

New Discoveries Montessori Academy ISD #4161 2012 - 2013 Annual Report



NEW DISCOVERIES MONTESSORI ACADEMY

ISD # 4161

School Year 2012-13 ANNUAL REPORT

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Introduction

The purpose of this report is to inform our authorizer, Audubon Center of the North Woods (ACNW), of the progress and achievements of New Discoveries Montessori Academy during its seventh year of operation. This study includes information on the 2012-2013 school year, such as student demographics, governance, student accountability and finances. The report also includes additional data needed to provide a comprehensive description of New Discoveries and its educational programs and practices.

School Information

New Discoveries Montessori Academy
1000 5th Avenue SE
Hutchinson, MN 55350
320.234.6362
www.newdiscoveries.org

Grades Served: PreK-6th grade

Year opened: September 2006

Vision: *Enriching Community Through Montessori Excellence*

Clarification and Metrics

Enriched community experience begins as each child learns and contributes in a holistic and nurturing growth process of extraordinary resources. Through this distinguishing process of excellence, it generates outstanding citizens who enrich the community in which they ultimately participate.

Core Values

Dynamic Leadership

At New Discoveries, everyone, from the children to the Board of Directors, will be offered multiple opportunities to grow as leaders through a mentoring, experiencing, sharing, and learning environment. NDMA will uphold the highest standards of integrity and respect that are visible and shared by staff and students at school, at home, and in their communities.

Intentional Interdependence

A blend of interdependence will be woven into the fabric of NDMA to represent a mix of school and community working together to achieve the shared vision. Utilizing community volunteers for relevant and meaningful activities will not only be a common occurrence, but an accepted mode of operation. The community will be used as a classroom for students to realize the relevancy of learning.

Exemplary Montessori Principles

The profound legacy of Maria Montessori's learning principles will be implemented, recognizing individual learning styles of each child to produce optimum individual achievement. Each child will experience a personalized and interactive learning experience that integrates the Montessori beliefs of:

- * Independence
- * Observation
- * Following the child
- * Connecting with the child
- * Prepared environment
- * Absorbent mind



Measurable Accountability

NDMA will passionately pursue measurable metrics for student and staff improvement. Part of the metric configuration will be continuous improvement of processes that innovatively produce staff and student achievement beyond those deemed necessary by state and national requirements. Empowerment will not be just a word. It will be a process of clear expectations, adequate resources, mentoring/coaching, and transfer of power monitored within the boundaries

of vision, policies, and goals. Students will be held to the metrics of competency-based curriculum and given the necessary technical and human resources available to prepare them for tomorrow's challenges.

Authorizer Information

Audubon Center of the North Woods (ACNW) is NDMA's authorizer, as NDMA has recognized and exercised the importance of environmental education for its students. ACNW has served NDMA in this capacity since the summer of 2006. NDMA is pleased to have been one of the original charter schools sponsored by ACNW. NDMA participates in ACNW's annual retreat, where we are afforded the opportunity to network with other schools for which ACNW serves as authorizer. NDMA students also look forward every year to our annual excursion to the Audubon Center, a time during which 5th and 6th graders travel to Sandstone for three days of rich immersion in environmental education with Audubon Center staff.

The staff, parents, and students of New Discoveries are most grateful for the oversight and educational opportunities provided by our colleagues at the Audubon Center of the North Woods.

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Educational Approach and Curriculum

Primary Pedagogical Approach

New Discoveries Montessori Academy Educational Program highlights:

- Montessori Method of Instruction
- Multi-age Grouping
- Environmental Education

Montessori Method of Education

Montessori is a teaching methodology predicated upon the natural learning processes of children. Dr. Maria Montessori, the first woman to become a physician in Italy, developed the method more than 100 years ago. Dr. Montessori used the phrase “the absorbent mind” to describe how a young child learns in a comfortable and stimulating environment. Within such an environment, a child becomes absorbed in work, developing concentration, independence and self-discipline (Lillard, Paula P., *Montessori Today*). Dr. Montessori believed that children learn best through their senses. By working with concrete materials, the child begins to understand abstract concepts. With guidance by a trained Montessori teacher, the child gradually masters various materials and concepts. As the child masters each task, learning is reinforced as a positive experience.

The Montessori approach has proven over the past 100 years to be effective in any culture and for all socioeconomic groups. As a result, the number of Montessori schools has expanded rapidly throughout the world in both public and private education. It is estimated that prior to 1985, approximately 750 private Montessori schools existed; no public schools employed the Montessori program at that time. Since then, the number of private schools has expanded to 2,500, and there now are 1,250 Montessori programs in public school systems throughout the United States.

The Montessori curriculum is interdisciplinary. Subjects are studied in an integrated fashion, not in isolation. This approach offers the child learning opportunities which result in a strong foundation in core subject areas: Language Arts (reading, spelling, vocabulary, grammar, handwriting, and creative writing), Social Studies (history, geography and cultures), Science, and Math. It is worth noting that while this division of disciplines is a convenient way to conduct learning in a school environment, this is not how children – or adults, for that matter – experience the world. The NDMA curriculum complies with all expectations regarding Minnesota’s new academic standards.

The Montessori classroom allows children to take responsibility for their own education in a “prepared environment.” Within an orderly framework, children are largely free to choose those activities that will assist them in their process of self-construction. The classroom contains “self-correcting,” sequenced Montessori materials.

Multi-age Grouping

Educational theory and research indicate that learning is an individual process in terms of time frame, style, and interests - and that children learn from one another (Healy, Jane M., *Endangered Minds*, p. 283 and Gardner, Howard, *The Unschooled Mind*, p. 11). Though most schools are organized by single age groupings (homogenous environments), research has not

found this to be beneficial. Conversely, grouping by ability level allows for identification of struggling students, improves relationships among students, and facilitates the use of common learning objectives and expectations. This latter approach improves peer culture, resulting in peer instruction, peer modeling, and peer reinforcement (Brookover, W.B., Beammer, L., & Elthin, H., *Creating Effective Schools*, p. 11). Montessori education supports multi-age grouping, and Montessori teachers have implemented it for over 100 years.

Dr. Montessori believed learning should occur in multi-age classrooms where children at various stages of development learn from and with each other. Her approach was designed with intentions to fit each child instead of making each child fit the program (Lillard, Paula P., *Montessori Today*). Interestingly, Miller (1989) reviewed twenty-one studies of multi-grade classrooms and found no significant differences between single-grade and multi-grade classes in terms of academic achievement, but in terms of emotional factors, results favored the multi-grade classes. Students in multi-grade classes had more positive attitudes toward school and toward themselves, and more positive social relationships as well (Miller, B., *Teaching and Learning in the Multi-grade Classroom: Student Performance and Instructional Routines*, ERIC Digest).

Classrooms

Montessori classrooms are separated into three divisions: Children's House, Elementary I, and Elementary II. Elementary I and Elementary II classrooms are constructed to facilitate the full curriculum at each level to be completed over a three year period.

- **Children's House** - The Children's House is for children 3-6 years old and is the Preschool-Kindergarten grade equivalent. "Children's House" is a Montessori term for 3-6 year old classes because the carefully prepared environment for these children includes so much more than just school work. It is, in fact, intended to be a small version of the world, a world scaled down to the child's age and ability level. Work in the Children's House includes everything from taking care of the classroom environment (good stewardship) and learning practical life skills to studies in Math and Reading.
- **Elementary I** - Children ages 6-9 (1st-3rd grade equivalent) are a part of the Elementary I (EI) classroom. The full curriculum is design to be completed over a three year period. In keeping with Montessori philosophy, subjects are offered in an integrated way and children come to understand how everything they learn is interrelated. Children work much of the time at their own pace. The learning environment continues to be based on the use of concrete Montessori materials and children learn through experience and discovery.
- **Elementary II** – The curriculum at this level is a continuation of the Montessori educational experience. Students attending the upper elementary program acquire a strong foundation in academic skills, and as importantly, a genuine love of learning. Students are placed in a multi-age grouping consisting of ages 9-12 (4th-6th grade equivalent). A central goal of the Elementary II (EII) curriculum is to lead students into abstract thinking. Montessori materials at this level are used to promote classification and organization of information. Students continue to learn through experience and discovery. They explore the wider community through visits, field trips, and community

service. They are responsible for planning activities within and outside the school. They do their own research, analyze their information, and reach their own conclusions. By the end of the Elementary II (EII) Montessori program, students are expected to be independent learners who have continued to love the learning process.

Environmental Education

The goal of environmental education is to develop a world population that is aware of the environment and its current challenges, and that has the knowledge, skills, attitudes, motivations, and commitment to work individually and collectively toward solutions of current problems and the prevention of new ones (*The Belgrade Charter*, ERIC Digest, p. 2).



Environmental education is not limited solely to developing environmental awareness and appreciation. Using the school's surroundings and community in which they live, local experiences help students learn within an environment that is personally meaningful, connecting place with self and community (Woodhouse, Janice L., *Place-Based Curriculum and Instruction: Outdoor and Environmental Education Approaches*, ERIC Digest). Researchers have provided numerous examples of situations where in-the-environment learning was, or could be, more effective than about-the-environment learning in the classroom.

"Those things which can best be taught outdoors should there be taught." - L.B. Sharp

New Discoveries Montessori Academy...

- offers a quality Montessori education that supports individual development;
- uses Independent Learning Plans (ILP) to document personal learning styles and time lines;

- allows students to reach their academic potential without grade level limits;
- employs multi-age 2-3-year age group settings in a peaceful and caring community;
- develops self-discipline and self-teaching abilities that will last a lifetime;
- offers a staffing model that maximizes student/teacher interaction;
- cultivates an appreciation for the beauty of the world they live in; and
- uses parents and community members as role models, mentors, and resources.

Montessori and the Minnesota Mandates

NDMA provides Montessori curriculum in a public school setting, which presents both opportunities and challenges for the school. Opportunities lie in the rich tradition, beautiful materials, developmentally appropriate activities and multi-age classrooms. A central challenge is found in a lack of explicit connection to the Minnesota academic standards. The 2011-2012 school year was a year of revelation for NDMA. Through two distinct rounds of comprehensive needs assessment, we have identified specific areas of concern and have set a course for aligning Montessori philosophy and practice with Minnesota mandates. Our designation as a Stage 1.1 AYP Needs Improvement school in the Fall of 2011, and as a Priority School under the new MMR system unveiled in the Spring of 2012, made it clear that NDMA had to not only acknowledge reality, but to “roll up our sleeves” and begin the rigorous task of creating a comprehensive, intensive, and thoughtful school improvement plan. This process began in January 2012 with the Stage 1.1 effort, and intensified in May, continuing throughout the summer, and culminating in the submission of a School Improvement Grant application and a School Improvement Plan.

NDMA continues its membership as an American Montessori Society (AMS) member school, and will continue to ensure that our teachers receive and maintain the proper Montessori credentials. In addition, NDMA will make certain that our teachers and our teaching partners are well-versed in the Minnesota Academic Standards, curriculum alignment, and effective teaching strategies. Also, our staff will receive on-going training and support in administering assessment and in understanding and interpreting data. Data informs our planning and instruction like never before; we have quickly endorsed and are becoming a culture of data-driven decision making.

