



New Discoveries Montessori Academy
#4161-07
2018-2019
Year 13
Annual Report
World's Best Workforce Plan

The purpose of this Annual Report is to inform our stakeholders – employees, parents and our community, as well as our authorizer, Audubon Center of the North Woods (ACNW), with a comprehensive description of the educational programs and practices at New Discoveries Montessori Academy during the **2018-2019** school year, our **thirteenth** 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
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Hutchinson, Minnesota 55350
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www.newdiscoveries.org

Grades Served: Pre-K – 7th grade

Year opened: September 2006

Vision: Providing a quality, comprehensive public education within a Montessori context

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 standard of integrity and respect, so they are visible and shared by staff and students at school, at home, and in their community. Professional Development, workshops, JEPD, Family Discoveries Nights, Student Ambassadors, and Music and Art Showcases will create ongoing opportunities for leadership development.

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. Inherent outcome: Positive interactions among and between students, families, staff and community.

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 rubrics for student and staff achievement and improvement. There will be a continuous improvement process resulting in innovation and achievement beyond state and national requirements. It will be a process of clear expectations, adequate resources, mentoring/coaching, and leadership development within the boundaries of vision, policies, goals, and budget parameters. Students and Staff will be held to the standards based curriculum and given the necessary technical and human resources available to prepare them for future challenges.



Authorizer Information

Audubon Center of the North Woods (ACNW) is NDMA's authorizer. It is a natural fit for New Discoveries to partner with ACNW as NDMA has recognized and exercised the importance of environmental education for its students. ACNW has served NDMA in this capacity since the summer of 2006. Our current contract is in effect through June 2020 and we will begin the renewal process the Spring of 2019.

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

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

NDMA participates in ACNW's annual charter school retreat, where we are afforded the opportunity to network with other ACNW authorized schools. NDMA students also look forward to our annual trip to the ACNW Environmental Learning Center, a time during which 5th and 6th graders travel to Sandstone for three days of rich immersion in environmental education with Audubon Center staff.

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Erin Anderson, ACNW Director of Charter School Authorizing



ACNW Trip – 5th/6th Graders – January 9, 10, 11, 2019

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.



ACNW Trip – 5th/6th Graders – January 9, 10, 11, 2019

STUDENT ENROLLMENT & DEMOGRAPHICS

ENROLLMENT

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 (as of 10.01.19)
PreK 3	-	7	12	11	9
PreK 4	8 (ECSE)	18	24	23	23
Kindergarten	16	14	22	26	27
1st Grade	17	19	21	23	24
2nd Grade	15	26	21	25	26
3rd Grade	32	15	30	21	24
4th Grade	16	35	18	38	22
5th Grade	26	19	32	20	29
6th Grade	24	17	14	32	18
7th Grade	-	-	-	12	24
8th Grade	-	-	-	-	10
Greater MN (3-6)	-	3	3	1	-
Total PreK-7	154	173	197	232	236
Total ADM (Average Daily Membership) for year	157.06	153.68	179.27	208.94	

2018-2019 enrollment remained steady around 225 students with the additional section of Children's House to accommodate the early childhood/preschool interest at NDMA, an additional E2 classroom and a 6/7 grade classroom for our expansion of 7th graders. During the 18-19 school year, we had 8 children leave NDMA – 5 students moved, 1 student returned to being homeschooled, 1 transferred to NCA and 1 returned to their home districts. We only had one student in the Greater MN program for only a portion of the year. Transfers in included 29 students enrolled at NDMA after the first day of school.

DEMOGRAPHICS

38.2% of our student body received special education services and 55.3% of our students qualified for free/reduced lunches. This is significantly greater than that of the local traditional public schools. (District #423 Hutchinson – SpEd 15.5% - F/R 28.1%)

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Enrollment	172	144	173	197	232
Male	86	72	83	99	112
Female	86	72	90	98	121
Special Education	59	55	57	90	87
ELL/LEP	2	0	0	0	5
Black/African American	4	2	4	3	1
Hispanic/Latino	3	6	8	17	22
Asian/Pacific Islander	2	0	1	2	0
American Indian	5	4	14	10	0
White	153	132	143	165	193
F/R Lunch	100	93	96	144	126

New Discoveries is fortunate to serve children from Hutchinson and the surrounding communities.

District	# Students	District	# Students
112 – Eastern Carver County Schools	1	2134 – ACGC Atwater Cosmos Grove City	0
423 – Hutchinson	144	2159 – BLH Buffalo Lake Hector	13
424 – Lester Prairie	4	2365 – GFW Gibbon Fairfax Winthrop	5
465 – Litchfield	11	2687 – HL-W Howard Lake - Waverly	1
466 – Dassel Cokato	7	2859 – GSL Glencoe Silver Lake	46

STUDENT ATTENDANCE, ATTRITION & MOBILITY

STUDENT ATTENDANCE

	2014-15	2015-16	2016-17	2017-18	2018-19
Overall Attendance Rate	94.9%	95.27%	94.32%	94.8%	87.2%

Attendance rates dipped in 2018-2019. We had a couple of families with multiple children that were chronically absent. 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 2019 to October 1, 2019.	92.2%
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There were 236 students enrolled on the last day of the 2018-19 school year. There were 22 students enrolled on the last day did not return to NDMA.

214/236 or 92.2% of students returned for the 2019-20 school year.

The 2018-19 school started with 217 students.

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)
2012-13	5	173	13	4	17	9.83%
2014-15	2	155	19	9	28	18.06%
2015-16	0	147	15	16	31	21.1%
2016-17	24	154	32	14	45	29.2%
2017-18	40	159	27	8	35	22.01%
2018-19	59	217	29	8	37	17.05%

* 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 2018-19 school year.	96.3%
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* Mid-year transfers out subtracted from the Number of students on Oct. 1 and then divided by Number of students on Oct. 1. (Information from MDE Data Reports & Analytics.)

We had a surge of mid-year transfers this year. Some of the reasons include: looking for another option, move into the community, recommended by another family, 3 year old and 4 year old preschool options and expansion to 7th/8th grade.

EDUCATIONAL APPROACH & CURRICULUM

Primary Pedagogical Approach

New Discoveries Montessori Academy Educational Program highlights:

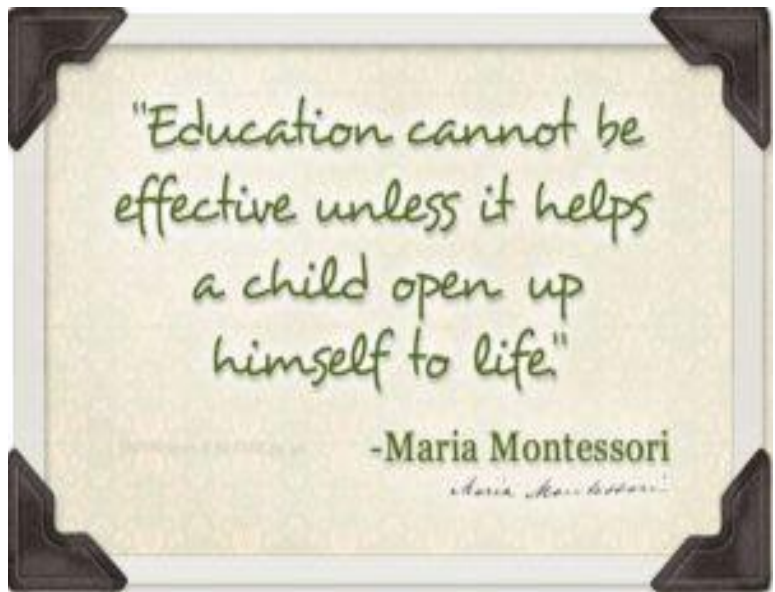
- Montessori Method of Instruction
- Multi-age Grouping
- Environmental Education

Montessori Method of Education

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

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

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



Multi-age Grouping Classrooms

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

CHILDREN'S HOUSE PROGRAM (AGES 3-5)

The Montessori early childhood community is referred to as Children's House. In the Children's House Program, we serve children ages 3 to 5. Each classroom combines preschool and kindergarten. The teacher provides developmentally appropriate, interest-based activities that encourage children to develop a love of learning and trust in their own ability to learn. At this level children begin to develop their physical, social and intellectual independence. Work in the Children's House includes everything from taking care of the classroom environment and learning practical life skills to studies in Math and Reading.

CURRICULUM AREAS –

- Grace and Courtesy** (Character Education)
- Practical Life** (Coordination, Control, Independence & Order)
- Sensorial** (Refinement of the Senses in Personal and Curricular Domains)
- Mathematics** (Numeracy, Addition, Subtraction, Division, & Multiplication)
- Language** (Phonics, Beginning Reading, Sight Words, Reading Fluency, Comprehension, Grammar, & Spelling)
- Geography** (Landforms, Continents, & History)
- Science** (Sorting & Classification, Living & Non-living)
- Music | Art | Physical Education**

3 year olds	Tuesday, Wednesday and Thursday MORNINGS	8:45 a.m. to noon
4 year olds	Monday, Tuesday, Wednesday, Thursday MORNINGS	8:45 a.m. to noon
4 year olds	Monday, Tuesday, Wednesday, Thursday ALL DAY	8:45am to 3:10pm
Kindergarteners	ALL DAY, EVERY DAY	8:45am to 3:10pm

ELEMENTARY 1 (AGES 6-9)

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

What Makes E1 Unique? <ul style="list-style-type: none">1. Multi-age classrooms2. Three freedoms: movement, choice and repetition3. High staff to student ratio4. Strong sense of community with student to student mentoring, and shared responsibilities	Essential Components of E1 <ul style="list-style-type: none">1. Small group lesson presentations2. Whole life/whole being education (not just academics)3. Fostering excellence, respect and accountability4. Students allowed to progress beyond and without limitations
E1 Montessori Focus <ul style="list-style-type: none">1. Three Freedoms2. Montessori Materials – offering concrete to abstract learning3. Self-regulating – creating independence in students	Minnesota Academic Standards <ul style="list-style-type: none">1. Aligned Minnesota Academic Standards to Montessori2. Strong foundational reading and mathematics skill building3. Rich science and social studies experiences

ELEMENTARY 2 (AGES 9-12)

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

What Makes E2 Unique? <ul style="list-style-type: none">1. Multi-age classrooms2. Meeting every child where he/she is at3. Students assist one another with learning4. Students have choices regarding work	Essential Components of E2 <ul style="list-style-type: none">1. Guided Reading based on ability level2. Audubon Experiential/Environmental learning3. Mathematics based on ability level4. On-going staff experiential training
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Montessori Focus

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

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)

ERDKINDER - E3 (Grades 7/8)

We have expanded our enrollment to include grades seven and eight and have two multi-age two classrooms of grades 7/8 this year. "Erdkinder" means "children of the earth," Maria Montessori's term for young adolescents preparing to engage in the larger world around them. Erdkinder provides a unique educational experience for junior high school students, blending elements of more conventional academics (grades and homework) with a learning environment based on the principles of Montessori education. This results in an academically rigorous classroom in a supportive and caring environment that seeks to optimize student independence and creativity.

Erdkinder Program Goals

1. Provide a learning environment where adolescents are respected and appreciated
2. Support a sense of community in which students refine their ability to recognize one another as valuable people
3. Self-directed, active learning
4. Nurture independence and interdependence
5. Provide a diverse and integrated curriculum

Elements of the Erdkinder Curriculum

1. Interdisciplinary lessons and projects
2. Connection to natural environment and community
3. Self-expression and creative expression
4. Peer teaching
5. Constructing and creating own assignments
6. Service to others and community
7. Small group projects and work

Components of the Erdkinder Program

1. Independent work time is provided daily; students balance freedom and responsibility through structure and measures of accountability.
2. Multi-age learning (7th and 8th grade students work together)
3. A balance of lessons and work time; lessons are provided in small and medium sized groups.
4. Individualized learning based on each student's readiness to learn.

A curriculum that meets the Minnesota Academic standards.

Environmental Education

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

Alignment to State Standards

Marrying the Magic of Montessori and the Minnesota Mandates

NDMA provides Montessori philosophy in a public school setting, which presents both opportunities and challenges for the school. Opportunities lie in the rich tradition, beautiful materials, developmentally appropriate activities and multi-age classrooms. A central challenge is found in a lack of explicit connection of the Montessori curriculum to the Minnesota Academic Standards. Staff has worked countless hours to align the Montessori curriculum with Minnesota Academic Standards and this continues to be a work in progress.

NDMA will continue to ensure that our teachers receive and maintain the proper Montessori training. In addition, NDMA will make certain that our teachers and our teaching partners are well-versed in the Minnesota Academic Standards, curriculum alignment, and effective teaching strategies. Our staff receives on-going training and support in administering assessment and in understanding and interpreting data. Data informs our planning and instruction and NDMA has become a culture of data-driven decision making.

Differentiation

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

Remediation

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

Acceleration

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

Special Education

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

Special Education staff this past year included 6.0 FTE Special Education teachers who are co-teachers with the regular education teacher and manage the classroom together. Adding a special education teacher in every Elementary I and Elementary II classroom has been a natural progression towards pushing into the classroom as many special education services as possible. One special educator and a contracted Early Childhood Special Education licensed teacher are responsible for the Children's House students. We also employ a full-time School Psychologist and a part-time Speech Therapist. Approximately 25 special education paraprofessionals (resource teaching partners) were employed this past year to cover student needs, which includes two Behavior Specialists to assist with student behavior at NDMA. In addition, we have several student social skills groups that meet weekly.

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

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

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

Child Find Process

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

English Learner (EL) Program

We did not have any English language learners during the 2017-2018 school year. In the event that we do enroll EL students, we are prepared to hire an ELL licensed teacher to provide EL services. NDMA does have an English Language Development (ELD) Program flow chart outlining procedures for conducting English proficiency tests and providing English Language Development instruction. If needed, the ACCESS Assessment is administered in February.

Staffing to meet the NDMA Educational Mission/Vision

The Executive Director and Associate Director provide guidance, leadership and practical knowledge to support the instructional program at NDMA. Our teacher leaders have assumed a more active role in leadership – through providing solid leadership in our 90-minute PLC's, to participating in monthly Instructional Leadership meetings. Quality Job Embedded Professional Development played a key role and bringing teachers and teaching partners together around implementing best practices regarding instruction and assessment. Our goal of marrying the Magic of Montessori with the Mandates of Minnesota and our instructional focus on: Efficiency, Proficiency and MN Standards – Is it efficient? Does it lead to proficiency? Is it aligned with the MN State Standards? – is being realized.

School Calendar/Daily Schedule

Our school calendar has 170 school days and primarily follows District 423 calendar as we share students with the Hutchinson schools and this simplifies schedules for our families. However, with the excessive number of snow days (7), we ended the year with 163. We began our school year on Monday, August 27th and our last day was Friday, May 31st. Our school day begins at 8:45am and ends at 3:10pm.

INNOVATIVE PRACTICES & IMPLEMENTATION

New Discoveries Montessori Academy (NDMA) continues to wrestle with the challenge of providing an authentic Montessori experience in a public-school setting in rural Minnesota. The tradition of Montessori introduces beautiful materials, distinguishable learning activities, and multi-age classroom settings to the learning experience. NDMA leadership have worked diligently over the years to honor academic standards, and to meet state and federal requirements within a Montessori context. A year ago, NDMA's Board of Directors updated their Strategic Plan to include explicit goals to make sure we uphold what is integral to providing an authentic Montessori experience. At the center of this is the reality that there has been an inconsistent level of training and credentialing in utilizing Montessori curriculum and materials from classroom to classroom. This is where some of the innovation is focused, as we address the inconsistencies, while at the same time we acknowledge that we are doing this in a rural setting.

At the same time, as our special education population continues to grow, we find ourselves with few to no candidates for some of our special education positions. This has necessitated a creative approach to "growing our own" special educators. This has been a slow and challenging process that is finally bearing fruit.

Extracurriculars

Basketball – Our Girls' basketball coach was recruited by the University of Minnesota, so we were not able to offer basketball this year. We did, however, collaborate with a local parochial school to provide an opportunity for some of our players to be a part of their team this year.

PRE-SCHOOL

The Preschool Program offered a multi-age opportunity for children 3-, 4- and 5-years of age in three sections of Children's House. We provide Pathways scholarships for qualifying families of three-year-olds, and a limited number of four-year-olds. Being a VPK site meant that 4 years is classified as a grade level at New Discoveries according to the Minnesota Department of Education. New Discoveries is a Four-Star Parent Aware-rated program. This is the highest rating in the Parent Aware system.

3-year-olds attend three half days (Tuesday–Thursday) and 4-year olds may attend either four half days or four full days (Monday– Thursday). NDMA offers the only Montessori preschool in Hutchinson and immediate surrounding communities, with approximately 80% 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.)

