



New Discoveries Montessori Academy
#4161-07
2019-2020
Year 14
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, Osprey Wilds, (formerly known as Audubon Center of the North Woods), with a comprehensive description of the educational programs and practices at New Discoveries Montessori Academy during the **2019-2020** school year, our **fourteenth** year of operation. This report also includes information for the World's Best Workforce Plan (WBWF) required in MN Stat. 120B.11.

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Charter school requirements underlined. MN Stat. 124.E

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

SCHOOL INFORMATION

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

Grades Served: Pre-K – 8th 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

Osprey Wilds (OW), formerly known as Audubon Center of the North Woods (ACNW), is NDMA's authorizer. It is a natural fit for New Discoveries to partner with Osprey Wilds as NDMA has recognized and exercised the importance of environmental education for its students. Osprey Wilds has served NDMA in this capacity since the summer of 2006. Our current contract is in effect through June 30, 2023 having just completed the renewal process in which we were granted a 3-year extension.

Osprey Wilds Charter School Division Authorizing Mission - to ensure quality academic and environmental literacy outcomes for Minnesota students through effective charter school authorizing.

Osprey Wilds 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.

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

Osprey Wilds
Charter School Division
1730 New Brighton Blvd
Suite 104, PMB 196
Minneapolis, MN 55413
612-331-4181, x2 (office)
admin@ospreywilds.org



Erin Anderson, Osprey Wilds Director of Charter School Authorizing



ACNW Trip – 5th/6th Graders – November 11, 12, 13, 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 Osprey Wilds (formerly known as 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, Osprey Wilds, 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, 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 – November 11, 12,13, 2019

STUDENT ENROLLMENT & DEMOGRAPHICS

ENROLLMENT

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021 (as of 10.01.20)
PreK 3	7	12	11	9	9
PreK 4	18	24	23	23	16
Kindergarten	14	22	26	27	34
1st Grade	19	21	23	24	25
2nd Grade	26	21	25	26	24
3rd Grade	15	30	21	24	24
4th Grade	35	18	38	22	23
5th Grade	19	32	20	29	21
6th Grade	17	14	32	18	24
7th Grade	-	-	12	24	8
8th Grade	-	-	-	10	20
Greater MN (3-6)	3	3	1	n/a	n/a
Total PreK-8	173	197	232	236	228
Total ADM (Average Daily Membership) for year	153.68	179.27	208.94	229.61	

Even though we were in a pandemic, 2019-2020 enrollment remained steady around 235 students. During the 19-20 school year, we had 15 children leave NDMA – 3 students moved, 1 preschooler decided to wait until next year, 1 student was a drop/add due to attendance issues, 1 student left for treatment, 1 student went to a Level 4 setting, and 8 returned to their home districts. Transfers in included 18 students enrolled at NDMA after the first day of school.

DEMOGRAPHICS

38.9% of our student body received special education services and 61.2% of our students qualified for free/reduced lunches. This is significantly greater than that of the local traditional public schools. (District #423 Hutchinson – SpEd 16.2% - F/R 35.6%)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Total Enrollment	144	173	197	232	237
Male	72	83	99	112	114
Female	72	90	98	121	123
Special Education	55	57	90	87	97
ELL/LEP	0	0	0	5	7
Black/African American	2	4	3	1	4
Hispanic/Latino	6	8	17	22	10
Asian/Pacific Islander	0	1	2	0	0
American Indian	4	14	10	0	0
2 or more races	-	-	-	-	12
White	132	143	165	193	211
F/R Lunch	93	96	144	126	132

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

District	# Students	District	# Students
108 – Norwood Young America	2	742 – St. Cloud	1
112 – Eastern Carver County Schools	1	2159 – BLH Buffalo Lake Hector	8
423 – Hutchinson	143	2365 – GFW Gibbon Fairfax Winthrop	6
424 – Lester Prairie	6	2396 – ACGC Atwater Cosmos Grove City	5
465 – Litchfield	10	2687 – HL-W Howard Lake - Waverly	6
466 – Dassel Cokato	7	2859 – GSL Glencoe Silver Lake	42

STUDENT ATTENDANCE, ATTRITION & MOBILITY

STUDENT ATTENDANCE

	2015-16	2016-17	2017-18	2018-19	2019-20
Overall Attendance Rate	95.27%	94.32%	94.8%	87.2%	95.35%

According to our student information system, attendance throughout the year was at 95.35%. We do have 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 2020 to October 1, 2020.	75.4%
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There were 233 students enrolled on the last day of the 2019-20 school year. There were 58 students enrolled on the last day did not return to NDMA. It should be noted that we enrolled 48 students over the summer months.

178/236 or 75.4% of students returned for the 2020-21 school year. (2019 - PreK-4yr – 7th grade)

The 2020-21 school started with 226 students PreK-8th.

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)
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%
2019-20	48	237	18	15	33	13.9%

* 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 2019-20 school year.	93.67%
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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 summer transfers this year. The biggest reason would be in regards to the uncertainty and fear associated with COVID-19 and families re-evaluating their child(ren)'s education trying to find a model that works best for them.

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?

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

E1 Montessori Focus

1. Three Freedoms
2. Montessori Materials – offering concrete to abstract learning
3. Self-regulating – creating independence in students

Essential Components of E1

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

Minnesota Academic Standards

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

ELEMENTARY 2 (AGES 9-12)

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

What Makes E2 Unique?

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

Montessori Focus

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

Essential Components of E2

1. Guided Reading based on ability level
2. Osprey Wilds Experiential/Environmental learning
3. Mathematics based on ability level
4. On-going staff experiential training

Minnesota Academic Standards

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

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 Montessori Academy is fortunate to have a strong special education structure in place. We have contracted with an outstanding director of special education, who knows our staff, our clientele, our program, and the law. In addition, 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 collaborate with our families on a high level to ensure meeting deadlines, honoring goals, and serving the myriad of needs represented by our students. We provide transportation services to many of the communities surrounding New Discoveries.

Our contracted services are exceptional. Hutchinson Health; Meeker Memorial Hospital; West Metro Learning Connections; Southwest West Central Cooperative; Steppingstone Therapeutic; Crow River Family Services; Greater Minnesota Family Services; Prairie Care; Lorenz; NorthStar Counselling, Aspire Counselling; Serenity Counseling. Each of them is responsive and consistently follow through regarding support and service.

There is a special education Co-Teacher in every Elementary I, Elementary II and Elementary III (middle school) classroom. Two of our three sections have a special education Co-Teacher, as well. In addition, our Early Childhood Special Education specialist is responsible provides unique support for our early childhood population.

NDMA's full-time School Psychologist, part-time Speech Therapist, Behavior Interventionist, and approximately 25 special education paraprofessionals (Teaching Partners) were employed this past year to address student and family needs.

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

This past year we had 7 students identified as English Learners. These students receive specific EL instruction in their classroom with oversight from an EL teacher. NDMA has an English Language Development (ELD) Program flowchart that outlines procedures for conducting English proficiency tests and providing English Language Development instruction. The ACCESS Assessment was 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. We began our school year on Monday, August 26th and our last day was Friday, May 29th. Our school day begins at 8:45am and ends at 3:10pm.



Distance Learning at New Discoveries Montessori Academy, Spring 2020

After participating in a MN Department of Health-sponsored COVID-19 School Update on Wednesday, March 11th (midway through NDMA's Spring Break), NDMA Administration began a journey of daily contact with MDE, MDH, McLeod County Public Health officials and area Health Care Providers as the realities of COVID-19 became known. For example, on a Sunday, March 15th check-in call for school leaders with Minnesota Department of Education's Commissioner – Mary Cathryn Ricker and the Minnesota Department of Health's Deputy Commissioner – Heather Mueller, we began to map out more clearly next steps in designing and implementing a Distance Learning Plan. Two of the more pressing issues were: developing a comprehensive plan for providing meals for ALL students in Distance Learning and developing plans to provide on-site childcare for children of Essential Workers.

On March 18th we began delivering an average of 2,000 meals per week to our students in and around Hutchinson. The following parent communication came after just the first day of receiving meals for their two young children:

Just wanted to take a few minutes to sincerely THANK YOU first, for overseeing that everything and everyone is taken care of, in these unforeseen, difficult times, we each and every one is going through! Thank you from the bottom of our hearts for you being so thoughtful along with your staff and volunteers and all the preparations involved behind the scenes with school work and now today the starting of lunches for our children, that we as parents and community don't see behind the scenes!

The next week we began childcare for Essential Workers. The biggest challenge in this regard was finding employees willing to provide childcare. Ultimately, we offered a higher wage for those willing to “volunteer” for this duty.

