



New Discoveries Montessori Academy  
#4161-07  
2021-2022  
Year 16  
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 **2021-2022** school year, our **sixteenth** 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 5<sup>th</sup> Avenue SW  
Hutchinson, Minnesota 55350  
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[www.newdiscoveries.org](http://www.newdiscoveries.org)

**Grades Served:** Pre-K – 8<sup>th</sup> 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, 2026 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 5<sup>th</sup> and 6<sup>th</sup> 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

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023 (as of 10.03.22)
PreK 3	11	9	9	7	6
PreK 4	23	23	16	23	23
Kindergarten	26	27	34	29	29
1st Grade	23	24	25	28	29
2nd Grade	25	26	24	26	27
3rd Grade	21	24	24	24	24
4th Grade	38	22	23	28	25
5th Grade	20	29	21	25	25
6th Grade	32	18	24	27	23
7th Grade	12	24	8	19	18
8th Grade	-	10	20	8	8
Greater MN (3-6)	1	n/a	n/a	-	-
<b>Total PreK-8</b>	<b>232</b>	<b>236</b>	<b>228</b>	<b>244</b>	<b>237</b>
<b>Total ADM (Average Daily Membership) for year</b>	<b>208.94</b>	<b>229.61</b>	<b>225.02</b>	<b>213.82</b>	

2021-2022 enrollment remained steady around 240 students. During the 21-22 school year, we had 10 children leave NDMA. Transfers in included 17 students enrolled at NDMA after the first day of school.

### DEMOGRAPHICS

40.0% of our student body received special education services and 53.7% of our students qualified for free/reduced lunches. This is significantly greater than that of the local traditional public schools. (District #423 Hutchinson – SpEd 16.8% - F/R 23.1%)

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023 (as of 10.03.22)
<b>Total Enrollment</b>	232	237	228	244	233
<b>Male</b>	112	114	123	133	123
<b>Female</b>	121	123	105	111	110
<b>Special Education</b>	87	97	95	96	89
<b>ELL/LEP</b>	5	7	5	3	3
<b>Black/African American</b>	1	4	3	2	3
<b>Hispanic/Latino</b>	22	10	25	25	30
<b>Asian/Pacific Islander</b>	0	0	1	3	3
<b>American Indian</b>	0	0	1	1	1
<b>2 or more races</b>	-	12	10	10	9
<b>White</b>	193	211	188	198	189
<b>F/R Lunch</b>	126	132	118	115	213
<b>Homeless</b>				2	4

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	6
111 – Watertown Mayer	3	2365 – GFW Gibbon Fairfax Winthrop	11
112 – Eastern Carver County Schools	3	2396 – ACGC Atwater Cosmos Grove City	2
423 – Hutchinson	181	2687 – HL-W Howard Lake - Waverly	2
424 – Lester Prairie	2	2859 – GSL Glencoe Silver Lake	23
465 – Litchfield	8		
466 – Dassel Cokato	2		

## STUDENT ATTENDANCE, ATTRITION & MOBILITY

### STUDENT ATTENDANCE

	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Overall Attendance Rate</b>	94.8%	87.2%	95.35%	93.17%	90.67%

According to our student information system, attendance throughout the year was at 90.67%.

			2019-20	2020-21	2021-22
<b>Consistent Attendance Percentage</b>			86.32%	97.9%	87.9%

(MDE Report Card)

### STUDENT ATTRITION

Percentage of students who were continuously enrolled between October 1 of the 2020-2021 school year and October 1 of the 2021-2022 school year.	94.13%
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Percentage of students who continue enrollment in the school from Spring 2021 to October 1, 2022.	78.5%
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### 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%
2021-22	25	234	10	10	20	8.54%

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

## EDUCATIONAL APPROACH & CURRICULUM

### **Primary Pedagogical Approach**

New Discoveries Montessori Academy Educational Program highlights:

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

### **Montessori Method of Education**

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

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

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

### **Multi-age Grouping Classrooms**

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

### **CHILDREN'S HOUSE PROGRAM (AGES 3-5)**

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

## **CURRICULUM AREAS –**

**Grace and Courtesy** (Character Education)

**Practical Life** (Coordination, Control, Independence & Order)

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

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

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

**Geography** (Landforms, Continents, & History)

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

**Music | Art | Physical Education**

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

## **INNOVATIVE PRACTICES & IMPLEMENTATION**

### **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 a director of special education, who knows our staff, our clientele, our program, and the law. In addition, we have a special education coordinator on-site. We have a full-time school psychologist. Our child study process is 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 include: 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. These providers are responsive and consistently follow through regarding support and service.

There is a special education Co-Teacher in every classroom. In addition, our Early Childhood Special Education specialist provides unique support for our early childhood population.

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

<b>A</b>	<b>S</b>	<b>C</b>	<b>E</b>	<b>N</b>	<b>D</b>
Academic and Behavior	Support	Committee for	Excellence at	New	Discoveries

### **Child Find Process - ASCEND**

Our child find process at NDMA includes: vision and hearing screening for all students, preschool screening, academic benchmarking for Kindergarten through 8th grade, school psychologist-led discussion of student concerns at PLC, ILT, SpEd and ASCEND meetings. Our ASCEND core team is a group of administrators, teachers, and special education representatives that work together to review our school data for the purpose of determining which students require tier 2 and potentially tier 3 interventions. Select core team members will be present at planning meetings with classroom teachers to match students to interventions, provide training when needed, and ensure interventions are being implemented with fidelity. The ASCEND team will also provide support for strong tier 1 practices, such as promoting the use of evidence-based teaching practices and classroom management strategies. The ASCEND mission overlaps with all the wonderful things discussed in PLC and we purposely extended this invitation to staff members with knowledge and skills in evidence-based practices who are NOT currently serving in a lead or mentor teacher role.

### **English Learner (EL) Program**

This past year we had 3 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 2021-2022 school calendar had 170 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 23<sup>rd</sup>. Our day begins at 8:30am and is done at 3:05pm. Our last day of school was June 3<sup>rd</sup>.

