

Annual Report and World's Best Workforce

Naytahwaush Community Charter School

Naytahwaush, Minnesota

2017-2018 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 thirteen 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 85% 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 est	20	20	18.32	20.74	13	17	13

October 1st 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

Student Retention Rate (All Students): 94%

Student Retention Rate (Special Education Students): 73%

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 85% of our students receiving free and reduced meals. All but one of our students is Native American and 18% of our students receive special education services. Our enrollment for the 2017-2018 school year was 114 and our attendance rate was 92%.

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.

Governance and Management

2017-2018 School Year Charter Public School Board

2017-18

Election Date: May 2017

Name	Board Position	Group Affiliation (if teacher, file folder #)	Date Elected	Date Seated	Term Expiration	Phone Number	E-Mail Address	Member Meeting Attendance Rate
Elizabeth Sarff	Chair	Teacher 436117	May 2016	July 2016	2019	320.420.7508	elizabeths@naytahwaush.org	93%
Carrie Bush	Director	Parent	May 2017	July 2017	2020	218.261.0793	carrieb@naytahwaush.org	100%
Peggie Chisholm	Clerk	Community	May 2014	July 2015	2018	218.849.5388	peggiec@naytahwaush.org	47%
Liz Lenoir	Secretary/ Treasurer	Parent	May 2015	July 2015	2018	218.902.0104	elizabethl@naytahwaush.org	80%
Jo Pelham	Director	Community/ Foster Parent	Appointed January 2017 Elected May 2017	July 2017	2020	218-234-5728	jop@naytahwaush.org	87%

Board Member Expertise

Elizabeth Sarff: 3rd grade teacher

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

Peggie Chisholm: Works for the White Earth Tribal and Community College and formerly the Boys and Girls Club

Liz Lenoir: Parent and community member, chair of Parent Advisory Group

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

Board Member Name	Governance Basic Training Completed	Finance Basic Training Completed	Employment Basic Training Completed	Dates, locations and trainers for each Basic
Peggie Chisholm	Yes	Yes	Yes	8/10/15 White Earth MSBA staff
Elizabeth Sarff	Yes	Yes	Yes	8/10/15 White Earth MSBA staff
Carrie Bush	Yes	Yes	Yes	8/8/17 Minneapolis MSBA staff
Jo Pelham	Yes	Yes	Yes	3/4/17 St Peter MSBA staff
Elizabeth Lenoir	Yes	Yes	Yes	August 2012 Minneapolis MSBA staff

School Management and Administration

Name	File Folder Number	Assignment	Years Employed by the School
Terri Anderson	328203	Director	9

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.

