

*Celebrating 20 Years!*



*North Shore  
Community School*

**PUBLIC CHARTER SCHOOL DISTRICT #4084-07**

**2021-2022**

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

# *Table of Contents*

1. School Information – Page 3-5
2. Implementation of Primary and Additional Statutory Purposes – Page 6
3. Student Enrollment & Demographics – Page 7
4. Student Attendance, Attrition & Mobility – Page 8
5. Educational Approach and Curriculum – Page 9-11
6. Innovative Practices & Implementation – Page 12-15
7. Academic Performance: Goals & Benchmarks – Page 15-18
8. Educational Effectiveness: Assessment & Evaluation – Page 19
9. Student & Parent Satisfaction – Page 20
10. Environmental Education – Page 21-22
11. Governance and Management – Page 23-30
12. Operational Performance – Page 31
13. Staffing – Page 32-34
14. Finances – Page 34-36
15. Future Plans – Page 36 -37
16. Safe Learning Plan Reflection – Page 37



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

<b>Kids First:</b>	Students' diversity and needs drive decisions and actions
<b>Partnership:</b>	Together we achieve more than alone
<b>Knowledge:</b>	Skilled in accessing, navigating and using a broad array of facts and viewpoints from a global perspective
<b>Stewardship:</b>	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 2027. NSCS sent three classroom teachers to the EE Workshop in June 2022 and the Executive Director joined OW's Leader's meeting in August 2022.

## *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.

## **Contact Information:**

Erin Anderson, Director of Charter  
School Authorizing  
Osprey Wilds Environmental Learning Center  
1730 New Brighton Blvd  
Suite 104, PMB 196  
Minneapolis, MN 55413  
(612) 331-4181  
[www.auduboncharterschools.org](http://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 2021-22 school year, NSCS focused on supporting all students as we entered our first full year of in-person learning after the two previous years of distance and hybrid learning.

The main areas of focus continued to be reading, especially phonics foundational skills in K-3, math, and science. NSCS resumed WIN Time and PLC time for all students and grade levels. Teachers in grades K, 2, 3, and 6 met to review changes to the science standards and pilot various science teaching and learning resources. In December, after hiring a new full-time Environmental Educator (EE), we resumed our weekly EE classes.

## **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 2020-21, we started the school year with 345 students, and finished the year with 356 students. For the 2021-22 school year, the student enrollment remained relatively steady after school began, though we did have 6 students leave during the year, and we enrolled 6 students.

Number of Students Enrolled	2019-20	2020-21	2021-22	2022-2023 (est.)
Preschool or PreK	28	28	37	39
Kindergarten	43	47	54	49
1st Grade	46	46	44	55
2nd Grade	52	50	50	47
3rd Grade	58	58	53	51
4th Grade	56	58	56	49
5th Grade	50	57	55	57
6th Grade	37	40	45	50
<b>Total</b>	<b>370</b>	<b>384</b>	<b>394</b>	<b>397</b>
<b>Total ADM (Average Daily Membership) for year</b>	<b>342 (28-PreK)</b>	<b>356 (28-PreK)</b>	<b>357 (37-PreK)</b>	<b>358 (39-PreK)</b>

## STUDENT DEMOGRAPHICS

Our enrollment has trended up for the 2019-2020, 2020-2021, and the 2021-2022 school years. We continue to focus on enrollment through advertising and other outreach measures. Our Special Education population has greatly increased over the past four 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	2019-20	2020-2021	2021-2022	2022-2023 (Est)
Total Enrollment	342	350	357	358
Special Education	46	40	45	37
English Learners	0	0	0	0
Free/Reduced Priced Lunch	86	84	62	120
Black, not of Hispanic Origin	2	2	1	1
Hispanic/Latino	1	2	7	7
Asian/Pacific Islander	0	0	1	1
American Indian/Alaskan Native	2	0	1	0
White, not of Hispanic Origin	326	336	332	341
Multi	12	10	15	8

