



DISCOVER SOMETHING NEW
Ten Years and Counting!

New Discoveries Montessori Academy
#4161-07
2015-2016
Year 10
Annual Report
World's Best Workforce Plan

The purpose of this Annual Report is to inform our authorizer, Audubon Center of the North Woods (ACNW), a comprehensive description of the educational programs and practices at New Discoveries Montessori Academy during the **2015-2016** school year, our **tenth** 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 Plan (WBWF) requirements bolded. MN Stat. 120B.11

SCHOOL INFORMATION

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

Grades Served: Pre-K – 6th grade

Year opened: September 2006

Vision: Enriching Community through Montessori Excellence

Core Values

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

Dynamic Leadership

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

Intentional Interdependence

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

Exemplary Montessori Principles

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

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

Measurable Accountability

NDMA will passionately pursue measurable metrics for student and staff improvement. Part of the metric configuration will be continuous improvement of processes that innovatively produce staff and student achievement beyond those deemed necessary by state and national requirements. Empowerment will not be just a word. It will be a process of clear expectations, adequate resources, mentoring/coaching, and transfer of power monitored within the boundaries of vision, policies, and goals. Students will be held to the metrics of competency-based curriculum and given the necessary technical and human resources available to prepare them for tomorrow's challenges.



Authorizer Information

Audubon Center of the North Woods (ACNW) is NDMA's authorizer. It is a natural fit for New Discoveries to partner with ACNW as NDMA has recognized and exercised the importance of environmental education for its students. ACNW has served NDMA in this capacity since the summer of 2006. Our current contract is in effect through June 2018 and we will begin the renewal process the Spring of 2017.

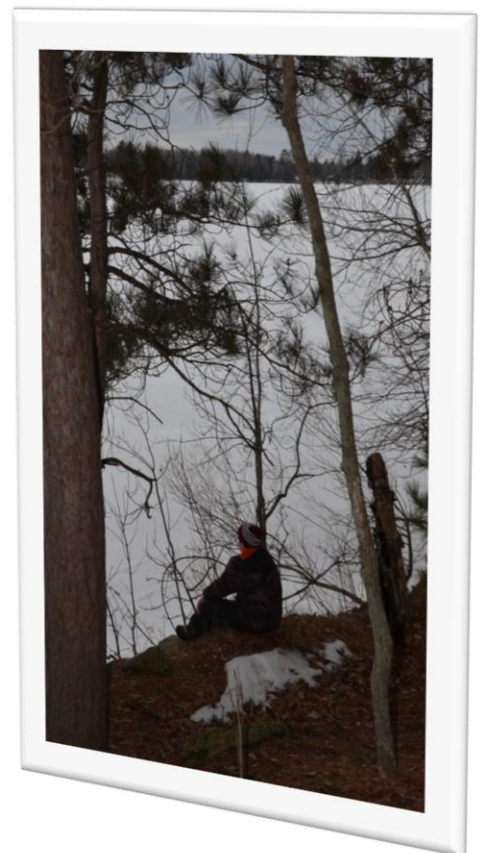
Audubon Center of the North Woods (ACNW) Charter School Division Authorizing Mission - to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making 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 5th and 6th graders travel to Sandstone for three days of rich immersion in environmental education with Audubon Center staff.



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David Greenberg, ACNW Director of Charter School Authorizing

IMPLEMENTATION OF PRIMARY AND ADDITIONAL STATUTORY PURPOSES

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

Increased Learning Opportunities

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

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

Innovative Teaching Methods

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

their accomplishment. The extended periods result in saved time due to fewer transitions while, even more importantly, they lead to deeper learning, more interest, and great satisfaction for the children. Our great period designated during the morning of our academic day allows for these extended periods of learning.

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

Effective Measurement of Learning Outcomes

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

New Forms of Accountability for Schools

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

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

Professional Opportunities for Staff

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



STUDENT ENROLLMENT & DEMOGRAPHICS

ENROLLMENT

	2013-14	2014-2015	2015-2016	2016-2017 <small>10.01.16</small>
PreK 3				6
PreK 4				16
Kindergarten	10	21	16	15
1st Grade	31	15	17	17
2nd Grade	22	33	15	26
3rd Grade	24	24	32	13
4th Grade	23	28	16	37
5th Grade	25	24	25	15
6th Grade	18	18	23	17
Greater MN (3-6)				3
Total K-6	153	163	144	143
Total ADM (Average Daily Membership) for year	154.05	162.16	157.06	

Generally speaking NDMA enrollment each year is around 150 students. During the school year, we had 8 children move out of the area, 6 students transferred back to their resident district schools, 1 moved out of state and 1 enrolled in another special setting school.

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

DEMOGRAPHICS

38% of our student body received special education services and 62% 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% - F/R 29%)

	2013-14	2014-2015	2015-2016 <small>06.03.16</small>	2016-2017
Total Enrollment	161	172	144	
Male	78	86	72	
Female	79	86	72	
Special Education	44	59	55	
LEP	2	2	0	
Black/African American	4	4	2	
Hispanic/Latino	3	3	6	
Asian/Pacific Islander	2	2	0	
American Indian	5	5	4	
White	141	153	132	
F/R Lunch	86	100	93	

STUDENT ATTENDANCE, ATTRITION & MOBILITY

STUDENT ATTENDANCE

	2013-14	2014-15	2015-16	2016-17
Overall Attendance Rate	93.5%	94.9%	95.27%	

Attendance rates increased in 2015-2016. Our trend appears to be increasing a percentage point each year. NDMA will continue to address the importance of regular school attendance with those families who have ongoing attendance issues.

STUDENT ATTRITION

Percentage of students who continue enrollment in the school from Spring 2015 to October 1, 2015.	83%
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There were 172 students enrolled on the last day of the 2014-15 school year with (16) 6th grade graduates for a total of 154 possible returning students. The 2015-16 school started with 144 students – (16) Kindergarteners which would be new to the K-6 environment. 128/154 or 83% of students returned for the 2015-16 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%

* 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 2015-16 school year.	79%
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There were 145 on the first day of school for the 2015-2016 school year and 144 on the last day. This reflects (16) students leaving during the school year and (15) 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

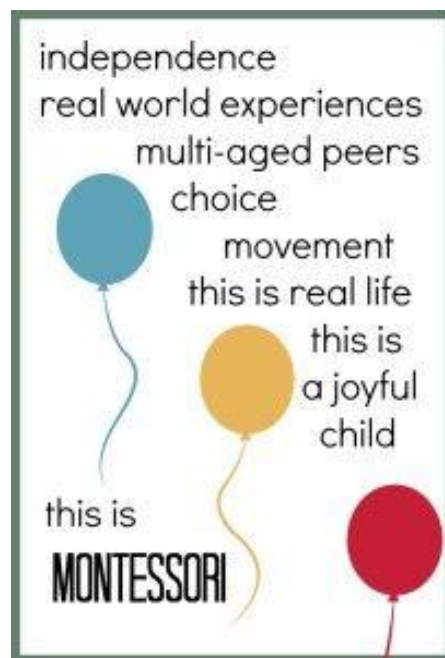
Primary Pedagogical Approach

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/guide provide developmentally appropriate, interest-based activities that encourage children to develop a love of learning and trust in their own ability to learn. At this level children begin to develop their physical, social and intellectual

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

CURRICULUM AREAS –

Grace and Courtesy (Character Education)

Practical Life (Coordination, Control, Independence & Order)

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

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

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

Geography (Landforms, Continents, & History)

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

Music / Art / Physical Education

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

ELEMENTARY 1 (AGES 6-9)

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

What Makes E1 Unique?

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

E1 Montessori Focus

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

Essential Components of E1

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

Minnesota Academic Standards

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

ELEMENTARY 2 (AGES 9-12)

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

What Makes E2 Unique?

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

Montessori Focus

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

Essential Components of E2

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

Minnesota Academic Standards

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

Environmental Education

At New Discoveries, environmental education is an essential component in all that we do. The overall NDMA environmental education goal is: Staff, students, and parents at New Discoveries Montessori Academy will increase their environmental literacy, and develop the knowledge, skills and attitudes to support a sustainable, healthy environment.

Alignment to State Standards

Marrying the Magic of Montessori and the Minnesota Mandates



NDMA provides Montessori 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

NDMA has developed a reputation in our short history of providing exemplary service to children with special needs. This reputation has emerged as we have welcomed children with a broad range of needs and concerns. As a result, our special education population has increased to 38% of our student enrollment. Special Education staff this past year included 5.0 FTE Special Education teachers. This put a Special Educator in four of our classrooms realizing the co-teaching model we sought to implement. One of the Special Educators shared two classrooms which was primarily based on student needs. We also employed a full-time School Psychologist and a part-time Speech Therapist. Approximately 20 special education paraprofessionals (resource teaching partners) were employed to cover student needs, which includes two Behavior Specialists to assist with student behavior at NDMA. In addition, we have several social skills groups that meet weekly. NDMA has developed a strong relationship with Hutchinson Health who provides OT and PT services as well as the Greater MN Family Foundation who provides mental health services to our students. NDMA contracts with a licensed Director of Special Education for program oversight.

English Learner (EL) Program

We did not have any English language learners during the 2015-2016 school year. We had two years where we served two EL students and hired a part-time 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. We began our school year on Tuesday, September 8th and our last day was Friday, June 3rd. Our school day begins at 8:45am and ends at 3:10pm.



Growing our enrollment! NDMA Staff & their new little bundles of joy!

INNOVATIVE PRACTICES & IMPLEMENTATION

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

After School Discoveries

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



NDMA Girls & Boys Basketball Teams – Winter 2016

PRESCHOOL

The Preschool Program served nine 3 and 4 year olds last year. It is a tuition based program with three half days (Tuesday–Thursday) for 3-year olds and four half days (Monday– Thursday) for 4-year olds, paying a modest tuition of \$150 or \$200 monthly. NDMA offers the only Montessori preschool in Hutchinson and immediate surrounding communities, with approximately 75% retention from preschool to kindergarten. The curriculum offered encompasses academic areas of language arts, mathematics, science, geography, and sensorial and practical life. This program allows for complete individualization and teaches/reaches the whole child. One-on-one presentations are conducted with each child three times a week for preschoolers, a distinguishing characteristic of our Montessori approach. (See previous pages for more specific information on the Preschool/Children's House Program.)

Successes from the 2015-2016 School Year

New Discoveries continues to endorse and support a GREAT staff-to-student ratio. The 2015-16 school year marked a profound turning point regarding supporting a meaningful push-in model for students with IEPs. This came in the form of the development and implementation of a co-

teaching model. Although every pairing of teachers did not result in a good match, we were able to build a good foundation for future years having made this important first step.

