

**Annual Report and World's Best Workforce  
2021-2022 School Year**



**Naytahwaush Community Charter School  
PO Box  
242 Church Street  
Naytahwaush, MN 56566  
218-936-2112**

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# 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 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 (NCCS) is a child-centered, community-based charter school which emphasizes the importance of culture, community, service learning. The school experienced significant turnover during the summer of 2022. Approximately 30% of our staff, including the director of the school are either new to the school or in new positions. The contents of this report are based on data and information provided by the previous NCCS Director.

Many of our five-year-olds start kindergarten without the necessary preparation for success. This is supported by both FastBridge and i-Ready Fall 2022 standardized testing. In many of the cases the learning gaps are quite significant and even though our Kindergartners make substantial gains during the year, the learning deficit is not closed. Because of this learning is impact in older grades as well. Further, CoVID-19 has substantially impacted student achievement. K-6 scores on standardized tests are below grade level. We are determined to find ways to help students achieve academic success and are exploring and implementing ways to accelerate learning.

Our community school has grown from the original seventy-six students to 138 students as of October 2022. Without any efforts in recruiting, we have exceeded our building capacity and are working with the Naytahwaush Community Foundation to move forward with an addition which we hope to complete prior to school opening in fall 2024.

Our student body is comprised of almost 100% Native American students, many living in poverty. We offer free breakfast, hot lunch, and nutritious snacks to our students each day. We collaborate with Indian Health Services and White Earth Mental Health to provide health screenings and mental health services at NCCS. The Naytahwaush Community Council has also reached out to provide assistance, as well as the local Johnson O'Malley board. Together, under the leadership of the NCCS Board we are going to provide opportunities for each student to accelerate their learning.

## Statutory Purpose of Report

### **Minnesota Statutes, section 120B.11 School district process for reviewing curriculum, Minnesota Statute 124E.16, Subd. 2. Annual Public Reports.**

Subd. 2. Annual public reports. (a) 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 Statute 124E.12, Subd. 2. Administrators.**

(a) A person, without holding a valid administrator's license, may perform administrative, supervisory, or instructional leadership duties. The board of directors shall establish qualifications for all persons who hold administrative, supervisory, or instructional leadership roles. The qualifications shall cover at least: instruction and assessment; human resource and personnel management; financial management; legal and compliance management; effective communication; and board, authorizer, and community Page 2 of 2 relationships. The board of directors shall use those qualifications as the basis for job descriptions, hiring, and performance evaluations of those who hold administrative, supervisory, or instructional leadership roles.

(b) The board of directors and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall develop a professional development plan. The school's annual report must include public personnel information documenting the professional development plan.

### **Minnesota Statute 124E.07, Subd. 7. Training.**

Every charter school board member shall attend annual training throughout the member's term on the board. All new board members shall attend initial training on the board's role and responsibilities, employment policies and practices, and financial management. A new board member who does not begin the required initial training within six months after being seated and complete that training within 12 months of being seated on the board is automatically ineligible to continue to serve as a board member. The school shall include in its annual report the training attended by each board member during the previous year.

**Minnesota Statutes, section 120B.11. WORLDS BEST WORKFORCE:** *In accordance with MS 120B.11 2013, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce.*

### **World's Best Workforce Annual Report and Public Meeting**

The school board must hold an annual public meeting to review, and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction, and to review district success in realizing the previously adopted student achievement goals and related benchmarks in the comprehensive district wide strategic plan leading to the World's Best Workforce.

In addition, the school board must make their annual report available to the public by posting it on their district's website. Legislation requires that districts submit their annual summary report to the Minnesota Department of Education (MDE). Each year, MDE will give all districts ample notice of when annual reports are due and how to submit them.

## World's Best Workforce Checklist

The checklist included in this document is a tool for Minnesota districts to use when preparing to develop their strategic plans that strive to create the world's best workforce.

Part I: Provides an overview of minimum requirements of the World's Best Workforce plan components for easy reference.

Part II: Lists plan components specified in Minnesota Statutes, section 120B.11, with examples and suggestions that reflect best practice. This section includes suggested Existing District Resources or Plans that may already include relevant information, and bulleted questions and quality practices that may be of assistance in developing the World's Best Workforce Plan.

## PART I: Overview of Local World's Best Workforce Strategic Plan Requirements

The district public strategic plan referred to as "the World's Best Workforce Plan" includes, at a minimum, the following items consistent with Minnesota Statutes, section 120B.11:

### Performance Measures

1. Measures to determine school district progress in striving to create the world's best workforce; specifically progress towards:
  - a. closing the identified achievement gap(s) in the district
  - b. all students ready for kindergarten
  - c. all students in third grade achieving grade level literacy
  - d. all students attaining career and college readiness before graduating from high school
  - e. all students graduating from high school
2. Measures to assess progress must include at least:
  - a. student performance on the National Association of Education Progress;
  - b. the size of the academic achievement gap by student subgroup;
  - c. student performance on the Minnesota Comprehensive Assessments;
  - d. high school graduation rates; and
  - e. career and college readiness under section 120B.30, subdivision one.

