



New Discoveries Montessori Academy
#4161-07
2014-2015
Year 9
Annual Report
World's Best Workforce Plan

The purpose of this Annual Report is to inform our authorizer, Audubon Center of the North Woods (ACNW), a comprehensive description of the educational programs and practices at New Discoveries Montessori Academy during the 2014-2015 school year, our ninth year of operation. This report also includes information for the World's Best Workforce Plan (WBWF) required in MN Stat. 120B.11.

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Charter school requirements underlined. MN Stat. 124D.10 (124.E)

World's Best Workforce Pan (WBWF) requirements bolded. MN Stat. 120B.11

SCHOOL INFORMATION

New Discoveries Montessori Academy
1000 5th Avenue SW
Hutchinson, Minnesota 55350
(320).234.NDMA (6362)
www.newdiscoveries.org

Grades Served: Pre-K – 6th grade

Year opened: September 2006

Vision: Enriching Community through Montessori Excellence

Core Values

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.

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. It is a natural fit for New Discoveries to partner with ACNW 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. This past year, we engaged in our renewal process with ACNW and NDMA was awarded a three-year contract through June 2018.

Audubon Center of the North Woods (ACNW) Charter School Division Authorizing Mission - to provide superior oversight, evaluation, feedback and strategic support to its authorized schools resulting in the increased academic, financial, operational and environmental education performance of each school.

ACNW Charter School Division Authorizing Vision - to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.

NDMA participates in ACNW's annual charter school retreat, where we are afforded the opportunity to network with other ACNW authorized schools. NDMA students also look forward to our annual trip to the ACNW Environmental Learning 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.



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David Greenberg, ACNW Director of Charter School Authorizing

IMPLEMENTATION OF PRIMARY AND ADDITIONAL STATUTORY PURPOSES

New Discoveries Montessori Academy's primary purpose is to improve pupil learning. This purpose will be achieved in the following ways:

Increased Learning Opportunities

New Discoveries Montessori Academy will increase learning opportunities for students by providing another choice in elementary education in the Hutchinson Area. This choice will be grounded in the Montessori philosophy and pedagogy.

- Through the use of the Montessori materials, students will receive hands-on learning experiences where children touch, make discoveries, and deeply understand complex concepts. The materials allow concrete understanding of concepts helpful for understanding abstract principles, are self-teaching and self-correcting, have multiple levels of challenge and can be used at different developmental levels. New Discoveries Montessori Academy will provide classrooms utilizing the direction of the Montessori "prepared environment".
- We believe that the larger community is officially part of our classroom environment. Field trips are a vital part of children's personal, social, and intellectual development. Small groups of children will regularly plan and go on supervised trips all around our greater community.
- With Audubon Center of the North Woods, there are many environmental applications for our students. They offer residential environmental education experiences to schools with a full array of adventure programming including a wildlife barn, maple syruping shack, ropes course, hiking explorations, and wall climbing. Students at New Discoveries Montessori Academy will participate in these unique environmental experiences.

Innovative Teaching Methods

- One of the great strengths of the Montessori Method is the integrated approach to learning. For example, math, reading, writing and other subjects are not learned in a compartmentalized method. Instead, children will learn with an understanding of how subjects work together while, at the same time, they work on learning and improving many different skills at once. New Discoveries Montessori Academy will utilize this integrated approach to learning.
- Children enjoy considerable freedom of movement and choice in a Montessori setting. The environment is child-centered, not teacher-centered. They choose what to work on, who to work with, and where to work. Because they pick their work, they are committed to it. Of course, all freedoms are balanced with responsibilities that include demonstrating appropriate behavior, remaining productive and completing areas of necessary fundamental knowledge and skills.
- Long Learning Cycles - Montessori education reserves extended uninterrupted time periods for the children to work freely on a task or project. The children absorb themselves in their studies. They complete their work, emerging fulfilled, refreshed, and satisfied with their accomplishment. The extended periods result in saved time due to fewer transitions

while, even more importantly, they lead to deeper learning, more interest, and great satisfaction for the children. Our great period designated during the morning of our academic day allows for these extended periods of learning.

- Multi-age grouping will be based on a three-year age span as opposed to the one year of traditional education. In this setting children progress through the curriculum at their own pace in a classroom that spans three grades. Teachers and students get to know each other quite well by working together in a multi-age class for a three-year period. A teacher who has worked with a child during this time gains an intimate knowledge of the child. Multi-age groupings mean more small-group options relative to abilities and interests as well as maximizing the potential of each individual child in an environment that has a place for everyone, providing a profound sense of belonging.
- Using the natural environment and facilities of our authorizer, Audubon Center of the North Woods, students will participate in an overnight environmental experience. Students will also explore and understand their local environment, and be involved in environmental-focused service learning projects which will foster the idea of stewardship for their environment.

Effective Measurement of Learning Outcomes

- New Discoveries Montessori Academy will administer several assessments (i.e. NWEA MAP, AIMSweb/FAST, MCAs) throughout the school year to provide baseline data for all students at NDMA. The information acquired from the assessments will be used to determine the amount of measurable progress made by each child. Families receive an individual report for their child. In addition, the Minnesota Comprehensive Assessments (MCA) will be administered as required. These standardized tests will be one of the measures used to show student academic achievement.
- Teachers will keep detailed student records of each child's lessons, projects, and progress. Authentic assessment tools such as observations, portfolios, performance assessments with rubrics, journaling, and parent conferences will be used to measure and report student progress.
- New Discoveries Montessori Academy will continue to clarify and improve consistency in our curriculum, and to align the Montessori competencies with the MN Academic Standards ensuring that we meet or exceed each standard - all in a manner that remains true to our Montessori educational vision.

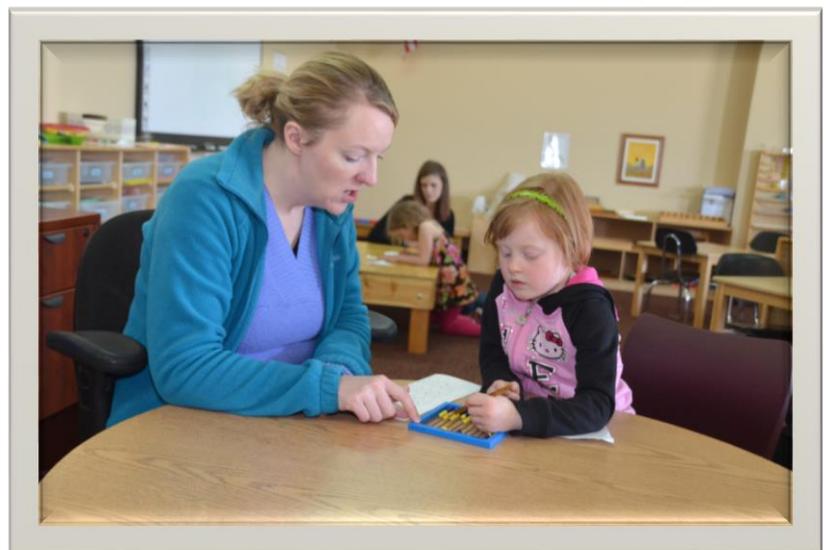
New Forms of Accountability for Schools

- Student, parent, and staff satisfaction surveys will indicate program satisfaction among its stakeholders. New Discoveries Montessori Academy will design the survey and the survey will be administered annually in the spring. Results will be used by the Board and staff in our continuous improvement plan, strategic plan and annual report.
- New Discoveries Montessori Academy will continue its membership with the American Montessori Society (AMS) as a member school and will continue to ensure that our teachers and administration receive and maintain the proper Montessori training.

- 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. Our staff will receive on-going training in understanding and interpreting data. Data informs our planning and instruction creating a culture of data-driven decision making.
- At the end of each school year, staff will evaluate the effectiveness of curriculum and support program components such as field trips, specialists, and any special school-wide activities and programs, as part of our comprehensive needs assessment (CNA) process. This evaluation will provide a method for discussion among staff to initiate new programs and adjust current curriculum and support programming.

Professional Opportunities for Staff

- In order for this school to be successful, teachers of Montessori programs must be thoroughly trained in Montessori theory and practice. Staff will participate in Montessori training opportunities and New Discoveries Montessori Academy will seek ways to budget for and support staff Montessori certification.
- Staff will be involved and have a voice in an annual staff/board retreat that will focus on the mission and vision of the school and the school's strategic plan.
- Staff, with the assistance of the director, will design their own professional development plan. Strategies for improvement will be outlined and evaluation will take place annually.
- New Discoveries Montessori Academy will provide and encourage professional development opportunities for staff in an ongoing effort for them to be lifelong learners and provide academic opportunities that improve student achievement.



STUDENT ENROLLMENT & DEMOGRAPHICS

ENROLLMENT

	2013-14	2014-2015	2015-2016 (est.)
Kindergarten	10	21	16
1st Grade	31	15	20
2nd Grade	22	33	13
3rd Grade	24	24	30
4th Grade	23	28	17
5th Grade	25	24	29
6th Grade	18	18	29
Total	153	163	154
Total ADM (Average Daily Membership) for year	154.05	162.16	

Generally speaking NDMA enrollment each year is between 150-170 students. Over the summer we had two families of 3 children move out of the area and many of the other students transferred back to their resident district schools.

Even though we are in our 10th year of operation, there are many residents who do not know that NDMA is a free public elementary school option available in this area. The Marketing Committee, consisting of members from our Board of Directors and Administration, continue to work diligently on increasing awareness of NDMA in Hutchinson and surrounding communities.

DEMOGRAPHICS

Enrollment increased in 2014-2015. Nearly 37% of our student body received special education services and 58% of our students qualified for free/reduced lunches which is significantly greater than that of the local traditional public schools.

	2013-14	2014-2015	2015-2016 (est.)
Total Enrollment	161	172	154
Male	78	86	81
Female	79	86	73
Special Education	44	59	54
LEP	2	2	0
Black/African American	4	4	2
Hispanic/Latino	3	3	2
Asian/Pacific Islander	2	2	0
American Indian	5	5	7
White	141	153	143
F/R Lunch	86	100	99

STUDENT ATTENDANCE, ATTRITION & MOBILITY

STUDENT ATTENDANCE

	2012-13	2013-14	2014-15
Overall Attendance Rate	94.5%	93.5%	94.9%

Attendance rates increased in 2014-2015. Our trend appears to go up or down a percentage point each year. NDMA will continue to address the importance of regular school attendance with those families who have ongoing attendance issues.

STUDENT ATTRITION

Percentage of students who continue enrollment in the school from Spring 2014 to October 1, 2014.	80%
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There were 169 on the first day of school for the 2014-2015 school year and 172 on the last day. This reflects 9 students leaving during the school year and 19 students enrolling.

STUDENT MOBILITY

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
2011-12	0	182	22	17	39	21.43%
2012-13	5	173	13	4	17	9.83%
2013-14	2	155	19	9	28	18.06%

* Total mid-year transfers divided by Number of students on Oct. 1. (Information from MDE Data Reports & Analytics.)

Percentage of students who were enrolled for 95% or more of the 2014-15 school year.	82%
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One thing to note is that some of our students leave NDMA over the summer or even during the school year and return. Reasons for this include: foster care, mental health placements, transient homes, or realizing that NDMA was a better fit/choice after all.



EDUCATIONAL APPROACH & 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 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 the Minnesota 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 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 PROGRAM (AGES 3-5)

The Montessori early childhood community is referred to as Children's House. In the Children's House Program, we serve children ages 3 to 5. Each classroom combines preschool and kindergarten, and is guided by a trained Montessori teacher and a classroom teaching partner. The teacher/guide and teaching partner provide developmentally appropriate, interest-based activities that encourage children to develop a love of learning and trust in their own ability to learn. At this level children begin to develop their physical, social and intellectual independence. Healthy snacks are provided.

Work in the Children's House includes everything from taking care of the classroom environment and learning practical life skills to studies in Math and Reading.

CURRICULUM AREAS –

Grace and Courtesy (Character Education)

Practical Life (Coordination, Control, Independence & Order)

Sensorial (Refinement of the Senses in Personal and Curricular Domains)

Mathematics (Numeracy, Addition, Subtraction, Division, & Multiplication)

Language (Phonics, Beginning Reading, Sight Words, Reading Fluency, Comprehension, Grammar, & Spelling)

Geography (Landforms, Continents, & History)

Science (Sorting & Classification, Living & Non-living)

Music / Art / Physical Education

3 year olds	Tuesday, Wednesday and Thursday MORNINGS	8:45 a.m. to noon	Tuition: \$150/month
4 year olds	Monday, Tuesday, Wednesday, Thursday MORNINGS	8:45 a.m. to noon	Tuition: \$200/month
4 year olds	Monday, Tuesday, Wednesday, Thursday ALL DAY	8:45am to 3:10pm	Tuition: \$350/month
Kindergarteners	ALL DAY, EVERY DAY	8:45am to 3:10pm	Tuition-free

ELEMENTARY 1 (AGES 6-9)

The Early Elementary Montessori classroom community is referred to as Elementary I, or E1. In the Elementary I classroom we serve children ages 6 to 9. Each classroom combines first, second and third grades, and is guided by a trained Montessori teacher. The teacher/guide provides opportunities for children to exercise the freedoms of 1) movement, 2) choice, and 3) repetition. There is a strong sense of community built within the classroom.

What Makes E1 Unique?

1. Multi-age classrooms
2. Three freedoms: movement, choice and repetition
3. High staff to student ratio
4. Strong sense of community with student to student mentoring, and shared responsibilities

E1 Montessori Focus

1. Three Freedoms
2. Montessori Materials – offering concrete to abstract learning
3. Self-regulating – creating independence in students
4. Family nights – Montessori game nights focus on extending learning into the home, and involving families

Essential Components of E1

1. Small group lesson presentations
2. Whole life/whole being education (not just academics)
3. Fostering excellence, respect and accountability
4. Students allowed to progress beyond and without limitations

Minnesota Academic Standards

1. Aligned Minnesota Academic Standards to Montessori
2. Strong foundational reading and mathematics skill building
3. Rich science and social studies experiences

ELEMENTARY 2 (AGES 9-12)

The Upper Elementary Montessori classroom community is referred to as Elementary II, or E2. In the Elementary II classroom we serve children ages 9 to 12. Each classroom combines fourth, fifth and sixth grades, and is guided by a trained Montessori teacher. The teacher/guide provides opportunities for children to excel.

What Makes E2 Unique?

1. Multi-age classrooms
2. We meet every child where he/she is at
3. Students assist one another with learning
4. Students have choices regarding work

Montessori Focus

1. Montessori materials
2. Small group focus
3. Nurturing atmosphere
4. Grace and courtesy
5. Flexible grouping

Essential Components of E2

1. Guided Reading based on ability level
2. Audubon Experiential/Environmental learning
3. Mathematics based on ability level
4. All staff have on-going experiential training

Minnesota Academic Standards

1. Aligned Minnesota Academic Standards to Montessori
2. Weekly Learning Plans that list the topics and standards
3. Students are aware of MN requirements and why they are learning
4. Curriculum is spiraled (science and social studies)

Environmental Education

At New Discoveries, environmental education is an essential component in all that we do. The overall NDMA environmental education goal is: 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.

Alignment to State Standards

Marrying the Magic of 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 of the Montessori curriculum to the Minnesota Academic Standards. Staff has worked countless hours to align the Montessori curriculum with Minnesota Academic Standards and this continues to be a work in progress.

NDMA 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. Our staff receives on-going training and support in administering assessment and in understanding and interpreting data. Data informs our planning and instruction and NDMA has become a culture of data-driven decision making.

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.

Remediation

Differentiation allows for remediation to occur organically at New Discoveries. The progress monitoring, flexible grouping and multi-age classrooms allow for NDMA staff to provide remediation on an on-going basis.

Acceleration

NDMA strives to meet students' needs by developing exemplary educational programs. Given that each student is an individual comprised of unique strengths, abilities and potential, it is the goal of NDMA to provide a range of opportunities appropriate for all students, including those with exceptional abilities. Therefore the differentiation of instruction is a critical element of all instructional offerings at NDMA, and it is the foundation of programming for exceptional learners. There are a variety of options available to highly capable students including, but not limited to subject, telescoping and/or whole-grade acceleration. (From NDMA Board Policy 590P: Acceleration)

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. As a result, our special education population has increased to nearly 37% of our student enrollment. Special Education staff includes 3.5 FTE Special Education

teachers. Current student needs require approximately 25 special ed paraprofessionals (resource teaching partners). Our special ed program uses a combination of pull-out/push-in strategies for our identified students allowing them the most time in the classroom (least restrictive environment). In addition, we have several social skills groups that meet weekly. NDMA has developed a strong relationship with Hutchinson Health who provides OT, PT and Speech services as well as the Greater MN Family Foundation who provides mental health services to our students. This year we also contracted with West Metro Learning Connections for Special Education Coordinator services and ASD specialist services. The coordinator role is new to NDMA for the 2014-15 school year, and is in place to provide oversight for our expanding program. NDMA contracts with a licensed Director of Special Education for program oversight.

