



New Discoveries Montessori Academy
#4161-07
2020-2021
Year 15
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 **2020-2021** school year, our **fifteenth** 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:

- * 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.

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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 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.



STUDENT ENROLLMENT & DEMOGRAPHICS

ENROLLMENT

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022 (as of 10.01.21)
PreK 3	12	11	9	9	6
PreK 4	24	23	23	16	23
Kindergarten	22	26	27	34	29
1st Grade	21	23	24	25	29
2nd Grade	21	25	26	24	27
3rd Grade	30	21	24	24	24
4th Grade	18	38	22	23	25
5th Grade	32	20	29	21	25
6th Grade	14	32	18	24	23
7th Grade	-	12	24	8	18
8th Grade	-	-	10	20	8
Greater MN (3-6)	3	1	n/a	n/a	-
Total PreK-8	197	232	236	228	237
Total ADM (Average Daily Membership) for year	179.27	208.94	229.61		

Even though we were in a pandemic, 2020-2021 enrollment remained steady around 235 students. During the 20-21 school year, we had 7 children leave NDMA – 3 students moved and 4 students decided to homeschool with the pandemic. Transfers in included 27 students enrolled at NDMA after the first day of school.

DEMOGRAPHICS

41.7% of our student body received special education services and 51.8% of our students qualified for free/reduced lunches. This is significantly greater than that of the local traditional public schools. (District #423 Hutchinson – SpEd 15.7% - F/R 25.2%)

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total Enrollment	173	197	232	237	228
Male	83	99	112	114	123
Female	90	98	121	123	105
Special Education	57	90	87	97	95
ELL/LEP	0	0	5	7	5
Black/African American	4	3	1	4	3
Hispanic/Latino	8	17	22	10	25
Asian/Pacific Islander	1	2	0	0	1
American Indian	14	10	0	0	1
2 or more races	-	-	-	12	10
White	143	165	193	211	188
F/R Lunch	96	144	126	132	118

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

District	# Students	District	# Students
108 – Norwood Young America	1	2159 – BLH Buffalo Lake Hector	5
112 – Eastern Carver County Schools	2	2365 – GFW Gibbon Fairfax Winthrop	8
423 – Hutchinson	164	2396 – ACGC Atwater Cosmos Grove City	5
424 – Lester Prairie	5	2687 – HL-W Howard Lake - Waverly	3
465 – Litchfield	8	2859 – GSL Glencoe Silver Lake	27
466 – Dassel Cokato	2		

STUDENT ATTENDANCE, ATTRITION & MOBILITY

STUDENT ATTENDANCE

	2016-17	2017-18	2018-19	2019-20	2020-21
Overall Attendance Rate	94.32%	94.8%	87.2%	95.35%	93.17%

According to our student information system, attendance throughout the year was at 93.17%. 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.

	2018-19	2019-20	2020-21		
Consistent Attendance Percentage	-	86.32%	97.9%		

(MDE Report Card)

STUDENT ATTRITION

Percentage of students who were continuously enrolled between October 1 of the 2019-2020 school year and October 1 of the 2020-2021 school year.	96.93%
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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 JMC.)

Percentage of students who continue enrollment in the school from Spring 2020 to October 1, 2020.	76.5%
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There were 230 students enrolled on the last day of the 2020-21 school year. There were 62 students enrolled on the last day did not return to NDMA. It should be noted that we enrolled 71 students over the summer months.

176/230 or 76.5% of students returned for the 2021-22 school year. (2019 - PreK-4yr – 8th grade)
The 2021-22 school started with 237 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)
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%
2020-21	71	228	20	7	27	12.27%

* Total mid-year transfers divided by Number of students on Oct. 1. (Information from JMC.)

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. Many that transferred out to homeschool, returned to in-school model.

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.
5. 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

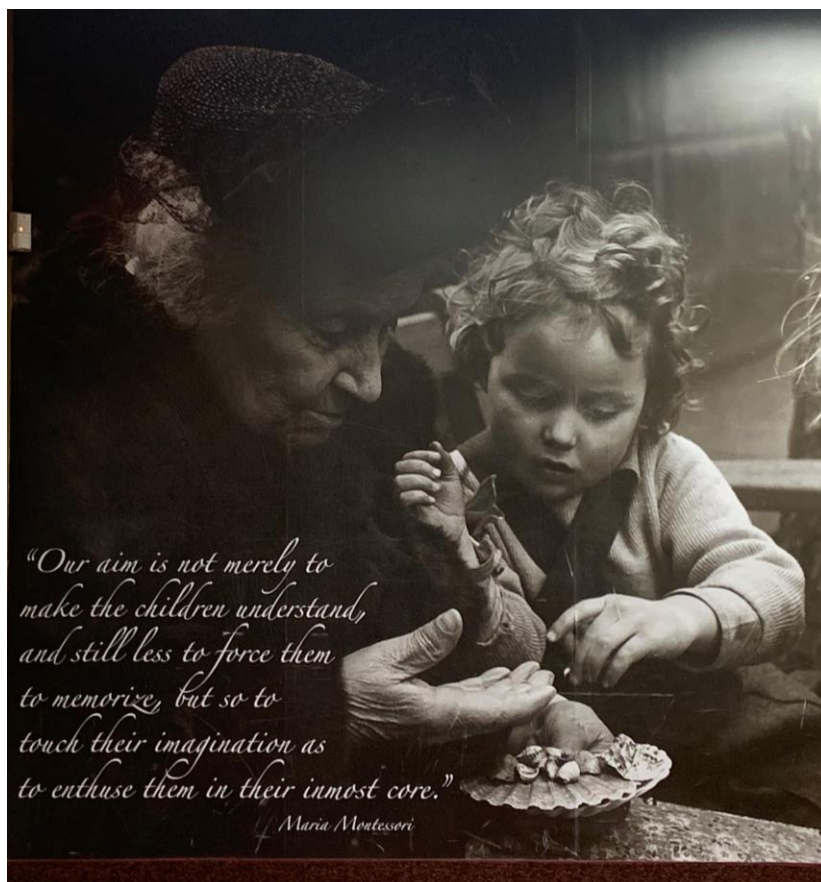
Montessori programming lends itself to differentiation within each classroom since students are continually selecting work that is at their respective learning levels. Children's House Montessori practice individualizes instruction to the needs of each child and follows that child's development by presenting 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 4 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 weekly 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 2020-2021 school calendar had 168 school days and primarily followed Hutchinson Public Schools – District 423 calendar since many of the families we serve have children enrolled at New Discoveries and Hutchinson Public Schools.

We began the school year on Monday, August 24th with *In-person Learning*. We shifted our school day to a later start- and end-time (9 a.m. to 4 p.m.), to reduce the number of students on each transportation route. This was necessary since formerly we shared transportation with another local charter school.

On November 23rd – due to a dramatic increase in students and staff in COVID-quarantine – we shifted to *Distance Learning* for all students. On January 2nd, we welcomed four to six students per classroom back to our building for a return to *In-person Learning*. The students who were invited to participate in this option had more significant behavioral, academic and/or mental health needs than their contemporaries. On February 2nd, we welcomed ALL students back to campus for *In-person Learning*, which we were able to maintain through the last day of school, June 2nd.

It should be noted that approximately one dozen students remained in Distance Learning for the entirety of the school year due to family preference.



INNOVATIVE PRACTICES & IMPLEMENTATION

2020-2021 was the first full year of realizing our dream of staffing EVERY classroom with two licensed Teachers. Finding the “right fit” for the remaining early childhood special education vacancy allowed us to have two Teachers – one General Education, and one Special Education – in EVERY classroom.

Our efforts to create a classroom culture where most student services are provided in the student's classroom has been realized. Student behavior has been positively impacted, to the point where – for the second year in a row - we had no out-of-school suspensions to report for the school year.

Student management has also been greatly enhanced for the following reasons: 1) We have a full-time licensed *Behavior Interventionist* providing support for implementing our school-wide behavior program; 2) We have articulated classroom and environmental strategies, classroom and school-wide interventions, and a behavior flowchart that provides clarity and structure that allows us to consistently address student behavioral needs; 3) ALL Instructional Staff (Teachers & Teaching Partners) & Administration are trained and certified in *Crisis Prevention Intervention* (CPI); 4) We have created a *Sensory Room* which provides necessary support for students who benefit from having access to prescriptive opportunities for critical movement activities, heavy work, and calming activities. Multiple staff members are trained to facilitate the important work that occurs in the Sensory Room; 5) We have created a *Refocus Room*, that allows students a safe and predictable environment to regroup before returning to work with their peers.

Successes from the 2020-2021 School Year

- The momentum NDMA gained through successful navigation of the COVID pandemic in the spring of 2020, provided NDMA a great springboard for success for the 2020-2021 school year. Our response to the initial realities of COVID-19 enhanced our communication – both internally and externally – and our trust for one another. This enabled us to begin and end the 2020-2021 school year with *In-person Learning*, with just a brief run of Distance Learning between Thanksgiving and Christmas.
- Despite the challenges of COVID, NDMA's student enrollment has increased.
- The internal Montessori Education Consultant/Coach added to our staff for the 2020-2021 school year brought a renewed focus to our Montessori connection. This is an important step towards providing a more consistent Montessori perspective across classrooms.
- NDMA's food service program has improved and has reached more students and families than ever before. This is due in large part to the amazing creativity and fortitude of our food service manager, and – the experience we gained providing meals for home delivery in the spring of 2020.
- NDMA was the recipient of the Minnesota Association of Charter Schools (MACS) Charter School Innovation Award for *Creating New Professional Opportunities for Teachers*. The professional opportunities for which NDMA was acknowledged span more than four years of collaborative work.
- NDMA's Staff retention rate has dramatically improved during the multi-year professional development effort for which we were acknowledged.

Challenges from the 2020-2021 School Year

Although COVID was obviously a challenge for us during the 2020-2021 school year, it was not overwhelming. The most time-consuming aspect, though, was clearly the ever-present contact tracing that was necessary to keep students and staff on-site. Fortunately, we had solid protocol in place that was consistently honored in order to support this process.

STRATEGIC PLAN

With school shutdowns and COVID protocol restrictions beginning in March of 2020, the focus of the Board and administration shifted from the previously approved Strategic Plan to making the health and safety the top priority for staff and students. As work began on the FY21 strategic plan, the board concluded that the goals set for the previous year were still high priorities. Hence, for the FY21 plan only a few updates were made to the FY20 plan.

COVID protocols and school shutdowns again in FY21 presented additional roadblocks to meeting some of the goals in the plan – especially the goals under the Intentional Interdependence core value. Still administration and staff persisted in their efforts to meet the board's challenges, and significant progress was made on some of the goals.

In preparation for work on the FY22 Strategic Plan, the Board completed a book study on The Seven Outs by Carpenter. The Board decided to veer from the process used for the past number of years and is currently working on a different approach to writing the plan. The plan still lists a SWOT statement for each of the four core values. Under the SWOT statement the core value impacted and a clarification of what that core value looks like at New Discoveries are listed. Following that is a "Strategy Statement". This statement is the board's goal (or goals) for the school. The Board will then direct administration and the Instructional Leadership Team (ILT) to identify smart goals to meet the Board's longer-term goal. This change in format and process is being implemented to provide staff with more ownership and involvement in setting and meeting goals to make the school's vision, Enriching Community Through Montessori Excellence, a reality. (See attached NDMA Strategic Plans for 2020-21 and 2021-22 at the end of this report for details.)



ACADEMIC PERFORMANCE: GOALS & BENCHMARKS

New Discoveries Montessori Academy

Exhibit G: Academic and Academic-Related Goals

Contract Period July 1, 2020 through June 30, 2023

As articulated in MN Stat. 124E.10, Subd. 1(b), "A charter school must design its programs to at least meet the outcomes adopted by the commissioner for public school students," which means striving for the world's best workforce (WBWF) as outlined in MN Stat. 120B.11. As an authorizer, Osprey Wilds ELC must evaluate the school's performance on meeting outcomes adopted by the commissioner (i.e., WBWF). Therefore, these contractual goals and measures have been aligned to WBWF goal areas. Measures are assigned to WBWF goal area(s) as appropriate and as outlined below:

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 and College Readiness [CCR]

All students are career- and college-ready before graduating from high school.

Graduate from High School [GRAD]

All students graduate from high school.

Each measure is weighted to indicate its overall significance in fulfilling the primary purpose of improving all pupil learning and all student achievement. The school earns a rating on each measure based on the school's performance over the term of the contract. Each performance rating is assigned a point value according to the weight of the measure:

- Exceeds Target: x 1.5 points
- Meets Target: x 1.0 points
- Approaches Target: x 0.5 points
- Does Not Meet Target: x 0.0 points

Indicator areas are then assigned a rating based on the percentage of points earned:

- Exceeds Standard = 100.1-150.0% of points earned
- Meets Standard 75.0-100.0% of points earned
- Approaches Standard = 50.0-74.9% of points earned
- Does Not Meet Standard = 0.0-49.9% of points earned

All goals are for students enrolled as of October 1 in each of the years assessed for all grades assessed unless otherwise indicated.