As previously mentioned, NDMA received designation in May 2012 as a Priority School under



the Minnesota Department of Education’s Multiple Measures Rating system, due to earning an MMR score of 2.1. As alarming and as disappointing as this news was to us, we decided to

embrace reality and to turn things around for the students and families we serve. In response to the news about the Priority status, Director Dave Conrad and Administrative Assistant Tara Erickson assembled a team of representative staff to form the *Make It Great* Committee. The role of the committee was clear from the start: we had serious work to do, and we needed to figure out how to advance our school in light of apparent shortcomings. It was this committee that tackled the needs assessment and early activity of the school improvement grant application and the school improvement plan effort. Over the course of the summer, more than 25 volunteers contributed over 900 hours to complete and analyze the comprehensive needs assessment, to write and revise the school improvement grant application, and to write a detailed school improvement plan.

As a result of the work of these many individuals, we have a road map and significant additional resources to implement an exemplary school improvement plan which we anticipate will result in marked student improvement. The plan includes, but is not limited to, the following:

- 1) implementing benchmark and progress monitoring assessments to generate formative and summative data;
- 2) learning how to use data to inform instruction;
- 3) acknowledging the importance of academic standards;
- 4) aligning our curriculum to academic standards; and
- 5) implementing teaching strategies and curriculum to enhance the Montessori curriculum.

School Calendar and Daily Schedule

New Discoveries Montessori Academy provided an alternative, board approved calendar for the 2012–2013 academic school year. This calendar included an additional 177 hours of student contact time, Professional Learning Communities (PLC), and job-embedded professional development. New Discoveries Montessori Academy planned substantive PLC topics to address “making every moment count” during the instructional day. This included using high-effect, research-based instructional practices in reading and math. New Discoveries Montessori Academy has also designated 90 minutes/week for PLCs. NDMA implemented the following additional time in the 2012-2013 school year:

Increased learning time:

- Extended School Day (additional 25 minutes/day) = 72 hours
- Summer Discoveries: (non-Special Education) 9 days @ 5 hours/day = 45 hours
- JEPD = 24 hours
- PLCs = 36 hours
- Total = 177 additional hours

NDMA school days begin at 8:45am and end at 3:10pm. Specials (Music and PE) were one half hour Monday – Thursday with Library time for one half hour on Fridays. The 2012-2013 school calendar is located in the appendices.

Assessment

New Discoveries Montessori Academy (NDMA) has historically assessed students using the Iowa Test of Basic Skills (ITBS) for grades 3-6 rather than NWEA-MAP because of a lack of technology within the school. During the 2012 summer, *Make It Great* School Improvement meetings and discussions included improving student learning assessments at NDMA. The needs identified were: a tool for benchmarking up to three times a year, progress monitoring capabilities, tools for test preparations, and Minnesota standards-aligned assessments. With these criteria in mind, the *Make It Great* School Improvement committee wrote the acquisition and implementation of AIMSweb and NWEA-MAP Reading and Math for Kindergarten through 6th grade students into NDMA's School Improvement Plan and School Improvement Grant.

AIMs Web Rationale:

- benchmarking capabilities for all students in reading and math
- graphing data for individual students, classes, grades, and districts
- national norm benchmark levels
- ability to disaggregate data based on student sub-groups, classes, and grades
- emergent literacy, emergent numeracy, reading and math assessments
- quick assessment procedures of one minute samples, per assessment, per child

NWEA-Measures of Academic Progress (MAP) Rationale:

- strong correlation with Minnesota State Standards for Math and Common Core English Language Arts Standards
- benchmarking capabilities for fall, winter, and spring
- web-based access for students to be able to assess using technology
- national norm benchmark levels
- ability to disaggregate data based on student sub-groups, classes, and grades
- emergent literacy, emergent numeracy, reading, and math assessments
- group assessment procedures which are similar to Minnesota Comprehensive Assessment (MCA)

Assessment Implementation

AIMSweb was purchased September 12, 2012 for the assessment of 175 students, which allowed for fall benchmarking to be conducted for all grade levels the week of September 17-21. In the interest of minimizing instructional disruption, an AIMSweb Assessment Team was assembled to conduct benchmarking assessments in each learning environment. Teachers were asked to designate a place in each classroom for one-on-one assessment where a laptop could be plugged in. Each assessment took about six-seven minutes and covered early literacy (when applicable), early numeracy (when applicable), and reading. Teachers were asked to give their students an introduction to the process, which sounded something like, *“This is a ‘show what you know’...Everyone will have a chance to come over and read three short passages... to the reading helper. You will be asked to read for a few minutes and then you can come back and join us.”* E1 and E2 students were benchmarked on Monday and Tuesday. Children's House students were benchmarked on Wednesday and Thursday. Students absent on designated benchmarking days were benchmarked on Friday and the following Monday. Eight-minute math benchmarks were assessed as paper/pencil assessments proctored by the teacher and entered into AIMSweb manually. Student benchmarking data were reviewed by teachers during grade level PLCs.



NWEA-MAP was purchased in November 2012 for winter and spring assessments in content areas of reading and math for K-2 students and reading only for grades 3-6 students. Our 3rd-6th grade students were assessed in our neighboring New Century Academy (NCA) computer lab. NWEA testing was scheduled for February 11-15 for grades 3-6. Testing sessions were proctored by the Data and Instructional Coach, Title 1 teacher/Math Specialist, and a Classroom Teaching Partner. In preparation for the actual testing, a Proctor Training Session took place in the NDMA Library from 1:15- 1:45 on Wednesday, January 30, 2013. K-2 testing took place in the NDMA library with small groups of nine students with at least three adults supervising. Brain breaks were periodically offered.

The **Optional Local Purpose Assessment (OLPA)** was administered at least twice during the testing window of October 1, 2012 to February 22, 2013. During this time 3rd-6th graders were assessed using the NCA computer lab by grade level with three proctors: the Data and Instructional Coach, NDMA's Math Specialist and a Classroom Teaching Partner. Grade level and student level reports were reviewed by teachers during age level PLCs.

Special Education

NDMA has developed a reputation in our short history of providing exemplary service to children with special needs. This reputation has emerged as we have welcomed children with a broad range of needs and concerns. Our dialogue with families has been professional, open, and compassionate. As a result, our special education population has increased to nearly 25% of our student enrollment. The 2011-2012 school year was a special education compliance year for NDMA, during which we received Honorable Mention recognition from the Minnesota Department of Education for our service to students with special needs.

English Learner Program

Prior to the 2011-2012 school year all students enrolled at NDMA were English speaking students. This past year, with the enrollment of a limited English speaking student in Children's House, NDMA created an ELD Program flow chart to establish procedures for conducting English proficiency tests and English Language Development services. Full implementation of an ELD program has been initiated.



Professional Development

NDMA has dedicated 90 minutes weekly for school-wide Professional Learning Communities. NDMA recognizes the challenge of meeting 90 minutes weekly for PLCs and an additional 300 hours for instruction, PLCs, and JEPD. After considerable efforts, the *Make it Great* committee crafted a revised calendar which now includes the required, additional 300 hours.

Ongoing JEPD in the areas of RtI Problem Solving, PLCs, and using data to drive instructional practice assist in building capacity and scaffolding for sustainability. The link from content to practice is evident throughout the JEPD cycle with ample opportunities provided for peer feedback and implementation to classroom instruction. JEPD was provided throughout the school year and during the summer of 2013. Topics for JEPD sessions have focused on areas of need as identified in the comprehensive needs assessment.

Scheduled Job-Embedded Professional Development at NDMA included:

- Two hours monthly of dedicated JEPD on Monday afternoons, led by specified NDMA Leadership Team members.
- 30-minute Tuesday morning "Curriculum Coffee Klatch," led by Regional Center of Excellence liaison Dr. Mary Jenatscheck.

- Two-hour late starts once monthly on Wednesday mornings, led by specified NDMA Leadership Team members.
- Implementation of Elementary Literacy Team and Elementary Math Team, each meeting for 30 minutes on Wednesday or Friday morning with representatives from each level, facilitated by Data and Instructional Coach, Continuous Improvement Specialist, and Math Specialist.

Differentiation

Montessori programming lends itself to differentiation within each classroom since students are continually selecting work that is at their respective learning levels. Children’s House Montessori practice individualizes instruction to the needs of each child and follows that child’s development by presenting lessons that “scaffold” the child to the next level. E1 and E2 classrooms differentiate in both reading and math according to ability levels as demonstrated in normed and classroom assessments.



Enrichment Programs

After School Sports, a free physical enrichment program consisting of basketball, dodge ball and baseball/softball was available for E2 Students on selected Mondays and Wednesdays from 3:15 to 4:15. After School Sports is treated as a “rain or shine” event, cancelled only in the event of a school closing. Each after school sport involved students learning skills and rules relevant to the games played. Students experience teamwork, winning and losing honorably, exercising sportsmanlike conduct toward each other, and other principles.

E1 Learning Discoveries is an extended learning opportunity held on Tuesdays in March and April from 3:15 to 4:30. Learning Discoveries provides students with further time to sharpen their skills in reading and math. Guidance was provided by E1 teachers, NDMA’s Title 1 teacher, our Math Specialist, and our Continuous Improvement Specialist.

Summer Discoveries was offered for all students enrolled at NDMA during the months of August and June. Summer Discoveries took place Tuesday-Thursday mornings from 9:00 to 12:00, during which time NDMA teachers engaged students in math, literacy, and environmental learning activities.

E2 Cribbage Club was offered on Wednesday afternoons from 3:30 to 4:30 for eight weeks. During this time children had a snack, learned how to play cribbage and learned how to use strategy to win. 12-20 students participated.

Alignment to State Standards

NDMA conducted a thorough needs assessment in June 2012 with a sample population (*Make it Great Committee*). Analysis of emerging needs included system-wide benchmarking and progress monitoring, curricular and standards alignment, and comprehensive use of student data to drive instructional decisions. NDMA staff is meeting the challenge of aligning Montessori curriculum to the Minnesota Academic Standards.



Standards alignment work began in August with an in-service for teaching staff to review the Minnesota State Standards with a strategic discussion of how to align the standards to the Montessori Curriculum Albums. The teachers were given the task of completing the curriculum alignment document. With limited time, new staff, and a significant instructional shift, it was quickly recognized that more structure and guidance was needed to complete this task. NDMA administration therefore determined to hire substitutes so that classroom teachers could engage in collective curriculum alignment under the facilitation of the Data and Instructional Coach, Continuous Improvement Specialist, and Math Specialist. These meetings took place during one to two day time periods, with an end product in the form of a Learning Progression Chart by grade level.

A Minnesota standards alignment document was begun to align grade level standards with the North American Montessori Association (NAMC)

Albums, citing supplemental instructional resources as needed, with a timeline based on the Learning Progression Chart that had been collectively created. This document continues to be developed as assessments and supplemental resources are identified by the leadership team, support staff, teachers, and curriculum teams. This document has been reviewed and revised during the summer, having been examined by age level teams with additional discussion surrounding vertical alignment.

Added to the 2012-2013 calendar were Family Curriculum Events. These events were organized by either the Elementary Literacy Team or the Elementary Math Team for the purpose of engaging families in continued learning, specifically targeting Literacy and Math strategies.

Innovative Practices & Implementation

As previously stated, NDMA provides distinguished Montessori curriculum in a public school setting, presenting both advantages and disadvantages to the school. We enjoy rich tradition, beautiful materials, distinguishable learning activities, and multi-age classroom settings. However, there has existed an explicit disconnect with the Minnesota academic standards. During the 2012 summer, NDMA's *Make It Great* Committee identified specific areas of concern and set a course for aligning Montessori curriculum with state standards.