Math Masters/Math Counts - Math Masters is a Minnesota statewide mathematics competition for 5th and 6th grade students. We added Math Counts this year for our middle school students. At NDMA, the practice sessions leading up to the regional competitions provide our students with an opportunity to increase their accuracy and speed in solving mathematical equations (fact drill and order of operations round) and to work individually and as teams to solve challenging mathematical problems (individual and team rounds). The competition problems are designed to be extremely difficult so there will be only a few students across the state who will get them all correct. NDMA students are shown appropriate shortcuts and problem-solving

skills. Throughout the year, they strive to increase the number of problems they can correctly solve in the allotted time. Each week they are told to have fun and learn something new when challenged mathematically. The groups are led by an amazing NDMA volunteer who freely shares her time and love of math.

Successes from the 2018-2019 School Year

Additional Section of Elementary II. We added a third section of Elementary II (fourth, fifth and sixth grade). We achieved full enrollment for this additional section.

New Middle School Section. We added our first section of middle school this year. The section was fully enrolled with sixth and seventh graders.

Mental Health Support. Thirteen clinicians from seven local provided on-site mental health skills work and therapy for many of our students. We provided a suite of offices for the local mental health practitioners to work with our students. The clinicians have enthusiastically embraced the opportunity. As have the parents/guardians of the students being served.

We purchased our facility. This was done through the formation of a separate non-profit building company, New Discoveries Affiliated Building Company (NDABC). We secured financing for the purchase, and a loan guarantee from the United States Department of Agriculture (USDA). We closed on the property April 23rd.

We installed a greenhouse and outdoor classroom. Through the federal CSP grant program, we purchased a greenhouse. We added a patio adjacent to the greenhouse to create a beautiful outdoor classroom.

Environmental Education: Every classroom was involved in the planting, care and/or harvest of our many gardening projects. Every classroom had their own designated outdoor space (e.g. Birch classroom met regularly in the shade of a planting of birch trees). Students were more consistent journaling their environmental activities. Staff was more consistent logging their ongoing environmental activities.

Teaching Partner Support: One of the unique features of NDMA is the Teaching Partner program. Last year over 25 paraprofessionals served as either 1:1 Teaching Partners or program Teaching Partners. They are an integral part of our effort to connect with every child, and to encourage every child to engage in our learning program.

Staff retention. Staff retention was – for the second year in a row - at an all-time high this past year.

Challenges from the 2018-2019 School Year

Although some of our challenges are consistent from year to year, they do not seem to diminish our resolve. The good news is that this is down from four items to two items:

1. Although we are still not meeting our proficiency goals, almost every student has registered academic growth.
2. Although there is still a tendency towards searching for curriculum support using non-evidence-based resources, that tendency is considerably less than it once was.

To address challenges, we:

1. Provided training in how to read NWEA MAP reports, and to use the data to help students articulate academic goals, and to inform instruction.
2. Provided training and resources for implementing curricular standards that are the same from classroom to classroom.
3. Continued to require regular team meetings at the classroom level, and at the grade/department level as well as required planning time for co-teacher teams.
4. Provided training for our Lead/Mentor Teachers and to continue with our Professional Learning Communities (PLCs). We have experienced significant growth in this regard.

New Challenges from the 2018-2019 School Year

The co-teachers for the new section of Elementary II failed to develop a constructive rapport with students, families and staff, resulting in a rather tumultuous journey for the students in that classroom. Unfortunately, about 40% of the students – all new to NDMA for the 2018-2019 school year – chose not to return to NDMA for the 2019-2020 school year.

STRATEGIC PLAN

New Discoveries Montessori Academy has been fortunate to have landed on a sound process to develop and maintain a sound Strategic Plan. We have faithfully and consistently updated the plan for the past several years.

Again, this year, we included ALL staff in a multi-step process to involve everyone in a SWOT analysis to determine *Strengths, Weaknesses, Opportunities and Threats*. The information gathered through this process was utilized in updating goals in the following areas: 1. Dynamic Leadership; 2. Montessori Principles; 3. Intentional Interdependence; and 4. Measurable Accountability. The goals articulated in each area focus on enhancing strengths and addressing both weaknesses and opportunities. With the level of ownership around the SWOT process so far-reaching, and with the results/data being such a big part of the goal-setting process, we are hopeful that the goals will be more relatable and relevant for staff than ever before. (See attached NDMA Strategic Plans for 2018-19 and 2019-20 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 – 10pts: From FY15 to FY19, 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-FY19, the annual requirement is at least 25 hours of community service

- 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.

NDMA	Number of Students Who Meet Community Service Requirement	Number of Eligible Students	Percent of Students Who Meet Community Service Requirement
FY15	82	163	50.3%
FY16	80	144	55.6%
FY17	98	143	68.5%
FY18	104	168	61.9%
FY19	137	202	67.8%
Aggregate	501	820	61.0%

WBWF Goal Areas Addressed by this Goal: n/a

Key Measures & Results for this Goal: Meets Standard: All students participate in community wide clean-up and our river clean-up. Children's House classrooms donate some of the produce from their garden to the local food shelf. E1 students visit the elderly at community care centers. All E2 students assist in our dish room with dishes each day. As part of school fundraisers, each classroom participates in serving food and bussing tables at community restaurants. Students walk in community parades and hand out pencils to children in those communities. Some students participate in city clean-up day with their families. All students collect food for our local food shelf. NDMA 6th/7th graders shoveled out city fire hydrants to help keep residents safe. NDMA students meet up with students from other community schools and participate in walk and bike to school. Some students help with the yard care of their neighbors.

Indicator 2: English Language Learners

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

Indicator 3: Reading Growth

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

Measure 3.1 [CCR] – 8pts: From FY15 to FY19, 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	FY18 2017-18 NDMA	FY19 2018-19 NDMA	2014-19 NDMA Aggregate
0.00	0.0227	0.0577	0.0402	data n/a	data n/a	data n/a	data n/a

Measure 3.2 [CCR] – 8pts: From FY15 to FY19, the aggregate percentage of students that achieve a positive z-score on state accountability tests will be greater than 50.0%.

- Exceeds Standard: The aggregate percentage is at least 60.0%.
- Meets Standard: The aggregate percentage is greater than 50.0%.
- Approaches Standard: The aggregate percentage is at least 40.0%.
- 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	FY18 2017-18 NDMA	FY19 2018-19 NDMA	2014-19 NDMA Aggregate
50%	70.5%	60.1%	65.1%	data n/a	data n/a	data n/a	data n/a
	62/88	59/98	121/186				

Measure 3.3 [RG3] – 4pts: From FY15 to FY19, the aggregate percentage of students in grades K-2 that meet their fall to spring NWEA RIT expected growth target will be at least 50.0%.

- Exceeds Standard: The aggregate percentage is at least 60.0%.
- Meets Standard: The aggregate percentage is at least 50.0%.
- Approaches Standard: The aggregate percentage is at least 40.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

NWEA MAP Reading – Grades K-2

NDMA	Number of Students Met Growth Target	Number of Eligible Students	Percent of Students Met Growth Target
FY15	29	64	45.3%
FY16	14	48	29.2%
FY17	32	58	55.1%
FY18	30	65	46.1%
FY19	30	77	38.9%
Aggregate	135	312	43.2%

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 – 16/17, 17/18 data n/a, 18/19 data n/a

3.2 – Exceeds Standard – 16/17, 17/18 data n/a, 18-19 data n/a

3.3 – Approaches 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] – 8pts: From FY15 to FY19, 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	FY18 2017-18	FY19 2018-19	2014-19 NDMA Aggregate
0.00	-0.3472	0.0318	-0.1577	data n/a	data n/a	data n/a	data n/a

Measure 4.2 [CCR] – 8pts: From FY15 to FY19, the aggregate percentage of students that achieve a positive z-score on state accountability tests will be greater than 50.0%.

- Exceeds Standard: The aggregate percentage is at least 60.0%.
- Meets Standard: The aggregate percentage is greater than 50.0%.
- Approaches Standard: The aggregate percentage is at least 40.0%.
- 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	FY18 2017-18	FY19 2018-19	2014-19 NDMA Aggregate
50%	65.2%	59.2%	62.0%	data n/a	data n/a	data n/a	data n/a
	58/89	58/98	116/187				

Measure 4.3 [CCR] – 4pts: From FY15 to FY19, the aggregate percentage of students in grades K-2 that meet their fall to spring RIT expected growth target will be at least 50.0%.

- Exceeds Standard: The aggregate percentage is at least 60.0%.
- Meets Standard: The aggregate percentage is at least 50.0%.
- Approaches Standard: The aggregate percentage is at least 40.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

NWEA MAP Math – Grades K-2

NDMA	Number of Students Met Growth Target	Number of Eligible Students	Percent of Students Met Growth Target
FY15	41	64	64.1%
FY16	19	48	39.6%
FY17	26	58	44.8%
FY18	29	65	44.6%
FY19	30	77	47.4%
Aggregate	145	312	46.4%

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

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

4.1 – Approaches Standard – 16-17, 17/18 data n/a, 18-19 data n/a

4.2 – Exceeds Standard – 16-17, 17/18 data n/a, 18-19 data n/a

4.3 – Approaches 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] – 1pt: From FY15 to FY19, 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: All State Accountability Tests – All Students (Enrolled October 1, Grade 3)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
Baseline (FY13-14)	7	17	7	15	40	59.8
FY15	3	9	5	0	17	85.3
FY16	6	10	3	9	28	62.5
FY17	2	3	2	5	12	50.0
FY18	4	8	3	14	29	46.6
FY19	2	9	4	5	20	65.0
Aggregate	17	39	17	33	106	60.8

(# Exceeds) + (# Meets) + (# Partial ÷ 2)

Total # of Students

Measure 5.2 [CCR] – 5pts: From FY15 to FY19, 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) OR be equal to or greater than that of the state for the same grades (3-7).

- Exceeds Standard: The aggregate proficiency index score is at least 10.0 points above the baseline score OR 10.0 points above the state's score.
- Meets Standard: The aggregate proficiency index score is at least 5.0 points above the baseline score OR equal to or greater than the state's score.
- Approaches Standard: The aggregate proficiency index score is greater than the baseline score OR within 10.0 points of the state's score. (State = 61.1)
- 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	FY17 2016-17 NDMA	FY18 2017-18 NDMA	FY19 2018-19 NDMA	2014-19 NDMA Aggregate
63.7	65.9	60.7	53.9	50.0	52.5	59.7
	54/82	54/89	41/76	44/88	64/122	285/477

Reading: All State Accountability Tests – All Students (Enrolled October 1, Grades 3-7)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
Baseline (FY13-14)	24	66	39	43	172	63.7
FY15	16	38	21	7	82	78.7
FY16	20	34	16	19	89	69.7
FY17	15	26	12	23	76	61.8
FY18	16	28	7	37	88	53.4
FY19	16	36	24	46	122	52.5
Aggregate	83	162	80	132	477	59.7

(# Exceeds) + (# Meets) + (# Partial ÷ 2)

Total # of Students

Measure 5.3 [CCR] – 2pts: From FY15 to FY19, 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 (3-7).

- 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 - 5.3						
FY15 2014-15 ISD 423	FY16 2015-16 ISD 423	FY17 2016-17 ISD 423	FY18 2017-18 ISD 423	FY19 2018-19 ISD 423	2014-19 NDMA Aggregate (3-7)	2014-18* ISD 423 Aggregate
70.1	71.5	73.6	70.0	**	59.7	71.3*
591/843	603/843	605/821	558/797	**	285/477	2357/3304*

** Unable to collect the FY19 data for ISD 423 from the MN Report Card.

Measure 5.4 [AGC] – 2pts: From FY15 to FY19, 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 (3-7).

- 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 - 5.4						
FY15 2014-15 STATE F/R	FY16 2015-16 STATE F/R	FY17 2016-17 STATE F/R	FY18 2017-18 STATE F/R	FY19 2018-19 STATE F/R	2014-19 NDMA Aggregate F/R	2014-19 STATE F/R Aggregate
41.5	42.8	42.1	42.2	40.0	56.4	41.7
66039/159150	67669/160207	68212/162118	68228/161757	**	150/266	**

** Unable to collect the FY19 data for the STATE from the MN Report Card.

Reading: All State Accountability Tests – Free/Reduced Priced Lunch (Enrolled October 1, Grades 3-7)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	7	18	12	6	43	72.1
FY16	12	17	8	16	53	62.3
FY17	8	12	7	15	42	56.0
FY18	13	13	6	29	61	47.5
FY19	9	16	17	25	67	50.0
Aggregate	49	76	50	91	266	56.4

(# Exceeds) + (# Meets) + (# Partial ÷ 2)

Total # of Students

Measure 5.5 [AGC] – 2pts: From FY15 to FY19, 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 (3-7).

- 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 - 5.5						
FY15 2014-15 ISD 423 F/R	FY16 2015-16 ISD 423 F/R	FY17 2016-17 ISD 423 F/R	FY18 2017-18 ISD 423 F/R	FY19 2018-19 ISD 423 F/R	2014-19 NDMA Aggregate F/R	2014-18* ISD 423 F/R Aggregate
51.6	55.8	57.0	54.0	**	56.4	54.7*
127/246	148/265	146/256	141/261	**	150/266	562/1028*

** Unable to collect the FY19 data for ISD 423 from the MN Report Card.

Measure 5.6 [AGC] – 2pts: From FY15 to FY19, 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 (3-7).

- 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 SpEd	FY16 2015-16 State SpEd	FY17 2016-17 State SpEd	FY18 2017-18 State SpEd	FY19 2018-19 State SpEd	2014-19 NDMA SpEd Aggregate	2014-19 STATE SpEd Aggregate
30.8	31.1	31.1	30.7	29.8	45.9	30.7
18053/58688	18400/59104	18644/59971	18763/61178	**	91/198	**

** Unable to collect the FY19 data for the STATE from the MN Report Card.

Reading: All State Accountability Tests – Special Education (Enrolled October 1, Grades 3-7)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	8	13	9	2	32	79.7
FY16	5	10	6	16	37	48.6
FY17	3	10	5	18	36	43.1
FY18	5	6	4	25	40	32.5
FY19	6	10	6	31	53	35.8
Aggregate	27	49	30	92	198	45.9

$(\# \text{ Exceeds}) + (\# \text{ Meets}) + (\# \text{ Partial}) \div 2$

Total # of Students

Measure 5.7 [AGC] – 2pts: From FY15 to FY19, 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 (3-7).

- 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 SpEd	FY16 2015-16 ISD 423 SpEd	FY17 2016-17 ISD 423 SpEd	FY18 2017-18 ISD 423 SpEd	FY19 2018-19 ISD 423 SpEd	2014-19 NDMA SpEd Aggregate	2014-18* ISD 423 SpEd Aggregate
38.8	40.7	38.5	39.0	**	45.9	39.3*
42/108	42/103	35/91	39/100	**	91/198	158/402*

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 – Approaches Standard
- 5.3 – Does Not Meet Standard
- 5.4 – Meets Standard
- 5.5 – Approaches Standard
- 5.6 – Exceeds Standard
- 5.7 – Meets 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] – 6pts: From FY15 to FY19, 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) OR be equal to or greater than that of the state for the same grades (3-7).

- Exceeds Standard: The aggregate proficiency index score is at least 20.0 points above the baseline score OR is at least 10.0 points above the state's score.
- Meets Standard: The aggregate proficiency index score is at least 10.0 points above the baseline score OR equal to or greater than the state's score.
- Approaches Standard: The aggregate proficiency index score is at least 5.0 points above the baseline score OR 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 - 6.1						
Baseline	FY15 2014-15 NDMA	FY16 2015-16 NDMA	FY17 2016-17 NDMA	FY18 2017-18 NDMA	FY19 2018-19 NDMA	2014-19 NDMA Aggregate
47.9	50.0	50.0	40.7	34.1	35.8	50.5
	41/82	44/88	31/76	30/88	44/123	231/457

Math: All State Accountability Tests – All Students (Enrolled October 1, Grades 3-7)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
Baseline (FY12-14)	28	68	64	107	267	47.9
FY15	12	29	19	22	82	61.6
FY16	12	32	23	21	88	63.1
FY17	13	18	20	25	76	53.9
FY18	13	17	20	38	88	45.5
FY19	12	19	26	66	123	35.8
Aggregate	62	115	108	172	457	50.5

$$\frac{(\# \text{ Exceeds}) + (\# \text{ Meets}) + (\# \text{ Partials} \div 2)}{\text{Total \# of Students}}$$

Measure 6.2 [CCR] – 2pts: From FY15 to FY19, 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 (3-7).