NDMA continues to realize a great collective effort addressing ongoing concerns about the instructional program. We continue to use the following criteria to guide us in the area of curriculum maintenance and adjustment: 1) Is it efficient? 2) Does it lead to proficiency? 3) Does it align with the MN State Standards? All of this is under the umbrella of the Montessori philosophy.

Our support staff continues to be strong and consistent. We saw very little turnover from the previous year in our support staff.

We had the remarkable privilege of having over 30 staff members complete 60 hours of Montessori training with the Montessori Training Center of Minnesota. This was a combination of on-site, and center-based training. We continue to reap the benefits of this collective effort.

Garden projects continue to be a point of celebration for students, families and staff. The 2015-16 school year saw multiple staff and parent leaders emerge in the area of garden projects. Students, family and staff continued to tend the gardens throughout the summer. Harvest brought celebration in the form of a Harvest Festival with Crow River Family Services and The Dirt Group. We hosted over 200 people for the festival in October.

Teacher leadership continues to shape our PLC and ILT agendas, dialogue and work. Data is the centerpiece of our problem-solving and goal setting. The partnership between teacher leaders and administration is as strong as it has ever been.

Challenges from the 2015-16 School Year

1. We are still not meeting our proficiency goals.
2. Our relationship with New Century Academy is not as positive as we would like it to be.
3. Consistency from classroom to classroom regarding curriculum is lacking.
4. There is still a tendency towards searching for curriculum support using non-evidence-based resources.

The plan to address challenges:

1. We hired the most competent instructional staff thus far.
2. We have implemented curriculum decisions across the classrooms.
3. We established regular team meetings at the classroom level, and at the classroom level.
4. We continue to share curriculum support through the refinement of the Year Long Learning Progression (YLLP).

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 2015-16 and 2016-17 at the end of this report for details.)

ACADEMIC PERFORMANCE: GOALS & BENCHMARKS

PROGRESS ON ACNW CONTRACTUAL ACADEMIC GOALS & WBWF ALIGNMENT

World's Best Workforce (WBWF) Goal Areas:

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

Indicator 1: Mission-Related

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

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

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

Mission-Related Goal Data 1.1					
Goal	FY15 2014-15	FY16 2015-16	2014-16 Aggregate	FY17 2016-17	2014-2017 Aggregate
60%	50%	n/a %			

WBWF Goal Areas Addressed by this Goal: n/a

Key Measures & Results for this Goal: Does Not Meet Standard: No data. We were unable to track the total number of students and total number of hours dedicated to this goal.

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.



Family Fun at Family Learning Discoveries Night

Indicator 3: Reading Growth

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

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

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

Reading Growth - 3.1					
Goal	FY15 2014-15 NDMA	FY16 2015-16 NDMA	2014-16 NDMA Aggregate	FY17 2016-17 NDMA	2014-17 NDMA Aggregate
0.00	0.0227	0.0577	0.0402		

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

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

Reading Growth - 3.2					
Goal	FY15 2014-15 NDMA	FY16 2015-16 NDMA	2014-16 NDMA Aggregate	FY17 2016-2017 NDMA	2014-17 NDMA Aggregate
60%	70.5%	60.1%	65.1%		
	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 2014-15 NDMA	FY16 2015-16 NDMA	2014-16 NDMA Aggregate	FY17 2016-17 NDMA	2014-17 NDMA Aggregate
65%	45.3%	29.2%	38.4%		
	29/64	14/48	43/112		

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

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

3.1 – Approaches Standard

3.2 – Meets Standard

3.3 – Does Not Meet Standard

Indicator 4: Math Growth

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

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

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

Math Growth - 4.1					
Goal	FY15 2014-15 NDMA	FY16 2015-16 NDMA	2014-16 NDMA Aggregate	FY17 2016-17	2014-17 NDMA Aggregate
0.00	-0.3472	0.0318	-0.1577		

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

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

Math Growth – 4.2					
Goal	FY15 2014-15 NDMA	FY16 2015-16 NDMA	2014-16 NDMA Aggregate	FY17 2016-17	2014-17 NDMA Aggregate
60%	65.2%	59.2%	62.0%		
	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 2014-15 NDMA	FY16 2015-16 NDMA	2014-16 NDMA Aggregate	FY17 2016-17 NDMA	2014-17 NDMA Aggregate
65%	64.1%	39.6%	53.6%		
	41/64	19/48	60/112		

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

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

4.1 – Approaches Standard

4.2 – Meets Standard

4.3 – Does Not Meet Standard

Indicator 5: Reading Proficiency

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

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

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

Reading Proficiency - 5.1					
Baseline – 3 rd Grade	FY15 2014-15 NDMA	FY16 2015-16 NDMA	2014-16 NDMA Aggregate	FY17 2016-17 NDMA	2014-17 NDMA Aggregate
59.8	70.6	57.1	62.2		
	12/17	16/28	28/45		

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

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

Reading Proficiency - 5.2					
Baseline - All	FY15 2014-15 NDMA	FY16 2015-16 NDMA	2014-16 NDMA Aggregate	FY17 2016-17 NDMA	2014-17 NDMA Aggregate
63.7	65.9	60.7	63.5		
	54/82	54/89	108/171		

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

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

Reading Proficiency - 5.3					
FY15 2014-15 State	FY16 2015-16 State	2014-16 STATE Aggregate	2014-16 NDMA Aggregate	FY17 2016-17 State	2014-17 STATE Aggregate
62.6	62.3	62.5	63.5		
153847/245414	155508/249798	309355/495212	108/171		

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

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

Reading Proficiency - 5.4					
FY15 2014-15 ISD 423	FY16 2015-16 ISD 423	2014-16 ISD 423 Aggregate	2014-16 NDMA Aggregate	FY17 2016-17 ISD 423	2014-17 ISD 423 Aggregate
70.1	71.5	70.1	63.5		
591/843	603/843	1194/1686	108/171		

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

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

Reading Proficiency - 5.5					
FY15 2014-15 NDMA F/R	FY16 2015-16 NDMA F/R	2014-16 NDMA F/R Aggregate	2014-16 NDMA Aggregate	FY17 2016-17 NDMA F/R	2014-17 NDMA F/R Aggregate
58.1	54.7	56.3	63.5		
25/43	29/53	54/96	108/171		

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

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

Reading Proficiency - 5.6					
FY15 2014-15 STATE F/R	FY16 2015-16 STATE F/R	2014-16 STATE F/R Aggregate	2014-16 NDMA F/R Aggregate	FY17 2016-17 STATE F/R	2014-17 STATE F/R Aggregate
43.8	43.8	43.8	56.3		
42519/96983	43043/98375	85562/195358	54/96		

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

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

Reading Proficiency - 5.7					
FY15 2014-15 ISD 423 F/R	FY16 2015-16 ISD 423 F/R	2014-16 ISD 423 F/R Aggregate	2014-16 NDMA F/R Aggregate	FY17 2016-17 ISD 423 F/R	2014-17 ISD 423 F/R Aggregate
52.4	55.8	53.8	56.3		
127/246	148/265	275/511	54/96		

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

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

Reading Proficiency - 5.8					
FY15 2014-15 NDMA SpEd	FY16 2015-16 NDMA SpEd	2014-16 NDMA SpEd Aggregate	2014-16 NDMA Aggregate	FY17 2016-17 NDMA SpEd	2014-17 NDMA SpEd Aggregate
65.6	40.5	52.2	63.5		
21/32	15/37	36/69	108/171		

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

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

Reading Proficiency - 5.9					
FY15 2014-15 State SpEd	FY16 2015-16 State SpEd	2014-16 STATE SpEd Aggregate	2014-16 NDMA SpEd Aggregate	FY17 2016-17 State SpEd	2014-17 STATE SpEd Aggregate
34.8	33.9	34.3	52.2		
122791/35332	12166/35878	24445/71210	36/69		

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

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

Reading Proficiency - 5.10					
FY15 2014-15 ISD 423 SpEd	FY16 2015-16 ISD 423 SpEd	2014-16 ISD 423 SpEd Aggregate	2014-16 NDMA SpEd Aggregate	FY17 2016-17 ISD 423 SpEd	2014-17 ISD 423 SpEd Aggregate
38.9	41.3	40.1	52.2		
42/108	43/104	85/212	36/69		

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

Key Measures & Results for this Goal: MCA.

- 5.1 – Approaches Standard
- 5.2 – Does Not Meet Standard
- 5.3 – Meets Standard
- 5.4 – Approaches Standard
- 5.5 – Approaches Standard
- 5.6 – Exceeds Standard
- 5.7 – Meets Standard
- 5.8 – Does Not Meet 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 2014-15 NDMA	FY16 2015-16 NDMA	2014-16 NDMA Aggregate	FY17 2016-17 NDMA	2014-17 NDMA Aggregate
47.9	50.0	50.0	50.0		
	41/82	44/88	85/170		

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

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

Math Proficiency – 6.2					
FY15 2014-15 State	FY16 2015-16 State	2014-16 STATE Aggregate	2014-16 NDMA Aggregate	FY17 2016-17 State	2014-17 STATE Aggregate
65.8	64.5	65.1	50.0		
161526/245525	161061/249703	322587/495228	85/170		

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

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

Math Proficiency – 6.3					
FY15 2014-15 ISD 423	FY16 2015-16 ISD 423	2014-16 ISD 423 Aggregate	2014-16 NDMA Aggregate	FY17 2016-17 ISD 423	2014-17 ISD 423 Aggregate
77.4	79.0	78.2	50.0		
652/842	666/843	1318/1685	85/170		

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

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

Math Proficiency – 6.4					
FY15 2014-15 NDMA F/R	FY16 2015-16 NDMA F/R	2014-16 NDMA F/R Aggregate	2014-16 NDMA Aggregate	FY17 2016-17 NDMA F/R	2014-17 NDMA F/R Aggregate
44.2	48.1	46.3	50.0		
19/43	25/52	44/95	85/170		

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

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

Math Proficiency – 6.5					
FY15 2014-15 STATE F/R	FY16 2015-16 STATE F/R	2014-16 STATE F/R Aggregate	2014-16 NDMA F/R Aggregate	FY17 2016-17 STATE F/R	2014-17 STATE F/R Aggregate
46.8	45.0	45.9	46.3		
45411/97099	44677/99360	90088/196459	44/95		

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

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

Math Proficiency – 6.6					
FY15 2014-15 ISD 423 F/R	FY16 2015-16 ISD 423 F/R	2014-16 ISD 423 F/R Aggregate	2014-16 NDMA F/R Aggregate	FY17 2016-17 ISD 423 F/R	2014-17 ISD 423 F/R Aggregate
63.7	63.4	63.5	46.3		
156/245	168/265	324/510	44/95		