NDMA maintains its membership in the American Montessori Society (AMS), and teachers receive proper Montessori credentialing. Our two new classroom teachers completed NAMC certification during the school year. Furthermore, NDMA ensures that our teachers and our teaching partners are well versed in the Minnesota Academic Standards, curriculum alignment, and effective teaching strategies.

After school & summer programs

Much success has been realized this past year as students benefitted both academically and physically, through strategic afterschool programs and summer learning opportunities. Academic support came in the form of the E1 Learning Discoveries afterschool program in March and April, Summer School for CH, E1, and E2 for 3 weeks in August and another three weeks in June, totaling 86 students in attendance between the two sessions.



Pre-school program

During the 2012-2013 school year, the preschool program continued with parents paying for either three half days (Tuesday–Thursday) for 3-year olds and four half days (Monday–Thursday) for 4-year olds, paying a modest tuition of \$125 or \$150 monthly. NDMA offers the only Montessori preschool in Hutchinson and immediate surrounding communities, with approximately 75% retention from preschool to kindergarten. The curriculum offered encompasses academic areas of language arts, mathematics, science, geography, and sensorial and practical life. This program allows for complete individualization and teaches/reaches the whole child. One-on-one presentations are conducted with each child three times a week for preschoolers, a distinguishing characteristic of our Montessori approach.

Successes from the 2012-2013 School Year

2012-2013 instruction provided additional teaching and learning time. The leadership and teaching staff of NDMA launched a much more intentional, instructional focus that resulted in more engaged and purposeful learning throughout the day. Teachers, teaching partners, parents, and students noted a cultural shift at NDMA to the distinct advantage of our students’ learning. Instead of a culture of *teaching*, NDMA has become more accurately a culture of *learning*. Increased learning time for all students during SIG Year 1 has clearly made a positive difference in terms of:

- academic achievement
- engaged learning time
- dramatic shift in school culture
- the value of “making every moment count” during the instructional day
- increased intentionality, integrity of instruction, and learning focus

Method of ILT (Increased Learning Time)	2011-2012	2012-2013	Increase 2011-2012 to 2012-2013
Adding time to the instructional day by increasing the number of school hours for <i>all</i> students.	9:00 to 3:00	8:45 to 3:10	Minutes increased by 25 minutes per day.
Adding additional instructional days to the school calendar for <i>all</i> students.	172 days per year	181 days per year	School days increased by nine in 2012-13.

An additional 25 minutes of instructional time each day was part of increased learning time purposed for the 2012-2013 school year. All members of NDMA’s instructional staff embraced the value of additional time and used this time for “intentional” instruction. The Montessori environment does not include a “bell system.” Research-based best practice instruction was employed throughout the day, from the time a student entered his or her classroom, throughout the day, and even including lining up for dismissal, with teachers and teaching partners often engaging in informal instruction as they supervised dismissal lines at

the close of the official school day. Students, parents, and instructional staff have noted a dramatic “shift” in instructional focus and intensity. Transitions (to and from specialist classes) and dismissal provide further opportunities for instructional review and reinforcement. Materials used to provide review and reinforcement of learning have included:

- Word cards
- Phrase cards
- Number cards
- Fact families
- Vocabulary



Depth and intensity of instruction increased significantly during the 2012-2013 school year. NDMA instructional teams embraced the prevailing mantra of “make it great” and have demonstrated a renewed dedication to *all* students’ academic achievement. The guiding principles of NDMA are succinctly embedded into the three words chosen collaboratively with the entire instructional team:

- Excellence
- Respect
- Accountability

Teachers and teaching partners became more proficient in the recursive process of using student data to inform instructional practice. Initially, the professional learning communities (PLCs) served as a “sounding space” for teachers and teacher partners as they dealt with the enormous paradigm shift encountered in moving into priority school status. The current PLC focus has been on student data, student work, research-based strategies to support improved student achievement, and evidence of improvement. Each PLC leader distributed a PLC agenda with focus questions, student artifacts (evidence), and a “schedule” for the upcoming PLC. PLC

members bring evidence and/or anecdotal notes of student observations to each meeting, and discussion segments are timed to allow equal opportunity for all members to share concerns and questions.

Teachers were released from instructional duties for a total of five days during the 2012-2013 school year to work on “unpacking” the standards: ELA, Math, Social Studies and Science. The standards served as the “launch” and lessons which aligned to those standards were reviewed by the collaborative group with the guidance of the Continuous Implementation Specialist and the Data and Instructional Coach. Practices, lessons, and strategies which were not in alignment to the Minnesota Academic Standards were put aside. Our collaborative five days produced a comprehensive “Year-long Learning Plan” including:

- research-based literacy/math materials and strategies;
- Montessori phonics and reading materials;
- Montessori math materials;
- Right Start Math extensions;
- Zaccaro Math;
- IXL Math (school wide with home component);
- Reading A-Z;
- collaborative team planning (weekly); and
- posting of the standards in the classroom

Fidelity of implementation was monitored in the following ways

- frequent walkthroughs
- informal observations
- formal observations/evaluations

The 2012-2013 school year was filled with celebrations of student learning. One such example begins with student evidence brought to PLCs early in the year. There was clear indication of the need to intensify writing instruction. The recursive nature of PLCs has supported this work. Teachers and teaching partners at the E1 level have adjusted the way in which writing is introduced and sustained. Daily 5 and CAFÉ strategies have been embedded, including:

- Read to Self
- Read to Someone
- Work on Writing
- Listen to Reading
- Word Work

Writing stamina has increased by using the same system as “Read to Self.” Teachers have established procedures for what “good writing” looks like, sounds like, and feels like. Each writing workshop, writing stamina is timed and graphed. Teachers for all E1 classrooms have brought writing samples to PLCs as evidence of increased stamina and proficiency in writing. Differentiation is provided for each student at their proficiency level.

Challenges from the 2012-2013 School Year

NDMA experienced a significant cultural paradigm shift during the 2012-2013 school year. As a result, many challenges were apparent throughout the year, and vocalized during facilitated sessions at the end of the year. Components included: assessment culture change, over-scheduling of meetings, lack of technology, continued need for job-embedded professional development (JEPD), continued work on standards alignment, the need for longer PLC meetings, and the need for increased academic rigor.

The addition of a norm-referenced assessment and a criterion-referenced assessment during the



2012-2013 school year brought angst, excitement and clarification about student learning. AIMSweb, the criterion-referenced assessment, occurred using a Benchmarking Team so instructional time suffered limited interruption. NWEA-MAP, the norm-referenced assessment, was conducted on laptops in the library. Technology periodically failed or was insufficient during testing, and testing did not occur in the classroom, where relevant instruction and learning occurs.

It became apparent to leadership that teachers and staff were feeling the impact of so many meetings, despite the necessity for those meetings. Therefore, consideration was given this challenge when scheduling 2013-2014 JEPD meetings. Teachers and teaching partners were engaged in ongoing job-embedded professional development in June 2013 and August 2013 to continue the work of vertical alignment of research-based instructional programs in

reading and math. In June 2013, teachers reviewed and adjusted the NDMA Year-long Learning Progression using the Minnesota Academic Standards as a compass. JEPD in August 2013 focused on implementing research-based instructional strategies in reading and math with fidelity in all learning environments. PLC meetings are serving as our core source for the problem solving process for reading and math referrals, rather than to attempt to form another team. Instruction with integrity is clearly the focus of these discussions.

Full implementation of ongoing job-embedded professional development that aligns with state academic standards necessitates the acquisition of more appropriate technology. This has been addressed recently through NDMA's partnership with Nu-Telecom, our local provider of technological infrastructure.

Another challenge has been a lack of an uninterrupted 90 minute block for PLC meetings. PLCs in 2012-2013 occurred in 30 minute blocks twice daily, once weekly, for a total of 60 minutes of weekly PLC dialogue. NDMA has planned for a weekly 90 minute block of uninterrupted time for PLCs at all levels in 2013-2014.

Lastly, as a result of standards alignment, increasing academic rigor poses a challenge, though it is also perceived as an opportunity. Through the summer work of alignment to standards, it became apparent that lessons being presented were either below the expected grade level or not at the level of rigor expected by the state of Minnesota on high stakes tests.

Student Enrollment

Enrollment decreased in the 2012-2013 school year, with one of NDMA’s most obvious challenges in this regard being the choice of many families to enroll their children in the traditional public middle school (grades 6-8), rather than have their children remain at NDMA for one more year. When students remain at NDMA through 6th grade and then transition to the middle school for 7th grade, most of their peers (at grade level) have already established themselves at the traditional school; therefore, families often choose to have their children make what is perceived to be a less stressful transition by moving into the traditional, public middle school in 6th grade.

	2011-12	2012-13	2013-2014 (est.)
Kindergarten	31	35	11
1st Grade	20	27	32
2nd Grade	27	22	21
3rd Grade	26	27	23
4th Grade	27	24	22
5th Grade	26	23	25
6th Grade	25	20	19
Total	196	178	153
Total ADM (Average Daily Membership) for year	182.19	174	

Key Demographic Trends

NDMA’s student population is fairly consistent with the school’s surrounding communities in terms of ethnicity. Our school predominantly serves a Caucasian population, though we were pleased to see a slight increase in diversity for the 2012-2013 school year. Nearly 25 percent of our student body received special education services, and 53 percent of our students received free or reduced lunches. These latter two demographics are significant in that these statistics are considerably greater than those at the local, traditional public schools.

	2011-12	2012-13	2013-2014 (est.)
Total Enrollment	182	178	153
Male	89	86	76
Female	93	88	77

Special Education	24	43	39
LEP	0	0	2
African American	1	4	3
Latino	4	7	3
Asian/PI	2	3	3
American Indian	1	3	3
White	164	160	141
F/R Lunch	72	100	83

Student Attendance & Attrition

Student Attendance

	2010-11	2011-12	2012-13
Overall Attendance Rate	93%	95%	93%

NDMA’s attendance rate decreased in 2012-2013 from the previous year, due in part to some students having a significant number of both excused and unexcused absences. With a relatively modest student population, even a limited number of students with many absences has a notable impact on attendance trends. For the 2013-2014 school year, NDMA’s attendance policy has been revised to include a somewhat more stringent set of expectations, with administration and staff being more purposeful about communicating the importance of attendance with families.

Student Attrition

Percentage of students who are continuously enrolled between October 1 of 2011-12 school year and October 1 of 2012-13 school year.	89%
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Percentage of students who continue enrollment in the school from Spring 2012 to October 1, 2012.	89%
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There were 170 students enrolled at NDMA on the first day of school for the 2012-2013 school year, and 181 students enrolled on the last day of school for the 2011-2012 school year. These



statistics reflect 3 students having left during the school year, and 14 students having enrolled at NDMA during the school year.