Using MDE's Minnesota Distance Teaching and Learning Implementation Guidance, we designed Distance Learning plans and posted them on our website prior to the March 30th rollout of Distance Learning. In addition, we published a document providing specific information related to Distance Learning for Families of Children with Individualized Education Plans. Some Staff members were reassigned to serve as meal prep, meal and Distance Learning materials couriers, materials managers, etc. We provided cursory training for the use of technology for Staff members who needed support in this regard. We designed and implemented a system for organizing and distributing Distance Learning materials. We took inventory of students and families who needed technology devices and/or internet. We facilitated the donation of wireless hotspots from a local partner. We delivered technology devices and hotspots to families.



We established, published, and implemented new safety protocols to specifically address COVID-19 concerns. As Distance Learning continued, we adjusted staffing assignments, meal and materials delivery protocol and lesson planning and implementation based on what we were experiencing along the way. We over planned at the beginning, ultimately overwhelming students, and families. Their feedback was integral in terms of helping us know how to modify our planning and implementation.

At the same time Administration was checking in for daily COVID-19 updates from the Governor's office, the Minnesota Department of Health, and the Minnesota Department of Education. Eventually, the daily updates waned to weekly updates. This became an integral part of our routine. Similarly, NDMA Administration began providing written Daily Updates for NDMA Staff, as well as Daily Updates for NDMA Families. Administration also began offering Weekly Zoom Meetings for Staff. Frankly, we have never communicated as much detailed information on a daily and/or weekly basis. It was not until May that the written Daily Updates waned to Weekly Updates.

We learned the difference between low-risk and high-risk exposure when one of our employees was diagnosed COVID-19 positive in early April. The Minnesota Department of Health, Renville County Public Health, and McLeod County Public Health provided remarkable support at this time. At the writing of this report, among Students and Staff, that is the only positive test result.

Throughout our COVID-19 experience NDMA has referred to Minnesota Department of Health,

Minnesota Department of Education and the Governor's Office documents, such as the COVID-19 Exclusion Guidance (Decision Tree) to provide a framework for our work during the pandemic. Students, Families and Staff have taken the protocol seriously, allowing us to safely navigate this difficult journey.

Reflection:

What went right? We consistently and respectfully followed protocol to the best of our ability. We supported and encouraged one another consistently. We fixed what was not working along the way. We enhanced what was working along the way. We communicated often, and we communicated honestly.

What did we learn? We can do this. Public Education will never be the same. We should have presented a united front in terms of utilizing technology (e.g. every classroom should have been on Google Classroom).

What are we doing better? We provided comprehensive technology training over the summer to bring instructional staff up to date. We adopted common platforms for technology (Google Classroom). We purchase additional technology (cameras, sound augmentation devices, laptops to enhance the learning experience for Distance Learners). We published clear Distance Learning Expectations for Instructional Staff Members and Families. We made critical modifications to our facility to accommodate having Students and Staff back on campus for Fall 2020. We adopted and published clear, useful protocols for all to follow. We established new routines for professional development during COVID-19. We are taking measures to address the toll COVID-19 is taking on Students, Families and Staff Members.



Our new way to meet - Zoom Staff Meeting 2020

INNOVATIVE PRACTICES & IMPLEMENTATION

2019-2020 brought the final year of NDMA's grade level expansion. Our second section of Middle School was added. This brought a dimension to the Middle School program that was missing with just a single section the year prior. Having four Teachers dedicated to the program gave diversity in both thought and practice. The Middle Schoolers, Middle School Staff, Administration and Volunteers traveled to Wolf Ridge Learning Center for the first time. For the Middle School Students who have traveled to Audubon Center of the North Woods as fifth and/or sixth graders, it was an opportunity to approach environmental and experiential learning through a different lens. For those students new to NDMA, it was an experience of a lifetime. Even the most reluctant and least likely to be impressed with the concept of traveling to northern Minnesota found the trip to be both satisfying and rewarding.

Our effort to staff every classroom with two Teachers: one general education and one special education was almost completely realized during the 2019-2020 school year. The classroom cultures have evolved to the point where most student services are provided in the student's classroom. Student behavior has been positively impacted, to the point that we had no out-of-school suspensions to report for the school year (to the point of COVID-19).

At the end of the 2019-2020 school year NDMA's Board of Directors approved adding a Montessori Education Consultant/Coach to our staff for the 2020-2021 school year. This is an important step towards providing a more consistent Montessori perspective across classrooms.

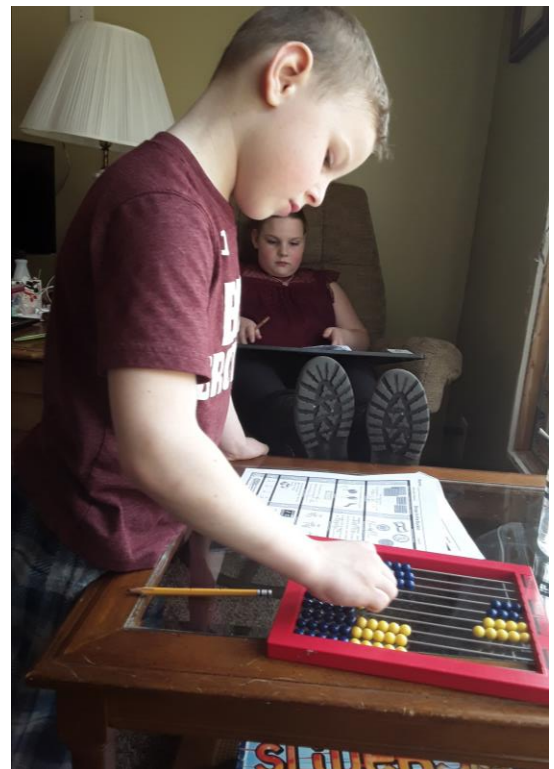
Successes from the 2019-2020 School Year

NDMA's response to COVID-19 was nothing short of remarkable. To a person, every staff member stepped up in a big way. In place of complaining or complacency, there was rolling up of sleeves, and repeated questions of "How can I help?" We had home delivery of breakfast and lunch for 200 students per day figured out in 48 hours. We had the logistics of organizing student work, including technology and internet for those who did not have it, figured out in one week.

Challenges from the 2019-2020 School Year

New Discoveries pursued a Change in Authorizer during the past school year. It was a challenging process that proved unsuccessful.

The biggest challenge we faced relative to COVID-19 was staffing childcare for Essential Workers. In the early days of COVID, there were so many questions about how the virus is spread. There was much speculation regarding how to protect oneself from the virus. Considering the questions and concerns, initially we struggled finding people willing to serve in the role of childcare. It was not because they were complaining, it was because they were genuinely concerned for their safety, and for the safety of their families. Ultimately, we offered a wage augmentation for those serving in childcare and were able to provide the service through the end of the 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.

In the spring of 2020, the board chair developed and utilized an online survey to gather input from staff and board members that might be useful in updating the strategic plan for FY21. The survey solicited the following information: Improvement Idea/Problem Statement – What is one improvement idea, disconnect, pain point, or gap?, Which of our Core Values will this improve? (Pick the best one), What is the probability of success and complexity of making this improvement?, and What is the magnitude of the positive impact to the students and staff? (high, medium, or low impact).

The board reviewed and discussed the input received. The Policy Governance committee then looked at that feedback along with the FY20 strategic plan and drafted a FY21 strategic plan that was presented to the board at the regular October board meeting. The policy/governance committee will again update the FY21 draft using the feedback received at the meeting and present an updated draft for possible adoption at the November regular meeting of the board. (See attached NDMA Strategic Plans for 2019-20 and 2020-21 at the end of this report for details.)



ACADEMIC PERFORMANCE: GOALS & BENCHMARKS

Please note: 2020 marked the end of our authorizer contract with ACNW and in December 2019 the NDMA board voted to transfer to a new authorizer. This transfer of authorizer process was unsuccessful. However, we were fortunate that the ACNW Director of Charter School Authorizing had the foresight to recommend renewing NDMA in the event the transfer was not approved. We have a new contract in place with Osprey Wilds that is in effect for the next 3-years (2020-2023). Goals from our previous years have been used and information has been added where it could be collected prior to COVID-19.

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	61.1%
FY19	110	235	46.8%

WBWF Goal Areas Addressed by this Goal: n/a

Key Measures & Results for this Goal: Approaches Standard: 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. NDMA students meet up with students from other community schools and participate in walk and bike to school.

Due to COVID, we did not get to do our spring activities which is when many of our community service activities take place.