# STUDENT ATTENDANCE, ATTRITION, & MOBILITY

## STUDENT ATTENDANCE

	2018-19	2019-20	2020-21	2021-22
<b>Consistent Attendance Percentage</b>	95% (Overall Rate)	95% (Overall Rate)	96%	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

<b>Percentage of students* who were continuously enrolled between October 1 of the 2020-21 school year and October 1 of the 2021-22 school year.</b>	<b>88%</b>
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<b>Percentage of students* who continued enrollment in the school from Spring 2021 to October 1, 2021.</b>	<b>87%</b>
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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 2021-2022 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)
<b>2018-19</b>	62	348	5	8	13	3.74%
<b>2019-20</b>	47	336	6	4	10	3%
<b>2020-21</b>	52	347	25	9	34	9.8%
<b>2021-22</b>	72	362	6	6	12	3.3%

\* 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.

<b>Percentage of students who were enrolled for 95% or more of the 2021-2022 school year.</b>	<b>95%</b>
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## Educational Approach & Curriculum

### Literacy Intervention

Title interventions are offered to students in grades K-6. Small-group, supplementary literacy interventions 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 and reading interventions* are to bring students to grade level achievement in reading.



### Math Intervention

Our primary focus the past three years has been Reading. After the first trimester, Math interventions are 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 during WIN Time 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* (6<sup>th</sup> grade)
- **Reading** – Scott Foresman's *Reading Street and From Phonics to Read* (Kindergarten-3<sup>rd</sup> Grade)
- **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 full-time coordinator. The department also has a Special Education Administrative Assistant who works part time. Special Education Paraprofessionals include five 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.



# 2021-2022 Student Calendar



July 2021							August 2021							September 2021							October 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	
				1	2	3	1	2	3	4	5	6	7				1	2	3	4					1	2		
4	5	6	7	8	9	10	8	9	10	11	12	13	14	A	5	6	7	8	9	10	11	A	4	5	6	7	8	9
11	12	13	14	15	16	17	15	16	17	18	19	20	21	B	13	14	15	16	17	18	B	11	12	13	14	15	16	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	A	20	21	22	23	24	25	A	18	19	20	21	22	23	
25	26	27	28	29	30	31	29	30	31					B	27	28	29	30			B	25	26	27	28	29	30	
November 2021							December 2021							January 2022							February 2022							
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	B			1	2	3	4	B	3	4	5	6	7	8	B			1	2	3	4	
B	8	9	10	11	12	13	A	6	7	8	9	10	11	A	10	11	12	13	14	15	B	7	8	9	10	11	12	
A	15	16	17	18	19	20	B	13	14	15	16	17	18	B	17	18	19	20	21	22	A	14	15	16	17	18	19	
21	22	23	24	25	26	27	A	20	21	22	23	24	25	A	24	25	26	27	28	29	B	20	21	22	23	24	25	
B	29	30					B	27	28	29	30	31	B	31						A	28							
March 2022							April 2022							May 2022							June 2022							
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	A				1	2	B	2	3	4	5	6	7	B			1	2	3	4		
B	7	8	9	10	11	12	B	4	5	6	7	8	9	A	9	10	11	12	13	14	A	6	7	8	9	10	11	
A	14	15	16	17	18	19	A	11	12	13	14	15	16	B	16	17	18	19	20	21	B	12	13	14	15	16	17	18
B	21	22	23	24	25	26	B	18	19	20	21	22	23	A	23	24	25	26	27	28	A	19	20	21	22	23	24	25
A	28	29	30	31			A	25	26	27	28	29	30	B	30	31					B	26	27	28	29	30		

- No School
- Evening Conferences
- Early Release
- Picture/Retake Day
- BAS Testing
- Conference Day- No Students
- First/Last Day of School
- Grandparents Day October 1

Trimester 1 September 8 - November 19 (51 Days)    Trimester 2 November 29 - March 11 (61 Days)    Trimester 3 March 16 - June 9 (57 Days)

*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 22 students in grades K-1 and 25 students in grades 2-6. We have full time Phy Ed, Music, Environmental Ed, and Library/Media specialists, along with a part time Art specialist to help us meet our mission.*

*We have four 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 8:00-2:50. 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 8:00-11:30 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 356 by the end of FY21 to 358 by the end of FY22.
- **Fund Balance** – Our fund balance is close to 28.5%. Our increased enrollment, along with the receipt of ARP (American Rescue Plan) funds, ensured general education funding went towards students, and the ARP funding helped with an additional Title Educator.
- **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 5<sup>th</sup> 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.

