

**Annual Report and World's Best Workforce**

**Naytahwaush Community Charter School**

**Naytahwaush, Minnesota  
2019-2020 School Year**



Child-Centered...Community-Based...Ojibwe Culture and Language...Service Learning

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## **Statement of the Statutory Purpose of this Report**

With this report, NCCS adheres to:

### **Minnesota Statutes, section 124E.16 Reports Subd 2**

A charter school must publish an annual report approved by the board of directors. The annual report must at least include information on school enrollment, student attrition, governance and management, staffing, finances, academic performance, innovative practices and implementation, and future plans. A charter school may combine this report with the reporting required under section [120B.11](#) governing the world's best workforce. A charter school must post the annual report on the school's official Web site. A charter school also must distribute the annual report by publication, mail, or electronic means to its authorizer, school employees, and parents and legal guardians of students enrolled in the charter school. The reports are public data under chapter 13.

### **Minnesota Statutes, section 120B.11 School district process for reviewing curriculum, instruction, and student achievement; striving for the world's best workforce**

#### **Subdivision 1. Definitions.**

**Subd. 1a. Performance measures.**

**Subd. 2. Adopting plans and budgets.**

**Subd. 3. District advisory committee.**

**Subd. 4. Site team.**

**Subd. 5. Report.**

## **Introduction**

### **Mission**

#### *Naytahwaush Community Charter School Mission Statement*

The Naytahwaush Community Charter School is a child-centered environment where learning is relevant and respects the traditions and wisdom of community, family and self.

### **Vision**

#### *Naytahwaush Community Charter School Vision Statement*

The Naytahwaush Community Charter School is a place where children are respected as individuals, as community members with a rich cultural heritage. NCCS will appreciate the wide resources available by using them to enhance curriculum through experiential and service learning activities. NCCS will promote the whole child through challenging academics, community involvement and fostering healthy life choices.

### **Introduction**

The Naytahwaush Community Charter School, after fourteen years of operation, maintains steady student enrollment figures, high student attendance rates, increased supplemental support to students and high teacher retention rates. We are thankful for the support of our community.

Many of our five year olds start kindergarten without the necessary preparation for success. In spite of the adverse situations some of our students face in their lives, we are determined to find ways to help them overcome great challenges and experience academic success.

Our community school has grown from the original 76 students we opened our doors to serve. Without any efforts in recruiting we have reached, if not exceeded, our building capacity.

In the summer of 2012 we were designated by the Minnesota Department of Education as a Priority school for our low MMR rating. We applied for and were granted a federal School Improvement Grant. As a result we implemented a number of successful strategies that helped us increase our math and reading proficiency scores by more than 10% (a 15.5% increase in math and an 11.9% increase in reading).

Due to our significant academic gains, we became eligible for Celebration School status. We applied for and were awarded the honor in December 2013.

Our staff has tripled in size since we opened our doors in the fall of 2005 and our staff retention rate remains at 97%. This is an important factor where building relationships with students and families requires trust and longevity. It is also important in staff development, team building and investment of resources.

## **SCHOOL STATUTORY PURPOSES:**

- ❑ **PRIMARY PURPOSE** (M.S. 124E.01): The primary purpose of the charter school is to improve all pupil learning and all student achievement.  
MEASURE: MCA exams  
PERFORMANCE STANDARDS / EXPECTATIONS: VOA Academic Performance Standards  
REPORTING: Progress meeting these expectations is a required element of the Annual Report and “World’s Best Workforce” Plan.
  
- ❑ **STATUTORY PURPOSE II** (MS 124E.01): Increase learning opportunities for all pupils.  
PERFORMANCE EXPECTATIONS – Naytahwaush Community Charter School will provide a culture- rich education program to students. The program will include the teaching of Ojibwe language and culture. The education program will also promote healthy life choices and the use of technology by students and teachers.  
  
REPORTING: Progress meeting these expectations is a required element of the Annual Report and “World’s Best Workforce” Plan.
  
- ❑ **ADDITIONAL PURPOSE** (M.S. 120B.11): The school is to meet the outcomes adopted by the Commissioner for all public school students under Minnesota Statutes, section 120B.11 (“World’s Best Workforce”), applicable to elementary and high schools. Specifically, that 1) all racial and economic achievement gaps between students are closed; 2) all children are ready for school, 3) all third-graders can read at grade level.  
GOALS: Locally determined, board approved annually for each of the outcomes.  
REPORTING: Element of the Annual Report and “World’s Best Workforce” Plan.

## **NCCS Alignment to VOAMN Authorizing Program Hallmarks**

- **Provide high quality educational opportunities**  
We use our master schedule to deliver Benchmark Literacy, Math Expressions, daily intervention, Ojibwemowin, health and wellness, Family Fun activities, Success for the Future technology and service learning.
  
- **Focus on underserved communities, as measured by continued enrollment.**  
Our enrollment history is stable and we anticipate continued support for our families due to our community school culture of support and Ojibwe integration.
  
- **Demonstrate a commitment to racial, ethnic, and socio-economic diversity, as measured by continued diversity of staff and/or student body.**  
With a 80% free and reduced lunch rate, poverty is an issue for many of our families. We provide support to our students and families with Student Support and Counselor

positions. Our students are almost 100% Ojibwe and 2/3 of our staff members are Ojibwe.

- **Encourage small school environments.**

We are a single section elementary school with a stable enrollment. We are also a community school that was created by the community and for the community children. Our staff, students and families know each other well and guests describe our environment as warm and caring.

- **Promote community engagement and service learning.**

We have an active parent advisory group that meets quarterly and we host monthly Family Fun events that promote parents as educational partners. We also begin every school year with all staff members making home visits. All students are required to do four service-learning projects per year and some of the projects are thematic and school-wide.

### Student Enrollment and Retention

School Year	K ADM	1 ADM	2 ADM	3 ADM	4 ADM	5 ADM	6 ADM
2013-2014	16.81	16.87	15.63	13.00	15.96	17	11.06
2014-2015	26.90	14.41	13.57	16.60	11.25	18.13	16.07
2015-2016	23.47	23.33	14.46	1.07	11.71	5.91	16.66
2016-2017	19.75	23.04	17.68	11.31	10.93	10.00	6.98
2017-2018	19.90	18.35	24	14.55	14.90	10	12
2018-2019	20	20.95	18.38	19.55	13	15.09	12.25
2019-2020	19.22	24	14.27	20.49	19.81	14.55	15.05
2020-2021 estimate	20	23	16	20	20	17	18

### October 1<sup>st</sup> Enrollment

Years	K	1	2	3	4	5	6	Total
2011-2012	23	14	18	22	11	17	8	113
2012-2013	21	16	14	19	22	12	16	120
2013-2014	17	15	16	14	15	17	11	105
2014-2015	28	14	16	17	13	18	18	124
2015-2016	18	24	14	12	10	6	17	101
2016-2017	19	23	17	12	9	10	6	96
2017-2018	20	18	24	14	16	10	12	114
2018-2019	20	20	18	21	13	17	13	122
2019-2020	19	24	13	20	19	14	15	124
2020-2021	20	20	20	16	22	19	16	133

**Student Retention Rate (All Students): 86%**

**Student Retention Rate (Special Education Students): 90%**

## Student Enrollment and Attendance

The Naytahwaush Community Charter School is located in a remote village in northwest Minnesota on the White Earth Indian Reservation. We are rural, small and have a high rate of poverty with 80% of our students receiving free and reduced meals. 98% of our students are Native American and 20% of our students receive special education services. Our enrollment for the 2019-2020 school year was 124 and 69% of our students attend 90% or more of the time.