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	FY17 2016-17 NDMA	FY18 2017-18 NDMA	FY19 2018-19 NDMA	2014-19 NDMA Aggregate	FY20 2019-2020 NDMA
0.00	0.0227	0.0577	-0.202	-0.128	-0.467	-0.177	NO MCAs
# of students	82	80	98	104	137	335	

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	FY17 2016-2017 NDMA	FY18 2017-18 NDMA	FY19 2018-19 NDMA	2014-19 NDMA Aggregate	FY20 2019-2020 NDMA
50%	54.8%	55.9%	45.3%	42.9%	38.3%	46.6%	NO MCAs
+ z-score	34/62	33/59	29/64	24/56	36/94		
- z-score	28/62	26/59	35/64	32/56	58/94		

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	55.2%
FY18	30	65	46.2%
FY19	30	77	39.0%
FY20 Fall 2019-Winter 2020	35	73	47.9%
Aggregate	170	385	44.2%

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

3.2 – Approaches Standard

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	FY17 2016-17 NDMA	FY18 2017-18 NDMA	FY19 2018-19 NDMA	2014-19 NDMA Aggregate	FY20 2019-2020 NDMA
0.00	-0.347	0.037	-0.269	-0.447	-0.694	-0.382	NO MCAs
# of students	61	58	64	55	96	334	

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	FY17 2016-17 NDMA	FY18 2017-18 NDMA	FY19 2018-19 NDMA	2014-19 NDMA Aggregate	FY20 2019-2020 NDMA
50%	39.3%	50.0%	37.5%	29.1%	18.8%	33.2%	NO MCAs
+ z-score	24/61	29/58	24/64	16/55	18/96	111/334	
- z-score	37/61	26/59	40/64	39/55	78/96	223/334	

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%
FY20 Fall 2019-Winter 2020	32	72	44.4%
Aggregate	177	389	45.5%

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

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

- 4.1 – Approaches Standard
- 4.2 – Does Not Meet Standard
- 4.3 – 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	46	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
FY20	NO MCAs					
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 (3-8).

- 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	FY20 2019-2020 NDMA
63.7	65.9	60.7	53.9	50.0	52.5	59.7	NO MCAs
	54/82	54/89	41/76	44/88	64/122	285/477	

Reading: All State Accountability Tests – All Students (Enrolled October 1, Grades 3-8)

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
FY20	NO MCAs					
Aggregate	83	162	80	132	457	62.4

(# 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 (3-8).

- 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	FY 18 2017-18 ISD 423	FY 19 2018-19 ISD 423	2014-19 NDMA Aggregate (3-8)	FY20 2019-20 ISD 423
70.1	71.5	73.6	70.0	**	59.7	NO MCAs
591/843	603/843	605/821	558/797	**	285/477	

** 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 (3-8).

- 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	FY20 2019-20 STATE F/R
41.5	42.8	42.1	42.2	40.0	56.4	NO MCAs
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 3-8)

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
FY20	NO MCAs					
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 (3-8).

- 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	FY20 2019-20 ISD 423 F/R
51.6	55.8	57.0	54.0	**	56.4	NO MCAs
127/246	148/265	146/256	141/261	**	150/266	

** 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 (3-8).

- 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	FY20 2019-20 State SpEd
30.8	31.1	31.1	30.7	29.8	45.9	NO MCAs
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 3-8)

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
FY20	NO MCAs					
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 (3-8).

- 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	FY20 2019-20 ISD 423 SpEd
38.8	40.7	38.5	39.0	**	45.9	NO MCAs
42/108	42/103	35/91	39/100	**	91/198	

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 – Meets 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 (3-8).

- 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	FY20 2019-20 NDMA
47.9	61.6	63.1	53.9	45.5	35.8	50.5	NO MCAs
	50/82	56/88	41/76	40/88	44/123	231/457	

Math: All State Accountability Tests – All Students (Enrolled October 1, Grades 3-8)

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
FY20	NO MCAs					
Aggregate	62	115	108	172	457	50.5

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

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 (3-8).

- 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	FY19 2018-19 ISD 423
77.4	79.0	73.6	77.1	79.1	50.5	NO MCAs
652/842	666/843	605/821	614/796	**	231/457	

** 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 (3-8).

- 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	FY19 2018-19 STATE F/R	2014-19 NDMA F/R Aggregate	FY20 2019-20 STATE F/R
42.3	41.4	40.1	38.2	54.3	46.2	NO MCAs
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 3-8)

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
FY20	NO MCAs					
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 (3-8).

- 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	FY19 2018-19 ISD 423 F/R
63.7	63.4	57.4	59.4	69.1	46.2	NO MCAs
156/245	168/265	147/256	155/261	**	123/266	

** 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 (3-8).

- 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	FY19 2018-19 State SpEd
32.1	31.5	30.9	29.6	45.0	36.4	NO MCAs
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 3-8)

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
FY20	NO MCAs					
Aggregate	22	32	36	108	198	36.4

(# Exceeds) + (# Meets) + (# Partials ÷ 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 (3-8).

- 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	FY20 2019-20 ISD 423 SpEd
54.6	52.4	37.7	47.5	**	36.4	NO MCAs
59/108	54/103	34/90	48/101	**	72/198	

** 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 – Does Not Meet Standard
- 6.2 – Does Not Meet Standard
- 6.3 – Approaches Standard
- 6.4 – Does Not Meet Standard
- 6.5 – Approaches 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	FY20 2019-20 NDMA
52.2	43.5	47.6	85.7	44.4	36.9	62.6	NO MCAs
	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
FY20	NO MCAs					
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	FY19 2018-19 ISD 423
77.0	79.8	75.5	78.0	82.8	62.6	NO MCAs
174/226	166/208	151/200	163/209	**	70/111	

** 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	FY19 2018-19 STATE F/R	2014-19 NDMA F/R Aggregate	FY19 2018-19 STATE F/R
39.6	42.1	41.0	39.1	51.8	57.3	NO MCAs
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
FY20	NO MCAs					
Aggregate	6	21	17	18	62	57.3

(# 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	FY20 2019-20 ISD 423 F/R
65.2	63.3	55.1	63.1	70.8	57.3	NO MCAs
43/66	38/60	38/69	41/65	**	36/62	

** 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	FY19 2018-19 State SpEd
36.2	38.7	38.1	36.1	47.1	46.2	NO MCAs
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
FY20	NO MCAs					
Aggregate	2	17	10	23	52	46.2

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

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	FY19 2018-19 ISD 423 SpEd	2014-19 NDMA SpEd Aggregate	FY19 2018-19 ISD 423 SpEd
46.9	52.4	33.3	58.3	**	46.2	NO MCAs
15/32	11/21	8/24	14/24	**	24/52	

** 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 – Meets Standard
- 7.4 – Does Not Meet Standard
- 7.5 – Approaches 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.

Kindergarten Readiness - 8.1							
Goal	FY15 2014-15	FY16 2015-2016	FY17 2016-2017	FY18 2017-2018	FY19 2018-2019	2014-2019 Aggregate	FY20 2019-20
85%	100%	100%	94.1%	95.8%	95.8%	96%	NO DATA
	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: COR Advantage

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.

Attendance - 11.1						
Goal	FY15 2014-15	FY16 2015-2016	FY17 2016-2017	FY18 2017-2018	FY19 2017-2018	FY20 2019-20
93%	94.9%	95.27%	94.32%	94.8%	87.2%	95.35%

6 year average = 93.64%

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. Due to COVID, spring data from the Early Childhood Indicators of Progress: Minnesota's Early Learning Standards/COR Advantage were not available to determine whether or not 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-8 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. Due to COVID, we were not able to administer the Spring NWEA MAP assessment. Fall and Winter data is included in this report.

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. Due to COVID, MCAs were not administered this year. FAST was given in the Fall to all students, winter to those students for which we wanted the additional data and was not given in the Spring.

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-8 school.

National Association of Education Progress

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

No NAEP assessment were given during the 2019-2020 school year.

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 Middle School students

NWEA MAP DATA YEAR-AT-A-GLANCE * Fall, Winter, Spring - 2019-2020

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		
	F19	W20	S20	F19	W20	S20	F19	W20	S20	F19	W20	S20	F19	W20	S20	F19	W20	S20
K	18	18		67%	62%		27	29			16			23			79%	
1	8	12		35%	50%		23	24			10			21			88%	
2	10	9		42%	38%		24	24			8			18			75%	
3	9	9		36%	36%		25	25			9			18			72%	
4	10	9		45%	39%		22	23			9			17			74%	
5	12	9		41%	31%		29	29			16			22			76%	
6	7	7		47%	37%		15	19			1			12			63%	
7	24	25		100%	100%		24	25			12			16			64%	
8	3	3		33%	33%		9	9			4			5			56%	
Total	101	101		51%	49%		198	207		-	85		-	131		-	63%	

%

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		
	F19	W20	S20	F19	W20	S20	F19	W20	S20	F19	W20	S20	F19	W20	S20	F19	W20	S20
K	26	25		96%	86%		27	29			24			17			59%	
1	11	10		48%	43%		23	23			9			18			78%	
2	7	7		29%	29%		24	24			8			17			71%	
3	10	10		40%	42%		25	24			2			14			58%	
4	14	14		64%	61%		22	23			10			20			87%	
5	14	13		48%	46%		29	28			11			13			46%	
6	7	7		47%	39%		15	18			5%			12			67%	
7	8	10		35%	43%		23	23			12			14			61%	
8	2	3		22%	33%		9	9			5			6			67%	
Total	99	99		50%	49%		197	201		-	81.05		-	111		-	55%	

Updated 06.15.20

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. However, due to COVID, these assessments were only administered in the Fall and Winter.