Note: Other relevant local standardized assessments may be used to supplement measures listed above (e.g., assessments used to determine kindergarten readiness or achievement in grades K-2)

***TERMS: WBWF=World's Best Workforce; SY=School Year; FY=Fiscal;***

***NCCS=Naytahwaush Community Charter School***

## NCCS Authorizer: VOA-MN



Main Contact: Stephanie Olsen, Manager VOA Charter School Authorizing Program VOA-MN  
Education Center 924 – 19th Avenue South Minneapolis, MN 55404 Phone: 612-270-1998 E-  
Mail: [solsen@voamn.org](mailto:solsen@voamn.org)

### Introduction

As a leading authorizer, Volunteers of America–Minnesota builds its portfolio of high-performing charter schools by only selecting proposals with a strong potential for success. It then ensures that such potential is realized through a unique system of accountability that begins even before a school opens its doors.

VOA-MN is committed to fulfilling its role as a charter school authorizer by holding its schools accountable for a range of results. The accountability system presented in this document ensures that VOA-MN will uphold its legal obligation to make sure the schools it authorizes are reaching (or making adequate progress toward) the goals and benchmarks outlined in its charter contract and Minnesota statute.

VOA-MN uses a standard charter contract with unique school-specific terms that capture different approaches to achieving student success. The individuality of each school will be preserved in the “Academic Program Description” addendum to the charter contract.

### Volunteers of America of Minnesota Accountability Plan

According to Minnesota Statute 124E.01, subd.1, The primary purpose of charter schools is to improve all pupil learning and all student achievement. VOA-MN holds the schools it authorizes accountable in five major areas: academic performance, fiscal management, board governance, management and operations, and legal compliance. Each area may have multiple indicators of success and the charter school’s performance on each indicator will be rated as:

1. Does Not Meet Standard
2. Partially Meets Standard
3. Meets Standard

Rating Scale: For each standard, a school earns points for contract renewal as follows:

1. 0 = Does Not Meet Standard
2. 1 = Partially Meets Standard
3. 2 = Meets Standard

### Combining Data Over the Contract Term

Annual school performance results will be combined each successive year of the contract term wherever possible so that fluctuation due to small group size will be minimized and overall performance is accurately reflected.

### Contract Renewal Eligibility

VOA-MN schools must achieve at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area (Academic, Financial, Organizational Performance) to be eligible for a three-year contract renewal and at least an Exemplary Rating (80% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area to be eligible for a five-year contract renewal. All contract renewals will be for either three or five years. NCCS has been awarded a five-year contract.

### **Ongoing Authorizer Monitoring**

Site Visits - One of the most important ways VOA-MN gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to observe the school and engage in discussions with school management. VOA-MN conducts two different types of site visits: Formal and Informal.

1. **Formal Site Visit-** Formal Site Visits are typically conducted once per year by a member of the VOA-MN Authorizing Program Leadership Team who interviews key stakeholders and conducts observations. Written feedback is provided to the Board of Directors and school leadership guided by the Site Visit Rubric. VOA-MN staff will provide formal written feedback summarizing observations. The feedback will identify areas of strength and areas that require improvement. If a more serious issue arises from a site visit, VOA-MN may implement an intervention based upon the “Range of Interventions” table.
2. **Informal Site Visit-** VOA-MN may conduct informal site visits at any time to fulfill its duties as an authorizer. Reasons for informal site visits may include: investigation of a complaint, determination of readiness to open, follow up on implementation of improvement plans, or documentation of best practices. These visits are typically less formal and may be without notice.

**Board Meetings** - Another important component of VOA-MN authorizer oversight is board meeting observations conducted at least twice per year and more often for schools within their first two years after initial charter approval. Authorizer VOA-MN uses the Board Meeting Observation Rubric and provides timely feedback to the school boards. VOA-MN also closely monitors the monthly board meeting minutes and financials of each authorized school and provides feedback to the school as needed.

**School Published Annual Report** - The Charter School Law (Minn. Stat. 124E.16) includes requirements for a charter school annual. Additionally, VOA-MN requires that annual reports include specific elements defined by VOA-MN annually. VOA-MN required elements include how the school is performing based on the three essential questions: Is the student learning program a success? Does the school exhibit strong financial health? Is the organization effective and well-run? The final draft be board approved and posted to the school’s official website. The VOA-MN Annual Report criteria may contain the World’s Best Workforce Report.

**Authorizer Published School Improvement Reports** - In addition to the Formal Site Visit Report that each school is provided, VOA-MN will also annually publish three VOA-MN Charter School Network Reports: Academic Performance, Board Governance, and Financial Management. The cumulative purpose of these reports is to assess the ongoing performance of VOA-MN authorized schools regarding academic success, financial sustainability, and organizational effectiveness. The combination of school performance based on the three VOA-MN Annual School Performance Reports, annual Formal Site Visit Reports, informal site visit observations, authorizer observations of board meetings, and ongoing monitoring of school reporting and compliance provides an accountable oversight mechanism for the authorizer, schools, and other organizations. This collective body of evidence will also form the basis for contract renewal decisions

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

### **1. Provide high quality educational opportunities**

- a. NCCS provides many high-quality educational opportunities. Each school day, Benchmark Literacy, Math Expressions, Academic Intervention, Ojibwemowin, Physical Education, Social Studies, Science and Special Education services are provided. Additionally, family activities and service-learning opportunities are scheduled at times throughout the school year.