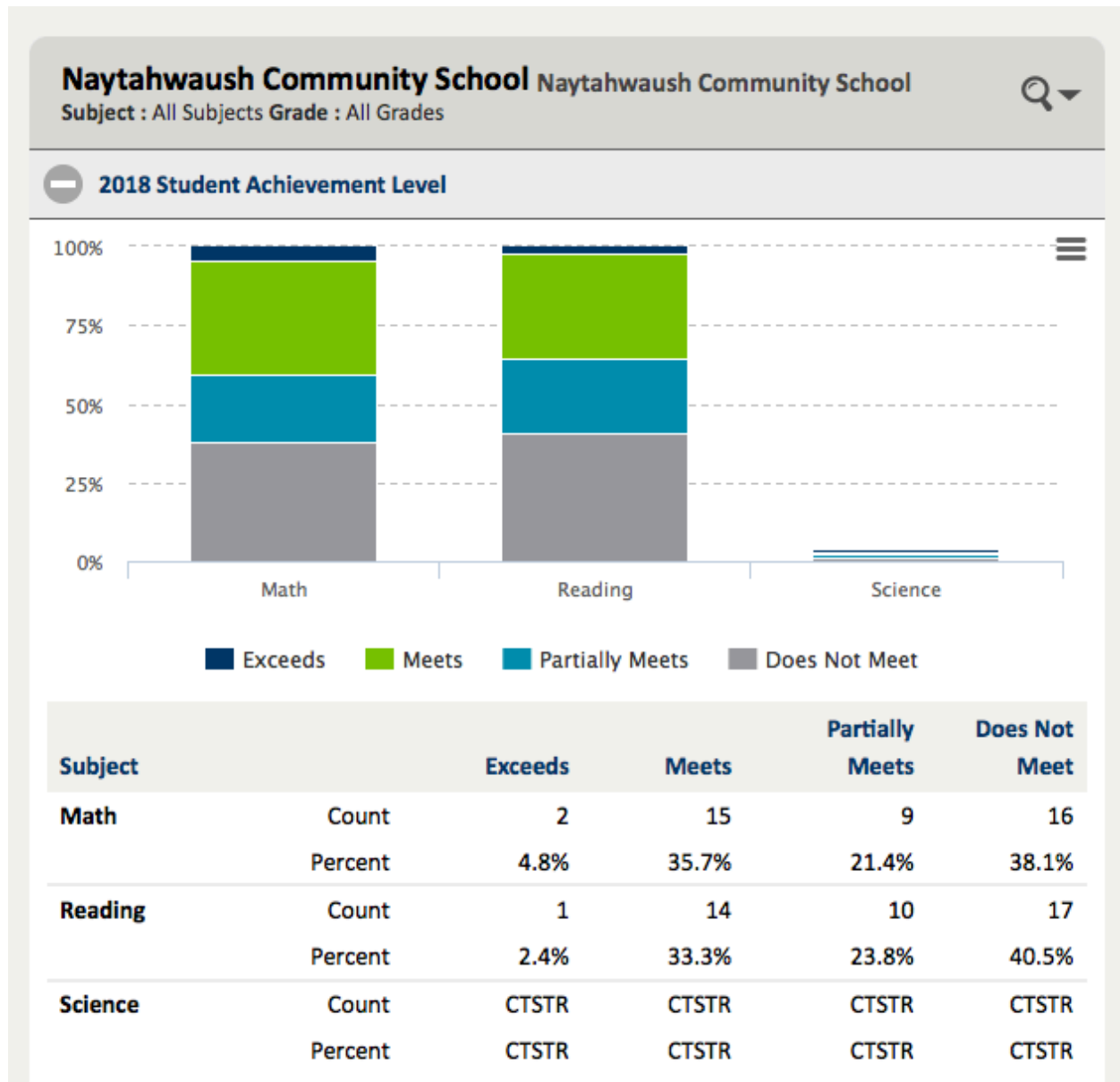
Staffing

Name	File Folder Number	Assignment/ Subject	Left During 17/18	Not Returning 18/19
Jenna Dyrdaahl	468746	First Grade	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lesley Miller	402072	First Grade	<input type="checkbox"/>	<input type="checkbox"/>
Becky Estey	282430	Fourth Grade	<input type="checkbox"/>	<input type="checkbox"/>
Elizabeth Sarff	436117	Third Grade	<input type="checkbox"/>	<input type="checkbox"/>
Brent Miller	388187	Sixth Grade	<input type="checkbox"/>	<input type="checkbox"/>
Kayla Schimanksi	452929	Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>
Jody Bettin	433388	2 nd Grade	<input type="checkbox"/>	<input type="checkbox"/>
Crystal Littlewolf	452659	Ojibwe Language	<input type="checkbox"/>	<input type="checkbox"/>
Monica Hooker	488621	Special Education	<input type="checkbox"/>	<input type="checkbox"/>
Scott Lerud	331974	Special Education	<input type="checkbox"/>	<input type="checkbox"/>
Veronica Weaver	414332	5th Grade	<input type="checkbox"/>	<input type="checkbox"/>
Ty Nelson	443745	Academic Interventionist	<input type="checkbox"/>	<input type="checkbox"/>
Paige Bellfy	489818	Academic Interventionist	<input type="checkbox"/>	<input type="checkbox"/>
Alex Jesness	443036	Physical Education	<input type="checkbox"/>	<input type="checkbox"/>

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.