- 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 – 6.2						
FY15 2014-15 ISD 423	FY16 2015-16 ISD 423	FY17 2016-17 ISD 423	FY18 2017-18 ISD 423	FY19 2018-19 ISD 423	2014-19 NDMA Aggregate	2014-18* ISD 423 Aggregate
77.4	79.0	73.6	77.1	**	50.5	76.8*
652/842	666/843	605/821	614/796	**	231/457	2537/3302*

** Unable to collect the FY19 data for ISD 423 from the MN Report Card.

Measure 6.3 [AGC] – 2pts: From FY15 to FY19, 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 (3-7).

- 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 – 6.3						
FY15 2014-15 STATE F/R	FY16 2015-16 STATE F/R	FY17 2016-17 STATE F/R	FY18 2017-18 STATE F/R	FY18 2017-18 STATE F/R	2014-19 NDMA F/R Aggregate	2014-19 STATE F/R Aggregate
42.3	41.4	40.1	38.2	34.2	46.2	39.2
66302/156609	65037/156941	63694/158828	60545/156637	**	123/266	**

** Unable to collect the FY19 data for the STATE from the MN Report Card.

Math: All State Accountability Tests – Free/Reduced Priced Lunch (Enrolled October 1, Grades 3-7)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	4	15	11	13	43	57.0
FY16	6	19	11	16	52	58.7
FY17	5	10	13	14	42	51.2
FY18	9	10	10	32	61	37.7
FY19	7	8	15	38	68	33.1
Aggregate	31	62	60	113	266	46.2

(# Exceeds) + (# Meets) + (# Partial ÷ 2)

Total # of Students

Measure 6.4 [AGC] – 2pts: From FY15 to FY19, 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 (3-7).

- 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 – 6.4						
FY15 2014-15 ISD 423 F/R	FY16 2015-16 ISD 423 F/R	FY17 2016-17 ISD 423 F/R	FY18 2017-18 ISD 423 F/R	FY19 2018-19 ISD 423 F/R	2014-19 NDMA F/R Aggregate	2014-18* ISD 423 F/R Aggregate
63.7	63.4	57.4	59.4	**	46.2	60.9*
156/245	168/265	147/256	155/261	**	123/266	626/1027*

** Unable to collect the FY19 data for ISD 423 from the MN Report Card.

Measure 6.5 [AGC] – 2pts: From FY15 to FY19, 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 (3-7).

- 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 SpEd	FY16 2015-16 State SpEd	FY17 2016-17 State SpEd	FY18 2017-18 State SpEd	FY19 2018-19 State SpEd	2014-19 NDMA SpEd Aggregate	2014-18 STATE SpEd Aggregate
32.1	31.5	30.9	29.6	27.7	36.4	30.4
18557/57899	18323/58122	18227/58997	17921/60606	**	72/198	**

** Unable to collect the FY19 data for the STATE from the MN Report Card.

Math: All State Accountability Tests – Special Education (Enrolled October 1, Grades 3-7)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	3	10	9	10	32	54.7
FY16	4	8	11	13	36	48.6
FY17	6	6	6	18	36	41.7
FY18	4	4	7	25	40	28.8
FY19	5	4	3	42	54	19.4
Aggregate	22	32	36	108	198	36.4

(# Exceeds) + (# Meets) + (# Partial + 2)

Total # of Students

Measure 6.6 [AGC] – 2pts: From FY15 to FY19, 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 (3-7).

- 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 SpEd	FY16 2015-16 ISD 423 SpEd	FY17 2016-17 ISD 423 SpEd	FY18 2017-18 ISD 423 SpEd	FY19 2018-19 ISD 423 SpEd	2014-19 NDMA SpEd Aggregate	2014-18* ISD 423 SpEd Aggregate
54.6	52.4	37.7	47.5	**	36.4	48.4*
59/108	54/103	34/90	48/101	**	72/198	195/403*

** Unable to collect the FY19 data for ISD 423 from the MN Report Card.

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

Key Measures & Results for this Goal: MCA.

- 6.1 – Approaches Standard
- 6.2 – Does Not Meet Standard
- 6.3 – Meets Standard
- 6.4 – Does Not Meet Standard
- 6.5 – Meets Standard
- 6.6 – 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] – 1.5pts: From FY15 to FY19, 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) OR be equal to or greater than that of the state for the same grades (5).

- Exceeds Standard: The aggregate proficiency index score is at least 10.0 points above the baseline score OR at least 10.0 points above the state's score. (States score = 39.1)
- Meets Standard: The aggregate proficiency index score is at least 5.0 points above the baseline score OR equal to or greater than the state's score.
- Approaches Standard: The aggregate proficiency index score is greater than the baseline score OR 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 - 7.1						
Baseline	FY15 2014-15 NDMA	FY16 2015-16 NDMA	FY17 2016-17 NDMA	FY18 2017-18 NDMA	FY19 2018-19 NDMA	2014-19 NDMA Aggregate
52.2	43.5	47.6	85.7	44.4	36.9	62.6
	10/23	10/21	12/14	8/18	9/23	70/111

Science: All State Accountability Tests – All Students (Enrolled October 1, Grade 5)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
Baseline (FY12-14)	4	23	16	24	67	52.2
FY15	1	9	10	3	23	65.2
FY16	2	8	6	5	21	61.9
FY17	2	10	2	0	14	92.9
FY18	5	13	4	8	30	66.6
FY19	0	4	9	10	23	36.9
Aggregate	10	44	31	26	111	62.6

(# Exceeds) + (# Meets) + (# Partial ÷ 2)

Total # of Students

Measure 7.2 [CCR] – .5pts: From FY15 to FY19, 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 – 7.2						
FY15 2014-15 ISD 423	FY16 2015-16 ISD 423	FY17 2016-17 ISD 423	FY18 2017-18 ISD 423	FY19 2018-19 ISD 423	2014-19 NDMA Aggregate	2014-18* ISD 423 Aggregate
77.0	79.8	75.5	78.0	**	62.6	77.6*
174/226	166/208	151/200	163/209	**	70/111	654/843*

** Unable to collect the FY19 data for ISD 423 from the MN Report Card.

Measure 7.3 [AGC] – .5pts: From FY15 to FY19, 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 – 7.3						
FY15 2014-15 STATE F/R	FY16 2015-16 STATE F/R	FY17 2016-17 STATE F/R	FY18 2017-18 STATE F/R	FY18 2017-18 STATE F/R	2014-19 NDMA F/R Aggregate	2014-19 STATE F/R Aggregate
39.6	42.1	41.0	39.1	34.2	57.2	39.2
9520/24016	10020/23782	9952/24245	9814/25092	**	36/62	**

** Unable to collect the FY19 data for the STATE from the MN Report Card.

Science: All State Accountability Tests – Free/Reduced Priced Lunch (Enrolled October 1, Grade 5)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	0	7	7	0	14	75.0
FY16-FY17	4	7	3	5	19	65.8
FY18	2	6	4	6	18	55.5
FY19	0	1	3	7	11	35.7
Aggregate	6	21	17	18	62	57.2

(# Exceeds) + (# Meets) + (# Partial + 2)

Total # of Students

Measure 7.4 [AGC] – .5pts: From FY15 to FY19, 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 – 7.4						
FY15 2014-15 ISD 423 F/R	FY16 2015-16 ISD 423 F/R	FY17 2016-17 ISD 423 F/R	FY18 2017-18 ISD 423 F/R	FY19 2018-19 ISD 423 F/R	2014-19 NDMA F/R Aggregate	2014-18* ISD 423 F/R Aggregate
65.2	63.3	55.1	63.1	**	57.2	61.5*
43/66	38/60	38/69	41/65	**	36/62	160/260*

** Unable to collect the FY19 data for ISD 423 from the MN Report Card.

Measure 7.5 [AGC] – .5pts: From FY15 to FY18, 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 – 7.5						
FY15 2014-15 State SpEd	FY16 2015-16 State SpEd	FY17 2016-17 State SpEd	FY18 2017-18 State SpEd	FY19 2018-19 State SpEd	2014-19 NDMA SpEd Aggregate	2014-19 STATE SpEd Aggregate
36.2	38.7	38.1	36.1	34.3	46.2	36.9
3245/8976	3538/9145	3501/9179	3427/9506	**	24/52	**

** Unable to collect the FY19 data for the STATE from the MN Report Card.

Science: All State Accountability Tests – Special Education (Enrolled October 1, Grade 5)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	0	6	5	1	12	70.8
FY16-FY17	0	4	1	9	14	32.1
FY18	2	4	1	7	14	46.4
FY19	0	3	3	6	12	37.5
Aggregate	2	17	10	23	52	46.2

$$\frac{(\# \text{ Exceeds}) + (\# \text{ Meets}) + (\# \text{ Partial})}{\text{Total \# of Students}}$$

Measure 7.6 [AGC] – .5pts: From FY15 to FY18, 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 – 7.6						
FY15 2014-15 ISD 423 SpEd	FY16 2015-16 ISD 423 SpEd	FY17 2016-17 ISD 423 SpEd	FY18 2017-18 ISD 423 SpEd	FY18 2017-18 ISD 423 SpEd	2014-19 NDMA SpEd Aggregate	2014-18* ISD 423 SpEd Aggregate
46.9	52.4	33.3	58.3	**	46.2	47.5*
15/32	11/21	8/24	14/24	**	24/52	48/101*

** Unable to collect the FY19 data for ISD 423 from the MN Report Card.

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

Key Measures & Results for this Goal: MCA.

- 7.1 – Exceeds Standard
- 7.2 – Does Not Meet Standard
- 7.3 – Exceeds Standard
- 7.4 – Approaches Standard
- 7.5 – Meets Standard
- 7.6 – Approaches 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] – 4pts: From FY15 to FY19, 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.

Goal	Kindergarten Readiness - 8.1					
	FY15 2014-15	FY16 2015-2016	FY17 2016-2017	FY18 2017-2018	FY19 2018-2019	2014-2019 Aggregate
85%	100%	100%	94.1%	95.8%	95.8%	96%
	5/5	5/5	16/17	23/24	23/24	72/75

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. 95% of our preschool students were ready for Kindergarten.

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: Attendance

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

Measure 11.1– 10pts: From FY15 to FY19, 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.

Goal	Attendance - 11.1				
	FY15 2014-15	FY16 2015-2016	FY17 2016-2017	FY18 2017-2018	FY19 2017-2018
93%	94.9%	95.27%	94.32%	94.8%	87.2%

5 year average = 93.3%

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

WORLD'S BEST WORKFORCE (WBWF)

Kindergarten Readiness

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 23/24 (95.8%) of our 4 year old preschoolers were ready for Kindergarten.

Reading Well By Third Grade

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-7 are given the 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.

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 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.

Career and College Readiness

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.

Graduation Rates

Not Applicable. NDMA is a Pre-K-7 school.

National Association of Education Progress

(If your school did not participate, please indicate so.).

4th graders participated in the NAEP assessment Winter 2019.

High Quality Charter School Status

New Discoveries has been identified as a High Quality Charter School (HQCS) and is a recipient of the CSP Expansion Grant.

ESSA Identification

NDMA has not been identified for any additional support under ESSA.

NDMA NWEA MAP DATA YEAR-AT-A-GLANCE * Fall, Winter, Spring – 2018-2019

NWEA MAP - MATH																		
Grade	# Students at/above Grade Level Mean RIT			% Students at/above Grade Level Mean RIT			# 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		
	F18	W19	S19	F18	W19	S19	F18	W19	S19	F18	W19	S19	F18	W19	S19	F18	W19	S19
K	16	17	15	62%	63%	56%	26	27	27		17	9			23			85%
1	7	7	10	30%	28%	38%	23	25	26		7	12			24			92%
2	9	12	12	38%	48%	48%	24	25	25		12	10			21			84%
3	11	9	8	55%	43%	36%	20	21	22		9	6			15			68%
4	16	12	12	43%	31%	32%	37	39	38		12	10			32			84%
5	5	2	3	24%	9%	14%	21	22	22		2	9			14			64%
6	9	8	8	29%	24%	25%	31	33	32		8	7			19			59%
7	4	2	2	40%	25%	25%	10	8	8		2	1			7			88%
Total	77	69	70	40%	35%	35%	192	200	200	-	69	64	-	-	148	-	-	74%

NWEA MAP - READING																		
Grade	# Students at/above Grade Level Mean RIT			% Students at/above Grade Level Mean RIT			# 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		
	F18	W19	S19	F18	W19	S19	F18	W19	S19	F18	W19	S19	F18	W19	S19	F18	W19	S19
K	11	13	12	42%	48%	46%	26	27	26		13	12			22			85%
1	6	8	8	26%	32%	32%	23	25	25		8	5			21			84%
2	11	11	7	46%	44%	28%	24	25	25		11	5			21			84%
3	13	13	14	68%	62%	64%	19	21	22		13	5			12			55%
4	16	16	13	42%	41%	37%	38	39	35		16	7			20			57%
5	9	9	6	45%	39%	32%	20	23	19		9	4			7			37%
6	15	15	10	48%	45%	33%	31	33	30		15	12			16			53%
7	3	3	2	33%	38%	22%	9	8	9		3	5			5			56%
Total	84	88	72	44%	44%	38%	190	201	191	-	88	50	-	-	119	-	-	62%

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: FAST and NWEA-MAP Reading and Math. These assessments are administered Fall, Winter and Spring.

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)

Curriculum

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

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

Our Children's House math curriculum is primarily Montessori. The ALAbacus (RightStart) is introduced in Children's House to prepare our kindergarteners for using the tool in the Elementary I classroom. All of our Elementary I classrooms introduced RightStart Mathematics as the foundational element of their math curriculum. They continued to utilize Montessori math materials and lessons to provide another hands-on option. All Elementary I classrooms also used

the Math Games (RightStart) as a practical resource for follow-up and extension work. Hands-on Geometry (RightStart) is introduced in Elementary I. Everyday Math is used in our Elementary II classrooms. Level E (Right Start) is used as a supplemental piece for fourth grade (transitional). Hands-on Geometry (RightStart) continues to be a resource for Elementary II.

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

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

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

Administration and instructional staff consistently review instructional practices and instructional effectiveness through our work with the Quality Compensation Program (Q-Comp). The pre-observation, observation and post-observation process allow for comprehensive examination of the instructional program. In addition, mentor teachers are providing support for the instructional program in every classroom.

Teacher Evaluation System

To address the need for a more prescriptive mentoring process, we combined the Lead and Mentor Teacher positions, and added a Special Education mentor position. The Lead/Mentor teachers were each assigned teachers new to NDMA. Collectively, the Lead/Mentor teachers provided a mentor experience for new teachers prior to our Back-to-School meetings for all staff. As a Quality Compensation (QComp) school, New Discoveries has developed a teacher evaluation program based on the work of Charlotte Danielson. Our evaluation process, including a detailed rubric, was approved – and is reviewed annually - by the Minnesota Department of Education. There are four explicit areas of focus for round of observations: 1) teacher/student interaction; 2) lesson/instruction; 3) classroom management; 4) classroom environment/ culture. The rubric provides detailed criteria for exemplary, proficient and in-need-of-improvement for each specific item in the four areas. Teachers participate in the evaluation process three times with a mentor teacher, and three times with administration. The administrative evaluations contribute towards eligibility for a salary augmentation based on the QComp criteria. If a teacher is in-need-of-improvement, he/she is presented with a Corrective Action Plan with clear indicators of progress (or lack of) and is time-bound. Assistance and mentorship is offered to the teacher to reach proficiency. If the teacher does not meet the criteria, they are let go. The evaluation process is evaluated annually by a team of teachers and administration. The team presents a report to the Minnesota Department of Education annually.

Professional Development Activities

2018-2019 professional development activities:

- Co-Teaching Model
- Responsive Classroom/Student Behavior Management
- Lumina Sparks – Team Building
- Resilience: Compassion Fatigue & Burnout
- Basic First Aid/OSHA
- Academic Interventions
- CPI – Crisis Prevention Intervention Training
- Curriculum: Holes, Gaps & Overlaps
- Sensory Strategies
- Math Games

Co-Teaching Model

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

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

STUDENT & PARENT SATISFACTION

Student Satisfaction

Not surprisingly, the trend from year to year has not changed. The most common comments regarding what students would like to see changed at New Discoveries involve food service and recess. The most repeated comments regard "more food," or "seconds" at lunch, and "more recess."

Most respondents indicated they are learning at school, feel valued and respected by their teacher, the director and staff take care of situations when students make poor choices and/or misbehave, and they know how to recycle paper, plastic, glass and aluminum.

The following comments were offered regarding what students like best about NDMA: "More freedom than my old school." "Everything is fun and I'm learning." "It's very hands-on." "Staff and students are awesome." "That there are 3 grades in one class." "Learn about nature." "The teachers and how they respect everyone." "Learn at my own pace." "Music, Phy-ed, Recess, Art, Library, Friends, Teachers."