## 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 – <b>10 Points:</b> 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:
<b>Exceeds Target (x 1.5)</b>	The aggregate percentage is at least 80.0%.		
<b>Meets Target (x1.0)</b>	The aggregate percentage is at least 60.0%.		
<b>Approaches Target (x0.5)</b>	The aggregate percentage is at least 50.0%.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		194/406 47.8%
		Points Possible	Points Earned
		10	0
			% Earned
			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] – <b>0 Points:</b> From FY21 to FY22, the aggregate percentage		Result:
<b>Exceeds Target (x 1.5)</b>	The aggregate percentage is at least 10.0 percentage points greater than the state percentage of English Learners meeting target.		
<b>Meets Target (x1.0)</b>	The aggregate percentage is equal to or greater than the state percentage of English Learners meeting target.		
<b>Approaches Target (x0.5)</b>	The aggregate percentage is within 5.0 percentage points of the state percentage of English Learners meeting target.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 2.2 [CCR] – <b>0 Points:</b> From FY21 to FY22, the average progress		Result:
<b>Exceeds Target (x 1.5)</b>	The aggregate percentage is least 10.0 percentage points over the state average progress toward		
<b>Meets Target (x1.0)</b>	The aggregate percentage equal to or greater than the state average progress toward target.		
<b>Approaches Target (x0.5)</b>	The aggregate percentage is within 5.0 percentage points of the state's average progress toward		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
		Points Possible	Points Earned
		0	0
			% Earned
			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] – <b>3 Points:</b> 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:
<b>Exceeds Target (x 1.5)</b>	The school achieves an overall percentage greater than 10 percentage points over that of the state.		
<b>Meets Target (x1.0)</b>	The school achieves an overall percentage equal to or greater than that of the state.		
<b>Approaches Target (x0.5)</b>	The school achieves an overall percentage that is within 10 percentage points of the state.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 3.2 [CCR] – <b>5 Points:</b> 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:
<b>Exceeds Target (x 1.5)</b>	The school achieves an overall percentage at least 10 percentage points less than that of the state.		
<b>Meets Target (x1.0)</b>	The school achieves an overall percentage less than or equal to that of the state.		
<b>Approaches Target (x0.5)</b>	The school achieves an overall percentage that is no more than 10 percentage points greater than that of the state.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 3.3 [RG3] – <b>6 Points:</b> 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:
<b>Exceeds Target (x 1.5)</b>	The aggregate percentage is at least 60.0%.		
<b>Meets Target (x1.0)</b>	The aggregate percentage is at least 50.0%.		
<b>Approaches Target (x0.5)</b>	The aggregate percentage is at least 40.0%.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		<b>51/156 32.7%</b>
Performance Ratings	Measure 3.4 [CCR] – <b>6 Points:</b> 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:
<b>Exceeds Target (x 1.5)</b>	The aggregate percentage is at least 60.0%.		
<b>Meets Target (x1.0)</b>	The aggregate percentage is at least 50.0%.		
<b>Approaches Target (x0.5)</b>	The aggregate percentage is at least 40.0%.		<b>98/224 43.8%</b>
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
		<b>Points Possible</b>	<b>Points Earned</b>
		<b>20</b>	<b>0</b>
			<b>% Earned</b>
			<b>0.0%</b>

## 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.*

<b>Performance Ratings</b>	<b>Measure 4.1 [CCR] – 3 Points:</b> 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.		<b>Result:</b>
<b>Exceeds Target (x 1.5)</b>	The school achieves an overall percentage greater than 10 percentage points over that of the state.		
<b>Meets Target (x1.0)</b>	The school achieves an overall percentage equal to or greater than that of the state.		
<b>Approaches Target (x0.5)</b>	The school achieves an overall percentage that is within 10 percentage points of the state.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Performance Ratings</b>	<b>Measure 4.2 [CCR] – 5 Points:</b> 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.		<b>Result:</b>
<b>Exceeds Target (x 1.5)</b>	The school achieves an overall percentage at least 10 percentage points less than that of the state.		
<b>Meets Target (x1.0)</b>	The school achieves an overall percentage less than or equal to that of the state.		
<b>Approaches Target (x0.5)</b>	The school achieves an overall percentage that is no more than 10 percentage points greater than that of the state.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Performance Ratings</b>	<b>Measure 4.3 [CCR] – 6 Points:</b> 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%.		<b>Result:</b>
<b>Exceeds Target (x 1.5)</b>	The aggregate percentage is at least 60.0%.		
<b>Meets Target (x1.0)</b>	The aggregate percentage is at least 50.0%.		
<b>Approaches Target (x0.5)</b>	The aggregate percentage is at least 40.0%.		<b>63/157 40.1%</b>
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Performance Ratings</b>	<b>Measure 4.4 [CCR] – 6 Points:</b> 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%.		<b>Result:</b>
<b>Exceeds Target (x 1.5)</b>	The aggregate percentage is at least 60.0%.		
<b>Meets Target (x1.0)</b>	The aggregate percentage is at least 50.0%.		
<b>Approaches Target (x0.5)</b>	The aggregate percentage is at least 40.0%.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		<b>75/224 33.5%</b>
		<b>Points Possible</b>	<b>Points Earned</b>
		<b>20</b>	<b>0</b>
			<b>% Earned</b>
			<b>0.0%</b>