**BizTown:** BizTown is a Junior Achievement program for our 5<sup>th</sup> and 6<sup>th</sup> 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 5<sup>th</sup> 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 5<sup>th</sup> and 6<sup>th</sup> 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. Food grown in the greenhouse is used by classrooms to cook and share with students, or sent to the kitchen and used in school lunches.

**Mobile Kitchen Carts:** Mobile kitchen carts are available to cook using foods they have grown. Students learn different ways to use 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.

**Maple Syrup Production:** Classrooms tap a tree in our school forest, collect sap, and boil it down to make syrup. In the past, the boil down process took place in the kitchen. During the Spring of 2022, a parent brought an evaporator to school to demonstrate the process. After the demonstration, NSCS purchased their own evaporator to streamline the sap to syrup production and to be able to include classrooms in the process.

**Challenges and How we are Addressing Them** – Our enrollment had a slight increase for FY22, 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 three 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 continues to have a positive impact on our preschool. For the second consecutive year, we were at or close to capacity for the entire 2021-22 school year.

While we had fluctuating enrollment during the 2020-21 school year, 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 have maintained enrollment close to budget for FY22 and to maximize Lease Aid.

While we were able to maintain in-person learning for the year, there were continued staff challenges with two paraprofessionals leaving mid-year and limited substitute teachers and paraprofessionals. Staff are also supporting students both in-person and when out for illness. Ongoing 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, our Free and Reduced Lunch sub-population, and attendance, our students met or exceeded the goals that were set. While we had a decrease in academic achievement over the last few years, we are starting to see improvements in most areas. With changes to our phonics program, we should begin seeing the impacts from these changes in the next year or two.

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 FY21, including reviewing state standards and mapping out curriculum science, resuming our 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 2021-2022 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 2021-22 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 98% of students in K-6 met or exceeded NETS standards.*

**Goal 2:** *By the end of the 2021-22 school year, 90% of all 5<sup>th</sup> 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 5<sup>th</sup> 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 2021-22 school year.

### **Indicator 3: Reading Growth**

**Goal:** *By the end of the 2021-22 school year, 75% 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, 58% of K-6 students met their grade level target. Last year, 63% of K-6 students met their grade level target.*

### **Indicator 4: Math Growth**

**Goal:** *By the end of the 2021-22 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, 67% of students met their target growth. 68% met or exceeded NWEA MAP grade level norm RIT scores. Last year, 68% of students met or exceeded NWEA MAP grade level norm RIT scores.*

## Indicator 5: Reading Proficiency

**Goal 1:** For the 2021-22 school year, 75% 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:** 61% 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. 62.3% of students met or exceeded MCAIII proficiency levels.

**Goal 2:** For the 2021-22 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:** 53% of students in the Free Reduced Price sub population met or exceeded grade level norm RIT scores. Last year, 51% of students in the Free Reduced Price sub population met or exceeded grade level norm RIT scores. 51.3% of students met or exceeded MCAIII proficiency levels.

## Indicator 6: Math Proficiency

**Goal 1:** For the 2021-22 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, 68% of students met or exceeded NWEA MAP grade level norm RIT scores. 56.9% of students met or exceeded MCAIII proficiency levels.

**Goal 2:** For the 2021-22 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:**

63% of students in the Free Reduced Price sub population met or exceeded grade level norm RIT scores. Last year, 64% of students met or exceeded NWEA MAP grade level norm RIT scores. 51.3% of students met or exceeded MCAIII proficiency levels.