## Admissions Policies and Procedures

All students complete an application and families receive an orientation from our office administrator and a welcome from our director. We also have an open house every fall before school starts and all of our staff makes home visits to meet with families before the school year begins. Building relationships and trust with families is an important goal for us. We comply with all parts of *Minnesota Statutes* 2009, 124D.10, subd. 9.

## Parent Satisfaction

In our annual parent satisfaction survey, 94% of our parents reported satisfaction with NCCS.

# Governance and Management

## 2019-2020 School Year Charter Public School Board

*Election Date: May 2020*

Name	Board Position	Group Affiliation (if teacher, file folder #)	Date Elected	Date Seated	Term Expiration	Phone Number	E-Mail Address	Mtg Attendance Rate
Veronica Weaver	Member	Teacher 414332	May 2019	July 2019	July 2022	218.935.5025	vernoicaw@ntwschool.org	93%
Carrie Bush	Member	Community	May 2017	July 2017	July 2020	218.261.0793	carrieb@naytahwaush.org	79%
Ann Briggs	Chair	Community	May 2018	July 2018	July 2021	218.401.0980	annb@naytahwaush.org	100%
Jennifer Doerfler	Secretary/ Treasurer	Parent	May 2018	July 2018	July 2021	218.556.5486	jend@naytahwaush.org	93%
Jo Pelham	Clerk	Community/ Foster Parent	May 2020	July 2020	July 2023	218.234.5728	jop@naytahwaush.org	86%

## **Board Member Expertise**

Veronica Weaver: 5<sup>th</sup> grade teacher, grandparent and community member

Carrie Bush: Grandparent and community member who works for the White Earth Reservation

Ann Briggs: Community member who works for the White Earth Reservation and former NCCS parent

Jennifer Doerfler: Parent and community member who works at the Shooting Star Casino

Jo Pelham: Foster parent and community member

## **Board Operations**

The Naytahwaush Community Charter School Board of Directors meet the 2nd Wednesday of every month at 4:15 PM. The board consists of five members and uses the following three committees: Human Resources, School Improvement and Finance/Facilities. The board uses an annual self-evaluation review process to improve their effectiveness. Monthly board activities included: budget approval, reorganization and new member orientation (July), acceptance of milk/bread bids and annual report review (September), audit review (October), board self-evaluation (November), board self-evaluation results (December), Impact Aid hearing, Indian Policies and Procedures approval (January), submit transportation request to resident district (February), director evaluation, establish board election committee (March), special ed director contract renewal, approve school calendar (April), accept election candidates, approve lease aid application, review draft of budget (May), certify board election results, approve budget, approve VOA and EdVisions contract agreements, strategic plan review, set annual goals (June).

## **Board Training**

As mandated by Minnesota Statutes 2009, 124D.10, subd. 4(f), all board members have received the required board training for new members in which they learn about their responsibilities. We also have an orientation for new members in which the original application is shared and highlighted.

**REQUIRED TRAINING COMPLETED BY SEATED BOARD MEMBERS**

<b>Board Member Name</b>	<b>Governance Basic Training Completed</b>	<b>Finance Basic Training Completed</b>	<b>Employment Basic Training Completed</b>	<b>Dates, locations and trainers for each Basic</b>
Ann Briggs	Yes	Yes	Yes	6/10/10 School Business Solutions
Veronica Weaver	Yes	Yes	Yes	6/24/10
Carrie Bush	Yes	Yes	Yes	8/8/17 Minneapolis MSBA staff
Jo Pelham	Yes	Yes	Yes	3/4/17 St Peter MSBA staff
Jennifer Doerfler	Yes	Yes	Yes	6/10/10 School Business Solutions

**School Management and Administration**

<b>Name</b>	<b>File Folder Number</b>	<b>Assignment</b>	<b>Years Employed by the School</b>
Terri Anderson	328203	Director	11

**School Leader Qualifications and Professional Development Plan**

Terri Anderson is a licensed principal and superintendent in the state of Minnesota.

**School Leader Review**

The board evaluates the executive director during March of every year. The evaluation instrument used is based on specific job expectations, responsibilities and goals. The board chair shares the results with the director prior to the board meeting. The entire board then reviews the results with the director. The director creates a plan to address areas that need improvement.



## Staffing

Name	File Folder Number	Assignment/ Subject	Expiration Date
Lesley Miller	402072	First Grade	6/30/2023
Becky Estey	282430	Fourth Grade	6/30/2020
Ronda Estey	322099	Third Grade	6/30/2021
Brent Miller	388187	Sixth Grade	6/30/2023
Kayla Schimanksi	452929	Kindergarten	6/30/2023
Jody Bettin	433388	2 <sup>nd</sup> Grade	6/30/2023
Crystal Littlewolf	452659	Ojibwe Language	6/30/2021
Monica Hooker	488621	Special Education	6/30/2022
Scott Lerud	331974	Special Education	6/30/2024
Veronica Weaver	414332	5th Grade	6/30/2020
Ty Nelson	443745	Academic Interventionist	6/30/2024
Paige Bellfy	489818	Academic Interventionist	6/30/2021
Alex Jesness	443036	Physical Education	6/30/2022
Kim Anderson	452658	Special Education	6/30/2021
Christopher WARD	466272	Academic Interventionist	6/30/2021

### Teacher and Staff Performance Review

Teachers receive a formal evaluation each year by the Director and a mini-observation every week by the Director. All staff are evaluated annually by the Director using Team Member Targets for Excellence that indicate if employees Do Not Meet, Partially Meet, Meet or Exceed specific performance targets.