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

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

Math Proficiency – 6.7					
FY15 2014-15 NDMA SpEd	FY16 2015-16 NDMA SpEd	2014-16 NDMA SpEd Aggregate	2014-16 NDMA Aggregate	FY17 2016-17 NDMA SpEd	2014-17 NDMA SpEd Aggregate
40.6	33.3	43.1	50.0		
13/32	12/36	25/58	85/170		

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

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

Math Proficiency – 6.8					
FY15 2014-15 State SpEd	FY16 2015-16 State SpEd	2014-16 STATE SpEd Aggregate	2014-16 NDMA SpEd Aggregate	FY17 2016-17 State SpEd	2014-17 STATE SpEd Aggregate
38.8	37.3	38.1	43.1		
13721/35327	13378/35829	27099/71156	25/58		

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

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

Math Proficiency – 6.9					
FY15 2014-15 ISD 423 SpEd	FY16 2015-16 ISD 423 SpEd	2014-16 ISD 423 SpEd Aggregate	2014-16 NDMA SpEd Aggregate	FY17 2016-17 ISD 423 SpEd	2014-17 ISD 423 SpEd Aggregate
54.6	51.9	53.3	43.1		
59/108	54/104	113/212	25/58		

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 – Does Not Meet Standard

Indicator 7: Science Proficiency

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

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

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

Science Proficiency - 7.1					
Baseline	FY15 2014-15 NDMA	FY16 2015-16 NDMA	2014-16 NDMA Aggregate	FY17 2016-17 NDMA	2014-17 NDMA Aggregate
52.2	43.5	47.6	45.4		
	10/23	10/21	20/44		

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

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

Science Proficiency – 7.2					
FY15 2014-15 State	FY16 2015-16 State	2014-16 STATE Aggregate	2014-16 NDMA Aggregate	FY17 2016-17 State	2014-17 STATE Aggregate
60.2	62.5	61.4	45.4		
37090/31598	38498/61573	75588/123171	20/44		

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

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

Science Proficiency – 7.3					
FY15 2014-15 ISD 423	FY16 2015-16 ISD 423	2014-16 ISD 423 Aggregate	2014-16 NDMA Aggregate	FY17 2016-17 ISD 423	2014-17 ISD 423 Aggregate
77.0	79.8	78.3	45.4		
174/226	166/208	340/434	20/44		

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

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

Science Proficiency – 7.4					
FY15 2014-15 NDMA F/R	FY16 2015-16 NDMA F/R	2014-16 NDMA F/R Aggregate	2014-16 NDMA Aggregate	FY17 2016-17 NDMA F/R	2014-17 NDMA F/R Aggregate
50.0	58.3	53.9	45.4		
7/14	7/12	14/26	20/44		

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

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

Science Proficiency – 7.5					
FY15 2014-15 STATE F/R	FY16 2015-16 STATE F/R	2014-16 STATE F/R Aggregate	2014-16 NDMA F/R Aggregate	FY17 2016-17 STATE F/R	2014-17 STATE F/R Aggregate
39.5	41.7	40.6	53.9		
9565/24231	10064/24125	19629/48356	14/26		

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

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

Science Proficiency – 7.6					
FY15 2014-15 ISD 423 F/R	FY16 2015-16 ISD 423 F/R	2014-16 ISD 423 F/R Aggregate	2014-16 NDMA F/R Aggregate	FY17 2016-17 ISD 423 F/R	2014-17 ISD 423 F/R Aggregate
65.2	63.3	64.3	53.9		
43/66	38/60	81/126	14/26		

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

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

Science Proficiency – 7.7					
FY15 2014-15 NDMA SpEd	FY16 2015-16 NDMA SpEd	2014-16 NDMA SpEd Aggregate	2014-16 NDMA Aggregate	FY17 2016-17 NDMA SpEd	2014-17 NDMA SpEd Aggregate
50.0	20.0	36.4	45.4		
6/12	2/12	8/22	20/44		

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

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

Science Proficiency – 7.8					
FY15 2014-15 State SpEd	FY16 2015-16 State SpEd	2014-16 STATE SpEd Aggregate	2014-16 NDMA SpEd Aggregate	FY17 2016-17 State SpEd	2014-17 STATE SpEd Aggregate
36.1	38.6	37.4	36.4		
3258/9023	3553/9203	6811/18226	8/22		

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

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

Science Proficiency – 7.9					
FY15 2014-15 ISD 423 SpEd	FY16 2015-16 ISD 423 SpEd	2014-16 ISD 423 SpEd Aggregate	2014-16 NDMA SpEd Aggregate	FY17 2016-17 ISD 423 SpEd	2014-17 ISD 423 SpEd Aggregate
46.9	52.4	49.1	36.4		
15/32	11/21	26/53	8/22		

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

Key Measures & Results for this Goal: MCA.

- 7.1 – Does Not Meet Standard
- 7.2 – Does Not Meet Standard
- 7.3 – Does Not Meet Standard
- 7.4 – Meets Standard
- 7.5 – Exceeds Standard
- 7.6 – Does Not Meet Standard
- 7.7 – Approaches Standard
- 7.8 – Approaches Standard
- 7.9 – Does Not Meet Standard

Indicator 8: Proficiency in Other Curricular Areas

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

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

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

Kindergarten Readiness - 8.1					
Goal	FY15 2014-15	FY16 2015-2016	FY16 2014-2016 Aggregate	FY17 2016-2017	FY17 2014-2017 Aggregate
85%	100%	100%	100%	%	
	5/5	5/5	10/10		

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

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

Indicator 9: Post-Secondary Readiness

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

Indicator 10: Federal and State Accountability

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

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

Multiple Measures Rating (MMR)

	2016	2015	Designation 2014	2014	2013	2012	Initial Designation	2011	2010
Multiple Measurements Rating (MMR)	41.16%	38.87%	67.27%	77.88%	56.66%	31.61%	2.10%	0.86%	3.34%
Proficiency	2.46	8.86	16.53	11.42	5.11	0.67	2.33	0.49	1.84
Weighted percentage of subgroups reaching targets	9.9%	35.4%	-	45.7%	20.4%	0.0%	-	0.0%	0.0%
Growth	14.25	8.99	39.26	21.99	17.27	5.27	0.66	0.08	0.58
Average Growth Z-Score	0.0477	-0.1607	-	0.4212	0.288	-0.0105	-	-0.514	-0.2781
Achievement Gap Reduction	14.16	11.30	45.11	25	20.11	17.77	0.16	0.08	0.08
Achievement Gap Reduction Score	0.0492	0.1807	-	-0.427	-0.1798	-0.0458	-	0.8196	0.8173
TOTAL POINTS	30.87	29.15	100.9	58.41	42.49	23.71	3.15	0.65	2.5
Possible points	75	75	150	75	75	75	150	75	75
Focus Rating (FR)	40.01%	47.60%	75.88%	86.54%	65.22%	36.99%	6.84%	1.18%	12.50%
Achievement Gap Reduction	14.16	11.30	45.11	25	20.11	17.77	0.16	0.08	0.08
Achievement Gap Reduction Score	0.0492	0.1807	-	-0.427	-0.1798	-0.0458	-	0.8196	0.8173
Focused Proficiency	5.84	12.50	30.77	18.27	12.5	0.72	6.68	0.51	6.17
Weighted percentage of subgroups reaching targets	23.4%	50.0%	-	73.1%	50.0%	0.0%	-	0.0%	0.0%
TOTAL POINTS	20.01	23.80	75.88	43.27	32.61	18.49	6.84	0.59	6.25
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

Indicator 11: Attendance

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

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

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

Attendance - 11.1			
Goal	FY15 2014-15	FY16 2015-2016	FY17 2016-2017
93%	94.9%	95.27%	

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.



Posing Pretty at the Mn Zoo – Spring 2016

ADDITIONAL ACADEMIC DATA
MCA Reading and Math Growth

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

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

from MDE MN Report Card Data

MCA Proficiency Results in Reading, Math, and Science

MCA Proficiency, Math (All Accountability Tests, All Students)					
	NDMA	State	Local District – Hutchinson Park Elementary	Comparison School – Glencoe Silver Lake – Lakeside Elementary	Comparison School – Lafayette Charter School
2016	59.7	70.0	86.9	74.9	62.8
2015	57.9	70.8	86.8	76.5	65.8
2014	52.4	71.4	86.5	76.0	47.9
2013	42.2	71.3	83.2	75.2	40.7
2012	35.9	72.0	84.5	78.3	45.5

MCA Proficiency, Reading (All Accountability Tests, All Students)					
	NDMA	State	Local District – Hutchinson Park Elementary	Comparison School – Glencoe Silver Lake – Lakeside Elementary	Comparison School – Lafayette Charter School
2016	66.3	69.4	79.9	68.8	69.2
2015	73.8	69.1	79.2	73.8	64.5
2014	65.9	69.0	78.8	71.5	53.2
2013	51.7	68.0	75.4	69.3	57.0
2012	64.6	82.9	86.2	82.5	77.3

MCA Proficiency, Science (All Accountability Tests, All Students)					
	NDMA	State	Local District – Hutchinson Park Elementary	Comparison School – Glencoe Silver Lake – Lakeside Elementary	Comparison School – Lafayette Charter School
2016	42.3	61.6	78.8	46.8	No data
2015	43.5	59.3	76.9	50.0	No data
2014	50.0	61.4	75.2	49.6	40.0
2013	40.9	59.9	80.3	43.1	39.1
2012	26.9	57.9	71.0	48.0	36.4

Data from the MN Report Card (Federal Accountability tab) – education.state.mn.us

NWEA MAP

NDMA NWEA MAP DATA YEAR-AT-A-GLANCE Fall, Winter, Spring 2015-2016

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		
	F15	W16	S16	F15	W16	S16	F15	W16	S16	F15	W16	S16	F15	W16	S16	F15	W16	S16
K	9	6	10	56%	38%	63%	16	16	16		4	9		12	16		75%	100%
1	11	7	7	55%	44%	41%	20	16	17		3	7		16	14		100%	82%
2	10	8	7	71%	53%	47%	14	15	15		5	3		12	12		80%	80%
3	17	10	13	55%	32%	42%	31	31	31		10	9		23	28		74%	90%
4	8	7	7	53%	50%	47%	15	14	15		5	10		12	13		86%	87%
5	12	5	14	43%	21%	56%	28	24	25		7	13		11	16		46%	64%
6	11	8	9	42%	33%	39%	26	24	23		9	14		17	22		71%	96%
Total	78	51	67	54%	39%	47%	150	140	142		43	65		103	121		76%	85%

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		
	F15	W16	S16	F15	W16	S16	F15	W16	S16	F15	W16	S16	F15	W16	S16	F15	W16	S16
K	10	9	8	63%	56%	50%	16	16	16		9	8		15	15		94%	94%
1	13	6	6	65%	35%	35%	20	17	17		2	2		11	14		65%	82%
2	7	7	7	50%	47%	47%	14	15	15		3	4		8	14		53%	93%
3	14	13	16	45%	41%	50%	31	32	32		12	11		19	26		59%	81%
4	9	10	11	60%	71%	73%	15	14	15		5	8		10	14		71%	93%
5	14	9	13	50%	36%	52%	28	25	25		7	11		14	20		56%	90%
6	17	17	11	63%	63%	48%	27	27	23		8	9		12	13		44%	56%
Total	84	71	72	57%	50%	50%	151	146	143		46	53		89	116		63%	81%

If using NWEA MAP to predict proficiency on the MCAs:

Math – Grades 3-6 NWEA MAP Average Proficiency – 46% (MCA actual – 50.0%)

Reading – Grades 3-6 NWEA MAP Average Proficiency – 56% (MCA actual – 60.7%)

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.