### **Indicator 7: Science Proficiency (and Growth)**

**Goal:** *By the end of the 2021-22 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:** *41% of 5<sup>th</sup> 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:** *100% 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 2021-22 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.

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*NSCS students in grades 1-6 took the NWEA Measures of Academic Progress Assessment in math and reading three times 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.*

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## *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 2022-23 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.

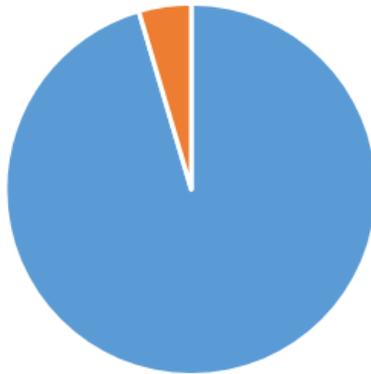
### ***Differentiated Instruction***

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.



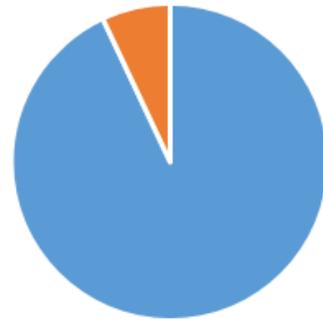
# Student and Parent Satisfaction

Teaching and Learning



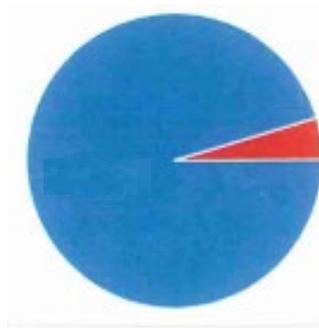
■ Agree ■ Somewhat Agree

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 44 parents or guardians respond to the survey for the 2021-22 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*

*1<sup>st</sup> Grade – Insects*

*2<sup>nd</sup> Grade – Soil*

*3<sup>rd</sup> Grade – Birds*

*4<sup>th</sup> Grade – Water*

*5<sup>th</sup> Grade – Deer population sustainability*

*6<sup>th</sup> – 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 2021-22, our EE Educator took another position. We were able to hire someone in October, with a start date of late November. Prior to starting, our new EE Educator met with all grade levels to talk through curriculum and themes throughout the year. These meetings continued throughout the year during Professional Development days.



## 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. Ms. Urban 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. With our EE Educator starting in late November of FY22, we had the added challenge of bringing someone new on-board mid-year. Given these challenges, we still had a successful 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
Chloe (Dryke) Rollo	Member	Teacher	11/4/2021	11/29/2021	2024	crollo@nscsk6.org
Harmony Feldman McCullough	Member	Parent	11/4/2021	11/29/2021	2024	hmccullough@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