# NCCS Data History

## Math and Reading Proficiency 2020

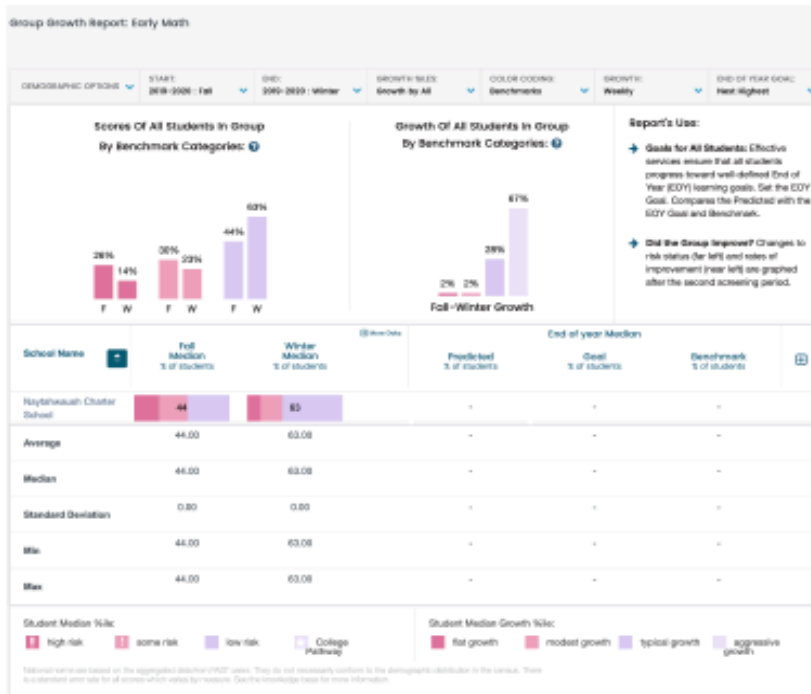
- No data available due to COVID-19

## Naytahwaush Charter School Data History

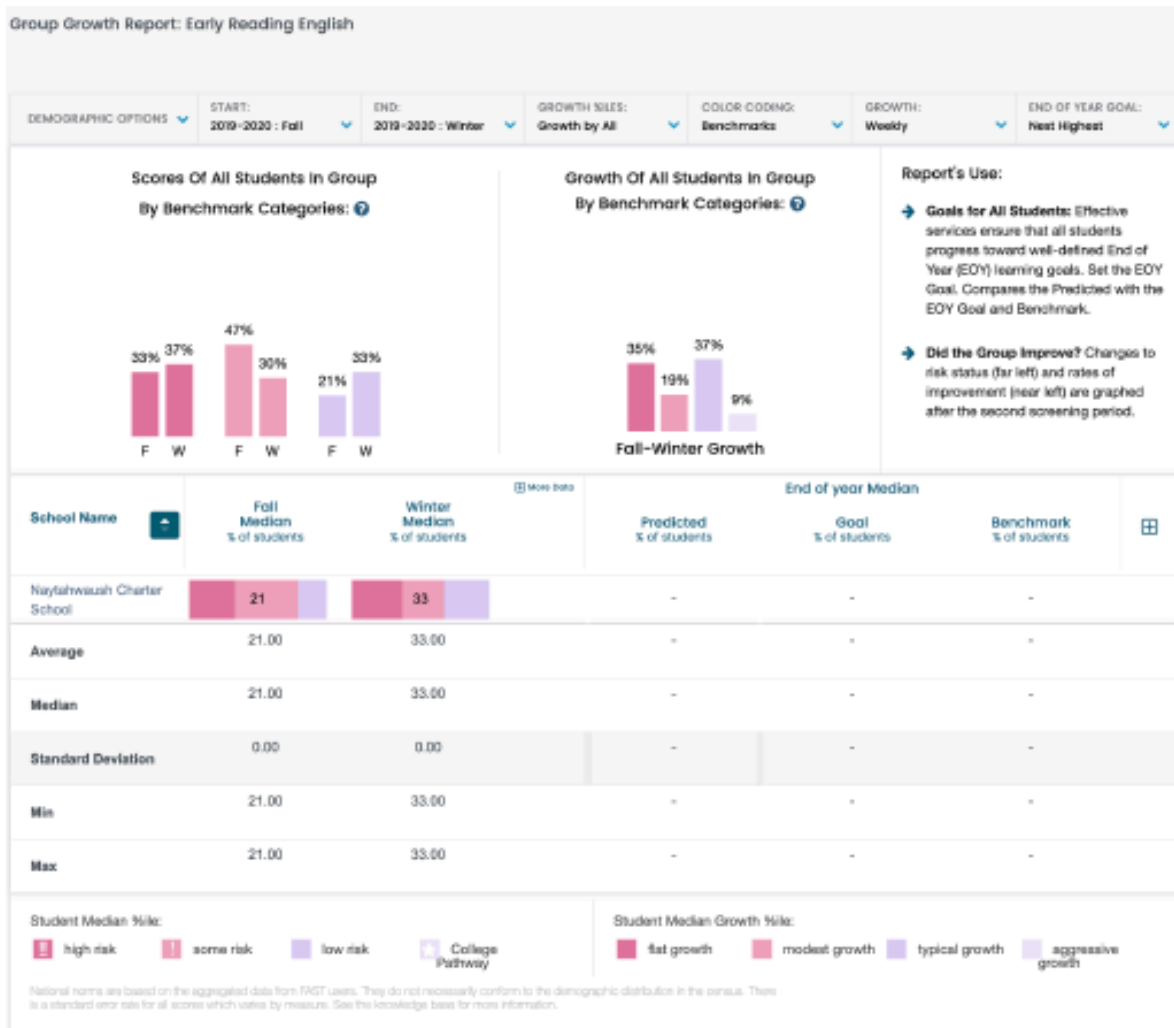
	Math Proficiency	Reading Proficiency	Science	Growth Points	Multiple Measurement Rating
2011	14%	31%	0%	---	2%
2012	22%	23%	0%	1	4%
2013	37%	35%	17%	17	47%
2014	34%	25%	Cell size too small	22	33%
2015	29%	29%	30%	9	26%
2016	38%	57%	Cell size too small	10	31%
2017	38%	35%	Cell size too small	Not provided	Not provided
2018	41%	36%	Cell size too small	Not provided	Not provided
2019	27%	25%	Cell size too small	Not provided	Not provided
2020*	N/A	N/A	N/A	N/A	N/A