Academic Performance

With NDMA's "Priority School" designation in May 2012, the staff of NDMA banded with administration to form the *Make It Great* Committee (MIGC). This group met throughout the summer of 2012 to create a turnaround strategy for school improvement, which included replacing staff, hiring consultants, and applying for a federal School Improvement Grant. The turnaround required Director Dave Conrad to hire an instructional leader. Dr. Bob Cannon was hired to assume the role of principal. Once awarded the federal grant, NDMA hired several newly created positions: Continuous Improvement Specialist (Dr. Lora Dagele); Data and Instructional Coach (Joan Sax); Family & Community Liaison, Building and Operations Manager, and Culture for Learning Specialist (Dave Conrad); and Math Specialist (Rosine Hermodson-Olsen). With the assistance of the Regional Center of Excellence (RCOE) liaison Dr. Mary Jenatscheck, a new School Improvement Plan was created for the 2012-2013 school year, with goals based on 2011 student data:

Math Goals:

- All students grades 3–6 enrolled at NDMA by October 1, 2012 will increase from 16.49% proficient to 34% proficient in math, based on MCA data scores by spring of 2013.
- All students who qualify for free/reduced priced meals in grades 3–6 enrolled at NDMA by October 1, 2012 will increase from 6% proficient to 19% in math, based on MCA data scores by spring of 2013.

Reading Goals:

- All students' grades 3–6 enrolled at NDMA by October 2012 will increase from 51.54% proficient to 60% in reading, based on MCA data scores by spring of 2013.
- The percentage of all students who qualify for free/reduced priced meals in grades 3–6 at NDMA enrolled by October 1 will increase from 45% to 60% proficient.



Throughout the year the new leadership team and our RCOE specialist worked with the instructional staff on the following intervention strategies:

Intervention: Response to Intervention (RtI), implemented with integrity, will increase student achievement through early interventions, strengthening core instruction through vertical alignment of Minnesota State Academic Standards and Math curriculum, and frequent progress monitoring leading to improved instructional practices and differentiation.

Intervention: Response to Intervention (RtI) will best increase student achievement through early interventions, strengthening core instruction through vertical alignment of Minnesota State academic standards and literacy curriculum, and frequent progress monitoring leading to improved instructional practices and differentiation.

The significant paradigm shift of aligning Montessori curriculum with Minnesota State Academic Standards, and including a range of assessments from which data could be used to drive instruction led to the development of content for job-embedded professional development. Student learning data, once generated from assessments, was examined for trends and discussed at age level professional learning committees, as were instructional strategies designated to increase student learning. At the end of each trimester, instructional staff examined and discussed data collectively under the direction of Dr. Cannon, NDMA Principal, and Joan Sax, Data and Instructional Coach. The fuller impact of the paradigm shift was realized only when MCA data were released in August, 2013.

Evaluation of Student Learning

School Trends: All Accountability Tests, All Grades, All Students Enrolled October 1

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	Increase Proficiency By 50%
Math		51.50%	42.00%	18.10%	28.40%	33.30%				59.05%	41.0%
Reading		70.80%	56.80%	53.20%	54.70%	43.30%				71.65%	28.4%

State Trends: All Accountability Tests, All Grades, All Students Enrolled October 1

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	Increase Proficiency By 50%
Math	61.8%	63.7%	66.1%	57.3%	62.7%	61.6%				78.7%	21.4%
Reading	71.9%	73.1%	73.5%	75.1%	76.4%	58.7%				79.4%	20.7%

**State data trends have been included to allow comparison, especially if a district/school is trying to match the state.

Math % Proficiency					
	2009	2010	2011	2012	2013
3rd grade	72.2	54.2	25	36	48
4th grade	42.1	50	20.8	32	39.1
5th grade	50	17.4	13	26.1	18.2
6th grade	41.2	50	13	18.2	25

Reading % Proficiency					
	2009	2010	2011	2012	2013
3rd grade	<u>88.20%</u>	62.50%	54.20%	52.00%	<u>44.00%</u>
4th grade	<u>52.60%</u>	60.00%	62.50%	44.00%	<u>34.80%</u>
5th grade	<u>75.00%</u>	47.80%	56.50%	56.50%	<u>45.50%</u>
6th grade	<u>70.60%</u>	57.10%	39.10%	68.20%	<u>50.00%</u>

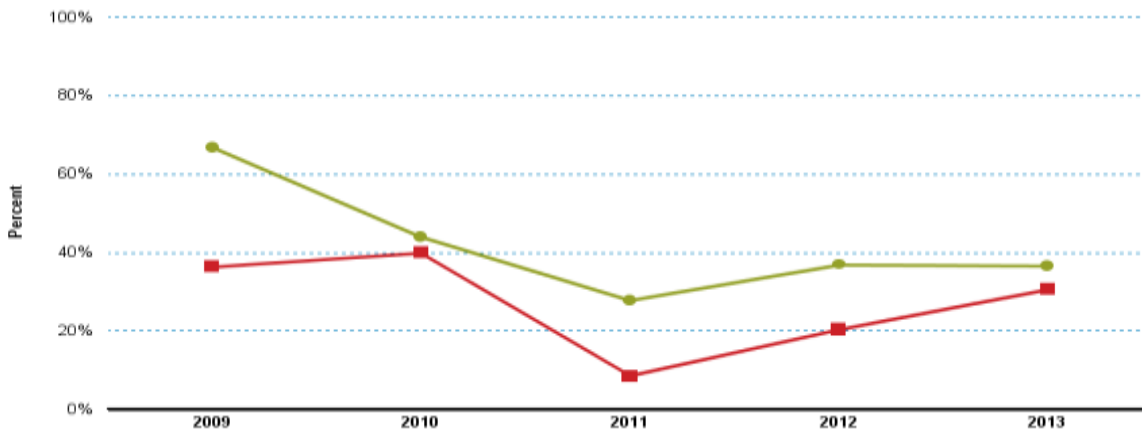
In Mathematics, the percentage of students meeting or exceeding proficiency on MCA scores increased, with the exception of 5th grade. Further examination of instructional content revealed a misalignment of Montessori curriculum and MN State Academic Standards. This has been realigned for the 2013-2014 school year.



In Reading, the percentage of students meeting or exceeding proficiency on MCA scores decreased in all grades. This trend was also reflected in state-wide data. Although this may be explained in part by the administration of the MCA III, NDMA Instructional Staff has chosen to focus on literacy instruction by using a balanced literacy approach to support literacy growth through the use of Daily CAFÉ and Guided Reading frameworks, with explicit skill development based on student needs.

The designated achievement gap group through the SIG was our free/reduced lunch population, whose MCA proficiency trends are shown below.

**School Math Proficiency Trends for All Accountability Tests
All Grades - Free/Reduced Lunch vs. Non-Free/Reduced Lunch Oct. 1**



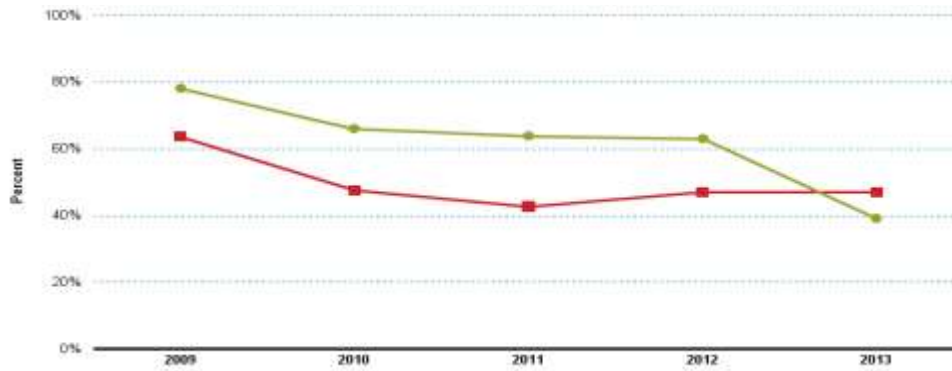
Proficiency Percentages

	2009	2010	2011	2012	2013
Non-FRPL	66.70%	43.90%	27.70%	37.00%	36.60%
FRPL	36.40%	40.00%	8.50%	20.40%	30.60%
Difference	30.30%	3.90%	19.10%	16.50%	6.00%

Proficiency Counts

	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Non-FRPL	22	18	13	17	15
FRPL	12	16	4	10	15
Difference	10	2	9	7	<u>0</u>

**School Reading Proficiency Trends for All Accountability Tests
All Grades - Free/Reduced Lunch vs. Non-Free/Reduced Lunch Oct. 1**



Proficiency Percentages

	2009	2010	2011	2012	2013
Non-FRPL	78.1%	65.9%	63.8%	63.0%	39.0%
FRPL	63.6%	47.5%	42.6%	46.9%	46.9%

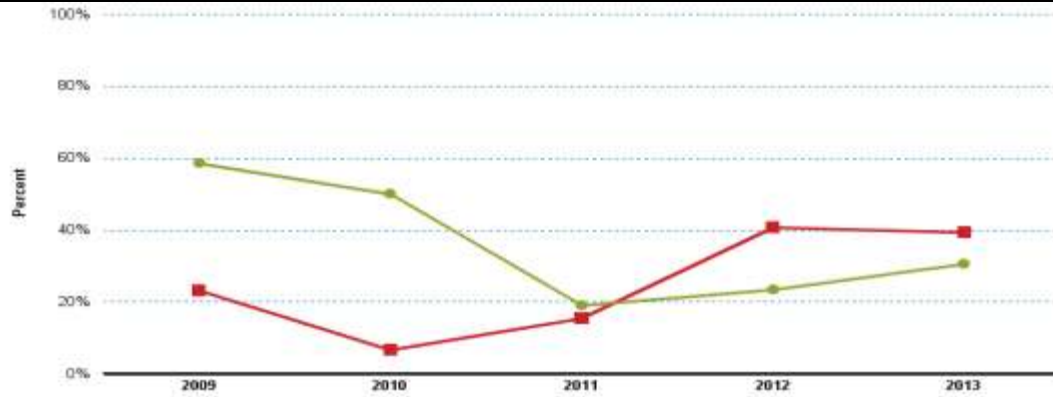
Proficiency Counts

	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Non-FRPL	25	27	30	29	16
FRPL	21	19	20	23	23

In both math and reading, the achievement gap between our *non-free and reduced lunch* population and our *free and reduced lunch* population is closing, due to greater reading proficiency among our *free and reduced lunch* population.

The other achievement gap group NDMA has chosen to track is the Special Education student group, since this group has a substantive (and growing) number of students. The graphs below demonstrate:

**School Math Proficiency Trends for All Accountability Tests
All Grades - Special Education vs. Non-Special Education Oct. 1**



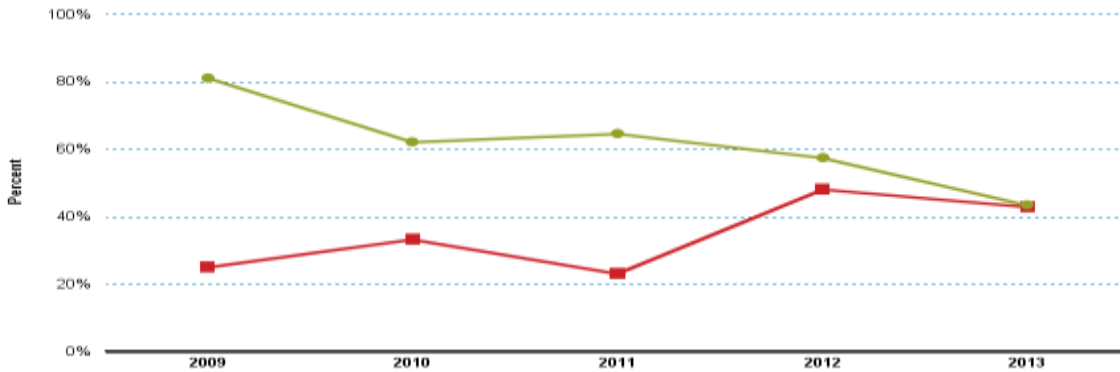
Proficiency Percentages

	2009	2010	2011	2012	2013
Non-Special Ed	58.5%	50.0%	19.1%	23.5%	30.6%
Special Ed	23.1%	6.7%	15.4%	40.7%	39.3%

Proficiency Counts

	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Non-Special Ed	31	33	13	16	19
Special Ed	3	1	4	11	11

**School Reading Proficiency Trends for All Accountability Tests
All Grades - Special Education vs. Non-Special Education Oct. 1**



Proficiency Percentages

	2009	2010	2011	2012	2013
Non-Special Ed	81.1%	62.1%	64.7%	57.4%	43.5%
Special Ed	25.0%	33.3%	23.1%	48.1%	42.9%

		Proficiency Counts				
		<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
	Non-Special Ed	43	41	44	39	27
	Special Ed	3	5	6	13	12

In both math and reading, the achievement gap between proficiency in our *non-special education* population and proficiency in our *special education* population is closing, with the *special education* population reflecting a greater percentage proficient in math, and a similar percentage proficient in reading.



