



New Discoveries Montessori Academy  
#4161-07  
2016-2017  
Year 11  
Annual Report  
World's Best Workforce Plan

The purpose of this Annual Report is to inform our stakeholders – employees, parents and our community, as well as our authorizer, Audubon Center of the North Woods (ACNW), with a comprehensive description of the educational programs and practices at New Discoveries Montessori Academy during the **2016-2017** school year, our **eleventh** 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. 124.E

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

## **SCHOOL INFORMATION**

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[www.newdiscoveries.org](http://www.newdiscoveries.org)

**Grades Served:** Pre-K – 6<sup>th</sup> 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 strive for continuous improvement. We will endorse a process that articulates clear expectations, provides adequate resources, mentoring/coaching, and that supports our vision, policies, and goals. Students will be 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. Our current contract is in effect through June 2020 and we will begin the renewal process the Spring of 2019.

Audubon Center of the North Woods (ACNW) Charter School Division Authorizing Mission - to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit-based decisions about its portfolio of charter schools.

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 5<sup>th</sup> and 6<sup>th</sup> 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

|  | 2013-2014     | 2014-2015     | 2015-2016     | 2016-2017     | 2017-2018<br>(as of 10.01.17) |
|--|---------------|---------------|---------------|---------------|-------------------------------|
| <b>PreK 3</b>  |               |               |               | 7             | 12                            |
| <b>PreK 4</b>  |               |               | 8 (ECSE)      | 18            | 24                            |
| <b>Kindergarten</b>                                  | 10            | 21            | 16            | 14            | 22                            |
| <b>1st Grade</b>                                     | 31            | 15            | 17            | 19            | 21                            |
| <b>2nd Grade</b>                                     | 22            | 33            | 15            | 26            | 21                            |
| <b>3rd Grade</b>                                     | 24            | 24            | 32            | 15            | 30                            |
| <b>4th Grade</b>                                     | 23            | 28            | 16            | 35            | 18                            |
| <b>5th Grade</b>                                     | 25            | 24            | 26            | 19            | 32                            |
| <b>6th Grade</b>                                     | 18            | 18            | 24            | 17            | 14                            |
| <b>Greater MN (3-6)</b>                              |               |               |               | 3             | 3                             |
| <b>Total K-6</b>                                     | <b>153</b>    | <b>163</b>    | <b>154</b>    | <b>173</b>    | <b>197</b>                    |
| <b>Total ADM (Average Daily Membership) for year</b> | <b>154.05</b> | <b>162.16</b> | <b>157.06</b> | <b>153.68</b> |                               |

2016-2017 enrollment hovered around 150 students. However, this year (2017-2018) we added another section of Children's House to accommodate the early childhood/preschool interest at NDMA significantly adding to our enrollment. During the 16-17 school year, we had 6 children leave NDMA – 2 students returned to their home district, 3 students moved out of Hutchinson and 1 student left to be homeschooled. 8 students transferred out of the Greater MN program. Transfers in included 23 students enrolled at NDMA after the first day of school and 9 students transferred into the Greater MN program.

Even though we've been in existence for over 10 years, 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

33% of our student body received special education services and 55.5% of our students qualified for free/reduced lunches. This is significantly greater than that of the local traditional public schools. (District #423 Hutchinson – SpEd 14.5% - F/R 27.4%)

|                        | 2013-14 | 2014-2015 | 2015-2016 | 2016-2017 |
|------------------------|---------|-----------|-----------|-----------|
| Total Enrollment       | 161     | 172       | 144       | 173       |
| Male                   | 78      | 86        | 72        | 83        |
| Female                 | 79      | 86        | 72        | 90        |
| Special Education      | 44      | 59        | 55        | 57        |
| LEP                    | 2       | 2         | 0         | 0         |
| Black/African American | 4       | 4         | 2         | 4         |
| Hispanic/Latino        | 3       | 3         | 6         | 8         |
| Asian/Pacific Islander | 2       | 2         | 0         | 1         |
| American Indian        | 5       | 5         | 4         | 14        |
| White                  | 141     | 153       | 132       | 143       |
| F/R Lunch              | 86      | 100       | 93        | 96        |

## STUDENT ATTENDANCE, ATTRITION & MOBILITY

### STUDENT ATTENDANCE

|                                | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|--------------------------------|---------|---------|---------|---------|
| <b>Overall Attendance Rate</b> | 93.5%   | 94.9%   | 95.27%  | 94.32%  |

Attendance rates decreased in 2016-2017. Our trend appears to be an increase/decrease in a percentage point from year to 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 2016 to October 1, 2016. | 83.8% |
|---|-------|

There were 154 students enrolled on the last day of the 2015-16 school year with (17) 6<sup>th</sup> grade graduates for a total of 134 possible returning students. 21 of those students did not return. The 2016-17 school started with 154 students – (23) Children's House students would be new to the K-6 environment. 109/130 or 83.8% of students returned for the 2016-17 school year.

### 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%                          |
| 2014-15 | 2                   | 155                          | 19                    | 9                      | 28                       | 18.06%                         |
| 2015-16 | 0                   | 147                          | 15                    | 16                     | 31                       | 21.1%                          |
| 2016-17 | 24                  | 154                          | 32                    | 14                     | 45                       | 29.2%                          |

\* 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 2016-17 school year. | 81% |
|--|-----|

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

There were 154 on the first day of school for the 2016-2017 school year and 173 on the last day. There was an increase in the number of families looking for another option for their children during the school year. This reflects (14) students leaving during the school year and (32) students enrolling.

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. The teacher provides 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. 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**

|                        |   |                   |                      |
|------------------------|---|-------------------|----------------------|
| <b>3 year olds</b>     | Tuesday, Wednesday and Thursday MORNINGS      | 8:45 a.m. to noon | Tuition: \$150/month |
| <b>4 year olds</b>     | Monday, Tuesday, Wednesday, Thursday MORNINGS | 8:45 a.m. to noon | Tuition: \$200/month |
| <b>4 year olds</b>     | Monday, Tuesday, Wednesday, Thursday ALL DAY  | 8:45am to 3:10pm  | Tuition: \$350/month |
| <b>Kindergarteners</b> | 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 licensed teacher. The teacher 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 licensed teacher. The teacher provides opportunities for children to excel.

### **What Makes E2 Unique?**

1. Multi-age classrooms
2. Meeting 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. On-going staff 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 philosophy 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 training. 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**

New Discoveries continues to stand out among the surrounding schools as a provider of quality special education services. This reputation has emerged as we have welcomed children with a broad range of needs and concerns.

Special Education staff this past year included 6.0 FTE Special Education teachers who are co-teachers with the regular education teacher and manage the classroom together. Adding a special education teacher in every Elementary I and Elementary II classroom has been a natural progression towards pushing into the classroom as many special education services as possible. One special educator and a contracted Early Childhood Special Education licensed teacher are responsible for the Children's House students. We also employ a full-time School Psychologist and a part-time Speech Therapist. Approximately 20 special education paraprofessionals (resource teaching partners) were employed this past year to cover student needs, which includes two Behavior Specialists to assist with student behavior at NDMA. In addition, we have several student social skills groups that meet weekly.

We have contracted with an outstanding director of special education. She knows our staff. She knows our clientele. She knows our program. She knows the law. We have an outstanding special education coordinator on-site. We have a full time school psychologist. Both the coordinator and the psychologist work tirelessly to serve our students and families, and to support our staff. Our child study process is solid. And consistent. Our follow-through regarding needs and concerns is also solid and consistent.

We have positive connections with the communities we serve. We provide van and/or bus service to many of the surrounding communities. This not only serves the special education population well, but the general population, too.

Our contracted services are exceptional. Hutchinson Health; West Metro Learning Connections; South West, West Central Cooperative; Steppingstone Therapeutic; Crow River Family Services; Greater Minnesota Family Services; David Foy & Associates. Each of them is responsive and consistently follow through regarding support and service.

### **Child Find Process**

Our child find process at NDMA includes: vision and hearing screening for all students, preschool screening, academic benchmarking for Kindergarten through 6th grade, school psychologist-led weekly discussion of student concerns, and bi-monthly child study meetings. A period of each PLC meeting is set aside to discuss academic and behavioral interventions that are currently running, or students who may be in need of additional support. Teachers are allowed time to share resources and ask questions of one another. If concerns persist and initial environmental changes or interventions are determined to be ineffective, teachers can sign up for a time slot at a child study meeting. The purpose of these meetings is to review data, plan tier 2 and tier 3 interventions, and make plans for the future. If at any time a parent requests an evaluation, or the team determines that the student is not making adequate progress despite the implementation of evidence-based interventions, a proposal is made to proceed with a special education evaluation to determine need and eligibility for services.



## English Learner (EL) Program

We did not have any English language learners during the 2016-2017 school year. In the event that we do enroll EL students, we are prepared to hire an ELL licensed teacher to provide EL services. NDMA does have an English Language Development (ELD) Program flow chart outlining procedures for conducting English proficiency tests and providing English Language Development instruction. If needed, the ACCESS Assessment is administered in February.

## Staffing to meet the NDMA Educational Mission/Vision

The Executive Director and Associate Director provide guidance, leadership and practical knowledge to support the instructional program at NDMA. Our teacher leaders have assumed 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 primarily follows District 423 calendar as we share students with the Hutchinson schools and this simplifies schedules for our families. With the high school remodel, the calendar was modified to accommodate the construction. As such, we began our school year on Monday, August 22<sup>nd</sup> and our last day was Tuesday, May 16<sup>th</sup>. Our school day begins at 8:45am and ends at 3:10pm.



## INNOVATIVE PRACTICES & IMPLEMENTATION

NDMA provides a unique Montessori curriculum in a public school setting in rural Minnesota. This presents both benefits and challenges for students, parents and staff. The tradition of Montessori introduces beautiful materials, distinguishable learning activities, and multi-age classroom settings to the learning experience. NDMA leadership have worked diligently 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 marry the magic of Montessori and the mandates the Minnesota Department of Education.

### After School Discoveries

**Sports:** Again this year, NDMA offered "After School Sports Discoveries" which provides exposure to a variety of sports and recreation activities. Students and families sign up for the four to six week experiences that highlight rules, protocol and healthy practice. Students selected from a variety of organized, large group games and activities such as football, basketball, badminton, archery, soccer, kickball, baseball/softball, dodgeball and track activities. For the second year, students participated in basketball league play on Saturdays with local area youth basketball teams. Jay Malone Motors sponsored both a girls and boys traveling team. The growth in skills, stamina and quality of play from the prior year to this year was nothing short of AMAZING. The purpose of this after school program is to increase physical fitness, social skills and enjoyment in being active. This program was possible only through the generous contribution of time from our physical education teachers and other volunteers.

**Art:** NDMA's art instructor and several volunteers supervised after school art. Students signed up for six-week units, during which time they created projects for display during one or more of the three Music and Art Showcase events. In addition, student work was displayed in a local youth art show at the Hutchinson Center for the Arts. NDMA's art work stood out as exceptional among the entries submitted by other area schools.

### PRESCHOOL

The Preschool Program offered a multi-age opportunity for children 3-, 4- and 5-years of age in two sections of Children's House. Each classroom hosted a total of twenty students. Families of three-year-olds had the opportunity to apply for Pathways I scholarship money. Three families qualified. Families of four-year-olds all participated tuition-free, either because they were eligible for Pathways II scholarship money, or because we were the only outstate public charter school to qualify for the Voluntary Pre-Kindergarten program (VPK). Being a VPK site means that 4 years is classified as a grade level at New Discoveries according to the Minnesota Department of Education. New Discoveries is a Four Star Parent Aware-rated program. This is the highest rating in the Parent Aware system.

3-year olds attend three half days (Tuesday–Thursday) and 4-year olds may attend either four half days or four full days (Monday– Thursday). 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 2016-2017 School Year

*Staff to student ratio, and Co-teaching implementation:* New Discoveries continues to endorse and support a GREAT staff-to-student ratio (1:3 for instructional staff to student). Year two of the ultimate push-in effort – having co-teachers in every classroom – was phenomenal! Administration exerted extra effort to pair co-teachers with the potential to leverage their strengths to complement what each one brought to the table. This, plus a genuine commitment on the part of all of the participants, resulted in pairings that exceeded our expectations.



*Environmental Education:* After years of “planting seeds,” our commitment to implementing a strong environmental component “blossomed” this year! From hiring a part-time environmental specialist, to assembling a green house on site, to planting a Minnesota native wildflower garden, everyone was involved with one or more aspects of gardening. Our youngest children turned over soil in the spring and planted vegetables and flowers, tended the plants over the summer and harvested in the fall. Among the culminating activities was donating produce to the local food shelf down the street. One of our Elementary I classrooms found a prison in northern Minnesota that propagates native Minnesota wildflowers, raised funds to purchase over 100 plants, and planted them on our site. This will be an ongoing project for them. Our elementary II students assisted in weeding the flower beds surrounding the school building. They also divided many of the hostas, cone flowers and daylilies to complete the beds all the way around the building. We now have over 200 hostas and over 200 day lilies on site! In late spring administration and maintenance pruned all of the more than 50 trees we have planted on our site over the last decade. We continue to partner with the Dirt Group to provide meaningful hands-on opportunities for many of our students with their skills workers.

*Teaching Partner Support:* One of the unique features of NDMA is the Teaching Partner program. Last year over 30 paraprofessionals served as either 1:1 Teaching Partners or program Teaching Partners. They are an integral part of our effort to connect with every child, and to encourage every child to engage in our learning program.



## Challenges from the 2016-17 School Year

Although our challenges seem to be consistent from year to year, they do not seem to be an impediment to our growth or well-being. In fact, they seem to further our resolve and commitment to serve better every day.

1. Although we are still not meeting our proficiency goals, almost every student has registered academic growth.
2. Although our relationship with New Century Academy is not as positive as we would like it to be, we are now on a more independent course given the fact that they moved out of our building in June (The building we have shared since 2008).
3. Although there is still some lack of consistency from classroom to classroom regarding curriculum, we have found common ground with our Year Long Learning Progress (YLLP).
4. Although there is still a tendency towards searching for curriculum support using non-evidence-based resources, that tendency is less than it once was.

*The plan to address challenges:*

1. Retain our teaching staff. All but one of our teachers is returning for the 2017-18 school year. The one that left did so only because her husband was transferred for work.
2. Continue to monitor implementation of the YLLP.
3. Continue to require regular team meetings at the classroom level, and at the grade/department level as well as required planning time for co-teacher teams.
4. Continue with our Professional Learning Communities (PLCs) as they are stronger than ever.



## 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 is a critical starting point for this important effort. (See attached NDMA Strategic Plans for 2016-17 and 2017-18 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.

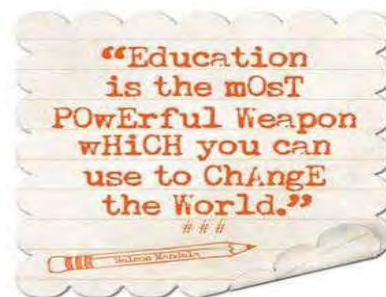
| Mission-Related Goal Data 1.1 |                 |                 |                      |                 |                        |
|-------------------------------|-----------------|-----------------|----------------------|-----------------|------------------------|
| Goal                          | FY15<br>2014-15 | FY16<br>2015-16 | 2014-16<br>Aggregate | FY17<br>2016-17 | 2014-2017<br>Aggregate |
| 60%                           | 50%             | 56 %            | 53%                  | 69%             | 58%                    |
|                               | 82/163          | 80/144          | 162/307              | 98/143          | 260/450                |

**WBWF Goal Areas Addressed by this Goal:** n/a

**Key Measures & Results for this Goal:** Approaches Standard: All E2 students assist in our dish room with dishes each day. As part of school fundraisers, each classroom participates in serving food and bussing tables at community restaurants. Students walk in community parades and hand out pencils to children in those communities. Some students participate in city clean-up day with their families. Children's House classrooms donate some of the produce from their garden to the local food shelf. All students collect food for our local food shelf. NDMA students meet up with students from other community schools and participate in walk and bike to school. E1 students visit the elderly at community care centers. Some students help with the yard care of their neighbors. All students participate in community wide clean-up and our river clean-up. In FY15 and FY16, 50% and 56% of the students met the 15 hours of community service requirement and in FY17, 69% of the students met the 25 hours of community service requirement.