Parent Satisfaction

There were 35 respondents to the parent satisfaction survey. 11/26 questions were answered affirmatively by respondents. Communication is the theme for the one thing parents would like us to improve on. The following represents a sampling of what parents said regarding this: "More communication from school to parent about problems or anything concerning the child." "Parent/teacher communication." "More communication about long range plan, student count, class count, etc." "Communications from teacher to teacher so they're on the same page."

The following comments represent a sampling of what parents said regarding one thing they like about NDMA: "Staff are so kind and help each other as well as help our kids succeed." "Small groups." "Family nights." "My child can learn the same concept in different ways." "Caring staff." "Sped program much better. Child's needs were what everyone was concerned about." "Great family atmosphere." "They meet the kids where they're at."

Staff Satisfaction

70 staff members responded. This year we had the staff complete the survey before they checked out on the last day of work! There were two survey items that everyone agreed on: 1) *I understand that I am employed at New Discoveries under an 'at-will agreement' – I can leave or be let go at anytime;* and 2) *The school building and grounds are well maintained.* Maintaining a pleasant environment illustrates what we aspire to in terms of stewardship. We believe we are extending the lifespan of our building by taking care of it.

The item that registered the highest disagreement was: We are adequately meeting the needs of our students (32% disagreed). The item that registered the next highest disagreement was: Administration and staff take care of situations when children misbehave or make poor choices (27% said they disagree). With that said, 86% of staff agreed with "I think the overall atmosphere within NDMA is beneficial to student learning." In addition, 95% of respondents like the multi-age classrooms and feel students are learning. 93% of staff said they feel valued and appreciated in their work by their colleagues. Interestingly, for the item 'There is adequate communication among the staff' it fluctuated again to 33% disagreeing; FY17 - 26% disagreed, FY18 - 9% disagreed. We'll keep working on this!

The following comments were offered by staff regarding what needs to be improved to increase student achievement at NDMA: "We need to continue to grow in our capacity to use data we already collect to adjust instruction, collect meaningful data on progress, and utilize Montessori resources to provide and enhance learning experiences." "Behaviors of children disrupting others learning." "More training on how to deal with challenging behaviors that are a disruption to other students." Regarding administration/staff taking care of misbehaving children the following comment was made, "Too many think they are in charge and lack of communication and consistency." We will continue to offer training opportunities in behavior management.

The following comments were offered by staff regarding one thing they like about NDMA: "We meet each student where he or she is at." "My colleagues/co-workers." "Multi-age classrooms and freedom to design curriculum." "I love the students." "I like the nurturing and loving environment we create for students to be able to learn and feel safe and respected." "Everyone is invested in the children and creating a positive school experience for them."

ENVIRONMENTAL EDUCATION

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.

ENVIRONMENTAL LITERACY PLAN – RESULTS 2018-2019

Indicator Area 1: Awareness

Students demonstrate an awareness of the relationship between the environment and human life and the diversity of life that shares the earth with humans.

Goal: Students and staff at New Discoveries Montessori Academy have the awareness, or are increasing their awareness, of the relationship between the environment and human life.

Strategy 1.1

- All classrooms (Grades K-6) will have a designated Outdoor Classroom Space where they will focus on the outdoor environment at least 20 minutes per week.

Evaluation method 1.1.1

- Each week, classrooms will track and document time spent on the Outdoor Classroom Space calendar page in the Environmental Education binder. Minimum school year results will be 36 weeks x 20 minutes/week = 720 minutes or 12 hours spent in Outdoor Classroom Space per classroom.
 - **Results:** All classrooms visited designated Outdoor Classroom Spaces. 4/10 classrooms spent more than 720 minutes/12 hours in their Outdoor Classroom Space.

Classroom – ELM – Children's House (room 313 LT)

- 30 minutes x 21 times = 620 minutes
- 10 minutes x 4 times = 40 minutes
- TOTAL – 660 minutes – 25 times

Classroom – ASH – Children's House (room 307 KM)

- 60 minutes x 1 times = 60 minutes
- 30 minutes x 1 times = 30 minutes
- 20 minutes x 7 times = 140 minutes
- TOTAL – 230 minutes – 9 times

Classroom – OAK – Children's House (room 313 PE)

- 120 minutes x 1 times = 120 minutes
- 90 minutes x 2 times = 180 minutes
- 75 minutes x 1 times = 75 minutes
- 60 minutes x 1 times = 60 minutes
- 30 minutes x 4 times = 120 minutes
- 20 minutes x 4 times = 80 minutes
- TOTAL – 635 minutes – 13 times

Classroom – MAPLE – E1 (room 319 CF/MJ)

- 120 minutes x 1 times = 120 minutes
- 40 minutes x 12 times = 480 minutes
- 30 minutes x 11 times = 330 minutes
- 60 minutes x 2 times = 120 minutes
- 20 minutes x 1 times = 20 minutes
- 45 minutes x 7 times = 315 minutes
- TOTAL – 1385 minutes – 34 times

Classroom – Apple – E1 (room 305 EM/TP)

- 120 minutes x 1 times = 120 minutes
- TOTAL – 120 minutes – 1 time
- Notes: Only one date documented.

Classroom – Birch – E1 (room 317 PC/KS)

- 120 minutes x 1 times = 120 minutes
- 90 minutes x 1 times = 90 minutes
- 60 minutes x 8 times = 480 minutes
- 45 minutes x 8 times = 360 minutes
- 40 minutes x 2 times = 80 minutes
- 30 minutes x 13 times = 390 minutes
- 25 minutes x 4 times = 100 minutes
- 20 minutes x 3 times = 60 minutes
- 10 minutes x 1 times = 10 minutes
- TOTAL – 1690 minutes – 41 times

Classroom – Walnut – E2 (room 203 KO/KR)

- 30 minutes x 13 times = 390 minutes
- TOTAL – 390 minutes – 13 times

Classroom – Willow – E2 (room 301 MN/CLP)

- 30 minutes x 17 times = 510 minutes
- TOTAL – 510 minutes – 17 times

Classroom – Spruce – E2 (room 201 RR/MN)

- 120 minutes x 2 times = 240 minutes
- 90 minutes x 1 times = 90 minutes
- 60 minutes x 4 times = 240 minutes
- 30 minutes x 6 times = 180 minutes
- 45 minutes x 5 times = 225 minutes
- TOTAL – 975 minutes – 18 times

Classroom – Tamarack – 6/7 (room 213 NR/DT)

- 120 minutes x 1 times = 120 minutes
- 60 minutes x 1 times = 60 minutes
- 40 minutes x 1 times = 40 minutes
- 30 minutes x 30 times = 900 minutes
- 20 minutes x 2 times = 40 minutes
- TOTAL – 1160 minutes – 35 times

Indicator Area 2: Knowledge

Students have knowledge of how natural systems function and how human systems interact with and depend on them.

Goal: Students and staff at *New Discoveries Montessori Academy* have the knowledge, or are increasing their knowledge, of human and natural systems and processes.

Strategy 2.1

- Students and staff will be able to identify the trees, plants, birds and animals that are found on school grounds.

Evaluation method 2.1

- Student Environmental Journal will contain a checklist of the trees and plants found on the property. 80% of E1 students (Grades 1-3) will complete the checklist over the course of the school year.
 - **Results:** 100% of students at NDMA use their Jeffers Journals during their environmental lessons and activities which includes identifying trees and plants found on the property.
 - A map of the property has been electronically created of all the trees and plants found on the NDMA grounds. Next steps include distributing to all students, and tracking E1 students for plant/tree identification.

Strategy 2.2

- E2 students (Grades 4-7) will learn about climate change and its effects on our environment.

Evaluation method 2.2

- Post-assessment on climate change will reflect an increase in knowledge and 80% of E2 students (Grade 4-7) will be able to articulate one way in which they can positively affect climate change.
 - **Results:** Students were given an assessment asking them to write a paragraph describing the positive and negative impacts that the designed world has on the natural world. 63% of E2 students upon post-assessment were able to articulate one way in which they are able to positively affect climate change. Examples: planting seeds and trees, stop littering, pick up garbage, recycling, composting, saving energy by shutting off lights, turning off water, carpooling or walking or biking.

Indicator Area 3: Attitudes

Students demonstrate respect and concern for the earth's health and the motivation to participate in environmental stewardship.

Goal: Students and faculty at New Discoveries Montessori Academy have an attitude, or are increasing their attitude of, appreciation and concern for the environment.

Strategy 3.1

- Students will be able to model recycling practices in their classrooms and school, and share their knowledge with their families at home.

Evaluation method 3.1.1

- E2 students (Grades 4-7) will collect the recyclables in the school each week as part of their classroom jobs. Recyclables are brought to the McLeod County Solid Waste Management site 2x's/week.
 - **Results:** As part of one of the E2 classroom jobs, students collect recyclables each week. 32 weeks in the school year – collected 30 times due to days off/vacations, etc. Recyclables were brought to the recycling place every week at least 2 times per week. During the school year, recycling was delivered 60 times.

Evaluation method 3.1.2

- Student/Staff/ Family Satisfaction Surveys will include the following survey questions about recycling: (yes or no)
 - I recycle at school. (students/staff)
 - I/We recycle at home. (students/staff/family)
 - Students and staff actively engage in recycling. (staff)
 - My child knows how to recycle paper, plastic, glass and aluminum. (family)

Responses will indicate at least 50% of the respondents will say “yes” to the above statements.

- **Results:**
- I recycle at school. (students/staff)
 - Students – 145/151 - 96%
 - Staff – 67/67 - 100%
- I/We recycle at home. (students/staff/family)
 - Students – 114/138 - 83%
 - Staff – 62/67 - 93%
 - Family – 26/35 - 74%
- Students and staff actively engage in recycling. (staff)
 - Staff – 66/67 - 99%
- My child knows how to recycle paper, plastic, glass and aluminum. (family)
 - Family – 22/35 - 63%

Indicator Area 4: Skills

Students possess the skills needed to identify and critically analyze environmental issues, and to contribute to resolving the root of environmental challenges.

Goal: Students and faculty at New Discoveries Montessori Academy have or are increasing their problem solving and critical thinking skills as it relates to the environment and human life.

Strategy 4.1

- Students at New Discoveries will care for their outdoor environment by planting trees, cleaning up the grounds and working in the gardens.

Evaluation method 4.1.1

- The 3rd grade students will plant trees on the property in the spring of each year. This will be documented in their Jeffers Journal. When surveyed, 80% of the students will write or verbalize why it is important to have trees on our grounds.
 - **Results:** All 3rd grade students planted trees with the City of Hutchinson personnel. 2 Willow, 2 Exclamation Planetree, and 2 Aspen trees were planted on the NDMA property. Documentation of student experience was written in their Jeffers Journal and 90% (19/210 students) of 3rd graders were able to verbalize why it is important to have trees on our grounds. Example responses included: trees provide shade on sunny days, birds and bugs can live in trees, trees provide oxygen, sometimes they grow food, etc.

Evaluation method 4.1.2

- Kindergarten students will plant, identify, weed, harvest, cook and donate garden vegetables from our gardens. Teachers will take photos of students at each phase of the gardening process.
 - **Results:** All Kindergarten students cared for the gardens and documented the process from garden to Food Shelf.



Indicator Area 5: Action

Students have the capacity, or are increasing their capacity, to perceive and interpret the health of environmental and social systems and take appropriate action to maintain, restore, or improve the health of those systems.

Goal: Students and staff at New Discoveries Montessori Academy demonstrate the capacity, or are increasing their capacity, to work individually and collectively toward sustaining a healthy natural environment.

Strategy 5.1

- Through adult instruction, modeling, and student practice, all NDMA students (Grades K-7) will compost their lunch food at the compost center.

Evaluation method 5.1

- Lunchroom garbage waste will be tracked reflecting a reduction from two full garbage bags of waste to less than one garbage bag per day of waste improving waste management at NDMA and overall environmental health.
 - **Results:** All NDMA students composted their lunch food at the compost center. The students supervised the composting center. Garbage was reduced by one whole garbage bag per day. Composted food was picked up two times per week by a local farmer to feed his hobby farm animals.

Additional Environmental Information

Describe the school's approach to environmental education.

New Discoveries Montessori Academy approaches environmental education as a natural integration throughout the curriculum. Our Montessori methods encourage student choice and ownership in regard to meeting our environmental education goals, and students are offered a variety of opportunities that match students' personal interests and choices that reflect on our vision for our school and for the environment. Environmental education is something that happens every day and, in every classroom, naturally.

Environmental education success and challenges.

One of our challenges in the past has been ensuring that every classroom is meeting our goal of getting outside for a minimum of 20 minutes each week in their outdoor classroom space and documenting their time in the Outdoor Classroom Space Documentation Binder. This year we had every classroom document their time and 4 of the 10 classrooms met the goal of spending more than 720 minutes/12 hours in their Outdoor Classroom Space this year. There is still room for improvement in documenting their time. This goal has definitely been a success, as our students have spent more time outdoors this year than in past years.

One of our challenges this year has been finding someone to take our compost. We lost our local farmer that was utilizing the food scraps on their farm and haven't been able to find a replacement. We will continue to look for another partnership that is cost-effective and beneficial to all parties.

Plans for EE in the school next year.

Based on our results this year, we will continue progress on many of our current goals, as well as consider some extensions. We will continue progress in the area of awareness, ensuring that

all students learn in their outdoor classroom space for a minimum of 20 minutes/week and document time spent in the appropriate data gathering binder. We also have plans to extend our composting project, regarding 'going out' experiences to the farm, and perhaps incorporating eating more of what is locally grown onsite with our own compost to bring the project full circle.

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. (18-19 school year)

2018-2019 NDMA Board Roster						
Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address
Patti Cogley	Member	Teacher #313511 - 2021	July 2017	July 2017	June 2020	patti.cogley@newdiscoveries.org
Shari Colvin	Secretary	Community Member	July 2008, 2012, 2016	July 2016	June 2019	shari.colvin@newdiscoveries.org
Peggy Enerson	Treasurer	Teacher #327575 - 2023	July 2015, 2018	July 2018	June 2021	peggy.enerson@newdiscoveries.org
Spencer Kangas	Member	Teacher #506087 - 2023	Appointed July 2018	July 2018	June 2019	spencer.kangas@newdiscoveries.org
Tara Oberg	Chair	Parent	July 2015, 2018	July 2018	June 2020	tloberg@mmm.com
Patrick Selchert	Member	Community Member	July 2014, 2017	July 2017	June 2020	pselchert@gmail.com
Amanda Sundblad	Vice Chair	Parent	July 2016	July 2016	June 2019	sundbladamanda@gmail.com
Jennifer Thompson	Member	Parent	Appointed 10.15.18	October 2018	June 2020	Jthompson8471@outlook.com
OPEN	Member	Community Member			June 2021	
Dave Conrad	Ex-Officio	Executive Director #281232	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 #316170	August 2014	N/A	N/A	kirsten.kinzler@newdiscoveries.org

Annual Board Election Results – April 15, 2019 – for terms commencing on July 1st, 2019

Community Member: Shari Colvin (3yr term – 2022)

Community Member: Open (2yr term – 2021)

Parent Member: Amanda Sundblad (3yr term - 2022)

Teacher Member: Spencer Kangas (3yr term - 2022)

Board Training & Development

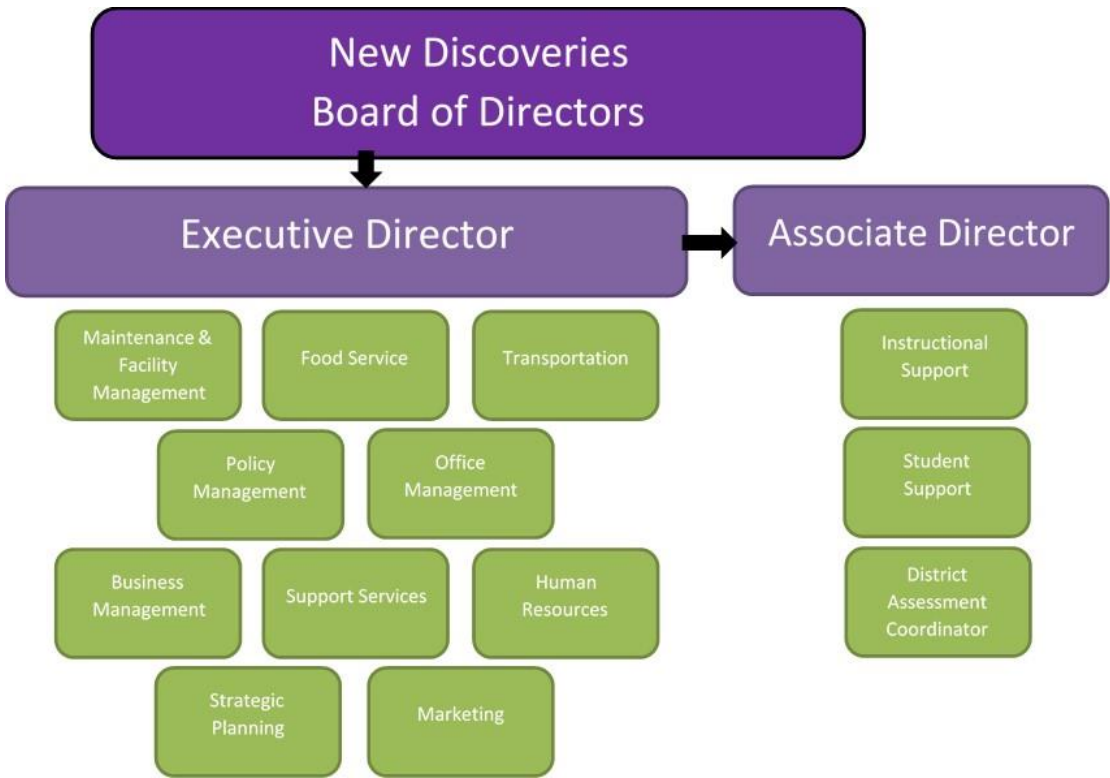
NDMA believes that the training of its board members is crucial to its effectiveness in operating as a governing body. All board members are expected to attend annual training, as evidenced by the following full attendance:

NDMA Board Training 18-19			
Board Member	Training Content Area	Training Date	Trainer/Presenter
Dave Conrad Kirsten Kinzler	ACNW Leadership Conference: All Things Board - Board Governance	November 9-10, 2018	Various
BOARD GOVERNANCE Book Study: Charter School Board Board University by Brian Carpenter		August 20, 2018 September 17, 2018 October 15, 2018	Shari Colvin, Dave Conrad
	August 20, 2018	September 17, 2018	October 15, 2018
Shari Colvin	X	X	X
Patti Cogley	X	X	X
Peggy Enerson	X	X	X
Spencer Kangas		X	X
Tara Oberg	X	X	
Patrick Selchert	X	X	X
Amanda Sundblad	X	X	X
Jennifer Thompson			X
Dave Conrad	X	X	X
Tara Erickson	X	X	X
Kirsten Kinzler	X	X	X

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.

