



# *North Shore Community School*

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

**2023-2024  
WORLD'S BEST WORKFORCE  
& ANNUAL REPORT**

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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

<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.

## *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:**

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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 2023-24 school year, the main areas of focus continued to be reading, especially phonics foundational skills in K-3, math using number talks, and science. NSCS modified its WIN Time (What I Need Intervention Block) and PLC (Professional Learning Community) time for all students and grade levels. Teachers in all grades continued to review and revise science units based on the new standards and incorporated various science teaching and learning resources.

## **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 weekly and teachers continue the core concepts of lessons throughout the week. 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. For the 2023-24 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	2021-22	2022-2023	2023-2024	2024-2025 (est.)
Preschool or PreK	37	39	30	37
Kindergarten	54	49	51	45
1st Grade	44	55	52	53
2nd Grade	50	47	55	56
3rd Grade	53	51	51	57
4th Grade	56	49	51	53
5th Grade	55	57	55	55
6th Grade	45	50	39	39
<b>Total</b>	394	397	384	395
<b>Total ADM (Average Daily Membership) for year</b>	<b>357 (37-PreK)</b>	<b>358 (39-PreK)</b>	<b>354 (30-PreK)</b>	<b>358 (37-PreK)</b>

## STUDENT DEMOGRAPHICS

Our enrollment has remained relatively steady for the last few 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 our students. Our percentage of students who are white, not of Hispanic Origin, continues to be the vast majority of our population.

Demographic Trends	2021-2022	2022-2023	2023-2024	2024-2025 (Est)
Total Enrollment	357	358	353	355
Special Education	45	56	64	58
English Learners	0	0	0	0
Free/Reduced Priced Lunch	62	135	142	141
Black, not of Hispanic Origin	1	1	0	0
Hispanic/Latino	7	5	4	2
Asian/Pacific Islander	1	1	1	0
American Indian/Alaskan Native	1	0	0	0
White, not of Hispanic Origin	332	347	344	349
Multi	15	4	4	4

# STUDENT ATTENDANCE, ATTRITION, & MOBILITY

## STUDENT ATTENDANCE

	2020-21	2021-22	2022-23	2023-24
<b>Students Attendance Rate</b>	96%	93%	93%	93.6%

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 2022-23 school year and October 1 of the 2023-24 school year.</b>	<b>96.5%</b>
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<b>Percentage of students* who continued enrollment in the school from Spring 2023 to October 1, 2023.</b>	<b>95.8%</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 2023-2024 school year, were families new to NSCS. Having an attrition rate that is over 95% proves that a majority of families choose to stay at NSCS once they start.

## STUDENT MOBILITY

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
<b>2020-21</b>	52	347	25	9	34	9.8%
<b>2021-22</b>	72	362	6	6	12	3.3%
<b>2022-23</b>	59	359	2	6	8	2.2%
<b>2023-24</b>	75	353	6	8	14	3.9%

\* 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 2023-2024 school year.</b>	<b>96.4%</b>
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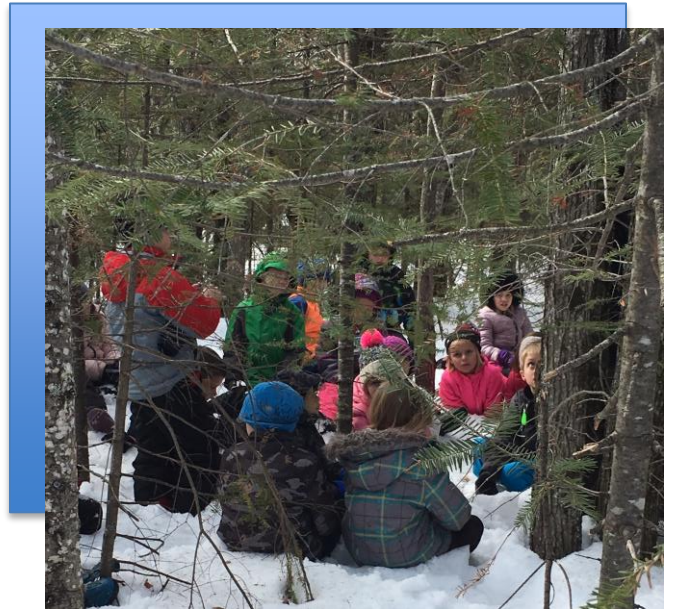
## Educational Approach & Curriculum

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### Literacy Intervention

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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.



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### Math Intervention

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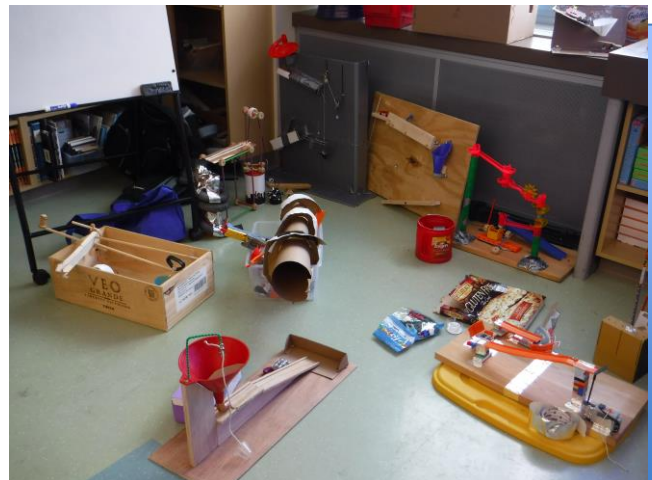
Our primary focus the past three years has been Reading. *Math interventions* are provided in classrooms to students in grades 1-6 who are performing below grade level on basic math skills. Paraprofessionals meet with students during WIN Time to work on targeted practice.