#### 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<br>2014-15<br>NDMA | FY16<br>2015-16<br>NDMA | 2014-16<br>NDMA<br>Aggregate | FY17<br>2016-17<br>NDMA | 2014-17<br>NDMA<br>Aggregate |
| 0.00                 | 0.0227                  | 0.0577                  | 0.0402                       | data n/a                | data n/a                     |
|                      |                         |                         |                              |                         |                              |

**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<br>2014-15<br>NDMA | FY16<br>2015-16<br>NDMA | 2014-16<br>NDMA<br>Aggregate | FY17<br>2016-2017<br>NDMA | 2014-17<br>NDMA<br>Aggregate |
| 60%                  | 70.5%                   | 60.1%                   | 65.1%                        | data n/a                  | data n/a                     |
|                      | 62/88                   | 59/98                   | 121/186                      |                           |                              |

**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<br>2014-15<br>NDMA | FY16<br>2015-16<br>NDMA | 2014-16<br>NDMA<br>Aggregate | FY17<br>2016-17<br>NDMA | 2014-17<br>NDMA<br>Aggregate |
| 65%                  | 45.3%                   | 29.2%                   | 38.4%                        | 55%                     | 44%                          |
|                      | 29/64                   | 14/48                   | 43/112                       | 32/58                   | 75/170                       |

**WBWF Goal Areas Addressed by this Goal:** Career & College Ready. Reading Well by 3<sup>rd</sup> Grade.

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

3.1 – Approaches Standard – 16/17 data n/a

3.2 – Meets Standard – 16/17 data n/a

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<br>2014-15<br>NDMA | FY16<br>2015-16<br>NDMA | 2014-16<br>NDMA<br>Aggregate | FY17<br>2016-17 | 2014-17<br>NDMA<br>Aggregate |
| 0.00              | -0.3472                 | 0.0318                  | -0.1577                      | data n/a        | data n/a                     |

**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<br>2014-15<br>NDMA | FY16<br>2015-16<br>NDMA | 2014-16<br>NDMA<br>Aggregate | FY17<br>2016-17 | 2014-17<br>NDMA<br>Aggregate |
| 60%               | 65.2%                   | 59.2%                   | 62.0%                        | data n/a        | data n/a                     |
|                   | 58/89                   | 58/98                   | 116/187                      |                 |                              |

**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<br>2014-15<br>NDMA | FY16<br>2015-16<br>NDMA | 2014-16<br>NDMA<br>Aggregate | FY17<br>2016-17<br>NDMA | 2014-17<br>NDMA<br>Aggregate |
| 65%               | 64.1%                   | 39.6%                   | 53.6%                        | 45%                     | 51%                          |
|                   | 41/64                   | 19/48                   | 60/112                       | 26/58                   | 86/170                       |

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

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

4.1 – Approaches Standard – 16-17 data n/a

4.2 – Meets Standard – 16-17 data n/a

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 3<sup>rd</sup> 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 <sup>rd</sup> Grade | FY15<br>2014-15<br>NDMA | FY16<br>2015-16<br>NDMA | 2014-16<br>NDMA<br>Aggregate | FY17<br>2016-17<br>NDMA | 2014-17<br>NDMA<br>Aggregate |
| 59.8                             | 70.6                    | 57.1                    | 62.2                         | 41.6                    | 57.8                         |
|                                  | 12/17                   | 16/28                   | 28/45                        | 5/12                    | 33/57                        |

**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<br>2014-15<br>NDMA | FY16<br>2015-16<br>NDMA | 2014-16<br>NDMA<br>Aggregate | FY17<br>2016-17<br>NDMA | 2014-17<br>NDMA<br>Aggregate |
| 63.7                      | 65.9                    | 60.7                    | 63.5                         | 53.9                    | 60.3                         |
|                           | 54/82                   | 54/89                   | 108/171                      | 41/76                   | 149/247                      |

**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 |                          |                               |                              |                          | 60.3                          |
|---------------------------|--------------------------|-------------------------------|------------------------------|--------------------------|-------------------------------|
| FY15<br>2014-15<br>State  | FY16<br>2015-16<br>State | 2014-16<br>STATE<br>Aggregate | 2014-16<br>NDMA<br>Aggregate | FY17<br>2016-17<br>State | 2014-17<br>STATE<br>Aggregate |
| 62.6                      | 62.3                     | 62.5                          | 63.5                         | 61.9                     | 62.2                          |
| 153847/245414             | 155508/249798            | 309355/495212                 | 108/171                      | 156415/252425            | 465770/747637                 |

**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  |                            |                                 |                              |                            | 60.3                            |
|----------------------------|----------------------------|---------------------------------|------------------------------|----------------------------|---------------------------------|
| FY15<br>2014-15<br>ISD 423 | FY16<br>2015-16<br>ISD 423 | 2014-16<br>ISD 423<br>Aggregate | 2014-16<br>NDMA<br>Aggregate | FY17<br>2016-17<br>ISD 423 | 2014-17<br>ISD 423<br>Aggregate |
| 70.1                       | 71.5                       | 70.1                            | 63.5                         | 73.6                       | 71.7                            |
| 591/843                    | 603/843                    | 1194/1686                       | 108/171                      | 605/821                    | 1799/2507                       |

**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   |                                  |                              |                             | 60.3                             |
|-----------------------------|-----------------------------|----------------------------------|------------------------------|-----------------------------|----------------------------------|
| FY15<br>2014-15<br>NDMA F/R | FY16<br>2015-16<br>NDMA F/R | 2014-16<br>NDMA F/R<br>Aggregate | 2014-16<br>NDMA<br>Aggregate | FY17<br>2016-17<br>NDMA F/R | 2014-17<br>NDMA F/R<br>Aggregate |
| 58.1                        | 54.7                        | 56.3                             | 63.5                         | 45.2                        | 59.6                             |
| 25/43                       | 29/53                       | 54/96                            | 108/171                      | 19/42                       | 127/213                          |

**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    |                                   |                                  |                              | 59.6                              |
|------------------------------|------------------------------|-----------------------------------|----------------------------------|------------------------------|-----------------------------------|
| FY15<br>2014-15<br>STATE F/R | FY16<br>2015-16<br>STATE F/R | 2014-16<br>STATE F/R<br>Aggregate | 2014-16<br>NDMA F/R<br>Aggregate | FY17<br>2016-17<br>STATE F/R | 2014-17<br>STATE F/R<br>Aggregate |
| 43.8                         | 43.8                         | 43.8                              | 56.3                             | 42.8                         | 43.4                              |
| 42519/96983                  | 43043/98375                  | 85562/195358                      | 54/96                            | 42885/100115                 | 128447/295473                     |

**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      |                                     |                                  |                                | 59.6                                |
|--------------------------------|--------------------------------|-------------------------------------|----------------------------------|--------------------------------|-------------------------------------|
| FY15<br>2014-15<br>ISD 423 F/R | FY16<br>2015-16<br>ISD 423 F/R | 2014-16<br>ISD 423 F/R<br>Aggregate | 2014-16<br>NDMA F/R<br>Aggregate | FY17<br>2016-17<br>ISD 423 F/R | 2014-17<br>ISD 423 F/R<br>Aggregate |
| 52.4                           | 55.8                           | 53.8                                | 56.3                             | 56.8                           | 54.8                                |
| 127/246                        | 148/265                        | 275/511                             | 54/96                            | 146/257                        | 421/768                             |

**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    |                                   |                              |                              | 60.3                              |
|------------------------------|------------------------------|-----------------------------------|------------------------------|------------------------------|-----------------------------------|
| FY15<br>2014-15<br>NDMA SpEd | FY16<br>2015-16<br>NDMA SpEd | 2014-16<br>NDMA SpEd<br>Aggregate | 2014-16<br>NDMA<br>Aggregate | FY17<br>2016-17<br>NDMA SpEd | 2014-17<br>NDMA SpEd<br>Aggregate |
| 65.6                         | 40.5                         | 52.2                              | 63.5                         | 32.3                         | 58.0                              |
| 21/32                        | 15/37                        | 36/69                             | 108/171                      | 11/34                        | 119/205                           |

**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     |                               |                                    |                                   |                               | 58.0                               |
|-------------------------------|-------------------------------|------------------------------------|-----------------------------------|-------------------------------|------------------------------------|
| FY15<br>2014-15<br>State SpEd | FY16<br>2015-16<br>State SpEd | 2014-16<br>STATE SpEd<br>Aggregate | 2014-16<br>NDMA SpEd<br>Aggregate | FY17<br>2016-17<br>State SpEd | 2014-17<br>STATE SpEd<br>Aggregate |
| 34.8                          | 33.9                          | 34.3                               | 52.2                              | 33.9                          | 34.2                               |
| 122791/35332                  | 12166/35878                   | 24445/71210                        | 36/69                             | 12355/36341                   | 36800/107551                       |

**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      |                                 |                                      |                                   |                                 | 58.0                                 |
|---------------------------------|---------------------------------|--------------------------------------|-----------------------------------|---------------------------------|--------------------------------------|
| FY15<br>2014-15<br>ISD 423 SpEd | FY16<br>2015-16<br>ISD 423 SpEd | 2014-16<br>ISD 423 SpEd<br>Aggregate | 2014-16<br>NDMA SpEd<br>Aggregate | FY17<br>2016-17<br>ISD 423 SpEd | 2014-17<br>ISD 423 SpEd<br>Aggregate |
| 38.9                            | 41.3                            | 40.1                                 | 52.2                              | 38.8                            | 39.7                                 |
| 42/108                          | 43/104                          | 85/212                               | 36/69                             | 35/90                           | 120/302                              |

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

**Key Measures & Results for this Goal:** MCA.

- 5.1 – Does Not Meet Standard
- 5.2 – Does Not Meet Standard
- 5.3 – Approaches Standard
- 5.4 – Does Not Meet Standard
- 5.5 – Approaches Standard
- 5.6 – Exceeds Standard
- 5.7 – Meets Standard
- 5.8 – Approaches Standard
- 5.9 – Exceeds Standard
- 5.10 – Exceeds Standard

## Indicator 6: Math Proficiency

**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<br>2014-15<br>NDMA | FY16<br>2015-16<br>NDMA | 2014-16<br>NDMA<br>Aggregate | FY17<br>2016-17<br>NDMA | 2014-17<br>NDMA<br>Aggregate |
| 47.9                   | 50.0                    | 50.0                    | 50.0                         | 40.7                    | 47.1                         |
|                        | 41/82                   | 44/88                   | 85/170                       | 31/76                   | 116/246                      |

**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   |                          |                               |                              |                          | 47.1                          |
|--------------------------|--------------------------|-------------------------------|------------------------------|--------------------------|-------------------------------|
| FY15<br>2014-15<br>State | FY16<br>2015-16<br>State | 2014-16<br>STATE<br>Aggregate | 2014-16<br>NDMA<br>Aggregate | FY17<br>2016-17<br>State | 2014-17<br>STATE<br>Aggregate |
| 65.8                     | 64.5                     | 65.1                          | 50.0                         | 63.0                     | 64.4                          |
| 161526/245525            | 161061/249703            | 322587/495228                 | 85/170                       | 159147/252431            | 481734/747659                 |

**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     |                            |                                 |                              |                            | 47.1                            |
|----------------------------|----------------------------|---------------------------------|------------------------------|----------------------------|---------------------------------|
| FY15<br>2014-15<br>ISD 423 | FY16<br>2015-16<br>ISD 423 | 2014-16<br>ISD 423<br>Aggregate | 2014-16<br>NDMA<br>Aggregate | FY17<br>2016-17<br>ISD 423 | 2014-17<br>ISD 423<br>Aggregate |
| 77.4                       | 79.0                       | 78.2                            | 50.0                         | 73.6                       | 76.7                            |
| 652/842                    | 666/843                    | 1318/1685                       | 85/170                       | 605/821                    | 1923/2506                       |

**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      |                             |                                  |                              |                             | 47.1                             |
|-----------------------------|-----------------------------|----------------------------------|------------------------------|-----------------------------|----------------------------------|
| FY15<br>2014-15<br>NDMA F/R | FY16<br>2015-16<br>NDMA F/R | 2014-16<br>NDMA F/R<br>Aggregate | 2014-16<br>NDMA<br>Aggregate | FY17<br>2016-17<br>NDMA F/R | 2014-17<br>NDMA F/R<br>Aggregate |
| 44.2                        | 48.1                        | 46.3                             | 50.0                         | 30.9                        | 46.2                             |
| 19/43                       | 25/52                       | 44/95                            | 85/170                       | 13/42                       | 98/212                           |

**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       |                              |                                   |                                  |                              | 47.1                              |
|------------------------------|------------------------------|-----------------------------------|----------------------------------|------------------------------|-----------------------------------|
| FY15<br>2014-15<br>STATE F/R | FY16<br>2015-16<br>STATE F/R | 2014-16<br>STATE F/R<br>Aggregate | 2014-16<br>NDMA F/R<br>Aggregate | FY17<br>2016-17<br>STATE F/R | 2014-17<br>STATE F/R<br>Aggregate |
| 46.8                         | 45.0                         | 45.9                              | 46.3                             | 43.1                         | 44.9                              |
| 45411/97099                  | 44677/99360                  | 90088/196459                      | 44/95                            | 43260/100199                 | 133348/296658                     |

**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         |                                |                                     |                                  |                                | 47.1                                |
|--------------------------------|--------------------------------|-------------------------------------|----------------------------------|--------------------------------|-------------------------------------|
| FY15<br>2014-15<br>ISD 423 F/R | FY16<br>2015-16<br>ISD 423 F/R | 2014-16<br>ISD 423 F/R<br>Aggregate | 2014-16<br>NDMA F/R<br>Aggregate | FY17<br>2016-17<br>ISD 423 F/R | 2014-17<br>ISD 423 F/R<br>Aggregate |
| 63.7                           | 63.4                           | 63.5                                | 46.3                             | 57.4                           | 61.4                                |
| 156/245                        | 168/265                        | 324/510                             | 44/95                            | 147/256                        | 471/766                             |

**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       |                              |                                   |                              |                              | 47.1                              |
|------------------------------|------------------------------|-----------------------------------|------------------------------|------------------------------|-----------------------------------|
| FY15<br>2014-15<br>NDMA SpEd | FY16<br>2015-16<br>NDMA SpEd | 2014-16<br>NDMA SpEd<br>Aggregate | 2014-16<br>NDMA<br>Aggregate | FY17<br>2016-17<br>NDMA SpEd | 2014-17<br>NDMA SpEd<br>Aggregate |
| 40.6                         | 33.3                         | 43.1                              | 50.0                         | 29.4                         | 38.0                              |
| 13/32                        | 12/36                        | 25/58                             | 85/170                       | 10/34                        | 35/92                             |

**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        |                               |                                    |                                   |                               | 47.1                               |
|-------------------------------|-------------------------------|------------------------------------|-----------------------------------|-------------------------------|------------------------------------|
| FY15<br>2014-15<br>State SpEd | FY16<br>2015-16<br>State SpEd | 2014-16<br>STATE SpEd<br>Aggregate | 2014-16<br>NDMA SpEd<br>Aggregate | FY17<br>2016-17<br>State SpEd | 2014-17<br>STATE SpEd<br>Aggregate |
| 38.8                          | 37.3                          | 38.1                               | 43.1                              | 36.6                          | 37.6                               |
| 13721/35327                   | 13378/35829                   | 27099/71156                        | 25/58                             | 13303/36293                   | 40402/107449                       |



**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          |                                      |                                   |                                 | 47.1                                 |
|---------------------------------|---------------------------------|--------------------------------------|-----------------------------------|---------------------------------|--------------------------------------|
| FY15<br>2014-15<br>ISD 423 SpEd | FY16<br>2015-16<br>ISD 423 SpEd | 2014-16<br>ISD 423 SpEd<br>Aggregate | 2014-16<br>NDMA SpEd<br>Aggregate | FY17<br>2016-17<br>ISD 423 SpEd | 2014-17<br>ISD 423 SpEd<br>Aggregate |
| 54.6                            | 51.9                            | 53.3                                 | 43.1                              | 37.7                            | 48.6                                 |
| 59/108                          | 54/104                          | 113/212                              | 25/58                             | 34/90                           | 147/302                              |