Math and Reading Proficiency 2017-18

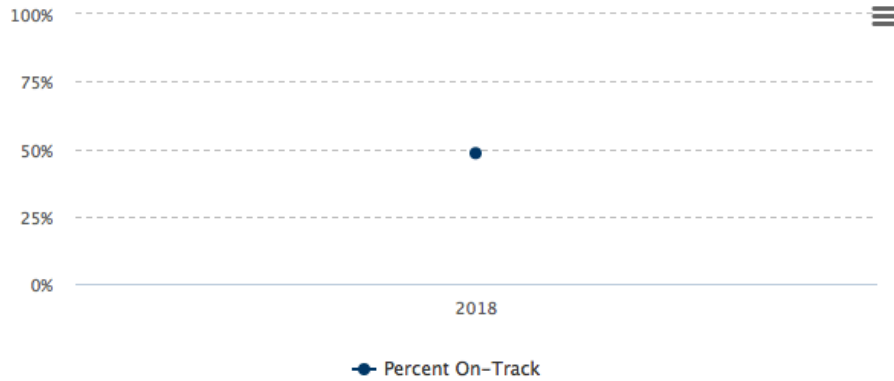


Math On Track and Student Growth 2017-2018

Naytahwaush Community School Naytahwaush Community School
Subject : Math

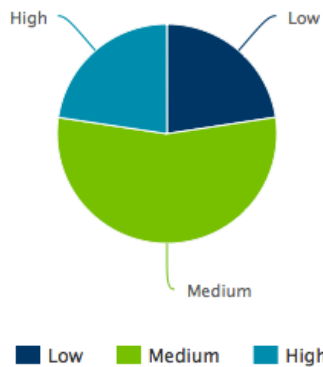


Students "on track" for success



Year	Percent On-Track
2018	48.4%

2017 - 2018 Student Growth, all students

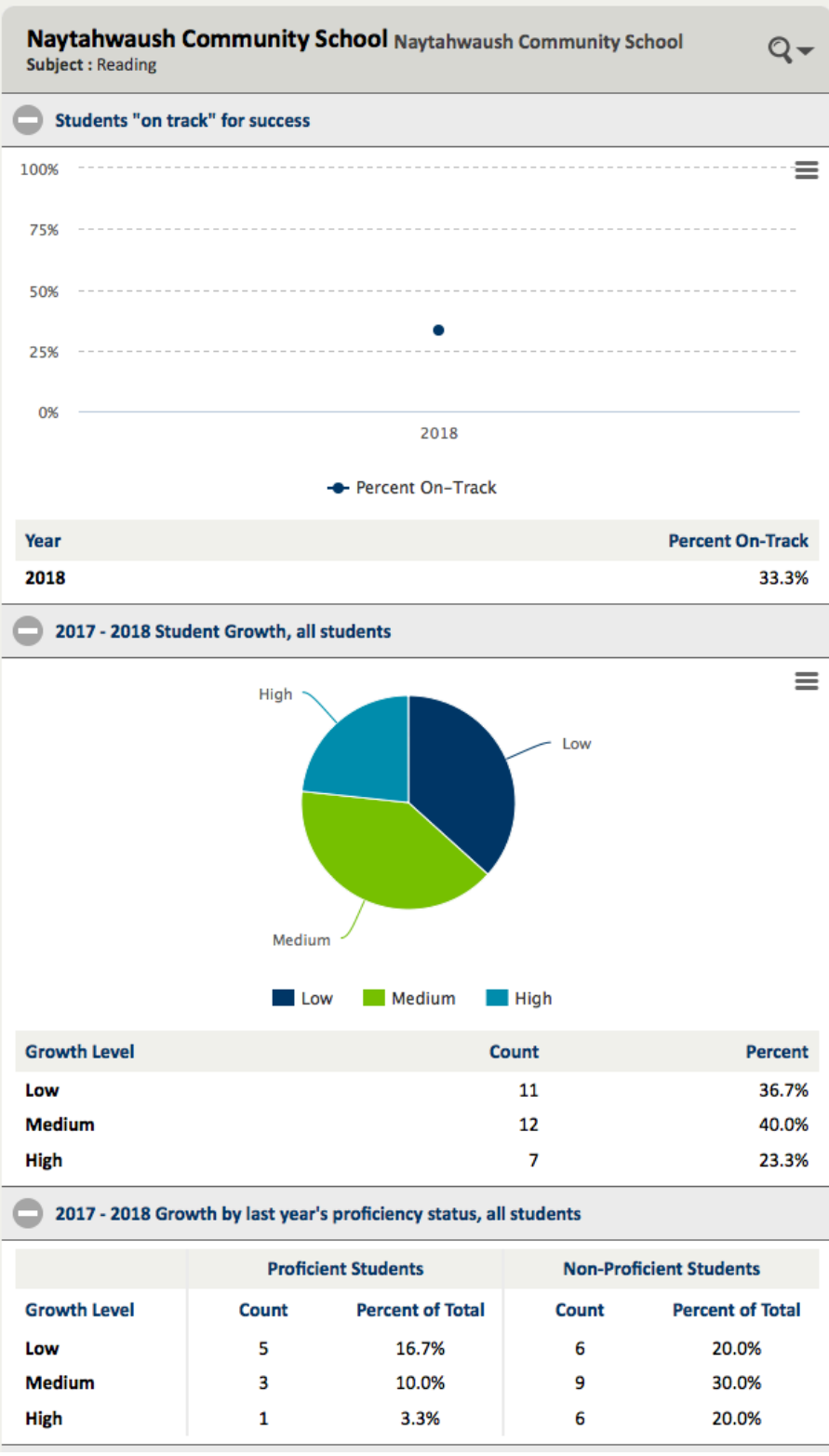


Growth Level	Count	Percent
Low	7	22.6%
Medium	17	54.8%
High	7	22.6%

2017 - 2018 Growth by last year's proficiency status, all students

Growth Level	Proficient Students		Non-Proficient Students	
	Count	Percent of Total	Count	Percent of Total
Low	2	6.5%	5	16.1%
Medium	8	25.8%	9	29.0%
High	4	12.9%	3	9.7%

