



North Shore Community School

PUBLIC CHARTER SCHOOL DISTRICT #4084-07

**2020-2021
WORLD'S BEST WORKFORCE
& ANNUAL REPORT**

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North Shore Community School (NSCS)
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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.





Osprey Wilds

Environmental Learning Center

NSCS started their partnership with Osprey Wilds (OW), formerly Audubon Center of the North Woods (ACNW), in July 2017. The contract terms are for five years until June 2022. NSCS sent four classroom teachers to the EE Workshop in June 2021 and the Executive Director joined OW's Leader's meeting in August 2021.

Mission

The authorizing mission of Osprey Wilds 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.

Vision

The authorizing vision of Osprey Wilds 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.

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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 2020-21 school year, NSCS focused on supporting all students as we started the year in the hybrid learning model, shifted briefly to distance learning in December, then started the roll-in process for all grade levels with full-time and in-person learning. The work we had completed the previous year on state standards, and identifying essential/power standards in math, helped us remain focused on the essentials for our students. In March, we returned our focus to science and the new standards. Joe Walewski of Wolf Ridge presented two in-person sessions, as well as working with grade levels individually to explore changes in the standards.

With the focus on students and the challenges of the pandemic, NSCS paused WIN Time and PLC time. The Title staff administered the diagnostic assessments and worked with students individually or in small groups, but the time set aside for WIN Time for each grade level became general learning time primarily for reading and math.

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. In 2020-21, we started the school year with 345 students, and finished the year with 356 students. For the 2020-21 school year, the student enrollment remained relatively steady after school began, though we did have 10 students leave during the year, and we enrolled 23.

Number of Students Enrolled	2018-19	2019-20	2020-21	2021-22 (est.)
Preschool or PreK	18	28	28	37
Kindergarten	42	43	47	54
1st Grade	56	46	46	43
2nd Grade	53	52	50	52
3rd Grade	55	58	58	53
4th Grade	53	56	58	59
5th Grade	50	50	57	54
6th Grade	36	37	40	47
Total	363	370	384	399
Total ADM (Average Daily Membership) for year	347	342 (28-PreK)	356 (28-PreK)	362 (37-PreK)

STUDENT DEMOGRAPHICS

Our enrollment has trended up for the 2019-2020 and the 2020-2021 school years. We continue to focus on enrollment through advertising and other outreach measures. 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	2018-2019	2019-20	2020-2021	2021-2022 (Est)
Total Enrollment	345	342	350	362
Male	164	159	168	186
Female	181	183	182	76
Special Education	41	46	40	37
English Learners	0	0	0	0
Free/Reduced Priced Lunch	118	86	84	78
Black, not of Hispanic Origin	4	2	2	1
Hispanic/Latino	3	1	2	5
Asian/Pacific Islander	3	0	0	1
American Indian/Alaskan Native	2	2	0	1
White, not of Hispanic Origin	342	326	336	347
Multi	-	12	10	7

STUDENT ATTENDANCE, ATTRITION, & MOBILITY

STUDENT ATTENDANCE

	2017-18	2018-19	2019-20	2020-21
Consistent Attendance Percentage	98.7% (Overall Rate)	95% (Overall Rate)	95% (Overall Rate)	93%

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 2019-20 school year and October 1 of the 2020-21 school year.	88%
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Percentage of students* who continued enrollment in the school from Spring 2020 to October 1, 2020.	89%
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NSCS continues to enroll the same students year after year. We noted that of the families who chose to leave, especially prior to the start of the 2020-2021 school year, were families new to NSCS. Having an attrition rate that is close to 90% proves that families choose to stay at NSCS once they start, even during the pandemic.

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)
2017-18	67	363	7	9	16	4.4%
2018-19	62	348	5	8	13	3.74%
2019-20	47	336	6	4	10	3%
2020-21	52	347	25	9	34	9.8%

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

NSCS continues to have a low Mobility rate overall. Most students who start the school year at NSCS stay all year.