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

**Key Measures & Results for this Goal:** MCA.

- 6.1 – Does Not Meet Standard
- 6.2 – Does Not Meet Standard
- 6.3 – Does Not Meet Standard
- 6.4 – Approaches Standard
- 6.5 – Meets 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<br>2014-15<br>NDMA | FY16<br>2015-16<br>NDMA | 2014-16<br>NDMA<br>Aggregate | FY17<br>2016-17<br>NDMA | 2014-17<br>NDMA<br>Aggregate |
| 52.2                      | 43.5                    | 47.6                    | 45.4                         | 85.7                    | 55.1                         |
|                           | 10/23                   | 10/21                   | 20/44                        | 12/14                   | 32/58                        |

**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 |                          |                               |                              |                          | 55.1                          |
|---------------------------|--------------------------|-------------------------------|------------------------------|--------------------------|-------------------------------|
| FY15<br>2014-15<br>State  | FY16<br>2015-16<br>State | 2014-16<br>STATE<br>Aggregate | 2014-16<br>NDMA<br>Aggregate | FY17<br>2016-17<br>State | 2014-17<br>STATE<br>Aggregate |
| 60.2                      | 62.5                     | 61.4                          | 45.4                         | 60.9                     | 61.2                          |
| 37090/31598               | 38498/61573              | 75588/123171                  | 20/44                        | 38341/62919              | 113929/186090                 |

**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  |                            |                                 |                              |                            | 55.1                            |
|----------------------------|----------------------------|---------------------------------|------------------------------|----------------------------|---------------------------------|
| FY15<br>2014-15<br>ISD 423 | FY16<br>2015-16<br>ISD 423 | 2014-16<br>ISD 423<br>Aggregate | 2014-16<br>NDMA<br>Aggregate | FY17<br>2016-17<br>ISD 423 | 2014-17<br>ISD 423<br>Aggregate |
| 77.0                       | 79.8                       | 78.3                            | 45.4                         | 75.1                       | 77.3                            |
| 174/226                    | 166/208                    | 340/434                         | 20/44                        | 151/201                    | 491/635                         |

**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   |                             |                                  |                              |                             | 55.1                             |
|-----------------------------|-----------------------------|----------------------------------|------------------------------|-----------------------------|----------------------------------|
| FY15<br>2014-15<br>NDMA F/R | FY16<br>2015-16<br>NDMA F/R | 2014-16<br>NDMA F/R<br>Aggregate | 2014-16<br>NDMA<br>Aggregate | FY17<br>2016-17<br>NDMA F/R | 2014-17<br>NDMA F/R<br>Aggregate |
| 50.0                        | 58.3                        | 53.9                             | 45.4                         | 57.1                        | 54.5                             |
| 7/14                        | 7/12                        | 14/26                            | 20/44                        | 4/7                         | 18/33                            |

**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<br>2014-15<br>STATE F/R | FY16<br>2015-16<br>STATE F/R | 2014-16<br>STATE F/R<br>Aggregate | 2014-16<br>NDMA F/R<br>Aggregate | FY17<br>2016-17<br>STATE F/R | 2014-17<br>STATE F/R<br>Aggregate |
| 39.5                         | 41.7                         | 40.6                              | 53.9                             | 40.6                         | 40.6                              |
| 9565/24231                   | 10064/24125                  | 19629/48356                       | 14/26                            | 9985/24565                   | 29614/72921                       |

**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      |                                |                                     |                                  |                                | 54.5                                |
|--------------------------------|--------------------------------|-------------------------------------|----------------------------------|--------------------------------|-------------------------------------|
| FY15<br>2014-15<br>ISD 423 F/R | FY16<br>2015-16<br>ISD 423 F/R | 2014-16<br>ISD 423 F/R<br>Aggregate | 2014-16<br>NDMA F/R<br>Aggregate | FY17<br>2016-17<br>ISD 423 F/R | 2014-17<br>ISD 423 F/R<br>Aggregate |
| 65.2                           | 63.3                           | 64.3                                | 53.9                             | 54.2                           | 60.7                                |
| 43/66                          | 38/60                          | 81/126                              | 14/26                            | 38/70                          | 119/196                             |

**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    |                              |                                   |                              |                              | 55.1                              |
|------------------------------|------------------------------|-----------------------------------|------------------------------|------------------------------|-----------------------------------|
| FY15<br>2014-15<br>NDMA SpEd | FY16<br>2015-16<br>NDMA SpEd | 2014-16<br>NDMA SpEd<br>Aggregate | 2014-16<br>NDMA<br>Aggregate | FY17<br>2016-17<br>NDMA SpEd | 2014-17<br>NDMA SpEd<br>Aggregate |
| 50.0                         | 20.0                         | 36.4                              | 45.4                         | 100.0                        | 47.8                              |
| 6/12                         | 2/12                         | 8/22                              | 20/44                        | 2/2                          | 22/46                             |

**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     |                               |                                    |                                   |                               | 47.8                               |
|-------------------------------|-------------------------------|------------------------------------|-----------------------------------|-------------------------------|------------------------------------|
| FY15<br>2014-15<br>State SpEd | FY16<br>2015-16<br>State SpEd | 2014-16<br>STATE SpEd<br>Aggregate | 2014-16<br>NDMA SpEd<br>Aggregate | FY17<br>2016-17<br>State SpEd | 2014-17<br>STATE SpEd<br>Aggregate |
| 36.1                          | 38.6                          | 37.4                               | 36.4                              | 38.1                          | 37.6                               |
| 3258/9023                     | 3553/9203                     | 6811/18226                         | 8/22                              | 3519/9231                     | 10330/27457                        |

**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       |                                 |                                      |                                   |                                 | 47.8                                 |
|---------------------------------|---------------------------------|--------------------------------------|-----------------------------------|---------------------------------|--------------------------------------|
| FY15<br>2014-15<br>ISD 423 SpEd | FY16<br>2015-16<br>ISD 423 SpEd | 2014-16<br>ISD 423 SpEd<br>Aggregate | 2014-16<br>NDMA SpEd<br>Aggregate | FY17<br>2016-17<br>ISD 423 SpEd | 2014-17<br>ISD 423 SpEd<br>Aggregate |
| 46.9                            | 52.4                            | 49.1                                 | 36.4                              | 33.3                            | 44.1                                 |
| 15/32                           | 11/21                           | 26/53                                | 8/22                              | 8/24                            | 34/77                                |

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

**Key Measures & Results for this Goal:** MCA.

- 7.1 – Approaches Standard
- 7.2 – Approaches Standard
- 7.3 – Does Not Meet Standard
- 7.4 – Approaches Standard
- 7.5 – Exceeds Standard
- 7.6 – Approaches Standard
- 7.7 – Approaches Standard
- 7.8 – Exceeds Standard
- 7.9 – Meets 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<br>2014-15 | FY16<br>2015-2016 | FY16<br>2014-2016<br>Aggregate | FY17<br>2016-2017 | FY17<br>2014-2017<br>Aggregate |
| 85%                          | 100%            | 100%              | 100%                           | 94%               | 96%                            |
|                              | 5/5             | 5/5               | 10/10                          | 16/17             | 26/27                          |

**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.

## 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<br>2014-15 | FY16<br>2015-2016 | FY17<br>2016-2017 |
| 93%               | 94.9%           | 95.27%            | 94.32%            |

**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.



## Multiple Measures Rating (MMR)

|   | 2017            | 2016          | 2015          | Designation<br>2014  | 2014                 | 2013                 | 2012            | Initial<br>Designation | 2011           | 2010           |
|---|-----------------|---------------|---------------|----------------------|----------------------|----------------------|-----------------|------------------------|----------------|----------------|
| <b>Multiple Measurements Rating (MMR)</b>         | <b>data n/a</b> | <b>41.16%</b> | <b>38.87%</b> | <b>67.27%</b>        | <b>77.88%</b>        | <b>56.66%</b>        | <b>31.61%</b>   | <b>2.10%</b>           | <b>0.86%</b>   | <b>3.34%</b>   |
| <b>Proficiency</b>                                |                 | 2.46          | <b>8.86</b>   | <b>16.53</b>         | <b>11.42</b>         | <b>5.11</b>          | <b>0.67</b>     | <b>2.33</b>            | <b>0.49</b>    | <b>1.84</b>    |
| Weighted percentage of subgroups reaching targets |                 | 9.9%          | 35.4%         | -                    | 45.7%                | 20.4%                | 0.0%            | -                      | 0.0%           | 0.0%           |
| <b>Growth</b>                                     |                 | <b>14.25</b>  | <b>8.99</b>   | <b>39.26</b>         | <b>21.99</b>         | <b>17.27</b>         | <b>5.27</b>     | <b>0.66</b>            | <b>0.08</b>    | <b>0.58</b>    |
| Average Growth Z-Score                            |                 | 0.0477        | -0.1607       | -                    | 0.4212               | 0.288                | -0.0105         | -                      | -0.514         | -0.2781        |
| <b>Achievement Gap Reduction</b>                  |                 | <b>14.16</b>  | <b>11.30</b>  | <b>45.11</b>         | <b>25</b>            | <b>20.11</b>         | <b>17.77</b>    | <b>0.16</b>            | <b>0.08</b>    | <b>0.08</b>    |
| Achievement Gap Reduction Score                   |                 | 0.0492        | 0.1807        | -                    | -0.427               | -0.1798              | -0.0458         | -                      | 0.8196         | 0.8173         |
| <b>TOTAL POINTS</b>                               |                 | <b>30.87</b>  | <b>29.15</b>  | <b>100.9</b>         | <b>58.41</b>         | <b>42.49</b>         | <b>23.71</b>    | <b>3.15</b>            | <b>0.65</b>    | <b>2.5</b>     |
| Possible points                                   |                 | 75            | 75            | 150                  | 75                   | 75                   | 75              | 150                    | 75             | 75             |
|   |                 |               |               |                      |                      |                      |                 |                        |                |                |
| <b>Focus Rating (FR)</b>                          |                 | <b>40.01%</b> | <b>47.60%</b> | <b>75.88%</b>        | <b>86.54%</b>        | <b>65.22%</b>        | <b>36.99%</b>   | <b>6.84%</b>           | <b>1.18%</b>   | <b>12.50%</b>  |
| <b>Achievement Gap Reduction</b>                  |                 | <b>14.16</b>  | <b>11.30</b>  | <b>45.11</b>         | <b>25</b>            | <b>20.11</b>         | <b>17.77</b>    | <b>0.16</b>            | <b>0.08</b>    | <b>0.08</b>    |
| Achievement Gap Reduction Score                   |                 | 0.0492        | 0.1807        | -                    | -0.427               | -0.1798              | -0.0458         | -                      | 0.8196         | 0.8173         |
| <b>Focused Proficiency</b>                        |                 | <b>5.84</b>   | <b>12.50</b>  | <b>30.77</b>         | <b>18.27</b>         | <b>12.5</b>          | <b>0.72</b>     | <b>6.68</b>            | <b>0.51</b>    | <b>6.17</b>    |
| Weighted percentage of subgroups reaching targets |                 | 23.4%         | 50.0%         | -                    | 73.1%                | 50.0%                | 0.0%            | -                      | 0.0%           | 0.0%           |
| <b>TOTAL POINTS</b>                               |                 | <b>20.01</b>  | <b>23.80</b>  | <b>75.88</b>         | <b>43.27</b>         | <b>32.61</b>         | <b>18.49</b>    | <b>6.84</b>            | <b>0.59</b>    | <b>6.25</b>    |
| Possible points                                   |                 | 50            | 50            | 100                  | 50                   | 50                   | 50              | 100                    | 50             | 50             |
|   |                 |               |               |                      |                      |                      |                 |                        |                |                |
| Multiple Measurement Designation                  |                 | none          | 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

## ADDITIONAL ACADEMIC DATA

### MCA Reading and Math Growth

| <b>MATH</b>  | <b>2012</b> | <b>2013</b> | <b>2014</b> | <b>2015</b> | <b>2016</b> | <b>2017</b> |
|--|-------------|-------------|-------------|-------------|-------------|-------------|
| Percent of students "On Track for Success"                     | 45.0        | 45.8        | 47.3        | 34.0        | 49.1        | 45.0        |
| <i>Percent of students making High, Medium, and Low Growth</i> |             |             |             |             |             |             |
| High   |             |             | 33.3        | 19.6        | 32.1        | 21.7        |
| Medium   |             |             | 49.1        | 37.5        | 41.5        | 43.3        |
| Low  |             |             | 17.5        | 19.6        | 26.4        | 35.0        |

| <b>READING</b>   | <b>2012</b> | <b>2013</b> | <b>2014</b> | <b>2015</b> | <b>2016</b> | <b>2017</b> |
|--|-------------|-------------|-------------|-------------|-------------|-------------|
| Percent of students "On Track for Success"                     | 55.0        | 69.0        | 77.2        | 60.7        | 50.0        | 46.7        |
| <i>Percent of students making High, Medium, and Low Growth</i> |             |             |             |             |             |             |
| High   |             |             | 61.4        | 41.1        | 31.5        | 20.0        |
| Medium   |             |             | 26.3        | 26.8        | 37.0        | 45.0        |
| Low  |             |             | 17.5        | 32.1        | 31.5        | 35.0        |

from MDE MN Report Card Data

### MCA Proficiency Results in Reading, Math, and Science

| <b>MCA Proficiency, Math (All Accountability Tests, All Students)</b> |             |              |  |  |   |
|---|-------------|--------------|--|--|---|
|   | <b>NDMA</b> | <b>State</b> | <b>Local District<br/>– Hutchinson Park<br/>Elementary</b> | <b>Comparison School<br/>– Glencoe Silver Lake –<br/>Lakeside Elementary</b> | <b>Comparison School<br/>– Lafayette Charter<br/>School</b> |
| 2017  | 40.7        | 63.0         | 73.6   | 60.3   | 43.2  |
| 2016  | 50.0        | 64.5         | 79.0   | 65.9   | 48.7  |
| 2015  | 50.0        | 65.8         | 77.4   | 68.7   | 50.0  |

| <b>MCA Proficiency, Reading (All Accountability Tests, All Students)</b> |             |              |  |  |   |
|--|-------------|--------------|--|--|---|
|  | <b>NDMA</b> | <b>State</b> | <b>Local District<br/>– Hutchinson Park<br/>Elementary</b> | <b>Comparison School<br/>– Glencoe Silver Lake –<br/>Lakeside Elementary</b> | <b>Comparison School<br/>– Lafayette Charter<br/>School</b> |
| 2017   | 53.9        | 61.9         | 73.6   | 56.1   | 57.7  |
| 2016   | 60.7        | 62.3         | 71.5   | 60.4   | 51.0  |
| 2015   | 65.9        | 62.6         | 70.1   | 63.5   | 53.2  |

| <b>MCA Proficiency, Science (All Accountability Tests, All Students)</b> |             |              |  |  |   |
|--|-------------|--------------|--|--|---|
|  | <b>NDMA</b> | <b>State</b> | <b>Local District<br/>– Hutchinson Park<br/>Elementary</b> | <b>Comparison School<br/>– Glencoe Silver Lake –<br/>Lakeside Elementary</b> | <b>Comparison School<br/>– Lafayette Charter<br/>School</b> |
| 2017   | 85.7        | 60.9         | 75.1   | 49.5   | 25.0  |
| 2016   | 47.6        | 62.5         | 79.8   | 47.5   | No data   |
| 2015   | 43.5        | 60.2         | 77.0   | 51.8   | No data   |

Data from the MN Report Card (Federal Accountability tab) – [education.state.mn.us](http://education.state.mn.us)  
Grades 3-6, Enrolled Oct. 1