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. 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 has been 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

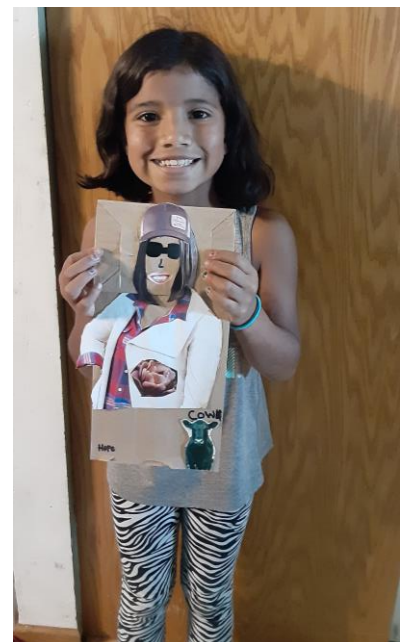
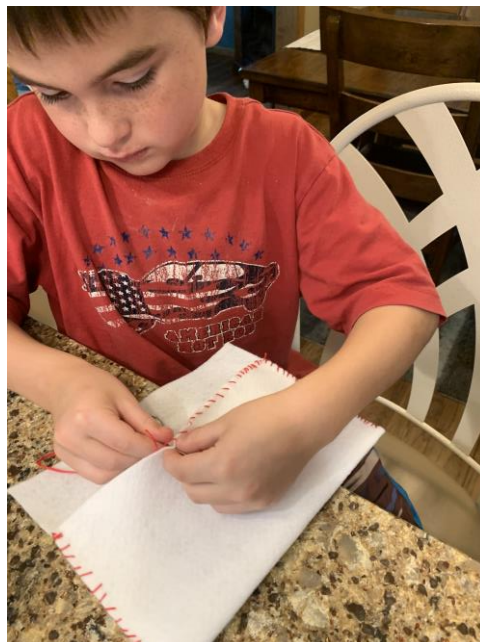
2019-2020 professional development activities:

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

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.



Fun Distance Learning Projects with Birch Students

STUDENT & PARENT SATISFACTION

Student Satisfaction

Due to COVID, student satisfaction surveys were not completed.

Parent Satisfaction

Due to COVID, parent satisfaction surveys were not completed.

Community Satisfaction

Due to COVID, community satisfaction surveys were not completed.

Staff Satisfaction

65 staff members responded. The staff needed to complete the survey before they checked out on the last day of work so we obtained full participation! There were four survey items that 64 participants 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;* 6) *I feel valued and appreciated in my work by the students at NDMA;* 21) *The school building and grounds are well maintained;* 22) *I recycle at home;* and 24) *Students and staff actively engage in recycling.* Maintaining a pleasant environment illustrates what we aspire to in terms of stewardship. We believe we are extending the lifespan of our building by helping our students and staff take care of it.

The items that registered the highest disagreement (17% disagreed) are: 11) *I am satisfied with the academic program at NDMA;* 13) *There is adequate communication between staff and administration;* 16) *There is adequate communication among the staff;* and 17) *Administration and staff take care of situations when children misbehave or make poor choices.* With that said, 90% of staff agreed with 12) *I think the overall atmosphere within NDMA is beneficial to student learning.* In addition, 93% of respondents like the multi-age classrooms and that they feel valued and appreciated in their work by their colleagues. 92% feel students are learning. Interestingly, for the item: 16) *There is adequate communication among the staff,* it fluctuated again - 33% disagreeing; FY17 - 26% disagreed, FY18 - 9% disagreed, FY19 – 17%. This is definitely a work in progress.

The following comments were offered by staff regarding what needs to be improved to increase student achievement at NDMA: "Montessori curriculum and training," "Parent engagement, student motivation," and "More support/training with children who have challenging and violent behaviors." Regarding administration/staff taking care of misbehaving children the following comment was made, "More across the board consequences for students." We will continue to offer training opportunities in classroom management and student behavior.

The following comments were offered by staff regarding one thing they like about NDMA: "Small school setting with multi-age classrooms." "the kids and staff." "The collaboration amongst staff and admin." "It is a unique non-traditional learning environment." "I love the staff and administration and office support." "I like the interaction with the kids knowing that we make a difference and to some a safe place to come." "I love NDMA's culture! It feels like one giant family here. Everyone displays kindness and courteousness on a daily basis. This is so amazing for all our student to see and recognize."

I think this comment sums up this crazy COVID year best, "Even with Covid-19 taking place, I feel I obtained more than I could have dreamed possible. I learned so much not only from the staff but also the students in my classroom. I look forward to returning in the Fall of 2020 and practice that which I have learned."

ENVIRONMENTAL EDUCATION

Please note: Due to the unsuccessful transfer of authorizer and COVID-19, environmental goals from our previous years have been used and information has been added where it could be collected prior to COVID-19.

Osprey Wilds 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. Data was not collected for time spent outside.

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 in Grades 1-3 at NDMA used their Jeffers Journals during their environmental lessons and activities which included identifying trees and plants found on the property.
- Next steps include distributing the map of the property that has been electronically created of all the trees and plants found on the NDMA grounds to all students. A system for tracking E1 students for plant/tree identification is also being created.

Strategy 2.2

- E2 students (Grades 4-8) 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:** Due to COVID, students were not given an assessment asking them to write a paragraph describing the positive and negative impacts that the designed world has on the natural world.

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. 20 weeks on-site this 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 50 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 – n/a
 - Staff – 65/65 - 100%
- I/We recycle at home. (students/staff/family)
 - Students – n/a
 - Staff – 58/65 - 89%
 - Family – n/a
- Students and staff actively engage in recycling. (staff)
 - Staff – 64/65 - 98%
- My child knows how to recycle paper, plastic, glass and aluminum. (family)
 - Family – n/a

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:** Due to COVID, no trees were planted on the property this spring.

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:** We did not have a farmer to take our composted food this year, so there is no data for this goal.

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 classrooms did not utilize the binder to record their outdoor classroom experiences and so there is no data.

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. We currently have one parent position open and one community member position open. Ex-officio members include the Executive Director, Associate Director, and Administrative Assistant. The following table provides Board roles and affiliations. (19-20 school year)

2019-2020 NDMA Board Roster						
Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Committee/Email Address
Shari Colvin	Secretary	Community Member	July 2008, 2012, 2016, 2019	July 2019	June 2022	Finance, Policy Governance shari.colvin@newdiscoveries.org
Peggy Enerson	Treasurer	Teacher #327575	July 2015, 2018	July 2018	June 2021	Finance, Marketing peggy.enerson@newdiscoveries.org
Patti Hoerner	Member	Teacher #313511	July 2017	July 2017	June 2020	Marketing patti.hoerner@newdiscoveries.org
Spencer Kangas	Member	Teacher #506087	July 2019 Appointed July 2018	July 2019	June 2022	Marketing spencer.kangas@newdiscoveries.org
Tara Oberg	Chair	Parent	July 2015, 2018	July 2018	June 2021	Finance, Policy Governance tloberg@mmm.com
Patrick Selchert	Member	Community Member	July 2014, 2017	July 2017	June 2020	Technology pselchrt@gmail.com
Amanda Sundblad	Vice-Chair	Parent	July 2019, 2016	July 2019	June 2022	Marketing sundbladamanda@gmail.com
OPEN	Member	Community Member			2021	
OPEN	Member	Parent				
Dave Conrad	Ex-Officio	Executive Director #281232	December 2005	N/A	N/A	Finance, Policy Governance dave.conrad@newdiscoveries.org
Tara Erickson	Ex-Officio	Administrative Assistant	May 2012	N/A	N/A	Technology, Marketing tara.erickson@newdiscoveries.org
Kirsten Kinzler	Ex-Officio	Associate Director #316170	August 2014	N/A	N/A	Finance, Policy Governance, Marketing, Technology kirsten.kinzler@newdiscoveries.org

Annual Board Election Results – May 18, 2020 – for terms commencing on July 1st, 2020

Community Member: Patrick Selchert (3yr term – 2023)

Community Member: Open (1yr term – 2021)

Parent Member: Meytal Stancek (3yr term - 2023)

Teacher Member: Patti Hoerner (3yr term - 2023)

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 Annual Training July 1, 2019 – June 30, 2020			
Board Member	Training Content Area Training Date Trainer/Presenter	Training Content Area Training Date Trainer/Presenter	Training Content Area Training Date Trainer/Presenter
	Financial Management November 18, 2019 Dustin Reeves, BerganKDV Dave Conrad	Charter School Governing Board Composition December 16, 2019 Shari Colvin Dave Conrad	
Shari Colvin	X	X	
Peggy Enerson	X	X	
Patti Hoerner	X	X	
Spencer Kangas	X	X	
Tara Oberg	X	X	
Patrick Selchert	X	X	
Amanda Sundblad	X	X	
Dave Conrad	X	X	
Tara Erickson	X	X	
Kirsten Kinzler	X	x	