English Learner (EL) Program

Prior to the 2011-2012 school year all students enrolled at NDMA were English speaking students. Since then, we have had two EL students enrolled and have a part-time ELL licensed teacher providing services. NDMA has an English Language Development (ELD) Program flow chart outlining procedures for conducting English proficiency tests and providing English Language Development instruction. The ACCESS Assessment is administered in February.

Staffing to meet the NDMA Educational Mission/Vision

NDMA staff and leadership have made great strides towards realizing our vision of Enriching Community through Montessori Excellence. We have partnered with the Montessori Training Center of Minnesota to provide comprehensive foundational training for all instructional staff and Board members. This collaboration began in January 2014, and culminated in a comprehensive course for all teachers, teaching partners, leadership, administration and Board members in the May/June of 2015. During this training, 32 attendees were provided 60+ hours of Montessori Training and several opted to do the extra work to receive the Montessori certification. Again, we had the good fortune of having MCTM Director and Montessori Trainer, Ms. Alison Awes, provide much of this training. NDMA maintains its membership in the American Montessori Society (AMS) and teachers receive proper credentialing.

We also had the support of Dr. Dagel, Continuous Improvement Specialist/ Literacy Instructional Coach, Rosine Hermodson-Olsen, Math Instructional Coach, Kirsten Kinzler, Interim Director of Instruction/Data Instructional Coach, and Dave Conrad, Director of Operations to provide guidance, leadership and practical knowledge to support the instructional program at NDMA. This past year also found our teachers assuming a more active role in leadership – through providing solid leadership in our 90-minute PLC's, to participating in monthly Instructional Leadership meetings. Quality Job Embedded Professional Development played a key role and bringing teachers and teaching partners together around implementing best practices regarding instruction and assessment. Our goal of marrying the Magic of Montessori with the Mandates of Minnesota and our instructional focus on: Efficiency, Proficiency and MN Standards – Is it efficient? Does it lead to proficiency? Is it aligned with the MN State Standards? – is being realized.

School Calendar/Daily Schedule

Our school calendar has 171 school days and follows District 423 calendar as we share transportation with Hutchinson and this simplifies schedules for our families. We began our school year on Tuesday, September 2nd and our last day was Thursday, June 4th. Our school day begins at 8:45am and ends at 3:10pm.

INNOVATIVE PRACTICES & IMPLEMENTATION

NDMA provides Montessori curriculum in a public school setting. This presents both advantages and disadvantages for students, parents and staff. We enjoy rich tradition, beautiful materials, distinguishable learning activities, and multi-age classroom settings. NDMA leadership, administration and staff have worked diligently during our school improvement grant period to identify specific areas of concern and set a course for aligning Montessori curriculum with state standards. We have made remarkable progress in this journey, and have made a commitment to make the marriage of the magic of Montessori and the mandates of the state of Minnesota a life-long union.

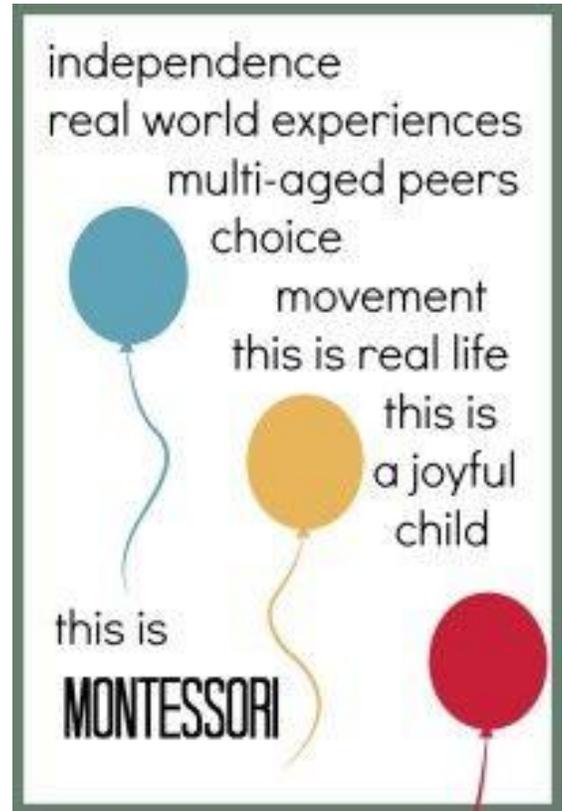
After School Discoveries & Summer Learning Discoveries

This year NDMA offered "After School Sports Discoveries" which meets each month for 2-3 days a week after school for one hour. During this time students participate in organized, large group games and activities such as football, basketball, badminton, archery, soccer, kickball, baseball/softball, dodgeball and track activities. This year the students even participated in basketball games on Saturdays with local area youth basketball teams. The purpose of this after school program is to increase their physical fitness levels, social skills and enjoyment in being active. This position is supervised by a parent volunteer and our Phy-ed teacher which is part of the work day so there is no additional cost.

Summer Learning Discoveries (our summer school program) is offered for all students enrolled at NDMA during June. This year there were 41 students in attendance. The students met for 8 days in June (19th-30th) from 9:00am-12:00pm. Transportation is provided for this summer learning opportunity. During Summer Discoveries, NDMA teachers engage students in math, literacy, and environmental learning activities. Teachers and paras are hired for this program and it is part of our annual budget. There is a small fee for student snack.

PRE-SCHOOL

The Preschool Program served nine 3 and 4 year olds last year. It is a tuition based program with three half days (Tuesday–Thursday) for 3-year olds and four half days (Monday– Thursday) for 4-year olds, paying a modest tuition of \$150 or \$200 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. (See previous pages for more specific information on the Preschool/Children's House Program.)



Successes from the 2014-2015 School Year

New Discoveries continues to endorse and support a GREAT staff-to-student ratio. The 2014-15 school year marked a concerted effort towards more of a push-in model for students with IEPS. This ultimately led to our decision to implement a co-teaching model for the 2015-16 school year.

NDMA saw a great collective effort addressing ongoing concerns about the instructional program. The net result was profound corporate and individual reflection regarding everyone's role in the instructional process. Consequently, those who remain on staff at NDMA are profoundly committed to instructional integrity. We have concluded that all instruction must fit the following criteria: 1) Is it efficient? 2) Does it lead to proficiency? 3) Does it align with the MN State Standards? All under the umbrella of the Montessori philosophy.

The significance we placed on the assessment experience proved to be a crucial factor in student academic success. For example, we established consistent practices to ensure a more reliable assessment opportunity for all students.

We found new energy with new participants joining our PTO this past Spring and this Fall.

We established multiple partnerships for some great garden projects involving students and families.

2014-2015 saw the continuation of a successful comprehensive school improvement effort. Job embedded professional development, 90-minute teacher-led Professional Learning Community (PLC), increased family involvement, and sound curricular decisions all contributed to marked improved student achievement. Through the Job Embedded Professional Development (JEPD) process all instructional staff – teachers and teaching partners – received comprehensive training in the following focus areas: close reading strategies, academic math talk and foundational skills development. Practice profiles were developed for each of the three focus areas. As we examined student data through our PLC meetings and subsequent conversations, we were able to provide key instructional support for every student based on what they needed, when they needed it. It was amazing this year to observe teachers assume leadership roles, and to see them take initiative around the data analysis, instructional enhancements and the assessment protocol.

Challenges from the 2014-2015 School Year

1. Some teachers, leadership and staff were still not embracing what was necessary to address instructional concerns.
2. At the same time, some of the School Improvement Grant (SIG) hoops were distracting.
3. We had 100% turnover with licensed special education staff.
4. Instruction was still weak.

The plan to address challenges:

1. We helped some staff move on, and replaced with some great new staff.
2. We are no longer enrolled in the SIG effort.
3. We hired new staff over the summer.
4. The move toward the co-teaching model is part of our plan to strengthen the instructional model.

STRATEGIC PLAN

NDMA's strategic plan has become a road map for Administration, Board Members and Staff. We refer to it regularly as a detailed accountability document. We have consistently updated the plan based on thoughtful, honest reflection. The SWOT (strengths, weaknesses, opportunities and threats) analysis was a critical starting point for this important effort. (See attached NDMA Strategic Plan 2014-15 at the end of this report for details.)



ACADEMIC PERFORMANCE: GOALS & BENCHMARKS

PROGRESS ON ACNW CONTRACTUAL ACADEMIC GOALS & WBWF ALIGNMENT

World's Best Workforce (WBWF) Goal Areas:

- **Ready for Kindergarten [R4K]:** All students are ready for kindergarten.
- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.
- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
- **Career & College Ready [CCR]:** All students are career- and college-ready before graduating from high school.
- **Graduate from High School [GRAD]:** All students graduate from high school.

Indicator 1: Mission-Related

Goal: Over the period of the contract, students at New Discoveries Montessori Academy (NDMA) will demonstrate a commitment to their community through service.

Measure 1.1 – 10%: From FY15 to FY17, the aggregate percentage of students who meet the school's community service requirements annually will be at least 60.0%. In FY15 and FY16, the annual requirement is at least 15 hours of community service; in FY17, the annual requirement is at least 25 hours. >

- Exceeds Standard: The aggregate percentage is at least 80.0%.
- Meets Standard: The aggregate percentage is at least 60.0%.
- Approaches Standard: The aggregate percentage is at least 50.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Mission-Related Goal Data 1.1			
Goal	FY15 2014-15	FY16 2015-2016	FY17 2016-2017
60%	50%	%	%

WBWF Goal Areas Addressed by this Goal: n/a

Key Measures & Results for this Goal: Approaches Standard. Only 40% of our students had 15 hours of community service documented.

Indicator 2: English Language Learners

Goal: The school does not have a contractual goal in this indicator area as it does not serve a significant population of English Learners.

Indicator 3: Reading Growth

Goal: Over the period of the contract, students at NDMA will demonstrate growth in reading as measured by state accountability tests and nationally normed assessments.

Measure 3.1 [CCR] – 8%: From FY15 to FY17, the aggregate growth z-score for all students on state accountability tests will be equal to or greater than 0.00.

- Exceeds Standard: The aggregate growth z-score is equal to or greater than 0.50
- Meets Standard: The aggregate growth z-score is equal to or greater than 0.00.
- Approaches Standard: The aggregate growth z-score is greater than -0.50.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Growth - 3.1			
Goal	FY15 2014-15	FY16 2015-2016	FY17 2016-2017
0.00	0.022746		

Measure 3.2 [CCR] – 8%: From FY15 to FY17, the aggregate percentage of students that achieve a positive z-score on state accountability tests will be at least 60.0%.

- Exceeds Standard: The aggregate percentage is at least 70.0%.
- Meets Standard: The aggregate percentage is at least 60.0%.
- Approaches Standard: The aggregate percentage is at least 50.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Growth - 3.2			
Goal	FY15 2014-15	FY16 2015-2016	FY17 2016-2017
60%	54.8%	%	%

Measure 3.3 [RG3] – 4%: From FY15 to FY18, the aggregate percentage of students in grades K-2 that meet their fall to spring (except in FY18, fall to winter) NWEA RIT expected growth target will be at least 65.0%.

- Exceeds Standard: The aggregate percentage is at least 75.0%.
- Meets Standard: The aggregate percentage is at least 65.0%.
- Approaches Standard: The aggregate percentage is at least 60.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Growth - 3.3			
Goal	FY15 2014-15	FY16 2015-2016	FY17 2016-2017
65%	34.4%	%	%

WBWF Goal Areas Addressed by this Goal: Career & College Ready. Reading Well by 3rd Grade.

Key Measures & Results for this Goal: MCA, NWEA MAP.

- 3.1 – Approaches Standard
- 3.2 – Approaches Standard
- 3.3 – Does Not Meet Standard

Indicator 4: Math Growth

Goal: Over the period of the contract, students at NDMA will demonstrate growth in math as measured by state accountability tests and nationally normed assessments.

Measure 4.1 [CCR] – 8%: From FY15 to FY17, the aggregate growth z-score for all students on state accountability tests will be equal to or greater than 0.00.

- Exceeds Standard: The aggregate growth z-score is equal to or greater than 0.50
- Meets Standard: The aggregate growth z-score is equal to or greater than 0.00.
- Approaches Standard: The aggregate growth z-score is greater than -0.50.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Math Growth - 4.1			
Goal	FY15 2014-15	FY16 2015-2016	FY17 2016-2017
0.00	-0.347188		

Measure 4.2 [CCR] – 8%: From FY15 to FY17, the aggregate percentage of students that achieve a positive z-score on state accountability tests will be at least 60.0%.

- Exceeds Standard: The aggregate percentage is at least 70.0%.
- Meets Standard: The aggregate percentage is at least 60.0%.
- Approaches Standard: The aggregate percentage is at least 50.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Math Growth – 4.2			
Goal	FY15 2014-15	FY16 2015-2016	FY17 2016-2017
60%	39.3%	%	%

Measure 4.3 [CCR] – 4%: From FY15 to FY18, the aggregate percentage of students in grades K-2 that meet their fall to spring (except in FY18, fall to winter) NWEA RIT expected growth target will be at least 65.0%.

- Exceeds Standard: The aggregate percentage is at least 75.0%.
- Meets Standard: The aggregate percentage is at least 65.0%.
- Approaches Standard: The aggregate percentage is at least 60.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Math Growth - 4.3			
Goal	FY15 2014-15	FY16 2015-2016	FY17 2016-2017
65%	40.5%	%	%

WBWF Goal Areas Addressed by this Goal: Career & College Ready.

Key Measures & Results for this Goal: MCA, NWEA MAP.

- 4.1 – Approaches Standard
- 4.2 – Does Not Meet Standard
- 4.3 – Does Not Meet Standard

Indicator 5: Reading Proficiency

Goal: Over the period of the contract, students at NDMA will demonstrate proficiency in reading as measured by state accountability tests.

Measure 5.1 [RG3] – 1%: From FY15 to FY17, the school's aggregate proficiency index score for 3rd grade students will increase by at least 5.0 points from the baseline proficiency index score (baseline score – 59.8).

- Exceeds Standard: The aggregate proficiency index score is at least 10.0 points above the baseline score.
- Meets Standard: The aggregate proficiency index score is at least 5.0 points above the baseline score.
- Approaches Standard: The aggregate proficiency index score is greater than the baseline score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Proficiency - 5.1			
Baseline – 3 rd Grade	FY15 2014-15	FY16 2015-2016	FY17 2016-2017
59.8	85.3		

Measure 5.2 [CCR] – 3%: From FY15 to FY17, the school's aggregate proficiency index score will increase by at least 5.0 points from the baseline proficiency index score (baseline score – 63.7).

- Exceeds Standard: The aggregate proficiency index score is at least 10.0 points above the baseline score.
- Meets Standard: The aggregate proficiency index score is at least 5.0 points above the baseline score.
- Approaches Standard: The aggregate proficiency index score is greater than the baseline score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Proficiency - 5.2			
Baseline - All	FY15 2014-15	FY16 2015-2016	FY17 2016-2017
63.7	78.7		

Measure 5.3 [CCR] – 2%: From FY15 to FY17, the school's aggregate proficiency index score will be equal to or greater than that of the state for the same grades (3-6).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the state's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the state's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the state's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Proficiency - 5.3					
FY15 2014-15 NDMA	FY15 2014-15 State	FY16 2015-2016 NDMA	FY16 2015-2016 State	FY17 2016-2017 NDMA	FY17 2016-2017 State
78.7	71.6				

Measure 5.4 [CCR] – 2%: From FY15 to FY17, the school's aggregate proficiency index score will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same grades (3-6).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Proficiency - 5.4					
FY15 2014-15 NDMA	FY15 2014-15 ISD 423	FY16 2015-2016 NDMA	FY16 2015-2016 ISD 423	FY17 2016-2017 NDMA	FY17 2016-2017 ISD 423
78.7	78.9				

Measure 5.5 [AGC] – 2%: From FY15 to FY17, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than the school's aggregate proficiency index score for all students.