## NWEA MAP

### NDMA NWEA MAP DATA YEAR-AT-A-GLANCE Fall, Winter, Spring 2016-2017

| NWEA MAP - MATH |                                     |     |     |  |     |     |          |     |     |  |     |     |   |     |     |   |      |      |
|-----------------|-------------------------------------|-----|-----|--|-----|-----|----------|-----|-----|--|-----|-----|---|-----|-----|---|------|------|
| Grade           | # Students at/above Grade Level RIT |     |     | % Students Within Mean 2015 Norm RIT Range |     |     | # tested |     |     | Met Projected Growth (as determined by NWEA) |     |     | # Students Demonstrating Growth on RIT Fall to Winter/ Spring |     |     | % Students Demonstrating Growth on RIT Fall to Winter/ Spring |      |      |
|                 | F16                                 | W17 | S17 | F16  | W17 | S17 | F16      | W17 | S17 | F16  | W17 | S17 | F16   | W17 | S17 | F16   | W17  | S17  |
| K               | 7                                   | 9   | 11  | 47%  | 64% | 79% | 15       | 14  | 14  |  | 12  | 11  |   | 14  | 14  |   | 100% | 100% |
| 1               | 9                                   | 11  | 10  | 50%  | 61% | 53% | 18       | 18  | 19  |  | 6   | 9   |   | 15  | 16  |   | 94%  | 84%  |
| 2               | 13                                  | 11  | 9   | 52%  | 42% | 36% | 25       | 26  | 25  |  | 11  | 6   |   | 16  | 18  |   | 64%  | 72%  |
| 3               | 6                                   | 10  | 9   | 46%  | 63% | 56% | 13       | 16  | 16  |  | 6   | 3   |   | 10  | 12  |   | 77%  | 75%  |
| 4               | 19                                  | 18  | 16  | 53%  | 50% | 46% | 36       | 36  | 35  |  | 19  | 15  |   | 30  | 29  |   | 86%  | 83%  |
| 5               | 8                                   | 8   | 9   | 62%  | 53% | 56% | 13       | 15  | 16  |  | 7   | 8   |   | 14  | 9   |   | 93%  | 56%  |
| 6               | 6                                   | 8   | 6   | 38%  | 50% | 35% | 16       | 16  | 17  |  | 10  | 8   |   | 13  | 11  |   | 87%  | 65%  |
| Total           | 66                                  | 75  | 70  | 49%  | 55% | 52% | 134      | 141 | 142 |  | 71  | 60  |   | 112 | 109 |   | 86%  | 76%  |

| NWEA MAP - READING |                                     |     |     |  |     |     |          |     |     |  |     |     |   |     |     |   |     |     |
|--------------------|-------------------------------------|-----|-----|--|-----|-----|----------|-----|-----|--|-----|-----|---|-----|-----|---|-----|-----|
| Grade              | # Students at/above Grade Level RIT |     |     | % Students Within Mean 2015 Norm RIT Range |     |     | # tested |     |     | Met Projected Growth (as determined by NWEA) |     |     | # Students Demonstrating Growth on RIT Fall to Winter/ Spring |     |     | % Students Demonstrating Growth on RIT Fall to Winter/ Spring |     |     |
|                    | F16                                 | W17 | S17 | F16  | W17 | S17 | F16      | W17 | S17 | F16  | W17 | S17 | F16   | W17 | S17 | F16   | W17 | S17 |
| K                  | 10                                  | 8   | 10  | 67%  | 57% | 71% | 15       | 14  | 14  |  | 10  | 8   |   | 13  | S17 |   | 93% | 93% |
| 1                  | 10                                  | 11  | 13  | 56%  | 61% | 68% | 18       | 18  | 19  |  | 6   | 13  |   | 10  | 13  |   | 91% | 95% |
| 2                  | 12                                  | 12  | 12  | 48%  | 46% | 48% | 25       | 26  | 25  |  | 10  | 11  |   | 22  | 18  |   | 88% | 80% |
| 3                  | 7                                   | 11  | 9   | 54%  | 69% | 56% | 13       | 16  | 16  |  | 9   | 6   |   | 12  | 20  |   | 92% | 75% |
| 4                  | 22                                  | 17  | 19  | 67%  | 47% | 54% | 36       | 36  | 35  |  | 16  | 15  |   | 22  | 12  |   | 63% | 63% |
| 5                  | 12                                  | 9   | 9   | 86%  | 60% | 56% | 14       | 15  | 16  |  | 7   | 4   |   | 11  | 22  |   | 73% | 56% |
| 6                  | 6                                   | 8   | 7   | 38%  | 50% | 41% | 16       | 16  | 17  |  | 8   | 6   |   | 10  | 9   |   | 67% | 71% |
| Total              | 77                                  | 76  | 79  | 58%  | 56% | 57% | 135      | 141 | 142 |  | 66  | 63  |   | 100 | 12  |   | 81% | 76% |

Updated 06.01.17

If using NWEA MAP to predict proficiency on the MCAs:

Math – Grades 3-6 NWEA MAP Average Proficiency – 40.4% (MCA actual – 40.7%)

Reading – Grades 3-6 NWEA MAP Average Proficiency – 36.9% (MCA actual – 53.9%)

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 NWEA 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 our 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 and Math. 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.

### **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 in June 2015. NDMA's leadership team (Instructional Leadership Team – ILT) 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 goal-writing and implementation process.

Also as a result, the ILT was instrumental in making sure we completed our Year Long Learning Progression (YLLP). This document brings us all – literally – to the same page in terms of having and following a road map for curriculum implementation. The YLLP has emerged as the centerpiece of our curriculum and lesson planning process.

Last year we moved closer to establishing consensus around math instruction. Our Children's House math curriculum is primarily Montessori. The ALAbacus (RightStart) is introduced in Children's House to prepare our kindergarteners for using the tool in the Elementary I classroom. All of our Elementary I classrooms introduced RightStart Mathematics as the foundational element of their math curriculum. They continued to utilize Montessori math materials and lessons to provide another hands-on option. All Elementary I classrooms also used the Math Games (RightStart) as a practical resource for follow-up and extension work. Hands-on Geometry (RightStart) is introduced in Elementary I. Everyday math was adopted for use in our Elementary II classrooms. Level E (Right Start) is used as a supplemental piece for fourth grade (transitional). Hands-on Geometry (RightStart) continues to be a resource for Elementary II.

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

We have definitively refined the process of *reviewing and evaluating the strengths and weaknesses of instruction and curriculum* at 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 instruction, 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;*

Administration and instructional staff consistently review instructional practices and instructional effectiveness through our work with the Quality Compensation Program (Q-Comp). 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**

We made one change to the Q-Comp program based on the fact that we added several new teachers in the fall of 2015. To address the need for a more prescriptive mentoring process, we combined the Lead and Mentor Teacher positions, and added a Special Education mentor position. The Lead/Mentor teachers were each assigned teachers new to NDMA. Collectively, the Lead/Mentor teachers provided a mentor experience for new teachers prior to our Back-to-School meetings for all staff. As a Quality Compensation (QComp) school, New Discoveries has 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.

### **Professional Development Activities**

2016-2017 professional development activities:

- Co-Teaching Model
- Responsive Classroom/Student Behavior Management
- Technology in the Classroom/Online Resources
- Lumina Sparks – Team Building
- Basic First Aid/OSHA
- ABC's of FBA's – Behavior Management
- Montessori Mondays – Hands-on training of Montessori materials
- Environmental Education – Nature All Around Us
- Presenting Information Visually – Student Learning Style
- Behavior Management/Interventions
- Mental Health Presentation – Hutchinson Health
- Reading Interventions

### **Co-Teaching Model**

The Co-Teaching practice that NDMA partially implemented in 2015 was fully implemented for the 2016-17 school year. Through the process of pairing unique partners in each classroom, and through consistent mentoring and check-ins from administration with each co-teaching pair, we have seen positive impact in the culture of both the classroom level and school-wide. The unique set of skills, the unique personality and the unique experiences each partner brings to the relationship makes for a strong team dynamic that has been well received by students and families. When relationship issues surfaced, administration was quick to intervene in order to inventory with co-teachers where they were struggling and to brainstorm strategies to help them be more effective in their partnership. The individual and corporate growth we observed was nothing short of remarkable. We are committed to supporting this model into the future.

“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.

**“STUDY NATURE. LOVE NATURE. STAY CLOSE TO NATURE.  
IT WILL NEVER FAIL YOU.” – FRANK LLOYD WRIGHT**

## STUDENT & PARENT SATISFACTION

### Student Satisfaction

Not surprisingly, the most common comments regarding what students would like to see changed at New Discoveries involve food service and recess. The most repeated comments regard "more food," or "seconds" at lunch, and "more recess." Most respondents indicated they are learning at school, feel valued and respected by their teacher, the director and staff take care of situations when students make poor choices and/or misbehave, and they know how to recycle paper, plastic, glass and aluminum. The following comments were offered regarding what students like best about NDMA: "The teachers are the best;" "I love that you let the dog come;" "Being with all of my friends;" "Lessons;" "Learning;" "Recess;" "Reading and Science;" "I get lots of help;" "Math groups;" "Teaching method;" "I like everything about NDMA;" "I like writing a lot;" "The books;" "I like being challenged;" "NDMA helped me get through the year;" "I love NDMA;" "When we go outside;" "It's loving and kind;" "They have a variety of learning;" "We have the best teachers ever!"

### Parent Satisfaction

There were 24 respondents to the parent satisfaction survey. All questions were answered affirmatively by 88% or more respondents, with most questions receiving 96% of responses in the affirmative. The following represents a sampling of what parents said regarding one thing they would like to change about NDMA: "It needs to go to 12<sup>th</sup> grade;" "more enrichment;" "healthier breakfast options;" "more Montessori teaching;" "more frequent progress reports;" "better communication when transportation problems arise;" "Dress code influence from NCA."

The following comments represent a sampling of what parents said regarding one thing they like about NDMA: "school size;" "all of it;" "small, safe environment;" "I like that he is well cared for and loved;" "It's Montessori based;" "multiple grades learning together;" "It's a good school that cares about how the kids are doing and not just pushing them through;" "You guys care;" "the learning style;" "the staff and the teaching – the kids are respectful;" "free transportation;" "Love the teaching system – students work at their level and required to manage their time."

The following comments were added by parents: "Thank you for taking in my son! We can't wait to start again in the fall! LOVE THIS SCHOOL;" "My child has really made progress with friends and learning."

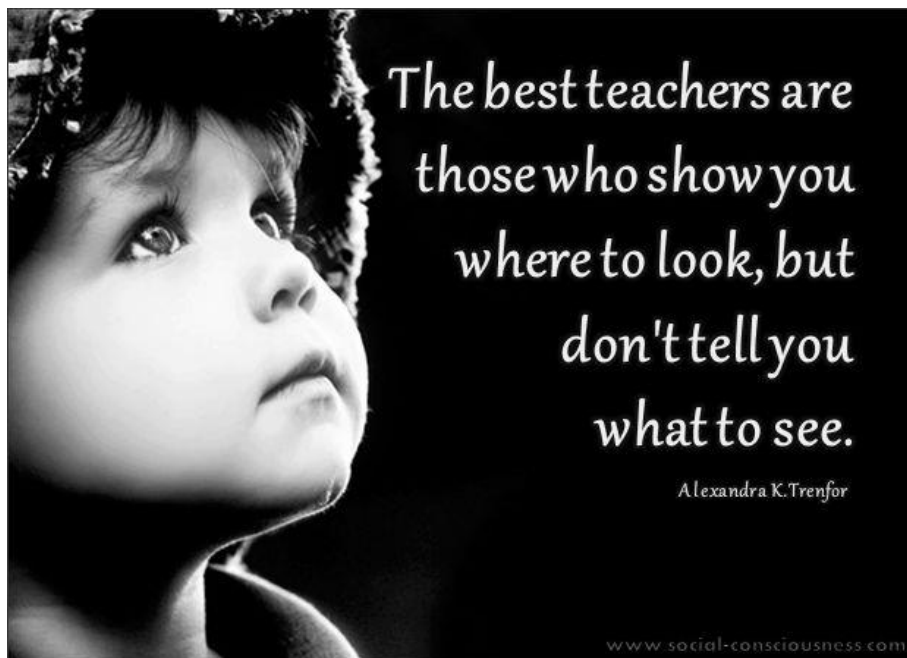
### Staff Satisfaction

57 staff members responded. The one and only item that everyone agreed on: *The school building and grounds are well maintained*. This illustrates what we aspire to in terms of stewardship. We believe we are extending the lifespan of our building by taking care of it. The item that registered the highest disagreement was: *There is adequate communication among the staff* (26% said they disagree). The item that registered the next highest disagreement was: *There is adequate communication between staff and administration* (14% disagreed). 10% said they do not think we are adequately meeting the needs of our students. 96% of staff said they feel valued and appreciated in their work by their colleagues. 93% of staff said they feel valued and appreciated in their work by their colleagues.

The following comments were offered by staff regarding what needs to be improved to increase student achievement at NDMA: "In general, our families and children are being adequately served. There are times when behaviors distract;" "Better cohesion between the classroom and home. Getting parents involved in their children's education and lives;" "More hands-on learning;" "Consistent expectations of students as a group and individually;" "A big sensory room. A quiet refocus room."

The following comments were offered by staff regarding one thing they like about NDMA: "Coming to school is the favorite thing about my job!" "It reminds me of one of my favorite sayings, 'It takes a village to raise a child.' NDMA is a village;" I believe our staff genuinely cares about all the needs of our students. And for the most part we serve our students well;" "multi-age classrooms and beautiful environment for learning."

Last year we refined our goal-setting process for staff. The following comments represent just a few of the responses regarding whether or not the goal(s) staff set for themselves were accomplished: "Yes, I learned to be a better educator;" "Yes, I learned how to handle situations with kids that I haven't dealt with before;" "Yes, I wanted to make a connection with my student so they could trust me to be a supportive partner in helping them. My student achieved a lot this year through a lot of blood, sweat and tears and it was worth it;" "Yes, because I planned ahead and received continued support and cooperation from administration and staff."



## 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.

### 9/2016 – NDMA Gardens

Students harvested garden produce and recorded the date and activity in their nature journals. Students were able to pick produce, describe it, and draw about it in their journal. 23 pounds of produce from our gardens were donated to the local food shelf.



### 10/2016 – Leaf Books

While on nature walks, students collected various leaves for a leaf collection book. They identified big, little and tiny leaves and identified the leaf names. Older students identified parts of the leaf and tree names on our property.

10/2016 – All 5th and 6th grade students spend three days and two nights at the Audubon Center. (All but 2/40 attended!)

Environmental Learning Experience - Students in the 5<sup>th</sup> and 6<sup>th</sup> grades spend an extended time at an environmental learning center which provides an outdoor immersion experience at ACNW. Students learned about Birds of Prey, went fishing and talked about the lake's ecosystem, learned about Native American heritage and values, specifically the Objibwe, and they learned how to identify trees and the role that they play in nature.

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. 5<sup>th</sup>/6<sup>th</sup> grade students write a reflection about their environmental experience at ACNW. After spending time at ACNW, the students are much more aware of food waste and work to decrease it in the cafeteria.

### 11/2016 – Physical Education/Environmental Walk

All students participated in a leisure physical activity of walking while learning the importance of recycling and picking up garbage around the community. 3 full garbage bags were filled and aluminum cans found were recycled.

03/2017 – E1 students visited Como Park Zoo and Conservatory to learn about animals at the zoo and the exotic plants in the gardens. Teachers prepared students for the trip with the Como Zoo website and followed up with journaling.

04/2017 - Children's House and 1<sup>st</sup> grade students visit the MN Arboretum.

Environmental Learning Experience - Students learned about pollinators at the Tashijan Bee and Pollination Discovery Center, talked about the Monarch butterflies epic journeys, learn about the important work of native bees and bumblebees and explore the life of the honeybee.

Classroom Supplementary Learning Activities - Classroom activities included the study of butterflies, bees, and plants that attract them.

Classroom Learning/Standards – EE2.2 Visit outdoor areas for learning about natural environments.

Science Standards MN State Science Standards

0.4.1.1.2 Living things are diverse

0.4.2.1.1 Natural systems

1.4.2.1.1 Natural systems have many components that interact (Interdependence)

1.4.2.1.2 Animal habitats

1.4.3.1.1 Animal life cycle stages

2.1.1.2.1 Scientific Inquiry

2.4.1.1.1 Diversity

2.4.2.1.1 Natural Systems (Interdependence)

2.4.3.1.1 Plant life cycle stages

05.09.17 – Nature Field Day, Piepenburg Park, Hutchinson

Environmental Learning Experience - 4<sup>th</sup> graders participate in county-wide annual environmental learning day at Piepenburg Park. Students rotate through a series of interactive environmental stations. Fisheries – students learned about fishing rules and different types of fish. Animal Health – students learned about farms and animal care. Trees & Soil – students learned how to tell how old a tree is, different types of trees and soil, and clay making. Incredible Journey – students learned about the water cycle and how it goes through different phases. Recycling & Compost – students learned about different things we can recycle and compost. Made a terrarium. MN DNR – students learned about hunting rules and different types of MN Wildlife.