Summary of Indicator Points

Indicator	Points Possible	Points Earned	% Earned
1: Mission Related Outcomes	10	0	0.0%
2: English Language Learners	0	0	0.0%
3: Reading Growth	20	0	0.0%
4: Math Growth	20	0	0.0%
5: Reading Proficiency	16	0	0.0%
6: Math Proficiency	16	0	0.0%
7: Science Proficiency (and Growth)	7	0	0.0%
8: Other Proficiency or Growth	4	0	0.0%
9: Post-Secondary Readiness	N/A	N/A	N/A
10: Attendance	7	0	0.0%
Overall	100	0	0.0%

Indicator 1: Mission Related

10 Points

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

Performance Ratings	Measure 1.1 – 10 Points: From FY21 to FY22, the aggregate percentage of students who meet the school's community service requirements annually will be at least 60.0%. The annual requirement is at least 15 hours of community service.		Result:
Exceeds Target (x 1.5)	The aggregate percentage is at least 80.0%.		
Meets Target (x1.0)	The aggregate percentage is at least 60.0%.		
Approaches Target (x0.5)	The aggregate percentage is at least 50.0%.		104/192 54%
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
		Points Possible	Points Earned % Earned
		10	0 0.0%

Indicator 2: English Language Learners

The school does not have points apportioned in this indicator area as it does not serve a significant population of English Learners.

0 Points

School Goal: Over the period of the contract, English Learners at NDMA will demonstrate adequate progress towards English language proficiency.

Performance Ratings	Measure 2.1 [CCR] – 0 Points: From FY21 to FY22, the aggregate percentage		Result:
Exceeds Target (x 1.5)	The aggregate percentage is at least 10.0 percentage points greater than the state percentage of English Learners meeting target.		
Meets Target (x1.0)	The aggregate percentage is equal to or greater than the state percentage of English Learners meeting target.		
Approaches Target (x0.5)	The aggregate percentage is within 5.0 percentage points of the state percentage of English Learners meeting target.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 2.2 [CCR] – 0 Points: From FY21 to FY22, the average progress		Result:
Exceeds Target (x 1.5)	The aggregate percentage is least 10.0 percentage points over the state average progress toward		
Meets Target (x1.0)	The aggregate percentage equal to or greater than the state average progress toward target.		
Approaches Target (x0.5)	The aggregate percentage is within 5.0 percentage points of the state's average progress toward		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
		Points Possible	Points Earned % Earned
		0	0 0.0%

Indicator 3: Reading Growth

20 Points

School 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.

Performance Ratings	Measure 3.1 [CCR] – 3 Points: In aggregate, from FY21-FY22, the overall percentage of students whose achievement level on the statewide assessments for reading (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state percentage.		Result:
Exceeds Target (x 1.5)	The school achieves an overall percentage greater than 10 percentage points over that of the state.		
Meets Target (x1.0)	The school achieves an overall percentage equal to or greater than that of the state.		
Approaches Target (x0.5)	The school achieves an overall percentage that is within 10 percentage points of the state.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 3.2 [CCR] – 5 Points: In aggregate, from FY21-FY22, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for reading (as measured by North Star Academic Progress) is equal to or less than the state.		Result:
Exceeds Target (x 1.5)	The school achieves an overall percentage at least 10 percentage points less than that of the state.		
Meets Target (x1.0)	The school achieves an overall percentage less than or equal to that of the state.		
Approaches Target (x0.5)	The school achieves an overall percentage that is no more than 10 percentage points greater than that of the state.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 3.3 [RG3] – 6 Points: From FY21 to FY22, 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%.		Result:
Exceeds Target (x 1.5)	The aggregate percentage is at least 60.0%.		
Meets Target (x1.0)	The aggregate percentage is at least 50.0%.		
Approaches Target (x0.5)	The aggregate percentage is at least 40.0%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		28/77 37%
Performance Ratings	Measure 3.4 [CCR] – 6 Points: From FY21 to FY22, the aggregate percentage of students in grades 3-8 that meet their fall to spring NWEA RIT expected growth target will be at least 50.0%.		Result:
Exceeds Target (x 1.5)	The aggregate percentage is at least 60.0%.		
Meets Target (x1.0)	The aggregate percentage is at least 50.0%.		
Approaches Target (x0.5)	The aggregate percentage is at least 40.0%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		43/110 39%
		Points Possible	Points Earned
		20	0
			% Earned
			0.0%

Indicator 4: Math Growth

20 Points

School 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.			
Performance Ratings	Measure 4.1 [CCR] – 3 Points : In aggregate, from FY21-FY22, the overall percentage of students whose achievement level on the statewide assessments for math (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state percentage.		Result:
Exceeds Target (x 1.5)	The school achieves an overall percentage greater than 10 percentage points over that of the state.		
Meets Target (x1.0)	The school achieves an overall percentage equal to or greater than that of the state.		
Approaches Target (x0.5)	The school achieves an overall percentage that is within 10 percentage points of the state.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 4.2 [CCR] – 5 Points : In aggregate, from FY21-FY22, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for math (as measured by North Star Academic Progress) is equal to or less than the state.		Result:
Exceeds Target (x 1.5)	The school achieves an overall percentage at least 10 percentage points less than that of the state.		
Meets Target (x1.0)	The school achieves an overall percentage less than or equal to that of the state.		
Approaches Target (x0.5)	The school achieves an overall percentage that is no more than 10 percentage points greater than that of the state.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 4.3 [CCR] – 6 Points : From FY21 to FY22, 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%.		Result:
Exceeds Target (x 1.5)	The aggregate percentage is at least 60.0%.		
Meets Target (x1.0)	The aggregate percentage is at least 50.0%.		
Approaches Target (x0.5)	The aggregate percentage is at least 40.0%.		31/78 40%
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 4.4 [CCR] – 6 Points : From FY21 to FY22, the aggregate percentage of students in grades 3-8 that meet their fall to spring NWEA RIT expected growth target will be at least 50.0%.		Result:
Exceeds Target (x 1.5)	The aggregate percentage is at least 60.0%.		
Meets Target (x1.0)	The aggregate percentage is at least 50.0%.		
Approaches Target (x0.5)	The aggregate percentage is at least 40.0%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		28/110 25%
		Points Possible	Points Earned % Earned
		20	0 0.0%

Indicator 5: Reading Proficiency

16 Points

<i>School Goal: Over the period of the contract, students at NDMA will demonstrate proficiency in reading as measured by state accountability tests.</i>			
Performance Ratings	Measure 5.1 [RG3] – 1 Points: From FY21 to FY22, the school's aggregate proficiency index score for 3 rd grade students will increase by at least 5.0 points from the baseline proficiency index score (baseline score – 60.8).		Result:
Exceeds Target (x 1.5)	The aggregate proficiency index score is at least 10.0 points above the baseline score.		
Meets Target (x1.0)	The aggregate proficiency index score is at least 5.0 points above the baseline.		
Approaches Target (x0.5)	The aggregate proficiency index score is greater than the baseline score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 5.2 [CCR] – 5 Points: From FY21 to FY22, 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).		Result:
Exceeds Target (x 1.5)	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.		
Meets Target (x1.0)	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 Target (x0.5)	The aggregate proficiency index score is greater than the baseline score OR within 10.0 points of the state's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 5.3 [CCR] – 2 Points: From FY21 to FY22, 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).		Result:
Exceeds Target (x 1.5)	The school achieves an aggregate proficiency index score at least 10.0 points above the district's.		
Meets Target (x1.0)	The school achieves an aggregate proficiency index score greater than the district's score.		
Approaches Target (x0.5)	The school achieves an aggregate proficiency index score within 10.0 points of the district's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 5.4 [AGC] – 2 Points: From FY21 to FY22, 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).		Result:
Exceeds Target (x 1.5)	The school achieves an aggregate proficiency index score at least 10.0 points above the state's score.		
Meets Target (x1.0)	The school achieves an aggregate proficiency index score equal to or greater than the state's score.		
Approaches Target (x0.5)	The school achieves an aggregate proficiency index score within 10.0 points of the state's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 5.5 [AGC] – 2 Points: From FY21 to FY22, 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).		Result:
Exceeds Target (x 1.5)	The school achieves an aggregate proficiency index score at least 10.0 points above the district's.		
Meets Target (x1.0)	The school achieves an aggregate proficiency index score greater than the district's score.		
Approaches Target (x0.5)	The school achieves an aggregate proficiency index score within 10.0 points of the district's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	Measure 5.6 [AGC] – 2 Points: From FY21 to FY22, 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).		Result:
Exceeds Target (x 1.5)	The school achieves an aggregate proficiency index score at least 10.0 points above the state's score.		
Meets Target (x1.0)	The school achieves an aggregate proficiency index score equal to or greater than the state's score.		
Approaches Target (x0.5)	The school achieves an aggregate proficiency index score within 10.0 points of the state's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 5.7 [AGC] – 2 Points: From FY21 to FY22, 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).		Result:
Exceeds Target (x 1.5)	The school achieves an aggregate proficiency index score at least 10.0 points above the district's.		
Meets Target (x1.0)	The school achieves an aggregate proficiency index score greater than the district's score.		
Approaches Target (x0.5)	The school achieves an aggregate proficiency index score within 10.0 points of the district's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
		Points Possible	Points Earned
		16	0
			% Earned
			0.0%

Indicator 6: Math Proficiency

16 Points

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

Performance Ratings	Measure 6.1 [CCR] – 6 Points: From FY21 to FY22, the school's aggregate proficiency index score will increase by at least 10.0 points from the baseline proficiency index score (baseline score – 50.5) OR be equal to or greater than that of the state for the same grades (3-8).		Result:
Exceeds Target (x 1.5)	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 Target (x1.0)	The aggregate proficiency index score is at least 10.0 points above the baseline score OR is equal to or greater than the state's score.		
Approaches Target (x0.5)	The aggregate proficiency index score is at least 5.0 points above the baseline score OR is within 10.0 points of the state's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 6.2 [CCR] – 2 Points: From FY21 to FY22, 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).		Result:
Exceeds Target (x 1.5)	The school achieves an aggregate proficiency index score at least 10.0 points above the district's.		
Meets Target (x1.0)	The school achieves an aggregate proficiency index score equal to or greater than the district's score.		
Approaches Target (x0.5)	The school achieves an aggregate proficiency index score within 10.0 points of the district's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 6.3 [AGC] – 2 Points: From FY21 to FY22, 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).		Result:
Exceeds Target (x 1.5)	The school achieves an aggregate proficiency index score at least 10.0 points above the state's score.		
Meets Target (x1.0)	The school achieves an aggregate proficiency index score equal to or greater than the state's score.		
Approaches Target (x0.5)	The school achieves an aggregate proficiency index score within 10.0 points of the state's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 6.4 [AGC] – 2 Points: From FY21 to FY22, 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).		Result:
Exceeds Target (x 1.5)	The school achieves an aggregate proficiency index score at least 10.0 points above the district's.		
Meets Target (x1.0)	The school achieves an aggregate proficiency index score equal to or greater than the district's score.		
Approaches Target (x0.5)	The school achieves an aggregate proficiency index score within 10.0 points of the district's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 6.5 [AGC] – 2 Points: From FY21 to FY22, 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).		Result:
Exceeds Target (x 1.5)	The school achieves an aggregate proficiency index score at least 10.0 points above the state's score.		
Meets Target (x1.0)	The school achieves an aggregate proficiency index score equal to or greater than the state's score.		
Approaches Target (x0.5)	The school achieves an aggregate proficiency index score within 10.0 points of the state's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	Measure 6.6 [AGC] – 2 Points: From FY21 to FY22, 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).		Result:
Exceeds Target (x 1.5)	The school achieves an aggregate proficiency index score at least 10.0 points above the district's		
Meets Target (x1.0)	The school achieves an aggregate proficiency index score greater than the district's score.		
Approaches Target (x0.5)	The school achieves an aggregate proficiency index score within 10.0 points of the state's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
		Points Possible	Points Earned
		16	0
			% Earned
			0.0%