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

Kirsten Kinzler, Associate Director

Kirsten has a MN Teaching License in K-12 Music Education, Masters of Science in Educational Administration, and is a MN Licensed Superintendent, Principal and Director of Special Education as of September 2018.

Areas of Responsibility: Curriculum, Instruction, Teachers, Teaching Partners, Special Education Coordination and Student Behavior

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.

2018-2019 Licensed Teaching Staff				
Name	File #	License and Assignment	2019-20 Status*	Comments <i>Include information regarding special licensure (e.g. Community Expert) or other relevant information.</i>
Elizabeth Christian	482225	School Psychologist	R	
Cara Cline	438987	CH Special Education Teacher	R	
Patti Cogley	313511	E1 Classroom Teacher	R	
Peggy Enerson	327575	CH Classroom Teacher	R	
Catherine Frisbie	472077	E1 Classroom Teacher	R	
Michele Jozwick	482287	E1 Special Education Teacher	R	Special Permission License
Spencer Kangas	506087	Physical Education/DAPE	R	Tier 2 licensure - DAPE
Christine La Plante	437685	E2 Special Education Teacher	R	
Tammy Maiers	406911	Speech Teacher	R	
Ethan Marcus	475289	E1 Classroom Teacher	R	
Kristen Milton	469202	CH Classroom Teacher	R	
Michelle Nadeau	474646	E2 Special Education Teacher	R	Tier 2 licensure - SpEd
Michelle Nonnemacher	481846	E2 Classroom Teacher	R	
Kimberly Ortloff	399780	E2 Classroom Teacher	R	
Terri Parker	359398	CH Special Education Teacher	NR	
Kate Reich	waiting	E2 Special Education Teacher	NR	Tier 2 licensure - SpEd
Nicole Ressler	427466	E3 Classroom Teacher	R	
Rhonda Rossing	690843	E2 Classroom Teacher	R	
Katy Snider	432848	E1 Special Education Teacher	R	
Dawn Teetzel	465623	E3 Special Education Teacher	R	
Lois Tritz	287559	CH Classroom Teacher	R	

* R = Returning, NR = Not Returning

2019-2020 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	
Cara Cline	438987	CH Special Education Teacher	
Peggy Enerson	327575	CH Classroom Teacher	
Catherine Frisbie	472077	E1 Classroom Teacher	
Jennie Gumerov	1000070	E2 Special Education Teacher	
Patti Cogley Hoerner	313511	E1 Classroom Teacher	
Michele Jozwick	482287	E1 Special Education Teacher	Special Permission License
Spencer Kangas	506087	Physical Education/DAPE	Tier 2 licensure - DAPE
Christine La Plante	437685	E2 Special Education Teacher	
Tammy Maers	406911	Speech Teacher	
Ethan Marcus	475289	E1 Classroom Teacher	
Kristen Milton	469202	CH Classroom Teacher	
Michelle Nadeau	474646	E2 Special Education Teacher	Tier 2 licensure - SpEd
Michelle Nonnemacher	481846	E2 Special Education Teacher	
Kimberly Ortloff	399780	E3 Classroom Teacher	
Tamara Polzin	354354	E3 Classroom Teacher	
Rhonda Rossing	690843	E2 Classroom Teacher	
Hannah Scholten	512929	E2 Classroom Teacher	
Katy Snider	432848	E1 Special Education Teacher	
Dawn Teetzel	465623	E3 Special Education Teacher	
Lois Tritz	287559	CH Classroom Teacher	
Nicole Ressler Winkle	427466	E3 Classroom Teacher	

Percentage of Licensed Teachers from 2018-19 not returning in 2019-20 (non-returning teachers/total teachers from 2018-2019)	2/20 10%
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2018-19 Other Licensed (non-teaching) Staff				
Name	File #	License and Assignment	18-19 Status*	Comments
Conrad, David L	281232	Executive Director	R	
Kinzler, Kirsten	316170	Associate Director	R	

* R = Returning, NR = Not Returning

2019-20 Other Licensed (non-teaching) Staff			
Name	File #	License and Assignment	Comments
Conrad, David L	281232	Executive Director	
Kinzler, Kirsten	316170	Associate Director	

In regard to our support (non-licensed) staff, 35 of 43 staff members returned for the 18-19 school year. Those that left midyear were for family reasons, performance issues, relocating, health issues, moving out of state, and new job opportunities. Resource Teaching Partners have increased in numbers due to the 1:1 support needs of incoming students.

2018-19 Non-Licensed Staff			
Name	Assignment	19-20 Status*	Comments
Anderson, Susan	Resource Teaching Partner	R	
Benfield, Jenny	Resource Teaching Partner	NR	
Brown, Janet	Food Service	NR	Retired
Buxcel, Karen	Food Service Director	NR	Retired
Carlson, Nora	Resource Teaching Partner	NR	Left midyear
Crandall, Beth	Resource Teaching Partner	R	Started midyear
Colvin, Shari	Gifted & Talented/Enrichment	R	
Daffner, Deanna	Resource Teaching Partner	R	
Ebert, Wendy	Title I Teaching Partner	R	
Ellis, Sheri	Resource Teaching Partner	R	
Erickson, Tara	Administrative Assistant	R	
Grack, Nicole	School Nurse	R	
Harris, Jeremy	Resource Teaching Partner	NR	Left midyear
Harris, MeiLi	Resource Teaching Partner	NR	Retired – Left midyear
Hartelt, Jenna	Resource Teaching Partner	NR	
Helget, Samantha	Resource Teaching Partner	NR	Left midyear
Hess, Patty	Resource Teaching Partner	NR	Left midyear
Johnson, Erena	Behavior Specialist	R	
Kalenberg, Michaleen	Resource Teaching Partner	R	
Kinzler, Tim	Maintenance Director	R	
Kirkpatrick, Paula	Librarian	R	
Krippner, Amy	Resource Teaching Partner	R	
Madson, Mia	Resource Teaching Partner	NR	
Marcks, Nancy	Resource Teaching Partner	R	
Martinez, Nelly	Resource Teaching Partner	R	
Pietrobon, Chelsie	Resource Teaching Partner	R	
Powers, Starla	Food Service	R	
Prieve, Sandra	CH Teaching Partner	R	
Reinke, Rebecca	Resource Teaching Partner	NR	Left midyear
Rettig, Kari	Resource Teaching Partner	R	
Rogers-Siers, Candice	Resource Teaching Partner	NR	Left midyear
Ryan-Lauer, Cyndi	Music Teacher	R	
Schmidt, Joy	Resource Teaching Partner	R	
Schroeder, Julie	Resource Teaching Partner	NR	Left midyear
Schwartz, Niccole	Resource Teaching Partner	R	
Severson, Kendra	Resource Teaching Partner	NR	
Shimpa, Margaret	Title 1 Teaching Partner	R	
Sickman, Heather	Resource Teaching Partner	R	
Streich, Kim	Food Service	R	
Stuber, Laura	Resource Teaching Partner	R	
Wendinger, Lisa	Behavior Specialist	R	
Wessman, Shelly	Resource Teaching Partner	R	
Wilson, Missy	Resource Teaching Partner	R	

* R = Returning, NR = Not Returning

2019-20 Non-Licensed Staff		
Name	Assignment	Comments
Anderson, Susan	Resource Teaching Partner	
Boetcher, (Daffner) Deanna	Resource Teaching Partner	
Colvin, Shari	Gifted & Talented/Enrichment	
Decker, Cindy	Food Service	
DeMars, Anna	Resource Teaching Partner	
Duenow, Connie	Resource Teaching Partner	
Ebert, Wendy	Title I Teaching Partner	
Ellis, Sheri	Resource Teaching Partner	
Erickson, Audri	Resource Teaching Partner	
Erickson, Tara	Administrative Assistant	
Erickson, Gabri	Resource Teaching Partner	
Grack, Nicole	School Nurse	
Hacker, Nicole	Food Service	
Henke, Darlene	Resource Teaching Partner	
Holtz, Mary	Resource Teaching Partner	
Johnson, Erena	Resource Room Teaching Partner	
Kalenberg, Michaleen	Resource Teaching Partner	
Kinzler, Tim	Maintenance Director	
Kirkpatrick, Paula	Librarian	
Kretzmann, Autumn	Resource Teaching Partner	
Krippner, Amy	Resource Teaching Partner	
Larson, (Crandall) Beth	Resource Teaching Partner	
Leske, Carol	Resource Teaching Partner	
Marcks, Nancy	Resource Teaching Partner	
Martinez, Nelly	Resource Teaching Partner	
Maurer, Elizabeth	Resource Teaching Partner	
Messner, Sara	Resource Teaching Partner	
Monge, Josh	Resource Teaching Partner	
Paldova, Ludmila	Food Service Director	
Pietrobon, Chelsie	Resource Teaching Partner	
Powers, Starla	Food Service	
Prieve, Sandra	CH Teaching Partner	
Ramirez, Amber	Refocus Room Teaching Partner	
Ramirez, Roxana	Resource Teaching Partner	
Rettig, Kari	Resource Teaching Partner	
Rule, Deb	Resource Teaching Partner	
Ryan-Lauer, Cyndi	Music Teacher	
Scharpe, Bernadette	Accounts Payable	
Schiroo, Melanie	Resource Teaching Partner	
Schmidt, Joy	Resource Teaching Partner	
Schwartz, Niccole	Receptionist/Resource Teaching Partner	
Shimpa, Margaret	Title 1 Teaching Partner	
Sickman, Heather	Resource Teaching Partner	
Streich, Kim	Food Service	
Stuber, Laura	Resource Teaching Partner	
Wendinger, Lisa	Level 3 Resource Teaching Partner	
Wessman, Shelly	Resource Teaching Partner	
Wilson, Missy	Resource Teaching Partner	

OPERATIONAL PERFORMANCE

Health Services - A Licensed Practical Nurse is on duty during the school day to assist students who are ill or injured. All medication is dispensed from the health office - both prescription and nonprescription. The nurse provides screenings during the school year for vision, hearing, height, weight, body mass index, high blood pressure, and scoliosis to students at recommended ages. Nurses-in-training at Ridgewater College are utilized at New Discoveries Montessori Academy throughout the year. For example, they provide contemporary instruction regarding best practices for hygiene. They provide human growth and development instruction for fourth, fifth sixth and seventh grade students. They assist with vision and hearing screening.

Safety

New Discoveries Montessori Academy continues to address safety during the school year. We conduct the required number of fire drills, severe weather drills and lockdowns. We continue to train ALL INSTRUCTIONAL Staff (Teachers, Teaching Partners and Administration) in Crisis Prevention Intervention (CPI).

Transportation - NDMA contracts with ACC Midwest/Labraaten, a local Hutchinson bus company, for student transportation. We feel fortunate to partner with them and have invested our time assisting with training of the drivers.

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 Assistants. Our kitchen is an approved NSF commercial kitchen. Paraprofessionals provide lunchroom supervision. In addition, NDMA prepares and delivers catered lunches (year-round) for HeadStart. NDMA is a part of the federal School Lunch program. We serve cold breakfast on Mondays and Fridays, and hot breakfasts Tuesdays, Wednesdays and Thursdays. NDMA serves hot lunches five days per week. Our school food service program is running efficiently and meets all program requirements.

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

Parent Engagement

PTO (Parent Teacher Organization)

The mission of the PTO: Parent Advocates providing Resources to improve the learning Environment for New Discoveries Teachers, Students and Staff. The PTO works closely with the school staff in order to build community within the school. The PTO assists with many events and activities throughout the school year including Staff Appreciation Meals, Field Trip Support, School Pride/Spirit Wear, Family Restaurant Fundraising Nights, and a variety of fundraising activities. PTO Meetings are held on the 2nd Tuesday of each month at 4:00pm.

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

FINANCES

The school contracts with BerganKDV (formerly BKDA) to provide accounting and financial management services for the school. With questions regarding school finances and/or for complete financials for 2018-19 and/or the budget for 2019-20, please contact:

Financial Manager: Dustin Reeves
Phone: 651-463-2233
BerganKDV
22488 Chippendale Avenue
Farmington, MN 55024
Email: dustin.reeves@bergankdv.com

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to Minnesota Department of Education and Audubon Center of the North Woods no later than December 31, 2018.

FY19 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	4,717,660	155,905	23,500
Total Expenditures	(4,699,352)	(182,532)	(23,500)
Transfer from Ged Fund	(26,627)	26,627	0
Change	48,308	0	0
Total Fund Balance	310,445	0	0

Overview

The school came in below its enrollment targets for the year (206.82 actual ADM compared to 211 budgeted) so the budget was tight. 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. General Fund revenues came from the following sources:

State Aids and Grants: \$4,290,538
Federal Aids and Grants: \$292,541
Fees Collected and other Miscellaneous Revenues: \$29,954

Food Services Fund

A fund balance transfer from the General Fund in the amount of \$26,627 was made to the Food Services 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: \$12,059
Federal Sources: \$99,516
Sale of Lunches and Catering Revenues: \$44,153

Community Services Fund

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

Fees Collected and other Miscellaneous Revenues: \$19,010

Expenses

General Fund

The school's largest expense was for employee salaries and benefits: \$1,042,086 The school's second largest expense was for the lease on its school building: \$392,490 Other expenses incurred by the school were for:

Purchased Services (including transportation & building utilities): \$231,395

Supplies and Instructional Materials Purchased: \$46,727

Building Improvements and Equipment (including technology equipment): \$34,950

Interest Costs on Cash Flow Borrowing: \$24,402

Memberships and Other Fees: \$29,992

Food Service Fund

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

Salaries, Wages, and Benefits: \$66,434

Purchased Services and Utilities: \$305

Meals and Other Supplies Purchased: \$104,765

Other Fees: \$1,377

Community Services Fund

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

Salaries, Wages, and Benefits: \$27,326

Supplies and Materials Purchased: \$0

Net Income and Fund Balance

The net income of \$7,442 in all funds resulted in an ending fund balance of \$269,579 for the year, or 6.8% of current expenditures.

Although New Discoveries has policy that requires a fund balance, we have not made significant progress towards ending with a more profound fund balance. Fiscal 2019 was no different. We will continue to articulate a strategy/plan to meet the fund balance goal.

FUTURE PLANS

Grade level expansion

In addition to adding a third section of upper elementary in the Fall of 2018, New Discoveries added one section of middle school. This was a sixth and seventh grade combination classroom. This Fall (2019), a second section of middle school was added, resulting in two sections of seventh and eighth grade. There are co-teachers in each classroom: one general education teacher and one special education teacher. The plan is to add one teacher each of the next two years who represent a subject area specialty (e.g. mathematics).