Classroom Learning/Standards – 5.3.1.2.1 Explain how over time, rocks weather and combine to form soil. 5.3.4.1.3 Compare the impact of individual decisions on natural systems. 4.3.2.3.1 Identify where water collects on earth. 4.3.4.1.1 Describe how people utilize and use water and how it effects water supply.

### **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.

At New Discoveries environmental stewardship begins in the classroom. Whether students are picking up after themselves after an activity, after lunch or after an event, a student's concept of his/her role in caring for the environment begins in simple ways. At NDMA students know they are integrally involved in caring for their world. At a very young age, we orient children to their place in the classroom, the school, the community and beyond. They are responsible for taking care of their learning materials, furniture, etc.

In the fall they put our gardens to bed. They use compost from our garden waste from previous years. They tend the gardens they plant in the spring until they are harvested in the fall. They bring produce to the local food shelf.

Groups of students hike on the Luce Line trail along the Crow River, picking up litter along the way. When we are going out, they pick up after themselves.



Students and staff reuse and recycle on a daily basis. For example, it is common to find students using empty cartons, packaging for art projects. We bring recyclable materials to the recycle center at a minimum of twice per week.

All of these activities have the potential to carry over into the homes and neighborhoods where our children live. We regularly share with families what we are doing regarding environmental stewardship with the hopes that what we are doing here will translate and carry over into their lives outside of school.

#### **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

05/2017 - Tree planting – 3<sup>rd</sup> 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. 33 trees have been planted so far. Students learn about the types of trees that are being planted and learn to identify the various trees on the grounds.

Trend Area:

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



Spring/Summer/Fall 2016 - Garden project – We continue to grow and expand our gardens.

- E1 Lead/Mentor teacher created an opportunity to plant over 100 wildflower plants native to Minnesota. The plants were propagated at a Minnesota prison. We are looking forward to enjoying the fruits of this effort next spring!
- With the help of the City of Hutchinson Forestry Department, our third graders planted six more mature trees on the east side of our property: three oak and three tamarack.
- 30+ students helped weed the many flower beds surrounding our building. In addition, they planted tulip bulbs donated to NDMA by the University of Minnesota Landscape Arboretum.

- 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, cauliflower, eggplant, cabbage and squash.
- Our Children's House students and staff planted their own garden last spring. Volunteers tended the garden throughout the summer. This fall, the students harvested white and orange carrots, purple and red potatoes, and two kinds of onions. After they harvested, they donated 23# of produce to the local food shelf.

#### **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 5<sup>th</sup> and 6<sup>th</sup> grade trip to ACNW if available. Using our F/R numbers help to make the fee more affordable for some families. No child is left behind if unable to afford a trip fee as NDMA offers scholarships. Classrooms use recycled paper for scratch paper and disposable paper projects. Our PTO organization donates a sizable amount of money to NDMA to help pay for scholarship requests.

#### **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 New Discoveries we want environmental education to be an integral part of what we do on a daily basis. In the first place, environmental education is a natural fit in a Montessori setting. At New Discoveries we talk about our place in the world. The conversation/work begins in the classroom environment. We all have a role in taking care of our classroom environment. Whether we are taking care of the plants, washing the dishes, cleaning up after a spill, or taking care of classroom pets, every child has a role. At New Discoveries, this begins with our three-year-olds and extends to every age level. Fortunately, at NDMA our classroom environment extends to the out-of-doors. For example, each of our Children's House classrooms has their own garden plot right outside their classroom. They tend the soil (*putting it to bed*) in the fall. They plant in the spring. They tend the plants over the summer. They harvest produce in the fall.

All of our students embark on nature walks on a regular basis, taking advantage of the nearby Crow River and Luce Line Trail for hiking and biking.

We developed a plan last spring for composting lunch food waste beginning in the 2017-18 school year.

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

New Discoveries Montessori Academy students and staff have expanded their level of care for the environment significantly over the past couple of years. One way the environmental literacy of the NDMA students is demonstrated on a consistent basis is through the care of their environment both inside and outside the school building. This

extends to the language they use as they discuss the world around them. Student journals document their environmental activities.

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

Challenge - Our biggest challenge is funding 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 available. We are excited to have the opportunity to purchase our facility sometime during the 2017-18 school year through the development of an affiliated building company – New Discoveries Affiliated Building Company (NDABC). We are confident that we will be able to put money into our grounds and facility that we haven't been able to.

Successes -

- Stewardship is the most evident success regarding environmental education at New Discoveries. Through example, NDMA students see the result of caring for our environment. Our building and grounds look as good as they do after nearly a decade of use due to the level of care we offer. Students are held to a high standard in this regard. Seeing the fruits (literally) of their labor in the gardens surrounding the school has a profound impact on their concept of stewardship. Stewardship requires a commitment. Stewardship requires effort. Stewardship requires hard work. We hold up all three components of stewardship at NDMA.
- We partnered with the Dirt Group to install a green house on campus last spring.
- Our Elementary I students and staff planted a wildflower garden this year. They – along with our Elementary II students planted tomato, cucumber and cauliflower plants.
- Our Elementary II students weeded all of our flower beds and divided and transplanted hundreds of hostas, daylilies and cone flowers.

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

We have teacher leaders who have stepped forward and are encouraging environmental efforts in every classroom. They attended the Environmental Education workshops at ACNW and have shared their EE knowledge with staff. The Jeffers Foundation continues to be a resource for us in terms of free Nature Journals and Kid Nature Kits. We will also call on them again to provide staff professional development. (Great fun!) Through our partnerships with the MN Extension Office – 4-H and the Dirt Group, we have implemented family garden plots and school gardens at NDMA.

- We will implement the school-wide food composting project late fall 2017 at NDMA.
- We will continue to fund the environmental specialist position at NDMA.
- We will develop and implement a plan for using the green house we installed on-site last spring.
- We will expand our wildflower gardens.
- We will articulate a plan for future planting of trees on campus.
- We will dedicate a unique area on-site for each classroom to designate as their outdoor classroom.
- We will invite the Jeffers Foundation on campus for teacher professional development.
- We will reengage McLeod County 4-H for after-school programming.
- We will explore forming a 4H club specifically for children with identified behavioral and/or academic needs.

## 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 nine individuals: three parents; three teachers; and three community members. Ex-officio members include the Executive Director, Associate Director, and Administrative Assistant. The following table provides Board roles and affiliations. (16-17 school year)

| <b>2016-2017<br/>NDMA Board Roster</b> |                       |                          |                     |                    |                      |                                    |
|--|-----------------------|--------------------------|---------------------|--------------------|----------------------|------------------------------------|
| <b>Member Name</b>                     | <b>Board Position</b> | <b>Affiliation</b>       | <b>Date Elected</b> | <b>Date Seated</b> | <b>Term End Date</b> | <b>Email Address</b>               |
| Tony Ashwill                           | Treasurer             | Parent                   | July 2015           | July 2015          | June 2018            | ashwillindustries@gmail.com        |
| Patti Cogley                           | Member                | Teacher                  | July 2017           | July 2017          | June 2020            | patti.cogley@newdiscoveries.org    |
| Shari Colvin                           | Secretary             | Community Member         | New term July 2016  | July 2012          | June 2019            | shari.colvin@newdiscoveries.org    |
| Peggy Enerson                          | Member                | Teacher                  | July 2015           | July 2015          | June 2018            | peggy.enerson@newdiscoveries.org   |
| Tara Oberg                             | Chair                 | Parent                   | July 2015           | July 2015          | June 2018            | tloberg@mmm.com                    |
| Jennie Pirnie                          | Member                | Parent                   | New term July 2017  | July 2014          | June 2020            | pirnieandpirnie@gmail.com          |
| Lisa Rahkola                           | Vice Chair            | Community Member         | November 2014       | November 2014      | June 2018            | lisa.rahkola@newdiscoveries.org    |
| Patrick Selchert                       | Member                | Community Member         | New term July 2017  | July 2014          | June 2020            | pselchert@gmail.com                |
| Amanda Sundblad                        | Member                | Parent                   | New term July 2016  | July 2015          | June 2019            | sundbladamanda@gmail.com           |
| Dave Conrad                            | Ex-Officio            | Executive Director       | 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            | Associate Director       | August 2014         | N/A                | N/A                  | kirsten.kinzler@newdiscoveries.org |

Annual Board Election Results – April 17, 2017 – for terms commencing on July 1<sup>st</sup>, 2017

Community Member: Patrick Selchert (3yr term)

Community Member: Jennie Pirnie (3yr term)

Teacher Member: Patti Cogley (3yr term)

## Board Training & Development

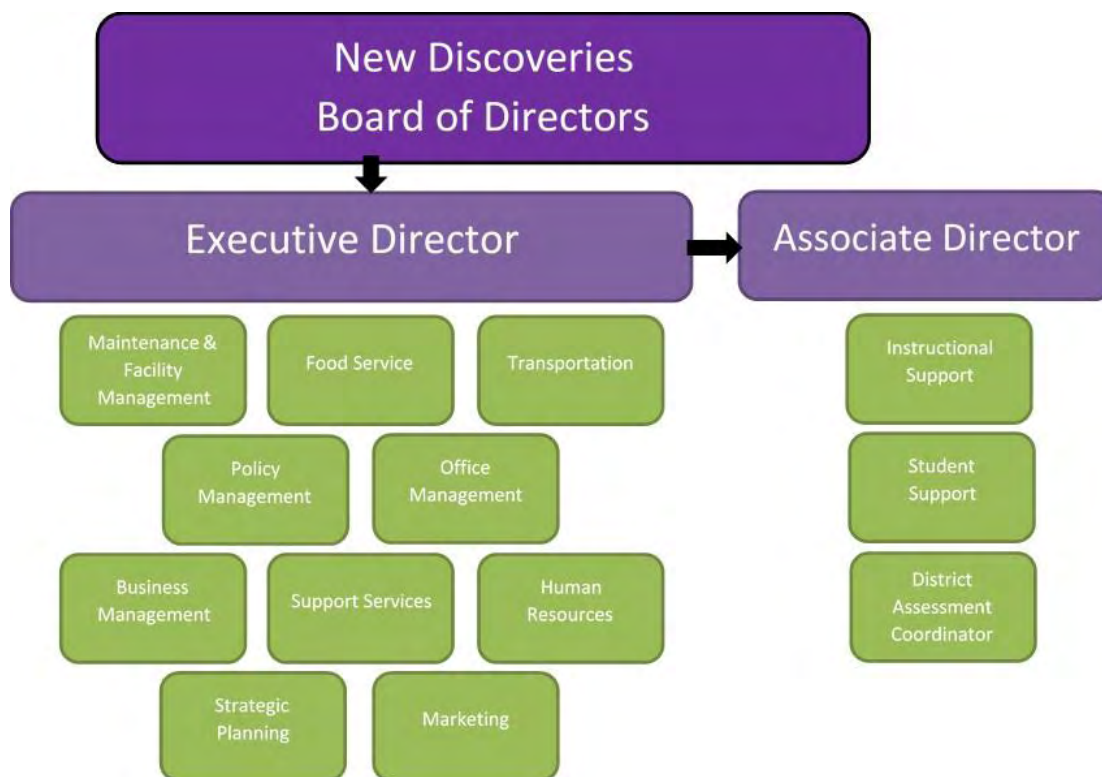
NDMA believes that the training of its board members is crucial to its effectiveness in operating as a governing body. All board members are expected to attend annual training, as evidenced by the following full attendance:

| Board Member   | Training Content Area   | Training Date        | Trainer/Presenter |
|--|---|----------------------|-------------------|
| Shari Colvin<br>Lisa Rahkola<br>Dave Conrad<br>Kirsten Kinzler   | Charter School Conference<br>finance governance, employment law | July 27, 2016        | Various           |
| Tara Oberg<br>Lisa Rahkola<br>Dave Conrad<br>Kirsten Kinzler   | ACNW Leadership Conference:<br>Board Governance                 | November 11-12, 2016 | Various           |
| Tony Ashwill<br>Shari Colvin<br>Peggy Enerson<br>Tara Oberg<br>Jennie Pirnie<br>Lisa Rahkola<br>Patrick Selchert<br>Amanda Sundblad<br>Dave Conrad<br>Tara Erickson<br>Kirsten Kinzler | Charter School Board Finances:<br>Level 2                       | November 21, 2016    | Chuck Herdeggen   |

## MANAGEMENT

### Management Structure

NDMA administration consists of a shared-leadership model which includes the Executive Director and the Associate Director.



The Board of Directors evaluates the Executive Director on an annual basis, including an evaluation in which staff are invited to participate.

#### 2016-2017 Leadership at New Discoveries

New Discoveries leadership administrative team consists of the Executive Director, the Associate Director and the Administrative Assistant.

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

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, Associate Director

Kirsten has a MN Teaching License in K-12 Music Education, Masters of Science in Educational Administration.

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

#### **Professional Development Plan and Implementation (Administration)**

The Associate Director 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 Executive Director is responsible for the oversight of this position and the Professional Development Plan.

See Appendix for Professional Growth Plan. The Associate Director is enrolled in the Educational Administration graduate program at St. Cloud State University and completed a Master's of Science in Educational Administration in May 2016. She is planning to graduate with licensures as a Principal, Superintendent and Special Education Director in the next year.

### **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. Excellence among NDMA staff has a direct impact upon developing excellence in our students.



| <b>2016-2017 Licensed Teaching Staff</b> |               |   |                        |  |
|--|---------------|---|------------------------|--|
| <b>Name</b>                              | <b>File #</b> | <b>License and Assignment</b>               | <b>2017-18 Status*</b> | <b>Comments</b><br><i>Include information regarding special licensure (e.g. Community Expert) or other relevant information.</i> |
| Elizabeth Christian                      | 482225        | School Psychologist                         | R                      |  |
| Patti Cogley                             | 313511        | E1 Classroom Teacher                        | R                      |  |
| Peggy Enerson                            | 327575        | CH Classroom Teacher                        | R                      |  |
| Rebecca Ewert                            | 996850        | E1 Special Education Teacher                | NR                     | Left midyear   |
| Catherine Frisbie                        | 472077        | E1 Classroom Teacher                        | R                      |  |
| Kristina Grossinger                      | 404744        | E2 Classroom Teacher                        | R                      |  |
| Michele Jozwick                          | 482287        | E1 Special Education Teacher                | R                      |  |
| Christine La Plante                      | 437685        | E2 Special Education Teacher                | R                      |  |
| Tammy Maers                              | 406911        | Speech Teacher                              | R                      |  |
| Ethan Marcus                             | 475289        | E1 Classroom Teacher                        | R                      |  |
| Jesse Morgan                             | 483992        | Physical Education                          | NR                     |  |
| Terri Parker                             | 359398        | CH Special Education Teacher                | R                      |  |
| Lisa Rahkola                             | 468432        | Physical Education/ Environmental Education | R                      | Started midyear  |
| Andrea Rhoda                             | 408018        | E2 Special Education Teacher                | R                      |  |
| Katy Snider                              | 432848        | E1 Special Education Teacher                | R                      |  |
| Britney Soldner                          | 471625        | E2 Classroom Teacher                        | NR                     |  |
| Kim Thomes                               | 397248        | E1 Special Education Teacher                | R                      |  |
| Lois Tritz                               | 287559        | CH Classroom Teacher                        | R                      |  |

\* R = Returning, NR = Not Returning

| <b>2017-2018 Licensed Teaching Staff</b> |               |   |  |  |
|--|---------------|---|--|--|
| <b>Name</b>                              | <b>File #</b> | <b>License and Assignment</b>               |  | <b>Comments</b><br><i>Include information regarding special licensure (e.g. Community Expert) or other relevant information.</i> |
| Elizabeth Christian                      | 482225        | School Psychologist                         |  |  |
| Patti Cogley                             | 313511        | E1 Classroom Teacher                        |  |  |
| Peggy Enerson                            | 327575        | CH Classroom Teacher                        |  |  |
| Catherine Frisbie                        | 472077        | E1 Classroom Teacher                        |  |  |
| Kristina Grossinger                      | 404744        | E2 Classroom Teacher                        |  |  |
| Michele Jozwick                          | 482287        | E1 Special Education Teacher                |  | Special Permission License   |
| Christine La Plante                      | 437685        | E2 Special Education Teacher                |  |  |
| Tammy Maers                              | 406911        | Speech Teacher                              |  |  |
| Ethan Marcus                             | 475289        | E1 Classroom Teacher                        |  |  |
| Kristen Milton                           | 469202        | CH Classroom Teacher                        |  |  |
| Michelle Nonnemacher                     | 481846        | E2 Classroom Teacher                        |  |  |
| Terri Parker                             | 359398        | CH Special Education Teacher                |  |  |
| Lisa Rahkola                             | 468432        | Physical Education/ Environmental Education |  |  |
| Andrea Rhoda                             | 408018        | E2 Special Education Teacher                |  |  |
| Katy Snider                              | 432848        | E1 Special Education Teacher                |  |  |
| Kim Thomes                               | 397248        | E1 Special Education Teacher                |  |  |
| Lois Tritz                               | 287559        | CH Classroom Teacher                        |  |  |

|   |               |
|---|---------------|
| <b>Percentage of Licensed Teachers from 2016-17 not returning in 2017-18 (non-returning teachers/total teachers from 2016-2017)</b> | 2/15<br>13.3% |
|---|---------------|