The core curricular strategies adopted by NDMA to align to state standards, and the explicit teaching of reading and math skills, have proven to be successful. However, NDMA leadership and instructional staff continue to seek higher levels of achievement. We continue to set goals for greater student proficiency in both reading and mathematics. Plans to achieve these goals include continued use of close reading strategies, supported through explicit instruction based on student needs, and explicit teaching of mathematics concepts and the intentional use of academic mathematical conversations as core components of instruction. These are to be supported through grade level instruction, Montessori and extension math support through Right Start and Video Text in E2, and Montessori instruction and support through Right Start mathematics at the E1 level.

Additional nationally and state normed NWEA-Map Reading and Math assessments were administered with the following results:

NWEA- MAP: (Reading grades K-6-conducted in February and May)

Winter testing - **89 students** at or above national norms = **55% proficiency**

Kindergarten - **22** students at or above national norms

National norm RIT/NDMA mean RIT = 151/**155.6**

1st grade - **15** students at or above national norms

National norm RIT/NDMA mean RIT = 170.7/**173.6**

2nd grade - **8** students at or above national norms

National norm RIT/NDMA mean RIT = 183.6/**177.6**

3rd grade - **14** students at or above national norms

National norm RIT/NDMA mean RIT = 194.6/**195.2**

4th grade - **11** students at or above national norms

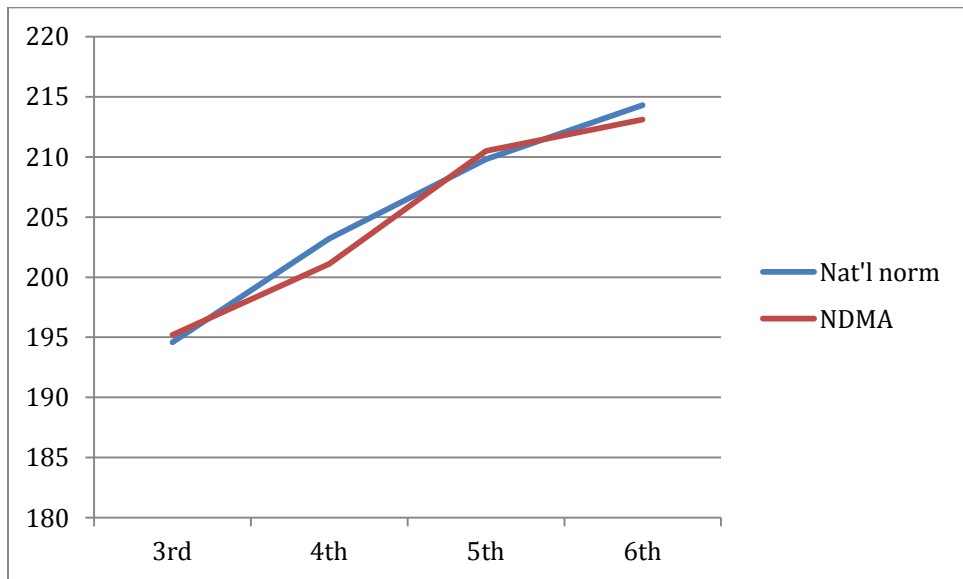
National norm RIT/NDMA mean RIT = 203.2/**201.1**

5th grade - **10** students at or above national norms

National norm RIT/NDMA mean RIT = 209.8/**210.5**

6th grade - **10** students at or above national norms

National norm RIT/NDMA mean RIT = 214.3/**213.1**



Spring testing- **76 students** at or above national norms = **44% proficiency**

Kindergarten - **23** students at or above national norms

National norm RIT/NDMA mean RIT = 159.1/161.8

1st grade - **13** students at or above national norms

National norm RIT/NDMA mean RIT = 176.9/176.9

2nd grade - **5** students at or above national norms

National norm RIT/NDMA mean RIT = 189.6/180.6

3rd grade - **10** students at or above national norms

National norm RIT/NDMA mean RIT = 199.2/197

4th grade - **12** students at or above national norms

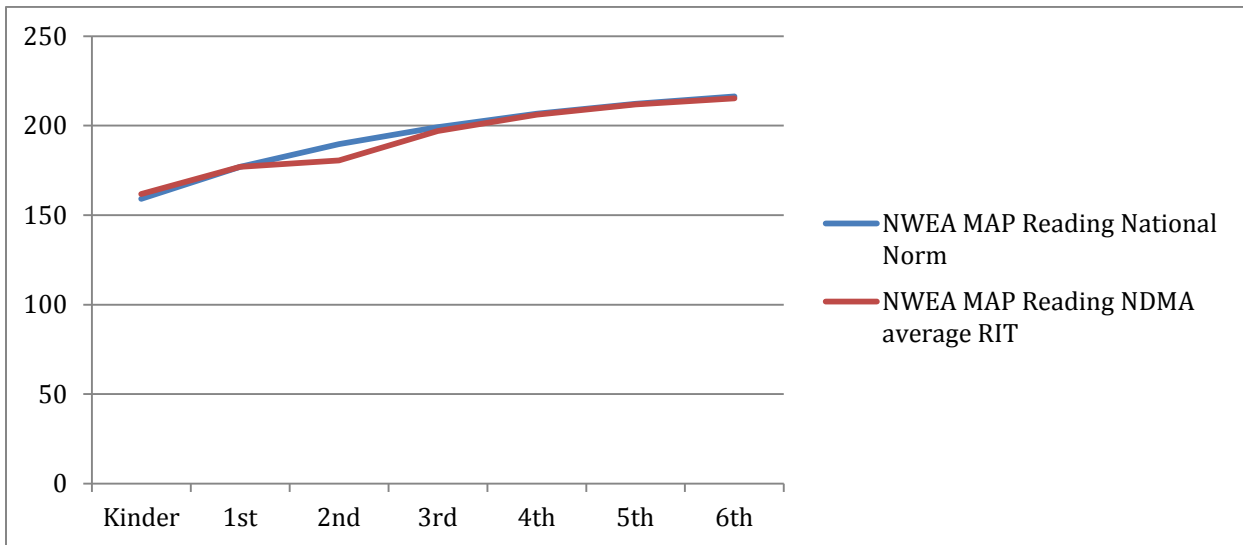
National norm RIT/NDMA mean RIT = 206.7/206.2

5th grade - **13** students at or above national norms

National norm RIT/NDMA mean RIT = 212.3/211.8

6th grade - **9** students at or above national norms

National norm RIT/NDMA mean RIT = 216.4/215.2



NWEA-MAP: (Math for grades K-2)

Winter testing - **45 students** at or above national norms = **56% proficiency**

Kindergarten - **22** students at or above national norms

National norm RIT/NDMA mean RIT = 151/155.6

1st grade - **15** students at or above national norms

National norm RIT/NDMA mean RIT = 170.7/173.6

2nd grade - **8** students at or above national norms

National norm RIT/NDMA mean RIT = 183.6/177.6

Spring testing - **51 students** at or above national norms = **62% proficiency**

Kindergarten - **19** students at or above national norms

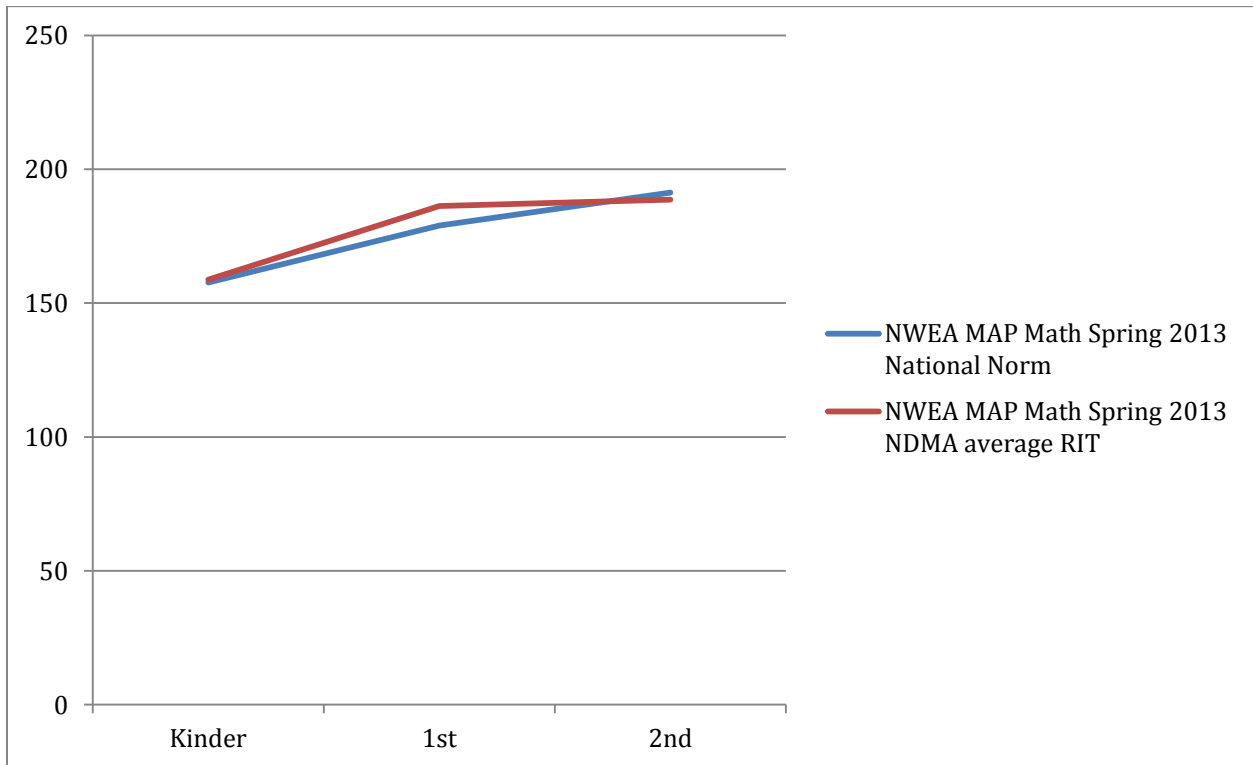
National norm RIT/NDMA mean RIT = 157.7/158.8

1st grade - **19** students at or above national norms

National norm RIT/NDMA mean RIT = 179/186.3

2nd grade - **13** students at or above national norms

National norm RIT/NDMA mean RIT = 191.3/188.6



The curriculum-based measure used for fall, winter, and spring benchmarking and progress-monitoring was the AIMSweb mathematics and reading assessment. The following are the results of benchmarking for the 2012-2013 school year:

AIMSweb Benchmarking - R-CBM: (conducted in September, January, and May)

Fall - **85/172** students met norm target

Winter - **75/172** students met norm target

Spring - **73/178** students met norm target

AIMSweb Benchmarking - M-CAP: (conducted in September, January, and May)

Fall - 50/172 students met norm target

Winter - 60/172 students met norm target

Spring - 49/116 students met norm target

AIMSweb Benchmarking - M-COMP: (conducted in September, January and May)

Fall - 41/172 students met norm target

Winter - 65/172 students met norm target

Spring - 64/135 students met norm target

Information from both the AIMSweb assessments and NWEA-MAP assessments was used by instructional staff to adjust instructional focus, and to be based on individual student needs. This practice continues into the 2013-2014 school year with more in-depth use of guidance provided using the RIT score of the NWEA-MAP assessments.