Percentage of students who were enrolled for 95% or more of the 2020-201school year.	93%
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Educational Approach & Curriculum

Literacy Intervention

Title interventions are offered to students in grades K-6. Small-group, supplementary literacy intervention are designed to help instructors provide powerful, daily, small-group instruction for the lowest achieving students at their grade-level. Through systematically designed lessons and engaging resources, *Title interventions* support learning in both reading and writing, and helps students expand their knowledge of language and words and how they work. The goal of *Title* is to bring students to grade level achievement in reading.



Title One Math

Title One Math is offered to students in grades 1-6 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.

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* and *From Phonics to Read* (Kindergarten)
- **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.



2020-2021 Student Calendar



July 2020							August 2020							September 2020							October 2020							
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	
						4						1			31	1	2	3	4	5						1	2	3
5	6	7	8	9	10	11	2	3	4	5	6	7	8	A	7	8	9	10	11	12	A	5	6	7	8	9	10	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	B	14	15	16	17	18	19	B	12	13	14	15	16	17	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	A	21	22	23	24	25	26	A	19	20	21	22	23	24	
26	27	28	29	30	31		23	24	25	26	27	28	29	B	28	29	30				B	26	27	28	29	30	31	
							30	31																				

November 2020							December 2020							January 2021							February 2021						
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
						7							5														
A	2	3	4	5	6	7	B	1	2	3	4	5	B	4	5	6	7	8	9	A	8	9	10	11	12	13	
B	9	10	11	12	13	14	A	7	8	9	10	11	12	A	11	12	13	14	15	16	B	14	15	16	17	18	19
A	16	17	18	19	20	21	B	14	15	16	17	18	19	B	18	19	20	21	22	23	A	22	23	24	25	26	27
22	23	24	25	26	27	28	A	21	22	23	24	25	26	A	25	26	27	28	29	30	B	22	23	24	25	26	27
B	30						B	27	28	29	30	31	B														

March 2021							April 2021							May 2021							June 2021						
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
						6							3														
A	1	2	3	4	5	6	B	5	6	7	8	9	10	B	3	4	5	6	7	8	A	7	8	9	10	11	12
B	8	9	10	11	12	13	A	12	13	14	15	16	17	A	10	11	12	13	14	15	B	13	14	15	16	17	18
A	15	16	17	18	19	20	B	19	20	21	22	23	24	B	17	18	19	20	21	22	A	20	21	22	23	24	25
22	23	24	25	26	27	28	A	26	27	28	29	30	A	24	25	26	27	28	29	B	27	28	29	30			
B	29	30	31				B						B														

■ No School ■ Evening Conferences ■ Early Release ★ First/Last Day of School
■ BAS TESTING ■ Conference Day- No Students ■ Picture/Retake Day

Trimester 1 September 9 - November 20
 Trimester 2 November 30 - March 5
 Trimester 3 March 10 - June 10

Students have 169 instructional days. A typical school day runs from 8:00-2:50 (2:20 for FY21). Students average 120 instructional minutes in Language Arts and 75 instructional minutes in Mathematics each day.

Class sizes are capped at 22 students in grades K-1 and 25 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 paraprofessionals 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 for 4 and 5 year olds from 8:15-2:10. Parents can choose to enroll their child in either a half day or full day session. Students attend two, three, or all four days. We offered a separate 3-year old class from 8:15-11:30 on Fridays.

NSCS Preschool families are eligible for both Pathway I and Pathway II scholarships.



Innovative Practices & Implementation



Highlights of Strategic Plan

- **Enrollment** – Our school is in a slight increase from the last year, from 336 during the FY20 school year, to 356 by the end of FY21.
- **Fund Balance** – Our fund balance is close to 25.34%. Our increased enrollment, along with the receipt of CARES funds and the Paycheck Protection Program, ensured general education funding went towards students, and the CARES funding helped with additional COVID expenditures such as PPE, Tier I busing, etc.
- **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.

BizTown: BizTown is a Junior Achievement program for our 5th and 6th graders that combines classroom learning experiences where students explore different jobs, develop a resume, and interview for jobs paired with an immersive simulation where they spend the day running a mini-city.

STARBASE: Our 5th grade students spend a week immersed in STEM activities on the Air National Guard base. Students complete missions where students become scientists and engineers to solve real-world problems in a hands-on environment.