- Exceeds Standard: The aggregate proficiency index score for the FRP subgroup is at least 10.0 points above the school's score for all students.
- Meets Standard: The aggregate proficiency index score for the FRP subgroup is equal to or greater than the school's score for all students.
- Approaches Standard: The aggregate proficiency index score for the FRP subgroup is within 10.0 points of the school's score for all students.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Proficiency - 5.5					
FY15 2014-15 NDMA	FY15 2014-15 NDMA F/R	FY16 2015-2016 NDMA	FY16 2015-2016 NDMA F/R	FY17 2016-2017 NDMA	FY17 2016-2017 NDMA F/R
78.7	72.0				

Measure 5.6 [AGC] – 1%: From FY15 to FY17, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (3-6).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the state's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the state's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the state's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Proficiency - 5.6					
FY15 2014-15 NDMA F/R	FY15 2014-15 State	FY16 2015-2016 NDMA F/R	FY16 2015-2016 State	FY17 2016-2017 NDMA F/R	FY17 2016-2017 State
72.0	55.0				

Measure 5.7 [AGC] – 1%: From FY15 to FY17, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same subgroup and the same grades (3-6).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Proficiency - 5.7					
FY15 2014-15 NDMA F/R	FY15 2014-15 ISD 423	FY16 2015-2016 NDMA F/R	FY16 2015-2016 ISD 423	FY17 2016-2017 NDMA F/R	FY17 2016-2017 ISD 423
72.0	63.8				

Measure 5.8 [AGC] – 2%: From FY15 to FY17, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than the school's aggregate proficiency index score for all students.

- Exceeds Standard: The aggregate proficiency index score for the SpEd subgroup is at least 10.0 points above the school's score for all students.
- Meets Standard: The aggregate proficiency index score for the SpEd subgroup is equal to or greater than the school's score for all students.
- Approaches Standard: The aggregate proficiency index score for the SpEd subgroup is within 10.0 points of the school's score for all students.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Proficiency - 5.8					
FY15 2014-15 NDMA	FY15 2014-15 NDMA SpEd	FY16 2015-2016 NDMA	FY16 2015-2016 NDMA SpEd	FY17 2016-2017 NDMA	FY17 2016-2017 NDMA SpEd
78.7	79.7				

Measure 5.9 [AGC] – 1%: From FY15 to FY17, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (3-6).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the state's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the state's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the state's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

	Reading Proficiency - 5.9				
FY15 2014-15 NDMA SpEd	FY15 2014-15 State	FY16 2015-2016 NDMA SpEd	FY16 2015-2016 State	FY17 2016-2017 NDMA SpEd	FY17 2016-2017 State
79.7	43.8				

Measure 5.10 [AGC] – 1%: From FY15 to FY17, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same subgroup and the same grades (3-6).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

	Reading Proficiency - 5.10				
FY15 2014-15 NDMA SpEd	FY15 2014-15 ISD 423	FY16 2015-2016 NDMA SpEd	FY16 2015-2016 ISD 423	FY17 2016-2017 NDMA SpEd	FY17 2016-2017 ISD 423
79.7	50.0				

WBWF Goal Areas Addressed by this Goal: Reading Well by 3rd Grade. Career & College Ready. Achievement Gap Closure.

Key Measures & Results for this Goal: MCA.

- 5.1 – Exceeds Standard
- 5.2 – Exceeds Standard
- 5.3 – Meets Standard
- 5.4 – Approaches Standard/Meets Standard (0.2 difference)
- 5.5 – Meets Standard
- 5.6 – Exceeds Standard
- 5.6 – Meets Standard
- 5.8 – Approaches Standard
- 5.9 – Exceeds Standard
- 5.10 – Exceeds Standard

Indicator 6: Math Proficiency

Goal: Goal: Over the period of the contract, students at NDMA will demonstrate proficiency in math as measured by state accountability tests.

Measure 6.1 [CCR] – 4%: From FY15 to FY17, the school’s aggregate proficiency index score will increase by at least 10.0 points from the baseline proficiency index score (baseline score – 47.9).

- Exceeds Standard: The aggregate proficiency index score is at least 20.0 points above the baseline score.
- Meets Standard: The aggregate proficiency index score is at least 10.0 points above the baseline score.
- Approaches Standard: The aggregate proficiency index score is at least 5.0 points above the baseline score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Math Proficiency - 6.1			
Baseline	FY15 2014-15	FY16 2015-2016	FY17 2016-2017
47.9	56.7		

Measure 6.2 [CCR] – 2%: From FY15 to FY17, the school’s aggregate proficiency index score will be equal to or greater than that of the state for the same grades (3-6).

- Exceeds Standard: The school’s aggregate proficiency index score is at least 10.0 points above the state’s score.
- Meets Standard: The school’s aggregate proficiency index score is equal to or greater than the state’s score.
- Approaches Standard: The school’s aggregate proficiency index score is within 10.0 points of the state’s score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Math Proficiency – 6.2					
FY15 2014-15 NDMA	FY15 2014-15 State	FY16 2015-2016 NDMA	FY16 2015-2016 State	FY17 2016-2017 NDMA	FY17 2016-2017 State
56.7	74.9				

Measure 6.3 [CCR] – 2%: From FY15 to FY17, the school’s aggregate proficiency index score will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same grades (3-6).

- Exceeds Standard: The school’s aggregate proficiency index score is at least 10.0 points above the district’s score.
- Meets Standard: The school’s aggregate proficiency index score is equal to or greater than the district’s score.
- Approaches Standard: The school’s aggregate proficiency index score is within 10.0 points of the district’s score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Math Proficiency – 6.3					
FY15 2014-15 NDMA	FY15 2014-15 ISD 423	FY16 2015-2016 NDMA	FY16 2015-2016 ISD 423	FY17 2016-2017 NDMA	FY17 2016-2017 ISD 423
56.7	84.4				

Measure 6.4 [AGC] – 2%: From FY15 to FY17, the school’s aggregate proficiency index score for the FRP subgroup will be equal to or greater than the school’s aggregate proficiency index score for all students.

- Exceeds Standard: The aggregate proficiency index score for the FRP subgroup is at least 10.0 points above the school’s score for all students.
- Meets Standard: The aggregate proficiency index score for the FRP subgroup is equal to or greater than the school’s score for all students.
- Approaches Standard: The aggregate proficiency index score for the FRP subgroup is within 10.0 points of the school’s score for all students.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Math Proficiency – 6.4					
FY15 2014-15 NDMA	FY15 2014-15 NDMA F/R	FY16 2015-2016 NDMA	FY16 2015-2016 NDMA F/R	FY17 2016-2017 NDMA	FY17 2016-2017 NDMA F/R
56.7	57.0				

Measure 6.5 [AGC] – 1%: From FY15 to FY17, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (3-6).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the state's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the state's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the state's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

	Math Proficiency – 6.5				
FY15 2014-15 NDMA F/R	FY15 2014-15 State	FY16 2015-2016 NDMA F/R	FY16 2015-2016 State	FY17 2016-2017 NDMA F/R	FY17 2016-2017 State
57.0	58.9				

Measure 6.6 [AGC] – 1%: From FY15 to FY17, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same subgroup and the same grades (3-6).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

	Math Proficiency – 6.6				
FY15 2014-15 NDMA F/R	FY15 2014-15 ISD 423	FY16 2015-2016 NDMA F/R	FY16 2015-2016 ISD 423	FY17 2016-2017 NDMA F/R	FY17 2016-2017 ISD 423
57.0	72.9				

Measure 6.7 [AGC] – 2%: From FY15 to FY17, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than the school's aggregate proficiency index score for all students.

- Exceeds Standard: The aggregate proficiency index score for the SpEd subgroup is at least 10.0 points above the school's score for all students.
- Meets Standard: The aggregate proficiency index score for the SpEd subgroup is equal to or greater than the school's score for all students.
- Approaches Standard: The aggregate proficiency index score for the SpEd subgroup is within 10.0 points of the school's score for all students.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

	Math Proficiency – 6.7				
FY15 2014-15 NDMA	FY15 2014-15 NDMA SpEd	FY16 2015-2016 NDMA	FY16 2015-2016 NDMA SpEd	FY17 2016-2017 NDMA	FY17 2016-2017 NDMA SpEd
56.7	54.7				

Measure 6.8 [AGC] – 1%: From FY15 to FY17, the school’s aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (3-6).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the state's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the state's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the state's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

	Math Proficiency – 6.8				
FY15 2014-15 NDMA SpEd	FY15 2014-15 State	FY16 2015-2016 NDMA SpEd	FY16 2015-2016 State	FY17 2016-2017 NDMA SpEd	FY17 2016-2017 State
54.7	48.6				

Measure 6.9 [AGC] – 1%: From FY15 to FY17, the school’s aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same subgroup and the same grades (3-6).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

	Math Proficiency – 6.9				
FY15 2014-15 NDMA SpEd	FY15 2014-15 ISD 423	FY16 2015-2016 NDMA SpEd	FY16 2015-2016 ISD 423	FY17 2016-2017 NDMA SpEd	FY17 2016-2017 ISD 423
54.7	61.1				

WBWF Goal Areas Addressed by this Goal: Career & College Ready. Achievement Gap Closure.

Key Measures & Results for this Goal: MCA.

- 6.1 – Approaches Standard
- 6.2 – Does Not Meet Standard
- 6.3 – Does Not Meet Standard
- 6.4 – Approaches Standard/Meets Standard (0.3 difference)
- 6.5 – Approaches Standard
- 6.6 – Does Not Meet Standard
- 6.7 – Approaches Standard
- 6.8 – Meets Standard
- 6.9 – Approaches Standard

Indicator 7: Science Proficiency

Goal: Over the period of the contract, students at NDMA will demonstrate proficiency in science as measured by state accountability tests.

Measure 7.1 [CCR] – 1%: From FY15 to FY17, the school's aggregate proficiency index score will increase by at least 5.0 points from the baseline proficiency index score (baseline score – 52.2).

- Exceeds Standard: The aggregate proficiency index score is at least 10.0 points above the baseline score.
- Meets Standard: The aggregate proficiency index score is at least 5.0 points above the baseline score.
- Approaches Standard: The aggregate proficiency index score is greater than the baseline score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Science Proficiency - 7.1			
Baseline	FY15 2014-15	FY16 2015-2016	FY17 2016-2017
52.2	65.2		

Measure 7.2 [CCR] – .5%: From FY15 to FY17, the school's aggregate proficiency index score will be equal to or greater than that of the state for the same grades (5).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the state's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the state's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the state's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Science Proficiency – 7.2					
FY15 2014-15 NDMA	FY15 2014-15 State	FY16 2015-2016 NDMA	FY16 2015-2016 State	FY17 2016-2017 NDMA	FY17 2016-2017 State
65.2	70.0				

Measure 7.3 [CCR] – .5%: From FY15 to FY17, the school's aggregate proficiency index score will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same grades (5).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Science Proficiency – 7.3					
FY15 2014-15 NDMA	FY15 2014-15 ISD 423	FY16 2015-2016 NDMA	FY16 2015-2016 ISD 423	FY17 2016-2017 NDMA	FY17 2016-2017 ISD 423
65.2	69.9				

Measure 7.4 [AGC] – .5%: From FY15 to FY17, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than the school's aggregate proficiency index score for all students.

- Exceeds Standard: The aggregate proficiency index score for the FRP subgroup is at least 10.0 points above the school's score for all students.
- Meets Standard: The aggregate proficiency index score for the FRP subgroup is equal to or greater than the school's score for all students.
- Approaches Standard: The aggregate proficiency index score for the FRP subgroup is within 10.0 points of the school's score for all students.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Science Proficiency – 7.4					
FY15 2014-15 NDMA	FY15 2014-15 NDMA F/R	FY16 2015-2016 NDMA	FY16 2015-2016 NDMA F/R	FY17 2016-2017 NDMA	FY17 2016-2017 NDMA F/R
65.2	75.0				

Measure 7.5 [AGC] – .25%: From FY15 to FY17, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (5).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the state's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the state's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the state's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Science Proficiency – 7.5					
FY15 2014-15 NDMA F/R	FY15 2014-15 State	FY16 2015-2016 NDMA F/R	FY16 2015-2016 State	FY17 2016-2017 NDMA F/R	FY17 2016-2017 State
75.0	51.8				

Measure 7.6 [AGC] – .25%: From FY15 to FY17, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same subgroup and the same grades (5).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Science Proficiency – 7.6					
FY15 2014-15 NDMA F/R	FY15 2014-15 ISD 423	FY16 2015-2016 NDMA F/R	FY16 2015-2016 ISD 423	FY17 2016-2017 NDMA F/R	FY17 2016-2017 ISD 423
75.0	78.0				

Measure 7.7 [AGC] – .5%: From FY15 to FY17, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than the school's aggregate proficiency index score for all students.

- Exceeds Standard: The aggregate proficiency index score for the SpEd subgroup is at least 10.0 points above the school's score for all students.
- Meets Standard: The aggregate proficiency index score for the SpEd subgroup is equal to or greater than the school's score for all students.
- Approaches Standard: The aggregate proficiency index score for the SpEd subgroup is within 10.0 points of the school's score for all students.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Science Proficiency – 7.7					
FY15 2014-15 NDMA	FY15 2014-15 NDMA SpEd	FY16 2015-2016 NDMA	FY16 2015-2016 NDMA SpEd	FY17 2016-2017 NDMA	FY17 2016-2017 NDMA SpEd
65.2	70.8				

Measure 7.8 [AGC] – .25%: From FY15 to FY17, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (5).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the state's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the state's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the state's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Science Proficiency – 7.8					
FY15 2014-15 NDMA SpEd	FY15 2014-15 State	FY16 2015-2016 NDMA SpEd	FY16 2015-2016 State	FY17 2016-2017 NDMA SpEd	FY17 2016-2017 State
70.8	46.6				

Measure 7.9 [AGC] – .25%: From FY15 to FY17, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same subgroup and the same grades (5).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

	Science Proficiency – 7.9				
FY15 2014-15 NDMA SpEd	FY15 2014-15 ISD 423	FY16 2015-2016 NDMA SpEd	FY16 2015-2016 ISD 423	FY17 2016-2017 NDMA SpEd	FY17 2016-2017 ISD 423
70.8	59.4				

WBWF Goal Areas Addressed by this Goal: Career & College Ready. Achievement Gap Closure.

Key Measures & Results for this Goal: MCA.

- 7.1 – Exceeds Standard
- 7.2 – Approaches Standard
- 7.3 – Approaches Standard
- 7.4 – Approaches Standard
- 7.5 – Exceeds Standard
- 7.6 – Approaches Standard
- 7.7 – Meets Standard
- 7.8 – Exceeds Standard
- 7.9 – Exceeds Standard

Indicator 8: Proficiency in Other Curricular Areas

Goal: Over the period of the contract, prekindergarten students at NDMA will demonstrate readiness for kindergarten as measured by “Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards” rubric.

Measure 8.1 [R4K] – 4%: From FY15 to FY17, the aggregate percentage of prekindergarten students who demonstrate readiness for kindergarten as measured by “Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards” rubric will be at least 85.0%.

- Exceeds Standard: The aggregate percentage is at least 95.0%.
- Meets Standard: The aggregate percentage is at least 85.0%.
- Approaches Standard: The aggregate percentage is at least 75.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Kindergarten Readiness - 8.1			
Goal	FY15 2014-15	FY16 2015-2016	FY17 2016-2017
85%	100%	%	%

WBWF Goal Areas Addressed by this Goal: Ready for Kindergarten.

Key Measures & Results for this Goal: Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards. All of our preschool students were ready for Kindergarten (100%).

Indicator 9: Post-Secondary Readiness

The school does not have a contractual goal in this indicator area as it does not serve high school students.

Indicator 10: Federal and State Accountability

The school does not have a contractual goal in this indicator area. ACNW will evaluate the school’s performance in this area based on results from the Multiple Measurement System.

Key Measures & Results for this Goal: MN State Report Card – MCA Results. We do not have any designation this year.

