

From the office of: MLB Commissioner
of Education: Rick St. Germaine

January 2018



NAY AH SHING & PINE GROVE SCHOOL'S ANNUAL REPORT

2016-2017

The Mission of Nay Ah Shing School is to teach Ojibwe Language, Culture, History, and skills to live in 2 Cultures by: Educating students academically, socially, emotionally, and physically in a safe and supportive environment. Building relationships and socializing skills by teaching respect for themselves, for Elders and for all individuals. Creating strong partnerships with parents. Accommodation of learning styles and teaching life skills

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INSIDE THIS ISSUE

School Population & Grades	2
Transportation Department	2
School Facilities	3
Food & Nutrition	3
Gifted & Talented Program.....	4
Niigaan Program.....	5
Rutledge Winter Camp	5
Technology Department	6
Ojibwe Language & Culture.....	6
Special Education.....	7
Pine Grove School.....	7
K-5 Strategic Plan/ Goals.....	8
6-12 Strategic Plan/ Goals.....	8
Academic Goals & Growth.....	9
Higher Education.....	9

SCHOOL POPULATION & GRADES:

Currently Nay Ah Shing School's uses traditional grading (meaning grades are averaged together to get the end grade). Our goal is to move to standard-based grading for the 2018-2019 school year.

The standard-based grading will break down all the areas (test scores, quizzes, completed homework, classroom participation, on time to school, extra credit, etc) and grades them individually instead of averaging them all together. This way parents/ guardians can address the areas that need improvement.

It will also help the students to understand clearly what the learning targets are with the state standards, if they are improving and if not, and what areas they need work on, etc.

The following is the break down of our attendance records for school years 2014-2015, 2015-2016, & 2016-2017:

School Year 2014-2015

We had 221 total students enrolled (from kindergarten through 12th grade), with an average of 89.38% attendance record for the year.

K-5: 135 students, averaged 92.82% attendance

6th-7th Grade: 26 students, averaged 90.06% attendance

8th-12th Grade: 60 students, averaged 77.74% attendance

School Year 2015-2016

We had 233 total students enrolled (from kindergarten through 12th grade), with an average of 89.13% attendance record for the

year.

K-5: 153 students, averaged 91.51% attendance

6th-7th Grade: 28 students, averaged 85.88% attendance

8th-12th Grade: 52 students, averaged 81.81% attendance

School Year 2016-2017

We had 216 total students enrolled (from kindergarten through 12th grade), with an average of 89.11% attendance record for the year.

K-5: 139 students, averaged 90.63% attendance

6th-7th Grade: 32 students, averaged 91.03% attendance

8th-12th Grade: 45 students, averaged 81.12% attendance.



TRANSPORTATION DEPARTMENT:

The transportation department has a fleet of One 14 passenger bus, Four 59 passenger buses, Three 77 passenger and a 10 passenger Trans van. Currently we are transporting 22 students on the Brainerd route, a combined total of 69 students on the Isle/Onamia route and 73 students on the Reservation route. We are also in the process of trading in one of the mid buses for two more 14 passenger buses going forward. Also, we have been asked to partake in a trial for one to three electric buses sometime in the 2018 year. More of this exciting new to come later.



SCHOOL FACILITIES:

Nay Ah Shing School's Educational buildings located in District 1 Vine-land, MN include: the Abinoojiiyag School for grades K-5, the High School comprised of the Middle school grades 6-7 and the High school grades 8-12, our extension school is located in District 3 Sandstone, MN – Pine Grove Academy for grades K-6



NAY AH SHING FISCAL REPORT:

The schools operate off 14 different funding sources (listed below). Each one supports items such as salaries and fringe benefits, staff development, program supplies, utilities, and student activities.

ADMINISTRATION: \$466,530. The majority of this fund goes to the MLB to help defer costs such as accounting, payroll, Human Resources needed to help manage grant funds.

STATE AID: \$382,256. Minnesota State School Funds

TITLE VI: \$33,198. Used to meet the unique educational & culturally related academic needs of American Indian students.