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 had a slight increase for FY21, changing the downward trend of the last three to four years. One of our challenges had been a decline in our younger grades and higher numbers in our middle and upper grades. We implemented two split/multi-grade level classrooms to provide for continued growth of enrollment and the ability to maintain relatively small class sizes at all grade levels. We also had seen a decrease in our preschool program during FY18 and FY19. At the end of FY19, we moved a kindergarten teacher into our preschool program. This change has had a positive impact on our preschool. We were at or close to capacity for the entire 2020-21 school year.

While we continued to have fluctuating enrollment from spring of 2020 to fall of 2020, and some additional movement both in and out of NSCS, we were able to maintain enrollment over our projected 350 students. This allowed us to maximize Lease Aid and pay our expected 10%. The past few years we had to pay more for Lease Aid out of our general fund to cover the reduction in Lease Aid paid from the state due to decreased enrollment. NSCS is fortunate to start the year higher than fall of 2019, and close to our budgeted enrollment of 350 even after all of the withdrawals and enrollments.

Other challenges stem from the ongoing pandemic. Staff are supporting students both in-person and through quarantine. We have a number of substitute teachers, but we do not have any paraprofessional substitutes. This makes it challenging covering responsibilities when a staff member is out. COVID fatigue is a real concern as we have continued discussion regarding our Safe Learning Plan and mitigation strategies we put in place.

PROGRESS ON OW 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. With the move to distance learning in March, our students did not participate in MCA assessments. Our teachers continued to focus on science vocabulary terms and encouraging students to predict, experiment and reflect.

Our NWEA MAP Reading and Math assessments, BAS assessments, and MCA scores provided information on student achievement. We had started to make instructional changes fall of FY20, 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. While we did see a decrease in student achievement from previous years, the decrease was minimal for most students. Our students who receive services under IEP showed the greatest impact of the 2020-2021 school year.

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 2020-21 school year, 75% 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 96% of students in K-6 met or exceeded NETS standards.*

Goal 2: *By the end of the 2020-21 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. Students participated in an online simulation as in-person simulations were not available due to COVID.*

Indicator 2: English Language Learners

N/A – NSCS did not have any ELL students during the 2020-21 school year.

Indicator 3: Reading Growth

Goal: *By the end of the 2020-21 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: *Based on end of year BAS assessments, 63% of K-6 students met their grade level target. Last year, 68% of K-6 students met their grade level target.*

Indicator 4: Math Growth

Goal: *By the end of the 2020-21 school year, 72% 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: *Based on end of the year MAP Math assessments, 47% of students met their target growth. Last year, 54% of students met target growth as measured by the NWEA MAP assessment administered mid-year. 68% of students met or exceeded NWEA MAP grade level norm RIT scores. Last year, 70% of students met or exceeded grade level norm RIT scores.*

Indicator 5: Reading Proficiency

Goal 1: *For the 2020-21 school year, 76% of all tested students will meet or exceed proficiency level on MCAIII Reading, NWEA MAP Reading, and/or BAS assessments.*

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 met or exceeded NWEA MAP grade level norm RIT scores. Last year, 66% of students met or exceeded NWEA MAP grade level norm RIT scores. 59% of 3-6 grade students met or exceeded proficiency on the MCAIII reading assessment.*

Goal 2: *For the 2020-21 school year, 55% of students in the Free and Reduced sub-group will meet or exceed proficiency level on MCAIII Reading, NWEA MAP Reading, and BAS assessments.*

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: *51% of students in the Free Reduced Price sub population met or exceeded grade level norm RIT scores. Last year, 43% of students in the Free Reduced Price sub population met or exceeded grade level norm RIT scores.*

Indicator 6: Math Proficiency

Goal 1: *For the 2020-21 school year, 72% of all tested students will meet or exceed proficiency on the MCAIII Math, NWEA MAP Math, and basic facts assessments.*

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

Key Measures & Results for this Goal:

68% of students met or exceeded NWEA MAP grade level norm RIT scores. Last year, 70% of students met or exceeded NWEA MAP grade level norm RIT scores. 49% of 3-6 grade students met or exceeded proficiency on the MCAIII math assessment.

