the 2019 MCAIII math assessment.*

Goal 2: *By the end of the 2018-19 school year, 71% of students in grades 3-6 will be proficient in math as measured by MCA data.*

WBWF Goal Areas Addressed by this Goal: *Close the Achievement Gap(s) Among All Groups*

Key Measures & Results for this Goal: *67% of students in grades 3-6 were proficient in math as measured by MCAs. Our proficiency index was 78%.*

Indicator 7: Science Proficiency (and Growth)

Goal: *By the end of the 2018-19 school year, 75% of students in grade 5 will be proficient in science as measured by MCA data.*

WBWF Goal Areas Addressed by this Goal: *Close the Achievement Gap(s) Among All Groups*

Key Measures & Results for this Goal: *64% of students in 5th grade were proficient in science as measured by MCAs. Our proficiency index was 71%*

Indicator 8: Proficiency or Growth in Other Curricular Areas or Educational Programs

Goal: *90% of students will demonstrate Kindergarten Readiness as determined by the Kindergarten Readiness Checklist.*

WBWF Goal Areas Addressed by this Goal: *Close the Achievement Gap(s) Among All Groups, All students Career-and-College-Ready by Graduation*

Key Measures & Results for this Goal: *95% of students demonstrated Kindergarten Readiness.*

Indicator 9: Post Secondary Readiness

N/A – NSCS is a K-6 school

Indicator 10: Attendance

Goal: *The target attendance rate at NSCS will be 90%.*

WBWF Goal Areas Addressed by this Goal: *Close the Achievement Gap(s) Among All Groups, All students Career-and-College-Ready by Graduation*

Key Measures & Results for this Goal: *NSCS Attendance Rate was 95% at the end of the 2018-19 school year.*

Federal and State Accountability

High Quality Charter School Status:

NSCS has not been given a High Quality Charter School Status.

ESSA Identification

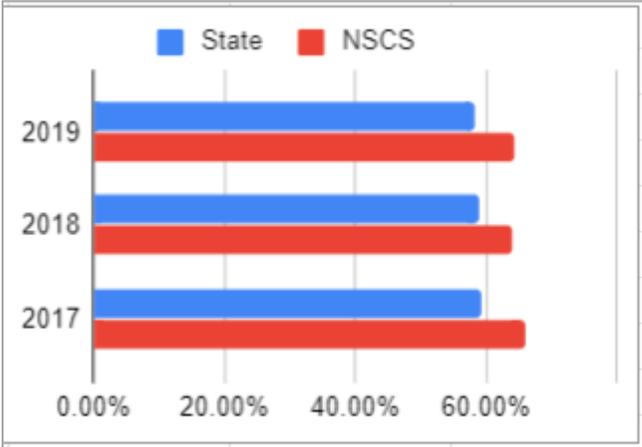
NSCS has not been identified as a school needing comprehensive supports or additional targeted support.



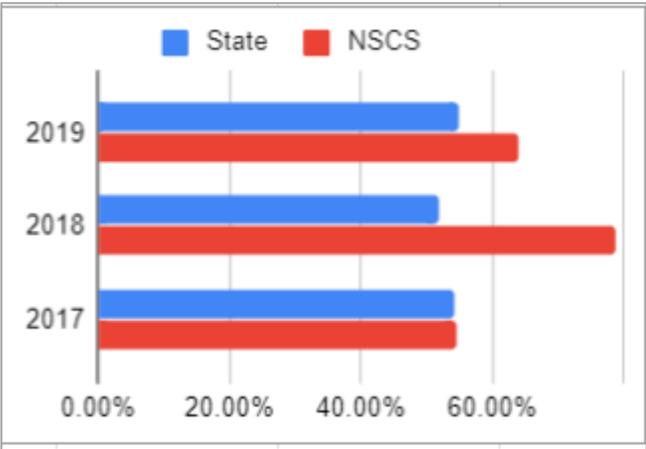
Academic Performance



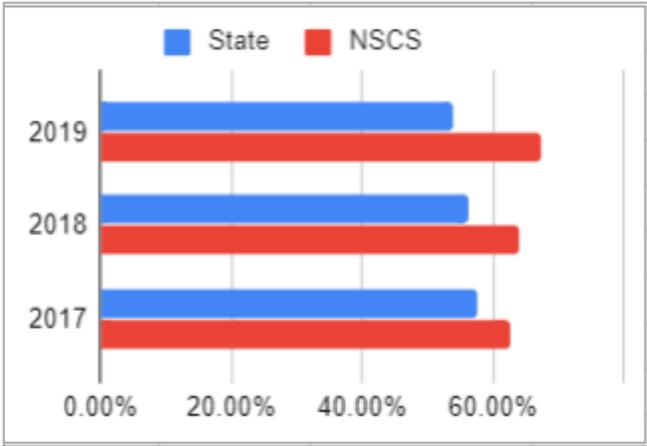
MCA III-Reading - Grades 3-6 Proficiency



MCA III-Science - Grade 5 Proficiency



MCA III-Math - Grades 3-6 Proficiency



NSCS students in grades 1-6 took the NWEA Measures of Academic Progress Assessment in math 3 times during the year and in reading twice during this year.

All grades use the Benchmark Assessment System to test students 2-4 times throughout the year on reading fluency, accuracy and comprehension.

Educational Effectiveness: Assessment and Evaluation

Through the work of the Curriculum/Staff Development Committee, the effectiveness of curriculum and assessments are evaluated on an ongoing basis. The main assessment and evaluation focus of the 2018-2019 school year was reading and math and continuing the focus on writing and science of the previous year. There was also a social emotional learning focus on diversity and inclusivity. At the start of the year, we focused on MCA, BAS, and NWEA data. We reviewed accessing information in NWEA and using reports to better inform instruction. Teachers also spent part of four different days exploring mental models and implicit bias, and reflecting on current concerns for our district. We reviewed different

teaching materials being used throughout the school, as well as resources available online, to begin compiling lessons for the beginning of the school year.