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

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

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

Teacher Evaluation System

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

Curriculum

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

Co-Teaching Model

As a result of professional dialogue with staff and leadership on how to best meet the needs of our students, a co-teaching model has been implemented for the 2015-2016 school year at NDMA. Each classroom is staffed with a general education teacher and a special education

teacher. With this model, we truly have an inclusive educational delivery model provided in the least restrictive environment. The team felt this would be especially beneficial for our students as we have a high percentage of students with exceptional needs. All staff received training in the co-teaching model prior to the first day of school and will continue to participate in professional development activities throughout the year. Administration is committed to working with co-teaching teams and meets with them regularly.

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

STUDENT & PARENT SATISFACTION

Student and Parent Satisfaction

Student surveys were completed in the classroom and indicate that students are satisfied with the NDMA program. In looking at the results, a majority of students responding a) believe they are learning at NDMA, b) believe that (their) teacher expects them to do well, and c) believe the director and staff take care of situations when students make poor choices/misbehave. This is encouraging, and speaks to how important the teacher-student (and other adults) relationship is in the learning environment. It would also be reasonable to observe that a significant number of students have seen either some or big improvement in their ability to 1) write, 2) participate in Phy-ed activities, and 3) have become a good steward of the environment. In response to last year’s survey of students indicating that they would really like art, we were able to offer art in the classroom with our resident librarian/artist. The students are very happy about this and the majority of them indicate that they’ve seen some or a big improvement in the art ability.

This year we had 18 parent surveys completed. Overall, respondents seemed satisfied with the NDMA program and agreed with the statements on the survey. There appears to be at least one respondent who is concerned about their child feeling safe at NDMA and being respected by his/her teacher. Parent comments about things they like about NDMA include: individual treatment of children, warm atmosphere, focus on the kids, and the teachers. Items they offered suggestions to change: healthier lunch options and more grades offered (expand). (Survey Results at the end of this report.)



ENVIRONMENTAL EDUCATION

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

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

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



"TEACHING CHILDREN ABOUT THE NATURAL WORLD SHOULD BE TREATED AS ONE OF THE MOST IMPORTANT EVENTS IN THEIR LIVES." — THOMAS BERRY

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.

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

12/2015 – Lowry Nature Center, Plymouth

Kindergarteners enjoyed a puppet show on hibernation, animal habitats and habits; went on a nature hike where they fed the birds, identified leaves, explored squirrel nests, identified animals that live in the area, learned about wolf/deer relationship and how deer hide; visited the reptile/amphibian room where they learned about the American toad.

2/2016 – All 5th and 6th grade students spend three days and two nights at the Audubon Center. (All but 3/48 attended!)

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

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

Classroom Learning/Standards - The ACNW classes are aligned to the MN Standards. 5th/6th 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.

04/2016 - Children's House and 1st grade students visit the MN Arboretum.

Environmental Learning Experience - Students learn about the habitats for birds, what butterflies and caterpillars need if you want to attract them to your yard. The children released ladybugs to help plants with aphids. The children planted zinnia seeds and dill seeds for the black swallowtail butterflies.

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

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

05.10.16 – Nature Field Day, Piepenburg Park, Hutchinson

Environmental Learning Experience - 4th 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.

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

Spring - PTO Spring Clean-up - all families are invited to participate on Saturday clean-up day(s) where the landscaping and gardens around the school are tended to. Creekside Compost Facility has donated mulch for the school to use on the grounds. Mulch is made from resident curbside organic recycling material. Students learn about reusing recycled materials for landscaping projects. In addition, several times throughout the year, teachers will take students outside to clean up the grounds and surrounding area.

Indicator Areas 4 & 5: EE Elective Trend Areas

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

Trend Area:

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

04/2016 - Tree planting – 3rd graders work with the City of Hutchinson Forestry Department and Hutchinson Utilities to plant trees on the school grounds. Each year, NDMA receives (6) trees donated from the City of Hutchinson and Hutchinson Utilities. These trees are planted to help shade the building on the west side. Energy is conserved by providing shade for the classrooms. 27 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 5th and 6th 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.

Indicator Area 7: Science Proficiency

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

Indicator Area 8: Environmental Literacy

Describe the school's approach to environmental education.

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

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

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

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

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

Success - Students at NDMA are guided to be good stewards and this is evident throughout our campus in appearance and student care of their environment. Our on-site gardens have had a tremendous impact on many of our students and giving them a life-long skill of gardening.

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.

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. (15-16 school year)

2015-2016 NDMA Board Roster						
Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address
Tony Ashwill	Treasurer	Parent	July 2015	July 2015	June 2018	ashwillindustries@gmail.com
Shari Colvin	Vice Chair	Community Member	July 2012	July 2012	June 2016	shari.colvin@newdiscoveries.org
Peggy Enerson	Member	Teacher	July 2015	July 2015	June 2018	peggy.enerson@newdiscoveries.org
Michelle Martig	Secretary	Teacher	July 2015	July 2015	June 2018	michelle.martig@newdiscoveries.org
Tara Oberg	Chair	Parent	July 2015	July 2015	June 2018	tloberg@mmm.com
Jennie Pirnie	Member	Parent	July 2014	July 2014	June 2017	pirnieandpirnie@gmail.com
Lisa Rahkola	Member	Community Member	November 2014	November 2014	June 2018	lisa.rahkola@newdiscoveries.org
Patrick Selchert	Member	Community Member	July 2014	July 2014	June 2017	pselchert@gmail.com
Amanda Sundblad	Member	Parent	July 2015	July 2015	June 2016	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

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 Peggy Enerson Michelle Martig Tara Oberg Lisa Rahkola Dave Conrad Kirsten Kinzler	Charter School Conference sessions on changes to employment law, governance, understanding audits	July 28, 2015	Various
Tony Ashwill Shari Colvin Peggy Enerson Tara Oberg Jennie Pirnie Patrick Selchert Amanda Sundblad Dave Conrad Tara Erickson Kirsten Kinzler	Charter School Board Governance: Roles and Responsibilities	October 19, 2015	Dave Conrad
Tara Oberg Dave Conrad	ACNW Leadership Conference: Board Governance	November 13-14, 2015	Various
Tony Ashwill Peggy Enerson Michelle Martig Tara Oberg Amanda Sundblad	Finance	November 16, 2015	Chuck Herdeggen
Tony Ashwill Shari Colvin Peggy Enerson Michelle Martig Tara Oberg Jennie Pirnie Lisa Rahkola Patrick Selchert Amanda Sundblad Dave Conrad Tara Erickson Kirsten Kinzler	Oversight of Employment Law	January 18, 2016	Dave Conrad
Shari Colvin Lisa Rahkola Dave Conrad Tara Erickson Kirsten Kinzler	Montessori Assistant Training	May/June 2016	Montessori Training Center of Minnesota (MCTM)

Annual Board Election Results – April 18, 2016 – for terms commencing on July 1st, 2016

Parent Members: Amanda Sundblad (3yr term)

Community Member: Shari Colvin (3yr term)

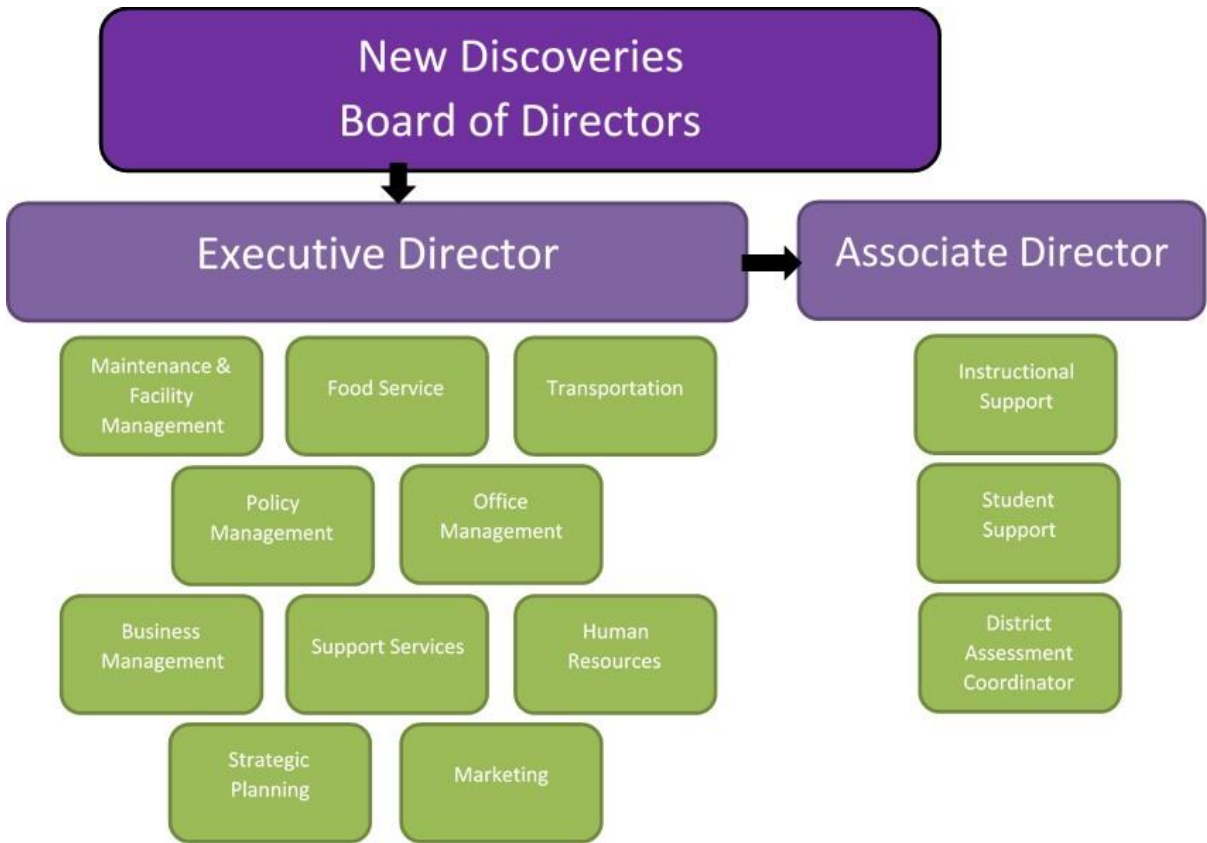
Teacher Members: Anna Hertzog (3yr term)

Membership increased to a 9 member board.