JOHNSON O'MALLY: \$48,900. Funds used to address the needs of American Indian students & may include such programs as culture, language, academics & drop-out prevention.

AIE AID: \$75,206. This state aid is used to increase academic achievement, decrease the drop-out rate, & to improve the school climate of American Indian students in a culturally appropriate manner.

ISEP: \$1,989,475. ISEP formula funds are the primary funding for basic & supplemental educational programs at BIE funded elementary & secondary schools.

SPECIAL EDUCATION: \$868,890. Federal funds used to hire Special Education staff to support children with Individual Education Plans.

TITLE I: \$625,103. Funds used to close the achievement gap between high & low performing children, especially the achievement gaps between minority & nonminority students.

CHILD NUTRITION: \$485,279. State & Net revenue used to feed the children.

OPERATIONS & MAINTENANCE: \$438,773. Federal Aid used to maintain & repair both schools as well as employee custodial staff.

TRANSPORTATION: \$420,115. Federal Aid used to maintain busees and employee bus drivers.

TECHNOLOGY: \$108,747. Net revenue to support technology needs of the schools.

21ST CENTURY: \$227,185. Federal funds used to operate afterschool activities & summer school.

SUMMER FOOD: \$62,924. State Aid used to feed children over the summer.

FOOD & NUTRITION:

The Nay Ah Shing School foodservice department participates in the USDA food program, adhering to their guidelines. We operate under the National Breakfast Program, the National Lunch Program and the At-Risk After School Meal Program. We have two schools, the Abinoojiiyag, Grades K-5 and the Middle/High School, Grades 6-12.

We offer a Vegetable/Fruit Salad Bar at both schools during lunch. These salad bars consist of fresh vegetables and fruits with lo-fat dressings and salt-free seasonings. Supper is served at the Abinoojiiyag school at 3:15-4:00 for all students who participate in the Niigaan program. Snacks are provided at the Middle/High School after school as necessary.

We have several raised garden beds as well. The students start seeds in their classrooms early spring, care for them in their rooms until it is warm enough to plant them outside. Before the end of the school year they plant their seedlings into the beds. The gardens are tended throughout the summer by the Nutrition Services Coordinator, some summer camp attendees, and other staff. We also have a greenhouse that will be initiated this spring, allowing vegetables to be grown earlier and later in the year, thus providing us with our own food when the students are actually in attendance.

We are currently working on extending our Farm to School program. The Nutrition Services Coordinator is meeting with local farmers in order to create a partnership which will allow us to serve more fresh locally grown vegetables and fruits.



GIFTED & TALENTED:

2017-2018 Highlights

The Gifted Education program is committed to providing challenging learning experiences for all students that build individual strengths and optimize abilities. Every child deserves to learn something new every day. Every child has the right to an education that promotes the development of his or her strengths and potential.

The new STEAM Lab (Science, Technology, Engineering, Art, Math) at Abinoojiiyag provides challenging learning experiences for all students, K-5, with a focus on developing computational thinking via coding and robotics, and the 21st century skills of Critical Thinking, Communication, Creativity, and Collaboration. The framework and curriculum developed at Abinoojiiyag is expected to be extended and implemented at the upper school in the future.

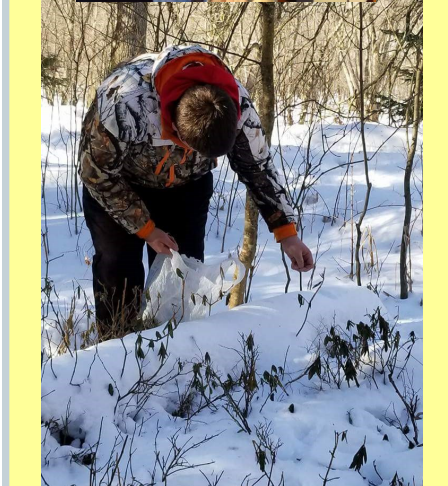
Identified students in the primary grades (K-2) meet with Gregg Rutter separately to be provided the opportunity for increased rigor, challenge, and engage in meaningful learning activities. The goals are to help guide and facilitate the cognitive, creative, emotional, and social growth of these children. Identified intermediate students (3-5) work with Gregg Rutter for math and/or English language arts. These students are exposed to increased academic rigor and challenge, and are encouraged to explore, dig in, deepen, broaden, enrich, and extend their learning.