Goal 2: *For the 2020-21 school year, 60% of all tested students in the Free and Reduced sub-group, will meet or exceed proficiency on the MCAIII Math, NWEA MAP Math, and basic facts assessments.*

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 the Free Reduced Price sub population met or exceeded grade level norm RIT scores. Last year, 52% of students met or exceeded NWEA MAP grade level norm RIT scores.

Indicator 7: Science Proficiency (and Growth)

Goal: *By the end of the 2020-21 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: *51% of 5th grade students met or exceeded proficiency on the MCAIII science assessment.*

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 93% at the end of the 2020-21 school year.*

Federal and State Accountability

High Quality Charter School Status:

NSCS was identified as a High Quality Charter School in January of 2020.

ESSA Identification

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

NSCS students in grades 1-6 took the NWEA Measures of Academic Progress Assessment in math and reading three 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 2020-21 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 an hour a week working together in Professional Learning Communities.

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.

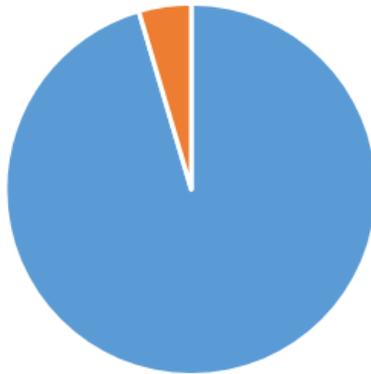
Differentiated Instruction

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

Teaching and Learning



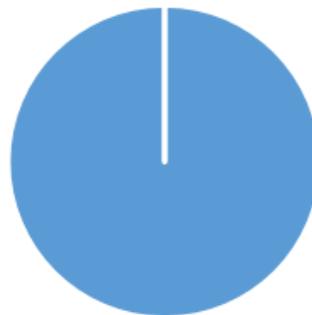
■ Agree ■ Somewhat Agree

Climate and Culture



■ Agree ■ Somewhat Agree

Safety



■ Safety Agree ■ Safety Somewhat Agree

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 66 parents or guardians respond to the survey for the 2020-21 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 staff and the board.

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.

In 2020-21, our EE Educator took a year leave of absence. After attempting to hire someone for one year, we had an opportunity to collaborate with Wolf Ridge. Wolf Ridge provided four lessons at each grade level, along with staff development for all teachers preK-6 over the course of the year. Classroom teachers delivered their other EE lessons.



EE and Distance Learning

Distance Learning students were invited to join EE lessons when the EE Educator was able to stream their lessons. EE Educators also provided recorded lessons for all students to view.

Classroom teachers connected outdoor elements into their lessons in a variety of ways through integrated lessons. Examples include measuring the depth of different puddles in 2nd grade, 5th and 6th grade used Young Naturalist articles for teaching reading and writing elements and strategies, etc.

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. We worked closely with Wolf Ridge for both Environmental Education lessons and staff development on the new science standards.

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 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. We had the added challenge of not having a consistent EE Educator for FY21. With staff being stretched due to the challenges of the pandemic and teaching students both in-person and those out on quarantine, EE lessons took place but were not as high a priority during this year.

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
Tanya Bruzek	Member	Parent	11/5/2020	11/16/2020	2023	tbruzek@nscsk6.org
Sheri Camper	Secretary	Teacher	12/22/2016	12/22/2016	2022	scamper@nscsk6.org
John Doberstein	Member	Parent	11/28/2017	12/18/2017	2020	jdoberstein@nscsk6.org
Gina Gallagher	Member	Parent	11/08/2018	11/28/2018	2021	ggallagher @nscsk6.org
Linda Johnson	Member	Teacher	11/28/2017	11/28/2017	2023	ljohnson@nscsk6.org
Jaron Larson	Member	Parent	Appointed 6/29/2020	08/10/2020	2022	jl Larson@nscsk6.org
Greg Spoelhof	Member	Teacher	11/08/2018	11/28/2018	2021	gspoelhof@nscsk6.org
Denny Stolp	Chair	Parent	12/22/2016	12/22/2016	2022	dstolp@nscsk6.org