### **2. Focus on underserved communities, as measured by continued enrollment.**

- a. Our enrollment history is stable ranging from 130-140 for the past three years. We did have a fall spike of 149 in fall, 2021, which

### **3. Demonstrate a commitment to racial, ethnic, and socio-economic diversity, as measured by continued diversity of staff and/or student body.**

- a. With an 80% free and reduced lunch rate, poverty is an issue for many of our families. We provide support to our students and families in many ways. We employ a Home/School Liaison who is also our Indian Education Coordinator, a full-time school counselor, on-site and virtual mental health therapy, free breakfast and hot lunch for all students, and additional services as needed. All but a few students identify as Native American, so we actively recruit Native American Staff members. Currently, approximately 68% of our staff identifies as Native American.

### **4. Encourage small school environments.**

- a. We have two sections of kindergarten and second grade; grades levels 1, 3-6 are one section. 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.

### **5. Promote community engagement and service learning.**

- a. We have an active parent advisory group that meets quarterly, and we host Family Fun events that promote parents/guardians as educational partners. We 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. Staff members actively participate in the Naytahwaush Fall Festival, parade, and powwow. Many of the events were cancelled due to CoVID-19.



## Student Enrollment and Retention

School Year	K ADM	1 ADM	2 ADM	3ADM	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	18	20	21	16	22	19	17
2021-2022	34	17	20	23	15	21	19
2022-2023	21	26	18	20	22	13	19

### 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
2021-2022	34	17	20	23	15	21	19	149
2022-2023	21	26	18	20	22	13	19	139

**Student Retention Rate (All Students): 93%**

**Student Retention Rate (Special Education Students): 87%** (5 students advanced to 7<sup>th</sup> grade)

**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. Ninety-eight percent of our students are Native American and 20% of our students receive special education services. Our enrollment for the 2021-2022 school year on Oct. 1, 2021 was 149. The end of the year enrollment was 132. Our average daily attendance was 85%; and 27% of our students had over 90% attendance.

**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, 95% of our parents reported satisfaction with NCCS.

**Governance and Management**

**2021-2022 School Year Charter Public School Board -- Election Date: May 2021**

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	100%
Mackenzie Wark	Resigned 9/2021	Community	May 2020	July 2020	July 2023	218.261.0705	mckenzie@ntwschool.org	100%
Ann Briggs	Chair	Community	May 2018	July 2018	July 2021	218.401.0980	annb@ntwschool.org	100%
Monica Hooker	Secretary/ Treasurer Resigned 7/2022	Parent	May 2018	July 2018	July 2021	218.556.5486	monicah@ntwschool.org	90%
Jo Pelham	Clerk	Community/ Foster Parent	May 2020	July 2020	July 2023	218.234.5728	jop@ntwschool.org	100%
Liz Lenoir	Member	Parent	Appointed in 10/2022		July 2023	218.530.5310	Lizl@ntwschool.org	97%

## Board Member Expertise

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

Monica Hooker: Community member who works for the Naytahwaush Head Start and former NCCS parent

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

Jo Pelham: Foster parent and community member

Liz Lenoir: Parent and community member

## Board Operations

The Naytahwaush Community Charter School Board of Directors meet the 2nd Thursday of every month at 4:30 PM following the Finance Committee meeting at 4:00. 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	Training Provider
Ann Briggs	Yes	Yes	Yes	MSBA
Veronica Weaver	Yes	Yes	Yes	MACS
Mackenzie Wark	Yes	Yes	Yes	MSBA
Jo Pelham	Yes	Yes	Yes	MSBA
Monica Hooker	Yes	Yes	Yes	MSBA
Liz Lenoir	Yes	Yes	Yes	MSBA

## School Management and Administration

Name	File Folder Number	Assignment	Years Employed at NCCS
Terri Anderson	328203	Director	13

## 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	Curriculum Coordinator	6/30/2020
Ronda Estey	322099	Fourth Grade	6/30/2026
Brent Miller	388187	Sixth Grade	6/30/2023
Kayla Bruce	452929	Kindergarten	6/30/2023
Jody Bettin	433388	Second Grade	6/30/2023
Crystal Littlewolf	452659	Ojibwe Language	6/30/2021
Monica Hooker	488621	Special Education	6/30/2022
Briana Floyd	1003416	3 <sup>rd</sup> Grade	6/30/2023
Veronica Weaver	414332	Fifth Grade	6/30/2020
Paige Bellfy	489818	Kindergarten	6/30/2021
Alex Jesness	443036	Physical Education	6/30/2022
Kim Anderson	452658	Ojibwe Language	6/30/2021
Stacey Anderson	482928	Special Education	6/30/2025
Alissa Holmer	1009588	Second Grade	6/30/2024
Dianne Sonsteli	180771	Intervention	6/30/2024

## Teacher and Staff Performance Review

All teachers received a formal evaluation and weekly walk-through check-ins during the year by the Curriculum Director. All staff are evaluated annually by the Curriculum Director using Team Member Targets for Excellence that indicate if employees Do Not Meet, Partially Meet, Meet or Exceed specific performance targets.