## 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>			
<b>Performance Ratings</b>	<b>Measure 5.1 [RG3] – 1 Points:</b> From FY21 to FY22, the school's aggregate proficiency index score for 3 <sup>rd</sup> grade students will increase by at least 5.0 points from the baseline proficiency index score (baseline score – 60.8).		<b>Result:</b>
<b>Exceeds Target (x 1.5)</b>	The aggregate proficiency index score is at least 10.0 points above the baseline score.		
<b>Meets Target (x1.0)</b>	The aggregate proficiency index score is at least 5.0 points above the baseline.		
<b>Approaches Target (x0.5)</b>	The aggregate proficiency index score is greater than the baseline score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		<b>32.93</b>
<b>Performance Ratings</b>	<b>Measure 5.2 [CCR] – 5 Points:</b> 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).		<b>Result:</b>
<b>Exceeds Target (x 1.5)</b>	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.		
<b>Meets Target (x1.0)</b>	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.		
<b>Approaches Target (x0.5)</b>	The aggregate proficiency index score is greater than the baseline score OR within 10.0 points of the state's score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		<b>48.70</b>
<b>Performance Ratings</b>	<b>Measure 5.3 [CCR] – 2 Points:</b> 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).		<b>Result:</b>
<b>Exceeds Target (x 1.5)</b>	The school achieves an aggregate proficiency index score at least 10.0 points above the district's.		
<b>Meets Target (x1.0)</b>	The school achieves an aggregate proficiency index score greater than the district's score.		
<b>Approaches Target (x0.5)</b>	The school achieves an aggregate proficiency index score within 10.0 points of the district's score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Performance Ratings</b>	<b>Measure 5.4 [AGC] – 2 Points:</b> 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).		<b>Result:</b>
<b>Exceeds Target (x 1.5)</b>	The school achieves an aggregate proficiency index score at least 10.0 points above the state's score.		
<b>Meets Target (x1.0)</b>	The school achieves an aggregate proficiency index score equal to or greater than the state's score.		
<b>Approaches Target (x0.5)</b>	The school achieves an aggregate proficiency index score within 10.0 points of the state's score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Performance Ratings</b>	<b>Measure 5.5 [AGC] – 2 Points:</b> 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).		<b>Result:</b>
<b>Exceeds Target (x 1.5)</b>	The school achieves an aggregate proficiency index score at least 10.0 points above the district's.		
<b>Meets Target (x1.0)</b>	The school achieves an aggregate proficiency index score greater than the district's score.		
<b>Approaches Target (x0.5)</b>	The school achieves an aggregate proficiency index score within 10.0 points of the district's score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		

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

## 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.*

<b>Performance Ratings</b>	<b>Measure 6.1 [CCR] – 6 Points:</b> 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).		<b>Result:</b>
<b>Exceeds Target (x 1.5)</b>	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.		
<b>Meets Target (x1.0)</b>	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.		
<b>Approaches Target (x0.5)</b>	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.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		<b>37.17</b>
<b>Performance Ratings</b>	<b>Measure 6.2 [CCR] – 2 Points:</b> 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).		<b>Result:</b>
<b>Exceeds Target (x 1.5)</b>	The school achieves an aggregate proficiency index score at least 10.0 points above the district's.		
<b>Meets Target (x1.0)</b>	The school achieves an aggregate proficiency index score equal to or greater than the district's score.		
<b>Approaches Target (x0.5)</b>	The school achieves an aggregate proficiency index score within 10.0 points of the district's score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Performance Ratings</b>	<b>Measure 6.3 [AGC] – 2 Points:</b> 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).		<b>Result:</b>
<b>Exceeds Target (x 1.5)</b>	The school achieves an aggregate proficiency index score at least 10.0 points above the state's score.		
<b>Meets Target (x1.0)</b>	The school achieves an aggregate proficiency index score equal to or greater than the state's score.		
<b>Approaches Target (x0.5)</b>	The school achieves an aggregate proficiency index score within 10.0 points of the state's score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Performance Ratings</b>	<b>Measure 6.4 [AGC] – 2 Points:</b> 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).		<b>Result:</b>
<b>Exceeds Target (x 1.5)</b>	The school achieves an aggregate proficiency index score at least 10.0 points above the district's.		
<b>Meets Target (x1.0)</b>	The school achieves an aggregate proficiency index score equal to or greater than the district's score.		
<b>Approaches Target (x0.5)</b>	The school achieves an aggregate proficiency index score within 10.0 points of the district's score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Performance Ratings</b>	<b>Measure 6.5 [AGC] – 2 Points:</b> 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).		<b>Result:</b>
<b>Exceeds Target (x 1.5)</b>	The school achieves an aggregate proficiency index score at least 10.0 points above the state's score.		
<b>Meets Target (x1.0)</b>	The school achieves an aggregate proficiency index score equal to or greater than the state's score.		
<b>Approaches Target (x0.5)</b>	The school achieves an aggregate proficiency index score within 10.0 points of the state's score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		

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



## 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] – <b>7 Points</b> : 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.		46.62
Performance Ratings	Measure 7.2 [CCR] – <b>1 Point</b> : 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] – <b>1 Point</b> : 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] – <b>1 Point</b> : 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] – <b>1 Point</b> : 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] - <b>1 Point:</b> 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.		40/57 70.1%	
		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 FY20-22, 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. Spring data from the Early Childhood Indicators of Progress: Minnesota's Early Learning Standards/COR Advantage was used 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-6 are given the FAST screening/benchmarking assessment three times throughout the course of the year in fall, winter, and spring. Using this data, along with data from NWEA Measures of Academic Progress (MAP), struggling and at-risk students are identified and referred for interventions. Specific interventions are based on further assessments, and the interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. Each student's progress is monitored regularly during a daily intervention period and if the intervention selected is not working, another intervention is selected and implemented. Minnesota Reading Corps is also utilized for reinforcement.

The goal of New Discoveries is to ensure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level. The standards are aligned with our curriculum.

### **Achievement Gap**

NDMA uses a variety of tools to measure and determine students' academic growth and proficiency of grade level standards. These tools range from informal assessments observed in the classroom to formal, mandated assessments such as the Minnesota Comprehensive Assessment (MCA). Additionally, New Discoveries tracks student growth and progress through the use of FAST benchmarking assessments and probes. Teachers use these assessments to identify the needs of the students and adjust instructional strategies to meet their needs and encourage individualized academic growth. MCAs were administered this year in the spring. 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.).**