Writing

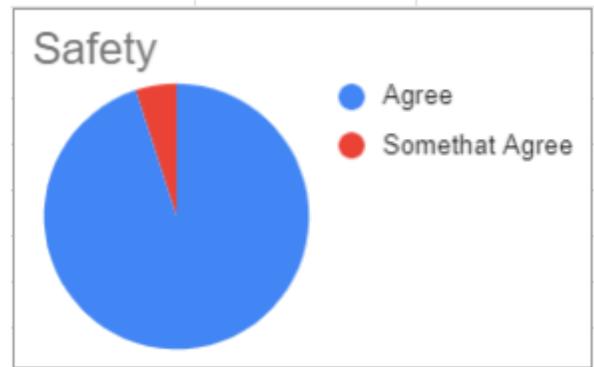
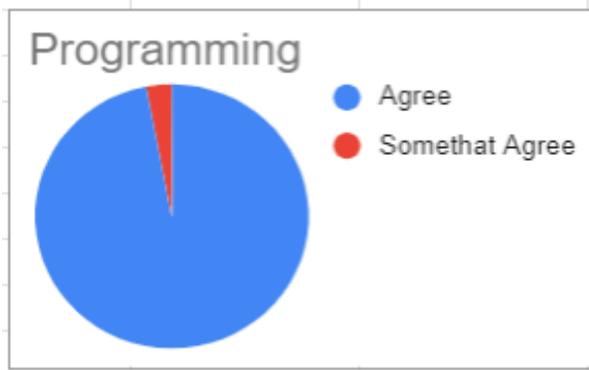
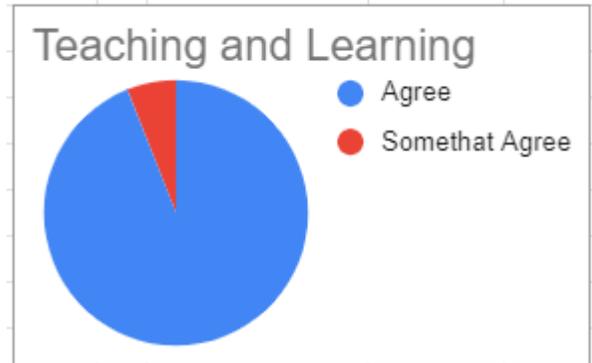
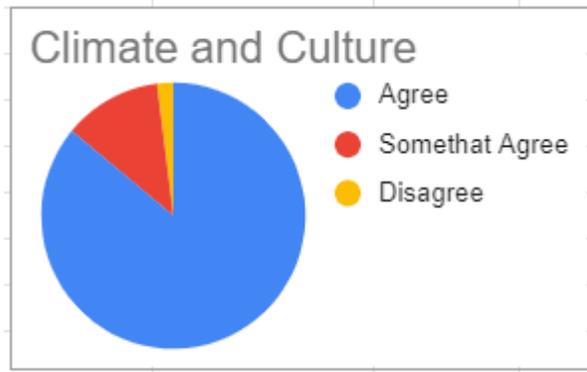
Writing has been a topic of discussion for a few years now. Many teachers feel like their students struggle with writing and were looking for ways they could improve their teaching of writing concepts. After a review of our current curriculum, it was found that there are several valuable resources that were not being utilized. By the end of the year, teachers had a better understanding of writing standards and what is being taught at each grade level. Every teacher came up with at least one new writing assignment to incorporate into their lesson plans.

Differentiated Instruction

Students all learn at their own pace. They are often working in groups where the instruction is at their level. Through a variety of hands-on activities, students work on mastering standards in math, language arts, science, social studies, phy ed, environmental ed, music, and art.



Student and Parent Satisfaction



Each spring, NSCS creates a survey for parents to gather information on how parents feel about teachers, other staff, programming, safety and overall school climate. We had 81 parents respond to the survey for the 2018-19 school year. This information is shared with the whole school community including the Board. It helps guide future programming, facility and busing needs, and also professional development for the staff and board. The board also held one parent forum for parents to share ideas and concerns.

Overall parents and students are happy with NSCS. Students feel safe, our programs are solid, teachers are effective and the feel of the school is positive.

Environmental Education

*NSCS was founded around the **EIC** (Environment as an Integrated Context) model. We strongly believe that students who are taught to respect their environment will be adults who have these same beliefs. Students have **Environmental Education** as a Specialist each week. Teachers utilize the greenhouse, orchard and nature trail so that students are learning in a hands-on, meaningful way. Each grade level has an overall **EIC** theme that they study all throughout the year.*

Kindergarten – Trees

1st Grade – Insects

2nd Grade – Soil

3rd Grade – Birds

4th Grade – Water

5th Grade – Deer population sustainability

6th – Wind energy

*Students engage in lessons, activities and field trips tied to their year-long **EE** focus.*



Throughout the year, EE classes are focused on some aspect of each grade-level specific topic. As a result, by the end of the year, the depth of understanding about each topic at each grade level is notable in conversations students are having about the topic and the interest in each topic that is observed to develop consistently within the classrooms.



Environment as an Integrated Context (EIC)

NSCS takes several different approaches to integrating environmental education into our classrooms and school culture. The school strives to follow an environmentally integrated curriculum model in classrooms, using an environmental concept or theme as a tool from which to teach standard classroom curriculum. The environmental educator at NSCS often meets with teachers to discuss what is happening in their core curricular areas and then helps find ways to teach topics in an environmental concept. Depending on the grade level, some teaching teams are also doing this autonomously and developing new lessons and activities to bring environmental topics into standard math, science, social studies, and reading classes.

Additionally, the daily procedures and systems within the school include environmentally minded actions such as water conservation, energy conservation, recycling, composting, and maintenance of outdoor spaces.

Annual staff development activities are facilitated that continue to introduce new ways to use the natural environment for teaching and learning. DNR School Forest Staff, the Jeffers Foundation, U of M Extension, and other state and local government staff have visited the school to present or lead activities touching on an environmental issue relevant to that grade levels' activities.