Facilities

Building Purchase

New Discoveries leadership formed an affiliated building company (New Discoveries Affiliated Building Company – NDABC) in Fiscal 18 for the sole purpose of providing real estate for New Discoveries Montessori Academy. NDABC became the landlord for NDMA when it closed on the building purchase April 23, 2019. Conventional financing was secured through Old National Bank during Fiscal 18 for the purchase of the property New Discoveries occupies at 1000 Fifth Avenue SE in Hutchinson, Minnesota. The United States Department of Agriculture (USDA) provided for guarantee for the loan.

Property Tax

NDMA Administration has been active in pursuing legislation at the state level that will address the inequity of the obligation of charters leasing from for-profit landlords to pay property tax. This was an unintended result of 2011 property tax reform. Mr. Conrad testified each of the last two legislative sessions in both the House and the Senate on behalf of all charter schools impacted by this. Although the law has not changed, NDMA will continue to be actively involved in the process.

NDMA applied in June 2019 to McLeod County for property tax exemption. We are eligible for the exemption since NDMA is now leasing from a non-profit – NDABC.

On-site Mental Health Services

We will expand the opportunity to provide on-site mental health services in the suite of offices we opened during the 2017-18 school year. There are currently nine clinics that are either using the offices at present or are planning to schedule their clinicians into the offices to serve our students during their school day.

Environmental

We will continue to add to the more than 66 trees we have planted on-site. We will continue to include students in the upkeep and maintenance of the many gardens we have on-site.

We will expand the MN native wildflower garden. We will update the hosta/coneflower garden on the south side of the east wing.

We will divide the perennials in our *heritage/legacy* garden that was planted by upper elementary students May 2018 and create additional *heritage/legacy* gardens.

We will expand our composting program to include food waste, which will be utilized by local livestock farmers.

We will utilize our new on-site greenhouse to plant hanging baskets for a fundraising effort Spring 2020. In the future, we would like to grow leafy greens in the greenhouse for our food service program.

Professional Development

Montessori Training – We will create and implement an in-house Montessori principles orientation experience that all instructional staff will complete as a requirement for employment.

We will continue to create opportunities for support staff to pursue licensure in special education.

Montessori Principles honored at New Discoveries Montessori Academy:

1. *Movement* can enhance thinking and learning.
2. Learning and well-being are improved through *freedom and choice*.
3. We tend to learn better when we are *interested* in what we are learning.
4. *Intrinsic* motivation leads to meaningful reward.
5. Learning *with and from peers* is powerful.
6. Learning *in context* brings deeper understanding.
7. The teacher is a *guide*.
8. *Order in the environment* is beneficial to children.

10.01.19

SWOT Placement: Weakness

SWOT Statement: There is a consistent feeling that more time and resources are needed for professional development, collaboration and providing learners at all levels more leadership opportunities.

Core Value(s) Impacted: Dynamic Leadership

STRATEGY STATEMENT: Dedicate time and resources for dynamic leadership.

- Goal #1** SMART Goal – Staff will articulate reflection/evaluation of all professional development experiences. Staff will complete actionable activity and/or articulate actionable outcome after each professional development experience.
Persons Responsible: *Instructional Leadership Team (ILT)*
- Goal #2** SMART Goal – Administration will provide one day (paid) training/orientation August 2018 for Teaching Partners hired prior to the start of the school year. The framework for the training will be the NDMA *Teaching Partner Handbook*. Administration will provide one half-day (paid) training/orientation for Teaching Partners hired after the first of the year.
Persons Responsible: *Administration*
- Goal #3** SMART Goal – Professional development request protocol will be written and articulated September 2018 to assist staff members in pursuing job-based opportunities; networking opportunities; and formal & informal training opportunities.
Persons Responsible: *Administration*
- Goal #4** SMART Goal – Experienced staff will be intentionally partnered with new staff beginning September 2018. All instructional staff will be assigned to teams of three to six staff members, who will meet regularly to support the work each member of the team is responsible for.
Persons Responsible: *Administration*

SWOT Placement: Weakness

SWOT Statement: There is an inconsistent level of training and credentialing in utilizing Montessori curriculum and materials from classroom to classroom. There is significant misunderstanding among staff regarding the difference between Montessori Principles and Montessori materials

Core Value(s) Impacted: Montessori Principles

STRATEGY STATEMENT:

Provide clarity regarding the differences between Montessori Principles and Montessori Materials

Goal #1 SMART Goal – Part A: Identify and articulate the Montessori principles that we will honor at New Discoveries Montessori Academy by August 20, 2018. Part B: Develop and disseminate a clear communication plan for Montessori principles found in Part A, beginning August 20th.

Persons Responsible: *Credentialed Montessori Teachers/Staff/Administration*

Goal #2 SMART Goal – Create (by August 15, 2018) and implement (beginning August 20, 2018) an in-house Montessori principles orientation experience that all instructional staff will complete as a requirement for employment.

Persons Responsible: *Credentialed Montessori Teachers/Staff/Administration*

Goal #3 SMART Goal – Beginning July 1, 2018, provide additional compensation for Teaching Partners upon completing Montessori Assistants certification program.

Persons Responsible: *NDMA Board of Directors*

SWOT Placement: Weakness

SWOT Statement: Inadequate time, funds, transportation and awareness of opportunities limit the desired interactions between the school, the families served and the larger community. The school must take deliberate actions to increase the number of going-outs and coming-ins to improve community perceptions of the school and gain greater support for the school's vision.

Core Value(s) Impacted: Intentional Interdependence

STRATEGY STATEMENT:

Increase community awareness of and participation in NDMA activities.

- Goal #1** SMART - Goal Part A: Identify and articulate the components of *going-out* and *coming-ins* that we will honor at New Discoveries Montessori Academy. Part B: Develop and disseminate a clear playbook for this process.
Persons Responsible: *Credentialed Montessori Teachers/Staff/Administration*
- Goal #2** SMART Goal – Each student will participate in at least one *going-out* activity/school year for the first year of implementation.
Persons Responsible: *Teachers*
- Goal #3** SMART Goal – Identify five new businesses/organizations each year that would support *going-out* and *coming-in* activities.
Persons Responsible: *Teachers from every level (CH, EI, EII and E cubed)*
- Goal #4** SMART Goal - Develop a business/organization recognition protocol that would acknowledge businesses/organizations that participate in *going-out* &/or *coming-in* opportunities.
Persons Responsible: *Administration*

SWOT Placement: Opportunity

SWOT Statement: There is an opportunity to simplify and streamline data collection and analysis, and to better inform and implement strategies and interventions.

Core Value(s) Impacted: Measurable Accountability

STRATEGY STATEMENT:

More consistent adherence to YLLP and meeting protocols

Goal #1 SMART Goal – The YLLP will be a point of reference at every Professional Learning Community (PLC) meeting during the 2018-19 school year. Progress relative to the prescribed timeline will be noted weekly.

Persons Responsible: *Lead/Mentor Teachers*

Goal #2 SMART Goal – Educational goals will be articulated for all students by October 16, 2018. Written communication regarding student educational goals will be shared with families at minimum: 1) during fall conferences; 2) By January 7th (prior to Winter administration of NWEA MAP assessment), and 3) By April 8th (prior to Spring MCA III).

Persons Responsible: *Lead/Mentor Teachers & Co-Teachers*

Goal #3 SMART Goal – Assessment data will be published for each child, and reviewed (at a minimum) monthly by every classroom instructional team (Co-teachers and Teaching Partners). Student assessment data will be discussed at every PLC meeting during the 2018-19 school year.

Persons Responsible: *Lead/Mentor Teachers & Co-Teachers*

SWOT Statement: There is an ongoing need for more effective and timely communication between and among staff members, additional training in critical areas, and opportunities for additional student leadership.

Core Value(s) Impacted: Dynamic Leadership

STRATEGY STATEMENT: NDMA will become a community that listens to and understands one another and encourages shared leadership among all

- Goal #1** SMART Goal – Communication between administration/teachers and teaching partners will be enhanced. Staff satisfaction survey will show increased satisfaction with inter-staff communication.
Persons Responsible: *Instructional Leadership Team (ILT)*
- Goal #2** SMART Goal – Administration will create on-boarding training and orientation protocol for new employees. Ninety percent of new employees will complete the required training within two weeks of their start date.
Persons Responsible: *Administration*
- Goal #3** SMART Goal – Administration and middle school staff will identify and track student leadership opportunities. Forty percent of middle school students will participate in at least one leadership activity.
Persons Responsible: *Administration and Middle School staff*

SWOT Statement: Perceived lack of time, funds and opportunities limit the desired interactions between the school, the families served and the larger community. The school must take deliberate actions to increase the number of going- outs and coming-ins to improve community perceptions of the school and gain greater support for the school’s vision.

Core Value(s) Impacted: Intentional Interdependence

STRATEGY STATEMENT: There will be an increase in family and community awareness of and participation in NDMA activities.

- | | |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal #1 | <p>SMART - Goal Part A: Identify and articulate the components of <i>going-out</i> and <i>coming-ins</i> that we will honor at New Discoveries Montessori Academy. Part B: Develop and disseminate a clear playbook for this process. Fifty percent of students will participate in at least one <i>going-out</i> activity during the school year.</p> <p>Persons Responsible: <i>Teachers/Staff/Administration</i></p> |
| Goal #2 | <p>SMART Goal – Identify five new businesses/organizations each year that would support <i>going-out</i> and <i>coming-in</i> activities.</p> <p>Persons Responsible: <i>Teachers from every level (CH, EI, EII and Middle School)</i></p> |
| Goal #3 | <p>SMART Goal - Develop a business/organization recognition protocol that would acknowledge businesses/organizations that participate in <i>going-out</i> &/or <i>coming-in</i> opportunities.</p> <p>Persons Responsible: <i>Administration/Hoerner</i></p> |
| Goal #4 | <p>SMART Goal – Involve at least 25% of parents/family members in school activities, events, and outings during the school year.</p> <p>Persons Responsible: <i>Administration/Teachers/Staff</i></p> |

SWOT Statement: There is an opportunity to increase the awareness and practice of the core Montessori principles in the school, in our homes and in the greater community.

Core Value(s) Impacted: Montessori Principles

STRATEGY STATEMENT: Students, staff, and families will routinely reference and practice the identified Montessori principles honored at NDMA

Goal #1 SMART Goal – Part A: Realize increased fidelity to the eight identified Montessori principles honored at NDMA. Year one: set baseline data. Successive years: increase awareness/fidelity by 20%.

Persons Responsible: *Credentialed Montessori Teachers/Staff/Administration*

Goal #2 SMART Goal – Create and implement an in-house Montessori principles orientation experience that all instructional staff will complete as a requirement for employment. Implementation by August 2020.

Persons Responsible: *Credentialed Montessori Teachers/Staff/Administration*

Goal #3 SMART Goal – Beginning July 1, 2020, provide additional compensation for Teaching Partners upon successful completion of the Montessori Assistants certification program.

Persons Responsible: *NDMA Board of Directors*

SWOT Statement: There are opportunities to improve state test scores and financial stability/cash flow.

Core Value(s) Impacted: Measurable Accountability

STRATEGY STATEMENT: Pay greater attention to details to identify ways to improve the bottom line

- Goal #1** SMART Goal – Increase individual student Math proficiency as measured by the math power standards. Year one: develop assessment and set baseline. Successive years: measure growth.
Persons Responsible: *Instructional Leadership Team/Teachers*
- Goal #2** SMART Goal – Based on the MCA data, 30% of students who partially met standards at the X45 level score will move to the met standards level during the next testing cycle.
Persons Responsible: *Lead Teachers/Teachers*
- Goal #3** SMART Goal – Increase the general fund balance by a minimum of \$75,000 each year until a 20% of income fund balance is reached.
Persons Responsible: *Finance Committee*

NDMA Family Satisfaction Survey - RESULTS 2018-2019

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

	Agree	Disagree	N/A	Comments (Please be specific)
1) Overall, my child seems to be satisfied at New Discoveries Montessori Academy.	34	1	0	She is ahead of the group; they did not continue to push her this year. Loves his teachers. She loves it. They love the school. Motivated and excited for school every day.
2) My child has made friends at New Discoveries Montessori Academy.	35	0	0	Absolutely. Staff is seriously caring to each other and model for our kids, so kids are super friendly.
3) My child feels safe at New Discoveries Montessori Academy.	35	0	0	Comfortable with the environment.
4) My child feels safe on the way to and from school.	31	2	2	Ride too long, 3.5 Hours and gets bullied. I drive her both ways. Loves van driver. They don't ride the bus. Proactive, efficient when coming and leaving school property.
5) My child appreciates his/her teacher.	33	2	0	After switch towards end of the year, not so much prior. Teacher doesn't care. Sometimes. Love all her teachers! Very much. My kids are routinely praise their teachers. All teachers are in a way like parents-so caring and positive.
6) My child feels valued and respected by his/her teacher.	34	1	0	Sometimes. Encouragement, praise, recognition always aware and challenged.
7) My child appears to be progressing academically.	33	2	0	Same homework week after week. First time I have been told that my child is ahead rather than behind. Slowly but surely.
8) My child feels valued and respected by the adults at NDMA.	35	0	0	She has her days.
9) My child's teacher knows and responds to my child's individual needs.	32	2	1	Not pushing her to keep her ahead. Change in teachers. Very good individualization. Our child had an acute pain in his legs and the TLC was impressive at school. When we took our son to urgent care after school his teacher showed up, now that's CARE!
10) My child's teacher supports and encourages my child's attempts to gain new skills.	35	2	0	Agree: Sometimes. Has learned several new skills.
11) My child's teacher helps to build my child's self-esteem.	35	0	0	Trying all they can.

12) My child's teacher listens to me, respects me as a parent (or guardian) and supports us as a family.	32	1	2	Gave teacher ideas at conferences, did not implement. Hard when they get new teachers. Communication is open and always available. Communication is great. Regular conversation via phone.
13) School guidelines are stated in a positive way.	34	0	1	Unknown.
14) The atmosphere at New Discoveries Montessori Academy is warm and nurturing.	35	0	0	Just recently. I recommend this school heartily.
15) The school staff interacts respectfully with each other.	32	1	2	My child's classroom is a zoo. Not there to know.
16) The director and staff intervene effectively when children misbehave.	30	0	5	Report and helps solve. Not there to know. Don't know, my child didn't need that kind of discipline. I haven't had to deal with that.
17) Families are informed frequently about school happenings through newsletters, notes and phone calls.	34	1	0	Only info I receive is via email, sometimes when there is a major problem I'll get a phone call. Always sent home with child.
18) I have received information on the school's discipline policy , philosophy, and goals for children.	34	0	1	Not sure.
19) I feel welcome to visit my child's school at any time.	35	0	0	Absolutely! This is a huge part.
20) I know whom to go to with my concerns and feel confident that my concerns will be addressed respectfully and promptly.	35	1	0	I know who to contact about my concerns, not contacted prior to a major change isn't okay. Staff are exceptional at response directing, problem solving, respect, care-concern and are prompt.
21) I have been made aware of my child's academic strengths and weaknesses.	35	0	0	At conferences or sometimes by call. Yes, teachers are great at conferences.
22) My child tells me what is happening at school.	31	4	0	No-Teachers are on top! Everyday. My 3 children always have highlights to share about school daily!
23) I am aware of opportunities and feel welcome to volunteer in my child's school.	34	1	0	More info to help. Fundraisers, skills (sewing) in class, track and field day, reading in the pre-k and K, holidays, celebrations, etc.
24) WELLNESS: When I send a lunch from home, I understand that I need to send healthy foods and refrain from sending snacks and beverages (e.g., candy, regular potato chips, soda or fruit drinks that are not 100% juice).	34	0	1	
25) I feel my child is receiving a well-rounded education at New Discoveries Montessori Academy.	34	1	0	Not feeling challenged academically. Still need more structure. Absolutely, wouldn't change schools. My children are really paid attention to-challenged and praised! One on one lunch has been great.
26) I would recommend New Discoveries Montessori Academy to other families.	36	1	0	Absolutely! Previous years yes, after this year I am not sure. I tell everyone I know about this great school! Most definitely would. 100%. Highly recommend to all ages and strengths/weaknesses to all families.

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 | 14 | <input type="radio"/> Family Learning Discoveries Events | 1 | <input type="radio"/> Local Newspaper – Hutch Leader |
| <input type="radio"/> Material brought home by children | 13 | <input type="radio"/> Friends/Neighbors/Other People | | <input type="radio"/> NDMA Staff/Teachers |
| <input type="radio"/> e-mail/website/Facebook | 21 | <input type="radio"/> Mailings | <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.)

