

New Richland-Hartland-Ellendale-Geneva Public Schools

Independent School District No. 2168



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Empowering students with knowledge and skills to succeed

Elementary Principal's Board Report April 2021 NRHEG Elementary School Doug Anderson, Elementary Principal

2020-2021 School Year

Section	Enrollment	# of Sections	Students/Sect.
ECSE	9	2	
Bridges	11	1	11
K	59	3	19.66
1	54	3	18
2	56	3	18.33
3	52	3	17.33
4	58	3	19.33
5	63	3	21
Total	362	19	

1. MCA Assessments

The MCAs will be given at the elementary according to the schedule below. The Reading MCAs have already been administered.

Grades 3-5 Math April 20-29
Grade 5 Science May 4-6

We use the MCAs to find out how well our school has aligned curriculum and instructed students in the Minnesota Academic Standards in reading, mathematics, and science. Although the reading results are only preliminary results at this time, we continue to review them and ways to best support our students.

2. Recent Principal Professional Development

~Upcoming PBIS Sustainability Conference (April 28) Minnesota PBIS Consortium, Presenter PBIS Southern Regional Implementation Project (SRIP) is offering a virtual PBIS Sustainability Day seminar for school teams who are interested in re-energizing school PBIS teams, collaborating with other PBIS school teams, accessing leaders and trainers of PBIS, and learning more about PBIS Sustainability topics. Several key factors enhance PBIS sustainability

in schools: use of data, teaming and staff buy-in, administrator support, and the availability of ongoing resources.

~Resilience Impact-Supporting Educator Well-Being MasterClass-Denise Moody, Presenter (March 2021)

- *Understand the purpose of strong emotions and how to handle them
- *Cultivate resilience
- *Create a rhythm that supports the well-being of staff
- *Renew energy and creativity
- *Experience self-compassion when things are hard

The wellness and resilience of teachers are directly correlated to the environments and relationships they create with students and their longevity in the profession. Together, we can change school culture to better care for those that pour their lives into students.

~Learners Edge Training, Jamie McNatt, Presenter

***Part 1: Students and Anxiety**-Today's fast-paced, high-stress, technology-filled world is wreaking havoc on our students' mental health. Pulled in so many different directions, students are experiencing anxiety like never before. Learning how to support students who have anxiety is an essential skill every educator needs to know. I learned about the differences between "good" and "bad" anxiety, recognize how anxiety is manifested in passive or aggressive behaviors, and develop classroom strategies to ensure students are supported and understood.

***Part 2: Teachers and Anxiety**-Like students, teachers too, are vulnerable to mental health struggles that impact their daily lives. With so many demands, educators need to insist on taking care of both their physical and mental health. In Part II of this 3-part series, I learned about about moral injury, burn-out, and the causes of teacher anxiety while gaining strategies for self-care, wellness, and work-life balance.

***Part 3: Schools and Anxiety**-One of the most anxiety-inducing things to contemplate is school safety. Schools are now rehearsing lockdowns and safety drills for a variety of different we-hope-it-never-happens scenarios. While some argue these practices are catalysts for fear and anxiety, others argue they are necessary to equip students, teachers, and schools with plans for how to respond in a crisis. I learned how issues of school safety can create anxiety for all, including those in charge of keeping students safe at school.

3. Elementary Distance Learning Information Update

There are currently **11** Distance Learning Students at the elementary school (as of 04-09-21). Last month there were **19** Distance Learning Students. The grade level breakdown is listed below.

Bridges	0
Kindergarten	2
Grade 1	3
Grade 2	2
Grade 3	1
Grade 4	3
Total	11

4. Kindergarten Update

On March 15, the **Welcome to Bridges and Kindergarten** video and registration information was sent to all incoming kindergarten students. As of 04-09-21, we have **60 confirmed** students that will make up the 2021-2022 Bridges and Kindergarten sections for the upcoming

school year. Currently, this is 10 fewer students at this level than this past year. Typically, we do pick up additional kindergarten students from now until August, but at this time we are uncertain as to what that number may be.