Identified students at the upper school (6-

12) are monitored and given the opportunity to attend a renowned two-week Summer Residential program at Purdue University's Gifted Education Resource Institute (GERI). GERI has been serving gifted, creative, and talented students since 1974, and 2018 will be the sixth year that Nay Ah Shing has brought students to this program. The GERI program is designed to stimulate students' imaginations and expand their abilities. In addition, it gives the students a taste of college life on campus. The GERI program attracts students from around the world, allowing everyone to meet new people, understand new cultures, and learn new things.

Gifted students have unique learning qualities and needs. Our gifted and talented education program provides the opportunities for students to learn at different rates, to learn difficult material earlier, to explore areas of interest outside the regular curriculum, and to think at a level different from their classmates, in order to promote acceleration, enrichment, sense of self, and creative expression.

We believe it is essential to offer a Gifted and Talented Education program in order to meet the needs of ALL learners, and specifically the unique needs of gifted and talented students.



NIIGAAN:

The Neyaashing Niigaan program wrapped up its second year within the NAS school systems, with the base of operations in The Abinoojiiyag. The program itself still utilizes a drop-in model, offering out of school time (OST) activities for all school age (K-12th grade) students in the respective service area with a high population in the elementary age. Niigaan strives to be an extension of the academic day with the programmatic staff building relationships and hoping to better understand where our young people are academically, socially, and emotionally for their continued growth and success.

Neyaashing Niigaan Coordinator, Devona “Bugs” Haskin has spent her career working with the young people of Mille Lacs, specifically Nay Ah Shing School students, Bugs has been and will continue to be a champion for young people, to help support reading achievements as well as academic rigor, students are sometimes encouraged to wear “costumes” while reading or studying in her office! We are fortunate to have bright young people on staff, our Health and PE Mentor, Matthew Petty and Edu-

cation Mentor, Noel Kegg, both have begun to spread their wings with program instruction as well as lessons to enhance total wellness (PE) and academic rigor, with STEAM and age appropriate social development activities (Education). The summer time continued to be busy with field trips galore, bringing our students across the state to significant sites while also engaging in camp atmospheres at Anishinaabe Izhitwaawin (the MLBO Immersion Grounds in Rutledge, MN).

Niigaan Program Director, Byron Ninham, had this to say “we are super fortunate to have communication lines open with our service areas throughout all band districts, Nay Ah Shing School has opened their doors to our program and the partnership has grown, I think it's a testament to the staff and administrators at our schools, they are here for the right reasons and care for the students greatly.” Neyaashing’s Niigaan program is extremely fortunate to have an OST site within the Nay Ah Shing Schools and we hope to build bigger and better for our students, now and into the future.

RUTLEDGE WINTER CAMP

The Nay Ah Shing School is conducting weekly three day Winter Encampments at the Rutledge Izhitwaawin Language and Culture Center for its grades 4-12 students.

The weekly program includes ancient forest culture experiences, locating wintertime plants that were used for food and/or medicine, tracking animals, snare-setting, and tree identification. Students are required to start a camp fire and keep it going while they are there for three days. They also cook outdoors, prepare kinikinik, and strategize ideas for wintertime survival.

Indoor activities include: talking circle, Ojibwemowin instruction, sewing and beading, makazin games, storytelling, relationship building, cooking, clean-up, and menu development.

The goals of the Winter Camp experience are to:

- Communicate openly in a positive manner
- Build trust and new relationships
- Accept responsibility for the many tasks at the Camp
- Learn about the forest and lands around the center
- Respect the Ojibwe culture and language

The weekly Winter Encampments are a key part of the Nay Ah Shing School culture and language curriculum program, but they are also a planned effort to begin building character in NASS students.