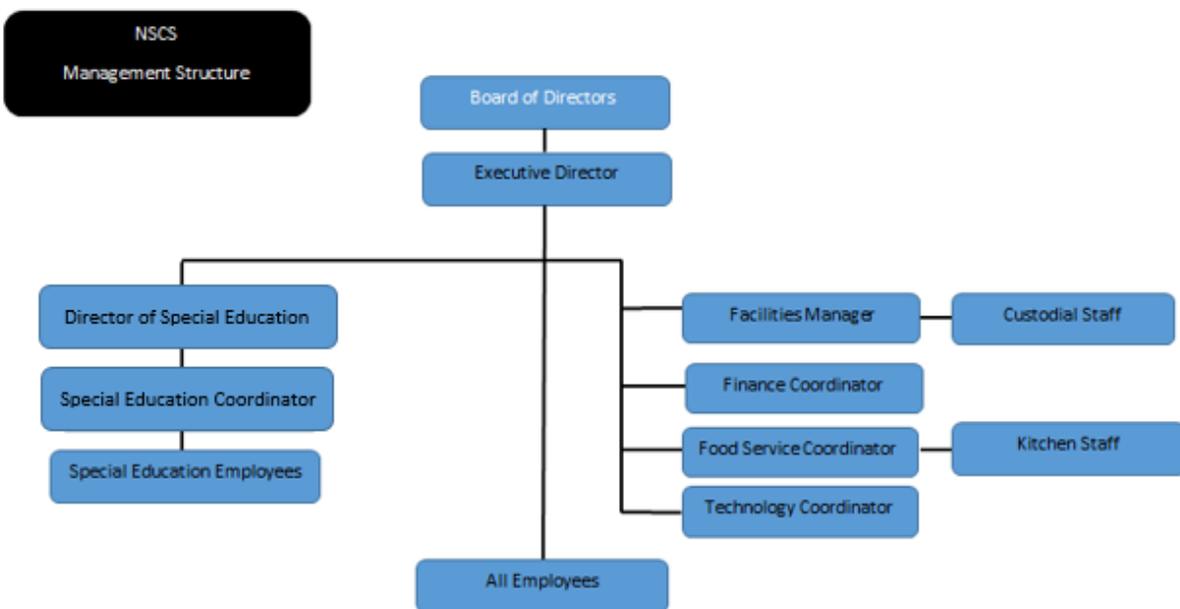
MANAGEMENT

NSCS's board of Directors operates under policy governance. It employs the Executive 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 on 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.



1

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 for 2020-21 included district policies, school finance, open meeting law and charter school law, and board roles. This training was held April 21, 2021. All charter board members have access to the new Online Board Training videos through a Minnesota Department of Education sponsored training resource. In addition, each board member has a binder that includes comprehensive 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
Tanya Bruzek	11/16/2020	2/2/2021 Osprey Wilds	2/2/2021 MN Charter Board Training	4/21/2021 Mike Pocrnich, TAG
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
Gina Gallagher	11/26/2018	2/25/2019 Mike Pocrnich, TAG	2/25/2019 Mike Pocrnich, TAG	2/25/2019 Mike Pocrnich, TAG
Jaron Larson	8/10/2020	4/26/2021 MN Charter Board Training	4/26/2021 MN Charter Board Training	4/21/2021 Mike Pocrnich, TAG
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 – FY21			
Board Member Name	Training #1: Financial Management and Budgeting Training, Mike Pocrnich, TAG April 21, 2021	Training #2: Board Retreat August 10, 2020	Training #3: Board Retreat April 21, 2021
Tanya Bruzek	Attended? Yes	Attended? NO	Attended? YES
Sheri Camper	Attended? Yes	Attended? YES	Attended? YES
John Doberstein	Attended? NO	Attended? NO	Attended? NO
Gina Gallagher	Attended? YES	Attended?YES	Attended?YES
Jaron Larson	Attended? YES	Attended? YES	Attended? YES
Linda Johnson	Attended? YES	Attended? YES	Attended? YES
Greg Spoelhof	Attended? YES	Attended? YES	Attended? YES
Denny Stolp	Attended? YES	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
2020-2021 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 2020-21 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 Math and/or NWEA MAP Math assessments.	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. Continue Professional Learning Communities (PLC) framework, focusing on Question 1: What do we want students to learn?	Monitor growth through analyzing NWEA MAP mathematics scores. Determine student intervention needs (continue, discontinue, or begin) and modify grade level groups accordingly.	Review End of Year NWEA MAP data and basic skills data, along with any MCAIII data, to determine overall progress towards meeting and exceeding desired proficiency levels in grades 3-6.	The 2020-21 school year.
Superintendent-School District Goal Two: For the 2020-2021 school year, 76% of all tested students will meet or exceed proficiency level on MCAIII Reading, and/or 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 2020-21 school year.