Indicator 7: Science Proficiency

7 Points

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

Performance Ratings	Measure 7.1 [CCR] – 7 Points: From FY21 to FY22, 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 & 8).		Result:
Exceeds Target (x 1.5)	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.		
Meets Target (x1.0)	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 Target (x0.5)	The aggregate proficiency index score is greater than the baseline score OR within 10.0 points of the state's score		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 7.2 [CCR] – 1 Point: From FY21 to FY22, 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 & 8).		Result:
Exceeds Target (x 1.5)	The school achieves an aggregate proficiency index score at least 10.0 points above the district's		
Meets Target (x1.0)	The school achieves an aggregate proficiency index score equal to or greater than the district's score.		
Approaches Target (x0.5)	The school achieves an aggregate proficiency index score within 10.0 points of the district's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 7.3 [AGC] – 1 Point: From FY21 to FY22, 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 & 8).		Result:
Exceeds Target (x 1.5)	The school achieves an aggregate proficiency index score at least 10.0 points above the state's score.		
Meets Target (x1.0)	The school achieves an aggregate proficiency index score equal to or greater than the state's score.		
Approaches Target (x0.5)	The school achieves an aggregate proficiency index score within 10.0 points of the state's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 7.4 [AGC] – 1 Point: From FY21 to FY22, 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 & 8).		Result:
Exceeds Target (x 1.5)	The school achieves an aggregate proficiency index score at least 10.0 points above the district's		
Meets Target (x1.0)	The school achieves an aggregate proficiency index score equal to or greater than the district's score.		
Approaches Target (x0.5)	The school achieves an aggregate proficiency index score within 10.0 points of the district's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 7.5 [AGC] – 1 Point: From FY21 to FY22, 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 & 8).		Result:
Exceeds Target (x 1.5)	The school achieves an aggregate proficiency index score at least 10.0 points above the state's score.		
Meets Target (x1.0)	The school achieves an aggregate proficiency index score equal to or greater than the state's score.		
Approaches Target (x0.5)	The school achieves an aggregate proficiency index score within 10.0 points of the state's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	Measure 7.6 [AGC] - 1 Point: From FY21 to FY22, 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		Result:	
Exceeds Target (x 1.5)	The school achieves an aggregate proficiency index score at least 10.0 points above the district's			
Meets Target (x1.0)	The school achieves an aggregate proficiency index score equal to or greater than the district's score.			
Approaches Target (x0.5)	The school achieves an aggregate proficiency index score within 10.0 points of the district's score.			
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.			
		Points Possible	Points Earned	% Earned
		7	0	0.0%

Indicator 8: Proficiency in Other Curricular Areas

4 Points

School Goal: Over the period of the contract, prekindergarten students at NDMA will demonstrate readiness for kindergarten as measured by				
Performance Ratings	Measure 8.1 [R4K] - 4 Points: From FY21 to FY22, 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%.		Result:	
Exceeds Target (x1.5)	The aggregate percentage is at least 95%.			
Meets Target (x1.0)	The aggregate percentage is at least 85%.			
Approaches Target (x0.5)	The aggregate percentage is at least 75%.			
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		25/34 74%	
		Points Possible	Points Earned	% Earned
		4	0	0.0%

Indicator 9: Post-Secondary Readiness

N/A Points

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

Indicator 10: Attendance

7 Points

School Goal: Over the period of the contract, students at NDMA will attend the school at high rates.				
Performance Ratings	Measure 10.1 - 7 Points: From FYatten20-22, the average of the school's annual consistent attendance rates is equal to or greater than that of the state.		Result:	
Exceeds Target (x 1.5)	The average of the school's consistent attendance rates is 5 percentage points greater than that of the state.		93.17%	
Meets Target (x1.0)	The average of the school's consistent attendance rates is equal to or greater than that of the state.			
Approaches Target (x0.5)	The average of the school's consistent attendance rates is within 5 percentage points of the state.			
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.			
		Points Possible	Points Earned	% Earned
		7	0	0.0%

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 assessments were given during the 2020-2021 school year.

High Quality Charter School Status

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

ESSA Identification

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



NWEA MAP DATA YEAR-AT-A-GLANCE * Fall, Winter, Spring - 2020-2021

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		
	F20	W21	S21	F20	W21	S21	F20	W21	S21	F20	W21	S21	F20	W21	S21	F20	W21	S21
K	26	14	16	74%	44%	52%	35	32	31		10	15		31	30		97%	97%
1	13	11	9	54%	41%	35%	24	27	26		7	10		22	21		81%	81%
2	9	8	6	39%	36%	29%	23	22	21		7	6		17	17		77%	81%
3	6	5	2	27%	23%	10%	22	22	21		9	5		17	17		77%	81%
4	6	2	5	26%	10%	25%	23	21	20		7	4		17	17		81%	85%
5	7	7	7	33%	29%	30%	21	24	23		5	8		15	14		63%	61%
6	11	8	6	61%	38%	30%	18	21	20		6	5		14	13		67%	65%
7	3	4	1	43%	50%	13%	7	8	8		4	2		5	5		63%	63%
8	6	6	3	32%	32%	17%	19	19	18		10	4		14	8		74%	44%
Total	87	65	55	45%	33%	29%	192	196	188		65	59		152	142		78%	76%

%

33% 31%

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		
	F20	W21	S21	F20	W21	S21	F20	W21	S21	F20	W21	S21	F20	W21	S21	F20	W21	S21
K	27	16	14	77%	52%	45%	35	31	31		10	14		27	30		87%	97%
1	16	17	13	67%	63%	52%	24	27	25		8	9		23	23		85%	92%
2	8	5	6	35%	24%	29%	23	21	21		4	5		16	16		76%	76%
3	7	6	7	32%	27%	32%	22	22	22		4	6		18	15		82%	68%
4	11	6	7	48%	29%	35%	23	21	20		5	7		14	15		67%	75%
5	13	10	8	62%	42%	36%	21	24	22		10	11		12	10		50%	45%
6	9	9	6	50%	45%	30%	18	20	20		6	8		13	8		65%	40%
7	4	2	1	57%	25%	13%	7	8	8		4	4		4	4		50%	50%
8	6	6	6	35%	35%	33%	17	17	18		6	7		12	11		71%	61%
Total	101	77	68	53%	40%	36%	190	191	187		57	71		139	132		73%	71%

30% 38%

Updated 06.21.21

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 are 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

2020-2021 professional development activities:

- Basic First Aid/OSHA
- Lumina Sparks – Team Building
- CPI – Crisis Prevention Intervention Training
- Academic Interventions – Reading and Math
- Understanding Cultural and Social Equity
- English Language Learners
- NWEA Assessments and Reports
- Suicide Prevention
- Technology Training – Google Classroom

Co-Teaching Model

“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.

The Co-Teaching practice that NDMA implemented in 2015 has been fully realized in every classroom for several years now. 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 an effort 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.



STUDENT & PARENT SATISFACTION

Student Satisfaction

We collected 156 student satisfaction surveys at the end of the year. The classroom teachers go through the survey with their students.

Not surprisingly, the trend from year to year continues. The most common comments regarding what students would like to see changed at New Discoveries involve food service and recess. The most repeated comments regard "longer lunch time", "more food," or "seconds" at lunch, and "more recess." Students also indicated that they would really like art as a specialist class.

95% of student respondents indicated they are learning at school, 88% feel valued and respected by their teacher, 97% say that their teacher expects them to do well in school, 83% say the director and staff take care of situations when students make poor choices and/or misbehave, and 96% they recycle at home.

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

Parent Satisfaction

There were 26 respondents to the parent satisfaction survey. 15/26 questions were answered affirmatively by respondents. Most of the comments regarding what parents would like to change involve COVID – "No more masks.", "Distance Learning didn't work well for my family at all.", and "My child struggled a lot with distance learning." was voiced by many parents.

The following comments represent a sampling of what parents said regarding one thing they like about NDMA: "Staff are so kind and help each other as well as help our kids succeed." "Small classes." "Sped department/kids feel safe and happy." "The willingness to help each child meet their individual needs!" "Caring staff." "Great family atmosphere." "I have hope for my child's educational future!"

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

There were three items that registered the highest disagreement: "I feel valued and appreciated in my work by parents of the children at NDMA."; "There is adequate communication between staff and administration."; and "There is adequate communication between staff and the school board." with 29% of respondents disagreeing. The item that registered the next highest disagreement was: "Administration and staff take care of situations

when children misbehave or make poor choices." (25% said they disagree). With that said, 90% of staff agreed with "I think the overall atmosphere within NDMA is beneficial to student learning." In addition, 92% of respondents like the multi-age classrooms and feel students are learning. 95% of staff said they feel valued and appreciated in their work by their colleagues. Interestingly, for the item 'There is adequate communication among the staff' it fluctuated again to 25% disagreeing; FY17 - 26% disagreed, FY18 - 9% disagreed, FY19 - 33% disagreed. This is the work we must continue to work at!

The following comments were offered by staff regarding what needs to be improved to increase student achievement at NDMA: "Training on how to help students who struggle." "More understanding of Montessori materials." "Students need to be held accountable EVERY TIME, whether its due to academic situations or behavior." "Classrooms and behavior management." "Discipline." "Lack of parent involvement."

The following comments were offered by staff regarding one thing they like about NDMA: "The kids and staff." "Caring administration and staff." "The thing I value the most is that we meet students where they are at and partner with families." "Multi-age classrooms." "Clean, warm, and safe environment." "The ability to think outside the box." The people are awesome, the teachers seem very attentive and compassionate towards the kids. It's like a big family."

Lastly, there were many comments regarding COVID and distance learning. It has been a very challenging year. These comments are reflective of the majority, "I thought it went really well considering the situation we were in." "It was challenging with each student being at their own level but it was also a positive for the students to get individualized work." "It was difficult to keep kids motivated." "It was difficult for teachers to maintain, huge amount of work, hope we don't have to do it again." AGREE!

Community Satisfaction

We had 3 community members complete the satisfaction survey this past year. One respondent was a van driver that stated, "I hear about the activities that the students are involved in and they are usually very excited about them – family nights, concerts, math competitions." 2 of the 3 respondents believe that our students are well-mannered, respectful and behave appropriately. My favorite was the comment "I think they are all saints!" in regards to "The staff members of New Discoveries are friendly and helpful." They would like to see more communication out in the community about our school.



ENVIRONMENTAL EDUCATION

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 2020-2021

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-8) 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. By exploring the outdoor environment, students will demonstrate their awareness and their relationship with the environment with reflections of time spent in their Outdoor Classroom Space articulated in their Environmental Journal.

Results:

- 01.25.21 - Currently, 3 of our 11 classrooms have documented their outdoor classroom time. This reminder, however, has prompted several of them to make time to get their times on the calendar.
- 06.30.21 – 8 out of 11 classrooms documented their outdoor classroom time on the EE calendar located in the office. Administration will follow-up with these classrooms and come up with a plan for them to document their time spent in outdoor environment. With COVID and moving to remote learning, there were months that did not have any documentation. 5 of the 11 classrooms met the goal of 720 minutes or 12 hours spent in Outdoor Classroom Space per classroom. The good news is that all our classrooms do explore their outdoor environments on a weekly basis and reflect on their findings.

CLASSROOM	# minutes x # times	Total minutes	# minutes x # times	Total minutes	# minutes x # times	Total minutes	TOTAL MINUTES	TOTAL TIMES	NOTES
ELM - CH (PreK-K) - 313	14x30	420					420	14	
OAK – CH (PreK-K) - 319	4x20 24x30	80 720	1x60	60	2x120	240	1100	31	
ASH – CH (PreK-K) - 307									No documentation recorded.
BIRCH – E1 (1-3) – 317	3x180 15x120	540 1800	5x90 24x60	450 1440	10x30	300	4530	57	Wow!
Maple – E1 (1-3) - 319	10x30	300	2x40	80			380	12	No documentation after October recorded.
APPLE – E1 (1-3) - 305									No documentation recorded.
WILLOW – E2 (4-6) – 301	22x30	660	2x60	120			780	24	
SPRUCE – E2 (4-6) - 201	10x60	600	7x30	210	2x25	50	860	19	
WALNUT – E2 (4-6) – 203	24x30	720					720	24	
TAMARACK – E3 (7-8)	23x60	1380					1380	23	
MULBERRY – E3 (7-8)									No documentation recorded.

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.

Strategy 2.2

- E2/E3 students (Grades 4-8) will learn about climate change and its effects on our environment.

Evaluation method 2.2

- E2/E3 students (Grade 4-8) will take a pre- and post-assessment on climate change and will reflect an increase in knowledge on their post-assessment by 10 points.

- 80% of E2/E3 students (Grade 4-8) will be able to articulate one way in which they can positively affect climate change.

Results:

01.25.21 - All E2/E3 students have completed the pre-assessment on climate change and classrooms are including climate change in their curriculum.

07.15.21 –

A checklist of the trees and plants found on the property has been distributed to classrooms but due to COVID checklists were not completed for Grades 1-3.

For the Climate Change pre-survey, the average score out of 100 was 57. The average score for the post-survey was 65 which is an increase of only 8 points which does not meet our goal of increasing by 10 points.