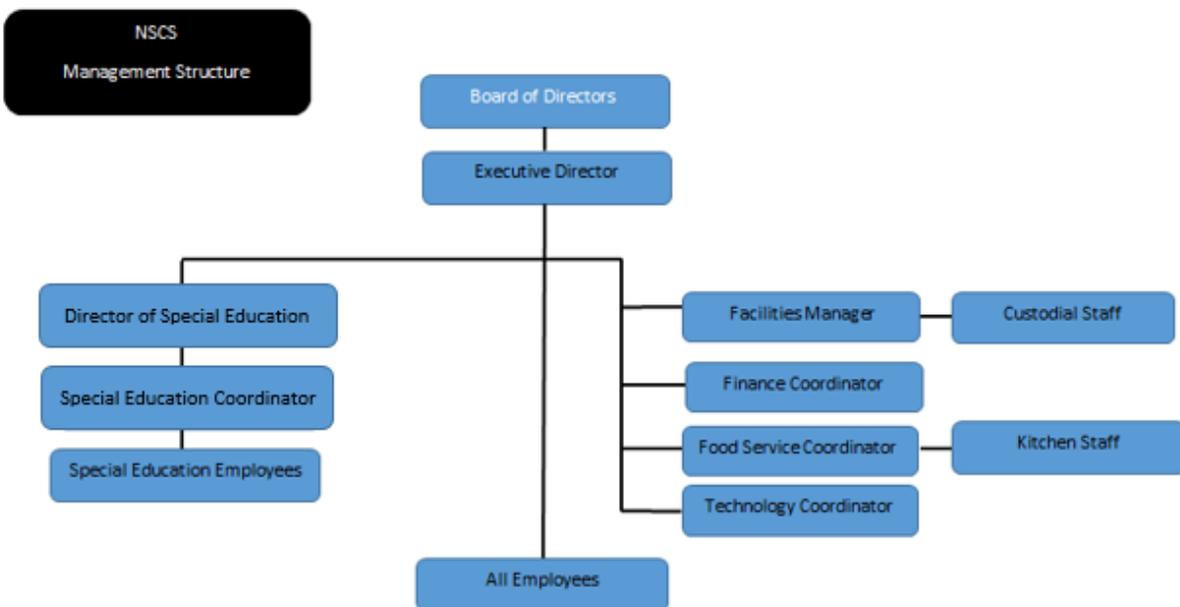
## MANAGEMENT

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.



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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 for 2021-22 included district policies, school finance, charter school law, and board roles. This training was held April 11, 2022. 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
Harmony Feldman McCullough	11/29/2021	2/8/2022 Osprey Wilds	2/8/2022 Osprey Wilds	2/22/2022 Osprey Wilds
Chloe (Dryke) Rollo	11/29/2021	2/8/2022 Osprey Wilds	2/8/2022 Osprey Wilds	4/11/2022 Kyle Knudsen, TAG
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 – FY22**

<b>Board Member Name</b>	<b>Training #1: Financial Management and Budgeting Training, Kyle Knudsen, TAG April 11, 2022</b>	<b>Training #2: Board Retreat April 11, 2022</b>	<b>Training #3: Board Retreat Policies and Procedures April 11, 2022</b>
Tanya Bruzek	Attended? YES	Attended? YES	Attended? YES
Sheri Camper	Attended? YES	Attended? YES	Attended? YES
Chloe (Dryke) Rollo	Attended? YES	Attended? YES	Attended? YES
Harmony Feldman McCullough	Attended? YES	Attended? YES	Attended? YES
Gina Gallagher	Attended? N/A – No longer on the board	Attended? N/A – No longer on the board	Attended? N/A – No longer on the board
Jaron Larson	Attended? YES	Attended? YES	Attended? YES
Linda Johnson	Attended? YES	Attended? YES	Attended? YES
Greg Spoelhof	Attended? N/A – No longer on the board	Attended? N/A – No longer on the board	Attended? N/A – No longer on the board
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  
2021-2022 School Year**

School District Student Achievement Goals: Page: 1

Superintendent/Executive Director Professional Development Goals: Page: 2

	<b>Pertinent MN Rule 3512.0510 Competency</b>	<b>Measurable Progress Indicator 1</b>	<b>Measurable Progress Indicator 2</b>	<b>Measurable Progress Indicator 3</b>	<b>Timeline for Achieving the Goal</b>
<b>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.</b>	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.
<b>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.</b>	Curriculum planning and development for the success of all learners: Demonstrate the ability to identify instructional objectives and use valid and	Use fall BAS assessments and NWEA MAP Reading assessment to identify students in need of interventions or Title I reading support.	Analyze mid-year BAS and NWEA MAP assessments to monitor student progress and adjust intervention groups accordingly.	Review End of Year BAS and NWEA MAP data, along with MCAIII data, to determine overall progress towards meeting and exceeding desired	The 2021-22 school year.