\*Data not available due to COVID-19

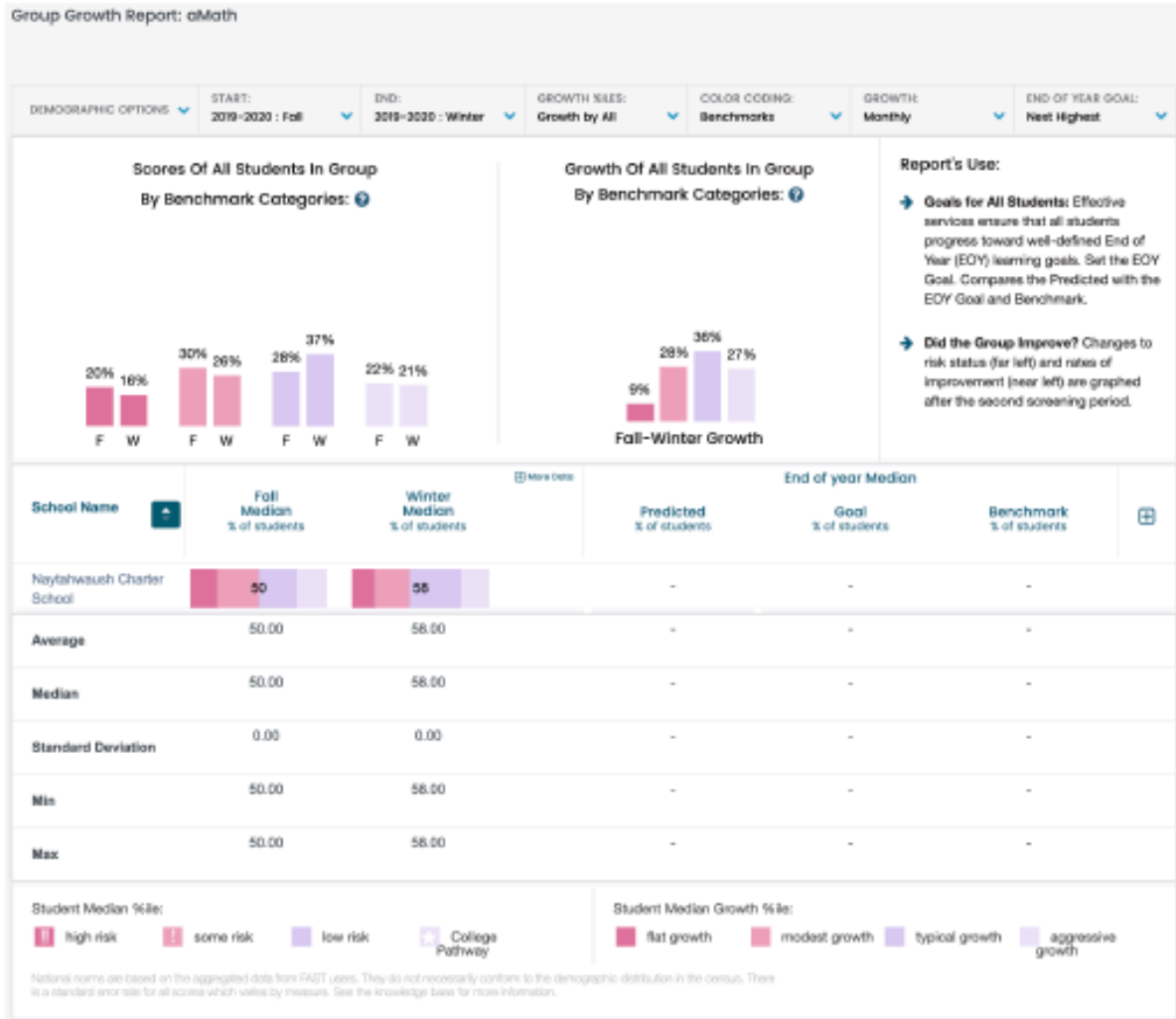
## EarlyMath(K-1) -District Growth Report from Fall 2019-Winter 2020 by Benchmark Categories



## EarlyReading(K-1) -District Growth Report from Fall 2019-Winter 2020 by Benchmark Categories



## Math(2-6)-District Growth Report from Fall 2019-Winter 2020 by Benchmark Categories



## Reading (2-6) -District Growth Report from Fall 2019-Winter 2020 by Benchmark Categories

Group Growth Report: aReading

DEMOGRAPHIC OPTIONS
START: 2019-2020 : Fall
END: 2019-2020 : Winter
GROWTH SLES: Growth by All
COLOR CODING: Benchmarks
GROWTH: Monthly
END OF YEAR GOAL: Next Highest

### Scores Of All Students In Group By Benchmark Categories:

Category	Fall	Winter
Category 1	27%	21%
Category 2	29%	33%
Category 3	35%	35%
Category 4	10%	11%

### Growth Of All Students In Group By Benchmark Categories:

Category	Fall	Winter
Category 1	10%	31%
Category 2	36%	23%

Fall-Winter Growth

### Report's Use:

- **Goals for All Students:** Effective services ensure that all students progress toward well-defined End of Year (EOY) learning goals. Set the EOY Goal. Compare the Predicted with the EOY Goal and Benchmark.
- **Did the Group Improve?** Changes to risk status (far left) and rates of improvement (near left) are graphed after the second screening period.

School Name	Fall Median % of students		Winter Median % of students		Predicted % of students	End of year Median % of students	
	Actual	Goal	Actual	Goal		Goal	Benchmark
Nayataheush Charter School	45	45	46	46	-	-	-
<b>Average</b>	45.00	45.00	46.00	46.00	-	-	-
<b>Median</b>	45.00	45.00	46.00	46.00	-	-	-
<b>Standard Deviation</b>	0.00	0.00	0.00	0.00	-	-	-
<b>Min</b>	45.00	45.00	46.00	46.00	-	-	-
<b>Max</b>	45.00	45.00	46.00	46.00	-	-	-

Student Median 96ile:

- high risk
- some risk
- low risk
- College Pathway

Student Median Growth 96ile:

- flat growth
- modest growth
- typical growth
- aggressive growth

National norms are based on the aggregated data from RASD users. They do not necessarily conform to the demographic distribution in the census. There is a standard score rate for all scores which varies by measure. See the knowledge base for more information.

### **Math Contract Goal**

The percentage of all students enrolled October 1 in grades 3-6 at Naytahwaush Community School who earn an achievement level of Meets the Standards or Exceeds the Standards on all math state accountability tests (MCA, MTAS) will continue to close the gap between the state and local district school by making at least a 2% increase in proficiency each year.

### **Contract Goals 32**

School Year	Goal: 2 percentage point increase	Met / Not Met
Starting Point: Math	35.3%	-
2019 Year 1	26.8%	No
2020 Year 2	NA due to COVID-19	
2021 Year 3		
2022 Year 4		

### **Reading Contract Goal**

The percentage of all students enrolled October 1 in grades 3-6 at Naytahwaush Community School who earn an achievement level of Meets the Standards or Exceeds the Standards on all reading state accountability tests (MCA, MTAS) will continue to close the gap between the state and local district school by making at least a 2% increase in proficiency each year.

### **Contract Goals 33**

School Year	Goal: 2 percentage point increase	Met / Not Met
Starting Point: Reading	35.3%	-
2019 Year 1	25%	No
2020 Year 2	NA due to COVID-19	
2021 Year 3		
2022 Year 4		

## Science Goal

The percentage of all students enrolled October 1 in grade 5 at Naytahwaush Community School who earn an achievement level of Meets the Standards or Exceeds the Standards on all science state accountability tests (MCA, MTAS) will continue to close the gap between the state and local district school by making a 1% increase in proficiency each year.

*Naytahwaush Community School in the past has had a small cell of students taking the science test that is CTSTR (count too small to record); it may be in the future, the same will happen. If data is not available for science testing, it will be assumed, staff are making every effort to move each 5<sup>th</sup> grader ahead individually who are taking the science test.*

### **Contract Goals 34**

School Year	Goal: 1 percentage point increase	Met / Not Met
Starting Point: Science	44%	-
2019 Year 1	50%	Yes
2020 Year 2	NA due to COVID-19	
2021 Year 3		
2022 Year 4		

## **Naytahwaush Charter School District Assessment Plan**

Naytahwaush Community Charter School utilizes FAST (Formative Assessment for Teachers). Developed by the University of Minnesota and Theodore J. Christ and Colleagues (TJCC) in 2010, Fastbridge Learning was launched to collect data to make it easier for teachers to use that data to inform instruction. FAST consists of sets of Curriculum Based Assessments in both reading and Math. Computer Adaptive Tests, Universal Screeners, as well as weekly progress monitoring components are all a part of the FAST assessment program.