Multiple Measures Rating (MMR)

	2015	Designation 2014	2014	2013	2012	Initial Designation	2011	2010
Multiple Measurements Rating (MMR)	38.87%	67.27%	77.88%	56.66%	31.61%	2.10%	0.86%	3.34%
Proficiency	8.86	16.53	11.42	5.11	0.67	2.33	0.49	1.84
Weighted percentage of subgroups reaching targets	35.4%	-	45.7%	20.4%	0.0%	-	0.0%	0.0%
Growth	8.99	39.26	21.99	17.27	5.27	0.66	0.08	0.58
Average Growth Z-Score	-0.1607	-	0.4212	0.288	-0.0105	-	-0.514	-0.2781
Achievement Gap Reduction	11.30	45.11	25	20.11	17.77	0.16	0.08	0.08
Achievement Gap Reduction Score	0.1807	-	-0.427	-0.1798	-0.0458	-	0.8196	0.8173
TOTAL POINTS	29.15	100.9	58.41	42.49	23.71	3.15	0.65	2.5
Possible points	75	150	75	75	75	150	75	75
Focus Rating (FR)	47.60%	75.88%	86.54%	65.22%	36.99%	6.84%	1.18%	12.50%
Achievement Gap Reduction	11.30	45.11	25	20.11	17.77	0.16	0.08	0.08
Achievement Gap Reduction Score	0.1807	-	-0.427	-0.1798	-0.0458	-	0.8196	0.8173
Focused Proficiency	12.50	30.77	18.27	12.5	0.72	6.68	0.51	6.17
Weighted percentage of subgroups reaching targets	50.0%	-	73.1%	50.0%	0.0%	-	0.0%	0.0%
TOTAL POINTS	23.80	75.88	43.27	32.61	18.49	6.84	0.59	6.25
Possible points	50	100	50	50	50	100	50	50
Multiple Measurement Designation	none	Celebration Eligible	Celebration Eligible	Celebration Eligible	Priority Status	Priority Status	Not Making AYP	Not Making AYP

Data from MDE Report Card – education.state.mn.us

Indicator 11: Attendance

Goal: Over the period of the contract, students at NDMA will attend the school at high rates.

Measure 11.1– 10%: From FY15 to FY17, the average of the school's annual attendance rates will be at least 93.0%.

- Exceeds Standard: The average of the school's annual attendance rates is at least 96.0%.
- Meets Standard: The average of the school's annual attendance rates is at least 93.0%.
- Approaches Standard: The average of the school's annual attendance rates is at least 90.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Attendance - 11.1			
Goal	FY15 2014-15	FY16 2015-2016	FY17 2016-2017
93%	94.9%	%	%

WBWF Goal Areas Addressed by this Goal: none. However, one could argue that good attendance habits will benefit students their entire life and help to make the World's Best Workforce.

Key Measures & Results for this Goal: MARSS data. MN School Report Card.



NEW DISCOVERIES AND NEW CENTURY READING BUDDIES

ADDITIONAL ACADEMIC DATA
MCA Reading and Math Growth

MDE Report Card Data:

MATH	2012	2013	2014	2015
Percent of students "On Track for Success"	45.0	45.8	47.3	34.0
Percent of students making High, Medium, and Low Growth				
High			33.3	19.6
Medium			49.1	37.5
Low			17.5	19.6

READING	2012	2013	2014	2015
Percent of students "On Track for Success"	55.0	69.0	77.2	60.7
Percent of students making High, Medium, and Low Growth				
High			61.4	41.1
Medium			26.3	26.8
Low			17.5	32.1

MCA Proficiency Results in Reading, Math, and Science

MCA Proficiency, Math (All Accountability Tests, All Students)					
	NDMA	State	Local District - Hutchinson Park Elementary	Comparison School - Glencoe Silver Lake - Lakeside Elementary	Comparison School - Lafayette Charter School
2015	57.9	70.8	86.8	76.5	65.8
2014	52.4	71.4	86.5	76.0	47.9
2013	42.2	71.3	83.2	75.2	40.7
2012	35.9	72.0	84.5	78.3	45.5

MCA Proficiency, Reading (All Accountability Tests, All Students)					
	NDMA	State	Local District - Hutchinson Park Elementary	Comparison School - Glencoe Silver Lake - Lakeside Elementary	Comparison School - Lafayette Charter School
2015	73.8	69.1	79.2	73.8	64.5
2014	65.9	69.0	78.8	71.5	53.2
2013	51.7	68.0	75.4	69.3	57.0
2012	64.6	82.9	86.2	82.5	77.3

MCA Proficiency, Science (All Accountability Tests, All Students)					
	NDMA	State	Local District - Hutchinson Park Elementary	Comparison School - Glencoe Silver Lake - Lakeside Elementary	Comparison School - Lafayette Charter School
2015	43.5	59.3	76.9	50.0	No data
2014	50.0	61.4	75.2	49.6	40.0
2013	40.9	59.9	80.3	43.1	39.1
2012	26.9	57.9	71.0	48.0	36.4

Data from the MN Report Card – education.state.mn.us

NWEA MAP

**NDMA NWEA MAP DATA
SPRING 2015**

as of 07.10.15

NWEA MAP - MATH					
Grade	# Students at/above Grade Level RIT	% Students Within Mean 2011 Norm RIT Range Spring 2015 Test	# tested	# Students Demonstrating Growth on RIT Fall to Spring	% Students Demonstrating Growth on RIT Fall to Spring
K	11	58%	19	19	100%
1	11	73%	15	13	87%
2	14	44%	32	29	91%
3	14	70%	20	19	95%
4	12	46%	26	23	88%
5	12	52%	23	22	96%
6	9	50%	18	16	89%
Total	83	56%	153	141	92%

NWEA MAP - READING					
Grade	# Students at/above Grade Level RIT	% Students Within Mean 2011 Norm RIT Range Spring 2015 Test	# tested	# Students Demonstrating Growth on RIT Fall to Spring	% Students Demonstrating Growth on RIT Fall to Spring
K	11	58%	19	19	100%
1	11	73%	15	14	93%
2	18	58%	31	29	94%
3	12	63%	19	16	84%
4	14	52%	27	27	100%
5	14	61%	23	23	100%
6	10	56%	18	12	67%
Total	90	60%	152	140	91%

NWEA MAP - LANGUAGE USAGE					
Grade	# Students Within Mean 2011 Norm RIT Range Spring 2015 Test	% Students Within Mean 2011 Norm RIT Range Spring 2015 Test	# tested	# Students Demonstrating Growth on RIT Fall to Spring	% Students Demonstrating Growth on RIT Fall to Spring
K	n/a	n/a	n/a	n/a	n/a
1	n/a	n/a	n/a	n/a	n/a
2	17	77%	22	18	82%
3	12	71%	17	17	100%
4	10	45%	22	17	77%
5	8	36%	22	10	45%
6	5	33%	15	7	47%
Total	52	38%	98	69	50%

If using NWEA MAP to predict proficiency on the MCAs:

Math – Grades 3-6 NWEA MAP Average Proficiency – 55% (MCA actual – 57.9%)

Reading – Grades 3-6 NWEA MAP Average Proficiency – 58% (MCA actual – 73.8%)

Language Usage – Grades 3-6 NWEA MAP Average Proficiency – 46%

Information from both the AIMSweb/FAST assessments and NWEA-MAP assessments is used by instructional staff to adjust instructional focus to meet individual student needs.

ADDITIONAL WORLD'S BEST WORKFORCE DATA

Outline the school's progress towards closing the achievement gap.

NDMA uses a variety of tools to measure and determine students' academic growth and proficiency of grade level standards. These tools range from informal assessments observed in the classroom to formal, mandated assessments such as the Minnesota Comprehensive Assessment (MCA). Additionally, New Discoveries tracks student growth and progress through the use of AIMSweb/FAST benchmarking assessments and probes. Teachers use these assessments to identify the needs of the students and adjust instructional strategies to meet their needs and encourage individualized academic growth.

Outline the school's progress towards ensuring all students are ready for kindergarten.

NDMA's separate preschool program for 3 and 4 year olds is an integral part of ensuring all students are ready for kindergarten. The multi-age aspect of blending our preschool program with our kindergarten program is crucial in this regard. The familiarity with the materials, staff, curriculum and routine are all key factors leading towards a successful kindergarten experience at NDMA. In using the Early Childhood Indicators of Progress: Minnesota's Early Learning Standards to gauge Kindergarten readiness, it was determined that all of our 4 year old preschoolers were ready for Kindergarten.

Outline the school's progress towards ensuring that all students in third grade achieve grade level literacy.

New Discoveries Montessori Academy uses Balanced Literacy as its reading, writing and language arts program. Balanced Literacy is a research based and content-rich approach that

provides high-interest, developmentally appropriate instruction for each student. Included in this program are components for guided reading, read aloud, shared reading, leveled reading and independent reading. To enhance this curriculum, NDMA has an elementary library with a variety of fiction and informational text reading materials, covering a wide range of reading levels. Each classroom also has their own reading center where students can enjoy books and other resources selected by their classroom teacher.

All students in grades K-3 are given the AIMSweb/FAST screening/benchmarking assessment three times throughout the course of the year in fall, winter, and spring. Using this data, along with data from Measures of Academic Progress (MAP), struggling and at-risk students are identified and referred for interventions. Specific interventions are based on further assessments, and the interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. Each student's progress is monitored regularly during a daily intervention period and if the intervention selected is not working, another intervention is selected and implemented. Minnesota Reading Corps is also utilized for reinforcement.

The goal of New Discoveries is to ensure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level. The standards are aligned with the Montessori curriculum.

Outline the school's progress towards ensuring that all students attain career and college readiness before graduating from high school.

Elementary teachers prepare students by focusing on reading and math skills using the state's standards. Teachers also encourage parents to stay involved in their child's education by visiting their child in school and attending special parent/child events. Everything we do at NDMA is to assist students in their educational endeavors and future careers.

Outline the school's progress towards ensuring that all students graduate from high school.

Not Applicable. NDMA is a Pre-K-6 school.

Provide information on student performance on the National Association of Education Progress (If your school did not participate, please indicate so.).

Not Applicable. NDMA is a Pre-K-6 school and did not participate in the NAEP.

EDUCATIONAL EFFECTIVENESS: ASSESSMENT & EVALUATION

The school's process for assessing and evaluating each student's progress toward meeting state and local academic standards;

Assessment

In order to assess school-wide student learning at NDMA, the following assessments are used: AIMSweb/FAST and NWEA-MAP Reading, Math and Language Usage. These assessments are administered Fall, Winter and Spring.

AIMSweb/FAST

- 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
- FAST aligns with the MN Reading Corps Model

NWEA-Measures of Academic Progress (MAP)

- 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)

In preparation for the MCA assessments, the **Optional Local Purpose Assessment (OLPA)** is administered to 3rd-6th graders during the testing window.

The school's process to review and evaluate the strengths and weaknesses of instruction and curriculum;

NDMA administration and instructional staff review and evaluate the strengths and weaknesses of instruction and curriculum weekly through the work we do at our 90 minute Professional Learning Communities (PLC). In addition, instructional leaders - lead and mentor teachers, Title teacher, Reading Corps coach, and administration - meet monthly as an Instructional Leadership Team (ILT). We consistently and carefully review evidence of student work, assessment data, objective observational data, instructional walk-through data, and evaluation data.

The school's system to periodically review and evaluate the effectiveness of all instruction and curriculum;

The work we do through our participation in the Quality Compensation (QComp) program, administration and instructional staff consistently review instructional practices and instructional effectiveness. The pre-observation, observation and post-observation process allow for comprehensive examination of the instructional program. In addition, mentor teachers are providing support for the instructional program in every classroom.

Teacher Evaluation System

NDMA is a Quality Compensation (QComp) school. We have developed a teacher evaluation program based on the work of Charlotte Danielson. Our evaluation process, including a detailed rubric, was approved – and is reviewed annually - by the Minnesota Department of Education. There are four explicit areas of focus for round of observations: 1) teacher/student interaction; 2) lesson/instruction; 3) classroom management; 4) classroom environment/culture. The rubric provides detailed criteria for exemplary, proficient and in-need-of-improvement for each specific item in the four areas. Teachers participate in the evaluation process three times with a mentor teacher, and three times with administration. The administrative evaluations contribute towards eligibility for a salary augmentation based on the QComp criteria. If a teacher is in-need-of-improvement, he/she is presented with a Corrective Action Plan with clear indicators of progress (or lack of) and is time-bound. Assistance and mentorship is offered to the teacher to reach proficiency. If the teacher does not meet the criteria, they are let go. The evaluation process is evaluated annually by a team of teachers

and administration. The team presents a report to the Minnesota Department of Education annually.

Curriculum

NDMA relies heavily on the teacher leaders in our midst for ongoing feedback regarding curriculum design and implementation. Through weekly 90-minute PLC meetings and regular Instructional Leadership team meetings, student data is critically examined and curricular practices are scrutinized. Best practices have been adopted through our comprehensive school improvement effort, implemented in September 2012 and ending this past June 2015. NDMA's leadership team updates our school improvement plan (SIP) several times each year. This includes measuring efficacy relative to academic goals that have been updated annually. As a result, NDMA has improved its academic goals.

Co-Teaching Model

As a result of professional dialogue with staff and leadership on how to best meet the needs of our students, a co-teaching model has been implemented for the 2015-2016 school year at NDMA. Each classroom is staffed with a general education teacher and a special education teacher. With this model, we truly have an inclusive educational delivery model provided in the least restrictive environment. The team felt this would be especially beneficial for our students as we have a high percentage of students with exceptional needs. All staff received training in the co-teaching model prior to the first day of school and will continue to participate in professional development activities throughout the year. Administration is committed to working with co-teaching teams and meets with them regularly.

"Co-teaching" (Friend, 2008) is a specific type of collaborative teaching format and special education service delivery option which daily/weekly involves two or more certified teachers (i.e., regular and special education), who share instructional responsibility and joint accountability for a single group of diverse learners via partnership strategies in a general education setting.

STUDENT & PARENT SATISFACTION

Student and Parent Satisfaction

Student surveys were completed in the classroom and indicate that students are satisfied with the NDMA program. In looking at the results, a majority of students responding a) believe they are learning at NDMA, b) feel valued and respected by (their) teacher, and c) understand that their teacher makes sure that all students are learning. This is encouraging, and speaks to how important the teacher-student relationship is in the learning environment. It would also be reasonable to observe that a significant number of students have seen either some or big improvement in their ability to 1) read, 2) write, 3) speak in front of a group, and 4) to think mathematically. Students indicated that they would really like art.

This year we had 34 parent surveys completed, up from only 18 last year! We made a concerted effort to have the survey available at our end-of-year activities. While waiting for the event to start, parents had an opportunity to complete the survey and return. Noteworthy survey items: 94% of respondents that agreed with the statements on the survey. The main thing that families would like to see is more communication – from their child, from their child's teacher and from the school in general. It is both affirming and humbling to note that among parent/family respondents, that the majority of parents are overwhelmingly appreciative and happy about their experiences at NDMA, and supportive of our efforts. (Survey Results at the end of this report.)

ENVIRONMENTAL EDUCATION

The mission of New Discoveries Montessori Academy's authorizer, 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.

The Audubon Center of the North Woods defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the earth. Environmental literacy is the knowledge, skills, attitudes, motivation, and commitment to work individually and collectively toward sustaining a healthy natural and social environment. To meet the above goal, NDMA has agreed to provide opportunities to instill a connection and commitment to the environment through experiential learning.

Indicator Area 1: EE-based Curriculum Components

Describe how the school integrates environmental education into science curriculum and other disciplines.

In what ways does the school integrate environmental education into its academic program?

By design, the Montessori curriculum is interdisciplinary - subjects are studied together, not in isolation - therefore, it is not difficult to integrate environmental education into our science curriculum and other disciplines at New Discoveries.

Are EE values and strategies present in disciplines other than science? If so, in what way(s)?

Yes. We incorporate EE values throughout the curriculum. For example, in our language arts curriculum, we find informational texts that have environmental topics for the students to read and discuss. Our E1 classrooms monitor our local Eagle nest and journal their observations. (mnbound.com)

Please provide a list of specific examples (e.g. courses, projects, EE-related student accomplishments, etc.) that demonstrate EE integration in science and other discipline areas.

Each week, NDMA E2 students collect recyclables from throughout the school. They talk about the importance of reuse/recycle in their classroom and encourage all classrooms to follow suit. They take the recyclables - paper, plastic, glass and cans - to the local solid waste facility. NDMA receives a small check for their recycling efforts.

The environmental literacy of the NDMA students is demonstrated through the care of their environment both inside and outside the school building and in the language they use as they discuss the world around them.

The students go on many walking field trips around Hutchinson and while in route explore and observe the environment around them. We are fortunate to be located close to the Luce Line and the Crow River.

Indicator Area 2: Field Trips to Natural Areas

Describe how the school engages students in nature-related outdoor experiences at least twice per school year.

09/2014 – All 5th and 6th grade students spend three days and two nights at the Audubon Center. (All but 2/44 attended!)

Environmental Learning Experience - Students in the 5th and 6th grades spend an extended time at an environmental learning center which provides an outdoor immersion experience at ACNW.

Classroom Supplementary Learning Activities - Classroom teachers prepare the students for this trip with the online curriculum provided from ACNW. After their trip, they bring it back to the classroom for follow-up and extended learning activities.