<p><b>Target Goal for students in the Free and Reduced sub-group is 55%.</b></p>	<p>reliable performance indicators and evaluative procedures to measure performance outcomes</p>	<p>Revisit Professional Learning Communities (PLC) framework, focusing on Question 1: What do we want students to learn?</p>	<p>Focus Staff Development days on instructional strategies and using data to determine instructional needs for increasing impact for students.</p>	<p>proficiency levels in grades 3-6.</p>	
<p><b>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.</b></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 – 5<sup>th</sup> regarding reasons they are leaving NSCS.</p>	<p>The 2021-22 school year.</p>
<p><b>Superintendent-Professional Development Goal Two: Reading and Science Curriculum Development</b></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>

**Shelly Pierson**  
**Executive Director Evaluation Goals**  
**2022-2023 School Year**

School District Student Achievement Goals: Page: 1

Superintendent/Executive Director Professional Development Goals: Page: 2

	<b>Pertinent MN Rule 3512.0510 Competency</b>	<b>Measurable Progress Indicator 1</b>	<b>Measurable Progress Indicator 2</b>	<b>Measurable Progress Indicator 3</b>	<b>Timeline for Achieving the Goal</b>
<b>Superintendent-School District Goal One: For the 2022-2023 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.</b>	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.  Begin implementation of Number Talks math strategies at all grade levels.	Review 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 2022-2023 school year.
<b>Superintendent-School District Goal Two: For the 2022-2023 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%.</b>	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 2022-2023 school year.

<p><b>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.</b></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 2022-2023 school year on how they chose to come to NSCS. Contact all outgoing students in grades Pre-K – 5<sup>th</sup> regarding reasons they are leaving NSCS.</p>	<p>The 2022-2023 school year.</p>
<p><b>Superintendent-Professional Development Goal Two: Reading and Science Curriculum Development</b></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 2022-2023 school year.</p>

# Operational Performance

## Facilities

NSCS, along with our ABC (Affiliated Building Company), maintains the buildings and grounds. A facilities manager and custodian are in charge of basic upkeep and cleaning. General maintenance is coordinated between our Facilities Manager and the ABC Board. The ABC Board consists of three board members selected by the NSCS Board of Directors, and two ex-officio members, the Facilities Manager and the Executive Director.

## 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. Voyageur works closely with the Executive Director, our Bus Coordinator, and our Business Manager to ensure

## 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, broccoli, cauliflower, carrots, and beans 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 K-1, one 2-3, and one 4-5.*



<b>2021-22 Licensed Teaching Staff</b>			
<b>Name</b>	<b>License and Assignment</b>	<b>2021-22 Status*</b>	<b>Comments</b>
Anna Elina Berglund	5 <sup>th</sup> Grade Teacher (513521)	*	
Sheri Camper	1 <sup>st</sup> Grade Teacher (312743)	*	
Megan Cassidy	Kindergarten Teacher (496158)	New	
Michelle Compton	4 <sup>th</sup> Grade Teacher (443698)	*	
John Dover	4 <sup>th</sup> -5 <sup>th</sup> Grade Teacher (424214)	*	
Janna Dreher	School Counselor (940310) Occupational Therapist	*	
Chloe Dryke	2 <sup>nd</sup> Grade Teacher (490315)	*	
Emma-Grace Felton	4 <sup>th</sup> Grade Teacher (1003395)	*	
Chris Finch	Special Education Teacher (455314)	*	
Clayton Gallus	PE Teacher (1009787)	New	
Amy Giddings	Music Teacher (371170)	*	
Sarah (Maggie) Harless	1 <sup>st</sup> Grade Teacher (1006642)	New	
Leigh Jackson	6 <sup>th</sup> Grade Teacher (414170)	*	
Candice Johnson	3 <sup>rd</sup> Grade Teacher (338099)	*	
Linda Johnson	Preschool Teacher (352595)	*	
Anne Lampela	2 <sup>nd</sup> Grade Teacher (401868)	*	
Abby Larson	Physical Education Teacher (479416)	NR	Leave of Absence
Kristi Lounsberry	3 <sup>rd</sup> Grade Teacher (382086)	*	
Toni Maki	1 <sup>st</sup> Grade Teacher (399192)	*	
Lynda Markon	Kindergarten Teacher (332912)	*	
James McLeod	Band Instructor (260149)	*	
Joshua Otten	4 <sup>th</sup> Grade Teacher (434527)	*	
Dayna Phelps	Title Reading Teacher (385962)	*	
Darcie Rolfe	6 <sup>th</sup> Grade Teacher (405631)	*	
Jessica Ronkainen	Special Education Teacher (471653)	*	
Amber Schoen	Special Education Teacher (434370)	*	
Dan Schutte	Environmental Educator (444873)	NR	Resigned
Greg Spoelhof	Special Education Teacher (442014)	*	