### 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* (K-6) and *From Phonics to Reading* (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, Mystery Science and Scholastic

In addition to the core curriculum, students also receive 75-90 minutes of physical education, 45 minutes of art instruction, 75-90 minutes of music instruction and 55-60 minutes of environmental education each week.



## *Special Education Program*

The Special Education Department at North Shore Community School serves approximately 16.4% 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 in collaboration with the general education teacher.

Special education staff consists of four and a half 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 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.





# 2023-2024 Student Calendar



July 2023							August 2023							September 2023							October 2023																																																	
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No School  
 Reading Assessments  
 Evening Conferences  
 Conference Day- No Students  
 Early Release  
★ First/Last Day of School  
 Picture/Retake Day  
 Grandparents Day- Oct 6  
 2.13.2023

Trimester 1 September 6 - November 17 (51 Days)     
 Trimester 2 November 27 - March 8 (61 Days)     
 Trimester 3 March 11 - June 6 (57 Days)

## 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 8:00-2:40. Parents can choose to enroll their child in either a half day or full day session. Students attend two or four days. We offer 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.

Students have 169 instructional days. A typical school day runs from 8:00-2:40. 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 one full time and three part time paraprofessionals to work with students in the general ed classroom and three full time Title I paraprofessionals for students who need interventions in Language Arts and Math.



## *Innovative Practices & Implementation*



### *Highlights of Strategic Plan*

- **Enrollment** – Our school is holding steady, from 359 by the end of FY23 to 354 by the end of FY24.
- **Fund Balance** – Our fund balance is close to 33%. Our steady enrollment, along with the American Rescue Plan (ARP) funds over the past three years, 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.

**Lumberjack Olympics:** Kindergarten students study the lumberjack camps during the month of May. As a culminating activity, students are placed into groups of 6-8 and rotate through eight different stations that test their lumberjack strength and knowledge while also allowing them to use team building skills that were learned over the course of the year. Parents volunteer to run the stations and help students be successful in the competitions. Examples of rotations include: the ax throw, log roll, flapjack toss, flannel shirt relay, bucket brigade, tree trunk stilt relay, blanket toss, and the log pull obstacle course.

**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.

**Lyric Opera of the North Opera (LOON):** The Duluth-based Lyric Opera of the North (LOON) produces and tours an elementary-aged ‘condensed’ operetta of a main stage opera every spring. Students are selected to participate in the production, which is then presented to all classes.

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

**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:** Classes 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 include classrooms in the process. We celebrate with Waffle Day!

## Challenges and how we are Addressing Them

**Budget:** For the third year in a row, our school has operated at or near full capacity throughout the 2023-24 academic year. However, this sustained high enrollment has led to a plateau in our growth, and it has been accompanied by rising expenses. The main challenge we face is budgeting for salary and benefits increases in light of growing costs related to insurance, transportation, and goods. Inflation rates from the past two years have outpaced the general formula increases, and there are potential additional expenses due to recent legislation that may not be fully funded or only partially funded. We reviewed and revised our non-exempt salary job descriptions and salary schedules during the 2023-2024 school year, and will begin this process with our exempt salary schedules during the 2024-2025 school year.

**Staffing and Substitutes:** Another challenge includes maintaining staffing and having substitutes available for all positions, with teachers and paraprofessionals in particular.

**Split Class Support:** Split classes help us maintain lower class sizes and stabilizes enrollment. Para support has been added to the split classrooms during math time.

## 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 continue to make instructional changes which includes common planning time during our Teacher Tuesdays once a week, offering interventions/extensions during a 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 to their learning over the past few school years.

### 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 2023-24 school year, 80% 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 97.2% of students in K-6 met or exceeded NETS standards.*

**Goal 2:** *By the end of the 2023-24 school year, 90% of all 5<sup>th</sup> and 6<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 99.6% of 5<sup>th</sup> and 6<sup>th</sup> grade students completed their BizTown requirements of participation and completed a resume or another related assignment.*

## Indicator 2: English Language Learners

N/A – NSCS did not have any ELL students during the 2023-24 school year.

## Indicator 3: Reading Growth

**Goal:** *By the end of the 2023-2024 school year, at least 75% of all NSCS students will meet/exceed grade level targets on the NWEA MAP Reading assessment for grades 1-6, the DIBELS 8th Edition benchmark screener for grades K-3, and/or the Benchmark Assessment System (BAS) for grades 4-6.*

**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 reading assessments, 68.4% of K-6 students met their grade level target. Last year, 73% of K-6 students met their grade level target.*

## Indicator 4: Math Growth

**Goal:** *By the end of the 2023-24 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, 66.4% of students met or exceeded NWEA MAP grade level norm RIT scores. Last year, 72.9% of students met or exceeded NWEA MAP grade level norm RIT scores.*

## **Indicator 5: Reading Proficiency**

**Goal 1:** *For the 2023-24 school year, 75% of all tested students will meet or exceed proficiency level on MCAIII Reading, NWEA MAP Reading, DIBELS, 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:** *68.2% of students met or exceeded NWEA MAP grade level norm RIT scores. Last year, 67.1% of students met or exceeded NWEA MAP grade level norm RIT scores. 65.5% of students met or exceeded MCAIII proficiency levels. Last year, 63.6% of students met or exceeded MCAIII proficiency levels.*