Classroom Learning/Standards - The ACNW classes are aligned to the MN Standards. E2 students write a reflection about their environmental experience at ACNW. In addition, they choose one of the classes that they participated in, prepare a project and present this at Family Learning Discoveries Night. After spending time at ACNW, the students are much more aware of food waste and work to decrease it in the cafeteria.

09/2014 - Children's House and E1 students visit the MN Arboretum.

Environmental Learning Experience - Students learn about the science of maple syrup and participate in the process of maple syrup making.

Classroom Supplementary Learning Activities - Classroom activities included the study of trees that produce maple syrup and the process of maple syrup making.

Classroom Learning/Standards - Students learn about using the natural environment for making maple syrup and discuss the health benefits of using natural food products.

10/2014 - Grades 1, 2, and 3 participate in river walk along the Crow River. Leaf collecting and environmental observations are among the activities that take place during their walk.

10/2014 - Nelson Farm, Litchfield

Kindergarteners visit local historic family farm and enjoy fun, hands-on experiences with farm animals and farm life.

05.12.15 – Nature Field Day, Piepenburg Park, Hutchinson

4th graders participate in county-wide environmental learning day at Piepenburg Park. Students rotate through a series of interactive environmental stations.

Indicator Area 3: Promote Environmental Stewardship

Describe how the students and faculty engage in activities that promote environmental stewardship at home and in their community or neighborhood.

Fall & Spring - Families are invited to participate in highway cleanup for one-mile stretch. Students learn the value of not littering and cleaning up debris and garbage along the highways to keep our world beautiful.

Spring - PTO Spring Clean-up - all families are invited to participate on a Saturday clean-up day where the landscaping and garden around the school are tended to. Creekside Compost Facility donates mulch for the school to use on the grounds. Mulch is made from resident curbside organic recycling material. Students learn about reusing recycled materials for

landscaping projects. In addition, several times throughout the year, teachers will take students outside to clean up the grounds.

Staff attended the following environmental focused workshops this year that were hosted on-site:

04.01.15 – Garden/Farm to School Workshop (2-hour late start)

Presenter: Zoe Hastings, MN Dept of Agriculture (MDA) Farm to School Coordinator
20 attendees

Ms. Hastings provides professional development trainings for educators, local food procurement assistance for school meal programs, and marketing assistance for Minnesota farmers through the Minnesota Grown and Minnesota Agriculture in the Classroom Programs. On April 1st, Zoe came to New Discoveries and presented a FREE school garden/farm to school workshop featuring the Minnesota School Garden Guide and other hands on activities. During this free workshop we completed a variety of hands-on lessons that will serve as a starting point for brainstorming opportunities to use school gardens and local food as tools for contextualizing learning. NDMA staff was presented with information on how school gardens and local food education can enrich the connections students have with fresh, healthy food while achieving Minnesota's academic standards! We received resources and lessons for using gardening, food, and agriculture as tools for teaching.

02.12.15 – 3:30-8:00pm - Team Teaching with Mother Nature

Presenters: Ed and Sil Pembleton, Jeffers Foundation
18 attendees

During this workshop the presenters provided us with materials to use with our students in creating a blend of environmental literacy and excitement about learning outdoors. There were many hands-on activities and we walked away with new tools, techniques and ideas for taking advantage of the wonderful opportunities surrounding your school. This workshop inspired many of us to take our students outdoors regardless of the weather and connect nature to all that we do.

Indicator Areas 4 & 5: EE Elective Trend Areas

Describe how the school participates in at least two activities in at least two trend areas.

Trend Area:

- EE trained teachers or experts
- Energy efficiency
- Food program
- Natural vegetation/wildlife use
- Outdoor recreation
- Operations & finance
- Waste reduction

04/2015 - Tree planting – 3rd graders work with the City of Hutchinson Forestry Department and Hutchinson Utilities to plant trees on the school grounds. Each year, NDMA receives (6) trees donated from the City of Hutchinson and Hutchinson Utilities. These trees are planted to help shade the building on the west side. Energy is conserved by providing shade for the classrooms.

24 trees have been planted so far. Students learn about the types of trees that are being planted and learn to identify.

Trend Area:

- EE trained teachers or experts
- Energy efficiency
- Food program
- Natural vegetation/wildlife use
- Outdoor recreation
- Operations & finance
- Waste reduction

Spring 2015 - Garden project – With our partnerships with The Dirt Group - Kenny Turck and McLeod County 4-H Summer Intern, we have several gardens that were planted this Spring.

- Approximately 40 students took turns learning about specific varieties of seeds and plants that we placed in two of the gardens. Among the plants are more than a dozen varieties of tomatoes, two kinds of pumpkins, peppers, and squash.
- About 50 students assisted in prepping the gardens on the west side of the building for our family garden plots. We have eight families who signed up to be responsible for the planting and care of a plot. Families will begin by finishing the prep work and planting their first seeds and plants and then tend to their plot throughout the summer.

Indicator Area 6: Commitment

Describe how the school uses its resources to carry out EE mission match activities.

New Discoveries has made the commitment to fund the experiential opportunities for students that can't afford it. Scholarships are available for those students. Our recycling efforts bring in a small check for the school.

Describe the school's commitment to EE in its financial and operational decision-making.

NDMA does apply for EE ACNW funds for the 5th and 6th grade trip to ACNW. Using our F/R numbers helped to make the fee more affordable for some families. Classrooms use recycled paper for scratch paper and disposable paper projects.

Indicator Area 7: Science Proficiency

This indicator is addressed in Academic Performance: Goals & Benchmarks.

Indicator Area 8: Environmental Literacy

Describe the school's approach to environmental education.

At NDMA, environmental education is integrated into everything that we do. It is a natural fit in a Montessori school. Students take care of their classroom environment which includes plants and classroom pets.

Are students knowledgeable about the environment? How do you know?

The environmental literacy of the NDMA students is demonstrated through the care of their environment both inside and outside the school building and in the language they use as they discuss the world around them.

What have been your successes and challenges related to environmental education?

Challenge - Our biggest challenge is finding the resources and dollars to do the things we'd like to do such as increased recycling efforts, energy efficiency projects and landscaping. These projects are expensive and cost additional money that we do not have. For example, we would love to add some landscaping projects such as a rain garden and peace garden.

Success - Students at NDMA are guided to be good stewards and this is evident throughout our campus in appearance and student care of their environment.

What future plans does the school have to strengthen its environmental education program and increase students' environmental literacy?

NDMA plans to strengthen its environmental education program by leveraging the momentum we have created over the last year. We have leaders who have stepped forward and have begun to champion environmental efforts in every classroom. We are also strengthening our environmental programs through partnerships with the following organizations: 1) the Dirt Group; 2) Crow River Area Family Services; 3) Zella's Restaurant; 4) McLeod County 4H. Through these partnerships we have implemented the following on-going projects: family garden plots; summer gardening classes; community garden; gardening therapy; canning for food service; to name a few. We have done staff development with the Minnesota Department of Agriculture to begin the process of establishing Farm to School effort.



NEVER HELP A CHILD WITH A TASK AT WHICH HE FEELS HE CAN SUCCEED.

- MARIA MONTESSORI

GOVERNANCE & MANAGEMENT

BOARD OF DIRECTORS

The New Discoveries Montessori Academy Board of Directors meets the third Monday of each month at 5:30 p.m. to discuss and direct the affairs of the school. The Board is comprised of six individuals: two parents; two teachers; and two community members. Ex-officio members include the Director of Operations, Director of Instruction, and Administrative Assistant. The following table provides greater detail of Board roles and affiliations. (13-14 school year)

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address
Jill Bierbaum-Rice	Treasurer	Parent	July 2012	July 2012	June 2015	jill.bierbaum@newdiscoveries.org
Shari Colvin	Chair	Community Member	July 2012	July 2012	June 2016	shari.colvin@newdiscoveries.org
Susan Kubasch	Treasurer	Parent	July 2014	July 2014	June 2017	susankubasch@gmail.com resigned August 2014
Lisa Rahkola	Secretary	Teacher	November 2014	November 2014	June 2015	lisa.rahkola@newdiscoveries.org
Betty Jodzio	Vice Chair	Teacher	July 2013	July 2013	June 2016	betty.jodzio@newdiscoveries.org
Jennie Pirnie	Member	Parent	July 2014	July 2014	June 2017	pirnieandpirnie@gmail.com
Patrick Selchert	Member	Community Member	July 2014	July 2014	June 2017	pselchert@gmail.com
Dave Conrad	Ex-Officio	Director of Operations	December 2005	N/A	N/A	dave.conrad@newdiscoveries.org
Tara Erickson	Ex-Officio	Administrative Assistant	May 2012	N/A	N/A	tara.erickson@newdiscoveries.org
Kirsten Kinzler	Ex-Officio	Director of Instruction	August 2014	N/A	N/A	kirsten.kinzler@newdiscoveries.org

Board Training & Development

NDMA believes that the training of its board members is crucial to its effectiveness in operating as a governing body. All board members are expected to attend annual training, as evidenced by the following full attendance:

Board Member	Training Content Area	Training Date	Trainer/Presenter
Shari Colvin Dave Conrad	Charter School Conference sessions on changes to employment law, governance, understanding audits	July 29, 2014	Various
Shari Colvin Betty Jodzio Jennie Pirnie Lisa Rahkola Patrick Selchert Dave Conrad	Board Governance: Roles and Responsibilities	October 20, 2014	Dave Conrad
Shari Colvin Lisa Rahkola Dave Conrad	ACNW Leadership Conference	November 14, 2014	Various
Shari Colvin Betty Jodzio Jennie Pirnie Lisa Rahkola Patrick Selchert Dave Conrad	Finance	November 17, 2014	Chuck Herdegen
Jill Bierbaum Shari Colvin Betty Jodzio Jennie Pirnie Lisa Rahkola Patrick Selchert Dave Conrad	Employment Matters	December 15, 2014	Dave Conrad
Shari Colvin Betty Jodzio Jennie Pirnie Lisa Rahkola Patrick Selchert Dave Conrad	Board Evaluation and Planning	March 23, 2015	Shari Colvin Dave Conrad

Annual Board Election Results – April 20, 2015 – for terms commencing on July 1st, 2015

Parent Members: Tara Oberg (3yr term), Amanda Sundblad (1yr term)

Community Member: Lisa Rahkola (3yr term)

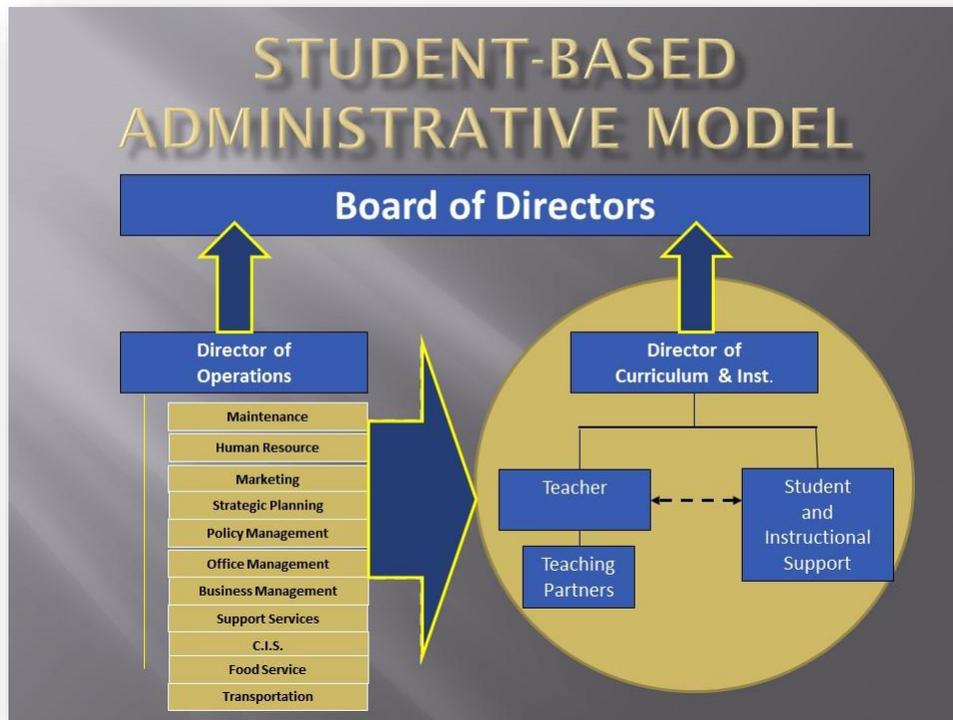
Teacher Members: Peggy Enerson (3yr term), Sue Kubasch (2yr term), Michelle Martig (1yr term)

Membership increased to a 9 member board.

MANAGEMENT

Management Structure

This past year the NDMA administrative team consisted of a shared-leadership model which includes the Director of Operations and the Interim Director of Curriculum & Instruction.



The Board of Directors evaluates the Director of Operations on an annual basis, including an evaluation in which staff are invited to participate. (One minor flow chart change: Due to the interim status of the Director of Instruction, the Director of Operations completed the Director of Instruction evaluation, not the board.) In May 2015, the board voted to approve a modification of this model as outlined below for the upcoming 2015-2016 school year, thereby removing the interim status of the Director of Instruction.

In addition to the shared-leadership positions, NDMA had a Transformational Leadership Team (TLT) throughout the SIG grant. The TLT included the Director of Operations, Director of Instruction/Data Instructional Coach, Continuous Improvement Specialist/Literacy Instructional Coach and Math Instructional Coach. This team met weekly to plan professional development opportunities for staff, gauge the status of school improvement grant implementation and problem-solve. With the end of this grant, the TLT will no longer exist and will be missed as this collegial time spent together was helpful in many ways.

2015-2016 Leadership at New Discoveries

New Discoveries leadership administrative team consists of the Executive Director and the Associate Director. (formerly the Director of Operations and Director of Instruction)

The Executive Director is hired by the NDMA Board of Directors. The Board performs the Executive Director Review Process.

The Associate Director is responsible to the Executive Director, who performs an evaluation of the Associate Director.

The Executive Director and the Associate Director work in concert with the Business Manager on school budget and finances and the Administrative Assistant with the day-to-day operations.

The Executive Director and the Associate Director have specific duties outlined in their respective job descriptions for which they are responsible.

LIST OF ADMINISTRATORS/QUALIFICATIONS

Dave Conrad, Director of Operations

Dave is a MN Licensed Superintendent, Principal and Elementary Teacher.

Areas of Responsibility: Human Resources, Maintenance, Transportation, Food Service, Facility, Finance (see above)

Kirsten Kinzler, Director of Instruction

Kirsten has a MN Teaching License in K-12 Music Education.

Areas of Responsibility: Curriculum, Instruction, Teachers, Teaching Partners, and Student Behavior (see above)

Professional Development Plan and Implementation (Administration)

The Director of Instruction does not hold a valid administrative license and serves in an administrative position. A professional Development Plan is in place and has been implemented. The Director of Operations is responsible for the oversight of this position and the Professional Development Plan.

See Appendix for Professional Growth Plan. It should be noted that the Director of Instruction is enrolled in the Educational Administration graduate program at St. Cloud State University and has completed 30 credits this past year. She is planning to graduate with her masters in Spring 2016 and obtain her principal's licensure in Spring 2017.

STAFFING

NDMA has consistently pursued both licensed and non-licensed staff who are committed to the holistic development of the child. All classroom 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.