COVID-19 – Doing School in a Pandemic

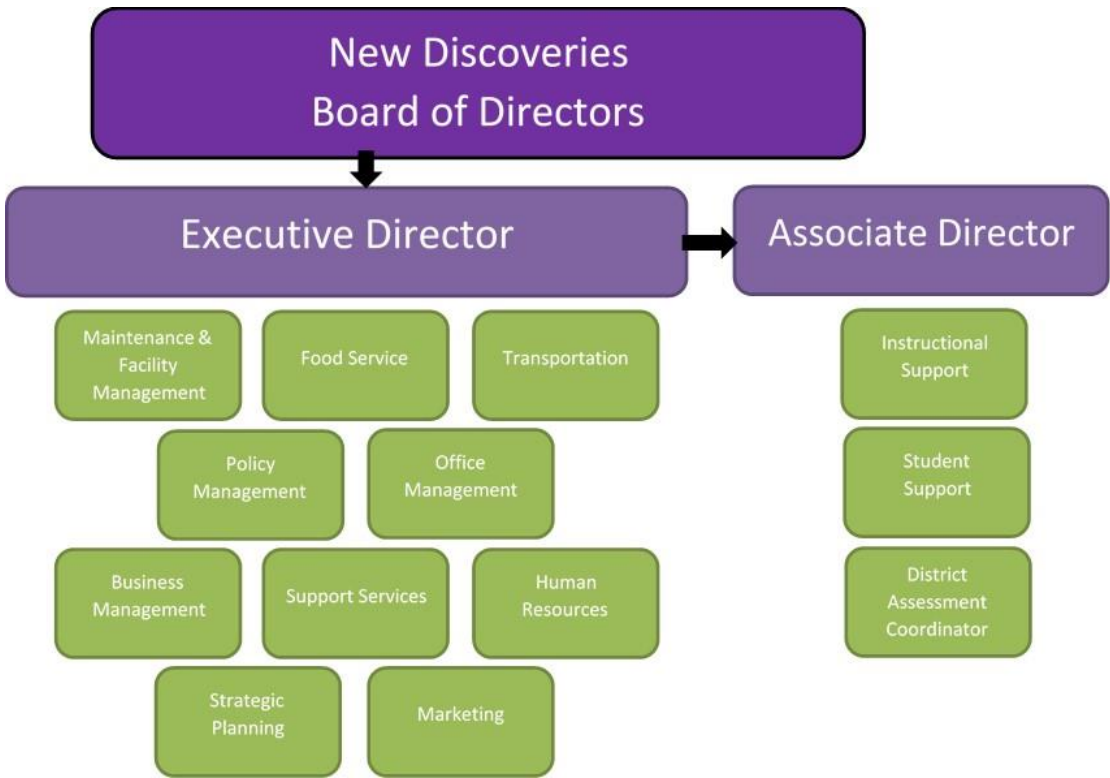
Ms. Kinzler said our work this week is like building sandcastles. After building all day long, we sit down for a conference call with the commissioner of education for updates and clarification. Just like the surf and the tide washing away the sandcastle, much of our hard work for the day is overcome by the updates, new mandates and/or clarifications we receive. The good news, though, is that we are not discouraged. We are grateful for the privilege to keep going, and to refine our work. The castle looks a little better every day.

-Mr. Conrad

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.

2019-2020 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>
Bess Bauman	481139	E1 Special Education Teacher	R	
Elizabeth Christian	482225	School Psychologist	R	
Cara Cline	438987	CH Special Education Teacher	R	
Peggy Enerson	327575	CH Classroom Teacher	R	
Catherine Frisbie	472077	E1 Classroom Teacher	R	
Jennie Gumerov	1000070	E2 Special Education Teacher	NR	
Patti Hoerner	313511	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 Special Education Teacher	R	
Kimberly Ortloff	399780	E3 Classroom Teacher	NR	
Tamara Polzin	354354	E3 Classroom Teacher	R	
Rhonda Rossing	690843	E2 Classroom Teacher	R	
Allyssa Sims	508382	E3 Special Education Teacher	R	Tier 2 licensure – SpEd
Hannah Scholten	512929	E2 Classroom Teacher	NR	
Katy Snider	432848	E1 Special Education Teacher	NR	
Dawn Teetzel	465623	E3 Special Education Teacher	R	
Lois Tritz	287559	CH Classroom Teacher	R	
Nicole Winkle	427466	E3 Classroom Teacher	R	

* R = Returning, NR = Not Returning

2020-2021 Licensed Teaching Staff				
Name	File #	License and Assignment		Comments <i>Include information regarding special licensure (e.g. Community Expert) or other relevant information.</i>
Jennie Asher	297263	E1 Special Education Teacher		
Brandy Barrett	374981	E2 Classroom Teacher		
Bess Bauman	481139	E1 Special Education Teacher		
Michelle Nonnemacher Brewster	481846	E2 Special Education Teacher		
Briana Chimal	506669	CH Special Education Teacher		
Elizabeth Christian	482225	School Psychologist		
Cara Cline	438987	CH Special Education Teacher		
Peggy Enerson	327575	CH Classroom Teacher		
Catherine Frisbie	472077	E1 Classroom Teacher		
Jeff Grand	337766	E2 Special Education Teacher		Tier 2 licensure - SpEd
Patti 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
Tamara Polzin	354354	E3 Classroom Teacher		
Rhonda Rossing	690843	E2 Classroom Teacher		
Allyssa Sims	508382	E2 Special Education Teacher		Tier 2 licensure - SpEd
Dawn Teetzel	465623	Level 3 Special Education Teacher		
Lois Tritz	287559	CH Classroom Teacher		
Nicole Winkle	427466	E3 Classroom Teacher		

Percentage of Licensed Teachers from 2019-20 not returning in 2020-21 (non-returning teachers/total teachers from 2019-2020)	4/24 17%
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2019-20 Other Licensed (non-teaching) Staff				
Name	File #	License and Assignment	19-20 Status*	Comments
Conrad, David L	281232	Executive Director	R	
Kinzler, Kirsten	316170	Associate Director	R	

* R = Returning, NR = Not Returning

2020-21 Other Licensed (non-teaching) Staff				
Name	File #	License and Assignment		Comments
Conrad, David L	281232	Executive Director		
Kinzler, Kirsten	316170	Associate Director		

Regarding our support (non-licensed) staff, 50 of 59 staff members returned for the 19-20 school year. Those that left were for new job opportunities, performance issues, relocating, COVID health concerns/issues. We also had one of our teaching partners suddenly pass away this year. 😞 Resource Teaching Partners have increased in numbers due to the 1:1 support needs of incoming students.

2019-20 Non-Licensed Staff			
Name	Assignment	19-20 Status*	Comments
Anderson, Susan	Resource Teaching Partner	R	
Boetcher, (Daffner) Deanna	Resource Teaching Partner	NR	
Colvin, Shari	Gifted & Talented/Enrichment	R	
Decker, Cindy	Food Service	R	
DeMars, Anna	Resource Teaching Partner	R	
Duenow, Connie	Resource Teaching Partner	R	
Ebert, Wendy	Title I Teaching Partner	R	
Ellis, Sheri	Resource Teaching Partner	R	
Erickson, Audri	Resource Teaching Partner	R	
Erickson, Tara	Administrative Assistant	R	
Erickson, Gabri	Resource Teaching Partner	R	
Grack, Nicole	School Nurse	R	
Hacker, Nicole	Food Service	NR	Left midyear
Henke, Darlene	Resource Teaching Partner	NR	
Holtz, Mary	Resource Teaching Partner	R	
Johnson, Erena	Resource Room Teaching Partner	R	
Kalenberg, Michaleen	Resource Teaching Partner	R	
Kinzler, Tim	Maintenance Director	R	
Kirkpatrick, Paula	Librarian	R	
Kretzmann, Autumn	Resource Teaching Partner	R	
Krippner, Amy	Resource Teaching Partner	R	
Larson, (Crandall) Beth	Resource Teaching Partner	R	
Leske, Carol	Resource Teaching Partner	R	
Marcks, Nancy	Resource Teaching Partner	R	
Martinez, Nelly	Resource Teaching Partner	NR	
Maurer, Elizabeth	Resource Teaching Partner	NR	Left midyear
Messner, Sara	Resource Teaching Partner	R	
Monge, Josh	Resource Teaching Partner	R	
Palkova, Ludmila	Food Service Director	R	
Pietrobon, Chelsie	Resource Teaching Partner	NR	
Powers, Starla	Food Service	R	
Prieve, Sandra	Resource Teaching Partner	R	
Ramirez, Amber	Refocus Room Teaching Partner	R	
Ramirez, Roxana	Resource Teaching Partner	NR	
Rettig, Kari	Resource Teaching Partner	NR	
Rule, Deb	Resource Teaching Partner	R	
Ryan-Lauer, Cyndi	Music Teacher	R	
Scharpe, Bernadette	Accounts Payable	R	
Schiroo, Melanie	Resource Teaching Partner	R	
Schmidt, Joy	Resource Teaching Partner	R	
Schwartz, Niccole	Receptionist	R	
Shimpa, Margaret	Title 1 Teaching Partner	R	
Sickman, Heather	Resource Teaching Partner	NR	
Streich, Kim	Food Service	R	