Reading On Track and Student Growth 2017-18

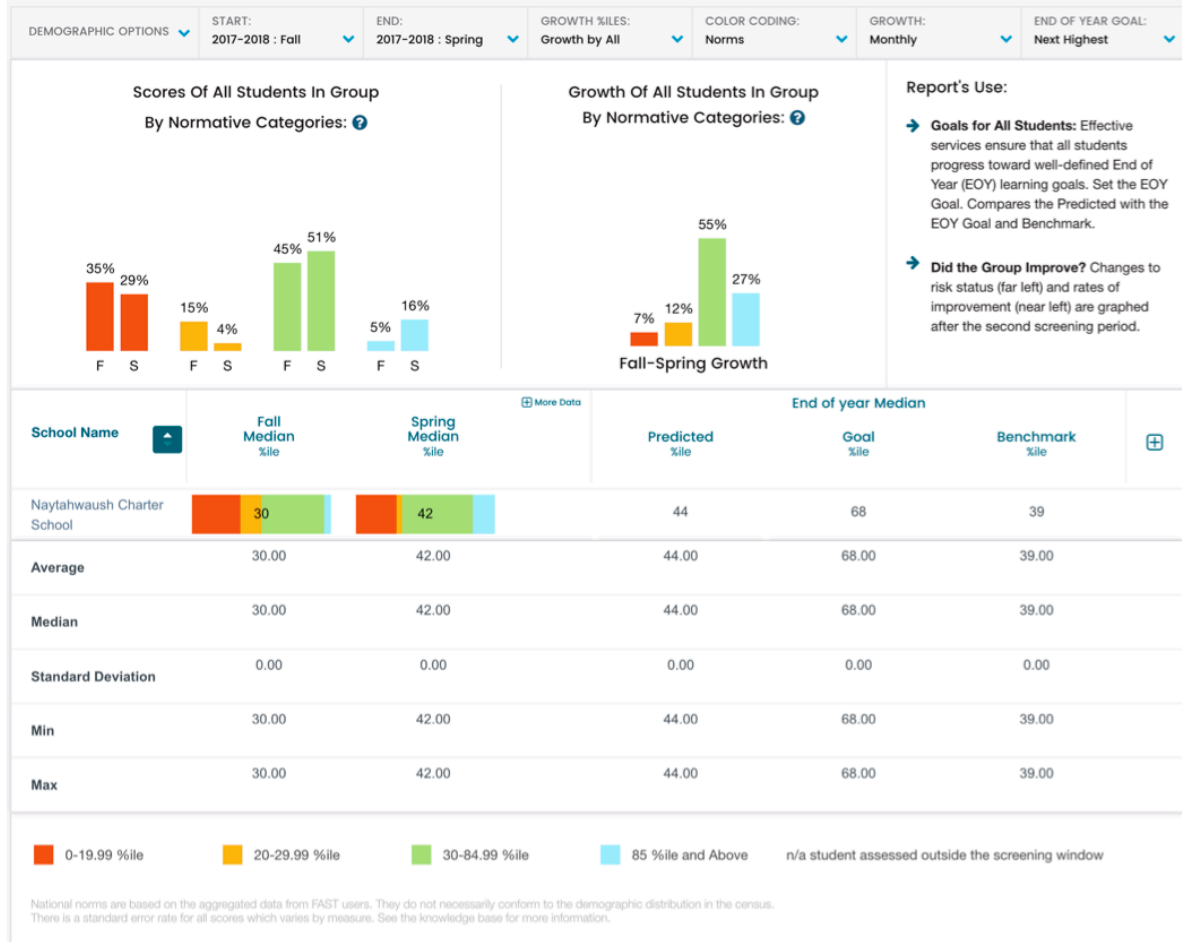


NCCS Data History

	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	39%	34%	Cell size too small	Not provided	Not provided
2018	44%	38%	Cell size too small	Not provided	Not provided

Math-District Growth from Fall 2017 to Spring of 2018 by Normative Categories

Group Growth Report: aMath



Math-District Growth from Fall 2017 to Spring of 2018 by Normative Categories

Group Growth Report: aMath



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 2018-19 school year our Reading Interventionists will also screen students who fall below the 40th 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.

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 an 2% increase in proficiency during the 2017 school year, compared to the previous school year.

Contract Goals 32

School Year	Goal: 2 percentage point increase	Met / Not Met
Starting Point: Math	34%	-
2015 Year 1	42% (8 percentage points)	No, 29.3%
2016 Year 2	31.3% (2 percentage points)	Yes, 38.1%
2017 Year 3	33.3% (2 percentage points)	Yes, 39%
2018 Year 4	35.3% (2 percentage points)	Yes, 44%

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 an 2% increase in proficiency during the 2017 school year, compared to the previous school year.

Contract Goals 33

School Year	Goal: 2 percentage point increase	Met / Not Met
Starting Point: Reading	24.5%	-
2015 Year 1	32.5% (8 percentage points)	No, 29.3%
2016 Year 2	31.3% (2 percentage points)	Yes, 57.1%
2017 Year 3	33.3% (2 percentage points)	No, 34%
2018 Year 4	35.3% (2 percentage points)	Yes, 38%

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 an 1% increase in proficiency during the 2016 school year, compared to the previous school 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 5th grader ahead individually who are taking the science test.

Contract Goals 34

School Year	Goal: *4 percentage point increase	Met / Not Met
Starting Point: Science	0%	-
2015 Year 1	4% (4 percentage points)	Yes, 44%
2016 Year 2	5% (1 percentage point)	CTSTR
2017 Year 3	6% (1 percentage point)	CTSTR