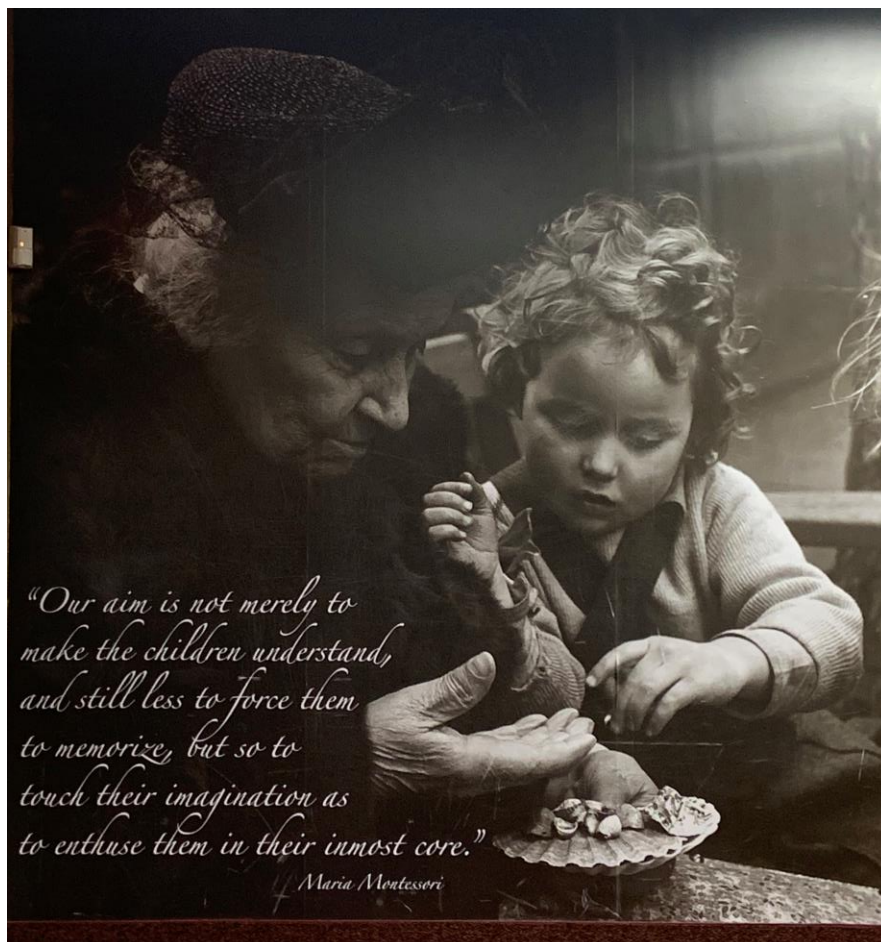
No NAEP assessments were given during the 2020-2021 school year.

**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 - 2021-2022

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		
	F21	W22	S22	F21	W22	S22	F21	W22	S22	F21	W22	S22	F21	W22	S22	F21	W22	S22
K	19	20	19	70%	71%	73%	27	28	26		14	6		25	26		89%	100%
	8	7	6	30%	25%	22%	27	28	27		10	14		24	25		86%	93%
2	12	12	10	46%	46%	38%	26	26	26		9	12		21	25		81%	96%
3	10	4	2	42%	17%	11%	24	23	19		6	9		18	17		78%	89%
4	10	7	12	42%	28%	48%	24	25	25		12	15		20	22		80%	88%
	7	6	8	28%	25%	32%	25	24	25		11	13		19	20		79%	80%
6	9	12	11	41%	50%	46%	22	24	24		12	11		15	18		63%	75%
7	7	7	5	37%	41%	38%	19	17	13		4	5		4	10		24%	77%
	2	2	1	29%	25%	13%	7	8	8		2	3		3	4		38%	50%
Total	84	77	74	42%	38%	38%	201	203	193		80	88		149	167		73%	87%

%

39% 46%

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		
	F21	W22	S22	F21	W22	S22	F21	W22	S22	F21	W22	S22	F21	W22	S22	F21	W22	S22
K	20	17	17	74%	61%	65%	27	28	26		11	2		22	26		79%	100%
1	9	6	5	32%	21%	19%	28	28	27		6	7		22	24		79%	89%
2	11	11	11	42%	44%	42%	26	25	26		9	14		23	25		92%	96%
3	7	8	7	29%	36%	37%	24	22	19		11	10		17	18		77%	95%
4	7	9	13	29%	36%	54%	24	25	24		10	12		16	20		64%	83%
5	7	9	10	28%	38%	40%	25	24	25		15	13		19	21		79%	84%
6	12	12	12	55%	52%	50%	22	23	24		13	10		15	15		65%	63%
7	8	5	6	44%	29%	46%	18	17	13		4	7		4	7		24%	54%
8	2	2	3	29%	25%	33%	7	8	9		4	3		4	5		50%	56%
Total	83	79	84	41%	40%	44%	201	200	193		83	78		142	161		71%	83%

Updated 06.15.22

42% 40%

## EDUCATIONAL EFFECTIVENESS: ASSESSMENT & EVALUATION

*The school's process for assessing and evaluating each student's progress toward meeting state and local academic standards;*

### **Assessment**

In order to assess school-wide student learning at NDMA, the following assessments are used: FAST and NWEA-MAP Reading and Math. These assessments are administered Fall, Winter and Spring.

#### **FAST**

- benchmarking capabilities for all students in reading and math
- graphing data for individual students, classes, grades, and districts
- national norm benchmark levels
- ability to disaggregate data based on student sub-groups, classes, and grades
- emergent literacy, emergent numeracy, reading and math assessments
- quick assessment procedures of one minute samples, per assessment, per child
- FAST aligns with the MN Reading Corps Model

#### **NWEA-Measures of Academic Progress (MAP)**

- strong correlation with Minnesota State Standards for Math and Common Core English Language Arts Standards
- benchmarking capabilities for fall, winter, and spring
- web-based access for students to be able to assess using technology
- national norm benchmark levels
- ability to disaggregate data based on student sub-groups, classes, and grades
- emergent literacy, emergent numeracy, reading, and math assessments
- group assessment procedures which are similar to Minnesota Comprehensive Assessment (MCA)

### **Curriculum**

NDMA relies heavily on the teacher leaders in our midst for ongoing feedback regarding curriculum design and implementation. Through weekly 90-minute PLC meetings and regular Instructional Leadership team meetings, student data is critically examined and curricular practices are scrutinized. Best practices have been adopted through our comprehensive school improvement effort, implemented in September 2012.

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. Glencoe 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**

2021-2022 professional development activities:

- Basic First Aid/OSHA
- Lumina Sparks – School Culture & Climate
- CPI – Crisis Prevention Intervention Training
- Academic Interventions – Reading and Math
- Cultural Diversity and Social Equity
- English Language Learners
- NWEA Assessments and Reports
- Suicide Prevention
- Montessori Materials – small groups and individual lessons
- 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.