**Goal 2:** *For the 2023-24 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/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:** *69% of students in the Free Reduced Price sub population met or exceeded grade level norm RIT scores. Last year, 63% of students in the Free Reduced Price sub population met or exceeded grade level norm RIT scores. 65.8% of students met or exceeded MCAIII proficiency levels. Last year, 61.6% of students met or exceeded MCAIII proficiency levels.*

## **Indicator 6: Math Proficiency**

**Goal 1:** *For the 2023-24 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:**

*68.2% of students met or exceeded NWEA MAP grade level norm RIT scores. Last year, 72.9% of students met or exceeded NWEA MAP grade level norm RIT scores.*

*57.4% of students met or exceeded MCAIII proficiency levels. Last year, 58.5% of students met or exceeded MCAIII proficiency levels.*

**Goal 2:** *For the 2023-24 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:**

*68% of students in the Free Reduced Price sub population met or exceeded grade level norm RIT scores. Last year, 70.4% of students met or exceeded NWEA MAP grade level norm RIT scores*

*52% of students met or exceeded MCAIII proficiency levels. Last year, 52% of students met or exceeded MCAIII proficiency levels.*

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

**Goal:** *By the end of the 2023-24 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:** *49.1% of 5<sup>th</sup> grade students met or exceeded proficiency on the MCAIII science assessment. Last year, 53.6% 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 2023-24 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.



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

*Students in Kindergarten-3<sup>rd</sup> grade took the DIBELS assessments three times a year, and students in 4<sup>th</sup>-6<sup>th</sup> grade participated in the Benchmark Assessment System to test students 2-4 times throughout the year on reading fluency, accuracy and comprehension.*

### ***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, physical ed, environmental ed, music, and art.



## *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 2023-24 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 NWEA MAP and DIBELS reports to better inform instruction. Teachers also spent an hour a week working together in Professional Learning Communities.

**Student Assessment Process:** All students in grades K-6 are screened for reading and math proficiency on an average of three times each year. Diagnostic assessments are administered as needed to students who are not proficient in foundational skills in order to identify instructional needs. Teachers regularly monitor the progress of all students, and monitor the progress of students performing below proficiency levels most frequently.

Grade level teachers, our Student Support Team, and our Title Educators review data for our Free and Reduced Lunch and Special Education populations at a minimum of three times a year, along with reviewing data for all students to determine where we need to provide more support. Students not at grade level receive additional services through targeted interventions and specialized programming. Our Special Education teachers also review data they collect based on Individual Education Plans (IEP) to determine the progress being made towards IEP goals. This information is used both to determine any universal curriculum adjustments that may need to be made, as well as any specific interventions modifications needed to support students receiving additional services

**Gifted and Talented Supports:** NSCS incorporates extension and enrichment activities within our classrooms.

We use NWEA MAP scores, formal and informal assessments, and teacher observations to determine how best to support students in addition to or in exchange for general classroom instruction. NSCS provides services through differentiation in the classroom that is real-time, dynamic, and based on the subject and acceleration needs of the student.

**Education Effectiveness:** Our educators collaborate in Professional Learning Communities (PLCs) to design hands-on, engaging, and differentiated lessons and units across all grade levels to ensure practices integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining. Technology is integrated into instruction as needed for direct teaching, projects, and research, while also incorporating innovative tools that enhance learning beyond traditional technology.

Teachers actively develop, utilize, and assess core and supplemental curricular resources to ensure materials are engaging, relevant, culturally responsive, and inclusive of diverse perspectives. They regularly analyze classroom resources to incorporate a broad range of

topics and diverse characters, reviewing materials during weekly PLC meetings and bi-monthly Curriculum and Staff Development Committee meetings. Educators also ensure that classroom texts feature diverse authors and perspectives.

While NSCS does not have any multi-language learners at this time, we have our EL plan in place and ready for implementation. The measures teachers have in place for reviewing curriculum and monitoring achievement are practices that support a range of learners.

Our Caring Classrooms framework fosters empathy, inclusivity, and a strong sense of community, reinforcing these values through daily morning announcements and a dedicated Caring Classrooms bulletin board.

Curricular resources undergo continuous review and evaluation to improve instruction, curriculum, and student achievement through Team Time and PLCs, and ensuring alignment with evolving standards. This ongoing process replaces the traditional large-scale curriculum adoption cycle that occurs every 8-10 years in many districts.

Teachers collaborate through their Professional Learning Community, supporting and fostering social emotional learning through our Caring Classrooms framework, and integration of the history of our community through place-based learning using our locally written resource *Roots in the Past - Seeds for the Future*. Our Caring Classrooms framework was developed to ensure our school environment validates, affirms, embraces, and integrates practices that promote empathy and inclusivity through monthly themes and weekly topics. We reinforce and connect learning to our local community through locally developed units based on a book written by the Clover Valley/French River History Committee and the North Shore Elementary School (now North Shore Community School).

NSCS practices that promote a collaborative professional culture include focusing on the four questions of a Professional Learning Community (PLC) through our weekly meetings: student learning, assessment, interventions, and extensions. This time is dedicated to planning, reviewing assessments, team meetings focused around student achievement and our response to student learning needs.