2018 Year 4	7% (1 percentage point)	CTSTR

World's Best Workforce Goals

World's Best Workforce: Goal Area 1

All American Indian (AI) Children Ready for School	Narrative
2017-18 Outcomes	The percentage of AI students in grade K that were proficient in the spring of 2018, based on (FAST) Formative Assessment Results; Math 32%, Reading 31%.
2018-19 Goal	The percentage of AI Kindergarten students, proficient in reading and math, will increase by 2%. Students will be assessed in the Winter and Spring Of 2019 utilizing FAST-Formative Assessment System for Teachers.
2018-19 Strategies for Goal Achievement	AI students will be progress monitored in reading and math, utilizing the FAST Assessment System, to determine if intervention strategies are required to meet projected spring outcomes of 2% growth. During the 2018-19 school-year our Reading Interventionists will also screen students who fall below the 40 th 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 a 85% correlation with FAST assessments and state standardized test results.

World's Best Workforce: Goal Area 2

All AI Third-graders Achieve Grade Level Literacy	Narrative
2017-18 Outcomes	<p>The percentage of AI students in grade 3 and Achievement Standards:</p> <p>Reading: DNM: 64%, Partial Meets: 9%, Meets: 18%, Exceeds: 9%</p>
2018-19 Goal	<p>The percentage of AI students in grade 3 will increase reading proficiency on the MCA III by 2% in 2018-19.</p>
2018-19 Strategies for Goal Achievement	<ul style="list-style-type: none"> American Indian students who are not proficient in reading, based of FAST Fall Reading Assessment as identified, will receive 30 minutes of reading intervention 5 times per week. During the 2018-19 school-year our Reading Interventionists will also screen students who fall below the 40th 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 a 85% correlation with FAST assessments and state standardized test results. Computer enrichment classes with a reading focus Ojibwe Language and culture classes everyday Expeditionary/cultural learning experiences Supplemental reading apps for technology devices