As determined by student environmental journals, 60% of all students in grades 4-8 are able to articulate one way in which they can positively affect climate change.

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, describe why it is important to recycle and share their knowledge with their families at home.

Evaluation method 3.1

- E2 students (Grades 4-6) 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 and will be tracked on a calendar indicating a commitment to school-wide recycling practices.

Evaluation method 3.1

- Student/Staff/Family Satisfaction Surveys will include the following survey questions about recycling: (yes or no)
 - I think recycling is important. (students/staff/family)
 - 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 respond "yes" to the above statements. Tracking the survey responses from year to year will indicate an increase from the previous year in awareness in environmental stewardship.

Results:

Recycling Survey Data – composite average score of survey questions from Student/Staff/Family Satisfaction Surveys			
2018-2019	2019-2020	2020-2021	2021-2022
59%	62% (August 2019 - February 2020)	71%	

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 learn how to plant trees on the property in the spring of each year. This will be documented in their Environmental Journal. When surveyed, 80% of the students will write or verbalize 2/3 of the following
 - how trees are important for environmental health,
 - what causes trees to die
 - and why we need to remove and replace diseased trees.

Evaluation method 4.1.2

- Kindergarten students will learn how to 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 and 80% of Kindergarten students will be able to correctly list 2 ways in which the gardening process impacts the environment.

Results:

01.25.21 - 3rd grade students planted the following trees this fall instead of the past spring due to the school closure: Willow, Tamarack, and Maple trees.

Kindergarten students observed and tended to their school garden daily this past fall. They harvested carrots, sunflowers, watermelon, pumpkins and tomatoes. They also prepared a carrot cake that we were able to sample. Delicious!

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-8) will compost their breakfast and lunch food at the compost center.

Evaluation method 5.1

- Breakfast and lunch garbage waste will be tracked reflecting a reduction from 4-6 full garbage bags of waste to less than one garbage bag per day of waste improving waste management at NDMA and overall environmental health. Compost bags will be tracked on a calendar and delivered daily to a local farm where animals will eat the composted food. Through tracking the number bags, students will become aware of the impact their food waste and garbage affects the environment, discuss ways to reduce both and improve the environment.

Results:

01.25.21 - During in-person learning this fall, we produced 2-3 full garbage bags of waste. With our new head cook, the students seem to be eating more of their food thus producing less waste. Also, our kitchen staff is very cognizant of using leftovers and using up the food that we have available.

With Distance Learning meals in school, we have purchased an environmentally friendly serving plate for students (instead of Styrofoam). This biodegradable choice greatly reduces the daily waste impact on the environment.

06.15.21 – Upon returning to school in February, garbage remained the same at 2-3 full garbage bags. We did have more paper product waste but less food waste. More paper product waste was created due to serving lunches on paper plates but less food waste occurred due to the fact that the students were eating more of the food served.

Composting at a local farm has been discontinued due to lack of a working farm that will take the food waste. Middle school students will be working on building a compost on our site and a location has been mapped out.

Additional Environmental Information

Describe the school's approach to environmental education.

At New Discoveries, environmental education is an essential component in all that we do. New Discoveries 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 continued challenges 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 9 out of 12 classrooms did utilize the binder to record their outdoor classroom experiences but three of the classrooms did not so there is no data.

One of our challenges has been finding someone to take our compost. We thought we may have a partner but that did not come to fruition. And then there was COVID. (enough said!) We will continue to look for another partnership that is cost-effective and beneficial to all parties. In the meantime, our plans for the upcoming school year include having the middle school classrooms assist with developing our own compost. We have a location that won't interfere with outdoor activities or attract critters/bugs and most importantly, the Building and Grounds manager has approved and will assist with our effort.

In what ways did you integrate environmental education into distance learning?

The biggest thing that our staff did was talk with the students about their outdoor activities to check in if they were getting outside and off their screens. Morning meeting goals were frequently tied to outdoor learning. Science lessons were about going into nature and observing what was happening in their own backyard.

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. (20-21 school year)

2020-2021 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, 2020	July 2017	June 2023	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, 2020	July 2017	June 2023	Technology pselchert@gmail.com
Meytal Stancek	Member	Parent	June 2020	June 2020	June 2023	mehtalst@gmail.com
Amanda Sundblad	Vice-Chair	Parent	July 2019, 2016	July 2019	June 2022	Marketing sundbladamanda@gmail.com
OPEN	Member	Community Member			June 2021	
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 – April 19, 2021 – for terms commencing on July 1st, 2021

Parent Member: Mia Madson (3yr term - 2023)

Teacher Member: Chris La Plante (3yr term - 2023)

Community Member: Laura Stuber (3yr term – 2023)

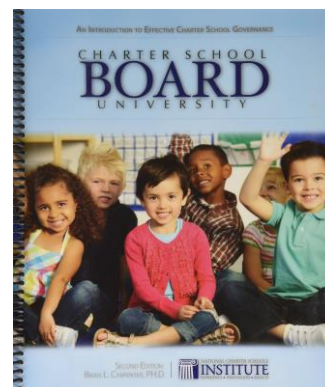
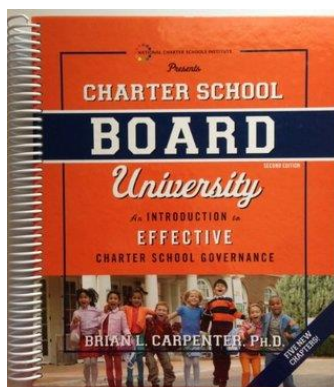
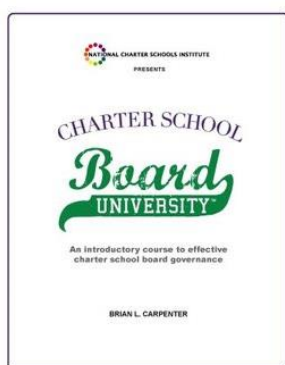
Community Member: Open (1yr term – 2022)

Board Training & Development

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

NDMA Board Annual Training July 1, 2020 – June 30, 2021			
Board Member	Training Content Area Training Date Trainer/Presenter	Training Content Area Training Date Trainer/Presenter	Training Content Area Training Date Trainer/Presenter
	Charter School Board University – Brian Carpenter – Book Study 09.21.20 10.18.20 12.21.01 01.25.21 02.22.21 03.22.21	The Seven Outs – Brian Carpenter – Book Study 04.19.21 05.17.21 06.21.21	Osprey Wilds Leadership Board Training 02.02.21 Charter School Board Roles and Responsibilities 02.10.21 Authorizer Role 02.22.21 Financial Management
Shari Colvin	X	X	X
Peggy Enerson	X	X	
Patti Hoerner	X	X	
Spencer Kangas	X	X	
Tara Oberg	X	X	X
Patrick Selchert	X	X	
Meytal Stancek*	X	X	
Amanda Sundblad	X	X	
Dave Conrad	X	X	
Tara Erickson	X	X	
Kirsten Kinzler	X	x	X

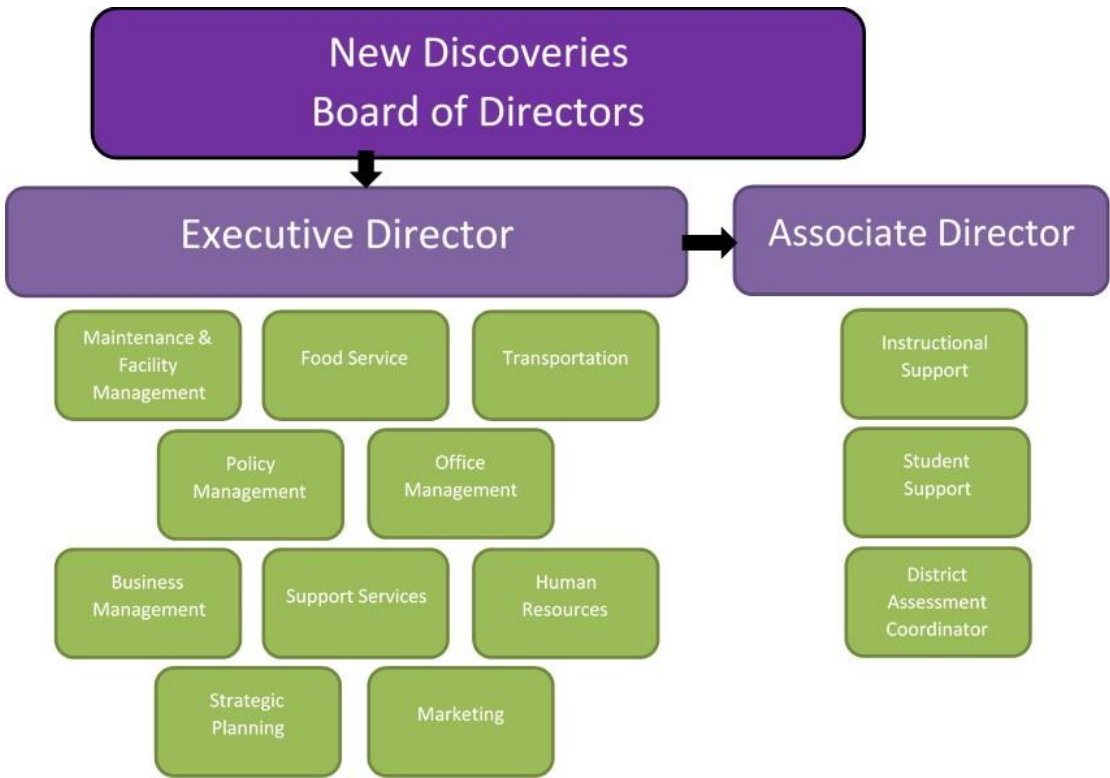
*Meytal Stancek was our only brand-new board member during the 2020-2021 school year. She completed her initial board training through MACS Charter School Board Training attending - Board Training Course 100 on Wednesday, September 16th via Zoom.



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, Master 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.

2020-2021 Licensed Teaching Staff				
Name	File #	License and Assignment	20-21 Status*	Comments <i>Include information regarding special licensure (e.g. Community Expert) or other relevant information.</i>
Jennie Asher	297263	E1 Special Education Teacher	R	
Brandy Barrett	374981	E2 Classroom Teacher	R	
Bess Bauman	481139	E1 Special Education Teacher	R	
Briana Chimal	506669	CH Special Education Teacher	R	
Elizabeth Christian	482225	School Psychologist	R	
Cara Cline	438987	CH Special Education Teacher	R	Tier 2 licensure - SpEd
Peggy Enerson	327575	CH Classroom Teacher	R	
Catherine Frisbie	472077	E1 Classroom Teacher	R	
Addie Giesen	500547	CH Special Education Teacher	R	
Jeff Grand	337766	E2 Special Education Teacher	R	Tier 2 licensure - SpEd
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 Classroom Teacher	NR	
Tamara Polzin	354354	E3 Classroom Teacher	R	
Meghan Rettke	470622	E3 Special Education Teacher	R	Tier 2 licensure - SpEd
Rhonda Rossing	690843	E2 Classroom Teacher	R	
Allyssa Sims	508382	E2 Special Education Teacher	R	Tier 2 licensure - SpEd
Dawn Teetzel	465623	Setting 3 SpEd Teacher	R	

Lois Tritz	287559	CH Classroom Teacher	R	*out on medical leave
Nicole Winkle	427466	E3 Classroom Teacher	R	

* R = Returning, NR = Not Returning

2021-2022 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	Special Education Associate Coordinator		
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		
Addie Giesen	500547	CH Special Education Teacher		
Alexis Grack	1009952	E1 Special Education Teacher		
Jeff Grand	337766	E2 Special Education Teacher		Tier 2 licensure - SpEd
Patti Hoerner	313511	E1 Classroom Teacher		
Michele Jozwick	482287	CH 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 Maiers	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		
Meghan Rettke	470622	E3 Special Education Teacher		Tier 2 licensure - SpEd
Rhonda Rossing	690843	E2 Classroom Teacher		
Allyssa Sims	508382	E3 Special Education Teacher		Tier 2 licensure - SpEd
Dawn Teetzel	465623	E3 Special Education Teacher		
Lois Tritz	287559	CH Classroom Teacher		
Nicole Winkle	427466	E3 Special Education Teacher		Tier 2 licensure - SpEd

Percentage of Licensed Teachers from 2020-21 not returning in 2021-22 (non-returning teachers/total teachers from 2020-2021)	1/26 4%
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2020-21 Other Licensed (non-teaching) Staff				
Name	File #	License and Assignment	20-21 Status*	Comments
Conrad, David L	281232	Executive Director	R	
Kinzler, Kirsten	316170	Associate Director	R	

* R = Returning, NR = Not Returning

2021-22 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. Teaching Partners have increased in numbers due to the 1:1 support needs of incoming students.