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.

2015-2016 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, Master's 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.

2015-16 Licensed Teaching Staff				
Name	File #	License and Assignment	2016-17 Status*	Comments <i>Include information regarding special licensure (e.g. Community Expert) or other relevant information.</i>
Elizabeth Christian	482225	School Psychologist	R	
Peggy Enerson	327575	CH Classroom Teacher	R	
Laura Erickson	471472	E2 Special Education Teacher	NR	Left midyear
Rebecca Ewert	996850	E1 Special Education Teacher	R	
Anna Hertzog	441937	E1 Classroom Teacher	NR	
Michele Jozwick	482287	E1 Special Education Teacher	R	
Tammy Maier	406911	Speech Teacher	R	
Ethan Marcus	475289	E1 Classroom Teacher	R	
Michelle Martig	397165	Title 1 Teacher	NR	
Jesse Morgan	483992	Physical Education	R	
Elisabeth Mumford	996465	E2 Classroom Teacher	R	
Andrea Rhoda	408018	E2 Special Education Teacher	R	
Cody Rose	478495	E2 Classroom Teacher	NR	Left midyear
Katie Snider	432848	Classroom Special Education Teacher	R	

Britney Soldner	471625	E2 Classroom Teacher	R	
Lois Tritz	287559	CH Special Education Teacher	R	
Mike Weerts	446094	E1 Classroom Teacher	NR	

* R = Returning, NR = Not Returning

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

Percentage of Licensed Teachers from 2015-16 not returning in 2016-17 (non-returning teachers/total teachers from 2015-2016 x 100)	3/15 20%
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(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.

2015-16 Other Licensed (non-teaching) Staff				
Name	File #	License and Assignment	16-17 Status*	Comments
Conrad, David L	281232	Executive Director	R	
Kinzler, Kirsten	316170	Associate Director	R	

* R = Returning, NR = Not Returning

2016-17 Other Licensed (non-teaching) Staff			
Name	File #	License and Assignment	Comments
Conrad, David L	281232	Executive Director	
Kinzler, Kirsten	316170	Associate Director	

In regards to our support (non-licensed) staff, 25 of 28 staff members returned for the 16-17 school year. Those that left midyear were for family reasons, 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 2016-2017 school year.

2015-16 Non-Licensed Staff			
Name	Assignment	16-17 Status*	Comments
Anderson, Susan	Resource Teaching Partner	R	
Brown, Janet	Food Service	R	
Buxcel, Karen	Food Service Director	R	
Carrigan, Mandy	Behavior Specialist	R	
Coblentz, Kayla	Resource Teaching Partner	NR	Left midyear
Colvin, Shari	Gifted & Talented/Enrichment	R	
Collette, Marci	Resource Teaching Partner	R	
Daffner, Deanna	Resource Teaching Partner	R	
Ellis, Sheri	Resource Teaching Partner	R	
Ellis, Steve	Resource Teaching Partner	NR	
Erickson, Tara	Administrative Assistant	R	
Ewert, Rebecca	Resource Teaching Partner	R	New position 16-17 – Special Ed Teacher
Grack, Nicole	School Nurse	R	
Hanson, Scott	Resource Teaching Partner	R	
Harris, MeiLi	Resource Teaching Partner	R	
Helget, Samantha	Resource Teaching Partner	R	
Kalenberg, Michaleen	Resource Teaching Partner	R	
Kinzler, Tim	Maintenance Director	R	
Marcks, Nancy	Resource Teaching Partner	R	
Mickolichuk, April	Resource Teaching Partner	NR	Left midyear
Myers, Cheryl	Librarian	R	
Nadeau, Michelle	Behavior Specialist	R	
Olson, Jodi	Lunch Clerk	NR	Left midyear
Prieve, Sandra	CH Teaching Partner	R	
Rettig, Kari	Resource Teaching Partner	R	
Riederer, Linda	Cook's Assistant	R	
Rogers-Siers, Candice	Resource Teaching Partner	NR	
Ryan-Lauer, Cyndi	Music Teacher	R	
Shimpa, Margaret	Title 1 Teaching Partner	R	
Schwartz, Niccole	Resource Teaching Partner	R	
Wilson, Missy	Resource Teaching Partner	R	

* R = Returning, NR = Not Returning

2016-17 Non-Licensed Staff		
Name	Assignment	Comments
Anderson, Susan	Resource Teaching Partner	
Brown, Janet	Food Service	
Buxcel, Karen	Food Service Director	
Carrigan, Mandy	Behavior Specialist	
Clouse, Brittney	Resource Teaching Partner	
Colvin, Shari	Gifted & Talented/Enrichment	

Collette, Marci	Resource Teaching Partner	
Daffner, Deanna	Resource Teaching Partner	
Ellis, Sheri	Resource Teaching Partner	
Erickson, Tara	Administrative Assistant	
Grack, Nicole	School Nurse	
Hanson, Scott	Resource Teaching Partner	
Harris, MeiLi	Resource Teaching Partner	
Helget, Samantha	Resource Teaching Partner	
Johnson, Andy	Resource Teaching Partner	
Kalenberg, Michaleen	Resource Teaching Partner	
Kinzler, Tim	Maintenance Director	
Madson, Mia	Custodial	
Marcks, Nancy	Resource Teaching Partner	
Martinez, Nellie	Resource Teaching Partner	
Mumford, Elisabeth	Title I Teaching Partner	
Myers, Cheryl	Librarian	
Nadeau, Michelle	Behavior Specialist	
Needham, Ashley	Resource Teaching Partner	
Prieve, Sandra	CH Teaching Partner	
Rettig, Kari	Resource Teaching Partner	
Riederer, Linda	Cook's Assistant	
Ryan-Lauer, Cyndi	Music Teacher	
Schwartz, Niccole	Resource Teaching Partner	
Shimpa, Margaret	Title 1 Teaching Partner	
Stuber, Laura	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.

Transportation – NDMA contracts with ACC Midwest/Labraaten, a local Hutchinson bus company, for student transportation. This is different from past years when we shared our transportation with District 423 – Hutchinson Public Schools. This has been a nice change and has added flexibility to our student transportation routes in terms of drop off/pick up times.

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.

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.

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.

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



FINANCES

The school contracts with Beltz, Kes, Darling and Associates to provide accounting and financial management services for the school. Questions regarding school finances and for complete financials for 2015-16 and/or the budget for 2016-17, contact:

Senior Financial Manager: Chuck Herdegen

Phone: 651-463-2233

Beltz, Kes, Darling & Associates

22488 Chippendale Avenue

Farmington, MN 55024

Email: cherdegen@bkda.org

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to Minnesota Department of Education and Audubon Center of the North Woods no later than December 31, 2016.

FY16 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	2,772,770	143,942	17,574
Total Expenditures	2,762,845	144,404	17,574
Net Income	9,925	(462)	0
Total Fund Balance	221,532	8,533	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: \$2,564,296

Federal Aids and Grants: \$94,112

Fees Collected and other Miscellaneous Revenues: \$114,362

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: \$7,897

Federal Sources: \$69,485

Sale of Lunches and Catering Revenues: \$66,560

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: \$17,574

Expenses

General Fund

The school's largest expense was for employee salaries and benefits (\$1,696,312). The school's second largest expense was for the lease on its school building (\$305,003). Other expenses incurred by the school were for:

Purchased Services (including transportation & building utilities): \$303,023

Supplies and Instructional Materials Purchased: \$47,030

Building Improvements and Equipment (including technology equipment): \$21,043

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

Memberships and Other Fees: \$20,261

Food Service Fund

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

Salaries, Wages, and Benefits: \$51,052

Purchased Services and Utilities: \$7,811

Meals and Other Supplies Purchased: \$79,159

Other Fees: \$6,382

Community Services Fund

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

Salaries, Wages, and Benefits: \$17,024

Supplies and Materials Purchased: \$550

Net Income and Fund Balance

The net income of \$9,463 in all funds resulted in an ending fund balance of \$230,065 for the year, or 7.9% of current expenditures. The school's fund balance continues to grow each year, towards the school authorizer's fund balance goal of 25%.

FUTURE PLANS

Grade level expansion

Based on family request to expand our service to include seventh and eighth grade, we took a thoughtful run at requesting support from our authorizer for grade level expansion. Our request was denied. Recognizing that our expansion request will not be approved without the explicit support of New Century Academy, we have shifted our focus to pursue the potential of New Discoveries and New Century becoming one school. We are basing this in part to New Century suggesting that this is something they would like to pursue. In light of this, we have invited New Century Board Members to the table to have dialogue with representatives from our Board of Directors to explore this possibility.

Facilities

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

Although NDMA is grateful to lease a beautiful facility, we have little to no flexibility in terms of meeting the growing special education needs within our current footprint. We are continuing to dialogue with our current landlord regarding options at this site. Our options with the current landlord include building a separate building on the adjacent lot to the east of our property.

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

Co-location of Services

We have partnered with Greater Minnesota Family Services, Crow River Family Services and Steppingstone Therapeutic to collaborate around providing mental health services



for our students who are immersed in trauma, and/or who have specific mental health needs. We would love to map out a plan for comprehensive collocated services. This plays into our dialogue with New Century Academy – regarding their future plans, and our landlords – regarding the potential opportunities they would offer through additional building on the neighboring lot.



A CHILD, MORE THAN ANYONE ELSE, IS A SPONTANEOUS OBSERVER OF NATURE.