World's Best Workforce: Goal Area 3

All Achievement Gaps Closed for AI Students	Narrative
2017-18 Outcomes	<p>Native American Students in grades 3-6, enrolled October 1, 2017 MCA/MTAS Proficiency</p> <p>Math: 44% Proficient</p> <p>Reading: 38% Proficient</p>
2018-19 Goal	Proficiency of both Reading and Math will increase by 2% for all AI students
2018-19 Strategies for Goal Achievement	<p>Strategies include;</p> <ul style="list-style-type: none"> • Progress monitoring academic growth through the use of FAST-Formative Assessment for Teachers software • Provide daily intervention as identified, for those who are not meeting academic goals based on FAST Assessment and recommendations. • During the 2018-19 school-year our Reading Interventionists will also screen students who fall below the 40th 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 a 85% correlation with FAST assessments and state standardized test results. • Providing Ojibwe language on a daily basis. • Cultural and expeditionary learning experiences/activities.

All Achievement Gaps Closed for AI Students	Narrative
	<ul style="list-style-type: none"> • Technology classes, art and robotics programming. • Service Learning activities for community: Community Pow Wow

World's Best Workforce: Goal Area 4

All AI Students Attain Career and College Readiness	Narrative
2017-18 Outcomes	Career awareness activities will be provided to AI students.
2018-19 Goal	To provide career awareness opportunities for AI students through partnerships with the White Earth Tribal and Community College. Students will visit and meet with tribal college students and instructors to learn about college classes and vocations. Fifth and Sixth grade classes will conduct a career interest inventory assessment prior to their visit with the White Earth Tribal and Community College.
2018-19 Strategies for Goal Achievement	Students will visit the college campus and meet with American Indian students and instructors to learn about tribal college classes and vocations. Fifth and Sixth grade classes will conduct a career interest inventory assessment prior to their visit with the White Earth Tribal and Community College.

World's Best Workforce: Goal Area 5

All AI Students Graduate from High School	Narrative- N/A
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Finance

NAYTAHWAUSH COMMUNITY SCHOOL
MINNESOTA CHARTER SCHOOL NO. 4155
NAYTAHWAUSH, MINNESOTA
BALANCE SHEET - GOVERNMENTAL FUNDS
JUNE 30, 2018

	<u>General</u>	<u>Other Governmental Fund</u>	<u>Totals</u>
<u>ASSETS</u>			
Cash and Investments	\$ 1,994,755	\$ 2,914	\$ 1,997,669
Due from Other Governmental Units	177,287	-	177,287
Other Accounts Receivable	5,236	-	5,236
Inventories	-	1,333	1,333
Prepaid Expenditures	5,938	-	5,938
<u>Total Assets</u>	<u>\$ 2,183,216</u>	<u>\$ 4,247</u>	<u>\$ 2,187,463</u>
<u>LIABILITIES AND FUND BALANCE</u>			
<u>Liabilities</u>			
Salaries Payable	\$ 166,024	\$ -	\$ 166,024
Accounts Payable	17,062	2,914	19,976
Total Liabilities	<u>183,086</u>	<u>2,914</u>	<u>186,000</u>
<u>Fund Balance</u>			
Nonspendable	5,938	1,333	7,271
Restricted	47,399	-	47,399
Unassigned Fund Balance	1,946,793	-	1,946,793
Total Fund Balance	<u>2,000,130</u>	<u>1,333</u>	<u>2,001,463</u>
<u>Total Liabilities and Fund Balance</u>	<u>\$ 2,183,216</u>	<u>\$ 4,247</u>	<u>\$ 2,187,463</u>

NAYTAHWAUSH COMMUNITY SCHOOL
MINNESOTA CHARTER SCHOOL NO. 4155
NAYTAHWAUSH, MINNESOTA
REQUIRED SUPPLEMENTARY INFORMATION
GENERAL FUND
BUDGETARY COMPARISON SCHEDULE
YEAR ENDED JUNE 30, 2018