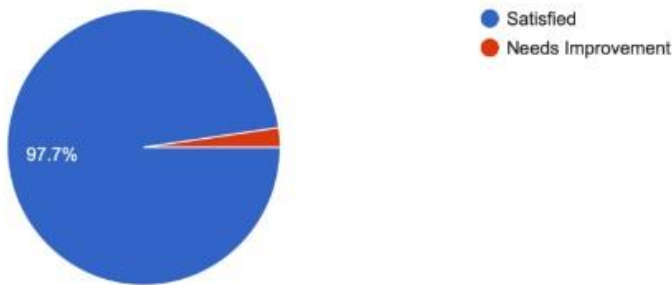
We have a formal 3-year evaluation cycle and yearly observations/walkthroughs with targeted feedback to support growth. We also participate in PLC's to monitor and analyze assessment data for all students. If we find that we have equitable access gaps, we would work with those teachers to identify specific areas in need of growth, set-up a professional growth plan with measurable goals, and timelines to meet those goals and provide support in achieving the goals.

When there is an opening, NSCS does not receive many applications for open positions. NSCS uses the Minnesota Schools Jobs website to promote vacancies statewide. We also post through Facebook, our school website, and our family newsletter. For applications received, all qualified candidates are interviewed.

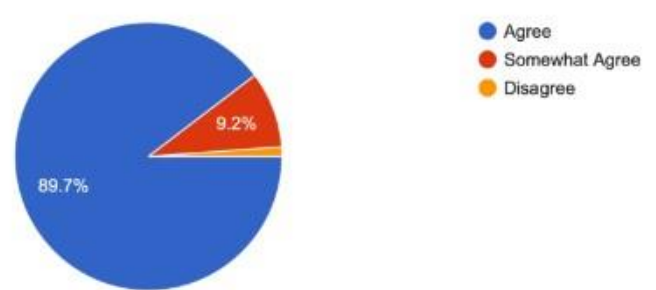
The NSCS Personnel and Finance Committees review and adjust salary schedules and benefits packages in relation to comparable districts in our region to ensure we offer fair and equitable compensation and benefits packages. Our Flex Day and leave procedures offer a range of opportunities and are distributed equitably amongst all staff.

## Student and Parent Satisfaction

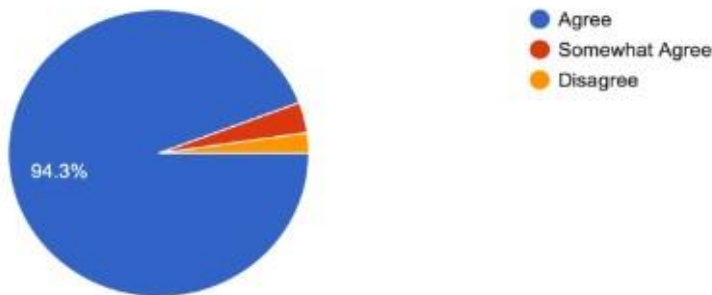
Teaching and Learning



Climate and Culture



Safety



Each spring, NSCS creates a survey for parents to gather information on how parents feel about teachers, other staff, programming, safety and overall school climate. We had 81 parents or guardians respond to the survey for the 2023-24 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 (EE)** 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> – Recycling, plastics, and community outreach*

*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.

Our EE Educator met with all grade levels to talk through curriculum and EE themes throughout the year during Professional Development days. Classrooms also had a new goal of increasing outdoor learning time each week, 25 out of 35 weeks out of the year. 17 out of 17 classrooms met the goal.





## 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. We have added an additional goal of outdoor learning time outside of the scheduled EE time as part of increasing outdoor learning opportunities during all seasons.

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	Chair	Parent	11/5/2020	11/16/2020	2023	tbruzek@nscsk6.org
Linda Johnson	Treasurer	Teacher	11/28/2017	11/28/2017	2023	ljohnson@nscsk6.org
Chloe Rollo	Secretary	Teacher	11/4/2021	11/29/2021	2024	crollo@nscsk6.org
Harmony Feldman McCullough	Vice Chair	Parent	11/4/2021	11/29/2021	2024	hmccullough@nscsk6.org
Darcie Rolfe	Member	Teacher	11/3/2022	11/28/2022	2025	drolfe@nscsk6.org
Jackie Webb	Member	Community Member	Appointed 2/6/2023	2/27/2023	2025	jwebb@nscsk6.org
Erin Labat	Member	Parent	11/3/2022	11/28/2022	2025	elabat@nscsk6.org
Brooke Boyum	Member	Teacher	11/2/2023	11/27/2023	2026	bboyum@nscsk6.org
Heather Hefter	Member	Community Member	11/2/2023	11/27/2023	2026	hhefter@nscsk6.org