2020-21 Non-Licensed Staff

Name	Assignment	20-21 Status*	Comments
Anderson, Janet	Resource Teaching Partner	R	
Anderson, Susan	Resource Teaching Partner	R	
Bahrke, Jennifer	Level 3 Teaching Partner	R	
Colvin, Shari	Gifted & Talented/Enrichment	R	Volunteer
Decker, Cindy	Food Service	R	
DeMars, Anna	Resource Teaching Partner	NR/R	Left in February but returning this fall
Duenow, Connie	Level 3 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	Special Education Secretary	NR	New Job
Grack, Nicole	School Nurse	R	
Holtz, Mary	Resource Teaching Partner	NR	Retired
Jacobs, Tanya	Food Service	R	
Johnson, Erena	Resource Room Teaching Partner	R	
Johnson, Jennifer	Resource Teaching Partner	R	
Kalenberg, Michaleen	Resource Teaching Partner	R	
Kinzler, Damian	Custodial	R	
Kinzler, Tim	Maintenance Director	R	
Kirkpatrick, Paula	Librarian	R	
Kretzmann, Autumn	Resource Teaching Partner	R	
Krippner, Amy	Resource Teaching Partner	R	
Larson, Beth	Resource Teaching Partner	R	
Leske, Carol	Resource Teaching Partner	R	
Marcks, Nancy	Resource Teaching Partner	R	
Miller, Kate	Resource Teaching Partner	NR	
Myers, Autumn	Resource Teaching Partner	NR	Moved
Messner, Sara	Resource Teaching Partner	NR	Left for Reserves
Monge, Josh	Resource Teaching Partner	NR	Left in September
Palkova, Ludmila	Food Service Director	R	
Powers, Starla	Food Service	R	
Prieve, Sandra	Resource Teaching Partner	R	
Ramirez, Amber	Resource Teaching Partner	R	
Ranieri, Laura	Resource Teaching Partner	NR	New Job
Rule, Deb	Resource Teaching Partner	NR	Left in October
Ryan-Lauer, Cyndi	Music Teacher	R	

Scharpe, Bernadette	Accounts Payable	R	
Schiroo, Melanie	Resource Teaching Partner	R	
Schmidt, Joy	Resource Teaching Partner	R	
Schroeder, Julie	Level 3 Teaching Partner	NR	New Job
Schwartz, Niccole	Receptionist	R	
Severson, Kendra	Resource Teaching Partner	R	
Shimpa, Margaret	Title 1 Teaching Partner	R	
Streich, Kim	Food Service	R	
Stuber, Laura	Resource Teaching Partner	NR	New Job
Wendinger, Lisa	Level 3 Resource Teaching Partner	R	
Wessman, Shelly	Resource Teaching Partner	R	
Wilson, Missy	Resource Teaching Partner	R	
Wilson, Teryn	Resource Teaching Partner	R	

* R = Returning, NR = Not Returning

2021-22 Non-Licensed Staff			
Name	Assignment		Comments
Anderson, Janet	Resource Teaching Partner		
Anderson, Susan	Resource Teaching Partner		
Bahrke, Jennifer	Level 3 Teaching Partner		
Bishop, Freedom	Resource Teaching Partner		Leaving in Nov.
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		
Grack, Nicole	School Nurse		
Jacobs, Tanya	Food Service		
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		
Peters, Kathy	Resource Teaching Partner		
Palkova, Ludmila	Food Service Director		
Powers, Starla	Food Service		
Prieve, Sandra	Resource Teaching Partner		
Ramirez, Amber	Resource Teaching Partner		Left in Sept.
Ryan-Lauer, Cyndi	Music Teacher		
Scharpe, Bernadette	Accounts Payable		
Schiroo, Melanie	Resource Teaching Partner		
Schmidt, Joy	Resource Teaching Partner		

Schwartz, Niccole	Receptionist		
Severson, Kendra	Resource Teaching Partner		
Shimpa, Margaret	Title 1 Teaching Partner		
Streich, Kim	Food Service		
Volrath, Glynda	Resource Teaching Partner		
Wendinger, Lisa	Level 3 Resource Teaching Partner		
Wessman, Shelly	Resource Teaching Partner		
Wilson, Missy	Resource Teaching Partner		
Wilson, Teryn	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. NDMA is a part of the federal School Lunch program. 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 2020-2021 and/or the budget for 2021-2022, please contact:

Outsourced Controller: Dustin Reeves

Phone: 612-357-7324

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, 2021.

FY21 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	5,592,769	218,882	15,625
Total Expenditures	(5,585,624)	(164,225)	(15,625)
Transfer from Gen Fund	(0)	0	0
Change	7,145	54,627	286
Total Fund Balance	320,919	62,211	286

Overview

The school came in slightly over its enrollment targets for the year (219.13 actual ADM compared to 219.00 budgeted). 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: \$5,036,301

Federal Aids and Grants: \$517,002

Fees Collected and other Miscellaneous Revenues: \$39,466

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: \$2,254

Federal Sources: \$13,898
Commodities, Sales of meals, Catering: \$21,956
Summer Food Service – COVID: \$180,774

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: \$15,625

Expenses

General Fund

The school's largest expense was for employee salaries and benefits: \$3,029,886. 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):
\$1,746,200

Supplies and Materials: \$186,436

Equipment and Technology: \$128,724

Interest Costs on Cash Flow Borrowing: \$22,649

Memberships and Other Fees: \$27,729

Food Service Fund

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

Salaries, Wages, and Benefits: \$15,890

Purchased Services and Utilities: \$842

Meals and Other Supplies Purchased: \$22,771

Federal commodities used: \$8,482

Summer Food Service – COVID: \$115,006

Other Fees: \$1,264

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 \$61,772 in all funds resulted in an ending fund balance of \$383,415 for the year, or 7.0% 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 Year 2021 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 and adjust the budget as necessary to ensure that the fund balance goal is being met year over year.



SAFE LEARNING PLAN DESCRIPTION AND REFLECTION ON IMPLEMENTATION

New Discoveries Montessori Academy's *Safe Learning Plan* effectively served students and families. From the get-go our families responded to our plan with respect. To a person, they followed protocols, posed pertinent questions, and honored updates as they occurred. We were generous with our communication with families from the start of COVID. The daily emails we offered beginning mid-March 2020 was an integral part of a broad-based buy-in of our "new normal." Formulating a solid plan for meal delivery (2000 meals per week beginning March 18, 2020) and designing a Distance Learning Plan that was manageable were key components of our early efforts.

By the time the 2020-2021 school year rolled around, we already had a rhythm that made the transition back to in-person learning more manageable, welcoming all students back for On-site Learning August 23rd. NDMA's Executive Director served as the COVID-19 Program Coordinator. Our Instructional Leadership Team (ILT) served as the Incident Command Team (ICT). Together they hammered out the details of the Safe Learning Plan for the school year. The plan allowed for easy movement from one Learning Model to another. The plan accounted for safe protocols (safe distancing, face coverings, cleaning, and sanitizing, maintaining closed cohorts, etc.). Families and staff were well versed in critical protocols before the first day of school.

- ❖ We were well-poised to accommodate the handful of families who opted for *Distance Learning*. We provided Chromebooks and internet hotspots for those families who needed technology resources. We assigned drivers and couriers to deliver meals and learning materials daily to *Distance Learners*.
- ❖ We pivoted to *Distance Learning* due to outbreak conditions Thanksgiving week. The Plan allowed for easy transition when this occurred. After the Thanksgiving holiday we put our van drivers and couriers back on the road to deliver meals and learning materials daily. Our Teachers and Teaching Partners resumed *Distance Learning* protocols. It was profoundly helpful to have had the luxury of having served most of our students in-person from the beginning of the school year. During this time, both students and staff discussed what would occur should the need occur to shift gears based on our plan.
- ❖ We were able to bring four to six students per classroom back for *On-site Learning* January 2nd, before welcoming all students to return to On-site Learning February 1st. We were able to continue to offer On-site Learning for the remainder of the school year. Again, a handful of families opted for *Distance Learning* for the remainder of the school year.

* The Safe Learning Plan was effective, if you can measure effectiveness in terms of our ability to not only maintain enrollment throughout this difficult time, but to see our enrollment increase. We are confident this has everything to do with how we responded to COVID from the beginning.

* Our team prioritized communication by designating the COVID-19 Program Coordinator as point person. This allowed for consistency in the messages going out, and routing questions/concerns coming in. Mental health, and general well-being of staff and students was assessed daily. For student support, we continued our association with area mental health providers to allow them access to students on-site, as well as in-home support when appropriate. For staff members, we provided specific support through ongoing professional

development, including SOS – *Manage My Stress* workshop presented virtually for all staff in January 2021.

* The challenges of the past 18 months have not adversely impacted student enrollment. In fact, NDMA's enrollment increased during that time.

* The challenges of the past 18 months have not adversely impacted NDMA's staffing. Turnover was not higher than in past year.

* The COVID-19 Program Coordinator and the Incident Command Team updated the Safe Learning Plan regarding COVID-19 for the start of the 2021-2022 school year. It is likely we will continue to update our plans into the near, if not distant future. To that end, NDMA's Instructional Learning Team will continue to also serve as NDMA's Incident Command Team and will continue to review protocols, policies, and procedures accordingly.

* Throughout our COVID experience we have learned how nimble, positive, and resilient our staff, students, and community are. This affirms how essential a thoughtful, careful, and precise response is when confronted with a curveball of this magnitude. We are also aware of how critical the communication piece is when navigating critical issues. The daily communication we provided from the start of the pandemic laid important groundwork regarding trust, transparency and confidence.

FUTURE PLANS

- *Expansion plans:* New Discoveries Montessori Academy does not have any immediate plans for expansion. We are mindful, though, of the trend to have more first, second and third graders on our waiting list. By the same token, we are paying attention to the leveling off in our middle school program. We have enough students for one large section, but not enough for two full sections. If the trends continue, it might be prudent to consider adding a fourth section of Elementary I (grades one, two and three), and reducing our middle school to one section.

- *Facility changes:* Currently New Discoveries Montessori Academy is not looking at any immediate facilities changes. The exception to this might be the addition of natural gas, electricity, and water to our greenhouse facility. We have been pursuing funding for this for a couple of years, to no avail. However, we just applied for a grant explicitly for funding the addition of utilities. We are choosing to be hopeful as we pursue yet another opportunity.

- *Program changes:* Since the conclusion of the 2020-2021 school year, we have implemented the following changes:

- We added two *Academic Interventionists* through the Academic & Behavioral Student Committee for Excellence at New Discoveries (ASCEND) process that was organized during the 2020-2021 school year. One is a Paraprofessional position; the other being a Teacher position. Both Interventionists will provide second scoop academic support for students who are identified with Tier II needs.
- We added an *Associate Special Education Coordinator* position to help shore up our support for students receiving special education support, and the staff who serve them. This person will also be responsible for resurrecting our Special Education

Advisory Committee (SEAC), which is a parent-led group providing support for families of children with special needs. We have three parent volunteers prepared to co-lead this effort.

- *Technology updates:* Having recently shifted to iCloud storage of our e-files, we have also hired a person to provide in-house technology support. We have been contracting for server space and technical support through our local phone company. Since the company was recently bought out by an company in Mankato, service has greatly declined. We are looking forward to better service, as well as reduced costs in the long run. We have recently purchased an additional 200 Chromebooks, and classroom caddies that will allow us to have full labs for ALL classrooms. We utilized grant funding that relates to Rural Education Achievement Program (REAP) for this expense.

- *Impacts to the FY22 budget (including strategic investments in technology, PPE, or other supports) and the educational program due to COVID-19.* Some of the impacts to the FY22 budget include, but are not limited to the following:

- Purchase of a 7-passenger van for "Going Out" activities
- Purchase of snowshoes for outdoor programming
- Hiring of two academic Interventionists for Tier II support
- Hiring of environmental/recreational director for enhanced educational and programming opportunities
- Purchase of additional Chromebooks and laptops to expand access to technology for all students
- Purchase of additional playground equipment to expand outdoor learning and play environment

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

Strategic Plan Update

NDMA Board of Directors,
February 22, 2021

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)*

02/22/2021: *Has not been formally addressed.*

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*

02/22/2021: *This fall was the second year of implementation. A new Teaching Partner evaluation system was unveiled last week for use this school year. The evaluation system is a significant “next step” regarding this goal.*

Strategic Plan Update

NDMA Board of Directors,
February 22, 2021

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*

02/22/2021: *On hold (COVID-19).*

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)*

02/22/2021: *On hold (COVID-19).*

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*

02/22/2021: *No progress.*

Strategic Plan Update

NDMA Board of Directors,
February 22, 2021

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 (continued)

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

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*

02/22/2021: *No progress.*

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*

02/22/2021: *A \$1,000.00 gift was earmarked to be designated for this purpose (Finance Committee). Future 3M employee gifts (corporate giving to non-profit for employee volunteerism) will be designated for this effort (Finance Committee).*

Strategic Plan Update

NDMA Board of Directors,
February 22, 2021

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*

02/22/2021: *Montessori Principles have been included in the two most recent issues of Executive Director's Weekly Updates. Montessori Coach/Mentor has begun classroom observations and planning with Teachers (Elementary I).*

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.