There is a broader goal of creating a therapeutic learning center that is heavily culture based, and the Winter Camps are a way of testing out the School’s ability to get this started.

Ojibwemowin Enokiijig:

This program employs close to 20 employees ranging from language trainees to First Language Speakers, and work at various sites according to the needs of the students. Our greatest achievements within the past year were: the hiring of a High School Ojibwe Language instructor, Waabishkigaabaw, a former language trainee that received her State of Minnesota Teacher License, Bagwajikwe, and the ability to gain three language trainees, one of whom is a Ojibwe Language lead teacher at the Abinoojiyag, Waabi-gwan.

Wewinabi Immersion: Located within the Wewinabi Building, the Immersion classroom “*Miskwaanakwad*” is taught by lead teacher, Ningaabii’anookwe and Teacher Trainee, Ogimaabinesikwe. Bebamaashikwe, Manitoo, miinwaa Kaadaak, our first language speakers, visit the Early Ed classrooms, and Asin visits all Early Ed and Head Start classrooms.

Kindergarten Immersion: Located at the Abinoojiyag School, the Kindergarten Immersion classroom “*Makoons Mayaajitaajig*” is lead by Bagwajikwe and teacher assistant, Bizhiwens. Enrolled students will meet MN State standards but use Ojibwemong as a means to get there. The staff interact with the students only in Ojibwe and their exposure to English is limited elsewhere throughout the school.

Abinoojiyag Language Program: The Abinoojiyag “Abi” School currently has two Ojibwe Language classrooms with Waabimiigwan and Niizhookwe teaching. Bwaan, one of two Elder Speakers that works with all classrooms, and Wedinookwe, works with the Abi and High School language program, she also makes quilts and other items needed, and she also

assists with the Chi-ayaa’aag at Wewinabi

High School Language & Culture

Program is led by Waabishkigaabaw and Teacher Trainee, Steve Satterlund. This year they have been working on grammar in the classroom. Using pronouns, (I, he, she) prefixes, suffixes, and tenses of time (past, present, future) with action verbs (s/he is doing something), a format that has not been utilized in the past.

High School Arts & Crafts is taught by

Niizhogaabawiikwe and the head coach for the Quiz Bowl Teams. She also assists the Seniors with their Final Project they need for graduation.

Pine Grove: Manidoogwiiwizens teaches crafts and hands-on cultural experiences, such as: hunting, maple sapping, fishing (netting and ice)

Minisinaakwaang (DII-McGregor):

Brenda Moose is hired to work with McGregor Public Schools, and hold weekly Language Tables and sewing/quilt making with community members.

TECHNOLOGY DEPARTMENT:

Nay Ah Shing Technology department is staffed by two full time employees. Our goal is to support the schools mission by assisting students, teaching staff, and support staff with technology needs.

Nay ah Shing School continues to make progress with the 1 to 1 initiative. All students’ grades 3+ have access to a device with a keyboard that they can use during the school day. We are currently rolling out additional tablet devices to grades K-2.

Having technology in the schools available to teachers is only one piece of the puzzle. Another important piece is integrating the technology into the class room with the end goal of benefiting student learning. To that end we hired a Technology Integration Specialist last year. We are investing in training and conferences and bringing the trainings back to the teachers.



SPECIAL EDUCATION (SPED) & DREAM CATCHER PROGRAM:

Last year, our school joined the Minnesota Department of Education initiative called the Dream Catcher Project. The Project trains special education teams to work with cultural liaisons. Cultural liaisons are trained to do the behavioral observations and consult on teams to help make decisions and create interventions that are more community and culturally relevant for students. The teams are said to work like dreamcatchers filtering out the information that is meant to distract and only allowing information that will guide the child in a good way.

Our special education department has been offering training opportunities to parents through print literature, offering pacer trainings live streamed to our school and chances to attend on site trainings in special education and related topics.

Also, our school was selected as one of only 12 schools in the nation to be involved in a 12-week self-study group to guide our transition programming for students with disabilities. We are learning lots of new and exciting things to bring to our students! We have invested in transition curriculum that will start training students while in high school to learn jobs like car detailing, carpentry, office skills and to train as caregivers.