Naytahwaush Community Charter School has been using FAST since 2015. We screen our K-6 grade students with the FAST broad-range screeners three times a year (Fall, Winter and Spring). With those results, FAST makes Tier recommendations for further support through intervention services. During the 2019-20 school year our Reading Interventionists will also screen students who fall below the 40<sup>th</sup> percentile using PRESS, (Path to Reading Excellence in School Sites). PRESS Path to Reading Excellence in School Sites (PRESS) is a framework that structures literacy achievement in grades K-5 within a multi-tiered systems of support (MTSS) or Response to Intervention (RtI). After students have been screened further, teachers and support staff will progress monitor students in reading and math and make necessary recommendations for intervention services or modify the curriculum. We've found the FAST and PRESS information and tools to be very valuable and accurate. We've seen an 85% correlation with FAST assessments and state standardized test results.

# World's Best Workforce Goals

## Goal Area 1

All American Indian (AI) Children Ready for School	Narrative
2018-19 Outcomes	<p>The percentage of Kindergarten American Indian Students, in the spring of 2019 that were assessed with EarlyReading and indicated low-risk or on- track, based on FAST-Formative Assessment Results were: <b>22% in EarlyReading</b>. This is a reported increase of 22%, since fall of 2018 EarlyReading assessments were conducted.</p> <p>The percentage of Kindergarten American Indian Students, in the spring of 2019 that were assessed indicated low-risk or on- track, based on AMath-FAST-Formative Assessment <b>Results were: 8%</b>, these results indicated a 0% improvement from fall-winter in student scale scores. At the same time these numbers do NOT reflect growth from one screening period to the next, only the improved movement from one category to another.</p>
2019-20 Goal	<p>The percentage of American Indian Kindergarten students that showed <b>low risk or on track</b> in EarlyReading was <b>twelve-percent (12%) based on Formative Assessment Results in September of 2019</b>.</p> <p>Screening results in EarlyMath indicate that <b>23% of our American Indian Kindergarten students were low risk or on track</b>.</p> <p>Based on these initial results our goal is to <b>increase reading and math proficiency by 2%</b> as indicated on our Formative Assessment results in the spring of 2020. American Indian students will be assessed in January of 2020 to see if they are making adequate progress towards goal and year end benchmark.</p>
2019-20 Strategies for Goal Achievement	<ul style="list-style-type: none"> <li>• Those American Indian Kindergarten students who are identified at risk (<b>below the 40%</b>) in EarlyReading or EarlyMath will receive targeted intervention services- (20 minutes 3 times a week or more) as provided by Reading Interventionists.</li> <li>• The classroom teacher and the Reading Interventionists will be progress monitoring American Indian Kindergarten students utilizing Formative Assessment monitoring software to report progress toward spring benchmark.</li> <li>• Those American Indian Kindergarten students who are identified at risk in Math will receive additional support within the classroom on a daily basis. EarlyMath assessments in January will report progress towards spring benchmark.</li> </ul>
2019-20 Budget Breakdown and Goal Area Total	At District Expense



**Goal Area 2**

All AI Third-graders Achieve Grade Level Literacy	Narrative
2018-19 Outcomes	<p>The 3<sup>rd</sup> grade American Indian students were assessed three times last school-year using FAST (Formative Assessment for Teachers). In the fall of 2018 our American Indian students reported <b>32%</b> were either on-track or some risk in their general Reading scores. <b>Our goal was to increase our reading low-risk/some-risk student percentage by 2% to 34-percent or greater as reported through FAST in the Spring of 2019.</b> Our numbers indicate that <b>35%</b> of our third-graders met the on-track or low-risk threshold during the spring 2019 EOY Reading assessments.</p>
2019-20 Goal	<p>The 3<sup>rd</sup> grade American Indian students are assessed three times a year using FAST (Formative Assessment for Teachers). In the fall of 2019 our Reading assessment of our American Indian students indicate that <b>25% were either on-track or at low risk</b> of meeting the spring benchmark. <b>Our goal is to increase our reading low-risk or on-track student percentage by 2% to 27% or greater</b> as reported through FAST in the Spring of 2020.</p>
2019-20 Strategies for Goal Achievement	<ul style="list-style-type: none"> <li>• American Indian students who are not proficient (40% and below) in reading, based on FALL of 2019 F.A.S.T Universal Assessments, will receive a minimum of 20 minutes of Reading Intervention services 3X a week, and</li> <li>• The American Indian students whose scores under the 15<sup>th</sup> percentile will be receiving intensive Reading Intervention Services 5Xs a week through either Special education (if they have an IEP) or Reading intervention.</li> <li>• The district employees three Reading Interventionists who serve our K-6 student population. They will conduct additional diagnostic screenings to determine targeted reading Intervention services using P.R.E.S.S, (Path to Reading Excellence in Schools) and the screening tools within the FAST Assessment Software.</li> <li>• Our (DAC) District Assessment Coordinator is also the program lead for the Indian Education program. He will monitor the progress of the Intervention services. The classroom teachers and our Reading Interventionists are responsible for progress monitoring their students on a weekly basis utilizing FAST progress monitoring software to track student progress towards spring benchmark, and meeting the overall goal of 2% increase in reading and math scores.</li> <li>• Winter assessments will be conducted in January of 2020, AMath and AReading will be utilized in grade three to gauge if students will meet spring benchmark.</li> </ul>
2019-20 Budget Breakdown and Goal Area Total	At district expense

**Goal Area 3**

All Achievement Gaps Closed for AI Students	Narrative
2018-19 Outcomes	<p>Our Fall Reading scores for All American Indian Students as indicated by our September 2018 FAST Assessment Results summary, reported that 44% of our American Indian students were at low- risk and on-track of meeting spring Reading benchmarks. <b>Our goal was to increase our reading low-risk and on-track scores of American Indian students in reading to 47% or greater based on Spring of 2019 FAST assessment results.</b> Our spring 2019 screening benchmark results indicated that <b>38%</b> of American Indian students fall in the low-risk or on-track scores in Reading.</p> <p>In September of 2018 our FAST Assessment Results summary reports that 39% of our American Indian students were at low-risk and on- track for meeting spring benchmarks in math. <b>Our goal is to increase our Math low-risk and on-track student scores of American Indian students to 41% or greater, based of Spring 2019 FAST assessment results.</b> Our spring 2019 screening results indicated that <b>49%</b> of American Indian students fall in the low-risk or on-track scores in Math.</p>
2019-20 Goal	<p>Our Fall Reading scores for All American Indian Students as indicated by our September 2019 FAST Assessment Results summary, reported that <b>19%</b> of our American Indian students in grades K-1 were at low-risk and on-track benchmark in EarlyReading. <b>Our goal is to increase our reading low-risk and on-track scores of K-1 American Indian students in EarlyReading to 21% or greater based on Spring 2020 FAST assessment results.</b></p> <p>Our Fall EarlyMath 2019 FAST Assessment Results summary reports that <b>44%</b> of our K-1 American Indian students were at low-risk and on-track benchmark in Math using the EarlyMath assessment. <b>Our goal is to increase our K-1 Math low-risk and on-track student scores of American Indian students to 46% or greater, based of Spring benchmark 2020 FAST assessment results.</b></p> <p>Our Fall Reading scores for All American Indian Students as indicated by our September 2019 FAST Assessment Results summary, reported that 44% of our American Indian students in grades 2-6 were at low-risk and on-track fall benchmark in their general Reading scores. <b>Our goal is to increase our reading low-risk and on-track scores of 2-6 American Indian students in their broad reading scores of 44% to 46%% or greater based on Spring benchmark 2020 FAST assessment results.</b></p> <p>Our Fall Math 2019 FAST Assessment Results summary reports that <b>51%</b> of our 2-6 American Indian students were at low-risk and on-track at fall benchmark in Math using the Broad AMath assessment. <b>Our goal is to increase our 2-6 Math low-risk and on-track student scores of American Indian students to 53% or greater, based of Spring 2020 FAST assessment results.</b></p>