Stuber, Laura	Resource Teaching Partner	R	
Wendinger, Lisa	Level 3 Teaching Partner	R	
Wessman, Shelly	Resource Teaching Partner	R	
Wilson, Missy	Resource Teaching Partner	R	

* R = Returning, NR = Not Returning

2020-21 Non-Licensed Staff			
Name	Assignment		Comments
Anderson, Janet	Resource Teaching Partner		
Anderson, Susan	Resource Teaching Partner		
Colvin, Shari	Gifted & Talented/Enrichment		
Decker, Cindy	Food Service		
DeMars, Anna	Resource Teaching Partner		
Duenow, Connie	Level 3 Teaching Partner		
Ebert, Wendy	Title I Teaching Partner		
Ellis, Sheri	Resource Teaching Partner		
Erickson, Audri	Resource Teaching Partner		
Erickson, Tara	Administrative Assistant		
Erickson, Gabri	Special Education Secretary		
Grack, Nicole	School Nurse		
Holtz, Mary	Resource Teaching Partner		
Johnson, Erena	Resource Room Teaching Partner		
Johnson, Jennifer	Resource Teaching Partner		
Kalenberg, Michaleen	Resource Teaching Partner		
Kinzler, Damian	Custodial		
Kinzler, Tim	Maintenance Director		
Kirkpatrick, Paula	Librarian		
Kretzmann, Autumn	Resource Teaching Partner		
Krippner, Amy	Resource Teaching Partner		
Larson, Beth	Resource Teaching Partner		
Leske, Carol	Resource Teaching Partner		
Marcks, Nancy	Resource Teaching Partner		
Myers, Autumn	Resource Teaching Partner		
Messner, Sara	Resource Teaching Partner		
Monge, Josh	Resource Teaching Partner		Left in September
Palkova, Ludmila	Food Service Director		
Powers, Starla	Food Service		
Prieve, Sandra	Resource Teaching Partner		
Ramirez, Amber	Refocus Room Teaching Partner		
Rule, Deb	Resource Teaching Partner		Left in October
Ryan-Lauer, Cyndi	Music Teacher		
Scharpe, Bernadette	Accounts Payable		
Schiroo, Melanie	Resource Teaching Partner		
Schmidt, Joy	Resource Teaching Partner		
Schroeder, Julie	Level 3 Teaching Partner		
Schwartz, Niccole	Receptionist		
Severson, Kendra	Resource Teaching Partner		
Shimpa, Margaret	Title 1 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 to provide accounting and financial management services for the school. With questions regarding school finances and/or for complete financials for 2019-20 and/or the budget for 2020-21, 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 Osprey Wilds no later than December 31, 2020.

FY20 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	5,234,676	185,682	15,750
Total Expenditures	(5,207,279)	(178,098)	(15,464)
Transfer from Ged Fund	(0)	0	0
Change	27,397	7,584	286
Total Fund Balance	315,887	7,584	286

Overview

The school came in below its enrollment targets for the year (221.98 actual ADM compared to 222 budgeted) so the budget continued to be 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: \$4,861,154
Federal Aids and Grants: \$344,505
Fees Collected and other Miscellaneous Revenues: \$29,018

Food Services Fund

A fund balance transfer from the General Fund was not needed in 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: \$9,083
Federal Sources: \$70,608
Commodities, Sales of meals, Catering: \$42,937
Summer Food Service – COVID: \$62,964

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 State Revenues: \$15,750

Expenses

General Fund

The school's largest expense was for employee salaries and benefits: \$1,182,089. The school's second largest expense was for the lease on its school building: \$444,000.

Other expenses incurred by the school were for:

Contracted and Purchased Services (including transportation & building utilities): \$329,424

Non instructional supplies and computer software and licenses: \$46,018

Interest Costs on Cash Flow Borrowing: \$28,110

Memberships and Other Fees: \$31,098

Food Service Fund

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

Salaries, Wages, and Benefits: \$63,369

Purchased Services and Utilities: \$257

Meals and Other Supplies Purchased: \$68,224

Federal commodities used: \$7,342

Summer Food Service – COVID: \$37,710

Other Fees: \$1,216

Community Services Fund

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

Salaries, Wages, and Benefits: \$15,464

Supplies and Materials Purchased: \$0

Net Income and Fund Balance

The net income of \$35,267 in all funds resulted in an ending fund balance of \$323,757 for the year, or 6.0% 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 2020 was no different especially with COVID. The only thing that it appears COVID related funding has helped is the Food Service Fund. We will continue to articulate a strategy/plan to meet the fund balance goal.



FUTURE PLANS

Teacher Leaders & Collaboration

New Discoveries Montessori Academy's Instructional Leadership Team is committed to self-reflection for the 2020-21 school year to ensure that its Teacher Leaders and Administration are collaborating on the highest level possible. This will impact NDMA's instructional program as it relates to improved student achievement. The work that has been done to articulate a comprehensive Year Long Learning Progression (YLLP), Reading and Math Power Standards and Curriculum alignment from preschool through eighth grade has led to a level of collaboration that we are planning to leverage in the coming school year and beyond.

Professional Learning Communities (PLC)

Along the same lines, NDMA's Quality Compensation (Q-Comp) Lead/Mentor Teachers will strive towards consistency from one PLC to another. Although the work – to some extent – can and should be unique from one PLC to the other, there is value in all four of NDMA's PLCs following a similar format, sharing the same schoolwide academic goals, and collaborating to meet those goals. Therefore, the Lead/Mentor Teachers intend to meet regularly to share their experiences, and to collaborate regarding professional development, planning and collegial support.

Montessori Support

New Discoveries Montessori Academy has designed a part-time Montessori Education Consultant/Coach position to support its effort to provide a more consistent focus from classroom to classroom regarding all things Montessori. NDMA's most senior classically trained/certified Montessori Guide has assumed this duty, in addition to her Teaching responsibilities. The Consultant/Coach's Co-Teacher will provide enough support to allow one day per week of consulting and coaching. This will occur one classroom at a time. This is a long-term commitment.

Greenhouse/Outdoor Classroom

New Discoveries Montessori Academy had the good fortune to add a beautiful new greenhouse and adjacent patio/outdoor classroom to its property about a year ago. This came about as part of NDMA's middle school expansion effort. About the time the greenhouse was ready for use, COVID-19 moved us to Distance Learning. Therefore, the 2020-2021 school year will be our first foray into working in the greenhouse. Students helped construct sturdy planting tables last winter that will be used in the greenhouse. In addition, the expansion grant afforded us the privilege of purchasing a variety of planting containers and other items that will give Students, Staff and Volunteers the opportunity to do a variety of projects all year long. One element of the greenhouse that will be explored during the 2020-21 school year is the installation of gas, water, and electricity to the greenhouse. This will likely involve grant writing due to the expense.

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 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** 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. Fifty percent of students will participate in at least one *going-out* activity during the school year.
Persons Responsible: *Teachers/Staff/Administration*
- Goal #2** 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 Middle School)*
- Goal #3** 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/Hoerner*
- Goal #4** SMART Goal – Involve at least 25% of parents/family members in school activities, events, and outings during the school year.
Persons Responsible: *Administration/Teachers/Staff*

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*

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*

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.