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

02/22/2021: *In progress. Plan is to have ready for back-to-school August 2021.*

Goal #3 SMART Goal – Beginning July 1, 2021, provide additional compensation for Teaching Partners upon successful completion of the Montessori Assistants certification program.

Persons Responsible: *NDMA Board of Directors*

02/22/2021: *No progress. Will include on March Finance Committee Agenda.*

Strategic Plan Update

NDMA Board of Directors,
February 22, 2021

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. FY21: develop assessment and set baseline. Successive years: measure growth.

Persons Responsible: *Instructional Leadership Team/Teachers*

02/22/2021: *In progress.*

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*

02/22/2021: *In progress.*

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*

02/22/2021: *In progress.*

SWOT Statement: There is a need to hire and keep well-trained and high performing staff.

Core Value(s) Impacted: **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. The Academy will uphold the highest standard of integrity and respect that is visible and shared by staff and students at school, at home, and in their community.

STRATEGY STATEMENT: NDMA will become a community known for having exemplary staff members with an attrition rate of less than 10%.

Goal #1 SMART Goal
 Persons Responsible:

Goal #2 SMART Goal
 Persons Responsible:

SWOT Statement: 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**

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

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

Goal #1 SMART Goal
 Persons Responsible:

Goal #2 SMART Goal
 Persons Responsible:

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: **Exemplary Montessori Principles**

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

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

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

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.

Goal #1 SMART Goal
 Persons Responsible:

Goal #2 SMART Goal
 Persons Responsible:

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

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

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

STRATEGY STATEMENT 1: Learners enrolled at New Discoveries Montessori Academy will meet expected growth as defined and measured by NWEA MAP assessments.

Goal #1 SMART Goal
Persons Responsible:

STRATEGY STATEMENT 2: Increase the general fund balance by a minimum of \$75,000 each year until a 20% of income fund balance is reached.

Goal #1 SMART Goal
Persons Responsible:

NDMA Student Satisfaction Survey - RESULTS

2020-2021

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

	YES	NO	DON'T KNOW	Comments (Please be specific)
1) I am learning at this school.	148	3	5	Sometimes. Depends on the subject. Definitely. Its fun learning at school. I learned division. I don't feel like it. Everything they are teaching me I already learned in 4 th grade. A little.
2) I like learning using the Montessori and hands-on materials.	139	4	12	Not really. They're awesome. I get to use scissors. No don't need to.
3) I talk with my family about school.	112	28	15	Sometimes. Sometimes. Talk/argue. Not really. When in trouble. I don't like to talk about school in general.
4) I feel valued and respected by my teacher.	138	9	9	Sometimes. Definitely not. Yeah. Mrs B loves all of us.
5) My teacher makes sure that all students are learning.	148	1	7	For the most part. Yeah!
6) My teacher expects me to do well in school.	151		5	Maybe. Always.
7) My teacher tells me how I am doing in school.	129	10	18	Sometimes. No I don't know.
8) I feel safe and comfortable in school.	134	19	17	Some people are crazy. Not my favorite place to be. Just don't. Its usually cold/warm. Anxiety provoking environment.
9) I think the things we do at New Discoveries help to make our community better.	132	10	13	Not really, no. Usually. Doesn't make it worse either.
10) My teacher listens to me and respects me.	139	9	6	Some of them. Sure. Some do, some don't. Mrs E does. We raise our hands. No, fix this please.
11) The students in school help and respect one another.	135	12	6	Most of the time. Lots of drama. Sometimes. Eh... Definitely. There is bullying all the time. Not my classroom.
12) I think that this school is preparing me for my future.	138	10	10	For the most part... Sometimes. A lot of future.
13) The director and staff take care of situations when students make poor choices/misbehave.	129	15	11	We solve them. I kind of know. They do but not in the right way. Sometimes.
14) I know my academic strengths and weaknesses.	130	18	12	Kinda. Strong/weak I think. Some.

	YES	NO	DON'T KNOW	Comments (Please be specific)
15) I know the New Discoveries Montessori Academy rules.	137	12	6	Definitely, yes. I only know the golden rule. Most.
16) I know how to recycle paper, plastic, glass and aluminum.	141	10	4	Who doesn't? No. Its fun helping nature.
17) We recycle at school.	149		4	Sometimes. Yes we recycle.
18) We recycle at home.	129	17	6	We try.
19) We learn about taking care of our environment.	140	10	5	
20) I would recommend New Discoveries Montessori Academy to other kids.	123	20	8	Only if they have problems and are super smart. Sure. It's a really good school. Depends.

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

I HAVE IMPROVED IN MY ABILITY TO:	BIG IMPROVEMENT	SOME IMPROVEMENT	NO IMPROVEMENT	Comments (Please be specific)
1) Read	82	57	12	I have been good at these for a while. Ive been great for years.
2) Write	105	35	10	Learned to write with other hand. Ive been great for years.
3) Speak about something in front of a group	86	38	24	
4) To think mathematically	89	49	17	Yes, a lot. Not really, still confused.
5) Participate in Phy Ed activities	113	21	16	
6) Participate in Art activities	73	57	18	More art please... N/A. Still haven't done this ever. We don't have art! Don't have.
7) Participate in Music activities	120	17	10	Never. You don't have music in 6 th grade and up so I could care less about music.
8) Environmental Education – be a good steward of the environment	100	41	7	

What I like best about NDMA: That it's a hands on school. PE. Math. Recess. The teachers. Everyone is nice. I like how my friends are at school. I like science. Reading. Phy ed. Read. It is fun. Everything! They get extra help. It's a good learning environment. Being with friends. Art. Gym and art. Working hard. Art and having fun. Working on our work slip (Learning activities). Its good. I really love silent reading. My teachers. The food! It is friendly if you are nice. My teacher. Learning/ art. Math with J. Math. I like how everyone is so nice to me. I can learn at my level of thinking. Teachers. The library. The teachers actually explain things. Everything. Recess. I like how the teachers listen and give advice instead of just saying "im sorry" or something else. I like to see my friends. I like physical activities. Everything. The food and friends. It's just a good place for kids with anxiety, and because it's a small school theres barely any bullying. Read. Gym class because it's fun. Making friends and teachers. The fact that there's one classroom. DLP and Recess. Is free time only when we have work done. I don't know. Field trips. The teachers! We have different types of recess. PE. Not a lot but, the people there, the fun stuff we do and when we HAD art with Miss Gabri. I really like art and science. Field trips. The books are the best. I like pet day and PE. That you can take your time on work. All the teachers who help us out. Its fun and I can see friends. There are teachers who can help me while others are busy. I love learning math at NDMA. Learning about new things. To make friends. I think its fun at this school. Books. Recess, teachers, friends. People don't bully and people respect others and make them feel safe. Freedom, Montessori, and the people. The teachers are there to help you. Math. Helps me do better. I like school. Recess. What I like best about it is we get longer recess. Nothing. I don't like NDMA. Nothing and to get rid of phones. I feel like people see me as a human being. I like phyed and wellness. The teachers and staff. It helps us learn. I like art so much it's the best. My teacher. Home. My friends, recess, and the bus ride home. People are nicer here. Help do stuff. The bus ride home. Everyone cares for each other.

What I would like to change at NDMA: Nothing, it's a good school. We need art. Read. Pool. Work. The chairs. I would like a room that is one big hot tub. Don't know. Nothing. I wouldn't really change anything, I love this school. Nothing. Less music, more phyed. Can take naps. Free time. Why do teachers have to give students slip to see the principle? We always have big lunch. Make gym harder for middle school, it was too easy. Art. Add more books to the library. Nothing. Art. Bowling. Nothing really. I don't know. Less drama. I will not change a thing. Pool. Hard reading. Nap time. Reading. Hand stuff. I would like a pool. The bussing, not to be the 1st on and last off. Move math and DLP. Light talking. Have art. We need a bigger playground. To have art! Some teachers are rude and the kids there can be really mean and have issues—im not happy we didn't have art this year 😞. Lunch. No rules. Go home right away. Have phones. Everything. Dodgeball. When its raining we still go outside. Bigger park. No journal. Have snack time each day. Pizza 2 times a week. Pizza. Have a snack in every classroom. Have a field trip every 3 weeks. More books for the library. People spray poisonous spray on the grass so bees cant drink pollen. Gym everyday. I want to change bad stuff to good. To stay at the playground and stay for 3 hours. Get longer lunch. MS TEETZEL. Staff, dodgeball in gym. The way staff handles children. Phyed. To be able to play dodgeball in phyed. Maybe you should inform the teachers about ADHD because they don't know anything about it. Live a little. Shorter hours. Tackle football, dodge ball and a school football team. To only play at the playground. The teachers need to stop being sexist and need to stop letting kids do one thing one second and not the next. I want to wear my hood, it makes me feel safe. Go home at 3. Dodge ball and tackle football. People should talk nicer.

Other comments (please be specific): No thanks, I'm too cool. I really like that I can use materials to learn. I love school. I'm glad I came to this school 😊. I like school. Friendly teacher and kids compared to the other 2 schools I was in. Pool. I like school. It is the best place. This school is cool. I love school. I do not like it when we stay in. Bigger school. More punching bags. Good school. Thank you! :) You're welcome. Have a great summer.

Providing a quality, comprehensive public education within a Montessori context

NDMA Family Satisfaction Survey - RESULTS

2020-2021

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

	Agree	Disagree	N/A	Comments (Please be specific)
1) Overall, my child seems to be satisfied at New Discoveries Montessori Academy.	26			
2) My child has made friends at New Discoveries Montessori Academy.	26	1		They've come home several days saying kids are bullying them.
3) My child feels safe at New Discoveries Montessori Academy.	26			Most of the kids. Sometimes feels bullied.
4) My child feels safe on the way to and from school.	26			Issues with bus company.
5) My child appreciates his/her teacher.	26			Above and beyond efforts to help my boys. Loves her teacher.
6) My child feels valued and respected by his/her teacher.	26			A couple of the kids.
7) My child appears to be progressing academically.	25	1		Most of the kids. Both my children have made tremendous progress in all walks of life since starting school here. Struggling, has her ups and downs.
8) My child feels valued and respected by the adults at NDMA.	26			All the staff is very respectful.
9) My child's teacher knows and responds to my child's individual needs.	25	1		For some of the kids, but not all. 95% of the time we are on the same page.
10) My child's teacher supports and encourages my child's attempts to gain new skills.	26			
11) My child's teacher helps to build my child's self-esteem.	24		2	
12) My child's teacher listens to me, respects me as a parent (or guardian) and supports us as a family.	26			

	Agree	Disagree	N/A	Comments (Please be specific)
13) School guidelines are stated in a positive way.	26			
14) The atmosphere at New Discoveries Montessori Academy is warm and nurturing.	26			
15) The school staff interacts respectfully with each other.	26			Outstanding work.
16) The director and staff intervene effectively when children misbehave.	24		2	Have accommodated behaviors and feel school will work with me. Due to bullying I only hear of a few times kids have been disciplined. Absolutely(Since had a lot of behaviors.)
17) Families are informed frequently about school happenings through newsletters, notes and phone calls.	26			Given 1-2 days or less notice of events. 100%.
18) I have received information on the school's discipline policy , philosophy, and goals for children.	26			
19) I feel welcome to visit my child's school at any time.	25	1		Tried to do lunch and was told no. Outside of covid.
20) I know whom to go to with my concerns and feel confident that my concerns will be addressed respectfully and promptly.	26			I don't feel confident it will be properly taken care of. Niccole and Tara are always great.
21) I have been made aware of my child's academic strengths and weaknesses.	26			For the most part could be improved. 100%.
22) My child tells me what is happening at school.	26	1		Sometimes after the fact. Everyday.
23) I am aware of opportunities and feel welcome to volunteer in my child's school.	24	2		Not so much.
24) WELLNESS: When I send a lunch from home, I understand that I need to send healthy foods and refrain from sending snacks and beverages (e.g., candy, regular potato chips, soda or fruit drinks that are not 100% juice).	25	1		I know, but don't necessarily agree with all of it. However if I send a special treat I expect him to have it. I hadn't but quickly learned this and fully understand and agree. I try. This has NOTHING to do with a SCHOOL survey.
25) I feel my child is receiving a well-rounded education at New Discoveries Montessori Academy.	25		1	
26) I would recommend New Discoveries Montessori Academy to other families.	24	2	1	I don't see there being ways to help advanced learners. That's questionable. I have recommended. Absolutely, best school.