5. Music Students of the Month (March)

- Grade 1-Grace Wear and Bryson Baseman
- Grade 2-Tianna Wallace and Bo Holland
- Grade 3-Addison Sandry and Dakota Clark
- Grade 4-Emma Mortenson and Alec Wyrum
- Grade 5-Jovey Knudson and Blake Klimmek

6. STEAM (Science, Technology, Engineering, Arts, and Mathematics) Update

With the retirement of Kathy Meyer, Technology Teacher at our school, the elementary has been pursuing reviewing this position and will be recommending that a 1.0 FTE STEAM Teacher be recruited to work with our elementary students. A Steering Committee made up of 6 teachers has been meeting regularly to support the implementation of this position. Members include: Brittney Nesbit (gr 1), Samantha Klukow (gr 4), Laura Garlow (gr 4), Kiley Lassahn (gr 2), Jill Larson (gr 2), and Olivia Erickson (gr 5). Discussion items and activities have included: the development of a school-wide schedule, curriculum, site visits of schools with current STEAM programs, grant-work, position expectations and qualifications, and summer teamwork. We anticipate candidate qualifications will include:

NRHEG Elementary School is seeking a dynamic communicator with excellent interpersonal skills for the role of STEAM teacher. The STEAM teacher will be responsible for developing learning activities and hands-on material, tending to individual student needs and communicating regularly with parents. This is a newly created position at our elementary school.

STEAM Responsibilities:

- Developing and Coordinating STEAM curriculum
- Daily lesson planning
- Adopting a data-driven attitude towards student progress
- Developing STEAM learning activities and hands-on materials for classes
- Monitoring
- Communicating regularly with parents student growth to identify strengths and areas of improvement
- Using learning data to refine curriculum
- Providing regular feedback to students
- Work closely with school staff on programming

STEAM Requirements:

- Bachelor's degree in STEAM Certification (preferred)
- MN State Elementary Education teaching license
- Knowledge of STEAM best practices
- Interpersonal skills
- Empathetic
- Excellent written and verbal communication skills

- Computer/technology proficiency
- Excellent classroom management Skills
- Excellent teamwork abilities

NRHEG SUMMER PROGRAMMING & INTERVENTION UPDATE

Extended School Year (ESY)

- The elementary Extended School Year (ESY) program (Grades EC-5) has been expanded this year to **include an additional 8 days of instruction** and support for our special education students. Classes are scheduled for July 1, 12-15, 19-22, 26-29, and August 2-5.
- Classes will be held from 8:30-11:30 a.m. at the elementary school.
- Staff members are in place (1 ECSE Teacher and 1 SLD/EBD Teacher, along with paraprofessionals, will support the program).
- Licensed Staff includes Dena Summer (K-5), Alexis Kubista (ECSE), along with Erin Johnson (Speech and Language Pathologist).
- The instructional academic emphasis will be on identifying and addressing the gaps and regression from the past school year and to provide school/grade readiness preparation for the upcoming year.
- As of April 9, 2021, there are 12 students registered for this program. This is also the same number of students who qualify for the program.

Camp Panther

- The *Camp Panther* program currently has 45 students enrolled.
- Classes are scheduled for June 14-17, 21-24, 28-30, July 1, 12-15, 19-22, and 26-29.
- Classes will be held from 8:30-11:30 a.m. at the elementary school.
- This camp is designed to identify and target the academic gaps and regression present due to the pandemic and the unexpected change in the learning models over the past year.
- Who is eligible? Those who qualify based on recent academic data; Those who meet with the Family Services Coordinator and/or School Social Worker; and those on an IEP who did not qualify for the *Extended School Year* program.
- Students are also identified using our recent *FAST*, *STARS*, and Benchmark Assessment data.
- The *Camp Panther* program is tailored to meet the individual needs of students, but will yet have an exciting and engaging school camp feel (after all, it is summer).
- Camp Panther will focus on providing literacy instruction using our current *Fountas and Pinnell Balanced Literacy* curriculum, including the prescribed **Leveled Literacy Intervention** program for each student.
- Activities from our *Bridges in Mathematics* program, including the intervention materials, will support students in the area of math.
- Whole group activities, snacks, and Activity Blocks will complete the programming.