In 2022-23 the NCCS Director will conduct walk-through check-ins with teacher feedback at least ten times for each teacher. Teachers with fewer than 3 years of experience will receive a minimum of three formal observations. Other teachers will receive one formal observation. All teachers will use the Charlotte Danielson rubric to conduct a self-evaluation by January 2, 2023. Each teacher will participate in a yearly summative review with the NCCS Director prior to the end of the school year. As needed, additional teacher meetings will be held if walk-throughs and formal observations indicate more support is needed.

### Academic Performance

NCCS monitored academic performance using the Minnesota Comprehensive Assessments in grades 3-6 for math, reading and science and Fast Bridge Assessments in grades K-6 for math and reading. The following tables summarize our results.

#### NCCS Minnesota Comprehensive Assessment (MCA) History

<u>Year</u>	<u>Math</u>	<u>Reading</u>	<u>Science</u>
2011	14%	31%	0%
2012	22%	23%	0%
2013	37%	35%	17%
2014	34%	25%	CTSTR
2015	29%	29%	30%
2016	38%	57%	CTSTR
2017	38%	35%	10%
2018	45%	38%	CTSTR
2019	26%	25%	46%
2020	COVID	COVID	COVID
2021	16%	27%	5%
2022	13% $\Delta = -3\%$	21% $\Delta = -5\%$	35% $\Delta = +30\%$

*\*CTSTR=Count too small to record*

*Although these scores are concerning it is important to note only 70 students were tested, thus 1 student = 1.5% points.*

## FastBridge Data: Δ Spring 2022-Fall 2021

**% Proficient = Low Risk/College Pathway**

Grade	% Proficient Math		Δ % Proficient Math	% Proficient Reading		Δ % Proficient Reading
	F 2021	S 2022		F 2021	S 2022	
K	53%	55%	+2%	13%	21%	+8%
1	40%	57%	+17%	20%	29%	+9%
2	37%	41%	+4%	25%	35%	+10%
3	38%	40%	+2%	24%	19%	-5%
4	8%	29%	+21%	23%	28%	+5%
5	30%	40%	+10%	42%	40%	-2%
6	29%	31%	+3%	29%	25%	-4%

### District Assessment 2021-22

NCCS 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.

NCCS 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. After students have been screened our teachers and support staff progress monitor students in reading and math and make necessary recommendations for intervention services or modify the curriculum.

In fall, 2022 we also implemented i-Ready diagnostic testing and progress monitoring. Developed by Curriculum Associates, i-Ready meets ESSA guidelines for researched based assessments and intervention. Diagnostic testing will be done in fall, winter, and spring. Additionally, teachers can view real time progress monitoring. The program is used by students a minimum of 30 minutes a week for math and 30 minutes for reading. Through the program, teachers can assign level specific lessons to each student.

NCCS also participates in the Minnesota MCA testing which is conducted yearly in the spring.

## District Assessment Calendar 2022-23

### Naytahwaush Community Charter School - District Assessment Plan, 2022-2023

Assessments are a way to gather information used for making educational decisions. Teachers and school districts use a variety of assessment types to guide instruction and support students. Minnesota students take statewide assessments to provide districts and the public with information about opportunities for all students to engage with high quality content in school.

District Assessments		
Assessment Program	Grade level	2022-2023 Test Windows
<p style="text-align: center;"><b>FAST</b></p> <p>Formative Assessment for Teachers</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Math</li> <li>• EarlyReading</li> <li>• EarlyMath</li> </ul>	Grades K - 6	Fall: Sept. 1-30 (4 weeks) Winter: Jan. 1- Feb 14 (6 weeks) Spring: May 1 –26 (4 weeks)
<p style="text-align: center;"><b>iReady</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Math</li> </ul>	Grades K - 6	Fall: Sept 1-30 Winter: Jan 1-Feb 14 Spring: May 1-26
State Assessments		
<p style="text-align: center;"><b>MCA</b></p> <p>Minnesota Comprehensive Assessments</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Math</li> <li>• Science</li> </ul>	Grades 3-6 Grades 3-6 Grade 5	March 6 – May 5 March 6 – May 5 March 6 – May 12
Parent Guide for Testing <a href="https://education.mn.gov/MDE/fam/tests/mca/">https://education.mn.gov/MDE/fam/tests/mca/</a>		
Formative Assessment for Teachers – To learn more about FAST assessments and progress monitoring: <a href="http://www.fastbridge.org/assessments">http://www.fastbridge.org/assessments</a>		
Minnesota Comprehensive Assessments FAQ's: <a href="https://education.mn.gov/MDE/fam/tests/">https://education.mn.gov/MDE/fam/tests/</a>		
Minnesota Comprehensive Assessments Test Specifications: <a href="https://education.mn.gov/MDE/dse/test/spec/index.htm">https://education.mn.gov/MDE/dse/test/spec/index.htm</a>		

## Contract Goals 2022-23

### Math

#### Board 5-year Goal:

NCCS students grades 3-6 will increase their Math MCA meets or exceeds proficiency in math from 12.9% (9 out of 70) in the spring of 2022 to 63% (44 out of 70) in the spring of 2027. An increase of thirty-five students.

#### 3-6 Building Goal:

NCCS grades 3-6 will increase partially meets proficiency by four students (18 out of 70) and increase our meets/exceeds proficiency by four students (13 out of 70) as measured by the 2023 MCA math assessments.

#### K-2 Building Goals:

Every Kindergarten through Second grade student attending school 90% of the time will meet their stretch goal for math.