All Achievement Gaps Closed for AI Students	Narrative
2019-20 Strategies for Goal Achievement	<ul style="list-style-type: none"> <li>• <b>The Indian Education Coordinator, who additionally serves as the District Assessment Coordinator, will inform parents of student’s assessment results and report to the AIPAC after each Formative Assessment Screenings (September, January and May).</b> The AIPAC will make recommendations to the administration, and teachers in regards to the progress towards proficiency goals in reading and math. Furthermore, data reviews will be an ongoing process during the weekly staff Professional Learning Community (PLC) meetings.</li> <li>• Naytahwaush Community Charter School has enrolled in the FAST-For-Success-Reading program through the University of Minnesota and Fastbridge Learning Assessment Company. <b>This school-wide program will help implement and provide in-depth understanding of data, the collection and intervention strategies to meet the needs of our students with reading deficiencies.</b> The intent of the FAST-For-Success-Reading program is to better the understanding of data to inform classroom instruction. All staff will be participating in the training throughout the 2019-20 school year.</li> <li>• We have <b>added additional Special Education and Intervention support for the 2019-20 school year.</b> The additional staff and resources (District Expense) will provide us with a targeted approach to assessment and intervention during school year. Training will be ongoing for staff during PLC times and through the extensive FAST-For-Success trainings planned for the school year.</li> <li>• Naytahwaush Charter School will begin <b>implementing PBIS this year (district expense).</b> Positive Behavioral Interventions and Support (PBIS) is a multi-tiered approach to social, emotional and behavior support for schools. It is our goal to provide a safe, positive and supportive environment for students that ultimately makes a connection with all students to improve attendance and academics. <b>Our goal(s) is to improve overall attendance with an ultimate goal of 90% of our students in attendance 90% of the time. We also aim to increase student time in the classrooms by reducing the number of behavioral incidents.</b></li> <li>• <b><u>Other overall strategies that contribute to students learning success include:</u></b></li> <li>• <b>Daily Ojibwemowin (30minutes)</b> for all students K-6 by Indian Education staff. <b>Cultural and Expeditionary Learning experiences for all students.</b> Such as; Community-School Powwow, seasonal activities including; fishing, rice camp, sturgeon release on White Earth Lake, visiting local art galleries, museums and historical centers</li> </ul>

All Achievement Gaps Closed for AI Students	Narrative
	<p>across northern Minnesota. We try to get our students to art events, plays and artistic events within our region.</p> <ul style="list-style-type: none"> <li>• Our students also assist and participate in <b>many Service Learning Activities</b> throughout the year. Some of the activities include; Honoring our Veterans, Harvest Festival, 5K School-Community Walk Run.</li> <li>• <b>Monthly Family Fun Activities</b> that include and encourage school-community connections which promote learning and success in school.</li> </ul> <p><b>Specific Items that the IEPP provides financial support;</b></p> <ul style="list-style-type: none"> <li>• <b>Art instruction</b></li> <li>• <b>Music supplies</b></li> <li>• <b>Technology tools</b></li> <li>• <b>Art Supplies</b></li> <li>• <b>Robotics programming and supplies</b></li> <li>• <b>Cultural Events and supplies</b></li> <li>• <b>Student admission and events</b></li> <li>• <b>Indian Education Programming Coordination</b></li> </ul>
2019-20 Budget Breakdown and Goal Area Total	<p>Indian Education Project Coordination, provide Art instruction, Technology instruction, Robotics instruction and coordinate many of the schools Expeditionary Learning experiences. (0.5 FTE): <b>\$36,612</b></p> <p>Supplies for our Cultural Programs, Cultural Programming consultants, Student events and admissions, Service Learning and Expeditionary Learning activities: <b>\$22,355</b></p> <p><b>Breakdown by category:</b></p> <ul style="list-style-type: none"> <li>• Consultant Fees for Powwow and cultural events: \$2,000</li> <li>• Travel for Indian Education Program Staff: \$1,000</li> <li>• Student Fees, Travel, Expeditionary Learning Activities: \$12,000</li> <li>• Non-Instructional Supplies: \$1,000</li> <li>• Instructional Supplies for Cultural Programming: \$6,355</li> </ul>

**Goal Area 4**

<b>All AI Students Attain Career and College Readiness</b>	<b>Narrative</b>
2018-19 Outcomes	Students were able to research 5 careers and selected one to be presented to classmates and other classes. Students created lapbooks to be shared with others. We were not able to visit Circle of Life Academy or the White Earth Tribal College this year due to scheduling and transportation issues.
2019-20 Goal	<b>Students will learn about careers and be introduced to the educational opportunities at the White Earth Tribal and Community College.</b> Students will <b>research 5 careers</b> of interest and present to classmates and parents.
2019-20 Strategies for Goal Achievement	Elementary students in grades 5-6 will visit/tour our local Tribal and Community College and attend one class or classroom during their visit. Prior to their visit, students will take a personal career assessment via <a href="http://www.vavview.vt.edu/index.cfm">www.vavview.vt.edu/index.cfm</a> . After their student assessment students will research 5 careers of interest and complete a lapbook about those careers to share with others.
2019-20 Budget Breakdown and Goal Area Total	At district expense

**Goal Area 5**

*\*There is a one year lag in release of graduation rates.*

<b>All AI Students Graduate from High School</b>	<b>Narrative</b>
2018-19 Outcomes	Does not apply, we are an elementary school.
2019-20 Goal	
2019-20 Strategies for Goal Achievement	
2019-20 Budget Breakdown and Goal Area Total	\$0

- **Due to COVID-19 we were not able to report on spring 2020 outcomes.**

# Finance

NAYTAHWAUSH COMMUNITY SCHOOL  
MINNESOTA CHARTER SCHOOL NO. 4155  
NAYTAHWAUSH, MINNESOTA  
BALANCE SHEET - GOVERNMENTAL FUNDS  
JUNE 30, 2020