- 1) Which of the following sources are you MOST likely to rely on for information about New Discoveries Montessori Academy? (Choose one.)

O School/Classroom Newsletter 8	O Family Learning Discoveries Events 0	O Local Newspaper – Hutch Leader 1
O Material brought home by children 9	O Friends/Neighbors/Other People 3	O NDMA Staff/Teachers 7
O e-mail/website/Facebook 14	O Mailings 6	O Don't know 0
O Other Text. Teachers messaging me. Emails from office.		

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

O How students are doing 17	O Curriculum information 11	O Volunteer opportunities 7	O Special Events 13
O Teachers/Teaching methods 10	O Charter Schools 0	O School Board information 3	O Montessori Philosophy/Method 4
O Special Education/Title 5	O Afterschool Discoveries 10	O Environmental Education 2	O Other

- 3) Environmental Stewardship:
 - O My child knows how to recycle paper, plastic, glass and aluminum. **20**
 - O We recycle at home. **20**
 - O My child talks about environmental experiences that happen at school. **15**

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

[Moved and their cousins attend. Good school. Because I thought it was better than the public school. My child had a lot of problems at public school and they didn't want to give my child the help he needed. Very friendly staff, the smaller school. I have heard great things about NDMA from other parents. Best education in town. Teachers that care about kids, not pensions. Because of their attention to special education. 2 of my kids get sped services its above par. Because of Montessori. Smaller classrooms, heard great reviews of it. We were in the regular hutch schools and were having a lot of problems getting the resources that we needed for our children. My sons therapist recommended we check this school out so we did and fell in love instantly. Fall 2020. The Montessori philosophy and way the children are taught. Close to home, and I like the Montessori teaching method over 'traditional'/public schooling. Cause it was a better fit. Friend from church. It was the only school I found to have more days of school since kindergarten. I believe this helped my child with learning abilities. Friend from church. Because it's a unique school that meets children where they are at. Smaller school and more one on one great for kids with IEP. Heard it was a great school. Hands on learning and catering to how each child learns differently.](#)

- 5) One thing I like about New Discoveries:

[Small classes, more individual attention. Front desk staff. All the staff are so kind and helping. My child learned a lot and actually made friends! They have really helped my child. Teachers and staff really care. Sped department/ kids feel safe and happy mostly. The Montessori teaching methods. They care a lot about the kids academically and emotionally. The willingness to help each child meet their individual needs! Style of learning. How friendly all the staff are. Teaching children real life skills—not just passing tests. Photo club. Great school for kids. How they teach in their classrooms. Great staff. The learning environment. Great staff and welcoming! Love the smaller classes, more attentions to students. Positive atmosphere. Very open and willing to work with you no matter the obstacles.](#)

- 6) One thing I would like to change:

[Would like to talk with teacher, too much to write. Biggest thing would be having options for advanced learning students to help keep them from being bored and getting distracted. I wish they would go up to having kids from preschool up to grade 12. Bussing—not be first one on and last one off makes for a long day! Start earlier, end earlier. Nothing. Nothing, hoping my boys will build up to full days/normal schedule moving ahead. No more masks. Move after school activities like sports camp. Either im not aware of but more sports or school activities to join. Kids don't do good at home with DL. Earlier start and end to school day. The multiple amount of shoes \(we got very turned around here at our home.\)](#)

- 7) What worked/didn't work with distance learning this year?

Assignments weren't always easy to follow. Distance learning didn't work well for my family at all. My child struggled a lot with the distance learning. Not every parent has enough time in a day to do all the work when having multiple kids and personally believe kids NEED to be IN school. Everything went really well. Distance learning seemed to really hinder enrichment. My oldest cannot learn via distance. We have 4 kids, 2 at home, 2 in school, it was impossible to coordinate. It was a relief that he went back to school. It was fine. Hard to get my child to focus and help him. 4th grade distance learning was fine but preschool DL was difficult, but I was pleased that she was able to go in person after a while. My sons inability to use technology/understand "school work" versus "screentime". My kids would not pay attention. It wasn't ideal, but I think the teachers did the best with what they had. Keeping my kid online and doing homework. It was hard for my child to be at home and trying to learn. The only thing that always worried me was that I didn't want my child to get behind in their grade level. The amount of work assigned in E1 vs E2 was significantly different and often for our E2 child, unmanageable. The amount of actual paperwork was absurd (E2). Child did not want to do anything to much going on around her. Working parents hard to do tasks with child at a convenient time. Everything worked. I feel that NDMA did a great job at providing every way possible to help teach our children. If anything I felt my childs education only lacked under my teaching.

Other Comments (Please be specific):

I feel as if the staff at the school forgets that they are not the kids parent/guardian and over step a lot of boundaries. Keep up the good job! Love this school. Teachers and stuff have gone above and beyond to meet my boys individual needs. They fully accept our autism family! I have more hope for my boys educational future. I would like to see more pictures of the kids doing classroom activities via online (FB, website). Practice more knowledge about tech/using google classroom is needed for teachers. Thank you all for everything and all the effort put into helping my children.

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

Please return by Wednesday, June 2nd.

"Providing a quality, comprehensive public education within a Montessori context"

NDMA Staff Satisfaction Survey - RESULTS

2020-2021

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.	65		1	Im employed by Greater MN.
2) NDMA offers me adequate facilities to create a positive learning environment.	63		3	Building updates: mural, outdoor gardens, kindness quilts bring me inspiration and comfort.
3) I feel valued and appreciated in my work by my colleagues.	62	3	1	Felt as if people picked buddies. Quite often some staff believe they are better than those without a bachelors and won't listen to our ideas because of it. Great, warm environment.
4) I feel valued and appreciated in my work by administration.	59	5	1	Depends on the day. Very much so! I was given false hope of art returning. Admins presence in the building helps me to feel valued and celebrated.
5) I feel valued and appreciated in my work by parents of the children at NDMA.	46	7	13	Not sure. This year was hard, always felt like the bad guy (a few parents were very gracious thought).
6) I feel valued and appreciated in my work by the students at NDMA.	58	7	1	Not all students. Not always, a lot of disrespect. Most of the time. Age appropriately. By a handful.
7) I feel valued and appreciated in my work by the community.	52	6	11	
8) I feel valued and appreciated in my work by the NDMA school board.	50	7	8	Funny.
9) I feel I am provided with sufficient opportunities to grow professionally.	54	4	10	Impressive cultural diversity and social justice in services. I have been provided with the most PD since becoming employed with NDMA in OCT 2020. Loved the prof dev this year!
10) We are adequately meeting the needs of our students.	51	11	2	A variety of unique learners. There is always room for improvement.... Sped students needs are not met. Level 3 students are not getting academics and life and social skills. Who is in charge of providing materials for sped students/level 3? Do level 3 students receive academics or new materials? Do paras need to get learning materials ready for their sped student?? Sped and level 3 academic instruction for sped is lacking. Who's job is it to teach? Who is responsible for meeting iep goals? Should paras know what the goals are how to help reach them? Who provides materials to students/paras? If not academic learning, are social skills, lifeskills an option? Most of the time. Need to do more for those with behavior needs. Could do better.

	Agree	Disagree	N/A	Comments (Please be specific)
11) I am satisfied with the academic program at NDMA.	49	10	6	I think it would be easier for teachers to have the same curriculum. I hear talk of core reading series scope/sequence. It is a work in progress... Program is all over.
12) I think the overall atmosphere within NDMA is beneficial to student learning.	59	6		I think NDMA goes over and above to meet needs as best as we can, behavior is an issue sometimes. Overall it is very good but when a behavioral problematic child runs the halls swearing and screaming they should be removed from hearing distance.
13) There is adequate communication between staff and administration.	46	18	1	Work in progress. Yes, I trust the decisions of our admin team because the do communicate kindly and often. What a joke. Communications lacking. Admin forgets staff sometimes.
14) There is adequate communication between staff and parents.	54	3	8	Great! Communication—we go out of our way for parents. If we were able to utilize a communication app that would house all info for families (parent square is one) teacher could spend less time sending emails and more time making meaningful family connections.
15) There is adequate communication between staff and the school board.	46	12	7	There could be more staff involvement. School board feels disconnected from staff and their needs and requests.
16) There is adequate communication among the staff.	52	12	1	Not 100%. In between on this. I appreciate classroom team meetings because it gives us time to talk about student needs. Too many small groups; “cliques”. Not always communicating the class has left on field trips (away from school). Not reporting injuries with staff and students in a timely manner or at all. Difficult with covid and not regularly meeting together. The weekly update and staff meeting is great. Thank you.. I think some communication break down comes during ILT implementation process. ILT discusses something lead, lead teacher shares info with grad level. The ‘thing’ wasn’t finales at ILT so by the time its implemented, announced, goes to board, it looks different than what was shared at grade level. Lots of small misunderstandings come from staff not utilizing the tech we have. If info meetings, etc were disseminated via google/365 and everyone had to you it, it would solve issues.
17) Administration and staff take care of situations when children misbehave or make poor choices.	49	14	1	Very middle of the road. You are trying. Depends on the staff—often phone calls or texts aren’t answered and no one will help. We give too many 2 nd chances to some students. Not enough consequences. Staff:yes, admin:no. BIT could provide more support. No consequences. Sporadic and inconsistent.
18) I like the multi-age classrooms.	60	3	3	Very much. No so much.
19) I feel that students are learning at NDMA.	61	2		Some are.
20) Resources are available to help me accomplish my job and I understand how to access them.	60	1	4	Ive always asked and obtained materials. As a new teacher to ECSE, my mentor teacher is so crucial to my development.
21) The school building and grounds are well maintained.	64		2	Very much so! Beautiful.
22) I recycle at school.	63	1	1	
23) I recycle at home.	57	7	1	Some things.

	Agree	Disagree	N/A	Comments (Please be specific)
24) Students and staff actively engage in recycling.	62	2	1	Prior to this year, much more.
25) I would recommend New Discoveries Montessori Academy to other families.	58	6	1	Yes! Only if I felt a child would benefit. 1000 times yes. Yes, Hutchinson families and surrounding are lucky to have NDMA as an option. Depends on the classroom. Recommend to specific teachers/classrooms. Depends on the child, some may do better at other schools. Some families.

NEEDS ASSESSMENT:

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

I feel its good. Training on how to help students who struggle with phonemic awareness. Reading and math specialists. More understanding of materials. Teachers need to be on the same page with curriculum and instruction. More accountability. I feel as though having a creative outlet such as an art class weekly would be very beneficial to the students or bring back basketball or other after school sports—as well as having the school day not go so late, maybe start earlier, too many kids are exhausted by 4pm. I wish we had a teacher who specializes in math to do all the math classes. More use of Montessori materials, method, principles, so there is a continuum. I don't know what to do with students that act out a lot, but it is very hard for a student to learn if another student is not cooperating. Smaller classrooms. We are doing a great job. Alternate consequences when students have behavioral issues (not many options for paras when students continue besides handing them off to teachers). Behaviors to be addressed, what are appropriate consequences. More student accountability for completing work assignments. Concrete overall across the board rules for the students so they better understand the expectations and are better prepared for their futures. Continue to increase capacity for data based decision making. Staff culture. More prof. dev. Around teaching reading and math. I think there needs to be more rules and expectations for our E3 students. Too often I feel that they had free reign of the entire school. Crack down on the consequences for students that don't follow rules/expectations. Montessori training for paras. Equal/same curriculum across classrooms (focus being on Montessori methods). Common curriculum k-8. We all need to get on the same page and support eachother instead of point fingers. More pullout time for sped students to really hit the interventions needed to help catch them up with their academics. Students need to be held accountable EVERYTIME, whether its due to academic situations or behavior. All licensed staff need to be licensed or enrolled in a school program. Licensed staff should be required ALL credentials to teach. Teaching partners and SPED teachers need to have training together to review IEP goals, how to do interventions, available resources or prep time to prepare resources for students. Having common curriculum and expectations across grade levels and building. Classroom and behavior management. Consistency from CH to E1 to E2 to E3. Discipline. There is none here and the kids know that so they don't care about "getting in trouble". No more hugs and kisses and its all better. All of the students are showing growth. I think that is what should be the focus, obviously not all are making the "correct amount" of growth according to ____(?), but each child learns at their own pace. K-8 curriculum. I feel the ones who are doing really well need to always be challenged so they keep growing and I feel like they don't always get that. That the class levels seem to be more different than similar, all rooms should have differences but curriculum should be the same. Teachers who know how to teach multi-age. Teachers who know how to differentiate instruction. I understand that older kids can motivate/learn at own pace but in the youngsters, they need a reward system for hard work. More support from BIT to deal with academics when behavior interferes—there are no consequences when a child throws a fit to get out of work. If distance learning continues to be an option, have separate staff that can focus on those students. Direct instruction, rigorous curriculum that aligns k-8, common schoolwide expectations. Calid consistent student interventions. Sloppy sped program needs direction and clearly stated procedures/philosophy. The debate about good instruction and curriculum needs to be put to rest. Weve already spent a whole year arguing about curriculum and Montessori vs non-montessori. Personally, I think that as a public school we have a responsibility to teach state standers and show adequate student growth. Right now, those things aren't happening and the Montessori curriculum isn't aligned with standards. A decision needs to be made about the direction of the school one way or another so that everyone can move forward. Across grad level curriculum and assessments with training and follow through for both. Im not sure? Im always concerned about future parental involvement.