-MARIA MONTESSORI

SWOT Classification: Operational

Core Value(s) Impacted: Dynamic Leadership

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

STRATEGY STATEMENT:

Increase collaboration and maintain fiscal viability

Goal #1 Establish and develop schedule to support shared planning and collaborative planning time. Co-teachers will have regularly-scheduled meetings (minimum 50 consecutive minutes/week). Grade level teams will have regularly-scheduled meetings (minimum 50 consecutive minutes/every-other week). Vertical teams will have regularly-scheduled meetings (minimum 50 consecutive minutes/month). The meeting dates and times will be recorded on a professional development calendar by December 1, 2015.

Person Responsible: Administration

Accountability: Documentation of meetings will be placed in a folder on the *Teacher Drive* (team member will provide documentation and place it on the teacher drive)

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

Beginning Fund Balance, July 1, 2016	\$140,000.00
Beginning Fund Balance, July 1, 2017	\$190,000.00
Beginning Fund Balance, July 1, 2018	\$250,000.00

Person Responsible: Executive Director

Accountability: Annual Audit

Revised 09/14/15

SWOT Classification: Outside Involvement

Core Value(s) Impacted: Intentional Interdependence

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

STRATEGY STATEMENT:

Create a positive community impact

Goal #1 Maintain existing partnerships – and develop new partnerships – to support exceptional learning opportunities by March 1, 2016.

Person Responsible: Administration

Accountability: An inventory of existing partnerships and potential partnerships

Goal #2 Establish *Foundation* to provide continuous technological opportunities for students and staff by January 1, 2018.

Person Responsible: Marketing & Finance Committees

Accountability: Establish account

Revised 09/14/15

SWOT Classification: Staff Development

Core Value(s) Impacted: Exemplary Montessori Principles

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

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

STRATEGY STATEMENT:

Consistent staff adherence to Montessori practices and principles

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

Revised 09/14/15

SWOT Classification: Student Growth

Core Value(s) Impacted: Measurable Accountability

NDMA will passionately pursue measurable metrics for student and staff improvement. Part of the metric configuration will be continuous improvement of process that innovatively produces staff and student achievement beyond those deemed necessary by state and national requirements. Empowerment will not be just a word. It will be a process of clear expectations, adequate resources, mentoring/coaching, and transfer of power monitored within the boundaries of vision, policies, and goals. Students and Staff will be held to the metrics of competency-based curriculum and given the necessary technical and human resources available to prepare them for tomorrow's challenges.

STRATEGY STATEMENT:

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

- | | |
|----------------|--|
| Goal #1 | Implement by September 1, 2014, the 2013-14 continuous improvement goal of a written academic methodology process to ensure consistent use by instructors to sustain high academic student performance in the NDMA culture.
Person Responsible: Instructional Leader |
| Goal #2 | Benchmark instructor's adherence to Scope and Sequence by March 1, 2015, while working with instructional staff to make necessary improvements to this process.
Person Responsible: QComp Lead Teacher |
| Goal #3 | Develop by November 1, 2014 appropriate student academic goals that are consistent with Q-Comp and SIP goals.
Person Responsible: Data Coach & Instructional Leader |
| Goal #4 | Assign responsibility for monitoring compliance of scope and sequence, and report continuous process improvement results to the Board in February and June.
Person Responsible: QComp Mentor Teacher |
| Goal #5 | Comply with the strategy to ensure General Fund balance of at least:
<div style="margin-left: 40px;">Beginning Fund Balance, July 1, 2015 \$100,000</div> <div style="margin-left: 40px;">Beginning Fund Balance, July 1, 2016 \$140,000</div> Person Responsible: Director of Operations |

Revised 09/14/15

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.

-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

-NDMA will grow Elementary I from 51 students to 81 students by September 6, 2016.

Persons Responsible: Q Comp committee members

Goal #2 Pursue and implement grade level expansion to include grades 7 and 8:

- Survey parents of 2016-17 5th/6th graders to determine their interest/commitment to enrolling for 7th/8th grade opportunity at NDMA beginning Fall of 2017.

Persons Responsible: NDMA administration

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

Persons Responsible: Q Comp committee members

06.03.16

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

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

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

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

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 Year-long Learning Progression 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

Goal #2 Develop, by August 19, 2016, appropriate schoolwide student academic goals that are consistent with Q-Comp

Persons Responsible: Administration and Q-Comp Committee Members

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

06.03.16

NDMA Student Satisfaction Survey RESULTS

2015-2016

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

	YES	NO	DON'T KNOW	Comments (Please be specific)
1) I am learning at this school.	114	3	2	Maybe* Kind of* I learn a lot* A little*
2) I like learning using the Montessori and hands-on materials.	97	11	13	I find we don't use them often* But we hardly use them in my class. I wish we would* We don't use that many materials* Not always*
3) I talk with my family about school.	81	20	7	Sometimes* I tell them I love school* all the time* Sometimes I do* Not much* Sometimes actually* I talk about my day* Depends what it's about* About how my day was*
4) I feel valued and respected by my teacher.	86	4	10	I feel awesome around them* depends* Very much* Kind of* Sometimes* I feel like the teacher listens to what I say.*
5) My teacher makes sure that all students are learning.	97	4	7	I'm only one person* kind of* She walks around to see* They try* Very*
6) My teacher expects me to do well in school.	102	1	5	They always do* Very much* I think she cares about whether I am learning or not.*
7) My teacher tells me how I am doing in school.	88	12	20	Kind of* She tells me sometimes*
8) I feel safe and comfortable in school.	83	12	13	Sometimes* Not all the time* Kind of* Very comfortable* Kind of* depends on the person* Sure* I do and don't feel safe*
9) I think the things we do at New Discoveries help to make our community better.	93	2	24	Don't know how to determine this* Kind of* I don't know* Kind of* No offense No*
10) My teacher listens to me and respects me.	86	2	8	Some teachers don't* Sometimes if she's talking she doesn't listen* All the time* depends, not my teacher* Sometimes*
11) The students in school help and respect one another.	86	16	16	Some Kids Don't* Not all the time* Not constant but for the most part* It depends* Sometimes* Sometimes* depends* Most of them* Sometimes*At least not to me*
12) I think that this school is preparing me for my future.	83	6	20	Yes, yes, yes* Kind of* Preparing for a job*
13) The director and staff take care of situations when students make poor choices/misbehave.	103	7	8	Not in the best way* Barely* Not always*
14) I know my academic strengths and weaknesses.	94	14	10	Sometimes* Yes, I do* Doesn't matter* Math is Kryptonite* I guess* Not all*
15) I know the New Discoveries Montessori Academy rules.	88	5	4	Not all* Some I don't agree with* They tell us every year* Some of them*

16) I know how to recycle paper, plastic, glass and aluminum.	110	5	4	Why is this relevant? Seems like an odd ball question.* Well not glass* I recycle paper* Doesn't matter*
	YES	NO	DON'T KNOW	Comments (Please be specific)
17) We recycle at school.	105	1	2	In the blue bin*
18) We recycle at home.	92	13	5	Sometimes* Ours is green
19) We learn about taking care of our environment.	97	6	6	Sometimes* Especially earth day* Sometimes* Not really*
20) I would recommend New Discoveries Montessori Academy to other kids.	85	10	14	There could be some really mean people here* I have recommended this school* I have to my friends* I do every year* no offense I don't like the approach at Kids* Yes, Yes!* Yes!* I tried to get my best friend to join*

Please rate your improvement in the following areas over the past school year:

I HAVE IMPROVED IN MY ABILITY TO:	BIG IMPROVEMENT	SOME IMPROVEMENT	NO IMPROVEMENT	Comments (Please be specific)
1) Read	63	31	6	I went up then down*
2) Write	61	45	6	I don't read a lot* I grew a lot*
3) Speak about something in front of a group	46	49	20	I'm still a little shy* Now I am not as shy*
4) To think mathematically	69	20	9	I grew a tiny bit*
5) Participate in Phy Ed activities	87	20	9	There so fun!* I do a lot*
6) Participate in Art activities	85	22	11	I always do/have* I used to not like art but now I love art*
7) Participate in Music activities	77	27	12	I don't like music* I always do/have* I still participate*
8) Environmental Education – be a good steward of the environment	85	21	9	We do* I do* What does that mean?*

What I like best about NDMA: everything* Is all my friends and teachers* PE*Everything* Gym, Math lesson, Reading lesson, Music and library* Learning and helping others* Phy Ed*I get to make new friends* PE*Lunch, math, reading, gym and library* Recess to inside and math* To hang out with my friends* Math* Kids are my friends* I like art because it's fun* Nothing* Recess, lunch and they provide food for the weekend* Friday Discoveries and going out to garden with a classmate* Fun* What I like about school best is on Fridays we get to have free choice* daily 5* All of it because I get to see my friends* Learning* Everything* my teaching partner* They let people go to a higher level no matter how young they are.* Lunch and Recess* Math* That we get our freedom to walk* around in class* More gym and outside* No homework and the staff is nice.* I like NDMA just the way it is.* Math* Everything is great about NDMA* Get choices* MA because I love the teachers and my friends that I've made here.* Math, gym and recess* Recess* Teachers and friends* I think it's a good, fun school, where teachers and staff are kind.* Nothing* Being able to talk to my friends during class* That we learn at our own pace, at least kind of* The teachers* The teachers* I make a lot of friends* Phy Ed* Everything* Reading* Tens Chain* math* Math* I like the earth*The work* I like that we get to read and write a lot. I also like that we got new playground equipment.* Nothing* Gym* I like recess, lunch, reading, breakfast, choice work, show and tell, read out loud and morning meeting. I like everything* That I can go to my level* I like recess* Lunch and recess* I like track day* Math class is fun* I like math and

reading* I like Math* I like everything* Everything because this school is awesome* Absolutely everything* Everything but extra math. I do not like doing it every day* I love NDMA* I like math the most* They teach you what you want to learn* Audubon* I'm not sure* I like how kids are allowed to joke, but not so much that they can't learn* How the teachers teach* Playing nice* I like my teacher the best in NDMA because she makes me feel safe.* The teachers are cool* No homework*I like the teachers they are very nice and help when you need help*Friends* The kids* The teachers deal with problems so you don't* The teachers are nice* It's cool* The friends* It's fun* Meeting new people and the field trips* Tests* The reading* Safety and friends* How the teachers and staff are so nice* The teachers and staff try and help as much as they can* My teachers are my best friends* The book groups, and learning opportunities.* Everything I love everything we do at NDMA* Silent read at the end of recess*