EE Success and Challenges

Our school Board and administrative staff have continued to champion the NSCS approach to integrating EE into our school classrooms and culture. The current environmental educator, Dan Schutte, is familiar with the EE curriculum across the grade levels, but there can be more continuity created between lessons, as well as scaffolding between grade levels within the EE curriculum. The environmental education classes throughout the grade levels touch on the concept that all living things need habitat - food, water, shelter, and space - arranged in a way that they can all be accessed. This is a powerful concept, all the way up to current issues affecting human overpopulation, lack of fresh water for much of the world's population, food shortages, and even conflict for territory and space. Mr. Schutte is looking for ways to scaffold this concept throughout grade levels, with the intention that when students leave NSCS and move on to other schools they will possess the understanding that humans, like all other living things, are dependent on the health of the environment for long-term stability and survival.

Standard challenges include having both students and staff prepared to adapt or shift outdoor lessons during inclement weather conditions. When an outdoor lesson is planned and the wind-chill is -35 F, the activity simply must be changed to accommodate, which can be a challenge.

NSCS has an impressive greenhouse facility. It has been an ongoing discussion amongst greenhouse committee members on how to encourage teachers to utilize this space more frequently and effectively in their classroom curriculum.

NSCS staff and students are excited about continuing to develop more hands-on, experiential stewardship and service-learning activities on our school grounds. These include developing an edible schoolyard program, actively completing forest stewardship activities including invasive species removal, tree planting, spruce budworm management, surface runoff mitigation, erosion control, pollinator habitat development, and continually creating a more diverse and stable natural environment on our school property.

Governance & Management



BOARD OF DIRECTORS

A volunteer **Board of Directors** governs North Shore Community School. The Board consists of seven members elected for three-year terms. Members include licensed teachers, community board members and parents/guardians of enrolled students. The seven person board is made up of a minimum of three, but not more than four, licensed teachers, employed or contracted by the school; one parent/guardian of a student enrolled in the school, who is also not an employee; one community member, who is not employed by the school or a parent/guardian of a student enrolled in the school; and a minimum of one, but no more than two, at large members who may be either a parent/guardian or community member. All incoming board members receive an initial training, and all board members participate in annual training. The Board also participates in ongoing professional development and/or reflection at each meeting.

Board Membership Table:

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address
Sheri Camper	Secretary	Teacher	12/22/2016	12/22/2016	2019	scamper@nscsk6.org
Jill Cornwell	Vice Chair	Community Member	12/22/2016	12/22/2016	2019	jcornwell@nscsk6.org
John Doberstein	Member	Parent	11/28/2017	12/18/2017	2020	jdoberstein@nscsk6.org
Katie Erickson	Chair	Parent	11/23/2015	11/23/2015	2018	kerickson@nscsk6.org
Gina Gallagher	Member	Parent	11/08/2018	11/28/2018	2021	kerickson@nscsk6.org
Leigh Jackson	Member	Teacher	10/23/2017	10/23/2017	2018	ljackson@nscsk6.org
Greg Spoelhof	Member	Teacher	11/08/2018	11/28/2018	2021	ljackson@nscsk6.org
Linda Johnson	Member	Teacher	11/28/2017	11/28/2017	2020	ljohnson@nscsk6.org
Denny Stolp	Chair	Parent	12/22/2016	12/22/2016	2019	dstolp@nscsk6.org

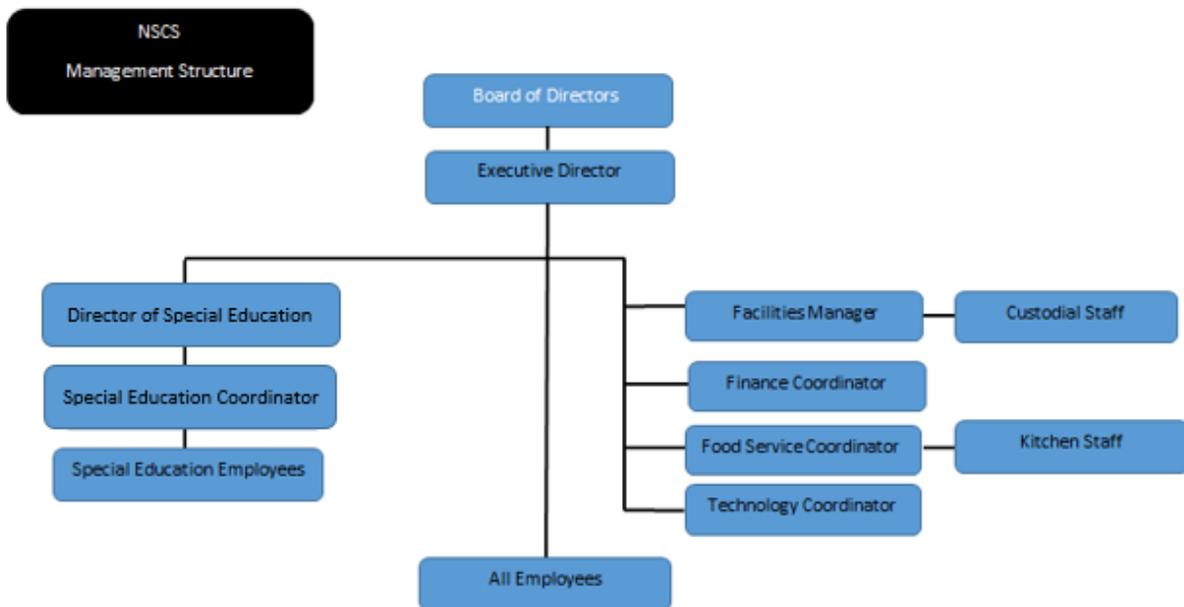
MANAGEMENT

NSCS's board of Directors operates under policy governance. It employs the Executive Director/Interim Director, and the Director will carry out leadership responsibilities in alignment with board policy and direction.

Each year the board goes through an Executive Director evaluation process. Goals are set based off the strategic plan, along with one or two professional goals the Director wants to focus on. The goals are approved at the beginning of the school year. A mid-year evaluation of the progress made towards the goals happens in January, with an end of year evaluation taking place in June.