2) What are your most urgent professional development needs?

We need more paras. Execute functioning skills and dyslexia. Classroom management. Learning about Montessori better. I renewed my license last year so at this time I do not have any urgent needs. Support from teachers. Montessori: building an understanding, use of materials (lesson presentations). More staff. More paras, dawn teach more. Want to become sped teacher. Some de-escalation training and when to deescalate and when I should set the rules in place. How can I affectively communicate with students that are not following the

given directions and avoid the adult child power struggle? Reading development in young children. What we have done has worked well. I'd suggest more switching groups instead of staying with the same presenter. Montessori training, special education (best practices/procedures), environmental education/outdoor classroom. Planning time to know what I have for clock hours. Literacy—scope and sequence. Phonics achievement. Spelling program more efficient for students. WTW is not beneficial when teachers are unable to have enough time to instruct 5-8 different spelling groups. Not productive and students need to focus on sight and high frequency words instead. Literacy. Consistency across the board. Would love more workshops on behavior issues/ sped needs. I thought it was a good mix of staff development this year, maybe early reading skills?? More training when it comes to working with a student one on one. Get more familiar with the curriculum so I can differentiate. More development of reading and reading standards. Training with behaviors, basic Montessori manipulatives. Learn more about Montessori principles, curriculum, and materials. Behaviors need to be addressed consistently. Literacy. Class wide behavior management. Implementing tier 2 interventions. Reading, phonics, and interventions. Meeting the needs of the parents and meeting with parent.

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

The kids and staff. Individual attention and work for each student. We have a behavior intervention specialist. Our classroom works well together. I love the support from coworkers and the flexibility to do unique activities with the students. Caring administration and staff. Staff and students. Friendly. Students are all treated as their own individual person and not a number on a chart out of hundreds. The staff—best coworkers. Work hard, treat the kids in an amazing way and fun. Growth opportunities for students and staff: community and leadership. Administration is amazing and so supportive. A family. When needed a person is there to take over. Flexible hours. They are friendly. I love the independent learning options for the students. I like multi-level classrooms, I like off site learning opportunities and the Montessori methods. I like the small learning community at NDMA. I like how most of us seem to genuinely care about one another. I like many things, but the thing I value most is that we meet students where they are at and partner with families. The way of learning and the environment. This is such an amazing school, we have amazing admin. You can tell how much the teachers care for their kids. Family centered atmosphere (positive culture) leads to positive relationships between staff, students, and families. Thus I feel validated, valued and celebrated in my work. Staff. The family feel and admin support. The staff and students. Great environment. I love working here! Flexibility is great! Family-like atmosphere. Multi-age classroom. Admin easy to talk with. Enjoy friendships with coworkers. The ability to think outside the box. Focus on teaching the child at their level vs grad level pushing thru the system. Multi-level classrooms, outdoor space. It's a great size and dedicated admin and staff. Grounds, hallways, and common areas are kept well! Great first impression! Entire staff works together and has respect for one another. The positive atmosphere! No comment. I feel like the staff have the students best interest in mind. Colleagues are very supportive. The people are awesome, the teachers seem very attentive and compassionate towards the kids. It's like a big family. Multiage classrooms, hands on learning. The family like atmosphere within the classroom. I like how the method/process is very visual, Ex: math beads. Visual learners would benefit greatly at NDMA vs public school method. Positive leadership and supportive colleagues. The friends I have made. Multi-age classroom. The students and staff. Clean and safe environment. Admin sees each staff members unique strengths. There is not a cliquey-cattiness here that you encounter elsewhere. Small school feel with multi-age classrooms. Warm, safe environment.

4) One thing I would like to change:

Prep time being left as prep time for teachers. More opportunities for middle schoolers (like life skills, off site, etc.) Getting paid for holidays. In a perfect world, I would like to see more parent support. Kids should not be allowed to be tardy everyday!! Change is difficult, transition is difficult. Not having to wear a mask so I can see the cute kids faces. It feels as though there is no outcome with violent students and that it's ok that they hit, kick, bite, or grab at us which is frustrating—even if it was just a call or email to parents. I would like to see less over-use of the copy machine. Not feeling as if I'm alone with jobs or all being put on one person. More outside things for kids to do. In the playground area and outside of the fence. Remove school house out of playground area. Medical and dental insurance for staff and _____ is over expensive—can not afford to have it. More specific consequences, academics and behavioral problems (if you don't finish daily work must be done at home or something). Is to have specific consequences for behavior and academic issues. I would like to change the wasted food that gets tossed by students. Improved staff attitudes and culture. I think E3 could change. There could be more done to better prepare them for life after NDMA. Admin presence/support on a regular schedule for grad level PLCs. Joint PLC topics/agenda (some like NWEA data or curriculum) seemed to cause discussion without a resolution although I do recognize the need to spark questions from a lively discussion at times. Move to common curriculum in math, reading, science and social studies. Grades supporting grades. Communication—staff and admin, staff and staff. Holding parents accountable for their child. Follow through on consequences. Teachers and paras are all highly qualified individuals and know the value of our students needs. More collaboration. Interaction between E1 and E3. More communication- all of the way around. All the kisses and hugs for the children. I am happy with my place at NDMA! More support staff. I feel there isn't adequate training when you are put with a student as one on one. Some kids are extremely difficult

and it would be nice to have more help. Lumina sparks presentations are too long and myself and many staff check out and don't get all the info. I know its covid but I did not meet too many people this year. I did not venture out of my classroom very much. More support from admin when we seek out help from student behaviors. Students often saw it as a reward to be asked to go speak with admin. I don't feel that kids should be allowed to not participate (music) just because theyre stubborn. The behaviors seem to control the room at times and one became four quickly. The number of behavior problems (Significant issues) in each classroom. When students have behaviors give them CONSEQUENCES or they just keep doing it repeatedly. Better flow between grade levels. Hold parents more accountable for their kids actions. Need stronger administrators!! Too many decisions are based on emotion and do not stay in place. I wish I could inject optimism into my colleagues and put a stop to the attitude of "we've been down this road before, it never works". Maybe that's naïve but there it is. Curriculum and its use.

5) What worked/didn't work with Distance Learning this year?

Kids not logging on. It was challenging with each student being at their own level/work us sending the same work to each student, but that was also a positive for the students to get that individualized work. Smaller group in class helped kids concentrate. Didn't work is we couldn't work with them in person. This was my first experience with DL and I feel it went well. I think we did a great job with DL. Student participation. I feel as though there was a lot of confusion between staff, there was also a big disconnect with students and it felt as though they had to start over when we came back. It was crazy, who am I to judge. Using google classroom for morning meeting worked. What didn't?: I found parents to be less on board than last spring, so not enough contact with parents/children. I think it put the kids behind a lot. Teachers can try their best but if the student will not engage then you hope that it will come. No camera on for a learning choice. It was busy but we made it. I thought it went really well considering the situation we were in. I thought NDMA did a pretty good job under the crazy circumstances. I think the distance learning bins provided a specific place for DL materials to be returned to. Worked: lots of direct virtual time between teachers and students. Didn't work: difficult for teachers to maintain, huge amount of work, hope we don't have to do it again. I thought it went fine. Worked: sending paper forms of Montessori work home for students/families one on one zoom conferences with students synchronous learning during morning meeting, additional time to talk/plan/prep (Mondays and Fridays). What was difficult: getting paper copies/proof of work completed from families. Great deal of time spent on prep. The time it required and not having the time. Co-teachers doing all the learning together. Trying to find time to get DL's 1:1 time for instruction when still trying to teach the onsite students. NO ACCOUNTABILITY on ANY WORK or engagement/attendance. Student accountability. The back and forth between in-person and distant is a struggle. Too many moving pieces. Everyone has done the best they can during this pandemic. I think our school did a great job with distance learning, materials, meals, and offerings. Most staff really stepped up and helped in anyway they could! Great to see so much dedication! All of it went down hill because we didn't make the kids get on when needed to. The daycare got to be a lot of kids in one space. Its hard to keep students motivated. I think it went well. The teacher did a really good job managing it all. It was stressful doing in person and DL at the same time during the day, all our in person students had many new behavioral challenges it was to hard of a change. Zooms went well for the most part. I enjoyed google classroom. I learned a lot I did find most of my resources by myself. I would have liked more to try but I think everyone was learning along with me. Having to teach in-person and plan for DL. Nothing worked, I feel kids and parents did not engage in the work. Trying to provide distance learners as much attention as they deserve while also teaching in person students. Distance learning is extremely difficult. Students didn't get on or do their school work. I don't like having distance learners. Administration didn't follow through with common expectations for attendance and work completion – so many kids actually did not "go to school". I think we did a great job overall. Our grade level talked last month about how it would have gone better if there would have been more group planning like we liked last spring. Google classroom worked well. Giving students tech also helped. Lots of staff need to improve their level of comfort with technology.

Other comments (Please be specific): I am proud to be a part of the ECSE teaching team at NDMA, thank you for all you do. NDMA is a wonderful place to work, great place for students, we REALLY care about every child! I enjoyed my first year at NDMA, hopefully I will be able to stay for a long time.

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

Providing a quality, comprehensive public education within a Montessori context

NDMA Community Satisfaction Survey - RESULTS

2020-2021

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

	Agree	Disagree	N/A	Comments (Please be specific)
1) New Discoveries Montessori Academy is an asset to the Hutchinson area.	3			Read many good comments on social media and such.
2) I would send my child or tell others to send their child to New Discoveries.	3			
3) I feel welcome to visit New Discoveries.	3			
4) The staff members of New Discoveries are friendly and helpful.	3			I think they are all saints.
5) New Discoveries communicates effectively with the community.	2	1		Since I have left employment at NDMA I have not heard about what is happening.
6) NDMA is providing a quality education for children.	3			
7) The NDMA students that I meet are well-mannered, respectful and behave appropriately.	2	1		I think they are getting used to us and not always the best behaved.
8) I am informed about what is going on at New Discoveries Montessori Academy.	2	1		
9) My most recent experience with NDMA was positive.	3			
10) I support the Mission/Vision of New Discoveries Montessori Academy.	3			

Needs Assessment:

1) What types of activities have you been involved in at NDMA or are aware of that New Discoveries Montessori Academy has been involved in?
I only know about the activities that the students talk about on the van and are usually very excited about them. Family fun nights, concerts. Mathematics competitions.

2) What types of needs or activities in community service do you think would be valuable for NDMA to explore?
Too many to list: Creative arts, shop/construction, tech/coding, business.

3) Which of the following sources are you MOST likely to rely on for information about New Discoveries Montessori Academy? (Choose one.)

☐ School Newsletter 1

☐ Local Newspaper – Hutch Leader

☐ Friends/Neighbors/Other People

☐ e-mail/website 1

☐ Other _____ Director newsletter

☐ Classroom Newsletter

☐ Material brought home by children

☐ NDMA Staff/Teachers 2

☐ Mailings

☐ Don't know

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

☐ How students are doing/Student Progress 1

☐ Volunteer opportunities 2

☐ Teachers/Teaching methods 1

☐ School Board information

☐ Other _____

☐ Curriculum information

☐ Special Events 1

☐ Charter Schools

☐ Montessori Philosophy/Method

☐ Don't know

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

The communication between our transportation and the school. That all the teachers are licensed. Getting word out how valuable the educational experience of being in multi-year classrooms with the same teachers for multiple years – not factory school model.

6) What do you value and like about NDMA?

I like the way all the employees are very helpful and I think they are doing a very good job with the students. That they meet every child where they are going. Montessori principles—multiage classrooms with the opportunity to be with the same teachers for multiple years from age 3 through 8th grade.

Other Comments (Please be specific):

I don't have any children at the school and I praise the employees because I know how they can act out just on the ride home on the van.

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

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

Thank you for taking the time to complete this survey! Please mail completed survey in enclosed envelope and return by **Wednesday, June 2nd**. The results will be used to help us better serve our students. We appreciate your comments! :)

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May 2021 – All School Photo