Carla Tamburo	Art Teacher (358579)	*	
Roberta Tietge	6 <sup>th</sup> Grade Teacher (410570)	NR	Retired
Tara Young	3 <sup>rd</sup> Grade Teacher (367011)	*	

\* = Returning, NR = Not Returning

## 2021-22 Teacher Professional Development Activities:

NSCS licensed staff participated in five full days of professional development during the 2021-22 school year. Teachers spent parts of two days working with the new science standards. 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, and to meet with the Environmental Educator.

### Teacher Retention:

We traditionally have a very small Licensed Staff turnover rate. We had one licensed staff retire at the end of the 2020-21 school year, and one licensed staff member take a leave of absence for the 2021-22 school year. Moving into the 2022-2023 school year, we had six licensed teachers leave. One licensed teacher was hired for a one year leave of absence, two teachers were new hires within the last two years, and two were hired within the last five years. One teacher took a year leave of absence.

<b>Percentage of Licensed Teachers from 2021-22 not returning in 2022-23 (non-returning teachers/total teachers from 2021-22 x 100)</b>	<b>20.6%</b>
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<b>2021-22 Other Licensed (non-teaching) Staff</b>			
<b>Name</b>	<b>Assignment</b>	<b>2021-22 Status*</b>	<b>Comments</b>
Shelly Pierson	Executive Director (345235)	*	

<b>2021-22 Non-Licensed Staff</b>			
<b>Name</b>	<b>Assignment</b>	<b>2021-22 Status*</b>	<b>Comments</b>
Carah Alexander	Special Education Paraprofessional	*	Resigned 11/2021
Alisha Austin	Title 1 Paraprofessional	*	
Melissa Backen	Food Service Cook	*	
Val Bruckelmyer	Food Services Co-Coordinator & Cook	*	
Sarah Bruckelmyer	Food Service Assistant	New	
Nikki Carpenter	Business Manager	*	
Erin Christensen	Food Service Assistant/Administrative Assistant	New	
Michael Dahlgren	Food Services Co-Coordinator & Cook	New	
Erin Davis	Classroom Paraprofessional	*	
Kate Edblom	Librarian	*	
Anne Fisher	Classroom Paraprofessional	*	
Janet Freund	Classroom Paraprofessional	New	

Lisa Gould	Special Education Paraprofessional	*	
Carla Hendrickson	Administrative Assistant	*	
Julie Hudecheck	Special Education Paraprofessional	*	Resigned 12/2021
Jeanine Johnston	Administrative Assistant	*	
Julie Jondreau	Custodian	New	
Chad Maki	Facilities Manager	*	
Crystal Mickelson	Special Education Paraprofessional	*	
Heidi Nelson	Special Education Paraprofessional and Administrative Assistant	*	
Ryan Novitzki	Technology Coordinator	*	
Agatha Pokrzywinski	Classroom Paraprofessional	New	
Terra Ranum	Classroom Paraprofessional	*	
Jim Sauls	Custodian	*	
Justin Schmitz	Classroom Paraprofessional	New	
Betsy Sherman	Special Education Paraprofessional	*	
Kayla Stenstrup	Special Education Paraprofessional	New	
Caroline Urban	Environmental Educator	New	
Shelby Ward	Food Service Assistant	New	
Renee Wermter	Title 1 Paraprofessional	*	

\* = Returning, NR = Not Returning

### **Current Year – 2022-23 Staffing**

We have eight of our non-licensed staff not returning for the 2022-2023 school year. We have hired new paraprofessionals in General Education and Special Education. We have kitchen and Special Education paraprofessional positions open.