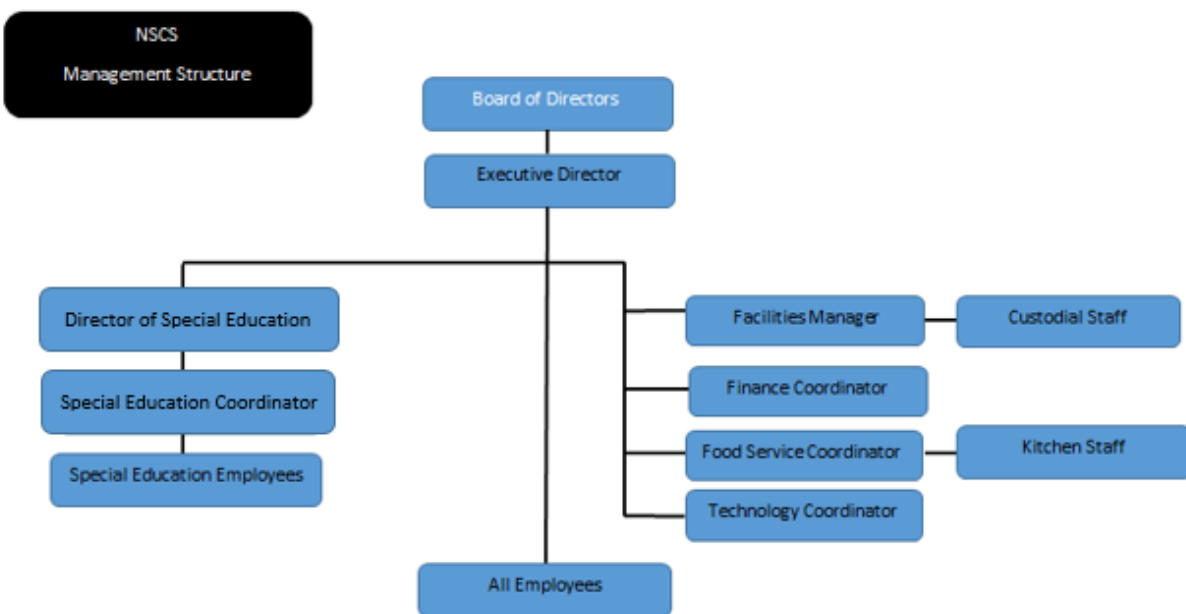
## MANAGEMENT

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 prepares documents for the monthly finance committee meetings and board packets. The Business Manager and Financial Manager work collectively on yearly budgets, budget revisions, and the annual audit.

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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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
Brooke Boyum	11/2/2023	2/8/2024 Osprey Wilds, 9/30/2024 MN Charter Board Training	2/8/2024 Osprey Wilds, 9/30/2024 MN Charter Board Training	2/8/2024 Osprey Wilds, 9/30/2024 MN Charter Board Training
Harmony Feldman McCullough	11/29/2021	2/8/2022 Osprey Wilds	2/8/2022 Osprey Wilds	2/22/2022 Osprey Wilds
Chloe Rollo	11/29/2021	2/8/2022 Osprey Wilds	2/8/2022 Osprey Wilds	4/11/2022 Kyle Knudsen, TAG
Erin Labat	11/28/2022	12/12/2022 MN Charter Board Training	12/12/2022 MN Charter Board Training	12/12/2022 MN Charter Board Training
Heather Hefter	11/2/2023	2/6/2024 Osprey Wilds	2/6/2024 Osprey Wilds	2/6/2024 Osprey Wilds
Linda Johnson	11/28/2017	01/10/2018 MSBA	01/10/2018 MSBA	01/10/2018 MSBA
Darcie Rolfe	11/28/2022	2/7/2023 Osprey Wilds	2/7/2023 Osprey Wilds	2/7/2023 Osprey Wilds
Jackie Webb	2/27/2023	2/7/2023 Osprey Wilds	2/7/2023 Osprey Wilds	2/7/2023 Osprey Wilds

Annual Training – FY24		
Board Member Name	Training #1: Financial Management and Budgeting Training, Kyle Knudsen, EdFinMN June 10, 2024	Training #2: Board Retreat Board Governance: Policies, Procedures, and Board Succession June 10, 2024
Tanya Bruzek	Attended? N/A No longer on the board	Attended? N/A No longer on the board
Brooke Boyum	Attended? YES	Attended? YES
Chloe Rollo	Attended? YES	Attended? YES
Harmony Feldman McCullough	Attended? YES	Attended? YES
Erin Labat	Attended? YES	Attended? YES
Heather Hefter	Attended? YES	Attended? YES
Linda Johnson	Attended? N/A No longer on the board	Attended? N/A No longer on the board
Darcie Rolfe	Attended? YES	Attended? YES
Jackie Webb	Attended? YES	Attended? YES


**LIST OF ADMINISTRATORS/QUALIFICATIONS**

**Shelly Pierson Evans – Executive Director**

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



Ms. Pierson Evans participated in training throughout the year, including READ Act Leadership PD sessions with the Northeast Regional Centers for Excellence; Participating in Beyond Grit Book Study through MASA; Coaching sessions with a leadership coach starting in January; attending Title IX and the annual legal conference through Ratwik, Roszak & Maloney, P.A.; and attending the Back-to-School conference through MDE and MASA.

		<p>Shelly Pierson Evans Executive Director Evaluation Goals 2023-2024 School Year</p>
<p><b><i>Mission: North Shore Community School excels in connecting our students’ academics and learning with their natural and social environments in a nurturing community setting.</i></b></p>		
<p><b><i>Core Values: Kids First - Partnership - Knowledge - Stewardship</i></b></p>		
<p><b>Academic Goals</b></p>		
<p><b>Academic Achievement - Math</b></p>		
<p><b>Goal #1:</b> <i>By the end of the 2023-2024 school year, 72% of students in grades 3-6 will be proficient in math as measured by MCA data and/or NWEA MAP Math assessment RIT score.</i></p> <p><b>Goal #2:</b> <i>By the end of the 2023-2024 school year, students in the Educational Benefits subgroup in grades 3-6 will achieve an increase as measured by the MCA data and/or NWEA MAP Math assessments RIT scores from 53% to 60%</i></p>		
<p>Strategies</p>		<p>Measures</p>
<p>Collaborative Planning Time Teacher Tuesday Team Time with a focus on data and goal setting/planning on grade level needs Teacher Tuesday Whole Group PD time monthly Math Professional Development prioritizing Number Talks and Mental Math Discussion and possible development of a basic facts benchmark assessment based on current research</p>		<p>Fall, winter, and spring NWEA MAP Math assessment RIT scores</p>