<p>Superintendent-Professional Development Goal One: Promote NSCS to the greater community: Nature and place based education, low class sizes at many grade levels, update on waiting list.</p>	<p>Community Relations: Promote a positive image of schools and the school district. Monitor and address perceptions about school-community issues</p>	<p>Continue to promote and update our message to the greater Duluth and Two Harbors communities. 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>Monitor enrollment and document reasons for moving in or out of the district.</p>	<p>Survey new students through the start of the 2020-2021 school year on how they chose to come to NSCS. Contact all outgoing students in grades Pre-K – 5th regarding reasons they are leaving NSCS.</p>	<p>The 2020-21 school year.</p>
<p>Superintendent-Professional Development Goal Two: Managing learning during a pandemic</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>Support teachers in any learning model implemented this year through on-going staff development and time to work on planning and delivery of lessons: -Additional planning time on Wednesdays -Additional paid staff development time through the end of October -Limiting other initiatives this year</p>	<p>Provide resources, books, and webinars for staff regarding distance learning and working with students in hybrid learning to support students in different learning models.</p>		<p>The 2020-21 school year.</p>

Shelly Pierson
Executive Director Evaluation Goals
2021-2022 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 2021-22 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 Math and/or NWEA MAP Math assessments.	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. Continue Professional Learning Communities (PLC) framework, focusing on Question 1: What do we want students to learn?	Monitor growth through analyzing NWEA MAP mathematics scores. Determine student intervention needs (continue, discontinue, or begin) and modify grade level groups accordingly.	Review End of Year NWEA MAP data and basic skills data, along with any MCAIII data, to determine overall progress towards meeting and exceeding desired proficiency levels in grades 3-6.	The 2021-22 school year.
Superintendent-School District Goal Two: For the 2021-2022 school year, 75% of all tested students will meet or exceed proficiency level on MCAIII Reading, and/or 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 2021-22 school year.

<p>Superintendent-Professional Development Goal One: Promote NSCS to the greater community: Nature and place based education, low class sizes at many grade levels, update on waiting list.</p>	<p>Community Relations: Promote a positive image of schools and the school district. Monitor and address perceptions about school-community issues.</p>	<p>Continue to promote and update our message to the greater Duluth and Two Harbors communities. 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>Monitor enrollment and document reasons for moving in or out of the district.</p>	<p>Survey new students through the start of the 2021-2022 school year on how they chose to come to NSCS. Contact all outgoing students in grades Pre-K – 5th regarding reasons they are leaving NSCS.</p>	<p>The 2021-22 school year.</p>
<p>Superintendent-Professional Development Goal Two: Reading and Science Curriculum Development</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>Reading Support: Provide resources, books, professional development, and webinars for teachers to support the new Reading to Phonics program in grades K-3, for supporting readers not at grade level in grades K-6.</p>	<p>Science Support: Provide resources, books, professional development, and webinars for those grade levels engaging in curriculum planning with the new science standards this year in grades K, 3, 6</p>	<p>Embedded and staff-led technology training on the Promethean boards, Chromebooks, and other tools and software to support student learning.</p>	<p>The 2021-22 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. The parking lot was sealed and new striping was applied. Also, a new access door was installed in the original part of the building which provides for larger shipments to be brought into the building on pallets. Our air quality was reviewed over the summer of 2020 and revisited in the summer of 2021.

Transportation

NSCS contracts with Voyager 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. During our building closure, Voyager worked with us to provide students of Tier 1 Essential Workers with transportation for childcare based on family schedules.