O How students are doing	24	O Curriculum information	18	O Volunteer opportunities	14	O Special Events	10
O Teachers/Teaching methods	12	O Charter Schools	2	O School Board information	4	O Montessori Philosophy/Method	4
O Special Education/Title	5	O Afterschool Discoveries	10	O Environmental Education	4	O Other	2

OTHER: What students are doing. The real tie between food and the brain – CNS (Central Nervous System) and gut health and real, whole foods, clean non-GMO, no chemical sprays on crops! These are culprits to online info/documentary: ailments. “What The Health” “Seeds of Deception” Education is key! I am passionate about sensory processing disorders, autism, ADHD, allergies, asthma, inflammation and if staff board members educate themselves all eyes will be open and we could take action together.

3) Environmental Stewardship:

O My child knows how to recycle paper, plastic, glass and aluminum. 27
O We recycle at home. 26
O My child talks about environmental experiences that happen at school. 22

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

Child was getting lost in his old school learning, child needed more teacher one on one. Smaller classes, helps my child’s disabilities. Because there was no academic challenge and I told the teachers the student was advanced in some subjects. Because bad experience and moving, we knew of NDMA, and extremely happy with our NDMA choice. She is ahead of the learning curve and we thought NDMA would keep her ahead. Other school was getting bullied and in trouble, she wants to be the boss and was having a hard time. Having difficulties at public school. At first, for the free preschool option, kept my child at NDMA because they meet my child’s needs very well. Our children’s needs were not being met at their last school. Did not want to go with hutch schools, lots of help in room/hands on. I did not want to put them in West or Park due to my own experiences there. Lots of help and hands on. Friendly Intelligence school. She needed more help with a few subjects, got referred by a friend to send her to NDMA. Smaller school. She gets the help she needed to catch up. She wasn’t happy at public school. Feeling of family. Because of bullying not properly being taken care of. Montessori education. I like the smaller school and the Montessori style of teaching. IEP. I was hoping it would e a better environment for her, and it is! Hutch isn’t good. She’s been there since K. I thought it might be a good fit for my son and it has proven to be. I like the personal care our children receive. I like the curriculum/plans for each quarter and being kept up to date on my child’s progress. Old school was not a good fit. To have them introduce the Montessori Education besides a public-school curriculum. Dave Conrad as director and his heart and compassion for teaching and caring. To be challenged academically. Great referral, great impression when talked with the school.

5) One thing I like about New Discoveries:

Openness. Staff. Our child says she likes all the books. The minimal amount of homework. All the differences. Welcoming environment and staff. Smaller school, classrooms and now seeing more accountability with new teachers. the small groups. The flexible approach to learning and adult to student ratio. They meet the kids needs where they are at, also that we are able to get bussing due to our location. Real life activities/cooking/gardening. Kids take part in real life activities. We love it here. How the staff is more willing to help versus the last school not helping her much. Good teachers. How happy and eager she is to go to school each day. Feeling of family. The fact that homework is minimal and not over taking all their after-school time. Family like feeling. Communication is awesome and great at keeping up with events going on at school. Smaller school so can have more one on one with students. They listen. Friendly atmosphere. I really liked the mixed age classrooms and having multiple teachers in the room. How kind ALL of the staff is, including the bus driver. Everything. The respect that is shown to my child as well as patience with her. The team of educators, para’s and staff that support each other. Students able to work at their skill level. All the staff! Staff are so kind and help each other as well as help our kids succeed.

6) One thing I would like to change:

School bussing - a 1.5 hours bus ride to and from school is too long. Our child says not one thing. E3 should get recess. Can’t think of anything. The structure in how discipline is handled. More work bringing home done school work so we can see how far they are and things being taught. More communication from school to parent about problems or anything concerning the child. I don’t know. The school does seem to attract a lot of students with behavioral issues, which I sometimes worry might negatively affect my child. Nothing. It would be nice to have a monthly newsletter from the school. There is one male help teacher that does more yelling at students, my child is afraid of him. More communication about long range plan, student count, class count, etc. The food system

Other Comments (Please be specific): We are grateful for NDMA! Our kids are thriving! We love this school, best decision made. We love NDMA, best decision we made. This school is amazing. The staff at NDMA are wonderful, so helpful with issues (if any). Love the school. It would be nice to have more opportunities to volunteer in the classroom made known. Thank you for providing such an amazing service to so many communities. Thank you for the opportunity and great education and building up our kids like your very own.

NDMA Staff Satisfaction Survey - RESULTS 2018-2019

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.	66	0	1	
2) NDMA offers me adequate facilities to create a positive learning environment.	66	3	1	Could use more. Excellent!
3) I feel valued and appreciated in my work by my colleagues .	62	8	0	With some, not all. Some are extremely grateful, and some have been rude/ungrateful. I feel like the raises we receive shouldn't be across the board but based on evaluation. Toward the end of the year was better. Most days. Depends on the day and if they get their way. The only thing that has kept me going! My teachers thank me for my work at the end of the day.
4) I feel valued and appreciated in my work by administration .	64	6	0	At times. Mostly. Evaluations would be nice. The only thing that has kept me going! Sometimes. YOU GUYS HAVE BEEN AMAZING. My administration gives gifts of food at meetings and cards of thanks.
5) I feel valued and appreciated in my work by parents of the children at NDMA.	52	9	9	By some. Some parent pushback due to very disrespectful situations. Not very much. Not much contact with parents.
6) I feel valued and appreciated in my work by the students at NDMA.	61	6	1	Not always. Most kiddos. Absolutely.
7) I feel valued and appreciated in my work by the community .	50	5	17	No way to know. I think so, they need more info though. Unsure.
8) I feel valued and appreciated in my work by the NDMA school board .	58	2	11	I think so. Individual raises based on your work would be nice.
9) I feel I am provided with sufficient opportunities to grow professionally.	61	6	8	Gets lots of reading material on computer. More training needed.
10) We are adequately meeting the needs of our students.	54	14	32	More accommodating than other schools. No, students are very behind. Most students we do but we need more resources/staff trained for level 3 students. Always improving! Work in progress. I think we can always improve on that. Need more sensory break rooms. Its been

				a tough year... Adequately, but there is always room for improvement mostly but I would like more Montessori training. We go above and beyond. I can testify to the classroom that I'm in. Needs work. I'm a custodian.
11) I am satisfied with the academic program at NDMA.	54	13	7	Each class does something different. Need more consistency in curriculum. Inconsistent it seems in grade level and not enough learning opportunities. Too many behavioral. Always improving. More Montessori training and classroom use needed. Staff aren't on the same page. Too many behaviors. Needs work.
12) I think the overall atmosphere within NDMA is beneficial to student learning.	60	8	1	I would like to see the students enter the school after morning recess more quietly!! Not when other students are acting up. Everyone tries to keep the students safe and happy. Too many behaviors. Rules need to be followed by all students.
13) There is adequate communication between staff and administration.	51	22	1	Always room for improvement. Sometimes out of the room with students it missed. Often decisions are made that directly affect my job and area and I am the last to know. I feel that we as an entire school can do a better job of communicating with Admin, staff and the board. Can always improve. I feel it can improve. Could be more. Could be better.
14) There is adequate communication between staff and parents.	48	9	12	My teacher emails parents weekly and sometimes daily. In our situation not enough prior. Should always strive to be better though! It can be hard to communicate with families. We try, can always improve.
15) There is adequate communication between staff and the school board.	44	13	14	Not sure.
16) There is adequate communication among the staff.	53	18	1	Sometimes. Always room for improvement but overall it is good. Could be better. It could be better. We try, can always improve. Most days. No one seems to be on the same page. I love my room staff!
17) Administration and staff take care of situations when children misbehave or make poor choices.	58	15	3	Too many think they are in charge and lack of communication and consistency. Too lax, need more consequences/communication. Could be more specific steps. Depends on situation within building/staff. Child basis/needs. NEEDS WORK. Could be stronger discipline. More training needed. Could be somewhat stronger discipline. Sometimes? Continue to grow capacity. Staff

				does. Only sometimes, MANY behaviors are let slide. Need more consequences and hold true to it.
18) I like the multi-age classrooms.	60	7	3	50/50. Too many kids get “left behind”. Not sure. Not sure, has positive and negatives. Love! Sometimes id prefer different age grouping or only 2 grades per group.
19) I feel that students are learning at NDMA.	61	5	3	Some need more challenge so they aren’t “bored”. Not enough. I feel that for some students they need more help from home and school. Depends on the child. Most are.
20) Resources are available to help me accomplish my job and I understand how to access them.	60	6	2	I think I know how to access them. Not sure.
21) The school building and grounds are well maintained.	67			Just ask Tim. Yes! Mr. Kinzler does an excellent job! Excellent! Bathrooms need more sanitizing. Very well maintained.
22) I recycle at school.	67	0	0	
23) I recycle at home.	62	3	2	Somewhat. Trying to be better! Yes, and compost. Some. Not all the time.
24) Students and staff actively engage in recycling.	66	0	1	
25) I would recommend New Discoveries Montessori Academy to other families.	60	6	4	Mostly yes, but I don’t feel like it is the right fit for all students (as with any school). Too much chaos with behaviors. Not enough academic learning. Hard to teach with all the behavior problems. 50/50, I do recommend to others, but I don’t think I would send my own kids here. Depends on the child/family. Depends on the child and family. Wish I would have known about the elementary earlier. Depend on the teaching staff though. If it fits their learning style. To the student that would fit. Too many behaviors and too chaotic. AMAZING school! I have.

NEEDS ASSESSMENT:

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

Communication between staff and follow through with plans made. Playground equipment. Structured classroom. I feel there is nothing that needs improving – NDMA is an amazing school. I think the staff as a whole needs to be on the same page when it comes to expectations, consequences, and follow-ups in response to behavioral challenges, especially if they work with groups like the lunchroom/recess/hall monitors, etc. Possibly more one on one. I can’t think of anything to improve – the school is great! Consistent curriculum. Behaviors get in the way of teaching/learning. When students are learning Montessori they don’t get to move ahead when they are ready. It also seems like the students are behind in reading levels. Curriculum. I feel the students need to be more accountable for their school work and take pride in what they do. Support and encouragement to teacher – continue and improve providing the tools and education they need. Technology training for students. More resources for high level students (special needs students with IEPs). Better training for staff. Higher level of administration support. Behaviors. Finding level 4 facilities for students who need more mental/structure then our level 1 should provide. Use of collected data to drive interventions. Clearly defined expectations and what will happen when those expectations aren’t met. Staff communication, team building. There are a lot of groups of staff that sometimes act petty and unprofessional at work. I think SPED students need to get their 1:1 time for their direct services from their SPED teacher (the extra scoops) within the classroom. I know this doesn’t happen all the time. Holding students accountable and letting them

be more independent rather than always assisting (crutch) them. More hands on, individual/small group, work. More consistency across classrooms. More 1:1 time with specific students. Make sure behaviors of some doesn't effect the learning of others in the classroom. Math curriculum. More respect from students – to get to the lesson and not waste time dealing with disrespect. Consistency, expectations for better behavior. The kids will use it for the rest of their lives. Reduce the amount of SPED kids. Increase homework. Implement and increase consistent student consequences for behavior and refusal to complete assignments. Separate grades into their own grades. Increase academic standards and get every classroom/ age group on the same page. Hold students to a higher standard/ Students are able to rise to what we expect/ ALSO hold families to a higher expectation. Holding students to a higher standard will only give them something to strive for not fall short of/ That would include the families – it would help the students so much to see that happening. Teachers would have more time to focus on teaching and less on behaviors. Same page for everyone, re: curriculum choices. Hands-on (MORE hands-on; LESS papers/worksheets). Work on the basic skill of reading/math. Hold students accountable for things. Hold kids accountable to complete assigned work and projects. Having a “sturdy” plan when behaviors occur (like if this behavior does occur this will happen) not just dealing with it depending on how we feel that day/moment. Keeping the voices off in the halls. Smaller class sizes and more teaching partners. I think the students need to be held more accountable for their actions, as well as handling their disrespectful attitudes. I feel everything is fine. Maybe parents and students knowing what can be achieved and communicating through the school year how the achievement is being met. Continued open communication among classroom staff and administrative staff/ So we are all on the same page in working with the children. Accountability for choices. More consistent communication between staff and admin. Better communication. Having a Behavior Analyst/ or social worker to handle some of the more complex needs of the students. Being able to do small groups and mixing with other classes so we can better meet children at their level. Ability appropriate projects. Student created ideas for independent work. Teach students accountability, responsibility and respect consistent curriculum across all grade levels. All staff communications with ALL grade levels. Quality licensed teachers. More follow thru.

2) What are your most urgent professional development needs?

It would have been nice to have more Job Burnout/Empathy Burnout JEPD meetings so we can better help ourselves/empathize with each other. Training on how to deal best with the different social and learning problems children have. Behavior. I would like to use the early release times or the times that teaching staff are in trainings (all staff) meetings to work on my own CEU's since the teaching ones do not cover nursing ones 😊. Proper use of materials. Training – Paras work with some very challenging students and it seems like there needs to be more training on how to help these kiddos thrive and help them handle school when things don't go their way. Montessori training. Attendance at workshops for information and encouragement. Relicense for ELL. Math. More training of any kind. More Montessori training and then be able to teach children the process while regular teachers teach what they need to teach. Behavior management for children with extreme needs. Mentorship program for new teachers/staff. Understanding the diverse mental health needs of our students. Family involvement and expectations. Qualified staff. I want to continue to learn about trauma and SLD assessments. Montessori math materials. Continue Montessori training for all. Training in new staff (buddy system, two-week period where you shadow someone). Communications skills. To know some of the resources available such as JMC and basic training to access information so not to bother Tara and Miss Schwartz and printing things. I need to work on increasing my knowledge of technology. Better action towards behaviors for the students would help serve the academic needs of the students more proficiently. Help with the upper grades and curriculum. Having a “sturdy” plan when behaviors occur (like if this behavior does occur this will happen) not just dealing with it depending on how we feel that day/moment. Behavior: learning more to work with them. Learn more about behaviors. How to keep a sense of humor and a voice of encouragement when working with a student or students that are unmotivated to learn. Continued education on how to deal with children out of control. Montessori. Montessori Curriculum and instruction. Behavior management and environmental education. Paraprofessional development. Extreme behavioral training. Re-licensure. I want to learn more.

3) One thing I like about New Discoveries Montessori Academy:

Seeing the happy students. 3 Years with same teachers. I like New Discoveries feels like family. Its obvious that all the staff and faculty care about the students and work together to ensure that every individual student does the best that they can. I feel appreciated by staff and students. The students are treated wonderfully. Small, family-like. The family-like environment. The kids, the staff and the work environment. I am allowed to used my skills and grow. Following the child. Montessori and the size of the school. Staff is amazing. I feel appreciated by the staff and students. We feel like a family. We have concern for one another and especially the students. My job. Family. Friendly and supportive. Montessori in children's house. I love the kids. Small community. The ability to go outside the box of learning. Multi-age classroom, my relationship with staff, students and families. I like the support. It is really nice to be listened to. The environment for staff and children. I like my co-workers. Everyone is invested in the children and creating a positive school experience for them. That it feels like a family; I love coming to work everyday. The freedom to not be so structured. All the field trips and hands on learning – to use different ways to teach kids with their learning style. Helpful co-workers. Building is smaller and close knit. Everyone is valuable. Caring culture. We offer our

students so many different opportunities. I like that the location is close to town so kids can do many walking field trips/ It helps them to feel connected to the town. I like that each room has several paras. I like that the pledge of allegiance is said in several classrooms. Flexibility, caring, family-like environment. I love my job!/ I love getting to connect with the kids and assist them in learning both academically and about life lessons. Multi-age classrooms and having special ed in classroom. Comradery between staff. The students, teachers and teaching partners. Multi-age classroom and meeting the students where they are. This place is one of the most supportive work environments I have been employed at. Your needs are always met here. Is how we are all so close, and if there is a problem it gets addressed promptly. Is that there is such a good bond with teachers and kids. There is a good student to adult ratio. We are united. The family bond among the staff. Friendly staff. Individualized learning – think outside of the box. Meeting the students where they are at. Flexible learning. Working through different levels. Small size and good staff. Friendly staff. The relaxed atmosphere. Staff are dedicated to students. I love the size of the school, facility, and especially the groups of people. Children learn at their pace some through books others through hands on.