Every Kindergarten through Second grade student attending school 80% of the time will meet their typical goal for math.

MCA Math Goals: Will be set each June

School Year	Partially Meets/ Does Not Meet	Meets or Exceeds
Starting Point: Math	87.1%	12.9%
2023 Year 1	81.5%	18.5%
2024 Year 2		
2025 Year 3		
2026 Year 4		
2027 Year 5	32.0%	68.0%

## Reading

### Board 5-year Goal:

NCCS students grades 3-6 will increase their MCA meets or exceeds proficiency in reading from 21.4% (15 out of 70) in the spring of 2022 to 68% (48 out of 70) in the spring of 2027. An increase of thirty-three students.

### 3-6 Building Goal:

NCCS grades 3 - 6 will increase our partially proficient reading scores by four students (18 out of 70) and increase our meets/exceeds proficiency scores by 4 (19 out of 70) as measured by the 2023 MCA reading assessments.

### K-2 Building Goals:

Every Kindergarten through Second grade student attending school 90% of the time will meet their stretch goal for reading.

Every Kindergarten through Second grade student attending school 80% of the time will meet their typical goal for both reading.

MCA Reading Goals: Will be set each June

School Year	Partially Meets	Meets or Exceeds
Starting Point: Reading	78.6%	21.4%
2023 Year 1	72.9%	27.1%
2024 Year 2		
2025 Year 3		
2026 Year 4		
2027 Year 5	37.0%	63.0%



# World's Best Workforce Goals

## 2021-2022 Goals

In July 2022, a new director started at NCCS. Unfortunately, WBWF goals for 2021-22 could not be located in the 2020-21 annual report, electronic files or otherwise.

## 2022-2023 Goals

Goal Area 1	All American Indian Children Are Ready for School
<p><b>2022-23 District Goal</b></p>	<ol style="list-style-type: none"> <li>1. According to fall, 2022 FastBridge Assessment 75% of our incoming kindergarten students were underprepared in reading and 40% were underprepared in math.</li> <li>2. According to the i-Ready Assessment 86% of our incoming kindergarten students were underprepared in reading and 95% were underprepared in math.</li> <li>3. Historically, the majority of our students who enter kindergarten have had two years of Head Start services. There has been minimal collaboration with Head Start regarding kindergarten readiness expectations. Further students who do not attend Head Start are significantly behind their peers.</li> </ol> <p>Goals:</p> <ol style="list-style-type: none"> <li>1. The Kindergarten Readiness rate in math will increase from 60% to 70% (approximately two students) as measured by FAST assessment in fall, 2023.</li> <li>2. The Kindergarten Reading Rate in reading will increase from 25% to 45% (approximately four students) as measured by FAST assessment in fall 2023.</li> <li>3. Strategies:</li> <li>4. In 2022-23, the NCCS Kindergarten teachers and Director will meet with Head Start teachers and their director to discuss kindergarten readiness expectations. There will be quarterly meetings and tracking of 4-year-old progress toward kindergarten readiness.</li> <li>5. NCCS will work with Head Start and the Naytahwaush Community Council to locate 4-year-olds who are not attending Head Start and make home visits to connect families with area resources and provide them with the kindergarten readiness expectations.</li> <li>6. In Spring, 2023 there will be a kindergarten round-up held in late April.</li> <li>7. In May 2023 there will be a kindergarten step-up afternoon.</li> </ol>

Goal Area 2	All American Indian Third Graders Achieve Grade Level Literacy
<p><b>2022-23 District Goal</b></p>	<p>The third grade AI students are assessed three times a year using FAST (Formative Assessment for Teachers). In fall, 2022 the percent of NCCS AI children in the third grade reading at grade level was 25% (five out of twenty students).</p> <p>Goal:</p> <ol style="list-style-type: none"> <li>1. Our goal is to increase the number of third grade AI students reading at grade level by May 2023 as measured by FAST to increase from 25% to 45% (nine out of twenty students).</li> </ol> <p>Strategies</p> <ol style="list-style-type: none"> <li>2. Students will spend at least 35 minutes a week on the i-Ready self-adjusting reading intervention program.</li> <li>3. Students reading below the 40<sup>th</sup> percentile in reading will participate in weekly reading intervention.</li> <li>4. Adjustments will be made in instructional approaches if reading skills are not showing progress.</li> <li>5. Culturally relevant activities and language will be integrated into the students' days to build self-confidence, pride, and an understanding that math and reading are important in Native American Culture.</li> <li>6. Parents and community members will be engaged through family fun nights, discussions of educational topics, the American Indian Parent Advisory Committee (AIPAC).</li> <li>7. Teachers will spend at least 90 minutes on reading daily.</li> </ol>