<b>Academic Achievement - Reading</b>	
<p><b>Goal #1:</b> <i>By the end of the 2023-2024 school year, at least 75% of all NSCS students will meet/exceed grade level targets on the MCA data and/or NWEA MAP Reading assessment for grades 1-6, the DIBELS 8th Edition benchmark screener for grades K-3, and/or the Benchmark Assessment System (BAS) for grades 4-6.</i></p> <p><b>Goal #2:</b> <i>By the end of the 2023-2024 school year, students in the Educational Benefits subgroup in grades 3-6 will achieve an increase as measured by the MCA data and/or NWEA MAP Reading assessments RIT scores Reading from 52% to 60%</i></p>	
Strategies	Measures
Collaborative Planning Time Teacher Tuesday Team Time with a focus on data and goal setting/planning on grade level needs Teacher Tuesday Whole Group PD time monthly	Fall, winter, and spring reading assessments A decrease in students receiving reading interventions based on fall to spring reading assessments (BAS and DIBELS 8 <sup>th</sup> Ed.)
Reading Professional Development prioritizing alignment with structured literacy and the Science of Reading Support staff through the reading curriculum and professional development process	Work with Curriculum/Staff Development Committee and with the Department of Education on PD offered through the state, assisting with subs or other means to provide time
<b>Professional/Organization Goals</b>	
<p><b>Goal #1:</b> <i>Promote NSCS to the greater community: Nature and place based education, low class sizes at many grade levels, manage enrollments and maintaining a waiting list.</i></p>	
Strategies	Measures
Advertising NSCS through Minnesota Public Radio, The Woman Today magazine, and through the Duluth Township Newsletter	Maintaining student enrollment close to 360, with grade level enrollment numbers of 50-55
<p><b>Goal #2:</b> <i>Professional learning around non-profit fundraising and understanding ways to financially support our school as we have reached building capacity.</i></p>	
Strategies	Measures
Seek professional learning opportunities from non-profit support organizations Attend sessions and begin outlining challenges and opportunities for NSCS Work with our CPA on our budget forecast	Provide updates on learnings, opportunities, and challenges with a preliminary plan to the Finance Committee and the Board mid-year and at the end of the year

Shelly Pierson Evans  
Executive Director Evaluation Goals  
2024-2025 School Year

***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 - Partnership - Knowledge - Stewardship***

**Academic Goals**

**Academic Achievement - Math**

**Goal #1:** By the end of the 2024-2025 school year, 72% of students in grades 3-6 will be proficient in math as measured by MCA data and/or NWEA MAP Math assessment RIT score.

**Goal #2:** By the end of the 2024-2025 school year, students in the Free and Reduced Price subgroup in grades 3-6 will achieve an increase as measured by the MCA data and/or NWEA MAP Math assessments RIT scores from 52% to 60%

Strategies	Measures
Collaborative Planning Time Teacher Tuesday Team Time with a focus on data and goal setting/planning on grade level needs Teacher Tuesday Whole Group PD time monthly Math Professional Development prioritizing Number Talks and Mental Math Discussion and possible development of a basic facts benchmark assessment based on current research	Fall, winter, and spring NWEA MAP Math assessment RIT scores

**Academic Achievement - Reading**

**Goal #1:** By the end of the 2024-2025 school year, at least 75% of all NSCS students will meet/exceed grade level targets on the NWEA MAP Reading assessment for grades 1-6 and the DIBELS 8th Edition benchmark screener for grades K-6.

**Goal #2:** By the end of the 2024-2025 school year, students in the Free and Reduced Price subgroup in grades 3-6 will achieve an increase as measured by the MCA data and/or NWEA MAP Reading assessments RIT scores Reading from 60% to 63%

Strategies	Measures
Collaborative Planning Time Teacher Tuesday Team Time with a focus on data and goal setting/planning on grade level needs Teacher Tuesday Whole Group PD time monthly	Fall, winter, and spring reading assessments A decrease in students receiving reading interventions based on fall to spring reading assessments (BAS and DIBELS 8 <sup>th</sup> Ed.)
CAREIALL READ Act Professional Development (PD) prioritizing alignment with structured literacy and the Science of Reading	Work with Curriculum/Staff Development Committee and with the Department of Education on PD offered through the state, aligning the calendar to provide paid time to attend to

Support staff through the reading curriculum and professional development process Identify any resource changes needed as we move through reading PD	reading PD, and other means to support those taking the READ Act PD
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Professional/Organization Goals	
<b>Goal #1:</b> <i>Promote NSCS to the greater community: Nature and place based education, low class sizes at many grade levels, manage enrollments and maintaining a waiting list.</i>	
Strategies	Measures
Advertising NSCS through Minnesota Public Radio, The Woman Today magazine, and through the Duluth Township Newsletter	Maintaining student enrollment at or above 350, with grade level enrollment numbers of 50-55
<b>Goal #2:</b> <i>Professional learning around non-profit fundraising and understanding ways to financially support our school as we have reached building capacity</i>	
Strategies	Measures
Seek professional learning opportunities from non-profit support organizations Attend sessions and begin outlining challenges and opportunities for NSCS Work with our CPA on our budget forecast	Explore grant-writing opportunities Work with families and the community on lobbying legislators on equitable funding for charter schools Continue to explore alternative funding to supplement our state and federal funding
<b>Goal #3:</b> <i>Participate in professional mentoring and coaching to support the Director's work so I can better support and be more present with students and staff.</i>	
Strategies	Measures
Meet with a Leadership Coach Monthly	Incorporating strategies into performance during the school year.