NSCS has a full time Business Manager onsite, and a contracted Financial Manager (CPA) off site. The Business Manager handles the day-to-day operations while the Financial Manager oversees the work. The Financial Manager also prepares documents for the monthly finance committee meetings and board packets. Also yearly budgets, budget revisions and the annual audit are led by the Financial Manager.

Each board member is assigned to a Board Committee to ensure smooth communication between committees and the board. The chair also works closely with the director and the business manager to make sure day-to-day operations and budgets are being managed effectively. The Financial Manager provides material for the Finance Committee and Board to review monthly.



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Board Training and Development

The Board is committed to the training and development of each board member. When a new member is elected, he/she is given information on training dates to attend in order to gather knowledge in the areas of Board Governance, Finance and Employment Matters. Each year in the springtime, the board holds an Annual Retreat. The focus this year was on district policies, school finance, open meeting law and charter school law, and board roles. Different board members led each topic and items were clarified with questions answered. Each board member has a binder that includes lots of information about the school's policies, strategic plans, by-laws and budget.

Initial Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Sheri Camper	12/22/2016	04/29/2017 Ellen McVeigh & Linda Tacke	04/29/2017 Ellen McVeigh & Linda Tacke	04/29/2017 Ellen McVeigh & Linda Tacke
Jill Cornwell	12/22/2016	04/29/2017 Ellen McVeigh & Linda Tacke	04/29/2017 Ellen McVeigh & Linda Tacke	04/29/2017 Ellen McVeigh & Linda Tacke
John Doberstein	11/28/2017	01/10/2018 MSBA	01/10/2018 MSBA	01/10/2018 MSBA
Katie Erickson	11/23/2015	01/13/2016 MSBA	01/13/2016 MSBA	01/13/2016 MSBA
Gina Gallagher	11/26/2018	2/25/2019 Mike Pocrnich, TAG	2/25/2019 Mike Pocrnich, TAG	2/25/2019 Mike Pocrnich, TAG
Leigh Jackson	10/23/2017	01/10/2018 MSBA	01/10/2018 MSBA	01/10/2018 MSBA
Linda Johnson	11/28/2017	01/10/2018 MSBA	01/10/2018 MSBA	01/10/2018 MSBA
Greg Spoelhof	11/26/2018	2/25/2019 Mike Pocrnich, TAG	2/25/2019 Mike Pocrnich, TAG	2/25/2019 Mike Pocrnich, TAG
Denny Stolp	12/22/2016	04/29/2017 Ellen McVeigh & Linda Tacke	04/29/2017 Ellen McVeigh & Linda Tacke	04/29/2017 Ellen McVeigh & Linda Tacke

Annual Training – FY19		
Board Member Name	Training #1: Advisory & Accounting Services for Minnesota Schools, Mike Pocrnich, TAG, 9/24/2018	Training #2: Finance, District policies, Board Governance and Management, Board members in house, 04/08/2019
Sheri Camper	Attended? YES	Attended? YES
Jill Cornwell	Attended? YES	Attended? YES
John Doberstein	Attended? YES	Attended? YES
Katie Erickson	Attended? YES	Attended? NO
Gina Gallagher	Attended? NO	Attended? YES
Leigh Jackson	Attended? YES	Attended? NO
Linda Johnson	Attended? YES	Attended? YES
Greg Spoelhof	Attended? NO	Attended? YES
Denny Stolp	Attended? YES	Attended? YES



LIST OF ADMINISTRATORS/QUALIFICATIONS

Shelly Pierson – Executive Director

Ms. Pierson holds a State of Minnesota Principal license and an Elementary Education License. She completed Superintendent License coursework in May of 2019. Ms. Pierson has been an educator since 1993 and has 17 years of classroom or library/media experience before moving into administration.

Shelly Pierson
Executive Director Evaluation Goals
2018-2019 School Year

School District Student Achievement Goals: Page: 1

Superintendent/Executive Director Professional Development Goals: Page: 2

	Pertinent MN Rule 3512.0510 Competency	Measurable Progress Indicator 1	Measurable Progress Indicator 2	Measurable Progress Indicator 3	Timeline for Achieving the Goal
Superintendent-School District Goal One: For the 2018-19 school year, 71% of all tested students and 55% of all tested students in the Free and Reduced sub-group, will meet or exceed proficiency on the MCAIII Math.	Curriculum planning and development for the success of all learners: Demonstrate the ability to identify instructional objectives and use valid and reliable performance indicators and evaluative procedures to measure performance outcomes	Oversee grade level use of math assessments including basic facts and curriculum unit tests and quizzes. Implement Title math using the Bridges Intervention System to service 18+ students in grades 1 and 2. Research and identify progress monitoring tools aligned with our math program and MN State Standards. Revisit Professional Learning Communities (PLC) framework, focusing on Question 1: What do we want students to learn?	Monitor growth through analyzing January MAP mathematics scores. Determine student intervention needs (continue, discontinue, or begin) and modify grade level groups accordingly.	MCAIII data for those students who meet and exceed desired proficiency levels in grades 3-6.	The 2018-19 school year.
Superintendent-School District Goal Two: For the 2018-2019 school year,	Curriculum planning and development for the success of all learners:	Use fall BAS assessments to measure student progress and identify students	Analyze mid-year BAS assessments to monitor student	MCAIII data for those students who meet and exceed	The 2018-19 school year.