## **Teacher Equity Data**

New Discoveries employs a highly qualified teaching staff. We have 95% of our teachers who have taught for 3 or more years. 45% of the teaching staff hold a master's degree (or higher). Teachers at NDMA reflect the racial diversity of our student population which is 87% white. Any openings that occur for licensed teachers are posted on EdPost which reaches candidates throughout the state. We also utilize our hometown newspaper and website for employment ads, as well as Facebook. We interview all qualified candidates



## 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 2021-2022

#### 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.

CLASSROOM	# minutes x # times	Total minutes	# minutes x # times	Total minutes	# minutes x # times	Total minutes	TOTAL MINUTE S	TOTAL TIMES	NOTES
ELM - CH (PreK-K) - 313	1x20 8x30	20 240	6x60	360	2x120	240	860	17	
OAK - CH (PreK-K) - 319	3x30	90	1x40 2x60	40 120	1x75 1x90	75 90	415	8	
ASH - CH (PreK-K) - 307	21x20 3x30	420 90	7x60	420			840	31	
BIRCH - E1 (1-3) - 317	14x30	420	19x60	1140	6x120 4x180	720 720	3000	43	Wowzers !
MAPLE - E1 (1-3) - 319	2x30	60	4x60 2x90	240 180	2x45 1x120	90 120	690	11	
APPLE - E1 (1-3) - 305	2x30	30	1x45 1x60	45 60	2x120	240	375	6	

<b>WILLOW - E2 (4-6) - 301</b>	28x30	840	0x60	0	1x120	120	<b>960</b>	<b>29</b>	
<b>SPRUCE - E2 (4-6) - 201</b>	1x20 13x30	20 390	1x40 1x60	40 60	2x120	240	<b>750</b>	<b>18</b>	
<b>WALNUT - E2 (4-6) - 203</b>	18x30	540	2x60	120	1x120	150	<b>810</b>	<b>21</b>	
<b>MULBERRY - E3 (7-8)</b>	133x30	3960	25x60	1320	11xother	3580	<b>9180</b>	<b>189</b>	Triple wowzers!
<b>TAMARACK - E3 (7-8)</b>	1x30	30	2x60	120	1x90	90	<b>240</b>	<b>4</b>	

**Results:** Throughout the year, we had many classrooms consistently spend time in the Outdoor Classroom Space and document their time. Personal observations would state that all classrooms are utilizing the outdoors for EE curriculum and their reflection journals but they have not developed the habit of recording their time. The classrooms that are the most successful have this time planned in their weekly schedule, every week. Upon further inquiry, all classrooms responded with their data for Outdoor Classroom time. **7 out of 11 classrooms or 64% met the goal of 720 minutes or 12 hours spent in Outdoor Classroom Space per classroom.**

## 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:

2.1 – All E1 Student Environmental Journals contain a checklist of the trees and plants found on the property. 60% of students have been successful in completing the checklist. **45 students completed the checklist out of 75 E1 students.**

2.2 – In the fall of 2021, E2 students scored 80% **(56/70)** on the Climate Change pre-test. The average score on the post-test survey was 70% **(49/70)**. Students consistently had difficulty answering questions about car-pooling and greenhouse gases. E2 had noted that they had focused their EE instruction relating to how pollution/climate change effects the animals such as bees, fish, coral reefs, web of life, etc.

Review of the student's environmental journals and EE projects demonstrate that 70% **(49/70)** of the students can identify at least one way that 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 3.1.1**

- 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.

**Results:** Goal above continues to be a priority and is complete. Our recycling program has significantly cut down on our waste. For example, we used to have to get our dumpster emptied twice a week and now we only need garbage pickup one time per week cutting our waste by 50%. In addition, 400-600 pounds of cardboard are recycled every week by our Maintenance Manager who brings it to the local recycling center.

#### **Evaluation method 3.1.2**

- Student/Staff/Family Satisfaction Surveys will include the following survey questions about recycling: (yes or no)
  - ~~I think recycling is important. (students/staff/family)~~ (not on survey)
  - I recycle at school. (students-92%/staff-96%)
  - I/We recycle at home. (students-73%/staff-89%/family-70%)
  - Students and staff actively engage in recycling. (staff-89%)
  - My child knows how to recycle paper, plastic, glass and aluminum. (student-86%/family-70%)

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% 136/230	62% (August 2019 -February 2020) 127/205	71% 167/235	83% 201/243

## 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 3<sup>rd</sup> 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.

**Results:** 3<sup>rd</sup> Grade students were able to participate in September 2021 in planting two new Honey Crisp Apple trees on the NDMA property. Journaling on this topic did not occur.

#### 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:** Kindergarten students all participated in planting and tending to the school garden. Teachers took photos of the students at various stages in the gardening process. The highlight was taking the garden vegetables in a wagon down the road and donating to our local food shelf. 60% **18/30** of Kindergarten students are able to articulate gardening impacts on the environment.

## 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:** We've still been unable to locate a local farmer that will use our compost on a daily basis. However, three staff members take about 80% of the compost throughout the week and use it to feed their farm animals. Since we put our compost table in place a few years ago, we've gone from about 200 pounds of compost to about 20 pounds of compost that isn't being used per week. **0% - 0/235 students have been able to compost their breakfast and lunch food at the compost center consistently.**

## Additional Questions:

1. 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.

2. What have been your successes and challenges related to environmental education this year?

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 5 out of 11 classrooms did utilize the binder to record their outdoor classroom

experiences consistently but the rest of the classrooms had to be contacted prior to completing this survey to get their documentation.

Another challenge has been completing our plans to develop our own compost. We do have a location that won't interfere with outdoor activities or attract critters/bugs but it did not come to fruition this year.

A success is that there are at least three classrooms that are consistently utilizing our outdoor space/classroom/grounds. I believe this has been successful because they map out a daily time for it on their classroom schedule and adhere to it – rain, sleet, cold, snow!

The fact that our staff, students, and families demonstrate good stewardship in our building with taking care of our environment is noteworthy. We have a beautiful, well-tended building and grounds for all to enjoy and everyone is proud to take part in keeping it clean and inviting.

3. What voices are being centered in the school's EE program? What voices are currently missing in the EE program?

We believe that all voices are being centered in the NDMA EE program through our mission, vision and activities. All students are expected to participate in EE programming, and we take baby steps with those that display apprehension in participating in EE activities.

