

NRHEG Public School

Independent School District No. 2168



High School
306 Ash Ave. South
New Richland, MN 56072
(507)465-3205
Fax (507)465-8633

Elementary School
600 School St.
Ellendale, MN 56026
(507)684-3181
Fax (507)684-2108

Elementary Principal's Board Report NRHEG Elementary School

1. Elementary School Enrollment (As of June 11, 2019)

Level	Enrollment	# of Sections	Students Per Section
ECSE	11	2	
Bridges	9	1	9
K	60	3	20
1	59	3	19.66
2	53	3	17.66
3	58	3	19.33
4	64	3	21.3
5	52	2	26
Total	366	384 in May	06-11-2019

2. Welcome to the following new staff members at NRHEG Elementary School:

-Brittney Nesbit is a graduate of Winona State University and holds a bachelor's degree in Elementary Education with an Early Childhood Emphasis and Reading Instruction minor. She is currently a long-term substitute in the classroom where she student taught in Lake City. Brittney will be teaching first grade next year.

-Marcus Fischer is a recent graduate of Winona State University and after graduating in December 2018, has been a student intern at Byron Middle School. Marcus is very excited to be assigned to fifth grade for next year and is very open to supporting and leading clubs, afternoon activities, and coaching opportunities at our school and in the District.

-Morgan Clark is a December 2018 graduate from Minnesota State University, Mankato and is completing a long-term substitute position at Hoover Elementary in

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Mankato. Morgan has experience with developmentally delayed students along with her supervisory duties at ACES in Mankato. She has worked with The Mentor Network supporting adolescent boys who are on the spectrum. Morgan will be placed in fourth grade next year.

-Erin Krenik will be a May graduate from Minnesota State University, Mankato. She has served as a Literacy Director at MSU and has also been a Graduate Assistant and Camp Counselor for a camp focused on literacy. Renee Moravec will serve as a mentor to Erin during the 2019-2020 school year.

3. For the upcoming school year, our school will have available to our teachers the support of a Literacy Coach. The goal of these coaching sessions will be **to coach and support classroom teachers, interventionists and special education teachers in all areas of balanced literacy. The coach will assist in identifying their specific individual needs and coach them through that area with our balanced literacy program using the Fountas and Pinnell classroom materials.**

Kelsey Routh, former reading interventionist and teacher has been scheduled to be the literacy coach for the upcoming school year. Kelsey provided strong support, feedback, and coaching to our staff members while she was here. Kelsey has extensive training in intervention techniques, and our staff worked closely with her as we implemented a balanced literacy program this past year. Through the use of elementary staff development dollars, we have secured/contracted with Kelsey for the tentative following days:

Date	Day of the Week	Time
September 24, 2019	Tuesday	8:00-3:00
September 25, 2019	Wednesday	8:00-3:00
October 8, 2019	Tuesday	8:00-3:00
October 9, 2019	Wednesday	8:00-3:00

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<i>October 29, 2019</i>	<i>Tuesday</i>	<i>1:00-4:00</i>
November 12, 2019	Tuesday	8:00-3:00
November 13, 2019	Wednesday	8:00-3:00
December 10, 2019	Tuesday	8:00-3:00
December 11, 2019	Wednesday	8:00-3:00
Tuesday	Wednesday	8:00-3:00
<i>January 15, 2020</i>	<i>Wednesday</i>	<i>7:30-10:30</i>
February 11, 2020	Tuesday	8:00-3:00
February 12, 2020	Wednesday	8:00-3:00
March 3, 2020	Tuesday	8:00-3:00
<i>Final Session: 3/4/2020</i>	<i>Wednesday</i>	<i>1:00-4:00</i>

4. Beginning with the 2019-2020 school year, the **Panther Preschool Program** (three and four-year-old programs) and the elementary's Early Childhood Special Education program will be fully integrated. Preschool teachers, Amy Jensen and Kara Kahle, will be teaching with ECSE teacher Ryan Evans in our early learning programs. Several area schools have implemented this programming and at the strong encouragement of our Special Education Director and Assistant Director we, too, have moved forward. The teachers have had planning meetings and will meet over the summer to finalize programming. I will keep you updated with this program.

5. The June 5 In-Service Day focused on training teachers to administer running records. Running records are used to collect information on readers who are still reading aloud and working on basic skills. A running record captures both how well a student reads (the number of words they read correctly) and their reading behaviors (what they say and do as they read). A running record can help match the student

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with books that are right for them, and they are used to track the student's progress. The afternoon was spent on facilitating and participating in data meetings for students. Data meetings provide the following:

- A systematic process for conducting school-based data meetings
- Checklists of tasks to be completed before a meeting to help it run efficiently
- Tools for analyzing and grouping students for instruction
- Plans for choosing interventions that address student needs
- Allows teachers to organize ongoing data collection, benchmark assessments, and progress monitoring tools

6. Currently, NRHEG Community Education is exploring interest in the creation of a fee-based School Age Care (SAC) program for children ages 4 to 5th grade. A SAC program would be designed to provide a wide range of fun and exploratory activities for students such as arts and crafts, sports, games, quiet time, creative and dramatic play, outdoor play, science, special events, community service, exploration and field trips. Community Education Director, Macy Whiteside, hopes to have this program in place at both sites beginning in September.

7. The elementary school is looking to add a social-emotional curriculum component to our programming. Social-emotional learning (SEL), as defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL) is "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

Often taught in the classroom, social-emotional learning gives tomorrow's workforce the tools for success, while educators find it contributing to a positive school climate and increased academic success. Beyond immediate outcomes in the classroom, SEL prepares employees to solve problems, manage emotions, and communicate.

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Extensive research shows a positive correlation between the skills taught throughout social-emotional learning programs and positive behavior, academic achievement, and healthier life choices. A 2015 publication from the Organisation for Economic Co-operation and Development (OECD), *The Power of Social and Emotional Skills*, highlights a nine-country analysis that found there is a common set of skills that seems to matter across cultures—including self-esteem, self-efficacy, and sociability. These skills consistently affect outcomes like college completion, job attainment, health, and civic engagement

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