2014-15 Licensed Teaching Staff				
Name	File #	License and Assignment	2015-16 Status*	Comments <i>Include information regarding special licensure (e.g. Community Expert) or other relevant information.</i>
Peggy Enerson	327575	CH Classroom Teacher	R	
Cynthia Flynn	407753	CH Classroom Teacher	NR	
Lynn Goodermont	430739	Special Education Teacher	NR	Left midyear
Lynn Hackbarth	343755	Special Education Teacher	NR	

Brett Haugen	366573	E1 Classroom Teacher	NR	Left midyear
Betty Jodzio	433693	E2 Classroom Teacher	NR	Left midyear
Michele Jozwick	482287	E1 Classroom Teacher	R	
Sue Kubasch	256324	Special Education Teacher	NR	
Theresa Larson	459177	E2 Classroom Teacher	NR	
Tammy Maiers	406911	Speech Teacher	R	
Peggy Linsmeier	282563	English as a Second Language	NR	
Ethan Marcus	475289	E1 Classroom Teacher	R	
Michelle Martig	397165	Title 1 Teacher	R	
Lisa Paulson/Rahkola	468432	Physical Education	NR	
Cody Rose	478495	E2 Classroom Teacher	R	
Lois Tritz	287559	Special Education Teacher	R	
Heather Vaillancourt	478922	E1 Classroom Teacher	NR	

* R = Returning, NR = Not Returning

2015-2016 Licensed Teaching Staff			
Name	File #	License and Assignment	Comments <i>Include information regarding special licensure (e.g. Community Expert) or other relevant information.</i>
Elizabeth Christian	482225	School Psychologist	
Peggy Enerson	327575	CH Classroom Teacher	
Laura Erickson	471472	E2 Special Education Teacher	Community Expert
Rebecca Ewert	996850	E1 Special Education Teacher	Community Expert
Anna Hertzog	441937	E1 Classroom Teacher	
Michele Jozwick	482287	E1 Special Education Teacher	Community Expert
Tammy Maiers	406911	Speech Teacher	
Ethan Marcus	475289	E1 Classroom Teacher	
Michelle Martig	397165	Title 1 Teacher	
Jesse Morgan	483992	Physical Education	
Andrea Rhoda	408018	E2 Special Education Teacher	
Cody Rose	478495	E2 Classroom Teacher	
Katie Snider	432848	Classroom Special Education Teacher	
Britney Soldner	471625	E2 Classroom Teacher	
Lois Tritz	287559	CH Special Education Teacher	
Mike Weerts	446094	E1 Classroom Teacher	

Percentage of Licensed Teachers from 2014-15 not returning in 2015-16 (non-returning teachers/total teachers from 2014-2015 x 100)	7/14 50%
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(data does not include those that left midyear)

Reasons for licensed teachers not returning: new job opportunity in the local district, commute/family needs, not a good fit, and performance issues.

2014-15 Other Licensed (non-teaching) Staff				
Name	File #	License and Assignment	15-16 Status*	Comments
Conrad, David L	281232	Director of Operations	R	
Dagel, Lora E	253530	Continuous Improvement Specialist	NR	End of grant period
Hermodson-Olsen, Rosine	286288	Math Specialist	NR	End of grant period
Kinzler, Kirsten	316170	Director of Instruction	R	

* R = Returning, NR = Not Returning

2015-16 Other Licensed (non-teaching) Staff			
Name	File #	License and Assignment	Comments
Conrad, David L	281232	Executive Director	
Kinzler, Kirsten	316170	Associate Director	

In regards to our support (non-licensed) staff, 33 of 43 staff members returned for the 15-16 school year. The primary reason for 7 of the 10 staff members not returning was that the number of Teaching Partners was reduced. Those that left midyear were for new job opportunities.

2014-15 Non-Licensed Staff			
Name	Assignment	15-16 Status*	Comments
Anderson, Susan	Resource Teaching Partner	R	
Brown, Janet	Food Service	R	
Buxcel, Karen	Food Service Director	R	
Carrigan, Michelle	Resource Teaching Partner	NR	
Coblentz, Kayla	Resource Teaching Partner	R	
Colvin, Shari	Gifted & Talented/Enrichment	R	
Collette, Marci	Resource Teaching Partner	R	
Condon, Blake	Resource Teaching Partner	NR	
Cox, Jamie	Resource Teaching Partner	NR	
Daffner, Deanna	Resource Teaching Partner	R	
Ellis, Sheri	Resource Teaching Partner	R	
Ellis, Steve	Resource Teaching Partner	R	
Erickson, Bill	Custodial	NR	Left midyear
Erickson, Tara	Administrative Assistant	R	
Ewert, Rebecca	Resource Teaching Partner	R	
Grack, Nicole	School Nurse	R	
Hanson, Scott	Resource Teaching Partner	R	
Harris, MeiLi	Resource Teaching Partner	R	
Helget, Samantha	Resource Teaching Partner	R	
Hierlmaier, Teigan	Resource Teaching Partner	NR	
Hoffmann, LuAnn	Accounts Payable/Payroll	NR	
Hudson, Rebecca	Resource Teaching Partner	NR	Left midyear
Kalenberg, Michaleen	Resource Teaching Partner	R	
Kinzler, Tim	Maintenance Director	R	
Kirchoff, Lisa	Resource Teaching Partner	NR	
Madson, Mia	Custodial	R	

Massmann/Marcks, Nancy	Resource Teaching Partner	R	
McKee, Julie	Resource Teaching Partner	NR	Left midyear
Mickolichuk, April	Resource Teaching Partner	R	
Myers, Cheryl	Librarian	R	
Nadeau, Michelle	Behavior Specialist	R	
Olson, Jodi	Lunch Clerk	R	
Pawlicki, Brandi	Resource Teaching Partner	NR	
Prieve, Sandra	CH Teaching Partner	R	
Rettig, Kari	Resource Teaching Partner	R	
Riederer, Linda	Cook's Assistant	R	
Rogers-Siers, Candice	Resource Teaching Partner	R	
Ryan-Lauer, Cyndi	Music Teacher	R	
Schoenherr/Carrigan, Mandy	Behavior Specialist	R	
Shimpa, Margaret	Title 1 Teaching Partner	R	
Swayne, Connie	Resource Administrative Assistant	NR	
Thompson, Susan	Resource Teaching Partner	NR	
Wilson, Missy	Resource Teaching Partner	R	

* R = Returning, NR = Not Returning

2015-16 Non-Licensed Staff		
Name	Assignment	Comments
Anderson, Susan	Resource Teaching Partner	
Brown, Janet	Food Service	
Buxcel, Karen	Food Service Director	
Carrigan, Mandy	Behavior Specialist	
Coblentz, Kayla	Resource Teaching Partner	
Colvin, Shari	Gifted & Talented/Enrichment	
Collette, Marci	Resource Teaching Partner	
Daffner, Deanna	Resource Teaching Partner	
Ellis, Sheri	Resource Teaching Partner	
Ellis, Steve	Resource Teaching Partner	
Erickson, Tara	Administrative Assistant	
Ewert, Rebecca	Resource Teaching Partner	
Grack, Nicole	School Nurse	
Hanson, Scott	Resource Teaching Partner	
Harris, MeiLi	Resource Teaching Partner	
Helget, Samantha	Resource Teaching Partner	
Kalenberg, Michaleen	Resource Teaching Partner	
Kinzler, Tim	Maintenance Director	
Marcks, Nancy	Resource Teaching Partner	
Mickolichuk, April	Resource Teaching Partner	
Myers, Cheryl	Librarian	
Nadeau, Michelle	Behavior Specialist	
Olson, Jodi	Lunch Clerk	
Prieve, Sandra	CH Teaching Partner	
Rettig, Kari	Resource Teaching Partner	
Riederer, Linda	Cook's Assistant	
Rogers-Siers, Candice	Resource Teaching Partner	
Ryan-Lauer, Cyndi	Music Teacher	
Shimpa, Margaret	Title 1 Teaching Partner	
Wilson, Missy	Resource Teaching Partner	

OPERATIONAL PERFORMANCE

Health Services - A Licensed Practical Nurse is on duty during the school day to assist students who are ill or injured. All medication is dispensed from the health office - both prescription and nonprescription. The nurse provides screenings during the school year for vision, hearing, height, weight, body mass index, high blood pressure, and scoliosis to students at recommended ages.

Transportation - NDMA uses the local bus company to provide transportation for our students. We share our transportation with District 423 – Hutchinson Public Schools. We also contract with ACC Midwest Transportation for our Glencoe area students. For the 2015-2016 school year, NDMA will not share transportation with District 423 and take on all bussing. ACC Midwest will be our transportation provider.

Food Service - New Discoveries has a full service food service program providing breakfast and lunch to our students. Food is prepared and served by a full kitchen staff including a Food Service Director, Cook, Lunch Clerk and Food Service Assistant. Our kitchen is an approved NSF commercial kitchen. Paraprofessionals provide lunchroom supervision. NDMA prepares and delivers catered lunches (year-round) for three local preschools and HeadStart.

Due Process – Student Discipline Data - New Discoveries has a very clear Student Discipline Policy that references the Pupil Fair Dismissal Act. This brochure is included with the letter to families describing the student suspension.

Parent Engagement

PTO (Parent Teacher Organization)

The mission of the PTO: Parent Advocates providing Resources to improve the learning Environment for New Discoveries Teachers, Students and Staff. The PTO works closely with the school staff in order to build community within the school. The PTO assists with many events and activities throughout the school year including Staff Appreciation Meals, Field Trip Support, School Pride/Spirit Wear, Family Restaurant Nights, and a variety of fundraising activities. PTO Meetings were held on the 2nd Tuesday of each month at 6:30pm.

Background Checks Of Staff, Board and Volunteers - The NDMA Administrative Assistant submits information to Trusted Employees, an online background check service. Background checks are completed with each new hire or board member. We also complete background searches on all regular volunteers.



FINANCES

The school contracts with Beltz, Kes, Darling and Associates to provide accounting and financial management services for the school. Questions regarding school finances and for complete financials for 2014-15 and/or the budget for 2015-16, contact:

Senior Financial Manager: Chuck Herdegen

Phone: 651-463-2233

Beltz, Kes, Darling & Associates

22488 Chippendale Avenue

Farmington, MN 55024

Email: cherdegen@bkda.org

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to Minnesota Department of Education and Audubon Center of the North Woods no later than December 31, 2015

FY15 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	2,922,621	149,709	13,483
Total Expenditures	2,785,473	140,714	13,483
Net Income	137,148	8,995	0
Total Fund Balance	211,608	8,995	0

Overview

The school achieved its enrollment targets for the year (162.16 actual ADM compared to 161 budgeted) so state aids were in line with budget. The state's holdback was reduced to 10%, which improved the school's cash flow position. The school relied on a line of credit to meet cash flow needs during the year.

Revenues

General Fund

General Education and Charter School Lease aids were in line with the budget due to enrollment targets being met. The school did spend more on special education programs from what was projected, hence there was a corresponding increase from the budget for state and federal special education aids. General Fund revenues came from the following sources:

State Aids and Grants: \$2,324,353

Federal Aids and Grants: \$557,160

Fees Collected and other Miscellaneous Revenues: \$41,108

Food Services Fund

The programs operated in the Food Service fund operated at a profit, thereby eliminating the need for a fund balance transfer from the General Fund. The school receives state and federal reimbursements for meals served to students. During the year the Food Service fund had revenues from:

State Sources: \$9,784

Federal Sources: \$65,310

Sale of Lunches and Catering Revenues: \$74,615

Community Services Fund

The school operates a preschool program through its Community Services Fund. The revenues from the program are intended to cover operating expenses. Community Services Fund revenues came from the following sources:

Fees Collected and other Miscellaneous Revenues: \$13,483

Expenses

General Fund

The school's largest expense was for employee salaries and benefits (\$1,884,648), an increase of 5.8% due in part to the school's special education programs. The school's second largest expense was for the lease on its school building (\$305,681). Other expenses incurred by the school were for:

Purchased Services (including building utilities): \$476,755

Supplies and Instructional Materials Purchased: \$50,714

Building Improvements and Equipment (including technology equipment): \$41,930

Interest Costs on Cash Flow Borrowing: \$5,746

Memberships and Other Fees: \$19,999

Food Service Fund

Expenses in the Food Service fund for lunches, breakfasts, and catered meals served consisted of:

Salaries, Wages, and Benefits: \$50,636

Purchased Services and Utilities: \$7,853

Meals and Other Supplies Purchased: \$79,653

Other Fees: \$2,572

Community Services Fund

Expenses in the Community Services Fund for the preschool program operated consisted of:

Salaries, Wages, and Benefits: \$12,810

Supplies and Materials Purchased: \$673

Net Income and Fund Balance

The net income of \$146,142 in all funds resulted in an ending fund balance of \$220,603 for the year, or 7.5% of current expenditures. The school's fund balance continues to grow each year, towards the school authorizer's fund balance goal of 25%.



FUTURE PLANS

Grade level expansion

There is a good deal of logic in considering expanding our academic program to include grades seven and eight. We have made the kind of progress academically and fiscally that we need to be making in order to consider this change in the future. NDMA has observed a trend in more and more of our students and families leaving NDMA at 6th grade, even though we offer programming through sixth grade. This occurs – for the most part – due to the fact that Hutchinson Public Schools offers sixth grade at their middle school. Fewer and fewer of our families are opting to enroll at New Century Academy – with whom we share a facility – which serves grades seven through twelve. If we offered a program that included seventh and eighth grade, we believe we would retain more students – and obviously gain more in adding two grade levels.

This challenge has a corollary to some of our facility concerns. If we expanded grade levels, we would either need to claim more real estate in our current facility, or build next door, or move to another facility.

Facilities

As our student population grows (regardless of potential grade expansion), we find ourselves limited regarding space in our building. Also, our growing special education population poses facility challenges. Therefore, we are always considering our options regarding facility changes. We have a great relationship with our landlord, and have been assured that they are at the ready to “grow with us” if and when this becomes an option.

Although NDMA is grateful to lease a beautiful facility, we have little to no flexibility in terms of meeting the growing special education needs represented by the students we serve, and will serve in the future. NDMA shares the facility with another public charter school. If they are able to relocate, we would gain the flexibility we need. If they remain in the facility, we will need to look at other options. We have been meeting as a joint facilities committee to examine our options. In addition, we are immersed in dialogue with our current landlord regarding options at this site. Our options with the current landlord include building a separate building on the adjacent lot to the east of our property.

We currently lease our facility from a for-profit property company. The lease is a triple net lease, requiring NDMA to pay property taxes on the property, based on a change in tax law that occurred after we moved into the building. We have negotiated some concession with the landlord, obligating them to pay a portion of the annual property tax. One potential solution to eliminate the tax burden to NDMA altogether would be for us to lease the facility from a non-profit entity. We have started the process to explore our options in this regard.

Technology

We replaced our wireless this past spring. We have applied for E-Rate, and look forward to realizing some revenue for technology expenses through that program.

SWOT Classification: Operational

Core Value(s) Impacted: Dynamic Leadership

At New Discoveries Montessori Academy (NDMA) 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 standard of integrity and respect that is visible and shared by staff and students at school, at home, and in their community.

STRATEGY STATEMENT:

Create and maintain a culture of trusting relationships

Goal #1 Add, by July 1, 2014, to the Instructional Leadership Team one non-teacher Board representative, who will attend, participate, bring Board concerns, communicate back to the Board of Directors, but who will be considered a non-voting member.

Person Responsible: **NDMA Leadership Team**

Goal #2 Produce a trusting NDMA environment through three intentional efforts that will be in full implementation by November 15, 2014:

-Create written guidelines or procedures as re-occurring situations arise that staff and administration will follow uniformly.

Person Responsible: **Instructional Leader**

-Design and publish a written guideline to respond to concerns that are expressed to Board members by staff that focus on an open discussion between the parties involved before formal grievances are considered.

Person Responsible: **Policy/Governance Committee Chair**

-Empower the Instructional Leadership team to discuss operational issues, make recommendations to administration for resolution, and require administration to report back to the team on the action taken.

Person Responsible: **Instructional Leader**

Revised 09/12/14

SWOT Classification: Outside Involvement

Core Value(s) Impacted: Intentional Interdependence

A blend of interdependence will be woven in 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.

STRATEGY STATEMENT:

Create a positive community impact

Goal #1 Implement, by July 1, 2014, a marketing plan that promotes a positive NDMA image and targets increased enrollment in Kindergarten and 1st grade.

Person Responsible: Director of Operations

Goal #2 Coordinate with resources at NDMA to use print and/or electronic media to inform parents of specific teaching techniques to use at home with their children by February 28, 2015.

Person Responsible: Instructional Leader

SWOT Classification: Staff Development

Core Value(s) Impacted: 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

STRATEGY STATEMENT:

Consistent staff adherence to Montessori practices and principles

- Goal #1** Develop and publish a list of acceptable Montessori certification programs for NDMA Classroom Teachers by September 15, 2014.
Person Responsible: **Instructional Leader**
- Goal #2** Design, by September 1, 2015, a written list of Montessori competencies required of instructional staff to effectively use when working with children at NDMA.
Person Responsible: **Instructional Leader**
- Goal #3** Implement by December 1, 2014, a foundational Montessori-related in-service training approach consisting of at least three 5-hour modules that will be required of all instructional staff in the first two years of NDMA employment.
Person Responsible: **Director of Operations**

SWOT Classification: Student Growth

Core Value(s) Impacted: Measurable Accountability

NDMA will passionately pursue measurable metrics for student and staff improvement. Part of the metric configuration will be continuous improvement of process that innovatively produces 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 and Staff 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.