Environmental Education

The mission of New Discoveries Montessori Academy's authorizer, the Audubon Center of the North Woods, is to "instill a connection and commitment to the environment in people of all communities through experiential learning." As part of our contract with our authorizer, we have agreed to the following environmental education goal.

Staff, students and parents at New Discoveries Montessori Academy will increase their environmental literacy, and develop the knowledge, skills and attitudes to support a sustainable, healthy environment.

Environmental Education Contract Goals for ACNW-authorized charter schools

Staff, students and parents at New Discoveries Montessori Academy will increase their environmental literacy, and develop the knowledge, skills and attitudes to support a sustainable, healthy environment. Our school engaged in the following activities to meet our EE goal.

Trend Area	Action	Date to be Completed
Environmental Education as curriculum component	Fifth and sixth graders will collect trash for recycling, separate for recycling and deliver to the local recycling center weekly.	June 2013
Field trip to a natural area (two per school year)	Fifth and sixth graders will spend three days and two nights at Audubon Center of the North Woods annually.	Spring 2013
	Fourth graders will participate in county-wide environmental learning day at McLeod County Fairground.	Spring 2013
	Fourth graders will participate in a field trip to Piepenburg Regional Park.	Spring 2013
	First, second, and third graders will participate in river walk along the Crow River annually.	Fall 2013
	Kindergarteners will visit local apple orchard annually.	Fall 2013
Pass forward Environmental Education commitment – (two per school year)	Families will be invited to participate in highway cleanup for one-mile stretch in memory of Alison and Eleanor Lee twice per year.	November 2012 & June 2013
	Second graders will participate in energy conservation experience with Hutchinson Utility Company.	October 2012
	Third Graders will participate in annual Earth Day celebration with City of Hutchinson Forestry Division.	May 2013
	PTO will host school-wide assembly (raptor program).	April 2013
Teacher-led Earth Friendly Outdoor Recreation	Healthy Discoveries after-school program for K through sixth grade.	Fall 2012 & Spring 2013
	Heritage Journey at Spicer Center for first, second, and third graders.	November 2012

Environmental Education-trained teachers/experts used.	“After-schooligans” for K through third grade.	November 2012 & May 2012
	Tree planting for third graders.	April 2013

Parent Satisfaction

Based on responses to this year’s parent survey, the reaction to the paradigm shift of the 2012-2013 school year was relatively very positive, as the dramatic changes inevitably affected student learning and students’ attitudes toward school. There is still work to do when communicating to families and the community, which has become a primary focus for the 2013-2014 school year.

Individual evaluations submitted for curriculum nights provided information for the adjustments of time and night offered, and the need for providing childcare and refreshments. Suggestions were implemented as opportunity afforded at each successive curriculum night. Positive comments were represented in the end-of-school-year parent survey in questions 5-7. The positive effect on student attitudes was apparent by the numbers represented in questions 3, 6, 7, and 10. Please refer to Appendix D to view responses to our parent survey.

Staffing

NDMA has consistently pursued both licensed and non-licensed staff who are committed to the holistic development of the child. All lead teachers are licensed, and all teaching partners (paraprofessionals) are “highly qualified,” as determined by specific criteria staff are expected to meet both as members of NDMA’s teaching and learning community, and per MDE expectations and guidelines. Excellence among NDMA staff has a direct impact upon developing excellence in our students.

2012-2013 Licensed Teaching Staff				
Name	File #	License / Assignment	2013-14 Status*	Comments
Anderson, Anna K.	462059	180100	*R	
Bandas, Stephanie	410819	180101	*R	
Brown, Lynn	373998	109202	*R	
Bruemmer, Diane	441972	190200	*R	
Falk, Amara	467502	180100	NR	
Herdegen, Donna	255191	180100	*R	
Jodzio, Betty	433693	180100	*R	
Johnson, Oriann	422846	180100	*R	
Larson, Theresa	459177	180100	*R	
Niemeyer, Tari	365533	190201	*R	
Pokornowski, Eric	438394	080300	*R	
Niska, Holly	380312	180100	NR	
Vaillancourt, Heather	997764	180100	*R	
Vold, Cynthia	407753	180101	*R	

* R = Return, NR = Not Return

Licensed teacher percentage return rate:

2012-13 to 2013-14: 86% (14% turnover)

NDMA is pleased to have retained the large majority of our primary teaching staff into the 2013-2014 school year. This is especially noteworthy given the significant changes in staffing NDMA experienced moving into the 2012-2013 school year. A teacher vacancy in one of our E1 classrooms led to the hiring of a teacher for the second half of the 2012-2013 school year. An existing member of our staff was then assigned to the lead teacher position in that classroom, with very positive results already being realized in the new school year.

2012-13 Other Licensed (non-teaching) Staff			
Name	Assignment	13-14 Status*	Comments
Conrad, Dave	920001	*R	
Sax, Joan	990400	*R	

* R = Return, NR = Not Return

2013-14 Other Licensed (non-teaching) Staff		
Name	Assignment	Comments
Conrad, Dave	920001	
Sax, Joan	990400	

2012-13 Non-Licensed Staff			
Name	Assignment	13-14 Status*	Comments
Baysinger, Kathleen	999821	*R	
Buxcel, Karen	999946	*R	
Cannon, Robert	999970	*R	
Condon, Blake	999821	*R	
Corson, Jill	999822	*R	
Dahlke, Sue	999947	NR	
Ecklund, Robert	999945	NR	
Ellis, Sheri	999822	*R	
Ellis, Steve	999822	*R	
Erickson, Tara	999940	*R	
Erickson, William	999950	*R	
Grack, Nicole	999935	*R	
Hanson, Scott	999822	*R	
Hanson, Scott	999980	*R	
Harris, MeiLi	999822	*R	
Helget, Samantha	999822	*R	
Hierlmaier, Teigan	999821	*R	
Hoffmann, LuAnn	999940	*R	
Houseman, Deborah	999802	*R	
Kalenberg, Michaleen	999802	*R	
Kinzler, Tim	999950	*R	
Kubasch, Susan	999822	*R	
Larson, Amber	999940	*R	
Myers, Cheryl	999915	*R	
Nadeau, Michelle	999802	*R	
Niemeyer, Derek	999802	*R	
Noga, Stephen	999919	NR	
Olson, Jodi	999945	*R	
Plombon, Leslie	999980	*R	
Prieve, Sandra	999802	*R	
Prior, Cynthia	999802	*R	
Puder, Julie	999822	NR	
Riederer, Linda	999947	*R	
Rohy, David	999822	*R	
Ryan-Lauer, Cyndi	999802	*R	
Scharpe, Bernadette	999802	*R	

Schwartz, Niccole	999802	*R	
Shimpa, Margaret	999812	*R	
Stenberg, Charles	999945	*R	
Stenberg, Sue E.	999821	*R	
Hudson, Rebecca	99821	*R	
Johnson, Erena	99822	*R	
Kuharski-Schmitz, Kimberly	99822	NR	
Lieser, Meredith	999822	NR	
Schoenherr, Amanda	999822	*R	

* R = Return, NR = Not Return

2013-14 Non-Licensed Staff		
Name	Assignment	Comments
Baysinger, Kathleen	999821	
Buxcel, Karen	999946	
Cannon, Robert	999970	
Condon, Blake	999821	
Corson, Jill	999822	
Ellis, Sheri	999822	
Ellis, Steve	999822	
Erickson, Tara	999940	
Erickson, William	999950	
Grack, Nicole	999935	
Hanson, Scott	999822	
Hanson, Scott	999980	
Harris, MeiLi	999822	
Helget, Samantha	999822	
Hierlmaier, Teigan	999821	
Hoffmann, LuAnn	999940	
Houseman, Deborah	999802	
Kalenberg, Michaleen	999802	
Kinzler, Tim	999950	
Kubasch, Susan	999822	
Larson, Amber	999940	
Myers, Cheryl	999915	
Nadeau, Michelle	999802	
Niemeyer, Derek	999802	
Olson, Jodi	999945	
Plombon, Leslie	999980	
Prieve, Sandra	999802	
Prior, Cynthia	999802	
Riederer, Linda	999947	
Rohy, David	999822	
Ryan-Lauer, Cyndi	999802	

Scharpe, Bernadette	999802	
Schwartz, Niccole	999802	
Shimpa, Margaret	999812	
Stenberg, Charles	999945	
Stenberg, Sue E.	999821	
Hudson, Rebecca	999821	
Johnson, Erena	999822	
Schoenherr, Amanda	999822	

Governance and Management

The New Discoveries Montessori Academy Board of Directors meets the third Monday of each month at 6:30 p.m. to discuss and direct the affairs of the school. The Board is comprised of eight individuals: three parents; two teachers; and three community members. Ex-officio members include the superintendent, the principal, and NDMA's administrative assistant. The following table provides greater detail of Board roles and affiliations.