(data does not include those that left midyear)

Reasons for licensed teachers not returning or leaving midyear: new teaching job opportunity, performance issues, commute/family needs, not a good fit and higher education opportunity.

| <b>2016-17 Other Licensed (non-teaching) Staff</b> |               |                               |                      |                 |
|--|---------------|-------------------------------|----------------------|-----------------|
| <b>Name</b>  | <b>File #</b> | <b>License and Assignment</b> | <b>17-18 Status*</b> | <b>Comments</b> |
| Conrad, David L                                    | 281232        | Executive Director            | R                    |                 |
| Kinzler, Kirsten                                   | 316170        | Associate Director            | R                    |                 |

\* R = Returning, NR = Not Returning

| <b>2017-18 Other Licensed (non-teaching) Staff</b> |               |                               |                 |
|--|---------------|-------------------------------|-----------------|
| <b>Name</b>  | <b>File #</b> | <b>License and Assignment</b> | <b>Comments</b> |
| Conrad, David L                                    | 281232        | Executive Director            |                 |
| Kinzler, Kirsten                                   | 316170        | Associate Director            |                 |

In regards to our support (non-licensed) staff, 28 of 32 staff members returned for the 17-18 school year. Those that left midyear were for family reasons, performance issues, moving out of state, and new job opportunities. Resource Teaching Partners have increased in numbers due to the 1:1 support needs of incoming students for the 2017-2018 school year.

| <b>2016-17 Non-Licensed Staff</b> |                              |                      |                 |
|-----------------------------------|------------------------------|----------------------|-----------------|
| <b>Name</b>                       | <b>Assignment</b>            | <b>17-18 Status*</b> | <b>Comments</b> |
| Anderson, Susan                   | Resource Teaching Partner    | R                    |                 |
| Brown, Janet                      | Food Service                 | R                    |                 |
| Buxcel, Karen                     | Food Service Director        | R                    |                 |
| Carrigan, Mandy                   | Behavior Specialist          | R                    |                 |
| Clouse, Brittney                  | Resource Teaching Partner    | NR                   |                 |
| Colvin, Shari                     | Gifted & Talented/Enrichment | R                    |                 |
| Collette, Marci                   | Resource Teaching Partner    | NR                   |                 |
| Daffner, Deanna                   | Resource Teaching Partner    | R                    |                 |
| Ellis, Sheri                      | Resource Teaching Partner    | R                    |                 |
| Erickson, Tara                    | Administrative Assistant     | R                    |                 |
| Grack, Nicole                     | School Nurse                 | R                    |                 |
| Hanson, Scott                     | Resource Teaching Partner    | R                    |                 |
| Harris, MeiLi                     | Resource Teaching Partner    | R                    |                 |
| Helget, Samantha                  | Resource Teaching Partner    | R                    |                 |
| Johnson, Andy                     | Resource Teaching Partner    | NR                   | Left midyear    |
| Kalenberg, Michaleen              | Resource Teaching Partner    | R                    |                 |
| Kinzler, Tim                      | Maintenance Director         | R                    |                 |
| Madson, Mia                       | Custodial                    | NR                   |                 |
| Marcks, Nancy                     | Resource Teaching Partner    | R                    |                 |

|                    |                           |    |              |
|--------------------|---------------------------|----|--------------|
| Martinez, Nellie   | Resource Teaching Partner | R  |              |
| Mumford, Elisabeth | Title I Teaching Partner  | R  |              |
| Myers, Cheryl      | Librarian                 | R  |              |
| Nadeau, Michelle   | Behavior Specialist       | R  |              |
| Needham, Ashley    | Resource Teaching Partner | NR | Left midyear |
| Prieve, Sandra     | CH Teaching Partner       | R  |              |
| Rettig, Kari       | Resource Teaching Partner | R  |              |
| Riederer, Linda    | Cook's Assistant          | NR |              |
| Ryan-Lauer, Cyndi  | Music Teacher             | R  |              |
| Schwartz, Niccole  | Resource Teaching Partner | R  |              |
| Shimpa, Margaret   | Title I Teaching Partner  | R  |              |
| Stuber, Laura      | Resource Teaching Partner | R  |              |
| Wilson, Missy      | Resource Teaching Partner | R  |              |

\* R = Returning, NR = Not Returning

| <b>2017-18 Non-Licensed Staff</b> |                              |                 |
|-----------------------------------|------------------------------|-----------------|
| <b>Name</b>                       | <b>Assignment</b>            | <b>Comments</b> |
| Anderson, Susan                   | Resource Teaching Partner    |                 |
| Brown, Janet                      | Food Service                 |                 |
| Buxcel, Karen                     | Food Service Director        |                 |
| Brusven, Misty                    | Resource Teaching Partner    |                 |
| Carrigan, Mandy                   | Behavior Specialist          |                 |
| Colvin, Shari                     | Gifted & Talented/Enrichment |                 |
| Daffner, Deanna                   | Resource Teaching Partner    |                 |
| Ebert, Wendy                      | Resource Teaching Partner    |                 |
| Ellis, Sheri                      | Resource Teaching Partner    |                 |
| Erickson, Tara                    | Administrative Assistant     |                 |
| Grack, Nicole                     | School Nurse                 |                 |
| Hanson, Scott                     | Resource Teaching Partner    |                 |
| Harris, Jeremy                    | Resource Teaching Partner    |                 |
| Harris, MeiLi                     | Resource Teaching Partner    |                 |
| Hartelt, Jenna                    | Resource Teaching Partner    |                 |
| Helget, Samantha                  | Resource Teaching Partner    |                 |
| Houseman, James                   | Resource Teaching Partner    |                 |
| Iverson-Williams, Lisa            | Food Service                 |                 |
| Johnson, Erena                    | Resource Teaching Partner    |                 |
| Kalenberg, Michaleen              | Resource Teaching Partner    |                 |
| Kinzler, Tim                      | Maintenance Director         |                 |
| Marcks, Nancy                     | Resource Teaching Partner    |                 |
| Martinez, Nellie                  | Resource Teaching Partner    |                 |
| Mount, Allana                     | Resource Teaching Partner    |                 |
| Mumford, Elisabeth                | Title I Teaching Partner     |                 |
| Myers, Cheryl                     | Librarian                    |                 |
| Nadeau, Michelle                  | Behavior Specialist          |                 |
| Powers, Starla                    | Food Service                 |                 |
| Prieve, Sandra                    | CH Teaching Partner          |                 |
| Reinke, Rebecca                   | Resource Teaching Partner    |                 |
| Rettig, Kari                      | Resource Teaching Partner    |                 |
| Ryan-Lauer, Cyndi                 | Music Teacher                |                 |
| Schmidt, Joy                      | Resource Teaching Partner    |                 |
| Schwartz, Niccole                 | Resource Teaching Partner    |                 |
| Showalter, Karisa                 | Resource Teaching Partner    |                 |

|                  |                           |  |
|------------------|---------------------------|--|
| Severson, Kendra | Resource Teaching Partner |  |
| Shimpa, Margaret | Title 1 Teaching Partner  |  |
| Streich, Kim     | Food Service              |  |
| Stuber, Laura    | Resource Teaching Partner |  |
| Wendinger, Lisa  | Resource Teaching Partner |  |
| Wessman, Shelly  | Resource 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. Nurses-in-training at Ridgewater College are utilized at New Discoveries Montessori Academy throughout the year. For example, they provide contemporary instruction regarding best practices for hygiene. They provide human growth and development instruction for fourth, fifth and sixth grade students. They assist with vision and hearing screening.

**Transportation** - NDMA contracts with ACC Midwest/Labraaten, a local Hutchinson bus company, for student transportation. One of the ongoing challenges regarding transportation has to do with the fact that we share transportation services with New Century Academy (NCA). We continue to problem-solve with NCA administration and ACC Midwest leadership to address the challenges constructively.

**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 and Food Service Assistant. Our kitchen is an approved NSF commercial kitchen. Paraprofessionals provide lunchroom supervision. In addition, NDMA prepares and delivers catered lunches (year-round) for HeadStart. We learned after completing our tri-annual MDE food service program inspection/review last spring that our program is running efficiently and meets all program requirements.

**Due Process** - Student Discipline Data - New Discoveries has a very clear Student Discipline Policy that references the Pupil Fair Dismissal Act. When a student is suspended, this brochure is included with the letter to families describing the student suspension. The fact that we operate under the framework of Responsive Classroom and Response to Intervention helps as we strive for consistency and integrity regarding practice school wide.

### 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 Fundraising Nights, and a variety of fundraising activities. PTO Meetings are held on the 2nd Thursday of each month at 6:30pm.

*"Estudia la naturaleza. Amor a la Naturaleza Mantente cerca de la naturaleza. Nunca te fallará"*  
\* Frank Lloyd Wright

**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 BerganKDV (formerly BKDA) to provide accounting and financial management services for the school. With questions regarding school finances and/or for complete financials for 2016-17 and/or the budget for 2017-18, please contact:

Senior Financial Manager: Chuck Herdegen

Phone: 651-463-2233

BerganKDV

22488 Chippendale Avenue

Farmington, MN 55024

Email: [chuck.herdegen@bergankdv.com](mailto:chuck.herdegen@bergankdv.com)

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, 2017.

| <b>FY17 Finances</b> | Fund 1    | Fund 2  | Fund 4 |
|----------------------|-----------|---------|--------|
| Total Revenues       | 3,154,279 | 117,987 | 19,165 |
| Total Expenditures   | 3,129,217 | 121,195 | 19,165 |
| Net Income           | 25,062    | (3,208) | 0      |
| Total Fund Balance   | 251,918   | 6,173   | 0      |

## Overview

The school achieved its enrollment targets for the year (162.16 actual ADM compared to 147 budgeted) so state aids were in line with budget. The state's holdback is 10%, which continues to improve 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. General Fund revenues came from the following sources:

State Aids and Grants: \$2,969,850

Federal Aids and Grants: \$107,446

Fees Collected and other Miscellaneous Revenues: \$76,982

### 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: \$7,046

Federal Sources: \$67,086

Sale of Lunches and Catering Revenues: \$40,043

### 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: \$19,165

### **Expenses**

#### General Fund

The school's largest expense was for employee salaries and benefits: \$1,951,083.. The school's second largest expense was for the lease on its school building: \$310,699. Other expenses incurred by the school were for:

Purchased Services (including transportation & building utilities): \$293,950

Supplies and Instructional Materials Purchased: \$46,527

Building Improvements and Equipment (including technology equipment): \$18,827

Interest Costs on Cash Flow Borrowing: \$5,221

Memberships and Other Fees: \$20,411

#### Food Service Fund

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

Salaries, Wages, and Benefits: \$52,609

Purchased Services and Utilities: \$759

Meals and Other Supplies Purchased: \$63,162

Other Fees: \$855

#### Community Services Fund

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

Salaries, Wages, and Benefits: \$19,130

Supplies and Materials Purchased: \$35

### **Net Income and Fund Balance**

The net income of \$21,853 in all funds resulted in an ending fund balance of \$251,918 for the year, or 7.7% of current expenditures.

do not tell them how to do it.  
show them how to do it and  
do not say a word.  
if you tell them,  
they will watch your lips move.  
if you show them, they will  
want to do it themselves.  
-maria montessori



## FUTURE PLANS

### Grade level expansion

Our request to Audubon Center of the North Woods for grade level expansion to add seventh and eighth grade was recently approved. With New Century Academy – a former cotenant of our building – relocating to a separate facility, we have the real estate to accommodate the expansion at our current site. Beginning with the 2018-19 school year we will welcome our first group of seventh graders. That group will be divided into two multi-age groups (7th/8th) for the 2019-20 school year.

### Facilities

We are in the process of securing financing to purchase the facility we currently occupy through an affiliated building company we formed recently – New Discoveries Affiliated Building Company (NDABC). We are targeting January 2018 for a closing date.

We will continue to pursue legislatively the demise of the property tax implication for charter schools that lease from for-profit entities. We introduced a bill in both the Minnesota Senate and House late last legislative session. The sponsors of the bill in both houses have agreed to bring the bill forward at the beginning of the upcoming legislative session. Hopefully, they will be able to schedule hearings early in the session. We have been asked to testify and be at the ready to speak with legislators in January and February.

We are negotiating the colocation of services with Crow River Family Services. They currently provide skills work and mental health support for a number of students we serve. They will have five offices and a conference room at our site to allow their staff to be more accessible to our students and their families.



### Environmental

We will continue to partner with Dirt Group around gardening projects. Ultimately, we hope to begin producing flowering hanging baskets under grow lights in one of our newly acquired rooms (with a large overhead utility door), before transferring them to our green house. They will be sold as a fundraiser in the spring.

We plan to grow leafy greens to be used in our food service program.  
We plan to expand our wildflower gardens.

We plan to expand our vegetable gardens, with the hope to utilize more of the produce for cooking projects, for donation to the local food shelf, and for distribution at the local farmer's market.

We plan to continue to use produce grown on site for student cooking/baking projects that incorporate math, science and literacy/language arts.



**SWOT Placement:** Weakness

**SWOT Statement:** The current distribution of students across the grade levels is such that our current number of sections at each level will not accommodate the movement of students into the next levels. Children’s House and Elementary One are two critical areas to improve enrollment.

**Core Value(s) Impacted:** Intentional Interdependence

**STRATEGY STATEMENT:**

**Increase and maintain equitable enrollment across all grade levels**

- Goal #1** Increase Children’s House and Elementary I enrollment for 2016-17 school year through contemporary, intentional marketing strategies.
- We have a presence on Facebook.
  - Our Voluntary PreK application was approved, allowing funding for our four-year-old program.
  - We have been approved for Pathways I and Pathways II scholarships.
    - One student has been approved for Pathways I dollars
    - Six students have been approved for Pathways II dollars
- NDMA will increase kindergarten enrollment for 2016-17 school year from 11 students (05/31/16) to 17 students (or more) by July 15, 2016.  
**Persons Responsible: Q Comp committee members**
- As of 11/21/16 we have 16 students enrolled in kindergarten.
- NDMA will grow Elementary I from 51 students to 81 students by September 6, 2016.  
**Persons Responsible: Q Comp committee members**
- As of 11/21/16 we have 57 students enrolled in Elementary I.
- Goal #2** Pursue and implement grade level expansion to include grades 7 and 8:
- Survey parents of 2016-17 5<sup>th</sup>/6<sup>th</sup> graders to determine their interest/commitment to enrolling for 7<sup>th</sup>/8<sup>th</sup> grade opportunity at NDMA beginning Fall of 2017.  
**Persons Responsible: NDMA administration**
- 88% of families of fourth and fifth graders indicated via survey responses in June 2016 a desire to enroll their children in grades seven and eight should we be granted the privilege to expand services through eighth grade.

- The grade level expansion opportunity will result in 24 seventh graders enrolled at NDMA for fiscal year 2018.

**Persons Responsible: Q Comp committee members**

- Our application for expansion was denied.

**SWOT Placement:** Weakness

**SWOT Statement:** The lack of Montessori credentials and teacher licensure is inhibiting our ability to provide the level of educational services that we can/should be providing.

**Core Value(s) Impacted:** Montessori Principles

**STRATEGY STATEMENT:**

**Hire and maintain a well-qualified staff**

**Goal #1** Adjust the salary schedule upwards (May 2016) to be in line with District 423 Salary schedule.

**Persons Responsible: Finance Committee**

- Done, May 2016. All returning teachers received enhanced compensation for 2016-17 school year, based on the new salary schedule.
- All new hires were hired under the new schedule.
- For the first time, we have all licensed positions filled with people with the appropriate licenses, with only one exception.