Goal Area 3	All Achievement Gaps Closed for American Indian Students
<p><b>2022-23 District Goal</b></p>	<p>Over 98% of our students are AI, therefore we are comparing our proficiency rates to Minnesota’s proficiency rates for White children.</p> <p>The Minnesota proficiency rate in math for White students in 2022 was 54.7%, while the proficiency rate of NCCS AI students was 13%, an achievement gap of 41.7%.</p> <p>The proficiency rate in reading for White students was 59.8%, while the proficiency rate for NCCS AI students was 21.4%, an achievement gap of 38.4%.</p> <p>Goals:</p> <ol style="list-style-type: none"> <li>1. NCCS students will narrow the achievement gap in math as compared to White students, as measured by the math MCA assessments by 6% (approximately four students).</li> <li>2. NCCS students will narrow the achievement gap in reading as compared to White students, as measured by the reading MCA assessments by 6% (approximately four students).</li> </ol> <p>Strategies:</p> <ol style="list-style-type: none"> <li>1. Intervention teachers will work with students K-6 who are below the 40<sup>th</sup> percentile in math and/or reading.</li> <li>2. Students K-6 will spend at least 35 minutes a week on i-Ready math and 35 minutes a week on i-Ready reading intervention and progress monitoring.</li> <li>3. Students K-6 will be active participants during progress monitoring. (Students will be aware of and discuss their growth)</li> <li>4. Culturally relevant activities and language will be integrated into the students’ days to build self-confidence, pride, and an understanding that math and reading are important in Native American Culture.</li> <li>5. Parents and community members will be engaged through family fun nights, discussions of educational topics, the American Indian Parent Advisory Committee (AIPAC).</li> <li>6. Teachers will spend at least 90 minutes on reading and 90 minutes on math daily.</li> </ol>

Goal Area 4	All American Indian Students Achieve Career and College Readiness
<b>2022-23 District Goal</b>	<p>Grades K-4 will incorporate careers and post-secondary education into their lesson plans throughout the year. Introducing at least five different careers and the education needed to be successful in the careers.</p> <p>Grade 5 will research three careers, including the employment outlook nationwide and specifically on the White Earth Indian Reservation, what educational steps are needed to qualify in the career, wage/salary outlook and pros and cons of the career. They will present the information to their classmates using technology.</p> <p>Grade 6 will take a career interest inventory, participate in a field trip to a local post-secondary school on the White Earth Indian Reservation.</p>

## School Finances

The following three pages are excerpts from our draft FY 22 audit. Our audit is conducted by Miller McDonald out of Bemidji Minnesota and has not been approved by the board at the time this report was written.

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**NAYTAHWAUSH COMMUNITY SCHOOL**  
**MINNESOTA CHARTER SCHOOL NO. 4155**  
**NAYTAHWAUSH, MINNESOTA**  
**BALANCE SHEET - GOVERNMENTAL FUNDS**  
**JUNE 30, 2022**

	General	Other Governmental Fund	Totals
<b><u>ASSETS</u></b>			
Cash and Investments	\$ 2,901,545	\$ -	\$ 2,901,545
Due from Other Governmental Units	209,270	-	209,270
Other Accounts Receivable	281	-	281
Inventories	-	2,777	2,777
Prepaid Expenditures	6,851	-	6,851
<b><u>Total Assets</u></b>	<b>\$ 3,117,947</b>	<b>\$ 2,777</b>	<b>\$ 3,120,724</b>
 <b><u>LIABILITIES AND FUND BALANCE</u></b>			
<b><u>Liabilities</u></b>			
Salaries Payable	\$ 212,262	\$ -	\$ 212,262
Accounts Payable	39,725	-	39,725
Due to Other Minnesota School Districts	68,883	-	68,883
<b>Total Liabilities</b>	<b>320,870</b>	<b>-</b>	<b>320,870</b>
 <b><u>Fund Balance</u></b>			
Nonspendable	6,851	2,777	9,628
Restricted	34,228	-	34,228
Unassigned Fund Balance	2,755,998	-	2,755,998
<b>Total Fund Balance</b>	<b>2,797,077</b>	<b>2,777</b>	<b>2,799,854</b>
<b><u>Total Liabilities and Fund Balance</u></b>	<b>\$ 3,117,947</b>	<b>\$ 2,777</b>	<b>\$ 3,120,724</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, 2022**

	<u>General Fund</u>	<u>Other Governmental Fund</u>	<u>Totals</u>
<b><u>Revenues</u></b>			
Local Revenues	\$ 6,728	\$ -	\$ 6,728
Revenues from State Sources	2,079,553	3,645	2,083,198
Revenues from Federal Sources	1,660,635	132,948	1,793,583
Sales and Other Conversions of Assets	-	6,302	6,302
Investment Earnings	8,552	-	8,552
Total Revenues	<u>3,755,468</u>	<u>142,895</u>	<u>3,898,363</u>
<b><u>Expenditures</u></b>			
<b>Current:</b>			
Administration	176,184	-	176,184
District Support Services	247,371	-	247,371
Regular Instruction	1,868,895	-	1,868,895
Special Education Instruction	671,888	-	671,888
Instructional Support Services	61,976	-	61,976
Pupil Support Services	143,522	150,339	293,861
Sites and Buildings	267,650	-	267,650
Fiscal and Other Fixed Costs	20,200	-	20,200
<b>Debt Service:</b>			
Principal Retirement	22,843	-	22,843
Interest and Fiscal Fees	97,157	-	97,157
Capital Outlay	140,972	17,984	158,956
Total Expenditures	<u>3,718,658</u>	<u>168,323</u>	<u>3,886,981</u>
<b><u>Excess of Revenues Over (Under) Expenditures</u></b>	<u>36,810</u>	<u>(25,428)</u>	<u>11,382</u>
<b><u>Other Financing Sources (Uses)</u></b>			
Operating Transfers In	-	20,293	20,293
Operating Transfers Out	<u>(20,293)</u>	<u>-</u>	<u>(20,293)</u>
Total Other Financing Sources (Uses)	<u>(20,293)</u>	<u>20,293</u>	<u>-</u>
<b><u>Excess of Revenues and Other Financing Sources Over (Under) Expenditures and</u></b>	<u>16,517</u>	<u>(5,135)</u>	<u>11,382</u>
<b><u>Fund Balances, Beginning of Year</u></b>	<u>2,780,560</u>	<u>7,912</u>	<u>2,788,472</u>
<b><u>Fund Balances, End of Year</u></b>	<u>\$ 2,797,077</u>	<u>\$ 2,777</u>	<u>\$ 2,799,854</u>