STRATEGY STATEMENT:

Consistent staff adherence to Scope and Sequence and Continuous Improvement of Academic Methodology

- Goal #1** Implement by September 1, 2014, the 2013-14 continuous improvement goal of a written academic methodology process to ensure consistent use by instructors to sustain high academic student performance in the NDMA culture.
Person Responsible: **Instructional Leader**
- Goal #2** Benchmark instructor’s adherence to Scope and Sequence by March 1, 2015, while working with instructional staff to make necessary improvements to this process.
Person Responsible: **QComp Lead Teacher**
- Goal #3** Develop by November 1, 2014 appropriate student academic goals that are consistent with Q-Comp and SIP goals.
Person Responsible: **Data Coach & Instructional Leader**
- Goal #4** Assign responsibility for monitoring compliance of scope and sequence, and report continuous process improvement results to the Board in February and June.
Person Responsible: **QComp Mentor Teacher**
- Goal #5** Comply with the strategy to ensure General Fund balance of at least:
 Beginning Fund Balance, July 1, 2015 \$100,000
 Beginning Fund Balance, July 1, 2016 \$140,000
Person Responsible: **Director of Operations**

NDMA Student Satisfaction Survey RESULTS 2014-2015

As part of our charter agreement with our authorizer, Audubon Center of the North Woods (ACNW), and the Minnesota Department of Education (MDE), we need to determine the level of satisfaction among the stakeholders of New Discoveries Montessori Academy, in particular, the students of NDMA. Please check the box that reflects your opinion of the following statements about NDMA. (N/A – please use this column only if not applicable or you do not have enough information to respond.)

	Agree	Disagree	N/A	Comments (Please be specific)
1) I am learning at this school.	97	2	2	It is very helpful; I want to be here always; Love learning;
2) I like learning using the Montessori and hands-on materials	84	4	14	I don't get enough time; Love using everything
3) I talk with my family about school.	83	10	11	I don't like to; I don't like to; a lot too much;
4) I feel valued and respected by my teacher.	87	5	8	
5) My teacher makes sure that all students are learning.	98		7	That I know;
6) My teacher expects me to do well in school.	96	1	4	The teacher tries to make sure we all do well;
7) My teacher tells me how I am doing in school.	65	17	18	
8) I feel safe and comfortable in school.	87	5	9	Some classmates scare me; love school; Emma hurts me; I get bullied; I feel safe but not so comfortable; Kinda; I feel scared;
9) I think the things we do at New Discoveries help to make our community better.	62	4	33	We recycle; Recycle;
10) My teacher listens to me and respects me.	86	6	10	I don't really know;
11) The students in school help and respect one another.	79	10	12	Some do, some don't; I like to; not all students; not to me; Some students are mean; Sometimes;
12) I think that this school is preparing me for my future.	61	4	16	Some;Definetly; a lot; Not really;
13) The director and staff take care of situations when students make poor choices/misbehave	91	10	8	Sort of; Sometimes they don't; We have a place called the breakout room for very angry or upset people;
14) I know my academic strengths and weaknesses.	71	10	20	Sometimes; Think about it everyday; Some of them; Mr Rose tells me; Both;
15) I know the New Discoveries Montessori Academy rules.	92	4	5	Check them everyday; Not all of them; Kinda; Most of them;
16) I know how to recycle paper, plastic, glass and aluminum.	95	5	3	Take care of earth;
17) We recycle at school.	101			Try to when I need to; of course we do;
18) We recycle at home.	85	6	7	Everyday; Sometimes;
19) We learn about taking care of our environment.	92	5	5	I love to;

20) I would recommend New Discoveries Montessori Academy to other kids.	79	9	15	I love it here; Come here kids; Come here;
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I have improved in my ability to:	Big Improvement	Some improvement	No improvement	Comments (please be specific)
1) Read	65	49	6	Love reading now; I love to read; I wish I would I'm at 500; Same as last year; I was the best in class last year so it's hard to improve;
2) Write	68	25	4	I think I have big improvement; Same as last year;
3) Speak about something in front of a group	23	33	11	I love to now; Not at all; I'm better at; I'm afraid in front of an audience; I don't feel nervous any more;
4) To think mathematically	49	38	6	I love to do that; Same as last year;
5) Participate in Phy Ed activities	85	24	6	I love Phyed; I already do; Always participated in phyed; Same as last year; I already did that alright;
6) Participate in Art activities	79	25	13	I love art; I want art; I want an art teacher; More art; Can we have an art teacher; I want an art teacher; Art teacher please; I want a art teacher; I want an art teacher; No art class offered; No art class offered; No art class; School doesn't offer art class; No art class offered; art activities in class we have sometimes; No art class offered; no art class; no art class offered; No art class offered; No art class; No art class; No art; No art class; No art class; School doesn't provide art class; No art class; No art WHY;
7) Participate in Music activities	81	37	14	I love music; I already do; I don't like music class; I'm better at; Same as PE;
8) Environmental Education – be a good steward of the environment	76	35	6	I love to; We haven't really been taught environmental stuff; I'm better at; I don't know what it means;

What I like best about NDMA:Phyed;Read to self, math and making stories on the computer, lunch and recess; Phyed, math, reading; I love recess, lunch, read to self; science; EVERYTHING: Everything; I love that we learn a lot; I like playing; I like to read; Field trips; The teachers; it's cool; Making books; Everything about it; Everything; Math, reading, phyed, music, and everything else; Reading; Everything; Good; The gym; Reading; Learn more math; The way we learn about math; Read and Lunch and math; PE; Having our freedom to do what we want when we are done with work; Gum; Reading; Reading; Reading; The teacher; I really like the library because I love reading; Learning; Math; Having lots of books at library and in our classroom; The library and learning; No homework, nice teacher, lunch and learning; People are kind; The reading and the art; The math

lessons; My friends; Field trip and gym; I like my friends, my teachers, the specials and the learning style; I like how there is no bully zone and it has a nice principle; Mrs. Kinzler, she makes me happy; Having math with my friend; The kids and teachers; The teachers are nice, I have a lot of nice friends, and I love the food; The option to be free; Friend and PE; The teachers and staff are open minded; Work time in class; I get help; How we do things and no homework that we bring home; Lunch; Worktime; The people; No homework, reading and math; The idea of the school; PE; I like the students and teachers; The best thing I like is Phy Ed; Gym; Is math; PE; The books and the teachers; Learning math, reading and writing; A lot of work; We have fun; Music; Everything; My friends and teachers; Everything; NDMA helps me learn a lot; The playground; Learning; I like the field trips; To be able to move freely, using materials that help you understand work; Moving around freely; School is awesome because I like it; I can learn harder stuff even if I am not in that grade; That let you finish your work; When we do work sometimes we do work in a fun way so learning is fun; Teachers are helpful; The teachers; I like that new kids come in and we can move around the classroom; My friend and teaching staff; That we do fun stuff; We do fun stuff; The teacher and teaching staff are very nice; The school leaning fashion; Having fun; It helps me learn at my level better than my last school last year; SSR, super silent reading; The library; Art; That we get a morning snack; I like everything; I like that I can be active; I like the hands on learning materials; Learning how to be a good kid; That my friends are there for me; I like learning hands of with stuff I can touch; We get recess; Nothing; I love all the learning; I like the hands on sensory materials;

What I would like to change at NDMA:Nothing; more lunch time; nothing; I would like to change the lunch time; No drawing and freeze dance not at all; Nothing really; Nothing; Nothing; We need new materials; The amount of respect certain students get; Nothing; Two hours for recess; Nothing I think. I love this school just the way it is; Nothing; Nothing; More recess; None; Recess, I would like to have more equipment; That it had a bigger playground; More time for lunch; The music; Platform and lunch; Equipment; Adding an art class; I like the nap; Gym; More lunch time; Recess was longer; We want an art teacher; I wish they had more chocolate banana bread for breakfast; More lunch time; More lunch time and for the janitor to not be so rushing us to eat; More lunch time and recess; Personal desks; Nothing; More reading and more phy; More on the playground and more equipment ourtside; More recess time; I like it the way it is; More field trips and always have three day weekends; Nothing; Bullys, students and teachers should stop being a bully; Have the 6th grades together 5th grade together and 4th grade together; Nothing; More science and nature and art class; More PE; Nothing; Nothing; Nothing; Nothing; More history; Art class; The staff; My Dad and I been in the school; I would change my cube; Nothing; Have gym every day; I don't know; Nothing; I don't know what to change at NDMA; If you get more work sheets; Nothing; Nothing; Nothing; Nothing; Nothing; Nothing; Add in nap time; That everybody had to do the same thing; One thing on fun days should be no work – maybe just a little bit of work – Also sped more time outside on the nice days; The recess time; Nothing; Nothing; I would change everything; Have more grades like 7th and 8th; I wouldn't change anything; Sometimes when we do work in a boring way and makes learning hard; More recess time; Change recess to 1 hr; I would like to change that we can wear hats and hoods in school; An art class and more recess; More fun things like the E1 are doing; That we have art classes; Not one thing; Nothing; Nothing; Chairs should have pillows; Nothing; I would take away math and language; I want the school to be happier and cleaner; Most of the math is too easy, I'd like to be challenged more; I would like to be challenged more in math; Nothing; Take away math; I'd like to have better math, it's too easy; Make sure all of the kids follow the rules; No reading; No helper; I would like all people to be nicer and more happy; I don't like how time consuming language is, maybe my teacher could make language easier;

Other comments (please be specific): I love school because it is fun; Nothing really; I like this school; I love the school and I never want to leave it; I love this school; The same way; I love NDMA; An art teacher; Nothing else; I love this school; No comment; I love this school thank you Audobon; No comments; Better food, bigger gym, more swings; This school rules; NDMA is way better than GSL; Should have class pet; I would like to take an origami class;

Thank you! ☺

**NDMA Staff Satisfaction Survey RESULTS
2014-2015**

Each year, as part of our charter agreement with our authorizer, Audubon Center of the North Woods (ACNW), and the Minnesota Department of Education (MDE), we need to determine the level of satisfaction among the stakeholders of New Discoveries Montessori Academy, in particular, the staff of NDMA. **It is very important that we receive your input!** Please check the box that reflects your opinion of the following statements about NDMA. (N/A – please use this column only if not applicable or you do not have enough information to respond.)

	Agree	Disagree	N/A	Comments (Please be specific)
1) I understand that I am employed at New Discoveries under an ‘at-will agreement’ - I can leave or be let go at anytime.	23	0	0	For staff retention would it be possible to make it a yearlong contract similar to non-charter districts; Is this a sustainable model;
2) NDMA offers me adequate facilities to create a positive learning environment.	22	0	1	More space for small group work w/o distraction would be great;
3) I feel valued and appreciated in my work by my colleagues .	23	0	0	
4) I feel valued and appreciated in my work by administration .	21	2	0	
5) I feel valued and appreciated in my work by parents of the children at NDMA.	18	3	2	
6) I feel valued and appreciated in my work by the students at NDMA.	21	1	1	There are days, I’m sure they would say differently;
7) I feel valued and appreciated in my work by the community .	18	4	1	Daycares and Head Start; You work at weird school;
8) I feel valued and appreciated in my work by the NDMA school board .	19	1	3	I don’t have much to do with the school board and I am sure some members don’t even know who I am; Jill B is the only person who has told me I am appreciated; do they know us;
9) I feel I am provided with sufficient opportunities to grow professionally.	20	3	0	
10) We are adequately meeting the needs of our students.	16	6	1	SpEd no. Lack of consistency; too many kids falling between the cracks; A significant number are not meeting standards;
11) I am satisfied with the academic program at NDMA.	14	5	4	Needs more science and history;
12) I think the overall atmosphere within NDMA is beneficial to student learning.	19	1	3	This can be challenging with the number of high needs students and the lack of expertise to service them both behaviorally and mentally; yes, except the high needs impedes learning for the avg or high flyer students;

13) There is adequate communication between staff and administration.	20	3	0	Better, but always a work in progress; Too much listening not enough direction; yes and no;
14) There is adequate communication between staff and parents.	14	5	4	Communication can always be improved; Better, but a work in progress; depends on family;
15) There is adequate communication between staff and the school board.	14	4	5	Other than minutes that are emailed there is little or no communication btwn the SB & Staff regarding staff recommendations to the board etc; Better, but a work in progress;
16) There is adequate communication among the staff.	15	5	3	There are several silos within the building; Better, but always a work in progress;
17) Administration and staff take care of situations when children misbehave or make poor choices.	12	8	3	PSP not followed consistently; For the most part, although when dealing with SpEd or regular repeat offenders, some inconsistencies occur; We are enabling repeat offenders; sometimes admin not available or behavior spec busy; Needs consequences;
18) I like the multi-age classrooms.	20	0	3	I believe differentiation similar to multiage classrooms also exists in grade level classrooms;
19) I feel that students are learning at NDMA.	22	0	1	I think it could be at a more accelerated rate w/ high quality instruction; All good things?;
20) Resources are available to help me accomplish my job and I understand how to access them.	21	2	0	
21) The school building and grounds are well maintained.	23	0	0	☺; excellent;
22)I would recommend New Discoveries Montessori Academy to other families.	22	0	1	And have;

NEEDS ASSESSMENT:

1) When considering NDMA School Improvement effort, please list the top 3-5 strategies/interventions that have worked.

1. Having a math specialist come into classes to teach; Choral reading; Reading strategies; Daily 5; Reading instruction everyday; Responsive classroom; Daily 5; Accountable math talk; Reading interventions; math games; Not addressed at PLC; Reading with Dr. D
2. Responsive classroom; Math strategies; Right start; Math instruction everyday; JEPD efforts for sustainability; Reading interventions; Close reading; Xtra math; Reading strategies; E-Z Write
3. More data driven decisions; Raz kids; Reading & Math daily (books at the children's reading level)(updated math materials); Improved assessment protocol; Montessori training; Xtra math; Duet reading in books; What things should look like, sound like....; Reading Corps

4. Xtra math; Daily 5; Split grade level for E-2 Math

5.

2) In your opinion, what needs to be improved to increase student achievement at NDMA?

Quiet areas for completing assignments. Hire a para to help kids with assignments; High quality Tier 1 research-based instruction aligned logically and sequentially to the standards communication and cohesiveness with k-6 curriculum; More awareness of when students are choosing not to work. More tutoring of students specific academic needs (in some cases); Behavior Plan; Consistency in discipline with the level of emotional needs experienced teachers or a very intentional mentoring program; Instruction; Behavioral issues, affects other students a decent amount of the time; More consistency in staff following RC behavior mgt; Focus on keeping/saving teachers and staff that at the end of the day they care about the children; accountability (on students part, teachers hold them accountable); Finding some way to increase communication and effective planning to get all the teachers teaching using the same method. Slight confusion among teaching partners and students due to different teaching styles and materials; We have to focus on 1 or 2 priorities. More focus on standards before the push back to traditional Montessori materials; Science and history, consistency with behaviors; Teaching of same curriculum in E1 and in E2; Consistency across the board (behavior, etc) and parent involvement; Less distraction in the class;

3) As you think about student achievement at NDMA, what school-wide planning and/or research-based strategies for supporting higher student achievement do you want to sustain?

Have extra work available for all over achievers so they aren't bored; I believe we have a great start regarding reading interventions & should continue to build upon these, but school-wide I believe we need to focus on Tier 1 research based & documentation & data driven; Reading; All the literacy strategies addressed in JEPD over the last 3 yrs. Continue with the updated Montessori math (right start); Using data to inform instruction; More interdisciplinary learning & teaching collaboration on projects for all subject areas; Each classroom being on the same page. Materials? Or not? Montessori? Or not?; I think we need to implement a different way to track student work to hold children a little more accountable for turning in their work; E2 is problematic – assessment doesn't reflect achievement and learning levels at where they should be at; Reading intervention, NWEA; Sustain all the math & reading strategies we learned on JEPD's. Have them taught to the workers; Standards based report cards; Teacher's focus more time on education and less on behavior;

4) What professional development opportunities will help to ensure continued student growth?

Sharing teaching techniques with fellow staff members; Math research based interventions, curriculum, and instruction; Continued Montessori training; SpEd training; the areas of literacy and math; Responsive classroom, Montessori training, data mining; Sustainability plan; Consistency building throughout building; More across the board consistency, from room to room and level to level; Daily 5/Café; Workshops/meetings on autism & behaviors; Mental health transformation; jobobservation; Montessori training;

5) What instructional intervention is most successful in your classroom? (Reading/Math)

Class review of assignments; Gradual release of responsibility model w/ topics in both reading and math; Both are great; Duet, time spent one on one builds confidence; 1. Individual reading interventions. 2. Right start math sequence and instruction; Keeping of daily journals & read to self; Genre based writing; Reading Corps

6) What are your most urgent professional development needs?