	<u>General</u>	<u>Other Governmental Fund</u>	<u>Totals</u>
<b><u>ASSETS</u></b>			
Cash and Investments	\$ 2,454,424	\$ 14,860	\$ 2,469,284
Due from Other Governmental Units	289,263	-	289,263
Other Accounts Receivable	281	-	281
Inventories	-	1,830	1,830
Prepaid Expenditures	9,783	-	9,783
<b><u>Total Assets</u></b>	<b><u>\$ 2,753,751</u></b>	<b><u>\$ 16,690</u></b>	<b><u>\$ 2,770,441</u></b>
<b><u>LIABILITIES AND FUND BALANCE</u></b>			
<b><u>Liabilities</u></b>			
Salaries Payable	\$ 223,436	\$ -	\$ 223,436
Accounts Payable	15,008	7,811	22,819
<b>Total Liabilities</b>	<b><u>238,444</u></b>	<b><u>7,811</u></b>	<b><u>246,255</u></b>
<b><u>Fund Balance</u></b>			
Nonspendable	9,783	1,830	11,613
Restricted	26,334	7,049	33,383
Unassigned Fund Balance	2,479,190	-	2,479,190
<b>Total Fund Balance</b>	<b><u>2,515,307</u></b>	<b><u>8,879</u></b>	<b><u>2,524,186</u></b>
<b><u>Total Liabilities and Fund Balance</u></b>	<b><u>\$ 2,753,751</u></b>	<b><u>\$ 16,690</u></b>	<b><u>\$ 2,770,441</u></b>

**NAYTAHWAUSH COMMUNITY SCHOOL**  
**MINNESOTA CHARTER SCHOOL NO. 4155**  
**NAYTAHWAUSH, MINNESOTA**  
**STATEMENT OF REVENUES, EXPENDITURES, AND**  
**CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS**  
**YEAR ENDED JUNE 30, 2020**

	<u>General Fund</u>	<u>Other Governmental Fund</u>	<u>Totals</u>
<b><u>Revenues</u></b>			
Local Revenues	\$ 23,488	\$ -	\$ 23,488
Revenues from State Sources	1,928,195	1,515	1,929,710
Revenues from Federal Sources	1,103,869	151,109	1,254,978
Sales and Other Conversions of Assets	-	3,987	3,987
Investment Earnings	35,173	-	35,173
<b>Total Revenues</b>	<b><u>3,090,725</u></b>	<b><u>156,611</u></b>	<b><u>3,247,336</u></b>
<b><u>Expenditures</u></b>			
<b>Current:</b>			
Administration	173,219	-	173,219
District Support Services	210,100	-	210,100
Regular Instruction	1,252,863	-	1,252,863
Special Education Instruction	727,132	-	727,132
Instructional Support Services	38,215	-	38,215
Pupil Support Services	112,745	153,348	266,093
Sites and Buildings	315,834	-	315,834
Fiscal and Other Fixed Costs	12,952	-	12,952
Capital Outlay	162,228	-	162,228
<b>Total Expenditures</b>	<b><u>3,005,288</u></b>	<b><u>153,348</u></b>	<b><u>3,158,636</u></b>
<b><u>Excess of Revenues Over (Under) Expenditures</u></b>	<b><u>85,437</u></b>	<b><u>3,263</u></b>	<b><u>88,700</u></b>
<b><u>Net Change in Fund Balance</u></b>	<b><u>85,437</u></b>	<b><u>3,263</u></b>	<b><u>88,700</u></b>
<b><u>Fund Balances, Beginning of Year</u></b>	<b><u>2,429,870</u></b>	<b><u>5,616</u></b>	<b><u>2,435,486</u></b>
<b><u>Fund Balances, End of Year</u></b>	<b><u>\$ 2,515,307</u></b>	<b><u>\$ 8,879</u></b>	<b><u>\$ 2,524,186</u></b>

NAYTAHWAUSH COMMUNITY SCHOOL  
MINNESOTA CHARTER SCHOOL NO. 4155  
NAYTAHWAUSH, MINNESOTA  
REQUIRED SUPPLEMENTARY INFORMATION  
GENERAL FUND  
BUDGETARY COMPARISON SCHEDULE  
YEAR ENDED JUNE 30, 2020

	Original and Final Budgets	Actual	Variance with Final Budget - Positive (Negative)
<u>Revenues</u>			
Local Revenues	\$ 68,000	\$ 23,488	\$ (44,512)
Revenues from State Sources	1,594,029	1,928,195	334,166
Revenues from Federal Sources	1,157,860	1,103,869	(53,991)
Investment Earnings	22,000	35,173	13,173
<u>Total Revenues</u>	<u>2,841,889</u>	<u>3,090,725</u>	<u>248,836</u>
<u>Expenditures</u>			
Current:			
Administration	166,974	173,219	(6,245)
District Support Services	199,495	210,100	(10,605)
Regular Instruction	1,289,366	1,252,863	36,503
Special Education Instruction	700,866	727,132	(26,266)
Instructional Support Services	36,612	38,215	(1,603)
Pupil Support Services	138,807	112,745	26,062
Sites and Buildings	302,489	315,834	(13,345)
Fiscal and Other Fixed Costs	13,000	12,952	48
Capital Outlay	43,500	162,228	(118,728)
<u>Total Expenditures</u>	<u>2,891,109</u>	<u>3,005,288</u>	<u>(114,179)</u>
<u>Excess of Revenues Over (Under) Expenditures</u>	<u>(49,220)</u>	<u>85,437</u>	<u>134,657</u>
<u>Fund Balances, Beginning of Year</u>	<u>2,429,870</u>	<u>2,429,870</u>	<u>-</u>
<u>Fund Balances, End of Year</u>	<u>\$ 2,380,650</u>	<u>\$ 2,515,307</u>	<u>\$ 134,657</u>



# **NCCS Service Learning Plan**

**I. PURPOSE:** The purpose of this plan is to provide organizational guidance and articulate expectations for service.

**II. DEFINITION:** Service learning is a method of teaching and learning that combines classroom instruction with meaningful community service. This form of learning emphasizes critical thinking and personal reflection while encouraging a heightened sense of community, civic engagement, and personal responsibility.

## **III. STATEMENT OF EXPECTATIONS:**

- A. The School organization will engage in meaningful service at a minimum of four community events per year (Harvest Festival, Veterans Day Honoring, Fall Festival, 5K Walk/Run promoting health and fitness, Success Celebration).
- B. Each classroom will engage in a minimum of one service-learning project annually.
- C. Each faculty member and student will engage in and promote the value of ongoing service to others: within the school, the family, to friends and community.
- D. The school will designate a board to exhibit examples of service to others.

## **2019-2020 Service Learning Projects and Activities**

- Harvest Festival: students participated in parade, games and pow wow
- Sturgeon Release: students released Canadian sturgeon into White Earth Lake
- NCCS Pow Wow: students and families participated in annual event
- Honoring Our Veterans: students made gifts and presented a program
- 5K Walk/Run: students and families participated in annual event

## **2019-2020 Service Learning Evaluation Results**

- Student advisory group reported pride in their school and its activities
- Parent advisory group reported to be pleased with service learning activities
- Teachers reported enthusiasm, their own and their students, for service learning projects

## **Innovative Practices**

### **Ojibwe Language and Culture:**

- Students receive daily Ojibwe language instruction
- Our school hosts an annual pow wow
- Students create multi-media projects and a variety of cultural arts projects
- Students participate in cultural season activities such as ricing and sugarbush camp

### **Academic Excellence:**

- Benchmark Literacy and Math Expressions for core instruction
- Reading and math specialists, coaches and interventionists
- Professional Learning Team meets weekly
- Student support team meets weekly to review intervention and special education referrals
- Special education collaborates with Mahnomen special ed staff to help students transition
- Consistent and comprehensive teacher evaluation with weekly observations
- Robotics program for 4<sup>th</sup>-6<sup>th</sup> grade