Lastly, our special education team has joined a lending library to trial new technology to help students to access curriculum and opportunities independently regardless of disability. Students are learning about assistive technology that can help them all the way through college or training programs and into the work place.

Pine Grove Learning Center:

63842 Ojibwe Road/ 320-384-6236

Here at Pine Grove we have 17 students and 6 staff; we all treat each other like family. Our students thrive in a supportive and caring environment. This year we are in the process of updating the kitchen facility as well as future plans on updating the playground.

The teachers here, Amber Lenz and Kelly Griffith, have done an exceptional job tailoring a learning environment that would rival any school. With core subjects divided in smaller work groups, the children get more one-on-one time with the teacher and/or the classroom aid. What a difference this makes in learning!

But their strongest suit is when they collaborate and team teach hands-on science as a whole group. There are at least weekly hands-on science labs that get kids up, moving, and involved. They have....

- Discussed the properties of solids and liquids by making Oobleck from apples.
- Peeled and measured apples and spices to make crock-pot applesauce.
- Made rain gauges, barometers, tested whether air has weight, used water to demonstrate what a weather front looks like and made wind socks.

Ojibwe Language and Culture

Donald White does an excellent program here with activities including Hunting and deer processing, fishing, bead work, sugar bush, ricing, and pow-wows. The children have helped make a bone game as well as drum sticks. In February some of the students will be participating at the Rutledge Winter Camps.

“If my boys were still little, I would make sure they attended here!”

- Commissioner St. Germaine.

**If you're interested in having your child attend our school,
just drop by and pick up an application.**

We'll see you then!



K-5 STRATEGIC PLAN & GOALS:

Student Achievement - We are continuing to implement “best practices” to increase our student’s math and reading scores. Two programs, new this year, that support students in our schoolwide goal are the STEAM lab and Achieve 3000.

We are also soon approaching our second summer implementing a “summer camp” approach to replace the traditional summer school setting we have used in the past. It was very successful last summer, increasing student attendance from approximately 20 students to 90 students. We have designed a curriculum that provides engaging learning opportunities for our students.

Behavior – School-wide behavior expectations have been defined and taught to students. We are in the process of re-evaluating how we reward students for positive behavior and exhibiting our school rules; be safe, be respectful and be responsible.

Technology – Keeping current on new technology so all students are prepared for the 21st century is a goal we strive to attain. Recently, all students in grades k-2 received i-pads. These i-pads are used to support our students in both math and reading. I-pads are also used in the STEAM lab to teach coding and program robots.



“Never Stop Believing”

6-12 STRATEGIC PLAN & GOALS:

- 1) Coalition Opportunities: Athletics/ Cultural Activities/Alternative to Suspension

The Nay Ah Shing Upper School is working with neighboring school districts to provide our students an opportunity to play sports through the Minnesota State High School League. This could include a Lacrosse team and Drum and Dance Competition team. Other joint cultural activities: Manoominike (Wild Ricing) Aa-dizooke (Storytelling) Ishkigamizige (Maple Sugar Camp)

- 2) STEAM--Curriculum Development and Design

Nay Ah Shing Upper School has remodeled its’ library into a working STEAM Lab. This open space is used by teachers for hands on projects. The school also has in the works... architectural drawings of an attached kiln and modular for 3D printing to be constructed in the near future.

- 3) ONLINE--Scope and Sequence Development Ojibwe Language

Nay Ah Shing Upper School has been collaborating with an Odysseyware consultant to help create a Beginner – Intermediate – Advanced Ojibwe Class. These courses could include independent student, credit recovery, and an alternative pathway to meeting Graduation requirements.

- 4) School-based--Broadcasting Station

Nay Ah Shing Upper School is creating a broadcasting station in the media center for student announcements, competitions, and presentations. We are in the process of adding display monitors in the circle, commons area, and in the staff office for parent, staff, and student viewing. Ultimately, this broadcasting station could have its own channel.