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. Our greenhouse supplied lettuce to our food service program throughout the year.



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. To better manage larger numbers in different grade levels and to ensure the ability to grow enrollment while maintaining smaller class sizes, we have added two split/multi-grade classrooms: one 2-3 grade and one 4-5 grade.



2020-21 Licensed Teaching Staff			
Name	License and Assignment	2020-21 Status*	Comments
Anna Elina Berglund	5 th Grade Teacher (513521)	New	
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	2-3 Grade Teacher (490315)	*	
Emma-Grace Felton	4-5 Grade Teacher (1003395)	New	
Chris Finch	Special Education Teacher (455314)	*	
Amy Giddings	Music Teacher (371170)	*	
Leigh Jackson	6 th Grade Teacher (414170)	*	
Candice Johnson	1 st Grade Teacher (338099)	*	
Linda Johnson	Preschool Teacher (352595)	*	
Anne Lampela	2 nd Grade Teacher (401868)	*	
Abby Larson	Physical Education Teacher (479416)	*	
Kristi Lounsberry	3 rd Grade Teacher (382086)	*	
Toni Maki	Kindergarten 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	K-2 Distance Learning Teacher (405631)	*	
Jessica Ronkainen	Special Education Teacher (471653)	*	
Amber Schoen	Special Education Teacher (434370)	*	
Dan Schutte	Environmental Educator (444873)	NR	Leave of Absence
Greg Spoelhof	Special Education Teacher (442014)	*	
Carla Tamburo	Art Teacher (358579)	*	
Roberta Tietge	6 th Grade Teacher (410570)	*	
Angela Wood	3-6 Distance Learning Teacher (424086)	*	
Tara Young	3 rd Grade Teacher (367011)	*	

* = Returning, NR = Not Returning

2020-21 Teacher Professional Development Activities:

NSCS licensed staff participated in five full days of professional development during the 2020-21 school year. Teachers spent parts of two days working with the new science. 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.

Teacher Retention:

We have a very small Licensed Staff turnover rate, and all but one licensed staff are returning for the 2020-21 school year. One licensed staff member took a leave of absence for the 2020-2021 school year.

Percentage of Licensed Teachers from 2020-21 not returning in 2021-22 (non-returning teachers/total teachers from 2020-21 x 100)	3.40%
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2020-21 Other Licensed (non-teaching) Staff			
Name	Assignment	2020-21 Status*	Comments
Shelly Pierson	Executive Director (345235)	*	

2020-21 Non-Licensed Staff			
Name	Assignment	2020-21 Status*	Comments
Carah Alexander	Special Education Paraprofessional	New	
Alisha Austin	Title 1 Paraprofessional	*	
Melissa Backen	Food Service Cook	New	
Val Bruckelmyer	Food Services Co-Coordinator & Cook	*	
Nikki Carpenter	Business Manager	*	
Erin Davis	Classroom Paraprofessional	*	
Kate Edblom	Librarian	*	
Anne Fisher	Classroom Paraprofessional	*	
Lisa Gould	Special Education Paraprofessional	*	
Carla Hendrickson	Administrative Assistant	*	
Julie Hudecheck	Special Education Paraprofessional	*	
Jeanine Johnston	Administrative Assistant	*	
Chad Maki	Facilities Manager	*	
Crystal Mickelson	Special Education Paraprofessional	*	
Heidi Nelson	Special Education Paraprofessional, Special Education Administrative Assistant, Food Service	*	
Ryan Novitzki	Technology Coordinator	*	
Terra Ranum	Classroom Paraprofessional	*	
Jim Sauls	Custodian	*	
Betsy Sherman	Special Education Paraprofessional	*	
Renee Wermter	Title 1 Paraprofessional	*	

* = Returning, NR = Not Returning

Current Year – 2020-21 Staffing

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

Teacher Equity Data

NSCS has a highly qualified staff teaching students at all grade levels. We have 93% of our teachers having taught for more than three years, and 100% of our teachers taught within their area of license. Sixty-eight percent of our teachers hold a master’s degree. Teachers at NSCS reflect the racial diversity of our student population, which is 95% white. While we have limited teacher turnover, openings are posted 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 2019-20 and/or an organizational budget for 2020-21, 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:

FY20 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	\$4,540,629	\$121,431	\$75,201
Total Expenditures	\$4,147,953	\$98,848	\$85,358
Net income	\$392,676	\$0	\$0
Total Fund Balance	\$1,177,668	\$22,583	\$0

Overview

NSCS has been 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 during the year that the state was holding back funding for school districts.