See Accompanying Notes to Financial Statements.

NAYTAHWAUSH COMMUNITY SCHOOL  
MINNESOTA CHARTER SCHOOL NO. 4155  
NAYTAHWAUSH, MINNESOTA  
REQUIRED SUPPLEMENTARY INFORMATION  
GENERAL FUND  
BUDGETARY COMPARISON SCHEDULE  
YEAR ENDED JUNE 30, 2022

	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual</u>	<u>Variance with Final Budget - Positive (Negative)</u>
<b>Revenues</b>				
Local Revenues	\$ 71,000	\$ 71,000	\$ 6,728	\$ (64,272)
Revenues from State Sources	1,916,383	1,916,383	2,079,553	163,170
Revenues from Federal Sources	1,678,189	1,678,189	1,660,635	(17,554)
Investment Earnings	22,000	22,000	8,552	(13,448)
<b>Total Revenues</b>	<b>3,687,572</b>	<b>3,687,572</b>	<b>3,755,468</b>	<b>67,896</b>
<b>Expenditures</b>				
Current:				
Administration	189,968	189,968	176,184	13,784
District Support Services	242,789	242,789	247,371	(4,582)
Regular Instruction	1,603,081	1,603,081	1,868,895	(265,814)
Special Education Instruction	668,684	668,684	671,888	(3,204)
Instructional Support Services	53,789	53,789	61,976	(8,187)
Pupil Support Services	129,934	129,934	143,522	(13,588)
Sites and Buildings	187,003	307,003	267,650	39,353
Fiscal and Other Fixed Costs	15,721	15,721	20,200	(4,479)
Debt Service:				
Principal Retirement	-	-	22,843	(22,843)
Interest and Fiscal Fees	-	-	97,157	(97,157)
Capital Outlay	39,500	39,500	140,972	(101,472)
<b>Total Expenditures</b>	<b>3,130,469</b>	<b>3,250,469</b>	<b>3,718,658</b>	<b>(468,189)</b>
<b>Excess of Revenues Over (Under) Expenditures</b>	<b>557,103</b>	<b>437,103</b>	<b>36,810</b>	<b>(400,293)</b>
<b>Other Financing Use</b>				
Operating Transfers Out	-	-	(20,293)	(20,293)
<b>Excess of Revenues Over (Under) Expenditures and Other Financing Use</b>	<b>557,103</b>	<b>437,103</b>	<b>16,517</b>	<b>(420,586)</b>
<b>Fund Balances, Beginning of Year</b>	<b>2,780,560</b>	<b>2,780,560</b>	<b>2,780,560</b>	<b>-</b>
<b>Fund Balances, End of Year</b>	<b>\$ 3,337,663</b>	<b>\$ 3,217,663</b>	<b>\$ 2,797,077</b>	<b>\$ (420,586)</b>

See Accompanying Notes to the Required Supplementary Information

## Service-Learning Plan and Outcomes

### Purpose:

The purpose of this plan is to provide organizational guidance and articulate expectations for service-learning.

### 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.

### Review of 2021-22 Service-Learning Activities:

1. 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).
  - a. Four of the five activities were completed.
2. Each classroom will engage in a minimum of one service-learning project annually.
  - a. Unable to confirm due to change in personnel.
3. 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.
  - a. Not able to confirm.
4. The school will designate a board to exhibit examples of service to others.
  - a. Unable to locate board.

### 2022-23 Planned Service-Learning Activities

1. K-5 students will participate in harvest of sage, learning the importance of sage in the Ojibwe culture and drying sage for distribution.
2. K-6 students will participate in the harvest of sumac, learning the importance of sumac in the Ojibwe culture and making sumac lemonade as part of the experience.
3. Sixth grade student will participate in the fall wild rice harvest, learning about the process and assisting elders with the movement of rice from canoes to vehicles.
4. 5<sup>th</sup> and 6<sup>th</sup> grade students will mentor K and first grade students during Ojibwe culture activities.
5. Students K-6 will organize and participate in a program honoring veterans on Wednesday prior to Thanksgiving.
6. Students K-6 will help organize and participate in the NCCS spring powwow which all community members will be invited to attend.



7. Students K-6 will hold a community health fair including a 5K color walk/run for the community to promote health and fitness.

## **Innovative Practices**

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

1. Students receive daily Ojibwe language instruction.
2. Our school hosts an annual powwow.
3. Students participate in extended cultural activities on the 2<sup>nd</sup> and 4<sup>th</sup> Wednesday of the month.
4. Students participate in cultural season activities such as ricing and sugarbush camp.