ACADEMIC GOALS & GROWTH:

Nay Ah Shing Schools set annual academic achievement goals, after careful review and analysis of student achievement data. This analysis drills down through multiple layers by first examining district-wide, school-wide, grade-level, and classroom data, before ultimately focusing on each individual student's academic achievement. The analysis is lead by principals and the NAS Instructional Team; much of the analytic work transpires in bi-weekly Professional Learning Community meetings. These teams use data to gain a better understanding of school-wide trends, grade-level learning gaps, and individual instructional needs.

Both NWEA MAP assessments (K-12) and DIBELS reading assessments (K-5) are administered three times per year (fall, winter, and spring). MCA tests are administered in the spring. We have found NWEA MAP assessments to be the most reliable and useful in establishing school-wide goals as well as individual learning goals. Through triangulation of data, we have observed a frustrating discrepancy between NWEA MAP and MCA results. We hope to

address this issue through the role-out of our achieve3000 ancillary reading program, which includes an MCA prep curriculum.

School-wide goals are measured by percentage of students meeting projected growth in NWEA MAP assessments. In 2016-17, 57.6% of K-5 students met their projected growth goal in reading, and 50.5% met their goal in math. 50% of students in grades 6-12 met their goal in reading and 42.9% met their goal in math.

For the 2017-18 school year, we set goals of 60% of K-5 students reaching growth goals in reading and 52% in math. Our goals for students in grades 6-12 is 52% will meet their growth goals in reading and 46% in math.

We believe these goals to be challenging but realistic. Each PLC creates a team goal that relates in some way to the school-wide goal, while teachers, in turn, develop personal goals that correlate with their PLC goal.

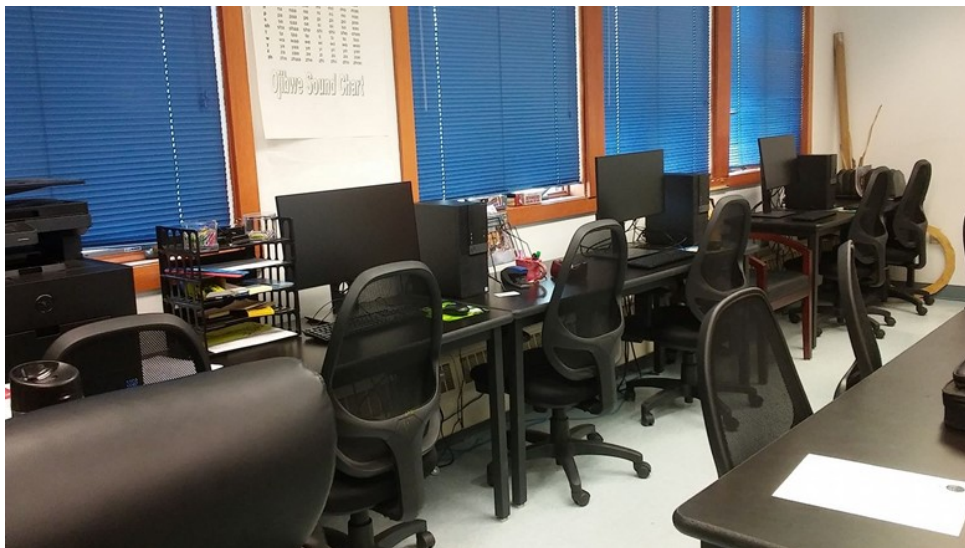
“Nobody Can Ever Take Away Your Education”

HIGHER EDUCATION:

The Anishinaabe College in partnership with Fond du Lacs Tribal & Community College is established to provide higher education and specialized training opportunities for Band members. College Courses with FDLTCC are delivered via ITV at the community centers of District I and District II Minisinaakwaang with plans to expand to District III/Hinckley. Our objective is to provide all avenues of education and specialized training to increase Band member employment in all areas deemed critical by tribal government.

The Scholarship Program provides financial assistance to enrolled Mille Lacs Band members who attend an accredited learning institution.

The Anishinaabe College is located in the District I Community Center and staffed by a Scholarship Coordinator and Education Director.





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Nay Ah Shing Schools

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