### **Proactive Behavior Management:**

- Nurtured Heart and Responsive Classroom philosophy and common practice
- Full-time interventionist for mental health support to students
- Student Support position to help students with self-regulation skills
- STAR (Students Teaching Attitudes of Respect) program

### **School-Wide Opening Circle:**

- School-wide opening circle every Monday morning
- Student leaders share celebrations, recognitions and announcements
- Ojibwe language is spoken and songs are sung

### **Service Learning:**

- Students address real community needs with meaningful projects
- Learning is relevant and rewarding
- Community expresses their appreciation

### **Family Connections:**

- Staff begins school year with home visits
- Monthly Family Fun Days
- Parent Advisory meetings

### **Master Schedule:**

- 120 minutes reading everyday
- 90 minutes math everyday
- 45 minutes writing everyday
- 30 minutes Ojibwe everyday

### **Healthy Life Choices:**

- Full-time interventionist for mental health support to students
- After school football, basketball, cheerleading, lacrosse and track for boys and girls
- An annual 5K for students, families and community
- Snowshoeing and skiing at a local school forest and a sliding hill on school site
- Transition support for our 6<sup>th</sup> grade graduates during their junior high and high school years
- Backpack program for weekend food that is sent home

### **Program Challenges**

With 80% % of our students qualifying for free and reduced breakfasts and lunches, our staff is aware of the ways in which our students are impacted by poverty. Being born into high poverty settings can cause negative physical and environmental hardship on the lives of children. For this reason, we have started working closely with Indian Child Welfare and White Earth Mental Health to file mandatory abuse and neglect reports and referrals for counseling and therapy. We also work closely with families, knowing that our students' basic needs need to be met in order to attain maximum academic success. We provide a Backpack program for our students where each student takes home a bag of non-perishable food for their weekend consumption.

It is notable that our school serves a social equity purpose as well as an educational one. Many of our families don't feel that the traditional education system has respected, valued or understood the Ojibwe culture. Our families and White Earth Tribal Council members are thankful that we provide daily Ojibwe instruction and cultural integration. Because of our numerous student created multi-media language projects, the Tribal Council has chosen our school to pilot a language revitalization project that empowers our students to share the Ojibwe language with our community and beyond. This initiative ties in well with our other service learning and Success for the Future projects in which students often use various forms of technology to create podcasts, videos and books to share what they are learning. Our Success for the Future project supports reading and math skill development with student created, culturally relevant multi-media projects.

Strategies we use to improve student achievement are: the integration of Ojibwe language, Benchmark Literacy, Math Expressions, Cognitive Guided Instruction, Responsive Classroom, Nurtured Heart and progress monitoring in reading and math with daily intervention. We know that reading is the foundation for success in all other academic areas and that many of our students are at least two years below grade level in reading. We also feel a sense of urgency to get all of our students to grade level and above.

## **NCCS's Implementation of the Turnaround Principles**

### **Our Need**

In 2011 our staff found out we had the second lowest MMR in the state at a grim 4%. We were devastated and felt an urgent need to look at our data and ask, "What can we do differently, intentionally and immediately to get the results our students need and deserve for success?"

### **Turnaround Principle 1: Strong Leadership Team**

We applied for and received the School Improvement Grant that required us to rapidly execute the Department of Education's School Turnaround Principles. We formed a leadership team who came up with a focused plan and has since guided its implementation. In a year's time we increased our MMR from 4% to 56% and were named a Celebration School. We did this by focusing on both *what* we do and *how* we do it. Our rating was 32% last year and we expect a steady increase over the next few years as we stay the course. Our leadership team has evolved to include our entire staff.

### **Turnaround Principle 2: Focus on Core Instruction**

Our challenge was clearly our immediate need to improve reading and math achievement for our students. We researched curricula and chose Benchmark Literacy and Math Expressions and have received significant coaching in the implementation of both.

### **Turnaround Principle 3: Increased Learning Time**

We created a master schedule that includes 2 hours of balanced literacy, 45 minutes of writing and 90 minutes of math. We added an hour to our school day so we could maintain daily Ojibwe, phy ed, science, social studies, wellness and technology classes for our students. We also boosted our daily intervention support for students in need.

### **Turnaround Principle 4: Quality Teachers to Deliver Results**

Knowing that effective teaching is the key to student learning and success, we focus on quality teaching and learning through coaching, peer review and weekly walkthroughs. We have created Practice Profiles that show what is expected in every reading, writing and math lesson. All of our teachers get observed once a week and are given specific feedback regarding best practices in management and instruction. We have learned as a team that whether it applies to students or staff, what gets measured, gets done. Teachers introduce a learning target "I can" statement for every lesson so students know what their learning responsibility is and can demonstrate it at the end of the lesson.

### **Turnaround Principle 5: Data to Inform Instruction**

We no longer make decisions based on opinion. Rather we look at data to inform our instruction. We are transparent about sharing what students know with students, our staff and parents. At the entrance of our building is a data wall that displays standardized and formative test results for each student and class.

### **Turnaround Principle 6: Safe and Caring School**

We also look at academic progress, attendance, counseling, behavior and referral data at a weekly student support team meeting to meet the individual needs of our students. Every

Monday morning our students help lead an all school opening circle in our gym where recognitions and announcements are made, Ojibwe is spoken and sung and students share their learning.

### **Turnaround Principle 7: Family and Community Engagement**

As a community school whose vision was created by parents and community members, engaging families is a priority. An active parent advisory group meets monthly and parents are surveyed annually. All staff make home visits before school starts in the fall. There is a monthly Family Fun day focused on showcasing student learning. And a summer reading program is delivered by staff in students' homes or as part of our summer foods program depending on a family's preference.

## **Future Plans**

**FastBridge Learning Expansion:** In addition to standardized growth assessment and progress monitoring, we will use the newly developed core and supplemental interventions. We are part of a University of Minnesota cohort.

**PBIS (Positive Behavior Interventions and Supports) Implementation:** We are part of a Minnesota Department of Education cohort to design our program.

**Ojibwe Language Program Expansion:** The board has approved a second Ojibwe teacher position to develop advanced language skills for our students and more experiential and cultural learning experiences outside of the school building.

## **Authorizer**



Volunteers of America Minnesota (VOAM) is our authorizing agent. Their oversight helps strengthen all areas of accountability for our board and staff. We entered into our first contract with VOAM in 2005. In 2018 we received our fifth contract for four years. We receive an annual evaluation from VOA that includes school board meeting observations. In addition to our annual report submission, we submit all other compliance items as requested by VOA.

Our designated liaison is Stephanie Olsen whose contact information is:

**Stephanie Olsen, Manager**  
**Charter School Authorizing Program**  
**Volunteers of America of Minnesota**  
**924 19<sup>th</sup> Avenue South**

**Minneapolis MN 55404**  
**E-mail: [solsen@voamn.org](mailto:solsen@voamn.org)**  
**Cell: 612.270.1998**  
**Website: [www.voamn.org](http://www.voamn.org)**