	Original and Final Budgets	Actual	Variance with Final Budget - Positive (Negative)
<u>Revenues</u>			
Local Revenues	\$ 58,500	\$ 23,371	\$ (35,129)
Revenues from State Sources	1,384,451	1,447,546	63,095
Revenues from Federal Sources	756,553	860,878	104,325
Investment Earnings	6,500	13,433	6,933
<u>Total Revenues</u>	<u>2,206,004</u>	<u>2,345,228</u>	<u>139,224</u>
<u>Expenditures</u>			
Current:			
Administration	155,191	154,723	468
District Support Services	193,812	187,022	6,790
Regular Instruction	929,565	1,020,177	(90,612)
Special Education Instruction	442,838	360,841	81,997
Instructional Support Services	34,281	35,213	(932)
Pupil Support Services	113,184	85,599	27,585
Sites and Buildings	288,867	349,034	(60,167)
Fiscal and Other Fixed Costs	13,500	12,013	1,487
Capital Outlay	71,885	122,549	(50,664)
<u>Total Expenditures</u>	<u>2,243,123</u>	<u>2,327,171</u>	<u>(84,048)</u>
<u>Excess of Revenues Over (Under) Expenditures</u>	<u>(37,119)</u>	<u>18,057</u>	<u>55,176</u>
<u>Other Financing Use</u>			
Operating Transfers Out	-	(50,141)	(50,141)
<u>Excess of Revenues Over (Under) Expenditures and Other Financing Uses</u>	<u>(37,119)</u>	<u>(32,084)</u>	<u>5,035</u>
<u>Fund Balances, Beginning of Year</u>	<u>2,032,214</u>	<u>2,032,214</u>	<u>-</u>
<u>Fund Balances, End of Year</u>	<u>\$ 1,995,095</u>	<u>\$ 2,000,130</u>	<u>\$ 5,035</u>

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, 2018

	<u>General Fund</u>	<u>Other Governmental Fund</u>	<u>Totals</u>
<u>Revenues</u>			
Local Revenues	\$ 23,371	\$ 9,894	\$ 33,265
Revenues from State Sources	1,447,546	2,647	1,450,193
Revenues from Federal Sources	860,878	89,960	950,838
Sales and Other Conversions of Assets	-	3,636	3,636
Investment Earnings	13,433	-	13,433
Total Revenues	<u>2,345,228</u>	<u>106,137</u>	<u>2,451,365</u>
<u>Expenditures</u>			
Current:			
Administration	154,723	-	154,723
District Support Services	187,022	-	187,022
Regular Instruction	1,020,177	-	1,020,177
Special Education Instruction	360,841	-	360,841
Instructional Support Services	35,213	-	35,213
Pupil Support Services	85,599	145,889	231,488
Sites and Buildings	349,034	-	349,034
Fiscal and Other Fixed Costs	12,013	-	12,013
Capital Outlay	122,549	10,389	132,938
Total Expenditures	<u>2,327,171</u>	<u>156,278</u>	<u>2,483,449</u>
<u>Excess of Revenues Over (Under) Expenditures</u>	<u>18,057</u>	<u>(50,141)</u>	<u>(32,084)</u>
<u>Other Financing Sources (Uses)</u>			
Operating Transfers In	-	50,141	50,141
Operating Transfers Out	(50,141)	-	(50,141)
Total Other Financing Sources (Uses)	<u>(50,141)</u>	<u>50,141</u>	<u>-</u>
<u>Excess of Revenues and Other Financing Sources Over (Under) Expenditures and Other Financing Uses</u>	<u>(32,084)</u>	<u>-</u>	<u>(32,084)</u>
<u>Fund Balances, Beginning of Year</u>	<u>2,032,214</u>	<u>1,333</u>	<u>2,033,547</u>
<u>Fund Balances, End of Year</u>	<u>\$ 2,000,130</u>	<u>\$ 1,333</u>	<u>\$ 2,001,463</u>

FY18 Audit
Finding: None

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.

2017-2018 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

2017-2018 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 4th-6th 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 6th grade graduates during their junior high and high school years
- Backpack program for weekend food that is sent home

Program Challenges

With 86% 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

Stay the Course: NCCS will continue the good work we've started by staying focused on the ongoing implementation of the Turnaround Principles. We will continue to use data to inform our decisions. We will press for more accountability on all levels, knowing that what gets measured, gets done. We are exploring options for building expansion to accommodate our student enrollment numbers.

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:

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