**Goal #2** Broker a foundational Montessori training program to be offered on an every-other-year cycle, with the first course in the cycle taking place Spring and Summer 2017.

**Persons Responsible: Executive Director**

- No progress to date.

**SWOT Placement: Opportunity**

**SWOT Statement:** Developing staff is a key component to sustaining core competencies, empowering leadership qualities, creative use of technology, and successful implementation of Montessori principles.

**Core Value(s) Impacted:** Dynamic Leadership

**STRATEGY STATEMENT:**

**Plan and Implement Staff Development Sessions to Foster Effective and Efficient Classroom Instruction**

**Goal #1** Approve a budget for 2016-17 that will support staff development for Responsive Classroom  
**Persons Responsible: Finance Committee**

- One returning staff member completed week-long training over the summer.
- Two new staff members are registered for training.
- Mrs. Kinzler and Mr. Conrad will provide training update for all instructional staff Tuesday, November 22nd.

**Goal #2** Develop by July 31, 2016, a professional development plan for 2016-17 school year to address the following:

- 1) Environmental Education
- 2) Responsive Classroom
- 3) Montessori Principles (including Grace & Courtesy)
- 4) Co-Teaching Model of Instruction Delivery.

**Persons Responsible: Administration**

- See attached

**SWOT Placement: Opportunity**

**SWOT Statement:** From a quality sense, student academic achievement remains an opportunity in the SWOT analysis. NDMA has been highly successful improving its student achievement scores, and must continue to sustain this progress with proven learning processes, proactive solutions, and creative decision-making. It is the consistency in the application of the process that will also impact the parents to see NDMA as an educational preference for their children.

**Core Value(s) Impacted:** Measurable Accountability

**STRATEGY STATEMENT:**

**Consistent Staff Adherence to Scope and Sequence and Continuous Improvement of Academic Methodology within Confines of the Budget**

**Goal #1** Benchmark instructor's adherence to Year Long Learning Progression by April 1, 2017, while working with instructional staff to make necessary improvements to this process.

**Persons Responsible: Administration**

- Teachers are referencing YLP during PLC meetings and grade level planning.

**Goal #2** Develop, by August 19, 2016, appropriate schoolwide student academic goals that are consistent with Q-Comp (The percentage of all students enrolled October 1 in grades three through six at New Discoveries Montessori Academy who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading on all state accountability tests (MCA and MTAS) will increase from 58.2% in 2016 to 68.2% in 2017.)

**Persons Responsible: Administration and Q-Comp Committee Members**

- See NDMA Annual Report

**Goal #3** Comply with the strategy to ensure General Fund balance of at least:

|                                      |           |
|--------------------------------------|-----------|
| Beginning Fund Balance, July 1, 2016 | \$140,000 |
|--------------------------------------|-----------|

|                                      |           |
|--------------------------------------|-----------|
| Beginning Fund Balance, July 1, 2017 | \$227,500 |
|--------------------------------------|-----------|

**Person Responsible: Executive Director**

- Beginning Fund Balance, July 1, 2016 \$230,065



**SWOT Placement:** Weakness

**SWOT Statement:** The current distribution of students across the grade levels is such that our current number of sections at each level will not accommodate the movement of students into the next levels. Elementary One is a critical area to improve enrollment.

**Core Value(s) Impacted:** Dynamic Leadership**STRATEGY STATEMENT:****Increase and maintain equitable enrollment across all grade levels**

- Goal #1** Increase Elementary I enrollment for FY18 through contemporary, intentional marketing strategies.
- NDMA will increase E1 enrollment for 2017-18 school year from 62 students (07/10/17) to 72 or more students by October 1, 2017.  
**Persons Responsible: Q Comp committee members**
- Goal #2** Pursue and implement grade level expansion to include grades 7 and 8:
- Administration will complete grade level expansion application to include grades 7 -8 beginning in FY19.  
**Persons Responsible: NDMA administration**
  - The grade level expansion opportunity will result in 24 seventh graders enrolled at NDMA for FY19.  
**Persons Responsible: Q Comp committee members**

**SWOT Placement:** Weakness

**SWOT Statement:** The lack of Montessori credentials and teacher licensure is inhibiting our ability to provide the level of educational services that we can/should be providing.

**Core Value(s) Impacted:** Montessori Principles

**STRATEGY STATEMENT:**

**Maintain a well-qualified staff**

**Goal #1** NDMA administration will broker a foundational Montessori training program to be offered to all licensed teachers on an every-other-year cycle on odd years.

**Persons Responsible: NDMA Administration**

**Goal #2** If NDMA enrollment reaches 170 K-6 students by October 1, 2017, NDMA will reimburse licensed teachers 1/2 of a course fee/tuition up to \$2000 for FY18. If the enrollment goal of 170 students is not met, licensed teachers may submit tuition reimbursement requests to administration for board consideration. Teachers will be asked to use and share what they learned.

**Persons Responsible: Executive Director**

**SWOT Placement:** Opportunity

**SWOT Statement:** Building community relationships and alliances remains an opportunity. It will depend on what priority the Board and administration place on this endeavor. Results of active community relations can result in corporate financial support, community/parent involvement in the school, recognition for staff, and even entrepreneurial opportunities.

**Core Value(s) Impacted:** Intentional Interdependence

**STRATEGY STATEMENT:****Build and Maintain Positive Community Relationships**

**Goal #1** In October 2017, NDMA administration will conduct a needs assessment of our community stakeholders.

**Persons Responsible:** NDMA Administration

**Goal #2** Administration will develop and implement a procedure for inviting outside groups to visit and use the facilities at NDMA for meetings and special events by October 2017.

**Persons Responsible:** NDMA Administration

**Goal #3** Develop a plan to create partnerships with three community entities by December 1, 2017.

**Persons Responsible:** NDMA Administration

**SWOT Placement:** Opportunity

**SWOT Statement:** With full building acquisition comes the opportunity to grow and expand the program along with the responsibility to cover all maintenance expenses once shared between the two schools and to maintain the integrity of the program.

**Core Value(s) Impacted:** Measurable Accountability

**STRATEGY STATEMENT:**

**Consistent Adherence to Confines of the Budget during Growth and Expansion of the School's Program**

**Goal #1** Eliminate property tax burden by the end of 2018 through legislation efforts or purchase of the building by an affiliated building company.

**Persons Responsible:** NDMA Administration

**Goal #2** Comply with the strategy to ensure General Fund balance of at least:

Beginning Fund Balance, July 1, 2018 \$134,000

Beginning Fund Balance, July 1, 2019 \$250,000

**Person Responsible:** Executive Director

**Goal #3** Attain expected growth in student NWEA/MAP and MCA scores.

**Person Responsible:** Q Comp Committee

## NDMA Family Satisfaction Survey RESULTS 2016-2017

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.                        | 22    | 1        |     | He loves it! It's been amazing!/ he loves it!/ Although she doesn't tell me stories about what she's done during the day. I have to guess./   |
| 2) My child has made friends at New Discoveries Montessori Academy.                                      | 22    | 1        |     | I've heard her mention a few names, and the others say hi to her in the morning /   |
| 3) My child feels safe at New Discoveries Montessori Academy.  | 22    | 1        |     |   |
| 4) My child feels safe on the way to and from school.  | 21    | 1        | 2   | I drop her off./Van and bus drivers are kind and patient with children./ bullying on bus / school bus issues-behavior /   |
| 5) My child appreciates his/her teacher.   | 22    |          | 1   | Very much! My child's teacher goes above and beyond!/ she has issues with one./ he has made positive connections with teachers and staff./  |
| 6) My child feels valued and respected by his/her teacher.   | 22    |          |     | He has never loved school more! Excellent teachers./she feels picked on by one./  |
| 7) My child appears to be progressing academically.  | 21    |          | 1   | His reading and writing have drastically improved./ Yes! We love that he is finally being challenged at school! /   |
| 8) My child feels valued and respected by the adults at NDMA.  | 21    |          | 1   | Only see progress twice a year. She isn't doing much differently at home except "Show 5"  |
| 9) My child's teacher knows and responds to my child's individual needs.                                 | 21    | 1        | 1   | I love my child's teacher. She is the best./ Doesn't always acknowledge me in the morning when she is dropped off. /  |
| 10) My child's teacher supports and encourages my child's attempts to gain new skills.                   | 21    |          | 1   | My child's teacher takes time.  |
| 11) My child's teacher helps to build my child's self-esteem.  | 21    |          | 2   | My child's teacher listens to her.  |
| 12) My child's teacher listens to me, respects me as a parent (or guardian) and supports us as a family. | 21    |          | 2   | His teachers have been wonderful at listening and helping my child. Both room teachers have been very cooperative of helping us overcome challenges we have faced./ my child's teacher cares. |

|  |    |   |   |   |
|--|----|---|---|---|
| 13) School guidelines are stated in a positive way.  | 21 | 1 |   |   |
| 14) The atmosphere at New Discoveries Montessori Academy is warm and nurturing.  | 21 | 1 | 1 | Too much negative influence from NCA./ Not always a friendly feeling from all staff. Administration is kind.  |
| 15) The school staff interacts respectfully with each other.   | 21 |   | 2 |   |
| 16) The director and staff intervene effectively when children misbehave.  | 19 | 1 | 4 | So far we haven't had to need this. Hope we never do!   |
| 17) Families are informed frequently about school happenings through newsletters, notes and phone calls.                   | 21 | 2 |   | Admin Asst emails are wonderful. The classroom teachers also always stay in touch./ I am not sure we have gotten a newsletter. Are there emails sent out from school? We have never gotten any./ More e-mails or set up a system where parents sign sheets as 'homework' – My four year old is not the greatest 'all the info' giver.. / occasionally or a lot if it gets too bad / |
| 18) I have received information on the school's philosophy and goals for children.   | 19 | 1 | 3 | Not sure.   |
| 19) I feel welcome to visit my child's school at any time.   | 21 | 3 |   |   |
| 20) I know whom to go to with my concerns and feel confident that my concerns will be addressed respectfully and promptly. | 21 |   | 3 | My child's teacher.   |
| 21) I have been made aware of my child's academic strengths and weaknesses.  | 21 |   | 3 | This is new for us since starting at NDMA./ twice a year... she is changing daily as she is still under 5./   |
| 22) My child tells me what is happening at school.   | 21 | 2 |   |   |
| 23) I am aware of opportunities and feel welcome to volunteer in my child's school.  | 21 | 1 | 3 |   |
| 24) I feel my child is receiving a well-rounded education at New Discoveries Montessori Academy.                           | 21 | 2 |   |   |
| 25) I would recommend New Discoveries Montessori Academy to other families.  | 21 |   |   | And I have! ☺/ We already have recommended it to others./   |

- 1) Which of the following sources are you MOST likely to rely on for information about New Discoveries Montessori Academy? (Choose one.)
- |   |  |  |
|---|--|--|
| <input type="radio"/> School/Classroom Newsletter 7       | <input type="radio"/> Family Learning Discoveries Events | <input type="radio"/> Local Newspaper – Hutch Leader |
| <input type="radio"/> Material brought home by children 8 | <input type="radio"/> Friends/Neighbors/Other People     | <input type="radio"/> NDMA Staff/Teachers 3          |
| <input type="radio"/> e-mail/website/Facebook 10          | <input type="radio"/> Mailings 2                         | <input type="radio"/> Don't know                     |
|   |  | <input type="radio"/> Other _____                    |
- 2) What kind of school information would you be most interested in? (check all that apply.)
- |  |  |   |  |
|--|--|---|--|
| <input type="checkbox"/> How students are doing 15   | <input type="checkbox"/> Curriculum information 10 | <input type="checkbox"/> Volunteer opportunities 3  | <input type="checkbox"/> Special Events 13                                       |
| <input type="checkbox"/> Teachers/Teaching methods 6 | <input type="checkbox"/> Charter Schools 3         | <input type="checkbox"/> School Board information 3 | <input type="checkbox"/> Montessori Philosophy/Method 4                          |
| <input type="checkbox"/> Special Education/Title 3   | <input type="checkbox"/> Afterschool Discoveries 9 | <input type="checkbox"/> Environmental Education 5  | <input type="checkbox"/> Other 1 – shop classes & hands-on learning/trade skills |



- 3) Environmental Stewardship:  
 0 My child knows how to recycle paper, plastic, glass and aluminum. 17  
 0 We recycle at home. 19  
 0 My child talks about environmental experiences that happen at school. 10
- 4) **Why did you enroll your child(ren) at New Discoveries Montessori Academy?** Better environment/smaller class sizes/more one-on-one/Recommended by another parent/The other schools weren't listening to my concerns about a possible speech problem and NDMA started on it before we arrived/He wasn't receiving the education we thought he needed at another school. Since transferring him over, he seems to be happier and learning way more!/Meets child at his/her learning level/Recommended by parent/Continuous academic progression/to be challenged academically/because I knew he would get more one-on-one and different learning tools to help him to understand/A better learning environment that meets my child's individual needs./ He was not being academically challenged in public school district we attend./ Wanted a more one-on-one teaching style and the fact that they handle behaviors better. / Due to bullying and negative action on it at our other school. / More 1:1 ratio vs. public schools; cares about academics vs sports rankings and fads/ the hands-on education / Montessori Method / I like the different ways of teaching / Parent Aware Rating / Heard positive things / the teacher/helper/assistance ratio per child, classroom layout, family-staff communication /
- 5) **One thing I like about New Discoveries:** school size/all of it/small, safe environment/I like that he is well cared for and loved./it's Montessori based/multiple grades learning together/gives opportunity for own paced growth/all/everything/it's a good school that cares about how the kids are doing and not just pushing them through. You guys care./the learning style/ Love the teaching system – students work at their level and required to manage their time. / small group learning / student to teacher ratio / the programs / free transportation / email communication from office / that my child isn't held back / the staff and teaching – the kids are respectful!
- 6) **One thing I would like to change:** more classes/opportunities/it needs to go to 12<sup>th</sup> grade/more enrichment opportunities/Healthier breakfast options/more Montessori teaching./email is about events/more frequent progress reports/ Better communication when transportation problems arise – an email of something / Dress code influence from NCA – PJs, pillows and blankets do not belong in school. Neither do the very revealing outfits that negatively influence my children. / the lice program / more nutritious foods on lunch menu, less carbohydrates / friendliness of teacher – not all, but many make me feel like I shouldn't walk my daughter through the halls /

**Other Comments (Please be specific):**

Thank you for taking in my son! We can't wait to start again in the fall! LOVE THIS SCHOOL!/my child has really made progress with friends and learning./