What I would like to change at NDMA: Would be is every grade would have a class* Nothing* Nothing* Nothing* People would be respectful* word sort* Make the room big* Vacation* I want everyone to sit with their friends* Re-focus room walls* Nothing* I would change is the playground* More Minecraft books* No* Longer recess time* Have more Pet days* Nothing* Nothing* Nothing* Library* Nothing* Homework* Rules* To add a bit more to the gym* Don't know* Nothing* More supervision at Recess* You get the letters just a little sooner* More playground equipment and space* More music and P.E.* I think we should get more food at lunch time* Shorten Math* More recess* Fun things* The playground* I wish we would use more Montessori tools* Everything* Nothing* How the teachers deal with problems* Add new playground slides and other things* For recess more things to play on* Nothing* Peer Editing is dumb* Nothing* a lot of things* More play time* Math* playground* Playing* do math and language* I don't want to change anything about it because I like it the way it is.* Everything* Everything else* Nothing* No more extra-math* A bigger gym* Nothing* I would change art to a lot more art!* I want more recess* I don't want to change anything* Nothing* I would change nothing about it.* Nothing* I would like no extra math. It is sort of hard*More work time*I would like to change nothing* They got to give you homework sometimes* 1 more teacher in every classroom please* Audubon is cool and I loved it!* People wrecking and getting rid of easier on pencils* If possible I would like it there wore computers so students could get projects done faster.*Lunch after recess because we don't have time to digest our food. We burn it off easily* How long recess is, more science, better food, seconds for lunch, cheerios.* Nothing* To be able to work as a group more* I would change how some of the kids act here.* More materials* Nothing* I think there should be more choices for recess.* the floors* be good at math* More field trips* To have electronics* Have a baseball team, soccer and basketball.* How long school is* to have more homework* Nothing* That it should be more hands on* More stuff outside*We need spelling tests so we can improve our spelling* More silent read time*

Other comments (*please be specific*): My teaching partner is awesome* I would recycle to my friends* I did not get to say that I can do the monkey bars* you are the best* Have more science classes and projects* Best school ever* You guys are awesome* I love this school*Please don't let anyone else get treated like me* Sometimes there are students who blurt constantly, and when the teachers tell them to stop they say they aren't doing anything.* my teacher should stay the teacher.* I have been here for 6 years and I love it here. I am going to miss this place.* It's fun* More male teachers* I love reading Dork Diaries more*

Thank you! :)

NDMA Staff Satisfaction Survey RESULTS 2015-2016

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

	Agree	Disagree	N/A	Comments (Please be specific)
1) I understand that I am employed at New Discoveries under an ‘at-will agreement’ - I can leave or be let go at anytime.	41	0	1	
2) NDMA offers me adequate facilities to create a positive learning environment.	41	0	1	
3) I feel valued and appreciated in my work by my colleagues .	41	2	1	Most of the time* Most of the time* Maybe on a good day.*
4) I feel valued and appreciated in my work by administration .	39	3	1	Most of the time* Sometimes*
5) I feel valued and appreciated in my work by parents of the children at NDMA.	32	4	5	Some* Only a few not all*
6) I feel valued and appreciated in my work by the students at NDMA.	41	1	1	Mostly* Most*
7) I feel valued and appreciated in my work by the community .	33	6	5	I believe this to be true in general. I do not have data to back up*
8) I feel valued and appreciated in my work by the NDMA school board .	35	1	5	Not sure* Never get any communication regarding my work.*
9) I feel I am provided with sufficient opportunities to grow professionally.	35	4	2	
10) We are adequately meeting the needs of our students.	31	6	2	*adequately – can we do better?* Need better curriculum, math and reading.* We have room to grow, but we are constantly improving* We need curriculum* Mostly* I don't feel like we are to all. I think some of the gen ed kids get lost* I feel some students are suffering because of the behavior of others.* Could always improve*
11) I am satisfied with the academic program at NDMA.	30	7	4	*need more technology.* needs more Montessori* More time spent w/ behavior vs. teaching* There is always more, but we have a good start* Room for growth* Still working in some areas* Could always improve*
12) I think the overall atmosphere within NDMA is beneficial to student learning.	32	6	2	*We MUST have a curriculum K-6. Significant student behaviors impact this for some of our students.* To spec kids yes, gen ed kids not so much* There is Room for Improvement for gen ed students* Absolutely!*
13) There is adequate communication between staff and administration .	32	6	2	*Staff does not keep admin in the loop regarding activities.* Not honest w/ everyone* Mostly* Needs work* Could always improve*
14) There is adequate communication between staff and parents .	31	4	6	*Classroom depending* Parents are hard to get a hold of* Could always improve*

15) There is adequate communication between staff and the school board.	28	7	6	*Concerned without 3 teachers on the board for 16/17* needs work* Don't think at all* Could be more*
16) There is adequate communication among the staff.	32	7	2	*Improving*could improve, but still is communication.* Mostly* Sometimes this is a gray area* No more whining, Please*
17) Administration and staff take care of situations when children misbehave or make poor choices.	32	7	2	*Inconsistent in more severe situations.*Mostly* Sometimes it seems to vary depending the student* For the most part*
18) I like the multi-age classrooms.	32	6	4	*At times, due to the large # of high need students this can be challenging (I don't dislike it).*Two age classes groups would be more manageable/focused.* Sometimes/Sometimes stressful.* I once did, but I no longer see the benefit* Love it*
19) I feel that students are learning at NDMA.	38	1	2	*Some, but not as much as they could be* Depends on which classroom*
20) Resources are available to help me accomplish my job and I understand how to access them.	30	1	2	*Needs a little work*
21) The school building and grounds are well maintained.	34		1	*AMAZING!-YEAH TIM!* Awesome!*
22) At NDMA, I get to do what I do best every day.	31	1	1	*Behavior often takes a front seat to teaching. *To my top potential.*
23) I have fun at school.	37	0	1	*Always not a dull moment.*
24) The adults in the building care about me.	29	1	1	*Some* On a good day!*
25) I would recommend New Discoveries Montessori Academy to other families.	30	3	3	*Hard to recommend a school with no behavior plan and a partial curriculum. *I feel we are lacking in technology, curriculum, and enrichment opportunities. Overall, I believe NDMA is an amazing school, but it is not the best fit for everyone.* Especially CH* I have, but mostly Pre K and CH for the outstanding job they do* Different learning everyone is different*

NEEDS ASSESSMENT:

- 1) **In your opinion, what needs to be improved to increase student achievement at NDMA?** *A fixed, no exception behavior plan for all students with clear logical consequences. Curriculum that is enforced for math and language arts at every grade level.* We MUST adopt a general Math/reading curriculum to use as a guide. While we can "create" our own, we do not have the expertise on staff to do this well. Math-Right Start/Everyday Math (My preference K-6 or 1-6). Treasures and/or LbD for Reading and training on how guided reading and lit circles should really work!*CLASSROOM MANAGEMENT!*Public perception that Montessori/Charter = means you have pay. That NDMA is a special education school. *Accountability.* More ownership on the part of teachers* More consistency and clear rules that apply to everyone & every situation* I think we need to hire an experienced math teacher for 6th graders* Curriculum, Lesson plans, accountability* Consistency in teaching – retain good staff* More parent involvement in their kids* Behavior issues. Consistent curriculum though-out the school.* Consistent staff. Less student behavior (screaming etc) so others can focus/concentrate* More structure – less choice.* More science & social studies* Math is too long for students* Really can't think of anything* Not sure how to answer this. I have not been here that long.* Push learning!!* Consistent expectations of all children* A better understanding of how specific/individual students learn best – meet them where they are & guide them forward using their preferred style most of the time.* consistent* consequences* more consistency. Holding all students to the same standards.* all is good* Staff needs to be on one page with consistency.* Policy and procedures.* We need to minimize the distractions and focus more time on students that don't have behavior problems.* We are on the way but...I want –would like- everyone to be able to see the value in multiage classrooms and learn how to make that work.*Consistency w/teachers and behavior management. Smaller classrooms so students are able to get more interaction and not become just a face that gets lost. Sped

students getting the help/attention they need, SPED teacher just focus on case load and gen ed teacher focus on other students.*Better teacher-return rates. Montessori. Consistency and behavior management.* set curriculum for reading and math that's aligned to state standards or at least common core.* One grade level per classroom or curricula for reading, science, etc.* Implement YLLP (teachers created it this year). Learn to use the data we collect to adjust teaching practices. Increase behavior management skills in staff, and follow school behavior response guidelines.*

- 2) **What are your most urgent professional development needs?** *Co-teacher model! Guided Reading/Lit Circles. Standards alignment/assessment of student skills/progress monitoring.*continuity in staff and curriculum teaching.* Getting an Arizona Teacher License now.* Co-teaching, Montessori Training* Staff that love the kids* Behavioral strategies* How to better teach to a small group how to do crafting. How to speak to someone about a difference of opinion.* None at this time. I would not mind having more responsibility* accountability* unknown.* Consistency, structure.* Math – How to help the upper grades.* Sped related information (due to population of students). Behavior and classroom management.*Behavior management and sped related emotional regulation skills.* mental health.* Montessori, multi-age classrooms.* Childhood trauma and mental health.*
- 3) **One thing I like about New Discoveries Montessori Academy:** *I feel the kids are safe, and enjoy being here. Small school atmosphere. Multiage classrooms. *Cohesive staff and family atmosphere. We also do what is best for kids NO MATTER What!*Supportive atmosphere.* Caring staff.* Staff* Nurturing/caring teaching partners* Our kiddos – staff I work with* The kids* It is a great atmosphere for students and staff. It's a nice size and we genuinely care about each and every student. * The staff. It feels like a family. I see hard working people doing their best for the students and supporting each other.* We meet the children where they are at, then move them forward* Multi-age classrooms. Small personal school* Staff* The kids* The kind caring staff* We try to help every kid.* I like the academic setting, 3 grades in one room. I liked the “platform” teaching atmosphere.* Staff/classrooms* Multi-age rooms, Children seem to show patience with other children.* The hearts of all.* The enthusiasm that leads to true learning (not just academics)* Everything* the people, staff or student* Great staff. Relaxed atmosphere* The atmosphere.* small environment* We believe that all students deserve an education.* The “family feel” – small enough where everyone know everyone and the family nights that bring families together.* the safe loving environment for students.*I love the support I receive from administration and staff.*open to everyone and makes it feel like a home to students. Learning environment is unique and adapts to the students.* welcoming and unique environment.* The people I work with have mostly been great.* I love the staff and students I work with.* I love that we are a small school that can feel like family. Many staff know most or all the kids attending.*
- 4) **One thing I would like to change:** *assessments are hard to read and gathering student information can be time consuming. Need to look into better assessments that show what students know and are easier to read. *More food portions for staff – even if they are child size.* I would like (really) to see staff truly love the kiddos for who they are. No yelling @ students! More grace.* Teachers belittling or bullying children* More communication amongst the staff* Because of the large sped population, sometimes the general Ed students may be overlooked.* Behaviors of students* Better communication* All one on one's should be involved in IEP meetings etc. they know students the best.* Access to wifi. I spend much of my data on music for my kids from my phone.* I think it is important that when the teacher makes changes or has something to say about students, that all paras in the room here the message, not just one or some.* Push learning, reading, writing, math.* Need for more cooperation with New Century Academy on both parts.* The number of students with extreme behaviors in E1. Protecting the other kids and eliminating distractions is paramount. As a parent here I'm concerned about the make-up of E1 rooms next year. We will chat* Slow down to observe more – respond vs. react* consequences for behaviors* Nothing* Consistency, structure.* To make sure we work on communication as a whole. Sharing notes home (ie: field trips, special events, etc.) with ALL staff rsp. Front office and nurse ☺* More consistent discipline. Certain students are allowed to disrupt and mistreat staff too often.* Discipline to students needs to be consistent. Supporting teachers in decisions they make and backing them up.*more control and communication regarding subbing, long term or new teachers (support, who are good resources, training/observing days prior, etc.).*more consistency between administration. Co-teaching model.* I believe we need to follow through on our protocol and rubrics for behavior of students and conduct of staff.* changes are already in the works: attract and retain licensed and /or well-trained (paras) staff!*