# 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.*

2023-24 Licensed Teaching Staff		* = Returning, NR = Not Returning	
Name	License and Assignment	2024-25 Status*	Comments
Alisha Austin	Art Teacher (409295)	NEW	
Brooke Boyum	Special Education Teacher (1010037)	*	
Sheri Camper	1 <sup>st</sup> Grade Teacher (312743)	*	
Megan Cassidy	Kindergarten Teacher (496158)	*	
Maya Chavez	Band Teacher (1025853)	*	
John Dover	4 <sup>th</sup> -5 <sup>th</sup> Grade Teacher (424214)	*	
Chloe Rollo	2 <sup>nd</sup> Grade Teacher (490315)	*	
Emma-Grace Felton	4 <sup>th</sup> Grade Teacher (1003395)	*	
Gina Gallagher	1 <sup>st</sup> Grade Teacher (412638)	*	
Amy Giddings	Music Teacher (371170)	*	
Heidi Helgesen	1 <sup>st</sup> Grade Teacher (1002178)	*	
Mary Holterman	Special Education OT (OT License #107146)	NR	
Leigh Jackson	6 <sup>th</sup> Grade Teacher (414170)	*	
Linda Johnson	Preschool Teacher (352595)	*	
Anne Lampela	2 <sup>nd</sup> Grade Teacher (401868)	*	
Abby Larson	Physical Education Teacher (479416)	*	
Kristi Lounsberry	3 <sup>rd</sup> Grade Teacher (382086)	*	
Toni Maki	1 <sup>st</sup> Grade Teacher (399192)	NR	Leave of Absence, then Resignation
Lynda Markon	Kindergarten Teacher (332912)	*	
Emma Musto	Special Education Teacher (1021127)	NR	
Joshua Otten	4 <sup>th</sup> Grade Teacher (434527)	*	
Dayna Phelps	Title Reading Teacher (385962)	*	
Lily Rademacher	3 <sup>rd</sup> Grade Teacher (1022247)	*	
Darcie Rolfe	6 <sup>th</sup> Grade Teacher (405631)	*	
Jessica Ronkainen	Special Education Teacher (471653)	*	
Sam Schlater	5 <sup>th</sup> Grade Teacher (1017694)	*	
Amber Schoen	Special Education Teacher (434370)	*	
Carla Tamburo	Art Teacher (358579)	NR	Leave of Absence, Resigned 3/2024
Tara Young	3 <sup>rd</sup> Grade Teacher (367011)	*	



Zach Vieau	5 <sup>th</sup> Grade Teacher (1003441 )	*	
Courtney Wilkinson	Special Education Teacher (473996)	*	
Wendy Wolff	Counselor (377119)	NR	

## 2023-24 Teacher Professional Development Activities:

NSCS licensed staff participated in five full days of professional development during the 2023-24 school year. Teachers spent parts of two days working with the new science standards and phonics instruction. 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 had a limited Licensed Staff turnover rate. Moving into the 2023-2024 school year, we had three licensed teachers leave, with two teachers taking a leave of absence in November, then resigning from their positions mid-year.

<b>Percentage of Licensed Teachers from 2023-24 not returning in 2024-25 (non-returning teachers/total teachers from 2023-24 x 100)</b>	<b>10.3%</b>
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<b>2023-24 Other Licensed (non-teaching) Staff</b>			
<b>Name</b>	<b>Assignment</b>	<b>2024-25 Status*</b>	<b>Comments</b>
Shelly Pierson	Executive Director (345235)	*	

<b>2023-24 Non-Licensed Staff</b>			
<b>Name</b>	<b>Assignment</b>	<b>2024-25 Status*</b>	<b>Comments</b>
Alisha Austin	Title 1 Paraprofessional	*	
Melissa Backen	Food Service Cook	*	
Lissa Bruckelmyer	Classroom Paraprofessional	NR	
Val Bruckelmyer	Food Services Co-Coordinator & Cook	*	
Sarah Bruckelmyer	PreK Paraprofessional	*	
Nikki Carpenter	Business Manager	*	
Maya Chavez	Special Education Paraprofessional	*	
Erin Christensen	Food Service Assistant/Administrative Assistant	NR	
Michael Dahlgren	Food Services Co-Coordinator & Cook	NR	
Abigail Dryke	Paraprofessional/Kids & Co	*	
Kate Edblom	Librarian	*	
Anne Fisher	Classroom Paraprofessional	*	
Janet Freund	Classroom Paraprofessional	*	
Autumn Garden	Special Education Paraprofessional	NR	Resigned 12/2023
Lisa Gould	Special Education Paraprofessional	*	
Kari Guralski	Classroom Paraprofessional	*	
Carla Hendrickson	Administrative Assistant	*	