- There are 7 licensed staff scheduled to work with our students allowing for an instructional ratio of 7:1.
- Initial program costs are estimated right at \$42,000.00 including staff, materials, food, and transportation. Licensed staff includes Cassidy Williams, Katie Knudson, Kylie Lassahn, Devin Dobesh, Laura Garlow, Sara Ihrke, and Jess Williams (Camp Panther Director).

Student Intervention Support

- We have applied for, and have received, an *Emergency Response Member Literacy Tutor* from the MN Reading Corps. This literacy tutor will be a part of our summer programming.
- Elementary Interventionist Staff Include:
 - Sara Ihrke, Title 1 Lead Teacher (Literacy)
 - Jean Groth, Title 1 Teacher (Math)
 - Jess Williams, Reading Interventionist
 - Diana Oltmann, MN Reading Corps
 - Judith Buresh, MN Reading Corps, Virtual Tutor
 - All Elementary Teachers and Paraprofessionals
- Elementary students were benchmarked for their instructional text reading level in January and will be again in May to determine their current instructional reading level (the level students can read with instructional support) for Guided Group Literacy Instruction.
- Current Student Intervention Supports in Place
 - Title 1 (Grades K-5) Reading and Math
 - Reading Interventionist Grades K-5
 - MN Reading Corps
 - On-site tutor
 - Virtual tutor
 - Multi-Tiered Systems of Support (MTSS/RtI)
 - Leveled Literacy Intervention (LLI)
 - *Bridges* Program Intervention
 - Core Instruction/Guided Groups/Intervention
 - Progress Monitoring/Running Records
 - Proactive Interventions: Deals with areas of need before they become a larger obstacle to education.
 - Intentional Interventions: Specifically addresses an observed weakness.
 - Formal Interventions: Uses targeted methods for addressing specific needs and tracks progress.
 - The Elementary Student Assistance Team (SAT) is of great help to staff when selecting academic and behavioral interventions
- Students are given the *FAST Assessments* (Grades K-2) and *STARS Assessments* (Grades 3-5) to benchmark progress. **Our purpose in using the assessments above is to:**
 - Identify students who may be at risk for difficulties in reading, math, behavior, and developmental milestones
 - Identify students who may need support delivered via core, tiered instruction, and enrichment

- Help identify skill areas that the student has currently mastered, are in development or need to be taught in the future
- Frequently progress monitor at-risk students while they receive additional, targeted instruction
- Identify students' performance and growth rates in relationship to expectations (research-based benchmarks) and local or national norms
- **Benchmark Reading Level Data** (From January, 2021)

<u>Grade Level</u>	<u># On Level</u>	<u>% On Level</u>
Kdg.	38	54%
Grade 1	23	42%
Grade 2	27	47%
Grade 3	30	55%
Grade 4	43	74%
Grade 5	26	42%

~Note: We had just moved to Hybrid Learning, after having been in Distance Learning when these assessments were given in January.

Most students who are receiving interventions have progressed 1-2 levels since January. Most levels are slated to take three months to move out of. Those students not receiving an intervention are likely at the same level, or one level above. Our assessments in May will determine exactly how much progress has been made since our return to In-Person Learning in January. *Fountas and Pinnell Progress Monitoring Chart attached

Data: Grades 3-5 (Provided by the Reading Interventionist)

- 25 students receive intervention support from the interventionist
- 14 students showed growth on the STAR assessment
- 4 exited interventions altogether
- 11 students showed high growth
- 3 students showed low growth
- The remaining students had gaps with attendance

Data: Grades K-2 (Provided by the Title One Teacher)

- 26 students have received support from the Title 1 Teacher
- 10 students have moved 3-5 levels this year
- 5 students have moved two or more levels
- 2 students have moved one level since January
- 1 student has exited the program
- 2 students have qualified for Special Education services
- 1 student has moved
- 3 students have shown low growth
- 2 students are in an enrichment group and have shown growth