Other comments (Please be specific):

I will miss the staff @NDMA while I am basking in the Arizona sun during Minnesota's -40* wind chill factor (hahaha). I will miss you all.* There are not enough people who are here for the kids. Too many are here for the paycheck * I love working at NDMA it is a great place to be!* Being a para or teaching assistant requires communication from the teacher. I felt that I was not being told what was happening or the changes that needed to be made were not communicated to me.* A square is a rectangle with four equal sides. There seems to be confusion in E2 about whether or not a rectangle can be a square.* It's a great place to be* We are able to extend the learning beyond the classroom to families and into the community. We teach gardening and social skills that other schools cannot. I want to see us bring our students out the public more often.

NDMA Family Satisfaction Survey RESULTS

2015-2016

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.	17	1		1.They love NDMA. 2.My kids love NDMA. 3.Everything, each staff member in school does an excellent job A++ rating. 4.Lots of older kids picking on him & excluding him from activities.
2) My child has made friends at New Discoveries Montessori Academy.	17	1		
3) My child feels safe at New Discoveries Montessori Academy.	16	1		1.My child said she gets scared when the students in her room “yell” or push, say mean things(calling names, telling them they are a loser, & derogatory remarks about their body, plus pushing her at times.
4) My child feels safe on the way to and from school.	17	1		1.Unique busing – a huge improvement. 2.The new busing system is awesome. 3.Most of the time/every so often have problems with one kid. 4.Most of the time/every so often have problems with one kid on the bus.
5) My child appreciates his/her teacher.	18			
6) My child feels valued and respected by his/her teacher.	16	2		1.5 th grade math Ms. S was reported to be rude and mean to all the students.
7) My child appears to be progressing academically.	18			1.Very Rapidly. 2.State tests show great improvement.
8) My child feels valued and respected by the adults at NDMA.	17	1		1. My kids love the NDMA staff. 2. Really went well after about Christmastime. Finally learned triggers and could catch them. 3.She said Ms. N made her cry because she yelled at her when she tried to help a friend. She also said she’s scared of her because she’s tough and doesn’t smile very much. She said “Maybe she’s sad.” 4.Agree – with the exception of Ms. S.
9) My child’s teacher knows and responds to my child’s individual needs.	17			1.Mr. M is awesome with this. 2.My son was told he was not allowed to go #2 in the kindergarten restroom because it would make the class smell. He held it for the rest of the day and had an accident on his way home.

10) My child's teacher supports and encourages my child's attempts to gain new skills.	18			1.NDMA continues to challenge – its awesome.
11) My child's teacher helps to build my child's self-esteem.	17		2	1.Helped him start realizing being #1 & perfect is not necessary. 2.My son was told he was not allowed to go #2 in the kindergarten restroom because it would make the class smell. He held it for the rest of the day and had an accident on his way home.
12) My child's teacher listens to me, respects me as a parent (or guardian) and supports us as a family.	18			
13) School guidelines are stated in a positive way.	16		2	
14) The atmosphere at New Discoveries Montessori Academy is warm and nurturing.	15		2	1.I work in Hutchinson to let my kids attend NDMA. 2.NDMA is very family oriented. 3."Because I get to see my friends that I only see there."
15) The school staff interacts respectfully with each other.	18			1.She says "They all laugh and talk and have big conversations."
16) The director and staff intervene effectively when children misbehave.	14	1	3	1.Starting teaching coping methods and he was able to catch himself before outbursts – almost 5 straight with no refocus room for behaviors.
17) Families are informed frequently about school happenings through newsletters, notes and phone calls.	18			
18) I have received information on the school's philosophy and goals for children.	17			
19) I feel welcome to visit my child's school at any time.	18			1.I volunteer and am asked to as well.
20) I know whom to go to with my concerns and feel confident that my concerns will be addressed respectfully and promptly.	18			
21) I have been made aware of my child's academic strengths and weaknesses.	18			
22) My child tells me what is happening at school.	18			
23) I am aware of opportunities and feel welcome to volunteer in my child's school.	18			1.There are plenty of opportunities.
24) I feel my child is receiving a well-rounded education at New Discoveries Montessori Academy.	17			1.She tells us that her math is too easy and she gets bored. Plus, her scores show a lot of growth, which was not typical.
25) I would recommend New Discoveries Montessori Academy to other families.	17			1.I strongly recommend NDMA to others. 2.Because she said she is getting called names and kids in her class yell and she is getting pushed.

- 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 | 3 | <input type="radio"/> Family Learning Discoveries Events | 3 | <input type="radio"/> Local Newspaper – Hutch Leader | 0 |
| <input type="radio"/> Material brought home by children | 8 | <input type="radio"/> Friends/Neighbors/Other People | 1 | <input type="radio"/> NDMA Staff/Teachers | 4 |
| <input type="radio"/> e-mail/website/Facebook | 9 | <input type="radio"/> Mailings | 4 | <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 | 13 | <input type="checkbox"/> Curriculum information | 8 | <input type="checkbox"/> Volunteer opportunities | 4 | <input type="checkbox"/> Special Events | 6 |
| <input type="checkbox"/> Teachers/Teaching methods | 6 | <input type="checkbox"/> Charter Schools | 0 | <input type="checkbox"/> School Board information | 1 | <input type="checkbox"/> Montessori Philosophy/Method | 3 |
| <input type="checkbox"/> Special Education/Title | 3 | <input type="checkbox"/> Afterschool Discoveries | 6 | <input type="checkbox"/> Environmental Education | 2 | <input type="checkbox"/> Other | 1 – Phone call if school is cancelled
Or late. |
- 3) Environmental Stewardship:
- ☐ My child knows how to recycle paper, plastic, glass and aluminum.
- ☐ We recycle at home.
- ☐ My child talks about environmental experiences that happen at school.
- 4) Why did you enroll your child(ren) at New Discoveries Montessori Academy?
- 1.Mr. C (2) 2.Felt they would grow more as students and individuals with a more rounded and whole education. 4.Because it's small and it looked great inside(lots of discovering to do), because of the work at your own pace, plus it was the closest thing we could find with a home away from home feel. 5.Small class size, better teachers. 6.He was not academically challenged at his school. 7.We wanted her to be challenged. 8.To be able to learn in a self paced environment. 9.Montessori teaching style. 10.We like the smaller setting, the philosophy, the pre-school program. 11.We liked the preschool program, the smaller setting and the teaching philosophy. 12.Montessori teaching approach. 13.Smaller classes. More one on one. They know kids by name not number. 14.Small classes. More one on one to help my child learn. 15.Zero bullying tolerance
- 5) One thing I like about New Discoveries:
- 1.Individual treatment of children. 2.Warm atmosphere 3.The focus on the kids, not the teachers. 4.The small atmosphere, students are more than a “number”. The teachers care about my child and it's very nurturing overall. 5.Teachers have time to help the students learn and don't just put a paper in front of the child, more hands on learning. Small class size is great! 6.How comfortable I felt picking up my son & asking how his day went. 7.She is allowed to excel & not held back. 8.Everything. 9.High teacher to student rate. 10.The teachers. 11.The teachers. 12.High teacher/aide rate. 13.My child feels safe.
- 6) One thing I would like to change:
- 1.More grades offered. 2.More experience dealing with emotional children. 3.Offer more grades. 4.My child not getting anxious and scared or afraid of getting pushed by other kids(of kids yelling & getting angry). 5.She says she would like sand on the playground because the wood chips hurt. 6.Nothing. Excellent job. 7.More phy ed. More recess. 8.Lunch – give healthier options. 9.The lunch options – make them healthier. 10.More outdoor time(recess) and phy ed. 11.Exposure to inappropriate dress and behavior of the high school side. The girls dress too provocatively yet my 5th grader cannot wear a sports tank top because her back 2” of her sports bra straps show on her back. That is completely unfair and the high schoolers are setting a bad example for the younger girls. Not fair.

Other Comments (Please be specific):

- 1.This is my 2nd survey. My son should be allowed to go #2 in ANY bathroom he needs no matter how the “teacher” feels about the smell. Unacceptable! If it happens again I will pull both of my children out.
- 2.NDMA is for the kids, not the teachers like the public schools.

New Discoveries Montessori Academy Professional Growth Plan

Teacher Name: Associate Director

Date: 09.01.15

Position: Associate Director

Mentor Name: Executive Director

School Goal: 2015-2016 READING

- The percentage of students in grades 3 – 6 enrolled by October 1, 2015 who earn an achievement level of Meets or Exceeds the Standards on the Reading MCA (All accountability tests) will increase from 65.9% in 2015 to 70% in 2016.

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: 2015-2016 MATH

- The percentage of students in grades 3 – 6 enrolled by October 1, 2015 who earn an achievement level of Meets or Exceeds the Standards on the Math MCA (All accountability tests) will increase from 50.0% in spring of 2015 to 60.0% in spring of 2016.

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: 2015-2016 – 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: 2015-2016 – 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: 2015-2016 – Obtain Principal Licensure.

Strategies: Complete a Master’s of Science in Educational Administration – May 2016. Continue higher education to complete Superintendent, Principal and Special Education Director licensures – 2017.

Evidence Of Success: Diploma, licensure

Individual Goal: 2015-2016 – 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 2016 – All School Photo



May 2016 – Staff Red-Nose Fundraiser Day