4. Based on the results from this year, what are some of your plans for EE in the school next year? Include how you plan to increase students' environmental literacy during periods of distance learning should they occur.

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. The Executive Director will strongly encourage classroom teachers to schedule in EE time on their schedules each week that is non-negotiable. We also have plans to extend our composting project, our 'going out' experiences to the farm, and our Food Service Manager is working on incorporating eating more of what is locally grown in our breakfast, lunch and fresh fruit and vegetable program.

## 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. (21-22 school year)

2021-2022 NDMA Board Roster						
Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Committee/Email Address
Shari Colvin	Chair	Community Member	July 2008, 2012, 2016, 2019, 2022	July 2022	June 2024	Finance, Policy Governance shari.colvin@newdiscoveries.org
Patti Hoerner	Member	Teacher #313511	July 2017, 2020	July 2020	June 2023	Marketing patti.hoerner@newdiscoveries.org
Spencer Kangas	Member	Teacher #506087	Appointed July 2018, 2019, 2022	July 2022	June 2025	Marketing, Finance spencer.kangas@newdiscovereis.org
Chris La Plante	Member	Teacher #327575	May 2021	July 2021	June 2024	christine.laplante@newdiscovereis.org
Patrick Selchert	Member	Community Member	July 2014, 2017, 2020	July 2020	June 2023	Technology pselchert@gmail.com
Meytal Stancek	Member	Parent	June 2020	June 2020	June 2023	meytalst@gmail.com
Amanda Sundblad	Vice-Chair	Parent	July 2016, 2019	July 2019	June 2022	Marketing sundbladamanda@gmail.com
OPEN	Member	Parent			June 2024	
OPEN	Member	Community Member			June 2025	
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 25, 2022** – for terms commencing on July 1<sup>st</sup>, 2022

Parent Member: Tim Dezelske (3yr term - 2025)

Parent Member: Deanna Boettcher (3yr term – 2025)

Community Member: Open (3yr term – 2025)

Parent Member: Open (2yr term – 2023)

## Board Training & Development

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

NDMA Board Annual Training July 1, 2021 – June 30, 2022			
Board Member	Training Content Area Training Date Trainer/Presenter	Training Content Area Training Date Trainer/Presenter	Training Content Area Training Date Trainer/Presenter
	Brian Carpenter "The Board Doctor" Online Training	Financial Management – BerganKDV, Nick February 21, 2022	Osprey Wilds Leadership Board Training 11.17.22 Audit 02.08.22 New Board Member Training 02.22.22 Financial Management 02.24.22 Building your School Budget
Shari Colvin	X	X	X
Patti Hoerner	X	X	
Spencer Kangas	X	X	
Chris La Plante *	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

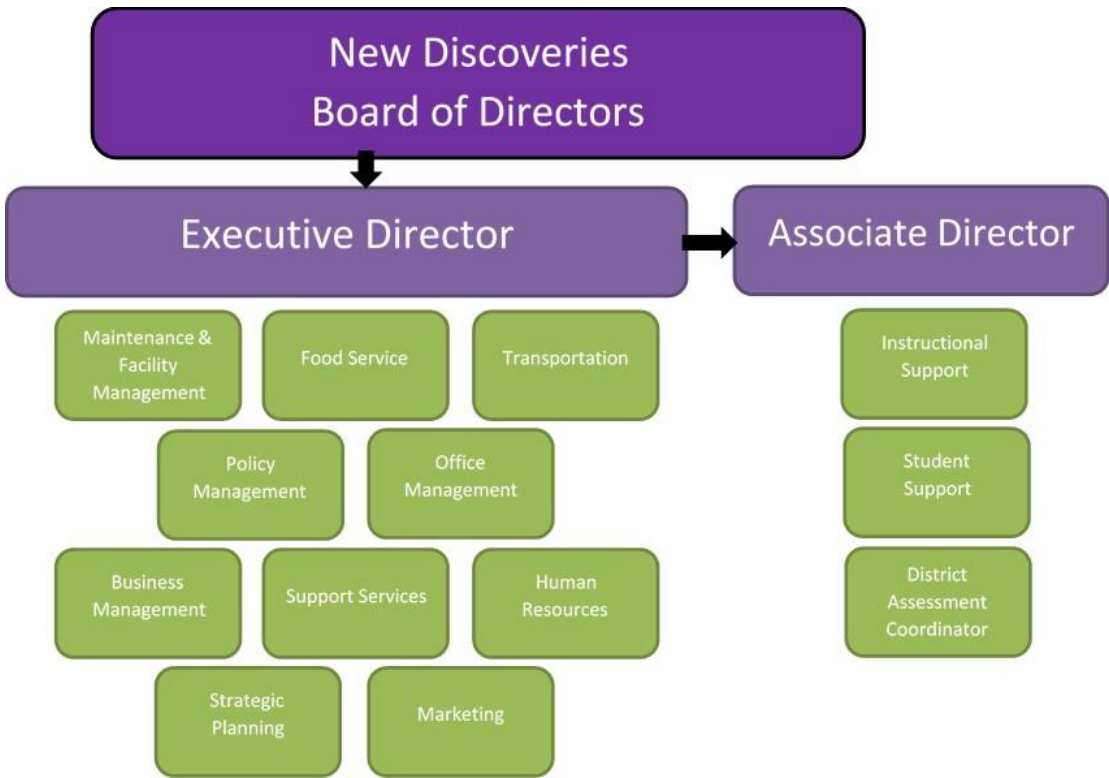
\*Chris La Plante was our only brand-new board member during the 2021-2022 school year. She completed her initial board training through MACS attending Charter School Board Training Course 100 on June 9<sup>th</sup>, 2021 via Zoom.