4) One thing I would like to change:

Administration carrying out what is said during meetings instead of undermining other staff after an agreement is made. I feel like there isn't always clear communication between staff, which has sometimes led to hurt feelings, grudges, and gossip, which doesn't help grow professional relationships. Maybe more team-building activities, more often, so we can work with others outside the classroom more often. To know if we will be hired back the following year sooner rather than later. Gossip. More communication between staff and admin. More chances to have communication and collaboration between staff. A resource room for younger children separate from older kids. Its disturbing to hear and see the littles exposed to some things. Knowing if you are coming back for the next school year and with the same teacher you helped with. Communication can always be improved, even though it is adequate now. More advance notice of upcoming Discovery Nights, concerts, etc. Large playground area, move little school house by the garden and fire pit and use it to store bonfire wood in it or use it as a floral centerpiece. Better communication between admins and staff. Not bringing in students who should be in a level 3 or 4 facility. Bring back sunshine committee (but I have been planning to do this with one other staff). Staff communication. I never felt like my opinion mattered until the teacher switch at the end of the year. I immediately felt like part of a team. Teachers/co-teachers on the same page with overall students behaviors. I would like to see more willingness to follow directions of administration to create a more unified school. Communication between staff and admin needs to be improved by next year. I felt like I didn't know who to talk with or when they did talk they felt as if they weren't given the time of day. More prep time. Picnic tables for staff lunches. Respond rather than react. More communication all the way around. Better communication all around. Communication among staff and administration/ Too many times decisions were made that greatly impact the resource room or playground and we were not told or we were the last to know. Communication between staff and administration. More tables in rooms for kids to sit at. Our pay rate! Respect. The amount of food that gets thrown away by students. More structure in the classroom. Accountability for choices/more. Better curriculum – more consistency from class to class. Communication skills. More staff mixers. Feeling that we need to be 100% Montessori if it is not working for our students. I believe that there needs to be more understanding of the vital role of teacher partners/specials and behavioral specialist for new teachers. Paras are not valued for their rapport and experience with students. Everyone on the same page with what Montessori is and what and how we use it at our school. Its hard with changing staff and meeting standards. More trust from admin to their staff on situation, and the support and backing of consequences administered. Decrease out of room movement breaks, class rooms integrating whole class movement breaks, area in class that students can go to when needed. I hope we can continue to maintain and continue with current staff. More follow through, less coddling.

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

Yes, I survived. Yes, I believe I was consistent with students I developed positive relationships with students and staff. Yes, my goals were to be more nourishing for children's house. I think so. New this year, so my goal was to develop relationships with the students in order to learn together and know their learning style. Yes, I personally saw great improvement. Yes, learned a lot this year and can't wait for next year. Yes, I really wanted to learn my role and be a support to the classrooms, I taught myself fast, NWEA and MCA websites to the point I could teach others. I incorporated goals. I managed the math corps tutor and learned a lot about the program. I set up my students on a summer reading program. Yes, my 1:1 with the kiddo I support has really helped teach different ways to deal with tough moments. Yes, I was challenged and learned a lot! I came in the school in December and did not have goals at the time. Yes, I had a goal to improve the efficiency of my room, and it was approved and is being implemented. Yep, learned right start math. Yes, felt like I could have done more to help. Like being able to be where needed. Yes. Yes, I worked hard and always tried to help anyone who needed it. Yes, but a very busy year. Yes, if I can help the class learn new things then that's an accomplishment. Yes, worked on more positive note and collaborated with co-teacher more. Partially accomplished. Just takes more time than anticipated. Yes, I learned how to deal with students and learned how to help within the classroom. Yes, the students all made progress. Yes, I grew as a professional. Yes, I felt my student grow in all areas. No, I wanted to teach kids more and I know I did/ But so many students don't comprehend much, seriously simple directions are hard for many/ They need to go back and learn how to write and spell, most don't know how to stop a sentence with punctuation and don't capitalize even an "I"/ Frustrating/ A lot of kids stared off into space when trying to teach them and made themselves distracted by talking to other students, being distracting or

playing with materials. Yes, I feel that I met the needs of all my students which is my goal every year. I feel like I worked hard every day/ Sometimes it is very discouraging looking around and watching staff not work/ It makes it hard to not want to quit to be honest/ My goal was to finish the year. Yes, just really wishing that our raises were not across the board but based off our evaluations which I feel would be beneficial/ I feel it would encourage others to do their work and strive for getting a raise rather than expecting it. Yes. Yes!/ I did feel with all the snow days, early release, etc. we lost a lot of teaching time. Yes, because this school recognizes the importance of having goals and respects the time it takes to achieve them. Yes, I LOVE MY JOB! Yes, worked well with partner and felt like we worked well as a team. I feel like my student behaviors have gotten worse and I feel partly because of a certain staff member not being on the same page and dealing with issues based on how we are feeling that day so no I don't feel good about what I have accomplished this year. Yes, I learned almost all of the kids names. Yes. Yes and no/ Hard to explain but I certainly helped my one on one get where he needs! Yes, I can relate to many of the students and lead them in the right direction for them to overcome. Yes, my one on one and I bonded. Yes, I started good at the beginning of the year but started slacking after spring break/ I had personal activities going on in my life that needed my attention. Absolutely. Not all – too much expected from staff. Yes, I believe I did. Our classroom culture was more cohesive and the students thrived as learners and citizens. Yes, I was able to challenge myself in a new position. Yes. Yes I did. To be a more patient listener. No, wasn't here long enough but I do feel my 1:1 did improve in the time with them.

Other comments (Please be specific):

On time sheet check statements and show PTO/Sick leave or we're able to look up. Hope to continue to build skills to manage time in such a way that I can do more next year. I felt especially appreciated this year by the teachers I worked with and the administration. Dave, Tara, & Kirsten; you guys have been my rock! Thanks for everything!

Providing a quality, comprehensive public education within a Montessori context

NDMA Student Satisfaction Survey - RESULTS
2018-2019

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.	127	7	12	I am but it is a little hard. I was last year. A lot. I love it. Addition. Yes, because I pay attention to the teachers. Most was review. Not that much.
2) I like learning using the Montessori and hands-on materials.	112	17	12	They're very helpful to me. Sometimes I do. I don't really use them unless needed.
3) I talk with my family about school.	102	30	2	Not really. Sometimes, but not much. Rarely. Sometimes. Totally. Everyday. Sometimes.
4) I feel valued and respected by my teacher.	114	8	16	My teacher is the best. Most of the time. My teacher is amazing so helpful with all the projects. I am very appreciated to have all of them.
5) My teacher makes sure that all students are learning.	122	4	15	She is nice. All the time. All the time.
6) My teacher expects me to do well in school.	124	3	12	Very well.
7) My teacher tells me how I am doing in school.	97	20	21	Sometimes. A lot. I like that.
8) I feel safe and comfortable in school.	103	14	16	Kind of. Sometimes. The first day I was scared to death. Kids threaten other kids. Not really. I only feel comfortable. Most of the time.
9) I think the things we do at New Discoveries help to make our community better.	109	6	24	Sure. We pick up trash. We do E.E. outdoor classes.
10) My teacher listens to me and respects me.	108	11	19	Kind of. Sometimes. She doesn't listen. Very much.
11) The students in school help and respect one another.	90	17	31	Sometimes. Definitely not. I think only in our class – the other E2 and E3 kids are mean. Cool! Not to me. Not all students. Some hate each other. Every single one. Sometimes they do. Sometimes they don't, but for the most part they do. Yes, but some are mean. Mostly. Most of them.

12) I think that this school is preparing me for my future.	101	15	24	Maybe. Sometimes. Yes!
13) The director and staff take care of situations when students make poor choices/misbehave.	118	10	13	Most of the time. Kind of. They do a lot. Most of the time. Sometimes, but the sped kids always get let off the hook.
14) I know my academic strengths and weaknesses.	107	8	22	Sure. Some of them. From myself, not the school. I know some.
15) I know the New Discoveries Montessori Academy rules.	125	6	10	Most of them. Some. Rules are often broken.
16) I know how to recycle paper, plastic, glass and aluminum.	129	3	6	
17) We recycle at school.	145	5	1	We recycle at school because it helps the environment.
18) We recycle at home.	114	15	9	Sometimes. We compost at home. Yes, I do because I care about the Earth.
19) We learn about taking care of our environment.	124	5	10	Not really. Of course, for environmental education they take us outside to pick up trash. I do.
20) I would recommend New Discoveries Montessori Academy to other kids.	104	10	24	Definitely. Maybe. There are a lot of problems. To some people. Definitely. Would recommend. Of course. I'm going to the other public school to see what its like. Very much. No.

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	66	60	9	
2) Write	77	50	8	I was already good at writing.
3) Speak about something in front of a group	45	53	34	I hate talking in groups, I'm social shy. I'm scared of doing it. I'm still shy at times. Too awkward.
4) To think mathematically	59	52	21	I am not good at math.
5) Participate in Phy Ed activities	94	24	15	I try. I already did participate. I always do.
6) Participate in Art activities	82	25	21	We didn't have art. Definitely! There is no art! I love Art! Don't know. I always participate in Art. I already did participate. I always do. No art.
7) Participate in Music activities	76	30	21	I already did participate. I always do.
8) Environmental Education – be a good steward of the environment	90	25	15	I always did a lot. Don't know.

What I like best about NDMA: We do unique things. Everything. How we learn. That I have friends that are kind to me. Snack. Reading. I like writing. We don't have desks. No homework. The books. They let you work together. How fun the work can be at times. Choir and field trips. Early outs. That we get to see different people in different grades. The way they teach and how you get to learn with different grades if you are younger than them. Art and library. How clean it is. There is a lot more help here than at my old school. I can work on random projects I want if my work is done. Doing things in the science lab. Class walks. All the materials. My friends and sister being here with me. Sometimes its quiet in the hallways to calm down. I have my friends. People are so nice. I like the journals. Math. The field trips that my class goes on and the walks to clean up trash. I like all the hands-on projects. I like my friends, recess, and my teachers. I like the kids. Some of the work. I don't get bullied. Food. Lunch, Recess, and Phy Ed. The teachers are nice. I think I learn more here. My friends. The teachers help improve everybody and are nice. That there is no bullying. I like that the teachers let us learn freely. Meeting new friends and my teachers are nice. Phy Ed. Recess. I like practical life best. Going outside. Music is my favorite. Practical Life. Math and reading. I like the teachers, students, and gym. It lets people work at their own pace. It helps me learn. Going on field trips. I like morning work. I like NDMA most because it has teachers that are nice and take care of the students in NDMA. Is that my teachers care about me when my sister went to park, her teachers were mean to her and my teachers care. The people are nice. It is cool. That if you need help there's more people in the classroom and they explain stuff well. I have friends and my teachers are nice. Writing and friends. Everything. The fact that we have nice teachers. Field trips. It is a fun school and different. Its cool. I like the lunch. Class pets. Field trips. You can learn above your grade. It helps me learn a little bit. Music. I really like how they teach us at our own level and I really like that my teacher The teacher is so understanding in school. The kind staff who help us every day. Seeing my friends every day. I get to make friends of all ages! I don't like NDMA. There are people who care about what's going on. The teachers are awesome and you meet a lot of new friends. They do something about bullying. The people. I like that is it Montessori and how welcoming everyone is. Cliques. No homework. Math. My friends. Everything. The teachers. Most teachers understand me. I like everything. The kindness and respect! I make new friends and phy ed and working. Math. Everything.

What I would like to change at NDMA: PBS Kids on the computers for Discovery Friday. Reading. E2 gets lockers like E3 and no lockers in the classroom. Locks on lockers. Add bowling. I would like to change clothes—I want uniforms because then we won't have to worry about them. School at home. I don't like math. I don't like kicking balls in Phy ed. I would like to have it at my house. PE. Work. I would like to change NDMA by having 15 min. after recess to talk to our friends for social activity. Tag should be allowed because recess is boring. Some of the rules, like you can play tag, etc. I want desks. How we do things. More activity with exercises. The way the school is run. To have tag, I love tag. The lunch should be longer. More after school activities and more recess. More art! Longer Phy Ed and recess. Share lunches. Food taste. I'd like if we could share food, because most kids are still hungry afterwards. I would like more art. Have my brother be with me when he is in 4th grade and help stop him from choking from bullies. Better food. E2 and E3 get to do whatever they want and yell, but we do not. I want more Mexican food for lunch! Math group every day and reading group every Tuesday/Wednesday. Start school at 10:00 and ends at 1:00. School for 2 months only. Busses go to any bus stop so you can ride any bus home. I wish we could have a fruit and candy bar. No working. Want a bigger library. Make a bigger playground. Food. I wish we had pizza every day and longer recess. The number of rooms. Longer recess! I would change how long we are at school. More lunch time. More work time in the afternoon. Change the food. Bullying. Math. More field trips and go to Valley Fair. More phy ed. Cats on the calendar. More equipment outside. Have some particular students be more respectful. To have hot breakfast everyday. Change some games in gym. How the teachers handle situations. More grades. Food doesn't taste good like at home or a restaurant. The rules. I would like to see some of my friends from another classroom more. The food needs to be better. Everything. Need more bathrooms – maybe add bathrooms with stalls and sinks. Get rid of some rules – it feels like we are in cages. Want more outside time. I want to change schools. Ride 4-wheelers and dirt bikes around school. Bullying. Stop class punishments, get a better education, quit giving special treatment when kids do bad things! Less school. A lot. Split up for better learning and STOP class punishments – punish the one person, not all. I would like it if we had more free time. Would like to go on more activities. More time to eat. Bullying. Add more books in the library. Have kids work at their own pace. Talk time. Longer recess and better food. Time to talk. Listen to music while working. More field trips. I would want sack lunch all the time. Clothes and shoes. We need some more teachers and classrooms. The lockers. The wobbly chairs. Cat. If I was a teacher.

Other comments (please be specific): Want to work in groups more often. Thanks for helping me a little bit. Stop the swearing on the bus, please. An awesome school. Enjoy this school and my teacher! The teachers pick on certain students and its not fair. I think the rules are a little strict. Thanks you for being there for us. My teacher is the best. Probably won't be coming back next year. More recess. I love this school!!! NDMA is the best school ever and helps people learn! Need bigger chairs! I love you.

NDMA Community Satisfaction Survey - RESULTS 2018-2019

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 members of our community. **It is 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) New Discoveries Montessori Academy is an asset to the Hutchinson area.	4	0	0	
2) I would send my child or tell others to send their child to New Discoveries.	3	0	1	
3) I feel welcome to visit New Discoveries.	4	0	0	
4) The staff members of New Discoveries are friendly and helpful.	4	0	0	
5) New Discoveries communicates effectively with the community.	2	0	2	
6) NDMA is providing a quality education for children.	3	0	1	
7) The NDMA students that I meet are well-mannered, respectful and behave appropriately.	4	0	0	
8) I am informed about what is going on at New Discoveries Montessori Academy.	3	0	1	
9) My most recent experience with NDMA was positive.	4	0	0	
10) I support the Mission/Vision of New Discoveries Montessori Academy.	4	0	0	

Needs Assessment:

1) What types of activities have you been involved in at NDMA or are aware of that New Discoveries Montessori Academy has been involved in?

Board of directors, parades, and after school activity. Volunteered at the school and enjoy the enthusiasm. Common cup ministry works with NDMA to provide food for students that are recipients of free and reduced lunch over the weekends.

2) What types of needs or activities in community service do you think would be valuable for NDMA to explore?

They do more community activities then the schools I went to growing up, focus on academic skills. Students interacting more with the community leaders.

3) 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 Newsletter | <input type="radio"/> Classroom Newsletter |
| 1 Local Newspaper – Hutch Leader | <input type="radio"/> Material brought home by children |
| 1 Friends/Neighbors/Other People | <input type="radio"/> NDMA Staff/Teachers |
| 2 e-mail/website | <input type="radio"/> Mailings |
| <input type="radio"/> Other _____ | <input type="radio"/> Don't know |

4) What kind of school information would you be most interested in?

- | | |
|---------------------------------------------------------------|----------------------------------------------------|
| <input type="radio"/> How students are doing/Student Progress | <input type="radio"/> Curriculum information |
| 1 Volunteer opportunities | 1 Special Events |
| 1 Teachers/Teaching methods | <input type="radio"/> Charter Schools |
| <input type="radio"/> School Board information | <input type="radio"/> Montessori Philosophy/Method |
| <input type="radio"/> Other _____ | 1 Don't know |

5) In your opinion, what needs to be improved at NDMA?

Community interactions. Staff/admin cohesiveness

6) What do you value and like about NDMA?

The staff., The kids and the philosophy. Care about kids in general.

Other Comments (Please be specific):

Please circle your age category: 18-24 25-34 35-44 (1) 45-54 (3) 55-64 65-74 75+

If you would like more information, please list your name, address, phone and e-mail address. _____

Thank you for taking the time to complete this survey! Please mail completed survey in enclosed envelope and return by **Tuesday, June 11th**. The results will be used to help us better serve our students. We appreciate your comments! :)

Providing a quality, comprehensive public education within a Montessori context



May 2019 – All School Photo