<p>75% of all tested students will meet or exceed proficiency level on MCAIII Reading. Target Goal for students in the Free and Reduced sub-group is 60%, and for students receiving Special Education services is 45%.</p>	<p>Demonstrate the ability to identify instructional objectives and use valid and reliable performance indicators and evaluative procedures to measure performance outcomes</p>	<p>in need of interventions or LLI Title I reading support. Revisit Professional Learning Communities (PLC) framework, focusing on Question 1: What do we want students to learn?</p>	<p>progress and adjust intervention groups accordingly. Focus Staff Development days on instructional strategies and using data to determine instructional needs for increasing impact for students.</p>	<p>desired proficiency levels in grades 3-6.</p>	
<p>Superintendent Professional Development Goal One: Update the current Safety and Security plan and revise procedures for lockdowns and evacuation.</p>	<p>Judgement and Problem Analysis: Demonstrate the ability to develop and implement policies and procedures for safe and secure educational environments</p>	<p>Continue development of safety policies and procedures following staff training in ALICE, in alignment with recommendations from FEMA, MDE, and the Minnesota Department of Public Safety. Work with local law enforcement on our procedures.</p>	<p>Practice procedures and adjust accordingly.</p>	<p>Ensure students participate in the state mandated number of fire, lockdown, and severe weather drills.</p>	<p>The 2018-19 school year.</p>
<p>Superintendent-Professional Development Goal Two: Promote NSCS to the greater community: Nature and place based</p>	<p>Community Relations: Promote a positive image of schools and the school district.</p>	<p>Research various ways to promote and update our message to the greater Duluth and Two Harbors community.</p>	<p>Monitor enrollment and document reasons for moving in or out of the district.</p>	<p>Survey new students through the start of the 2019-2020 school year on how they chose to</p>	<p>The 2018-19 school year.</p>

<p>education, low class sizes at many grade levels, update on waiting list.</p>	<p>Monitor and address perceptions about school-community issues.</p>	<p>Choose a few options for the year. Contact newspapers and TV channels to promote events of our school.</p>		<p>come to NSCS. Contact all outgoing students in grades Pre-K – 5th regarding reasons they are leaving NSCS.</p>	
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Mid-Year Report/Self Evaluation

January

Superintendent-School District Goal One: For the 2018-19 school year, 71% of all tested students, and 55% of all students in the Free and Reduced Lunch group, will meet or exceed proficiency level on MCAIII Math.

Superintendent-School District Goal Two: Superintendent-School District Goal Two: For the 2018-2019 school year, 75% of all tested students will meet or exceed proficiency level on MCAIII Reading.

Target Goal for students in the Free and Reduced sub-group is 60%, and for students receiving Special Education services is 45%.

- While MCAs are administered in the spring, it is challenging to report on meeting these goals at this time. In the meantime, we are monitoring our Benchmark Assessment Systems (BAS) scores with our 1st-3rd grade students administering the assessment for the second time this year for students who scored below grade level in the fall.
- 1st-6th grade classrooms began administering the Reading portion of the NWEA MAP assessment, along with administering the second round of the NWEA MAP Math Assessment. During our latest Staff Development Day, we reviewed different reports available through MAP assessments and how this information can guide interventions and extensions for all students.
- I will update the progress of our MAP progress as soon as all students have completed testing.

Superintendent Professional Development Goal One: Update the current Safety and Security plan and revise procedures for lockdowns and evacuation.

- Staff participated in ALICE training in August and we started a task force to guide safety procedures. The task force includes Duluth Township Police staff and a St. Louis County sheriff. This fall, we updated responses to possible intruders by incorporating ALICE procedures of going into a lockdown, barricading within a room, or evacuating, depending on what is happening near each classroom. Classrooms practiced a traditional lockdown, and evacuation, and one where each

class had a specific scenario and had to decide how they would respond. We will hold another scenario drill and a barricade drill before June. We discussed procedures for if we can't return to the building, and this is still in process. We are also working on lockdown buckets to have in each room.

- Over the next few months, we will rewrite our procedures to align with our practices and develop trainings we can use with new staff and substitutes in all areas of our school.

Superintendent-Professional Development Goal Two: Promote NSCS to the greater community: Nature and place based education, low class sizes at many grade levels, update on waiting list.

- Promotion of our school has included attending two school-based fairs to increase our visibility within Duluth. We reached out to local news for the Rendezvous which resulted in our event being on the cover of the Moms and Dads Today magazine and a nice article detailing our school.
- We will be a sponsor of Minnesota Public Radio and I am working with their ad specialist at this time to determine the level of programming and costs.
- We have continued ads in the Moms and Dads Today magazine, and change up the ad and the information to draw new attention in each publication.
- Increased use of Facebook to highlight events and happenings at NSCS. We have increased traffic to our Facebook posts with regular updates.
- We will be promoting our school to area preschools through a variety of means.
- We plan to host a "living room" information session for families near Island Lake and just south in the near future.

End of Year Report/Self Evaluation

June

Superintendent-School District Goal One: For the 2018-19 school year, 71% of all tested students, and 55% of all students in the Free and Reduced Lunch group, will meet or exceed proficiency level on MCAIII Math.

For the 2018-2019 School year, 67.25% of all students in grades 3-6 received an achievement level of meeting or exceeding proficiency on the MCAIII Math assessment. In comparison, this is an increase over the 2016-2017 school year of 65%. When looking at a proficiency rating which factors in half of our students partially meeting a standard, along with those meeting and exceeding, this year's proficiency index is 78%, and last year's proficiency index was 77%.

With our Free and Reduced Lunch Population, students went from 49% the last two years to 57% meeting or exceeding proficiency this year.

Our NWEA Measures of Academic Performance (MAP) scores for K-6th grade students have also inched up slightly, from 62% to 65% for students meeting or exceeding their growth projections, and from 74% to 76% of our students at or above the average national grade level score.

While we have not met our MCA target goal, we are making progress on both the MCAs and MAP assessments.

Superintendent-School District Goal Two: Superintendent-School District Goal Two: For the 2018-2019 school year, 75% of all tested students will meet or exceed proficiency level on MCAIII Reading.

Target Goal for students in the Free and Reduced sub-group is 60%, and for students receiving Special Education services is 45%.

For reading, our overall achievement on the MCAIII Reading Assessment for students meeting and exceeding proficiency is 66%. This compares to 64% last year. With our Free and Reduced Lunch population, 54% of our students met or exceeded proficiency on the MCAIII, as compared with 53% last year.