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Persons Responsible: *Teachers from every level (CH, EI, Ell and Middle School)*
- Goal #3** 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/Hoerner*
- Goal #4** SMART Goal – Increase parent involvement by at least 10 parents in the NDMA PTO and the NDMA SEAC (Special Education Advisory Council) during FY2021.
Persons Responsible: *Administration/Teachers/Staff*
- Goal #5** SMART Goal – Research what would be needed to establish a foundation and then develop a plan for starting a foundation where the interest/dividends received on the principal each year would fund activities to increase/enhance intentional interdependence. The research would be completed by March 2021.
Persons Responsible: *Administration/Board*

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. FY21: 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 2021.
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Persons Responsible: *Finance Committee*

NDMA Staff Satisfaction Survey 2019-2020

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.	64	1		
2) NDMA offers me adequate facilities to create a positive learning environment.	62	2	1	
3) I feel valued and appreciated in my work by my colleagues .	61	3	1	
4) I feel valued and appreciated in my work by administration .	59	4	2	
5) I feel valued and appreciated in my work by parents of the children at NDMA.	56	4	6	
6) I feel valued and appreciated in my work by the students at NDMA.	64	1		They show it most.
7) I feel valued and appreciated in my work by the community .	50	2	14	
8) I feel valued and appreciated in my work by the NDMA school board .	52	2	11	
9) I feel I am provided with sufficient opportunities to grow professionally.	50	4	1	Just did 2 online courses
10) We are adequately meeting the needs of our students.	54	8	3	Need a better level 3 or better differentiated work for students in that level.
11) I am satisfied with the academic program at NDMA.	52	11	2	We can improve.
12) I think the overall atmosphere within NDMA is beneficial to student learning.	59	5	4	
13) There is adequate communication between staff and administration .	52	11	3	Just need to make sure all communication goes full circle, and everyone is notified in a timely matter and with the same info. Always room for improvement when it comes to communication. It can always be better
14) There is adequate communication between staff and parents .	58	4	3	
15) There is adequate communication between staff and the school board .	52	7	7	
16) There is adequate communication among the staff .	52	11	3	It can always be better
17) Administration and staff take care of situations when children misbehave or make poor choices.	51	11	3	More across the board consequences for students.

18) I like the multi-age classrooms.	61	3	1	Some subjects require separate levels such as research for writing assignments.
19) I feel that students are learning at NDMA.	60	4	1	Most are—few select, no.
20) Resources are available to help me accomplish my job and I understand how to access them.	58	6	1	
21) The school building and grounds are well maintained.	64	1		Thank you, Mr. K!!
22) I recycle at school.	65			I'm confused about paper towels in the classroom being recycled. I feel they should be in the garbage after use.
23) I recycle at home.	58	4	3	I try with plastics.
24) Students and staff actively engage in recycling.	64		1	
25) I would recommend New Discoveries Montessori Academy to other families.	57	4	4	Depends on the child Yes, for a special needs family.

NEEDS ASSESSMENT:

- 1) In your opinion, what needs to be improved to increase student achievement at NDMA?
 - Montessori curriculum and training
 - All staff need to be trained in differentiated lessons and what IEP goals and how they can be met. SPED and teaching partners have an understanding of what their role actually is to make sure sped students are meeting their sped services and goals.
 - Having disruptive children out of classroom more so others can concentrate.
 - More staff focused on students and our school.
 - Parent engagement, student motivation
 - Clear behavior plan. Clear parent guidelines and expectations.
 - Continue open communication between staff, teaching partners, consultants and admin.
 - Accountability for their work and higher expectations for the work they do
 - I feel maybe more consistency in how we discipline students in the classroom.
 - With respect to what I do nothing that I can think of
 - Staff teaching the same curriculum
 - Better communication to kids and staff.
 - Hire staff that are qualified. Stop hiring people that don't have a simple understanding of how to spell or use grammar. If someone isn't meeting standards in the workplace (like showing up or being a team player), stop giving them so many chances. It only makes those doing their job everyday without fail feel like administration doesn't care what happens in the classrooms or doesn't expect staff to do their job. For those of us here to work it is a slap in the face when others get away with so much.
 - Proper use of PLC's for teaching teachers. A consistent curriculum across grade levels.
 - I think the parents, students, and teaching staff all need to know what the goal for the year is and how the goal will be achieved.
 - consistent curriculum
 - I think the students need to be rewarded more. Like doing student of the month.
 - I think if the parents and paras really understand the end goal and what we are trying to achieve, we could work as a whole better.
 - More hands-on learning with practical application.
 - Better discipline
 - A policy for all behaviors. When staff doesn't know when / what rules there are or if they will be enforced. (Sometimes it is sometimes it's not) it becomes confusing for staff. In turn making it confusing for students and it is getting in the way of learning. Behavioral staff meeting with teachers of the students or those who work closely with the student/s having behavior issues often to work together.

- More teacher helpers to help more kids
 - I have an 8th grader next year. The teacher and I know he is not ready. They hope to find ways to help him that click. This is also for all students that need extra help.
 - Practical Life Projects.
 - I feel things went well with students.
 - smaller classes?
 - More focus on reading groups instead of individual reading.
 - Focus on the data.
 - maybe just an added 15 min break for students to release positive energy
 - Accountability
 - more one on one time
 - high, common expectations for students - which includes accountability and discipline
 - Consistent curriculum in all content areas.
 - Unsure
 - I think that E3 students need to be held more accountable in order to properly prepare them for life and schooling after NDMA.
 - I am not sure how 8th graders are being prepared for high school in a realistic manner.
 - There needs to be a blend in the Montessori approach and play in the Children's House. I believe that a lot of behaviors arise in this age group because the lack of opportunities to creatively explore their materials in free-form and spontaneous play. As a lot of behaviors are coming out through social-emotional areas, it is obvious that this needs to be addressed more.
 - Would love to see community building across grade levels
 - Continued staff training in use of Montessori materials, and integration of those methods with more traditional teaching and learning expectations.
 - Training for teacher partners
 - Better Math curriculum. It changes up standards to frequently.
 - There needs to be consistency in curriculum and resources among staff. There should be a committee that systematically trials technology and research-based curriculum in all areas.
 - I think consistency between same level classrooms would help student achievement.
 - Teacher preparedness
 - More flexibility with allowing teachers to put their personal spin
 - More clarity and communication regarding Sped goals and academics. "Whose job is it anyway?"
 - no other need
 - More one on one with staff and students to make sure all the students are achieving.
 - Hold children accountable
 - More support/training with children who have challenging and violent behaviors.
 - Continued work on Math and Reading curriculum
 - More holding kids consistently accountable. If there is a plan, stick to it.
- 2) What are your most urgent professional development needs?
- Attending workshops to help me perform my duties at NDMA.
 - Children's mental health.
 - Enforced curriculum as base for all rooms/levels with ALL Staff trained in those areas.
 - Curriculum training.
 - I would like to improve on computer skills and even basic printing and things to help teachers on JMC.
 - Time management.
 - Wish we had more resources.
 - I'm ok. Maybe some updates in working with visually impaired.
 - I would like to see more training for paras and more opportunities to work with more than one student.
 - I would like to be more proficient on the computer. I feel I need help with basic computer skills so I could help my teacher with lunch counts, attendance and navigating JMC.

- Trauma PD.
 - finishing Masters
 - I'm on my way.
 - I have all I need.
 - Keep teaching Montessori items to all adults. Go into classrooms during class time and work with teachers and students how a Montessori item will work with what they are doing at that moment.
 - N/A- need to figure that out as I am trying to figure out which school, I would like to attend to pursue a degree in Special Education.
 - Better interventions for non-readers
 - Montessori Training
 - Personal matters
 - Engaging staff and good communication
 - Just more adults per kids
 - Montessori Language Arts
 - Leaving personal things at home, not bringing it to school. We are here for the students.
 - Professional development in Responsive Classroom, FAST, using data.
 - math
 - support by families/admin for intervention for non-readers
 - Distance Learning.
 - Don't have any
 - I think NDMA administration does a great job choosing the professional development that staff receives.
 - My "special education" education
 - Curriculum - a curriculum team would be great
 - Social justice/racial equity training given recent events that may impact our students
 - Training on CAFE for older grades.
 - Systematic reading instruction to support students with reading and writing disabilities with and without IEPs.
 - I think more understanding and opportunities to not only do PD but to have access to PD that counts towards maintaining our license
 - More respect from classroom teacher
 - Behavior management
 - "Extra scoop" options and easily accessible resources and materials
 - To be able to join more classes in person
 - Dyslexia and multi-culture
 - Communication.
 - More classroom management strategies
- 3) One thing I like about New Discoveries Montessori Academy:
- The staff and environment are awesome!
 - Love the roles everyone plays to engage a reach out to let the children know we are all there.
 - Feels like we are a family. We get to know the students well.
 - social and emotional learning
 - I like the class sizes.
 - The school is very flexible.
 - The fact that staff really do care about the children and their learning.
 - Small school setting with multi-age classrooms
 - Small, cohesive staff
 - Multi-age classroom. Staff/per child.
 - It is a unique non-traditional learning environment.