Board Membership Table

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address
Jill Bierbaum	Member	Parent	July 2012	July 2012	June 2015	jill.bierbaum@newdiscoveries.org
Lynn Brown	Secretary	Teacher	July 2012	July 2012	June 2015	lynn.brown@newdiscoveries.org
Bob Cannon	Ex-Officio	School Leader	September 2012	N/A	N/A	bob.cannon@newdiscoveries.org
Shari Colvin	Chair	Community Member	July 2012	July 2012	June 2016	shari.colvin@newdiscoveries.org
Dave Conrad	Ex-Officio	School Leader	December 2005	N/A	N/A	dave.conrad@newdiscoveries.org
Tara Erickson	Ex-Officio	School Leader	May 2012	N/A	N/A	tara.erickson@newdiscoveries.org
Vicky Hoeft	Treasurer	Community Member	July 2013	July 2013	June 2014	vicki.hoeft@newdiscoveries.org
Betty Jodzio	Member	Teacher	July 2013	July 2013	June 2016	betty.jodzio@newdiscoveries.org
Riana Klaustermeier	Member	Parent	January 2012	January 2012	June 2014	riana.klaustermeier@newdiscoveries.org
Lori Krych	Member	Parent	July 2013	July 2013	June 2016	lori.krych@newdiscoveries.org
Dick Lennes	Vice Chair	Community Member	December 2012	December 2012	June 2015	dick.lennes@newdiscoveries.org

Board Training & Development

NDMA considers the training of its board members as crucial to its effective operation as a governing body. All board members are expected to attend annual training, as evidenced by the following full attendance:

Board Member Name	Training Content Area	Training Date	Trainer/Presenter
Jill Bierbaum	Finance	April 29, 2013	Chuck Herdegen
Lynn Brown	Finance	April 29, 2013	Chuck Herdegen
Bob Cannon	Finance	April 29, 2013	Chuck Herdegen
Shari Colvin	Finance	April 29, 2013	Chuck Herdegen
Dave Conrad	Finance	April 29, 2013	Chuck Herdegen
Tara Erickson	Finance	April 29, 2013	Chuck Herdegen
Vicki Hoeft	Finance	April 29, 2013	Chuck Herdegen
Betty Jodzio	Finance	April 29, 2013	Chuck Herdegen
Lori Krych	Finance	April 29, 2013	Chuck Herdegen
Dick Lennes	Finance	April 29, 2013	Chuck Herdegen
Jill Bierbaum	Board Governance: Roles and Responsibilities	April 29, 2013	Dave Conrad
Lynn Brown	Board Governance: Roles and Responsibilities	April 29, 2013	Dave Conrad
Bob Cannon	Board Governance: Roles and Responsibilities	April 29, 2013	Dave Conrad
Shari Colvin	Board Governance: Roles and Responsibilities	April 29, 2013	Dave Conrad
Dave Conrad	Board Governance: Roles and Responsibilities	April 29, 2013	Dave Conrad
Tara Erickson	Board Governance: Roles and Responsibilities	April 29, 2013	Dave Conrad
Vicki Hoeft	Board Governance: Roles and Responsibilities	April 29, 2013	Dave Conrad
Betty Jodzio	Board Governance: Roles and Responsibilities	April 29, 2013	Dave Conrad
Lori Krych	Board Governance: Roles and Responsibilities	April 29, 2013	Dave Conrad

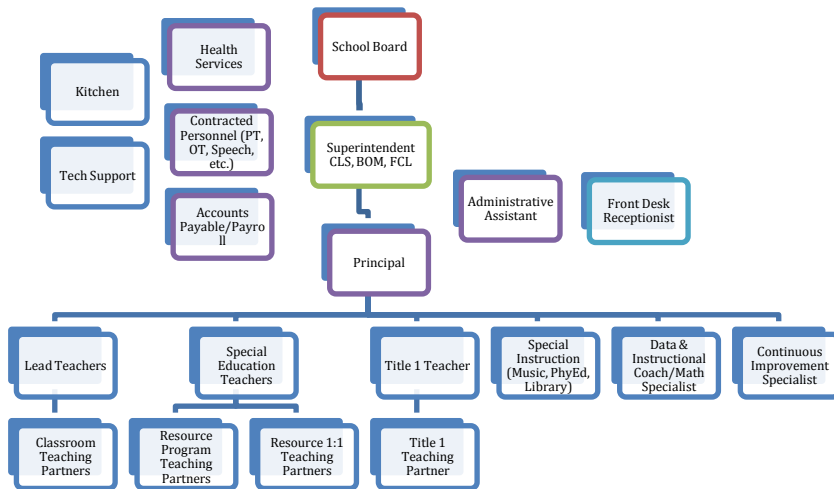
Dick Lennes	Board Governance: Roles and Responsibilities	April 29, 2013	Dave Conrad
Jill Bierbaum	Employment Matters	April 29, 2013	Dave Conrad
Lynn Brown	Employment Matters	April 29, 2013	Dave Conrad
Bob Cannon	Employment Matters	April 29, 2013	Dave Conrad
Shari Colvin	Employment Matters	April 29, 2013	Dave Conrad
Dave Conrad	Employment Matters	April 29, 2013	Dave Conrad
Tara Erickson	Employment Matters	April 29, 2013	Dave Conrad
Vicki Hoeft	Employment Matters	April 29, 2013	Dave Conrad
Betty Jodzio	Employment Matters	April 29, 2013	Dave Conrad
Lori Krych	Employment Matters	April 29, 2013	Dave Conrad
Dick Lennes	Employment Matters	April 29, 2013	Dave Conrad

NDMA materially complies with applicable laws, rules, regulations and provisions of the charter contract and school bylaws relating to:

- *school board composition, and the board demonstrates the capacity to govern an effective charter school;*
- *board member training;*
- *effectively and transparently conducting board meetings:*
 - *A discernible method for conducting meetings (i.e. Robert’s Rules)*
 - *Complying with MN Open Meeting Law*
 - *Timely distribution of board materials prior to meetings to board members and authorizer*
 - *Appropriate documentation of board and committee meetings*
- *board decision-making and oversight, including but not limited to:*
 - *Establishing, reviewing and implementing policy*
 - *Establishing performance expectations that are in alignment with charter contract*
 - *Regularly reviewing academic, financial and operational data*
 - *Overseeing school improvement plans as necessary*
 - *Conducting timely review and approval of key organizational documents including the budget, contracts for service, facility lease, annual reports and financial audits*

Management

The school improvement process has provided an opportunity to evaluate and better define our organizational structure. For example, we have moved from a Director model (one administrator) to a robust leadership structure including the following roles: superintendent, principal, continuous improvement specialist, data and instructional coach, math specialist, building operations manager, family and community liaison, and culture for learning specialist. Please refer to the organizational chart below. This refined structure ensures the integrity of the school improvement plan, and ultimately, improved student achievement.



The board evaluates the Superintendent on an annual basis, including a 360 degree evaluation in which staff are invited to participate. The Superintendent, in turn, evaluates the Principal.

Professional Development Plan for Dr. Robert J. Cannon, Principal

Dr. Cannon is pursuing professional development in Montessori philosophy and practice through enrollment in a Montessori training program by October 1, 2013. He also has entered into a mentorship opportunity both with Montessori consultants and with the principal of another charter school designated as a priority school by the Minnesota Department of Education. Dr. Cannon is also scheduled to attend MDE-sponsored meetings for SIG principals throughout the 2013-2014 school year. Lastly, Dr. Cannon is scheduled to participate in further graduate instruction beginning in the summer of 2014 to further his knowledge of administrative and instructional leadership at the elementary school level.

Finances

Questions regarding school finances and for complete financials for 2012-13 and/or an organizational budget for 2013-14, contact:

Chuck Herdegen, Manager

651.463.2233

chuck@bkda.org

Beltz, Kes, Darling & Associates provides accounting services for School.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Audubon Center of the North Woods no later than December 31, 2013.

FY13 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	\$2,542,760	\$137,435	\$11,980
Total Expenditures	(\$2,531,951)	(\$153,816)	(\$11,980)
Net Income	(\$5,572)	\$0	\$0
Total Fund Balance	(\$48,220)	\$0	\$0

Overview

Financial information presented is based on preliminary audited figures for the school's operations during the year. NDMA ended fiscal year 2013 with a deficit for the second year in a row. The school met its budgeted enrollment target of 172 students in grades kindergarten through 6th grade, and therefore earned state aids consistent with budget estimates. This was the first year that the school was awarded a School Improvement Grant by the MN Department of Education, which added \$379,455 in resources for the school to use to increase student academic performance. The primary factor for the operating deficit includes the startup of the school's full preparation kitchen for the food service program (rather than catering in meals as had been done in the past). The startup costs for this program and the food costs both exceeded budgeted expectations, resulting in a transfer from the General Fund to the Food Service Fund of \$16,381 at the end of the year. Costs for operating the school's preschool program in Fund 04 were in line with revenues received from tuition for the program.

NDMA met all financial reporting requirements in a timely manner throughout the year.



Future Plans

Facilities Expansion

NDMA's Parent-Teacher Organization is considering expansion of existing playground space to allow for more hardscape and soft-scape surfaces that will be conducive to children playing foursquare and other such games, as well as creating seating and additional instructional areas outdoors.

Technological Advancements

New Discoveries has partnered with Nu-Telecom, a local provider, in August 2013 to provide comprehensive technology services to the school. This has resulted in considerable technological advantages to both students and staff members. Of particular significance are three new computers in each classroom that are designated for student learning, as well as twelve new laptops that are being used exclusively for assessment purposes, as our culture has become one that is grounded in a data-driven instructional focus.



Increased Learning Time

Method of ILT	SIG Year II Proposed ILT	Increase	Identify How ILT Will Be Used
<p>Adding time to the instructional day by increasing the number of school hours for <i>all</i> students.</p>	<p>8:45 AM to 3:10 PM (sustained year II)</p> <p>The additional ILT hours as articulated below in transitions and school pictures scheduling.</p>	<p>The increase of 25 minutes per day will be maintained for the 2013-2014 school year.</p> <p>Additional ILT gained for SIG year II = 46 hours</p>	<p>Beginning to end of day instruction: <i>Making every moment count!</i></p> <p>Teaching partners will make full use of transition time (to and from specialists) to review math and reading skills (i.e., letter cards, sight words, rhyming card, math facts, word problems etc.). Instructional time gained for each classroom without taking time out for pictures (fall and spring) will be used for instruction.</p>
<p>Adding additional instructional days to the school calendar for <i>all</i> students.</p>	<p>We are currently tied to the transportation schedule of the Hutchinson Public Schools. NDMA is researching the possibility of securing a transportation contract independently in future years. If this private contract is viable, adding additional days is also a possibility.</p>	<p>Days will increase by <i>00</i> in 2013-14.</p>	

Method of ILT	SIG Year II Proposed ILT	Increase	Identify How ILT Will Be Used
Provide increased instructional time for all students within the existing school day.	<i>Implement instructional review school-wide during transition times.</i>	+ 5 min each way = 10 min/day per class x 5 days/week = 50 minutes / week = 1,800 min = 30 hours total per school year	Informal instructional review occurs during transitions – classrooms to and from music / physical education / library.
	<i>School pictures (fall) will be taken during open house (not during the instructional day). Spring pictures will be taken during one of the spring Family Learning Discoveries.</i>	1 hour / class (Fall and Spring) = 8 x 2 = 16 hours	

Additional Comments on Looking to the Future...

- The daily schedule will be maintained, as this is largely determined by our other local school district’s bussing schedule. The additional 25 minutes when compared with the pre-SIG schedule will be maintained and is supported by our current bussing schedule.
- Additional days of instruction during what are considered “summer months” will continue to be made available to all students, and these days will be included on the school calendar in 2013-2014. (This is in addition to NDMA’s “extended school year” for special education students.)
- NDMA’s superintendent and business manager have sought quotes to determine the feasibility of supporting transportation costs independently rather than through the local Hutchinson Public School District #423. Were this to become a reality, increased school days would also become an option.
- NDMA anticipates implementing a more comprehensive principal evaluation system. Per guidance from SEA, the LEA (superintendent) will implement the Minnesota Principal Evaluation Model.



From Our Constituents...