With our students receiving Special Education services, 28% of our students met or exceeded proficiency. In comparison, we were at 28% last year and 33% two years ago. For the proficiency rating, which takes into account a portion of students partially meeting standards, this sub-group is at 37%. Last year's proficiency index was 47%. While the last two years showed 28% meeting or exceeding proficiency, the difference in the proficiency indices shows the change in the number of students meeting and partially meeting proficiency.

For NWEA MAP reading growth, it shows 63% of our K-6th grade students meeting or exceeding their projected growth goal, and 67% meeting or exceeding the average national grade level score. Students were also assessed using the Benchmark Assessment System (BAS) where 73% of our students met or exceeded grade level on the BAS assessment. This compares with 76% meeting or exceeding grade level last year.

Superintendent-School District Goals Reflection:

Tracking the data throughout the year, and comparing it historically, we have been making incremental changes overall. Our range of assessments show fairly consistent levels of achievement. When considering how we are going to support our students not meeting grade or proficiency levels, we will be instituting WIN time next year. This provides a way for most students to receive support without missing out on core classroom time. Some students will need to be pulled a second or different time based on their academic needs, but we will do our best to not pull them during core instruction.

We will also be implementing a weekly teacher professional learning community (PLC) time. This will allow teachers opportunities to revisit standards, review data, discuss ways to offer supports for students, and plan how they will work with students during WIN time. For next year, our focus will remain on reading and math achievement and ways to determine specific strategies and needs for struggling students and to target those needs. This is also part of the shift in offering WIN time for all students and at all grade levels. While we know the focus needs to be on the primary grades, we also know we have students reaching the upper grades with gaps in their learning. Our work will focus on adult learning to support student learning through our PLC time, as well as our staff development days.

Superintendent Professional Development Goal One: Update the current Safety and Security plan and revise procedures for lockdowns and evacuation.

- Procedures are in place for all staff to follow ALICE practices. Kristi Lounsberry is working with the ALICE organization regarding becoming an ALICE certified district.
- Procedures provide for a variety of ways to respond to incidents while working to ensure we keep this as stress-free as possible for students.
- We have started the document revision process, and the plan is to complete revisions by September for our Safety Committee to review prior to sending to the board.

Superintendent-Professional Development Goal Two: Promote NSCS to the greater community: Nature and place based education, low class sizes at many grade levels, update on waiting list.

- Promotion of our school has included attending two school-based fairs to increase our visibility within Duluth. We reached out to local news for the Rendezvous, which resulted in our event being on the cover of the Moms and Dads Today magazine and a nice article detailing our school.
- We became a sponsor on Minnesota Public Ra with ad runs varying based on time of year.
- We have continued ads in the Moms and Dads Today magazine, and we change up the ad and the information quarterly.
- Increased use of Facebook to highlight events and happenings at NSCS. We have increased traffic to our Facebook posts with regular updates.
- We sent information regarding our Open House to area preschools and had students attend the Open House or call for a tour from other preschools.
- We have asked families how they heard about NSCS when they call. We don't have hard data for this year, but a majority share they heard about NSCS from our ads.

Other Activities throughout the Year:

- Submitted Voluntary Pre-K application to state. No new funding approved, so we will not be a Voluntary Pre-K site for the next two years.
- Submitted Pathway II application to the state and we were approved. We will be able to provide three scholarships to Pre-K students each year for the next two years. These funds remain within our district if a student moves to another preschool.
- Working with Food Service on reducing waste in the lunch program through reducing our purchase of products in single-use plastic, and stepping up education both with students on composting and with families regarding our menu.
- Added in NWEA MAP for reading to provide another layer of data.

- Will be adding in WIN time to meet the needs of all students, and to better serve struggling students.
- Learning about NSCS and what is needed at the state level to navigate the different elements of my role. This included reviewing reports, amending reports when requested, diving into the budget for this year, as well as the budget process for next year.
- Aligning our mission and guiding principles with our actions. This has included assessing single use plastics within our Food Service program, increasing education with our student population on composting and recycling, and having these principles as a prominent part of our promotions.
- Supporting district needs with diversity and inclusion staff development for teachers, and through ensuring inclusivity in our school practices of curriculum materials, student activities, and field trips. This is an ongoing process that includes teachers reviewing resources and adding in lessons at the beginning of the year on empathy and inclusivity, and in our PLC and staff development discussion on what we teach and the materials we use in class.
- Enjoying my first year at NSCS!!!

Shelly Pierson
Executive Director Evaluation Goals
2019-2020 School Year

School District Student Achievement Goals: Page: 1

Superintendent/Executive Director Professional Development Goals: Page: 2

	Pertinent MN Rule 3512.0510 Competency	Measurable Progress Indicator 1	Measurable Progress Indicator 2	Measurable Progress Indicator 3	Timeline for Achieving the Goal
Superintendent-School District Goal One: For the 2018-19 school year, 72% of all tested students and 60% of all tested students in the Free and Reduced sub-group, will meet or exceed proficiency on the MCAIII	Curriculum planning and development for the success of all learners: Demonstrate the ability to identify instructional objectives and use valid and reliable performance indicators and evaluative	Oversee grade level use of math assessments including basic facts and curriculum unit tests and quizzes. Implement Revisit Professional Learning Communities	Monitor growth through analyzing NWEA MAP mathematics scores. Determine student intervention needs (continue, discontinue, or begin) and modify grade	Review End of Year NWEA MAP data and basic skills data, along with MCAIII data, to determine overall progress towards meeting and exceeding desired proficiency	The 2019-20 school year.