Mary Holterman	Special Education Paraprofessional	NR	
Kim Jackson	Special Education Paraprofessional	NR	Resigned 03/2024
Jenna Johnston	PreK Paraprofessional		
Julianne Jondreau	Custodian	*	
Chad Maki	Facilities Manager	*	
Brianne McCorison	Kids & Co Supervisor/Paraprofessional	*	
Jillian McCorison	Title 1 Paraprofessional	*	
Emma Musto	Special Education Paraprofessional	NR	Resigned Para position 11/2023
Ryan Novitzki	Technology Coordinator	*	
Rita Pierce	Food Service Assistant	NR	Resigned 04/2024
Terra Ranum	Classroom Paraprofessional	*	
Phyllis Santacroce	Special Education Paraprofessional and Administrative Assistant	NR	
Jim Sauls	Custodian	*	
Anne Senechalle	Special Education Paraprofessional	NR	
Leanne Stolp	Classroom Paraprofessional		
Laura Stolp	Food Service Assistant/Classroom Para	NR	
Keegan Tank	Special Education Paraprofessional	NR	
Caroline Urban	Environmental Educator	*	
Renee Wermter	Title 1 Paraprofessional	*	

\* = Returning, NR = Not Returning

### Current Year - 2024-25 Staffing

We have 11 of our non-licensed staff who either left during the year or are not returning for the 2024-2025 school year. We have hired new paraprofessionals and staff in General Education and Special Education, and continue to have 1.4 Special Education Paraprofessional positions open. We have been filling open positions with General Education Paraprofessional staff or with substitutes.

### Teacher Equity Data

NSCS has a highly qualified staff teaching students at all grade levels. We have 83.9% of our teachers having taught for more than three years, and 93.5% of our teachers taught within their area of license. Sixty-one 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.

### NSCS Data-Driven Decision Making

Core Values: Kids First ~ Knowledge ~ Stewardship ~ Partnership

NSCS's Multi-tiered System of Support is "a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of evidence-based practices and relies on the understanding and belief that every student can learn and thrive." Through NSCS's MTSS model, high quality, evidence-based instruction and intervention are included in our core universal curriculum, through supplemental interventions, and through intensive support that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for

educational decision making. Formative and summative assessments are administered throughout units to monitor learning during instruction, as well as to ensure learning goals are being met at the end of the unit.

Benchmark data is available and reviewed by teachers, grade level teams, and the administrator throughout the year. This is also an opportunity to see if we have components of our universal curriculum that needs to be addressed. Our Curriculum/Staff Development Committee is also a resource for reviewing universal curriculum needs and looking at resolutions.

Teachers meet weekly During Teacher Tuesday to discuss planning for the week ahead, progress of students, and any adjustments that may be needed. Students that are in need of additional support may be brought forward to the Student Support Team. This team meets twice a month to discuss specific student needs and support teachers through the intervention process. Teachers engage in ongoing discussions regarding resources used in classrooms. All teachers have participated in Cultural Competency training. NSCS reviews equitable access data annually.

We review current MDE licensure data and Minnesota Report Card data to determine how we are doing compared to state averages. As we have limited teacher turnover at our school, we mainly look at changes that may have happened over the past year. All teachers and the board are involved in conversations to review equitable access data. Reviews occur annually. The Director reviews class lists each spring to ensure that Free and Reduced students are spread equally among effective and experienced teachers.

## *FINANCES*

For questions regarding school finances and for complete financials for 2023-24 and/or an organizational budget for 2024-25, 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:**

FY23 Finances	Fund 1	Fund 2	Fund 4	All Funds
Total Revenues	\$ 4,654,782.00	\$ 251,372.00	\$ 115,638.00	\$ 5,012,792.00
Total Expenditures	\$ 4,384,321.00	\$ 192,088.00	\$ 128,903.00	\$ 4,705,312.00
Net income	\$ 261,461.00	\$ 59,284.00	\$ (13,265.00)	\$ 307,480.00
Beginning Fund Balance	\$1,118,726.00	\$ 83,171.00	\$ 47,047.00	\$1,248,944.00
Ending Fund Balance	\$ 1,380,187.00	\$ 142,455.00	\$ 49,555.00	\$ 1,566,424.00
	31%	74%	26%	33%

### **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 354 for a majority of the year. Our unaudited fund balance is \$1,248,944.00. 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 our projected enrollment for the year.

**Revenues**

NSCS’s total revenues were \$5,016,792.00 for FY24. 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 FY24, the Food Service moved to free meals for all students for breakfast and lunch.

**Expenses**

Total expenses for FY24 were \$4,705,312.00. The majority of expenses came in the categories of School Instruction, Salaries and Benefits, Transportation, 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. In FY24, we charged tuition for preschool and Kids and Co. Our fund balance at the end of the year was \$1,248,944.00.

**Net Surplus or Deficit and Fund Balance**

Total revenues exceeded expenditures by \$ 307,480.00, resulting in an ending fund balance of \$1,248,944.00, placing us at a fund balance of 33%.

**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 refine our Teacher Tuesdays, 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 third year of implementing a new phonics program, From Phonics to Reading, in grades K-3. All PreK-6<sup>th</sup> grade teachers, Intervention Staff, and two classroom Paraprofessionals will participate in CAREIALL Reading Training during the 2024-2025 school year.

## Strategic Planning

The NSCS Board of Directors and staff started the strategic planning process for our next 3-year strategic plan. With the pandemic, the NSCS Board adopted an extension of the strategic plan. Our Curriculum and Staff Development Committee and the Executive Director are leading the Strategic Plan Process. We will have community and staff review sessions beginning mid-year.

## Promotion

While we have a relatively stable population, we have an enrollment goal of 350+ 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 2024-25 school year, we continued with our Safe Learning Plan with minimal changes that included 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/>