**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.

<b>2021-2022 Licensed Teaching Staff</b>				
<b>Name</b>	<b>File #</b>	<b>License and Assignment</b>	<b>21-22 Status*</b>	<b>Comments</b> <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	SpEd Associate Coordinator	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
Tamara Polzin	354354	E3 Classroom Teacher	NR	
Meghan Rettke	470622	E2 Special Education Teacher	R	Out of field permission
Rhonda Rossing	690843	E2 Classroom Teacher	R	
Allyssa Sims	508382	E1 Special Education Teacher	R	Tier 2 licensure - SpEd
Dawn Teetzel	465623	Setting 3 SpEd Teacher	R	
Nicole Winkle	427466	E3 Special Education Teacher	R	Out of field permission

\* R = Returning, NR = Not Returning

<b>2022-2023 Licensed Teaching Staff</b>				
<b>Name</b>	<b>File #</b>	<b>License and Assignment</b>		<b>Comments</b> <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 Coordinator		
Briana Chimal	506669	CH Special Education Teacher		
Elizabeth Christian	482225	School Psychologist		
Cara Cline	438987	CH Special Education Teacher		
Ashley DeGolier	1000458	E1 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		
Michelle Martig	397165	E3 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	E1 Special Education Teacher		Tier 2 licensure – SpEd
Dawn Teetzel	465623	E3 Special Education Teacher		
Nicole Winkle	427466	E3 Special Education Teacher		Tier 2 licensure - SpEd

**Percentage of Licensed Teachers from 2021-22 not returning in 2022-23 (non-returning teachers/total teachers from 2021-2022)**

1/24  
4%

#### **2021-22 Other Licensed (non-teaching) Staff**

<b>Name</b>	<b>File #</b>	<b>License and Assignment</b>	<b>21-22 Status*</b>	<b>Comments</b>
Conrad, David L	281232	Executive Director	NR	retirement
Kinzler, Kirsten	316170	Associate Director	R	

\* R = Returning, NR = Not Returning

<b>2022-23 Other Licensed (non-teaching) Staff</b>			
<b>Name</b>	<b>File #</b>	<b>License and Assignment</b>	<b>Comments</b>
Frank, Anna	507652	Director of Curriculum and Instruction	
Kinzler, Kirsten	316170	Executive Director	

<b>2021-22 Non-Licensed Staff</b>			
<b>Name</b>	<b>Assignment</b>	<b>21-22 Status*</b>	<b>Comments</b>
Anderson, Janet	Resource Teaching Partner	R	
Anderson, Susan	Resource Teaching Partner	R	
Bahrke, Jennifer	Level 3 Teaching Partner	R	
Bisbee, Rita	Resource Teaching Partner	R	
Blancarte, Iris	Resource Teaching Partner	R	
Colvin, Shari	Gifted & Talented/Enrichment	R	Volunteer
Davis, Kalby	Resource Teaching Partner	R	
Decker, Cindy	Food Service	R	
DeMars, Anna	Resource Teaching Partner	R	
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	
Giesen, Gina	Resource Teaching Partner	R	
Grack, Nicole	School Nurse	R	
Henke, Darlene	Resource Teaching Partner	R	
Jacobs, Tanya	Food Service	NR	
Johnson, Erena	Resource Room Teaching Partner	R	
Johnson, Jennifer	Resource Teaching Partner	R	
Kalenberg, Michaleen	Resource Teaching Partner	R	
Kinzler, Damian	Custodial	NR	
Kinzler, Tim	Maintenance Director	R	
Kirkpatrick, Paula	Librarian	R	
Kretzmann, Autumn	Resource Teaching Partner	NR	
Krippner, Amy	Resource Teaching Partner	R	
Larson, Beth	Resource Teaching Partner	R	
Lenz, Patti	Interventionist	R	
Leske, Carol	Resource Teaching Partner	NR	
Monahan, Juli	Interventionist	R	
Peters, Kathy	Resource Teaching Partner	R	
Palkova, Ludmila	Food Service Director	R	
Petree, Amy	Resource Teaching Partner	R	
Powers, Starla	Food Service	R	
Prieve, Sandra	Resource Teaching Partner	R	
Ryan-Lauer, Cyndi	Music Teacher	R	
Rusch, Joanne	Resource Teaching Partner	R	
Scharpe, Bernadette	Accounts Payable	R	
Schiroo, Melanie	Resource Teaching Partner	R	
Schmidt, Joy	Resource Teaching Partner	R	
Schwartz, Niccole	Receptionist	R	

Severson, Kendra	Resource Teaching Partner	NR	moved
Shimpa, Margaret	Title 1 Teaching Partner	R	
Streich, Kim	Food Service	NR	New job
Volrath, Glynda	Resource Teaching Partner	R	
Wendinger, Lisa	Level 3 Resource Teaching Partner	R	
Wessman, Shelly	Resource Teaching Partner	R	
Wilson, Missy	Resource Teaching Partner	NR	
Wilson, Teryn	Resource Teaching Partner	R	

\* R = Returning, NR = Not Returning

<b>2022-23 Non-Licensed Staff</b>			
<b>Name</b>	<b>Assignment</b>		<b>Comments</b>
Anderson, Janet	Resource Teaching Partner		
Anderson, Susan	Resource Teaching Partner		
Bahrke, Jennifer	Resource Teaching Partner		
Bisbee, Rita	Resource Teaching Partner		
Blancarte, Iris	Resource Teaching Partner		
Brausen, Cassandra	Level 3 Teaching Partner		
Colvin, Shari	Gifted & Talented/Enrichment		
Decker, Cindy	Food Service		
DeMars, Anna	Resource Teaching Partner		
Duenow, Connie	Level 3 Teaching Partner		
Ebert, Wendy	Title I Teaching Partner		
Ellis, Sheri	Resource Teaching Partner		
Erickson, Audri	Resource Teaching Partner		
Erickson, Gabri	Resource Teaching Partner		
Erickson, Tara	Office Manager/Human Resources		
Giesen, Gina	Resource Teaching Partner		
Grack, Nicole	School Nurse		
Henke, Darlene	Resource Teaching Partner		
Johnson, Erena	Resource Room Teaching Partner		
Johnson, Jennifer	Resource Teaching Partner		
Kalenberg, Michaleen	Resource Teaching Partner		
Klement, Jane	Resource Teaching Partner		
Kinzler, Tim	Maintenance Director		
Kirkpatrick, Paula	Librarian		
Krippner, Amy	Resource Teaching Partner		
Larson, Beth	Resource Teaching Partner		
Lenz, Patti	Interventionist		
Leske, Carol	Resource Teaching Partner		Left in Sept.
Mickolichuk, April	Resource Teaching Partner		
Monahan, Juli	Interventionist		
Palkova, Ludmila	Food Service Director		
Peters, Kathy	Resource Teaching Partner		
Petree, Amy	Resource Teaching Partner		
Powers, Starla	Food Service		
Prieve, Sandra	Resource Teaching Partner		
Rusch, Joanne	Resource Teaching Partner		
Ryan-Lauer, Cyndi	Music Teacher		
Scharpe, Bernadette	Accounts Payable		
Schiroo, Melanie	Resource Teaching Partner		