Math, NWEA MAP Math, and basic facts assessments.	procedures to measure performance outcomes	(PLC) framework, focusing on Question 1: What do we want students to learn?	level groups accordingly.	levels in grades 3-6.	
Superintendent-School District Goal Two: For the 2019-2020 school year, 76% of all tested students will meet or exceed proficiency level on MCAIII Reading, NWEA MAP Reading, and BAS assessments. Target Goal for students in the Free and Reduced sub-group is 55%.	Curriculum planning and development for the success of all learners: Demonstrate the ability to identify instructional objectives and use valid and reliable performance indicators and evaluative procedures to measure performance outcomes	Use fall BAS assessments and NWEA MAP Reading assessment to identify students in need of interventions or Title I reading support. Revisit Professional Learning Communities (PLC) framework, focusing on Question 1: What do we want students to learn?	Analyze mid-year BAS and NWEA MAP assessments to monitor student progress and adjust intervention groups accordingly. Focus Staff Development days on instructional strategies and using data to determine instructional needs for increasing impact for students.	Review End of Year BAS and NWEA MAP data, along with MCAIII data, to determine overall progress towards meeting and exceeding desired proficiency levels in grades 3-6.	The 2019-20 school year.
Superintendent-Professional Development Goal One: Promote NSCS to the greater community: Nature and place based	Community Relations: Promote a positive image of schools and the school district.	Continue to promote and update our message to the greater Duluth and Two Harbors communities.	Monitor enrollment and document reasons for moving in or out of the district.	Survey new students through the start of the 2019-2020 school year on how they chose to come to NSCS.	The 2019-20 school year.

<p>education, low class sizes at many grade levels, update on waiting list.</p>	<p>Monitor and address perceptions about school-community issues.</p>	<p>Our focus for this year will be on advertising through media (MPR, Facebook, website) and updating our website design. Contact newspapers and TV channels to promote events of our school.</p>		<p>Contact all outgoing students in grades Pre-K – 5th regarding reasons they are leaving NSCS.</p>	
<p>Superintendent-Professional Development Goal Two: Implement WIN Time Kindergarten through 6th Grade.</p>	<p>Curriculum planning and development for the success of all learners: Demonstrate an understanding of alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications.</p>	<p>Identify, develop, and implement diagnostic assessments for use after our screeners have been administered.</p>	<p>Monitor progress of students receiving interventions to determine growth three times a year.</p>	<p>Whole school implementation of WIN Time by January 2020.</p>	<p>The 2019-20 school year.</p>

Operational Performance

Facilities

NSCS, along with ABC (Affiliated Business Corp.), maintains the building and grounds. A facilities manager and custodian are in charge of basic upkeep and cleaning. A landscaping project and new pavement for the main parking lot was completed at the start of the school year. Also, new doors were installed in the original part of the building to keep classrooms more secure. LED lighting was updated at the end of the year.

Transportation

NSCS contracts with Voyageur Bus Co. to provide busing services for our students. We have 6-7 buses depending on AM or PM routes that safely get students to and from school daily.

Food Service

Both breakfast and lunch are served to students daily. Nutrition guidelines are followed to ensure that students are being provided with healthy options. Fresh fruits and vegetables are offered daily.

Community Engagement

Community members are invited into classrooms on a weekly basis. Many classes have regular parent volunteers that come in to help with small groups during reading and/or math. Community experts are also invited in to teach on topics such as local history, arts, health, and poetry.

Staffing & Professional Development

We believe in hiring staff dedicated to our school's mission in all areas. We are pretty evenly split as far as licensed and non-licensed staff. We have a high retention rate, especially with our licensed staff. We try to hire staff with experience in the position in which they are seeking employment whenever possible. As class sizes go from three sections in K-1 down to two sections in 2-6, we provide para support to those students in second, third and fourth grade.

2018-19 Licensed Teaching Staff			
Name	License and Assignment	2019-20 Status*	Comments
Sheri Camper	1 st Grade Teacher (312743)	*	
Michelle Compton	4 th Grade Teacher (443698)	*	
John Dover	5 th Grade Teacher (424214)	*	
Janna Dreher	School Counselor (940310) Occupational Therapist	*	
Chloe Dryke	2 nd Grade Teacher (PT) (490315)	*	
Amy Giddings	Music Teacher (371170)	*	
Mary Haussner	Special Education Teacher (433285)	NR	
Leigh Jackson	6 th Grade Teacher (414170)	*	
Candice Johnson	1 st Grade Teacher (338099)	*	
Linda Johnson	Kindergarten Teacher (352595)	*	
Anne Lampela	2 nd Grade Teacher (401868)	*	
Abby Larson	Physical Education Teacher (479416)	*	Long-term Sub
Kristi Lounsberry	3 rd Grade Teacher (382086)	*	
Toni Maki	1 st Grade Teacher (399192)	*	
Lynda Markon	Kindergarten Teacher (332912)	*	
James McLeod	Band Instructor (260149)	*	
Joshua Otten	4 th Grade Teacher (434527)	*	
Dayna Phelps	2 nd Grade Teacher (385962)	*	
Darcie Rolfe	Kindergarten Teacher (405631)	*	
Jessica Ronkainen	Special Education Teacher (471653)	*	
Amber Schoen	Special Education Teacher (434370)	*	
Dan Schutte	Environmental Educator (444873)	*	
Greg Spoelhof	Special Education Teacher (442014)	*	
Carla Tamburo	Art Teacher (358579)	*	
Roberta Tietge	6 th Grade Teacher (410570)	*	
Angela Wood	5 th Grade Teacher (424086)	*	
Tara Young	3 rd Grade Teacher (367011)	*	

* = Returning, NR = Not Returning

2018-19 Teacher Professional Development Activities:

NSCS licensed staff participated in five full days of professional development during the 2018-19 school year. Teachers spent parts of three the days learning about implicit bias, mental models, and working on lessons that can be implemented during the first six weeks of school to build strong classroom community and relationships and promote a greater understanding of their class as a whole. Professional Development activities also included a review of our MCA and BAS (Benchmark Assessment System) data, and revisiting the NWEA MAP reports available to classroom teachers. Part of each professional development day included time for teachers to meet as professional learning communities to analyze data and use this information to determine instructional needs for students.

Each year, EIC is tied into professional development. In May, teachers participated in training with Wolf Ridge staff members related to the Raptor Center's online investigations platform. Teachers spent time learning how the investigation platform can be used in K-3 and 4-6 classrooms.

Teacher Retention:

We have a very small Licensed Staff turnover rate, and all but one licensed staff are returning for the 2019-20 school year. The one teacher leaving was hired after the start of the year on a provisional license and after the year chose to return to her main area of licensure with another district.