We budget conservatively and adjust based on our target enrollment compared to our actual enrollment. Our budget was set at 350 students. We had an ending enrollment of 356. Our unaudited fund balance is \$1,200,251. Expenses that lent to our increase in fund balance included receipt of CARES Grants (GEER, ESSER I, ESSER II) and Paycheck Protection Program funds, spending less on staff development, field trips, and other expenses due to the pandemic, as well as maximizing lease aid through enrollment being close to, and over, projection for the year.

Revenues

NSCS's total revenues were \$4,737,261 for FY21. Most revenue was received from state aid and federal grants. We also received CARES grants (GEER, ESSER I, and ESSER II) and a PPP loan. The General Fund receives some additional funding from family donations, fundraising, and small grants.

During FY21, the Food Service participated in the Summer Meals Program and received funding for free meals for all students.

Expenses

Total expenses for FY21 were \$4,332,158. The majority of expenses came in the categories of School Instruction, Salaries and Benefits, and Sites and Building.

The food service has had a fund balance that we were slowly spending down on improvements to the serving line and technology.

The Community Service Fund accounts for the after school childcare program and the Preschool Program in which both charge tuition. With a return to closer to normal in-person learning for FY21, we charged tuition for preschool and Kids and Co. Our fund balance at the end of the year was \$1,200,251.

Net Surplus or Deficit and Fund Balance

Total revenues exceeded expenditures by \$405,103 resulting in an ending fund balance of \$1,200,251, placing us at a fund balance of 25.34%.

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 Osprey Wilds 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. Our priorities right now are on providing quality education experiences for our students and ensuring we monitor and care for our staff and students' health through a balanced work/classroom environment.

We continue to monitor a healthy work balance as we are still in the midst of the pandemic. We have resumed Teacher Tuesday, with most Tuesdays for team planning and grade level support.. We will begin the unpacking process with the new science standards at K, 3, and 6 grade. We have also resumed WIN Time (an intervention block for each grade level).

We are implementing a new phonics program, From Phonics to Reading, in grades K-3. We have noticed phonics and foundational skills gaps with our students not reading at grade level. After piloting the program in kindergarten last year, we are moving forward with implementation in grades K-3.

Strategic Planning

The NSCS Board of Directors and staff started the strategic planning process for our next 5-year strategic plan. With the pandemic, the NSCS Board adopted a one-year extension of the strategic plan. Most committees had met to discuss their goals, and these goals are being compiled for a final review before being shared with the board.

Promotion

While we have a relatively stable population, we have an enrollment goal of 360 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.



Distance Learning

As we started the 2020-2021 school year, we reviewed our Parent Satisfaction Survey from the spring of 2020 to determine what worked well and what would need to be updated.

We received anecdotal feedback from families regarding the quality of our distance learning. With our end of the year satisfaction survey, 85% of the 89 respondents felt our learning grids, communication, and access to resources worked well for them.

We had 22 of 89 respondents share feedback regarding items that did not work well for them. Main topics included the layout of the learning grids, accessing or finding time to fit in the specialists learning grids, and scheduling time to work.

We worked with teachers to develop a 100% Distance Learning program that provided both synchronous and asynchronous learning to families who chose to participate in distance learning. We surveyed families a few times over the year, as well as at the end of the year to monitor the program and make adjustments. Overall, our Distance Learning families were satisfied or highly satisfied with the learning opportunities for the 2020-2021 school year.

Overall, NSCS staff, students, and families navigated this unpredictable year and did so with grace and compassion and our families shared this sentiment on a regular basis.

Our Safe Learning Plan can be located at <https://www.keepandshare.com/doc19/29031/nscs-safe-learning-plan-2020-2021-pdf-406k?dn=y>