### **Teacher Equity Data**

NSCS has a highly qualified staff teaching students at all grade levels. We have 86% 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 2020-21 and/or an organizational budget for 2021-22, contact:

Name: Nikki Carpenter

Position: Business Manager

Contact info: NSCS

Phone: 218-525-0663 Ext. 117

Email: [ncarpenter@nscsk6.org](mailto:ncarpenter@nscsk6.org)

Kyle Knudsen, CPA, provides accounting services for North Shore Community School.

**Our unaudited financials are as follows:**

FY22 Finances	Fund 1	Fund 2	Fund 4	All Funds
Total Revenues	\$ 4,240,792.00	\$ 275,927.00	\$ 123,209.00	\$ 4,639,928.00
Total Expenditures	\$ 4,231,234.00	\$ 202,141.00	\$ 85,761.00	\$ 4,519,136.00
Net income	\$ 9,558.00	\$ 73,786.00	\$ 37,448.00	\$ 120,792.00
Total Fund Balance	\$ 1,210,535.00	\$ 73,786.46	\$ 37,447.98	\$ 1,321,769.44
	29%	27%	30%	28.5%

**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 360 students. We had an ending enrollment of 360 for a majority of the year. Our unaudited fund balance is \$1,321,769.44. Expenses that lent to our increase in fund balance included receipt of ARP Grant (ESSER III) funds, spending less on staff development, as well as maximizing lease aid through enrollment being close to, and over, projected enrollment for the year.

**Revenues**

NSCS's total revenues were \$4,639,928.00 for FY22. Most revenue was received from state aid and federal grants. We also received ARP grant (ESSER III) funding. The General Fund receives some additional funding from family donations, fundraising, and small grants.

During FY22, the Food Service participated in the Summer Meals Program and received funding for free meals for all students.

**Expenses**

Total expenses for FY22 were \$4,519,136.00. 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 FY22, we charged tuition for preschool and Kids and Co. Our fund balance at the end of the year was \$1,321,769.44.

**Net Surplus or Deficit and Fund Balance**

Total revenues exceeded expenditures by \$ 120,792.00, resulting in an ending fund balance of \$1,321,769.44, placing us at a fund balance of 18.5%.

## **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 continue the unpacking process with the new science standards at 1, 4, and 5 grade. We have also resumed WIN Time (an intervention block for each grade level).

We are in our second year of 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. We had three teachers participate in LETRS training and have shared their learning with teachers during professional development days.

## 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 an 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 5<sup>th</sup> grade or during the year.



## *Safe Learning Plan Reflection*

As we started the 2021-22 school year, we made the decision to not offer distance learning for our students, aside from when a student is out for quarantine or isolation. This allows us to focus our energy on what we do well ~ in-person learning. The NSCS Board of Directors reviewed COVID data monthly, and reviewed and revised the Safe Learning Plan based on current data for NSCS, taking into consideration recommendations from Minnesota Department of Health and the St. Louis County Public Health Liaison. Our Plan worked well for our school community and provided specific measures from which we could base decisions. Our enrollment has remained consistent over the last two years, and we will continue to take steps to positively promote North Shore. With the increase in staffing changes, we are revisiting our comprehensive compensation package to see where we can make adjustments.

Our current Safe Learning Plan can be located at [https://northshorecommunityschool.org/wp-content/uploads/2022/09/NSCS-Safe-Learning-Plan-2022-2023-Rev\\_8-22-2022.pdf](https://northshorecommunityschool.org/wp-content/uploads/2022/09/NSCS-Safe-Learning-Plan-2022-2023-Rev_8-22-2022.pdf)