Percentage of Licensed Teachers from 2018-19 not returning in 2019-20 (non-returning teachers/total teachers from 2018-19 x 100)	3.85%
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2018-19 Other Licensed (non-teaching) Staff			
Name	Assignment	2019-20 Status*	Comments
Shelly Pierson	Executive Director (345235)	*	

2018-19 Non-Licensed Staff			
Name	Assignment	2019-20 Status*	Comments
Jessi Anderson	Preschool Teacher	NR	
Alisha Austin	Title 1 Paraprofessional	*	
Nikki Carpenter	Business Manager	*	
Kate Edblom	Librarian	*	
Anne Fisher	Classroom Paraprofessional	*	
Lisa Gould	Special Education Paraprofessional Custodian	*	
Carla Hendrickson	Classroom Paraprofessional Administrative Assistant	*	
Katie Hiiivala	Food Service Coordinator	*	
Jeanine Johnston	Administrative Assistant	*	
Lacey Lipe	Kitchen Assistant	NR	Left in November
Jodi Lobbestael	Kitchen Assistant	*	
Chad Maki	Facilities Manager	*	
Crystal Mickelson	Special Education Paraprofessional	*	
Heidi Nelson	Special Education Paraprofessional	*	
Colleen Nowacki	Special Education Paraprofessional Special Education Clerk	NR	
Viveca Norman	Title 1 Paraprofessional	NR	
Ryan Novitzki	2 nd Grade Paraprofessional	*	
Anne Peterson	Preschool Assistant	NR	
Jim Sauls	Custodian	*	
Betsy Sherman	Special Education Paraprofessional	*	
Jodie Wantja	Kitchen Assistant	*	
Khris Wells	Technology Coordinator	*	
Renee Wermter	Title 1 Paraprofessional	*	

* = Returning, NR = Not Returning

Current Year – 2018-19 Staffing

All licensed staff are returning for this school year. We have hired new kitchen staff and paraprofessionals in both Special Education and General Education.

Teacher Equity Data

NSCS has a highly qualified staff teaching students at all grade levels. We have 92.3% of our teachers having taught for more than three years, and 92.3% of our teachers taught within their area of license. Sixty-five percent of our teachers hold a master's degree. When we have an opening, we post the opening on Ed Post, which reaches candidates throughout the state and nationally. We also post through Facebook, our school website, and our family newsletter. We interview all qualified candidates.

FINANCES

For questions regarding school finances and for complete financials for 2018-19 and/or an organizational budget for 2019-20, contact:

Name: Nikki Carpenter

Position: Business Manager

Contact info: NSCS

Phone: 218-525-0663 Ext. 117

Email: ncarpenter@nscsk6.org

Mike Pocrnich, CPA, provides accounting services for North Shore Community School.

Our unaudited financials are as follows:

FY19 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	3,840,208	137,109	43,308
Total Expenditures	3,956,042	162,203	38,576
Net income	(115,834)	(25,095)	4,732
Total Fund Balance	797,969	28,107	14,859

Overview

NSCS is fortunate to have such a financially stable budget. We always have the option of a line of credit, but have only had to use it one time the year that the state was holding back funding for school districts.

We budget conservatively and make adjustments based on our target enrollment compared to our actual enrollment. Our budget was set at 355 students. We had an actual enrollment of 347. We adjusted our MDE student count at the beginning of the year when we realized our numbers were lower. We also adjusted our budget in January to align the budget more closely with the actuals. Our unaudited fund balance is \$797,969. Expenses that lent to our decrease in fund balance included an increase in benefit spending for staff, less revenue for lease aid with our lower enrollment, a finding for maintenance of effort, and a change in CEIS spending.

Revenues

NSCS's total revenues were \$ 3,840,208 for FY19. Most revenue was received from state aid and federal grants. The General Fund receives some additional funding from family donations, fundraising, and small grants.

Expenses

Total expenses for FY18 were \$ 3,956,042. The majority of expenses came in the categories of School Instruction, Salaries and Benefits, and Sites and Building.

The food service fund balance had a revenue that needed to be spent down and purchases were made. Updates were made to the serving line and additional serving items and carts were purchased. We also updated the two food service computers.

The Community Service Fund accounts for the after school childcare program and the Preschool Program in which both charge tuition. This fund has run a deficit in the past, but finished the year with a fund balance for FY19.

Net Surplus or Deficit and Fund Balance

Total revenues exceeded expenditures by \$59,798.01 resulting in an ending fund balance of \$848,924.35.

World's Best Workforce Annual Budget

NSCS allocates funds for Staff Development and provides Staff Development opportunities directly aligned to our data and our World's Best Work Force (WBWF) and Audubon Center of the North Woods (ACNW) goals. As we adequately prioritize funds for Staff Development, staffing, and programs aligned to our goals, we have not separately developed a WBWF budget.



Future Plans

Academics

NSCS continues to analyze data and reflect on learning in relation to instructional practices. Teaching staff will be working through their standards to identify essential, or power standards and to review and revise lessons in alignment with standards, while continuing our focus on the environment and nature-based education. We will be implementing an hour a week for grade level teams to meet as professional learning communities. We will begin with reviewing Minnesota State Standards in Math and English Language Arts, and outlining how/when standards are being met throughout the year. With the new Science Standards, we will spend time this spring mapping out when and how these standards will be met, as well as adjusting any grade-level curriculum based on changes with the state standards.

Strategic Planning

The NSCS Board of Directors and staff will begin the strategic planning process to develop our next 5-year strategic plan.

Promotion

While we have a relatively stable population, we have an enrollment goal of 345 students. We will continue to promote our school to our greater attendance area, along with tracking why families choose NSCS, how they heard about our school, and hold exit interviews with families who choose to leave before 5th grade or during the year.

Space and Flow of our Building and Parking Lot

We are fortunate to have the building and grounds that we do to offer unique opportunities both inside and outside of our walls. We are looking at our physical space and determining possible future needs to better serve students within the building and to ensure safety while outside.