“A year ago I was in tears. I found out my daughter was behind in her work levels. Today I have tears of joy! Because I was able to observe the learning strategies as they were being taught in the classroom, I knew how to help her at home. It’s like a light bulb has come on in here – she is reading and doing math and loving it!” – NDMA parent

“Today (a parent) called to let me know that her daughter needed to ride the bus home. In the course of our conversation she exclaimed how much she and her daughter love New Discoveries. She stated that NDMA is the reason that they haven’t moved. She said that NDMA is the best school they have experienced and they will tell anyone who will listen. She and her daughter are ecstatic to be part of NDMA!” – NDMA staff member

In a recent *Time for Kids* magazine survey, NDMA students were asked to answer the question, “Of these choices (types of theme schools), which type of school would you like best? Why?” An NDMA student responded, “None...because I like this school a lot. You pulled it off. Usually I hated school, but this is the best school ever. Thank you...to every teacher.”

Appendices

Appendix A.....	2012-2013 School Calendar
Appendix B.....	2012-2013 Assessment Schedule
Appendix C.....	2012-2013 JEPD Calendar
Appendix D.....	2012-2013 Parent Survey Results

Appendix A

New Discoveries Montessori Academy 4161 2012-2013 School Calendar

calendar 06/20/12

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Board Mtg. -> 3rd Mon. each month
 PTO Mtg. -> 4th Tues. each month

Appendix B

2012-2013 Assessment Schedule

Date	Assessment	Time of Day	Place	Participants	Administrators/ Proctors
September 17-21, 2012	AIMs Web Fall benchmarking	am	In classrooms	all NDMA students	Donna Herdegen, Margaret Shimpa, Michelle Nadeau, Dave Conrad, Joan Sax, & Lora Dagele
December 10-14, 2012	MCA OLPA Math (tech piece)	am	NCA Computer Lab	Math (3-6)	Rosine, Joan & Classroom Teaching Partner
January 7-11, 2013	AIMs Web Winter benchmarking	am	In classrooms	all NDMA students	Donna Herdegen, Margaret Shimpa, Michelle Nadeau, Dave Conrad, Joan Sax, & Lora Dagele
February 4-11, 2013	NWEA Winter testing- 6 days	am	NCA Computer Lab	Rdg (K-6), Math (K-2)	Donna, Joan & Classroom Teaching Partner
January 22-25, 2013	MCA OLPA Math (content)	am	NCA Computer Lab	Math (3-6)	Rosine, Joan & Classroom Teaching Partner
February 19-22, 2013	MCA OLPA Math (small groups?)	am	NCA Computer Lab	Math (3-6)	Rosine, Joan & Classroom Teaching Partner
April 8-10, 2013	MCA Science	am	NDMA Library	5th grade	Donna, Joan & Classroom Teaching Partner
April 11-12, 18 & 19, 2013	MCA Reading	am	NCA Computer Lab	3rd - 6th grades	Donna, Joan & Classroom Teaching Partner
April 22-26, 2013	MCA Math	am	NCA Computer Lab	3rd - 6th grades	Rosine, Joan & Classroom Teaching Partner
May 13-17, 2013	AIMs Web Spring benchmarking	am	In classrooms	all NDMA students	Donna Herdegen, Margaret Shimpa, Michelle Nadeau, Dave Conrad, Joan Sax, & Lora Dagele
May 20-27, 2013	NWEA Spring testing	am	NCA Computer Lab	Rdg (K-6), Math (K-2)	Donna, Joan & Classroom Teaching Partner

Appendix C

Date	Title	Attendees	Time
8/27/2012	Response to Intervention	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	1/2 day
8/28/2012	Response to Intervention/ AIMs Web pt. 1 Intro	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	1/2 day
9/10/2012	PLC	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	30 min.
9/17/2012	SIG & organizational tree	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	30 min.
9/24/2012	Positive Behavior	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	30 min.
10/1/2012	School-wide Behavior PBIS Intro /School Culture	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	30 min.
10/8/2012	AIMs Web pt. 2 Continued training on using data to drive instructional practice	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	30 min.
10/10/2012	AIMs Web introduction- reading the results using data to drive instructional practice	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	2 hours

10/15/2012	Math AIMS Results and Goal Setting using data to drive instructional practice	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	30 min.
10/22/2012	School-wide Behavior PBIS Intro /School Culture	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	30 min.
10/29/2012	Spelling Focus: Words Their Way Introduction	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	30 min.
11/5/2012	Math Focus: Research-based math strategies & MCAII Test Specs	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	30 min.
11/12/2012	Word Sorts Words Their Way Introduction	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	30 min.
11/14/2012	Math: Math strategies to align with MN Math Standards Playground: Behavior management strategies update	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	2 hours
11/19/2012	Math Strategies: Right Start	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	30 min.
11/19/2012	Year-long learning progression E1 Curriculum Alignment : Learning Progressions: MN Academic Standards ELA, Math, Science and Social Studies	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	8 hours

11/20/2012	Year-long learning progression E2 Curriculum Alignment : Learning Progressions: MN Academic Standards ELA, Math, Science and Social Studies	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	8 hours
11/26/2012	Curriculum Alignment Review from Learning Progressions: MN Academic Standards ELA, Math, Science and Social Studies	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	30 min.
12/3/2012	AIMS data update, Celebration & Professional goals update from summer JEPD RtI Implementation Continuum	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	30 min.
12/10/2012	Behavior- PBIS Expectations & Discussion of NDMA School Climate and Culture	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	30 min.
12/17/2012	Behavior- values, corrections/consequences NDMA School Climate and Culture: What 3 words define who we are as a learning community ~ continued discussion from PLC dialogue	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	30 min.
1/14/2013	Behavior- new PBIS Framework for implementation Set up classroom visits to set the tone for the new behavior expectations	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	1 hour
1/21/2013	Right Start w/ Right Start author and researcher	Joan Cotter	8 hours
1/28/2013	Guided Reading: Review and progress monitor	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	1 hour
2/11/2013	Math: Progress Monitor on Right Start integrity of implementation / Focus: Research-based math strategies & MCAII Test Specs	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	1 hour
2/13/2013	Literacy: Progress Monitor of Words Their Way Integrity of Implementation	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	2 hrs.

2/25/2013	Literacy: Progress Monitor of Writer's Workshop Integrity of Implementation	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	1 hour
3/14/2013	Data- Trimester Update: Review all data OLPA, NWEA and AIMS to drive instructional decisions	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	1 hour
3/25/2013	Math Progress Monitor on Right Start integrity of implementation & MCA test samplers	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	1 hour
4/8/2013	Literacy MCA test samplers	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	1 hour
4/10/2013	Behavior management Progress Monitor on PBIS integrity of implementation	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	2 hrs.
4/22/2013	Math: Focus: Research-based math strategies Post- MCAIII Assessment Reflection from the students' perspective	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	1 hour
5/6/2013	Literacy: Focus: Research-based literacy strategies Post- MCA Assessment Reflection from the students' perspective	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	1 hour
5/8/2013	Summer skill building: Focus: Preventing "The Summer Slide" Transforming a 'summer off' into a 'Summer ON'... NDMA will provide take-home reading/math materials and a summer incentive program to encourage reading and math cognitive engagement throughout the summer	Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine	2 hours

5/13/2013	<p>Math: Reflection on the 2012-2013 school year.</p> <ol style="list-style-type: none"> 1. Sustainability for 2013-2014 2. Changes in JEPD focus for 2013-2014 	<p>Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine</p>	1 hour
5/27/2013	<p>Literacy: Reflection on the 2012-2013 school year.</p> <ol style="list-style-type: none"> 1. Sustainability for 2013-2014 <p>Changes in JEPD focus for 2013-2014</p>	<p>Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine</p>	1 hour
6/3/2013	<p>Data- Trimester update Review all data OLPA, NWEA and AIMS to drive instructional decisions</p>	<p>Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine</p>	1 hour
6/10/2013	<p>ELA Standards Update Year-long learning progression Curriculum Alignment : Learning Progressions: MN Academic Standards ELA, Math, Science and Social Studies</p>	<p>Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine</p>	8 hours
6/17/2013	<p>Math Standards Update Year-long learning progression Curriculum Alignment : Learning Progressions: MN Academic Standards ELA, Math, Science and Social Studies</p>	<p>Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine</p>	8 hours
6/24/2013	<p>SIG Application review & SIP Revisions</p>	<p>Instructional staff Admin Leadership Team: Dave, Bob, Lora, Joan & Rosine</p>	8 hours

Appendix D

Parent Survey Results

1. How long have you been a part of this school community? Is anyone in your family new to the NDMA community?

Years part of NDMA						
1	2	3	4	5	6	7
14	11	7	8	3	5	3

New to the NDMA Community	
<u>Yes</u>	<u>No</u>
3	8

2. What was the school like last year? How does that compare to the school this year?
- 31 positive comments such as “This year is better”, “Big change in curriculum with more focus on reading and math.” and “last year was not as structured, like class much more this year.”
 - 3 negative comments such as: “Less communication and more confusion about what is going on at NDMA this year.” And “I don’t like the focus on the testing this year.”
 - 3 comments stated this year was similar to last year.
 - 4 surveys stated N/A

3. What do your children say about their school?

<u>Loves it</u>	<u>Enjoys schools</u>	<u>Likes school</u>	<u>Still needs some help</u>	<u>Doesn't like</u>	<u>Better before</u>	<u>Doesn't say</u>
22	5	12	2	2	2	2

4. How did NDMA district of school inform you about changes that would take place?

<u>Email</u>	<u>Letters sent home</u>	<u>Meetings</u>	<u>Website</u>	<u>Newsletters</u>
33	34	8	3	5

5. Have you had opportunity to make suggestions or provide feedback on the changes that have been made?

<u>Yes</u>	<u>NO</u>	<u>Could have</u>	<u>n/a</u>
36	5	3	2

6. What programs and supports are provided by NDMA that help you and your family?

<u>PTO</u>	<u>Special Education</u>	<u>Website</u>	<u>Afterschool programs</u>	<u>Superintendent</u>	<u>Principal</u>
1	10	1	4	2	1

<u>Music</u>	<u>Office personnel</u>	<u>Mrs. Hurd</u>	<u>Math Game boxes</u>	<u>Curriculum Nights</u>	<u>Lunch</u>
2	2	1	4	11	1

<u>Teachers</u>	<u>Teaching Partners</u>	<u>RAZ Kids/ IXL</u>	<u>Data</u>	<u>Scholastic books</u>	<u>Title 1</u>
4	2	5	1	1	5

7. What school programs offered to parents are making a positive difference in your child's education (e.g. math and reading nights, etc.)?

<u>Math</u>	<u>Reading</u>	<u>Art/Music</u>	<u>Conferences</u>
5	5	3	1

<u>Special Education</u>	<u>Curriculum Nights</u>	<u>Summer School</u>	<u>Afterschool Programs</u>
1	24	2	3

8. How have you been involved in the school this year? (volunteering, PTO membership, school improvement team member, tutor, mentor, ...)

<u>Volunteered</u>	<u>PTO</u>	<u>School board</u>	<u>School improvement</u>	<u>Reading at Home</u>	<u>Evening events</u>	<u>Fundraising</u>	<u>Not able to assist</u>
15	7	3	2	1	1	1	22

9. Does your school have a parent center or parent liaison?

<u>Yes</u>	<u>No</u>	<u>??</u>
16	5	24

10. What evidence do you see that your child is progressing academically?

<u>Results @ conferences</u>	<u>Child talks about it</u>	<u>Wants to learn</u>	<u>Likes math and reading better</u>	<u>Reading scores went up</u>	<u>Increased Lexile</u>
25	7	13	6	3	3