### **Academic Excellence:**

1. Benchmark Literacy and Math Expressions for core instruction (120/90 minutes respectively each day).
2. Reading and math intervention weekly for students below the 40<sup>th</sup> percentile.
3. i-Ready self-adjusting computer intervention for math and reading at least 35 minutes a week for all students in math.
4. i-Ready self-adjusting computer intervention for math and reading at least 35 minutes a week for all students in reading.
5. Student support team meets weekly to review mental health, intervention, and special education referrals.
6. Special education collaborates with Mahnomon special ed staff to help students transition
7. Consistent and comprehensive teacher evaluation with weekly observations.
8. Progress monitoring for all students.
9. Added for 2022-23 - Rigorous, data-driven goal setting both long-term (5 year) and yearly math and reading goals.

### **Proactive Behavior Management:**

1. Nurtured Heart and Responsive Classroom philosophy and common practice.
2. Full-time therapist for mental health support to students.
3. Student support position to help students with self-regulation skills.
4. PBIS is practiced in the district.
5. Added for 2022-23 – Alternative to Suspension (A2S) to minimize suspensions and teach appropriate classroom behaviors.
6. Added for 2022-23 – Student-Parent communication when behaviors are disruptive.

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

1. School-wide opening circle every Monday morning.

2. Student leaders share celebrations, recognitions, and announcements
3. Ojibwe language is spoken, and songs are sung.

**Family Connections:**

1. Staff begins school year with home visits
2. Quarterly Family Fun Days
3. Parent Advisory meetings

**Master Schedule:**

1. 120 minutes reading everyday
2. 90 minutes math everyday
3. 45 minutes writing everyday
4. 30 minutes Ojibwe everyday

**Healthy Life Choices:**

1. Full-time therapist for mental health support to students
2. Everyday PE for all grades.
3. An annual 5K for students, families, and community.
4. Backpack program for weekend food that is sent home

**Future Plans**

**Academics:** NCCS reading, and math scores are very low. Board, administration, teachers, families, and the White Earth Nation are all concerned about our students' math and reading abilities. This must be a priority in 2022-23. The following are just some of the steps we are taking to accelerate learning.

1. In addition to FastBridge, we are adding the i-Ready intervention program. This program adjusts to students' abilities and provides additional progress monitoring.
2. NCCS is also working with Northern Sky Regional Center of Excellence regarding school improvement. Adrienne Eickman is our contact.
3. There are two sections of kindergarten and two sections of first grade.
4. The Student Support Team (SST) meets weekly to discuss teacher referrals.
5. Emphasis on math and reading every day and everywhere.
6. We have 2.6 full-time intervention teachers who are doing pull-out intervention with students who are not on IEPs but are below the 40<sup>th</sup> percentile in math and/or reading.
7. Progress monitoring is being done weekly in math and reading.
8. Student progress data will be shared at conferences in November and again in the spring.

9. Many of our students have significant trauma and/or other challenges in their lives creating a need for regular mental health support. In addition to our counselor, we will have a full-time therapist on site, as well as virtual therapy.
10. Attendance plays a major role in academic acceleration. NCCS employees a Home/School liaison to assist with attendance issues and if necessary to go and pick students up if they miss the bus. Attendance Awards are given out weekly to classes as well as notification on Facebook regarding classes with 92+% attendance. At the end of first quarter there will be a celebration for excellent attendance and other academic achievements.
11. Professional Development is being held twice a month on the 2<sup>nd</sup> and 4<sup>th</sup> Wednesday of the month. This time is used for reviewing data, teacher training, collaborative work time, and more.

**Building Expansion:** NCCS is bursting at the seams, we are using every inch of our space. A facility committee has been formed and the board has voted to move forward with hiring an architect and developing a plan for an addition.

**Implementation of A2S grades 2-6:** Alternative to Suspension (A2S) is a program we are implementing to help reduce suspensions, help students develop the skills necessary to be successful in the classroom and communicate with their parents/guardians. When a student is sent to the redirect room, parents/guardians are notified by the redirect room staff, if a student is sent to the redirect room twice in the same day the student calls their parent/guardian, a third time and the student is put on A2S. On A2S students earn points by meeting expectations. If expectations are met, the student is allowed to rejoin their class. If expectations are not met, the student is assigned another day of A2S.

**Summer Academic Acceleration:** Summer programming aimed at accelerating learning in math and reading will be held in June and July of 2023.

### Authorizer and Nonprofit-Status



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. At the end of the 2021-22 school year NCCS was awarded a five-year contract. The annual public meeting for NCCS was held on January 10, 2022.

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)**

**Office of the Minnesota Secretary of State  
Certificate of Good Standing**

I, Steve Simon, Secretary of State of Minnesota, do certify that: The business entity listed below was filed pursuant to the Minnesota Chapter listed below with the Office of the Secretary of State on the date listed below and that this business entity is registered to do business and is in good standing at the time this certificate is issued.

Name: Naytahwaush Community School  
Incorporated  
Date Filed: 01/14/2005  
File Number: 1185299-2  
Minnesota Statutes, Chapter: 317A  
Home Jurisdiction: Minnesota

This certificate has been issued on: 09/21/2022



*Steve Simon*  
Steve Simon  
Secretary of State  
State of Minnesota