- Staff and the kids. I like the interaction with the kids knowing that we make a difference and to some a safe place to come.
- It has a welcoming feel.
- How much the staff cares for students.
- The collaboration amongst staff and admin.
- I like the smaller classes and the multi-age classrooms. I like the freedom to do out of the classroom lessons and learning the multiple ways of teaching methods
- Our family atmosphere.
- The kids and staff.
- The overall environment and atmosphere. Very positive place.
- We mostly seem like a family. I thoroughly enjoy my students.
- multi-age classroom
- It feels like a family atmosphere where everyone is working together on one goal.
- How we are all one big family!
- The one to one personal care
- Closeness, feeling connected.
- I love the staff and administration and office support.
- The staff in the building
- Multi age classrooms
- I look forward to coming to work every morning and coworkers feel like family to me!
- The community. Everyone was involved.
- It becomes a family setting between staff and students.
- the small campus and a nice working environment among staff
- Love the family-like atmosphere and how much everyone cares about our kids!
- The friendly atmosphere
- n/a
- kids and staff
- staff
- Most of the people are very friendly and understanding.
- Family like atmosphere
- I love NDMA's culture! It feels like one giant family here. Everyone displays kindness and courteousness on a daily basis. This is so amazing for all our students to see and recognize.
- The caring, inclusive culture of the school
- I liked the teaching staff. Everyone is very nice and comfortable to be around.
- Everyone has opportunities to learn
- I love kids and feel they need to know they are loved and safe and important. I thoroughly enjoy working with kids. The staff at ndma is great! We work well together.
- Care and community. We really know and love our families!
- The positive, caring environment.
- The multi-age classes and having my students for three years allows for a strong bond between student and teacher.
- NDMA is very good at looking at the whole child. We are a very empathetic school as a whole.
- The administrations involvement with the everyday running of the school.
- Family atmosphere
- The support staff are wonderful
- Meeting students where they are at philosophy.
- The hands-on student led learning
- The staff. Great co-workers and school environment.
- Positive atmosphere
- There are many opportunities to help students.
- I like seeing how excited the kids are

- The flexibility it provides for students
 - Co workers and the support for each other.
 - I love that we have many very caring staff members who really connect with the students.
- 4) One thing I would like to change:
- Nothing currently.
 - 2 grade levels instead of 3 in one room
 - NA
 - Communication where they expect you to know what their thinking and the person doesn't know because they are still waiting to hear back on the question they asked in the first place.
 - N'/A
 - More outside items for students to do! Especially when only one or two students are outside at a time.
 - When new staff are hired, notification to all, and where they are serving. Would like a staff directory with pictures, kept u pdated and posted somewhere, so when you see a new face you can check it out on the posted directory, and know who is who.
 - training for resources that are available
 - I would stop giving slackers so many chances. If they don't work out in 3 different rooms it's not a good fit here for them.
 - Communication from teachers to any other staff. Better communication.
 - Work ethic among students
 - Not sure
 - I would like there to be a more developed Montessori community
 - Nothing
 - Clearer boundaries and steps to take for challenging behavior so it is consistent.
 - Paras take turns going out to recess during the colder winter months.
 - More accountability for staff to do their work.
 - All teachers are held accountable for professionalism with degrees/licensures.
 - sharing ideas less competitive spirit among teams that teach the same grade level.
 - Having clearer guidelines for steps to take for challenging behavior so I can be consistent.
 - Communication between admin and staff
 - That the pandemic would do away so we can resume in the fall!
 - More accountability
 - Policy for behaviors and behavioral staff that show up when needed and follow through. Maybe more behavioral staff? More accountability for the behavioral staff?
 - A little bit better communication between other teachers
 - The time choir was at. I made it hard to run lessons and plan on who was and was not going to be there.
 - N/A
 - Less behaviors with students
 - Help students find more effective ways to improve their achievement.
 - that we added a small energy break for students
 - n/a
 - Let's get healthy and have kids in school.
 - yearlong planning
 - Amount of time at lunch.
 - Change to a 4-day school week - leaves one day each week for prep and meetings (IEP, staff, etc.)
 - I think we need to do a better job preparing our E3 students for life after NDMA. I think that we need to start holding them more accountable more their actions and schoolwork.
 - I am unsure how middle schoolers are being prepared for their transition into high school.
 - Include more forms of free play in the Children's House.
 - More collaboration across grade levels and community building

- I would like to offer more training to newly hired Teaching partners
- More qualified teachers.
- I really think that we should have a social worker on staff, especially with the aftermath of COVID and now what is going on in Minneapolis. Our staff was being asked to do the job of a social worker on a daily basis and don't have the training or resources. We are a high needs school and we really need that support.
- Not having a Social Studies curriculum
- Less chasing.
- More accountability from students
- Some, not all.
- I think things are going pretty good!
- the student's family life is important, but I think there needs to be a clearer line in the sand as far as how much we do for the families.
- Playground area...
- More behavioral support staff.
- not a thing
- Not having staff members move around from one classroom to another during the year. Having them stay in the classroom to make connections with students.
- How we handle students who are violent on repeat offences and those who threaten staff/students. It is understood that there are needs/developmental differences, but staff and students should feel safe when coming to school.
- More consistent communication between administration and staff.
- Distance learning- I don't think it meets the needs of SPED kids.
- Change our title to a Montessori inspired school

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

- Yes. My goal was to do my job, be supportive to my coworkers, and work on revamping the resource room into a new purpose.
- Yes
- NO, classroom needs were different than expected so my overall goals for the year changed. I was working towards new goals, most of which related to behavior up until the start of covid-19.
- Yes definitely! Working at NDMA got me out of my bubble!
- I think I grew and learned a lot. Can't wait to use what I just learned in my fee online course at school this next year.
- Yes, I feel I was actually getting thru to the children.
- Yes. We implemented a new software system for the library, and re-barcode nearly 9,000 books. We also processed many new books for students to access.
- Yes
- No, because I really didn't set any goals for myself.
- Yes. I learned more about dyslexia and implemented tools to help students read better.
- I felt like it was a hard year because we were cut short.
- No, I feel like I did not use all my skills, education, and experience in the classroom.
- Yes, I've personally grown physically and mentally a lot.
- No
- YES
- I forgot what my goals were for the year because our year was interrupted.
- somewhat
- Yes, saw growth with students
- Yes, because the students worked hard as well as staff and parents.
- I think so.
- I don't remember setting a goal for myself this year, but it was a great year, so I'd have to say "mission accomplished"
- Yes- I set goals with myself to have a break through with my student I work with and as we got closer to spring break, he would get excited to see me most mornings and if I was absent, the next day he would tell me about his previous day and how he missed me being there!
- yes, I work hard every school year

- Yes, I learned how to be a co-teacher and teach students with learning challenges.
- Yes, more assertive to allow me to be me.
- Yes.
- Even with the Covid 19 taking place I feel I obtained more than I could have dreamed possible. I learned so much not only from the staff but also the students in my classroom. I look forward to returning in the Fall of 2020 and practice that which I have learned.
- Yes, because I took an amazing seminar in the cities that NDMA financially supported. thank you!
- I didn't make any specific goals this year. One of my goals each day is to be positive and a problem-solver and I believe I was successful at that.
- yes, just wanted to find my place and I found several spaces I fit in
- n/a
- No. Distance learning curve threw off plans.
- Yes, I wanted to be stronger in discipline rather than losing my place as an adult with the kids.
- not able to utilize my expertise in teaching Montessori
- No. A lot of different things came up this year. One of them being distance learning.
- I would have liked to have helped during this crisis by being at the school rather than working from home – but health wouldn't allow it.
- Yes, I did accomplish my goals. I corrected the mistakes I made from last school year. Although there are many aspects of teaching that I think I still can improve upon for next year.
- I wanted to connect with more students but it's very hard over distance learning. I am very pleased with the connections I was able to establish over distance learning.
- I did. My goal was to graduate and receive a job offer. Both those were accomplished.
- Yes, but I do wish that I had more time to put toward some of my goals.
- Yes, I did accomplish my goals. Due to challenging myself to be a lead/mentor teacher and I feel it was successful.
- Yes, I feel that I connected with my students and met them where they were at academically.
- My goals have changed a lot since the beginning of the year. I am very proud of myself as I look back and how reflect on how much more flexible I am than I was. I have learned so much over this distance learning and have embraced the unknown.
- Yes, I did accomplish my goals. I wanted to teach because I loved teaching and the prior year there was trauma at my old school. Teaching here allowed me to do what I loved and heal. I remembered why I loved teaching and found joy again.
- Yes, I wanted to grow and learn more about the Montessori philosophy and that was accomplished.
- My first year here I will see how next years will go and can compare
- Yes, I've learned to be able to help in many situations with different staff members.
- No, Covid-19.
- I honestly do not remember my goals

Other comments (Please be specific):

- I feel privileged to work at NDMA.
- None at this time
- I love it here at NDMA
- working at NDMA is not like a "job" to me. I enjoy every single day I walk thru the door.
- Thank you very much for all you did this past year.
- I appreciate the work that everyone does to make NDMA a great place for students and a great place to work!
- I love working at NDMA, this is my dream job. I will proudly say that I look forward to coming into work every single day.
- I really hope that teachers can continue to be involved in the conversation regarding what the fall will look like. I think that we have learned a lot and understand that we have a limited scope of influence but would like our voice heard.

Please return by **Wednesday, June 3rd**. Thank you! :)

Providing a quality, comprehensive public education within a Montessori context



May 2020 – All Staff “Social Distance” Photo