None at this time; none, as pd comes up that interests me, I communicate that. Research based math interventions for some very common math issues would be helpful; Unsure; SpEd training, sensory break options, data collection, consistent behavior plan; Assessment; Complete Montessori training; Behavior interventions/CPI like training to deal with higher need children more real life or what if situations; Behavior strategies to motivate they "hard to motivate child"; Team planning; Understanding behaviors; How to better serve the support role; (not this year, but...) Rules & procedures- classroom management; Behavior management;

7) One thing I like about New Discoveries Montessori Academy;

SpEd kids are accepted by classmates; There are never two days alike, never boring or status quo; Administration & staff friendly, warm with students; Staff is very accepting of each other and students as well. It's a wonderful inclusionary environment; Hands on learning; Is the high level and desire to see each child as an individual and how the staff cares for each other; Administration team; The relationships we have with our families; Learning/teaching style; We meet children when they are so they can be successful; Kindness is as important or more as learning; Small group – smaller ratio of students to staff; Friendly environment; Opportunity to engage students in what they are interested in; It's like a big family; Family atmosphere; Bringing in professionals from the community; love-caring;

8) One thing I would like to change:

E1 & E2 have specials once a week in science & social and have a separate teacher for the classes. The teacher could either come into each classroom or have their own room; Curriculum and instruction and/or more fluid r+ 1 process incorporating child study (tier 1); Less staff or student turnover and more science academics & art; "Re-focus" room; Squash the whining and negative talk; Can't practice with consistency among staff; phy ed daily or extra outside time; more emphasis on lessons; Weekly meetings of classroom staff; Need more hours; stronger academics;

Other comments (please be specific):

Thank you for the opportunity (2014/2015) to work with these great kids; These kids are Awesome! We owe them our best effort always; I don't think kids get enough teaching or lessons; We're diving into co-teaching without the time or resources necessary to make it successful. It takes forethought and planning but we have had neither;

"Enriching Community through Montessori Excellence"

NDMA Family Satisfaction Survey RESULTS

2014-2015

Each year, as part of our charter agreement with our authorizer, Audubon Center of the North Woods (ACNW), and the Minnesota Department of Education (MDE), we need to determine the level of satisfaction among the stakeholders of New Discoveries Montessori Academy, in particular, the families of the NDMA students. It is very important that we receive your completed survey! Please check the box that reflects your opinion of the following statements about New Discoveries. (N/A – please use this column only if not applicable or you do not have enough information to respond.)

	Agree	Disagree	N/A	Comments (Please be specific)
1) Overall, my child seems to be satisfied at New Discoveries Montessori Academy.	34			Bullying is still an issue, it takes more than one to cause a problem; Loves it;
2) My child has made friends at New Discoveries Montessori Academy.	32	2		
3) My child feels safe at New Discoveries Montessori Academy.	32		2	Too many extreme behaviors in the classroom that leave her worried;
4) My child feels safe on the way to and from school.	30	2	2	I drive my kids to school; We have had issues on the bus this year; We very dislike them riding on the bus with the high schoolers to and from Glenco; Bus ride to Park has been a bumpy one & need addressing each incident;
5) My child appreciates his/her teacher.	31	3		New teacher is not a favorite;
6) My child feels valued and respected by his/her teacher.	31	3		
7) My child appears to be progressing academically.	31	3		
8) My child feels valued and respected by the adults at NDMA.	31	3		Child only feels respected by main teacher in classroom; Mrs. Gr is disrespectful & rude to the kids;
9) My child's teacher knows and responds to my child's individual needs.	29	2	3	Whatever she can within the limitations of having other kids; Very accommodating to her anxiety;
10) My child's teacher supports and encourages my child's attempts to gain new skills.	30	3	1	
11) My child's teacher helps to build my child's self-esteem.	30	2	2	
12) My child's teacher listens to me, respects me as a parent (or guardian) and supports us as a family.	30	1	3	

13) School guidelines are stated in a positive way.	31		3	
14) The atmosphere at New Discoveries Montessori Academy is warm and nurturing.	31		3	This has greatly improved toward the parents this year, thank you; ☺ ;
15) The school staff interacts respectfully with each other.	29	1	3	Don't know this unless I spend more time at the school; I hear from staff of the issues going on & I am concerned;
16) The director and staff intervene effectively when children misbehave.	25	3	6	Not sure; ?; There isn't a lot of consistency in consequences; There is often a lack of discipline;
17) Families are informed frequently about school happenings through newsletters, notes and phone calls.	31	2		No phone calls; The website is in need of a major update, NOT user friendly;
18) I have received information on the school's philosophy and goals for children.	31	1		Would like it stated more educationally as opposed to Montessori's way of 'feeling';
19) I feel welcome to visit my child's school at any time.	33			
20) I know whom to go to with my concerns and feel confident that my concerns will be addressed respectfully and promptly.	33			
21) I have been made aware of my child's academic strengths and weaknesses.	32	1		Would like more conferences, 2 is not enough;
22) My child tells me what is happening at school.	29		4	Not really, but they are kids; Sometimes; Sometimes;
23) I am aware of opportunities and feel welcome to volunteer in my child's school.	31	1	1	Aware but unable to help; aware but unable to help;
24) I feel my child is receiving a well-rounded education at New Discoveries Montessori Academy.	32		1	I am happy with the recent STEAM initiative, art is also important, not just stem; Feel CH (K) was a bit too easy for him. He figured out patterns in the answers for worksheets;
25) I would recommend New Discoveries Montessori Academy to other families.	32		1	Definitely; I do this regularly; I have; c

Needs Assessment:

- 1) Which of the following sources are you MOST likely to rely on for information about New Discoveries Montessori Academy? (Choose one.)
- | | |
|----------------------------------|---|
| 9 School/Classroom Newsletter | 1 Family Learning Discoveries Events/Parent Academy |
| 1 Local Newspaper – Hutch Leader | 11 Material brought home by children |
| 1 Friends/Neighbors/Other People | 5 NDMA Staff/Teachers |

22 e-mail/website
1 Other _____

1 Mailings
Don't know

2) What kind of school information would you be most interested in? (check all that apply.)

21 How students are doing/Student Progress
5 Volunteer opportunities
9 Teachers/Teaching methods
School Board information
1 Special Education/Title
2 Other

11 Curriculum information
14 Special Events
Charter Schools
9 Montessori Philosophy/Method
11 Afterschool Learning Discoveries
8 Environmental Education

3) Environmental Stewardship:

29 My child knows how to recycle paper, plastic, glass and aluminum.
29 We recycle at home.
19 My child talks about environmental experiences that happen at school.

4) Why did you enroll your child(ren) at New Discoveries Montessori Academy?

Smaller school & LOVE Montessori method; Smaller classes more attn to childs need on how to grow academically; We have followed this Montessori approach since ABC Montessori at age 2.5; Because of the home like atmosphere; Traditional school didn't work; Safe environment, assistance learning; Liked how they understand all kids; Looking for a better school for our children; Best school available; Had another child that went and decided the method of learning would be best for her; Heard this was amazing school of learning; Small class size, one on one; She went to Becks in Eagan; I wanted to be part of a community of people who allow children to learn in a supported, encouraging environment in whatever way they learn best as individuals; Dominick did not enjoy school at West; Special needs kid; Smaller school, more independent learning and freedom in classroom; Because they are very smart and they push them to do better; Montessori method & small classrooms & quiet atmosphere; Multi-age classroom, Montessori philosophy; Teaching styles; I like the philosophy of Montessori, I like that the school is small; Smaller class sizes, more adult help in each classroom; More one on one with teachers, hands on learning experiences at my child's pace; Independent learning model, small school size; He tends to be a bit hyperactive and impulsive. Thought smaller class would benefit him. Gifted child but needs emotional/ social improvement; To gain hands on learning; I like different learning; Good teacher to student ratio; We like the hands on learning methods. We like the smaller school size for a more personal environment; The teaching philosophy is great compared to 'traditional' school; Disliked the teaching method at regular public;

5) In what ways would you like to be involved at New Discoveries Montessori Academy?

If activities were not late or too late; Family learning/parents night; Anyway I can; I am interested in art related programs such as making art and visiting museums like MAI and Walker. I am also excited about the new gardening program; Special events; Do not know; Chaperone field trips, etc.; Knowing what is being taught so help/encouragement can be offered at home; Special functions and field trips; occasional volunteering;

6) When considering NDMA's school improvement effort, please list what you feel has 'worked'?

Family learning night; Researched based strategies; Math assistance; Everything; Relentless effort; Busing; I really appreciate the emails I receive from the teachers letting me know what the children learned the previous week. I have learned a lot from the family nights. I think the ways in which math and reading are being taught are working well. I value the positive environment; Up the number of teachers/ staff leaving; Get back teaching Montessori way; Using objects and/or tools to assist with

math, science, and reading, etc; Focus on standards; Not aware of it; Hands on learning; Family night themes at the school; The reading program; The mixed grades classroom, teaching method, same teacher for 3 yrs;

- 7) In your opinion, what needs to be improved to increase student achievement at NDMA?
Continued Montessori training for staff; Staff & teacher collaboration; Better transportation options as promised; Everything we have experienced has been wonderful; Parent involvement; Not sure, we are happy; None; I think allowing the children stretch breaks or teaching yoga poses would help move energy and focus minds in a positive way. Children get the wiggles; Consistency in adults in the classroom; Keep doing what you've been doing; disruptive students & behavior problems; keeping qualified staff, less turnover; Do not know; Dealing with misbehaved children; More progress reporting – how is my student doing; I don't know; E2 math has to improve; More challenges for gifted students focus on talents & support them but try to incorporate into other learning; Better staff involvement; Communication; Children's IEP's & special needs; kids that cannot be productive to the classroom need to be in their own room so as not to be a constant distraction;

As a parent I would like to receive more frequent information/feedback as to what my child is studying and how they are performing. I really feel out of the loop until parent/teacher conferences and of course by then so much time has passed. I know the goal is o allow enough time for the students to complete their homework at school, which is great, but the downside to this is that I never really see what my child is studying. One thing we liked when our child attended another school was that an end-of-week recap letter was sent home with the child that listed out what was taught for the week and what projects the kids were working on. This at least would give us information to use as talking points with our child on what they were learning and how they were doing with their studies;

- 8) As you think about student achievement at NDMA, what strategies for supporting higher student achievement do you want to see continued?
Montessori; Same; Yes; one on one time, getting special help when our kids have needed it; More interaction for high performers; I like that students are challenged at their own level; All; The math and reading strategies are fantastic. I like the use of the library. I am looking forward to the after school programs next year; Multi-aged classroom, ability to progress at different levels; Freedom to do extra work & activities in class; Individualized lessons; meeting the needs of higher achieving students; Hands on style of teaching; More science, more extra opportunities; Using objects for math; More opportunities for self-challenge, math masters, spelling contests, knowledge bowl, music club, etc; Right start math; Rounded education; Challenges where needed; Extra help in the classroom when needed;

We really like the multi-grade level class format and our child having the same teacher for multiple years. Being in a class with higher grade level students exposes our child to higher level information and even though they are not actively studying the higher level information I know they will learn more by just being in the same classroom. I also believe that having consistency and familiarity with a teacher helps greatly with students learning process and having the same teacher for multiple years is a great approach;

- 9) One thing I like about New Discoveries:
The small close knit community; The atmosphere; The Montessori work, the smaller number per grade, smaller number of students, the community; My kid wants to go to school; Small classrooms, individual attention; Everything; The friendly caring teaching staff; Dave Conrad and his commitment; The family (warm, loving & welcoming) feel; The teachers; I like that the kids have responsibility when getting their work done; The staff have positive attitudes and are enthusiastic about teaching and supporting the children and reaching out to their families; My child likes school again, most important; Friendly environment my kids feel comfortable at school and feel like they take part in their learning by choosing work to do in class; Staff; they know all the kids names and can have conversations with them; Multi-age classroom; Class size; Friendly staff and teachers; Small, homey atmosphere; Small class siize, more one on one for my child; Ability to individualize learning to each child; Calming environment; Small class atmosphere even though the classes are higher; The staff (most staff) respect the children; How personal the school is, along with the teaching method; The research based learning

10) One thing I would like to change:

All staff would have Montessori training; Stepping away from common core education; Put more focus on teachers and students rather than admin; Better transportation; Nothing; The price of all day preschool; Work more with local papers to report on success; Nothing comes to mind; None; I would like the summer program to be a block of time in the middle of summer or late in the summer. My kids are eager for free play in June. Swim lessons start. I need a break from the bus duty/drop off. And it is difficult to remember what days to bring them when it isn't a full week at a time. It is hard to keep the rhythm going at home; More academic progress notes home; Have their own busing; Fewer students with severe behavior issues; less teacher turn over; Handling children who interrupt classes and prevent other students from learning; More communication – educate families about website; field trips. I don't believe our child has been on any field trips the past 3 or 4 years (state capitol is a free tour); Concerned about seemingly abrupt staffing changes that occur not giving students a chance to feel secure in relationships; Behavior, we will not be returning because of the extreme behaviors happening here and few to no consequences for them; Almost too friendly, kids may forget they are in school; More pre-testing for kids to know what they are being tested; Phone calls to parents when a child is struggling in class; The turnover rate of teachers; More art;

Other Comments (Please be specific):

They work miracles with all the damaged kids and messed up parents; Would LOVE to have an 'open gym; night each month with tumbling mats, etc and informal parent discussion;

Thank you for taking the time to complete this survey! We appreciate your comments and your opinion matters!

Please return by Friday, May 29th.

"Enriching Community through Montessori Excellence"

New Discoveries Montessori Academy Professional Growth Plan

Teacher Name: Director of Instruction

Date: 09.01.14

Position: Interim Director of Instruction

Mentor Name: Director of Operations

School Goal: 2014-2015 READING

- The percentage of students in grades 3 – 6 at NDMA enrolled by October 1, 2014 who are proficient on the Reading MCA (All accountability tests) will increase from 62.2% in 2014 to 72% in 2015.
- The percentage of all students who qualify for free/reduced priced meals in grades 3 – 6 at NDMA enrolled by October 1 who are proficient on the Reading MCA (all accountability tests) will increase from 65.3% in 2014 to 75% in 2015.

Strategy 1: Schedule and administer Benchmark Assessments and NWEA MAP in the first six weeks of school (Fall), Winter and Spring

Strategy 2: Develop and follow an Assessment Calendar.

Strategy 3: Schedule time for staff to review student reading assessment data following assessments/benchmarking.

Strategy 4: Provide training for staff and ensure that teachers are using the following instructional strategies in their classrooms: close reading, comprehension and critical thinking/compare contrast.

Benchmarks: F/W/S FAST and NWEA MAP Assessments

Evidence Of Success: CBM Scores – FAST, NWEA, OLPA and MCA Data

School Goal: 2014-2015 MATH

- The percentage of all students grade 3 – 6 enrolled at NDMA by October 1, 2014 who are proficient on the MCA Math (all accountability tests) will increase from 47.6% in 2014 to 58% in 2015.
- The percentage of all students who qualify for free/reduced priced meals in grades 3 – 6 enrolled at NDMA by October 1 who are proficient on the MCA Math (all accountability tests) will increase from 44.9% in 2014 to 55% in 2015.

Strategy 1: Schedule and administer Benchmark Assessments and NWEA MAP in the first six weeks of school (Fall), Winter and Spring

Strategy 2: Develop and follow an Assessment Calendar.

Strategy 3: Schedule time for staff to review student math assessment data following assessments/benchmarking.

Strategy 4: Provide training for staff and ensure that teachers are using the following instructional strategies in their classrooms: Academic/Accountable Math Talk

Benchmarks: AIMSweb and NWEA MAP Assessments

Evidence Of Success: MCOMP, MCAP Scores – AIMSweb, NWEA, OLPA and MCA Data

School Goal: 2014-2015 – Environmental Goal: Staff of NDMA will teach and model Reduce, Reuse, Recycle, Energy Conservation, and Environmental Stewardship. All students will demonstrate these concepts. (Contract Goal) Revised 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.

Strategy 1: Document recycling efforts in the EE Binder in the workroom.

Strategy 2: During teacher walk-throughs/evaluations, document environmental curriculum practices for data purposes.

School Goal: 2014-2015 – 85% of student, staff, parent, and community satisfaction surveys distributed and collected in the spring of the school year will “agree” with survey statements showing satisfaction with the NDMA program.

Strategies: To elicit more completed surveys, send out surveys earlier (begin in March), have available at school events, call for feedback or mail surveys.

Individual Goal: 2014-2015 – Enroll in Educational Administration program to obtain Principal Licensure.

Strategies: Find a program that is affordable and manageable with my current position at NDMA.