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

**Please return by Monday, May 15<sup>th</sup>.**

*"Enriching Community through Montessori Excellence"*

## NDMA Staff Satisfaction Survey 2016-2017

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 | Dis<br>agree | 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. | 55    | 0            | 2   | Made very clear / I understand  |
| 2) NDMA offers me adequate facilities to create a positive learning environment.  | 52    | 1            | 3   | E2 classrooms have WAY to many students in them / more space would be awesome / my room has gotten very cramped over the years – has hindered my teaching / looking forward to more space                           |
| 3) I feel valued and appreciated in my work by my <b>colleagues</b> .   | 54    | 2            | 1   |   |
| 4) I feel valued and appreciated in my work by <b>administration</b> .  | 53    | 3            | 1   | Individual – A raise based off performance would be nice  |
| 5) I feel valued and appreciated in my work by <b>parents</b> of the children at NDMA.                                    | 46    | 1            | 9   | Most parents are impossible to get ahold of or only respond when upset – not always   |
| 6) I feel valued and appreciated in my work by the <b>students</b> at NDMA.   | 55    | 0            | 2   |   |
| 7) I feel valued and appreciated in my work by the <b>community</b> .   | 40    | 4            | 13  | We are improving our image  |
| 8) I feel valued and appreciated in my work by the <b>NDMA school board</b> .   | 39    | 4            | 15  | Wasn't here long enough this year to know / I don't know who is on the board / Don't know   |
| 9) I feel I am provided with sufficient opportunities to grow professionally.   | 45    | 4            | 8   | Mostly touchy feely stuff / could use more curriculum based info / further para Montessori training   |
| 10) We are adequately meeting the needs of our students.  | 46    | 6            | 4   | No across the board expectations / most days / These kids aren't lacking education, but parents / Every student has different needs / I feel some students are moved on when they should be held back / In our room |
| 11) I am satisfied with the academic program at NDMA.   | 40    | 5            | 9   | No mandatory curriculum plan / would like to see more "up beat" / Always improving / work in progress / not all staff is following the same math curriculum or reading / ½ - we can improve / in our room           |
| 12) I think the overall atmosphere within NDMA is beneficial to student learning.   | 53    | 3            | 1   | ☺ / calm, respectful  |

|  |    |    |    |   |
|--|----|----|----|---|
| 13) There is adequate communication between <b>staff and administration.</b>                       | 47 | 8  | 2  | Lots of last minute information / always willing to answer questions / sometimes not so great / some communications fall through the cracks – but for the most part good / Great improvement in the last couple years / There needs to be more transparency |
| 14) There is adequate communication between <b>staff and parents.</b>                              | 41 | 5  | 11 | Parents aren't available to us and never seem pleased / Always room for improvement / I can only speak for me. I am working on creating more / we try ☺ / I don't know / Communication with parents is probably the hardest                                 |
| 15) There is adequate communication between <b>staff and the school board.</b>                     | 36 | 6  | 16 | Wasn't here long enough this year to know / could improve but adequate / I think so   |
| 16) There is adequate communication <b>among the staff.</b>  | 41 | 15 | 2  | Building capacity for POSITIVE communication / more feedback / sharing of curriculum with paras / again – could be better / most of the time / there is an attempt  |
| 17) Administration and staff take care of situations when children misbehave or make poor choices. | 49 | 5  | 2  | Nothing in place and the work of one is often undone by another/  |
| 18) I like the multi-age classrooms.   | 45 | 4  | 5  | LOVE IT!/ 2 classes or ages would be simpler to meet the needs/ Family style approach; Learning from each other the best/   |
| 19) I feel that students are learning at NDMA.   | 48 | 1  | 5  | ☺/ Yes and No – some things stick/  |
| 20) Resources are available to help me accomplish my job and I understand how to access them.      | 53 | 1  | 4  | I do but I feel they are not easy for new people to find/ We need more available curriculum to grab from/ More training on this would assist on when and how teachers want paras to intervene/  |
| 21) The school building and grounds are well maintained.   | 57 | 0  | 0  | BEAUTIFUL!/ Excellent cleaning by Mr. Kinzler and all/  |
| 22) I would recommend New Discoveries Montessori Academy to other families.                        | 51 | 2  | 1  | I do all the time!/ For special needs yes and for general ed, no/ Absolutely!/ I have/ I love it here!/   |

#### NEEDS ASSESSMENT:

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

In general, our families and children are being adequately served. There are times when behaviors distract. I also feel that some SPED students are not getting enough time with their teacher. /Better cohesion between the classroom and home. Getting parents involved in their children's education and lives./ Teacher, Para communication on monthly curriculums and needs. Giving space and trust for paras to handle certain situations. More non-verbal cues./ It would be beneficial if we could separate the general ed students from the special needs students. While the special ed students need gen ed kids to help with social skills, etc, I feel that we are not meeting the needs of our "mainstream" kids, but rather are preoccupied with behaviors to adequately meet the needs and challenge the gen ed kids to grow./ To be able to utilize the learning items in the room./ More extracurricular type choices to give a more well-rounded education experience. Team-building opportunities./ Keep evaluating Spec. Ed. And Reg. Ed team teaching model on an ongoing basis./ I think more para's is a good idea for the younger age classrooms./ More worksheets stressed with seriousness./ I would love to see more classroom discussion with the kids and less lectures. More hands on learning. Smaller class size! 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> grade should have different level tests for Science and Social Studies. Sequential Math lessons, small groups within groups for math./ an increase in faculty size./ N/A/ strong teachers and support staff./ consistency in consequences to minimize behavioral disruptions – we have come a long way with this...but can always improve. / continuing to create classrooms where children have the opportunity to become independent learners./ focus on every student. I think we skip the children that don't have behavior problems./ Consistent expectations of students as a group and individually./ I think that the teachers are all doing their best to help each child learn./ keep kids focused and continue to progress at their ability./ communication and consistency in responsive classroom strategies and Montessori principles./ clear behavior guidelines and procedures for students: who to go to, what to do with bus issues, major infractions, behavior specialists role, etc./ Teachers and staff need to align and work through

curriculum together./ Quiet area for those who have difficulty focusing to work in if needed. For parents to be involved when their child misbehaves. Better monitoring of paras to be sure they are serving the children as they should./ smaller class sizes./ the impossible, which is trying to get all students on the same page. Parents, teachers and staff need to work together to work with the students get the most help./ A big sensory room. A quiet refocus room./ Getting Reading Curriculum same at E1 level./ Montessori training on Montessori materials. Not just a Montessori Monday training on my own time when I could or should be planning./ consistency with curriculum at grade level and across grade levels./ communication with all staff./ Across the board behavior plan that is introduced to all staff and students by the executive director with clear expectations that are then followed through on by all staff and administrators. Across the board and in writing consistent use of available curriculum so there are no “islands”./ Accountability to curriculum./ We need more space./ Consequences for behaviors, staff staying the same page, communication./ we need a set scope and sequence of how we teach the standards and materials available for each. Smaller classroom size for E2./ it’s a wonderful place to be employed./ Accountability./ Teachers need Montessori training/certification./We need to try to a total agreement on how to address a student’s misbehavior between administration, staff, teachers and teaching partners. We have to be on the same page./ Communication and coordination across grade levels, continued skill building in making meaning for data and using it to inform practice./ Communication, all staff on the same page, everyone needs to follow directions./ More time given to teachers for lesson planning./ Phonics is used in CH but is it carried through in E1?/ More accountability./ Clear guide lines among all staff./ Smaller class sizes, curriculum./ Collaboration and looking at test data and grouping at every level./

## **2) What are your most urgent professional development needs?**

I’m not sure there are any./ Being quick, effective and to the point. Little social activities aren’t needed for this. These meetings should be used for school oriented discussion and strategy along with problem solving. If you want to do social activities set up somewhere else, restaurants etc. spending a half hour on fun stuff is well and all but it’s not necessary. /To be aware of procedure on every level, what is ok with teachers, staff, etc. building trust among teacher and teaching partners to deal with behaviors./ Montessori training...many staff do not understand what Montessori is or how to teach Montessori lessons/use materials./ Learning from peer reviews to make adjustment for student needs. / My CPI is expired and I need to do the renewal training./ Ready for Re-Licensure – it will be interesting to see what happens with MN licensing changes./I want to be able to learn more about NDMA, and give what’s needed to the school./ possibly offer yearly CPR course to staff who want to take it./ A sensory room. Child level books on Autism and ADHD. Kids like to learn about what challenges and strengths they have. More room ( I hope we get that this fall!:) smaller class rooms to give special ed kids the focus they need but also I feel the mainstream kids get overlooked by the behaviors of so many sped kids./ I don’t have any at this time./ how to put together a position manual – to be clear and complete./ Montessori materials – or other hands on lessons./ using the data to create small skills groups within the classroom, interventions to use/data collecting./ more Montessori training./ clear co-teaching roles. Clear understanding as to the degree Montessori curriculum and philosophy are used in the classroom and school./ Yes./ can’t think of anything offhand./ intervention ideas and resources./ To be able to help those who I am in charge of while being someone they can confide in./ getting all my CEUs./ Montessori Training./ curriculum planning, mental health in the schools, responsive classroom./ behavior management./ Right Start training and Daily 5./ team communication, student specific, everyone on the same page to avoid mixed messages./ Mental Health./ maybe some more training./ communication between co-workers./ Montessori./ I still need to learn how to address a student when she/he is upset. (methods)/Montessori training (plan to attend in Aug 2017)/People doing their jobs!/ A reading curriculum./ More communications in expectations./ In house training opportunities./

## **3) One thing I like about New Discoveries Montessori Academy?**

Coming to the school is one of the favorite things about my job!/ I love the caring, family oriented atmosphere./ we actually care./ open community feel and support./ the team of staff we currently have are very caring and carry a teamwork attitude you can feel the love and passion they have for our students and staff. / I love the hands on experiences./ It reminds me of one of my favorite saying, “It takes a village to raise a child.” NDMA is a village./ I like the small school, family atmosphere./ I love how you can feel the good moods with people as soon as you walk through the door./ The one on one help for students who truly need refocus./ a small school. Great staff. Meeting kids where they are. Supporting individuality. Supportive administration that makes you feel appreciated./ the close, kind, and caring community./ Seeing all the children everyday./ Every day is different./ the size of the building, putting less children in the classrooms and hiring more teachers to do so, giving students a true learning experience./ our attitude toward “grace and courtesy” brings our students up with some valuable socializing skills – larger public schools do not take the attention we do./ I love having the opportunity to work with 3 age levels every day. / Family – I feel like we care about our kids like they are our family. Small environment. / Child-focused./ I love the size and how we care about each child./ the level of care and courtesy among staff and administration./ Care and support given to each student and staff. / I believe our staff genuinely cares about all the needs of our students. And for the most part we serve our students well./ the people I work with, the children we serve./ the staff and administration are great – it feels like a community./ children are put first over anything else. Activities to get kids and parents together./ Staff and kids./ the caring of children./ small population of students/classroom, lots of staff, atmosphere./ multi-age classrooms, beautiful environment for learning./ the student atmosphere./Multi-age classrooms and small school feel./ students./ the children are met and challenged at their individual level./very easy to talk to admin./ that everyone cares about each other./ Co-workers./ grades being mixed./ family atmosphere./ Meeting children and families where they are at./ Beautiful learning environment. Patient teachers ☺/ the community and sense of care for one another./ the kids./ We all share the same vision-excellence, respect and accountability and we are all invested. We are all here for the kiddos and want them all to be successful learners./ The family atmosphere amongst staff./ Family atmosphere./ Atmosphere – great people to serve./ Staff is wonderful and the students./ The homeschool feel./ small size./

## **4) One thing I would like to change:**

I love that we are making growth and improvements in our environmental programs. I am excited to witness the changes./ More hands on material, less sheet based work. Projects./ I would like to become more involved at NDMA./ focus more on academics; I feel we do more behavioral education than grade level academics. Because that is the need of our community./ Peer review

before Christmas break so we can make adjustments./ I don't agree w/the "time on the fence" at recess as an effective consequence./ I can't think of anything./ I would've liked to be here at the very start of the school year./ structure consequences to the children – come HS, you get bad grades you don't play sports, figure how to incorporate that early. / Maybe more accountability for students that break a rule. And holding parents more accountable./ More communication between all of us./ Yes, I tried my hardest to accomplish my goal. / Can't really think of anything./ I would like to see more parents involved in PTO, gardening, other school functions./ More hands on experiences learning opportunities./ someone to tell kids that screeching is to be done when in danger. / Make sure we all work together – not compete against!./ More communication between everyone./ SPACE./ conflict between preschool and kindergarten philosophies in Children's House./ I would like to see more staff being addressed by administration for misuse of phones and wasting time./ better parent involvement. / I would love to get parents more engaged in their students learning./ A bigger school. We desperately need the space./ People's awareness of our existence./ Communication within grade levels./ Administration and ALL staff to be on the same page, Mentor/Mentee program to be more efficient./ active engagement from all staff ALL the time./ communication./ Across the board behavior plan that is introduced to all staff and students by the executive director with clear expectations that are then followed through on by all staff and administrators. Across the board and in writing consistent use of available curriculum so there are no "islands"./more "quiet area" availability./ decrease the behaviors./ Class size./ Really like Montessori but maybe a little more "upbeat"./ more accountability./ Eliminate petty, selfish whining and fussing./ Oh! How I need to be more patient./ more physical space, more technology./ The follow through when a concern is brought to your attention./ more transparency./

**5) Did you accomplish the goal(s) that you set for yourself this year? Why? Or why not?**

Yes./ Probably, I don't remember them. / Yes, learned to be a better educator. / Yes, I feel very good about my relationships with students, staff, and families this year./ Yes, helping student to stay in classroom and get work done instead of leaving and setting goals for achievement to get work done. / I wasn't here long enough this year to set a goal./ I continued developing a mentoring relationship, did not give up and I think partnerships have developed./ Yes, I learned how to handle situations with kids that I haven't dealt with before. / Yes. I wanted to make a connection with my student so they could trust me to be a supportive partner in helping them. My student achieved a lot this year through a lot of blood, sweat and tears and it was worth it. Sometimes I felt a little on my own as far as the Sped teacher being a leader to guide me but at the end of the year that improved./ I didn't set goals, because I always put 100% into my work. / yes – library operations ran smoothly – art – made huge gains in my organization and comfort in the role./ I set quite a few goals and accomplished some of them. Time is always an issue. Still working on some of them. / ½ - I approached everything with more patience (or tried to)./ I tried and for the most part, yes. Very hectic work environment (type of work). / Yes – I wanted to make sure that all of my students made progress and they did. / yes! 3 great showcases – covered the 9 national standards./ Yes, mostly ( professional dev.)/ Yes, I believe all students were cared for and grew academically this year./ Yes – I saw growth in reading with many of the students I serve. ? I feel as though I did./ Yes, I feel like I grew and improved as a teacher this year./ I feel like I tried but I can always do better./ Yes./ Yes – we survived and had fun!/ yes because I followed through with myself./ My goal was to work on staff community. Did I meet this goal? In some ways... this is a work in progress and I will continue to plug away./ yes, students improved on their assessments./ No, I don't think I reached all my students to the very best of my ability and I was unable to lead teachers in the direction that was needed./ yes./ yes. Our classroom / staff worked well together./ yes. I've been trying to communicate better./ I feel we did as a classroom. The students test scores let me know the kids were on track. I feel they are ready for next year./ Sort of, I had a good year co-teaching and found a really good system. I wish our students would have made more growth./ yes./ yes./ yes/ I think I've accomplished my one goal this year, which is to reach out to one child in a deeper way./ Yes, because I planned ahead and received continued support and cooperation from administration and staff./ More social skills implemented in E2./ yes./ Yes – because the administrative staff are always patient and helpful./ Yes, I helped my student to succeed and grow./

**Other comments (Please be specific):** We are unique in the love and acceptance we give our kids here. What an asset!./ Great learning year./ Best job I've had so far, would love to be back!./ Thank you!./ I think it has been a great year at NDMA ☺/ I think the biggest problem for our school is communication overall./

## New Discoveries Montessori Academy Professional Growth Plan

Teacher Name: Associate Director

Date: 09.01.16

Position: Administration/Associate Director

Mentor Name: Executive Director

### School Goal: READING PROFICIENCY

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

|         | 2014  | 2015  | 2016  | 2017 |
|---------|-------|-------|-------|------|
| READING | 62.2% | 65.9% | 60.7% |      |

**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 AimsWeb and NWEA MAP Assessments

Evidence Of Success: CBM Scores – AimsWeb, NWEA, OLPA and MCA Data, PLC notes

### School Goal: MATH PROFICIENCY

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

|      | 2014  | 2015  | 2016  | 2017 |
|------|-------|-------|-------|------|
| MATH | 47.6% | 50.0% | 50.0% |      |

**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

**Strategy 5:** Work with staff to complete the Math curriculum scope and sequence in the Year-long Learning Plan (YLLP).

Benchmarks: AIMSweb and NWEA MAP Assessments, Curriculum meetings

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



**School Goal:** 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.

**Strategy 3:** Provide professional development opportunities for staff to assist them in incorporating environmental education in the classroom.

Evidence Of Success: Documentation of activities and environmental learning in EE binder. Satisfaction Survey questions related to Environmental Education.

**School Goal:** Satisfaction Surveys - 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.

Evidence Of Success: Satisfaction Surveys

**Individual Goal:** Obtain Principal Licensure.

**Strategies:** Continue higher education to complete Superintendent, Principal and Special Education Director licensures – 2017.

Evidence Of Success: Diploma, licensure

**Individual Goal:** Communication/Team Building - Regularly check in with staff, build strong relationships with staff and have a sense of how everyone on the team is doing.

**Strategy 1:** Meet weekly with co-teaching teams, administrative team and school psychologist.

**Strategy 2:** Meet monthly with other staff such as Behavior Specialists, Mental Health worker, Special Education Director.

Evidence Of Success: Calendar of documented meetings, notes from meetings, Weekly staff bulletin.





*Spring 2017 – All School Photo*



*May 2017 – 6<sup>th</sup> Grade Graduates*