Schmidt, Joy	Resource Teaching Partner		
Schwartz, Niccole	Admin Assistant/Receptionist		
Shimpa, Margaret	Title 1 Teaching Partner		
Volrath, Glynda	Resource Teaching Partner		
Wendinger, Lisa	Level 3 Resource Teaching Partner		
Wessman, Shelly	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. For questions regarding school finances and for complete financials for 2021-22 and/or an organizational budget for 2022-23, contact:

Name: Dustin Reeves

Position: Controller

Phone: 612-357-7324

Email [dustin.reeves@bergankdv.com](mailto:dustin.reeves@bergankdv.com)

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Osprey Wilds Environmental Learning Center no later than December 31, 2022.

<b>FY22 Finances</b>	<b>Fund 1</b>	<b>Fund 2</b>	<b>Fund 4</b>
Total Revenues	5,785,376	256,072	13,390
Total Expenditures	(6,015,292)	(227,217)	( 13,390)
Net Income	(229,916)	28,855	0
Total Fund Balance	82,101	75,996	15,750

## Overview

The school's overall enrollment was near its target amount of 215 (final ADM of 214). The school relied on a line of credit during the fiscal year to maintain overall operations. Due to the large portion of Special Education expenditures, the holdback for NDMA is at a high level at year-end, which will be recouped during Fiscal Year 2023.

## 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: \$5,196,655

Federal Aids and Grants: \$550,481

Fees Collected and other Miscellaneous Revenues: \$38,240

### 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: \$4,558

Federal Sources: \$233,490

Commodities, Sales of meals, Catering: \$18,024

### 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: \$13,080

Children's House Program Fees: \$310

### **Expenses**

#### General Fund

The school's largest expense was for employee salaries and benefits: \$3,277,491. 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): \$1,879,469

Supplies and Materials: \$262,654

Equipment and Technology: \$106,616

Interest Costs on Cash Flow Borrowing: \$19,868

Memberships and Other Fees: \$25,194

#### Food Service Fund

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

Salaries, Wages, and Benefits: \$75,876

Purchased Services and Utilities: \$2,309

Meals and Other Supplies Purchased: \$136,378

Federal commodities used: \$11,428

Other Fees: \$1,225

#### Community Services Fund

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

Salaries, Wages, and Benefits: \$13,390

Supplies and Materials Purchased: \$0

### **Net Surplus or Deficit and Fund Balance**

The School's audited financial results for FY22 reflect a deficit of \$(201,061) during the year and an ending Fund Balance of \$173,847 or 2.8% of current expenditures.

Administration has reviewed the shortfall for FY2022 and determined the variance to budget to be due to the following factors:

- Calculation of Special Education Revenues
  - Provided budget model calculated Special Education Transportation based upon current year but should reflect 100% of PY Revenues.
    - BergankDVB and School Administration have reviewed the Budget Model and updated the budget accordingly for FY23 moving forward.
- Salaries and Wages totals
  - Salaries and Wages will be reviewed quarterly with Executive Director and Leadership Team to avoid future miscalculations with overall salaries.
- Under-Utilized Federal Funds



- NDMA had many federal funds awarded during Fiscal Year 2022, and those will be carried forward to Fiscal Year 2023.

The Fiscal Year 2023 outlook is currently projecting a surplus in the Working Budget of \$241,000 which will offset the deficit the School had during FY2022.

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 2022 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.



## 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, the need for good preschool programs in the area, and the numbers in our middle school program.
- *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. We are hopeful that this will come together for us.
- *Program changes:* Since the conclusion of the 2021-2022 school year, we have added an additional retired teacher as an *Academic Interventionists* this year. That makes three. These three interventionists are divided up between the classrooms each having an E1 and an E2 classroom they work with the students. The Interventionists provide second scoop academic support for students who are identified with Tier II needs. This is an effort to help students in their learning recovery.

### Montessori Principles honored at New Discoveries Montessori Academy:

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

10.01.19

**SWOT Statement:** There is a need to hire and retain 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 – Administration will update compensation schedules to reflect a wage increase consistent with current local rate of pay by December 1<sup>st</sup> for hourly staff and January 1<sup>st</sup> for salary staff.  
**Persons Responsible:** Dave Conrad – Executive Director, Kirsten Kinzler – Associate Director, Finance Committee

**Goal #2**      SMART Goal – NDMA Board will complete a request for proposals and hire a contractor to assist New Discoveries in articulating a plan of transition for the Executive Director. The transition plan will include review/update of policies, leadership position descriptions and process for finding new leadership by January 31, 2022.  
**Persons Responsible:** NDMA Transition Committee will provide updates.

**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 – NDMA will revitalize the Special Education Advisory Committee (SEAC) and increase participation to 10 families by June 30, 2022.

**Persons Responsible:** Bess Baumann – Associate Director of Special Education,  
Kirsten Kinzler, Associate Director.

**Goal #2**        SMART Goal – NDMA will increase community going-outs, volunteer opportunities especially for our seniors (i.e. Intergenerational Activities – Reading Buddies, Visits to local senior housing centers, and tutoring), and in-school hands-on learning activities (i.e. cooking, sewing). Each classroom will articulate at least one activity in each area that they’ve coordinated and document the experience. (areas – community going-outs, volunteer opportunities, in-school hands-on learning activities)

**Persons Responsible:** NDMA Teaching Staff

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

**Core Value(s) Impacted:** **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 – NDMA teaching staff will increase student awareness of Montessori Principles honored at New Discoveries by documenting two different experiences in the binder presented in their classroom throughout the school year.  
**Persons Responsible:** NDMA Teaching Staff

**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 – The percentage of students in grades K-8 that meet their fall to spring MATH NWEA RIT expected growth target will be at least 50.0%. (Fall 2021 - 47%)  
**Persons Responsible:** Kirsten Kinzler

**Goal #1** SMART Goal – The percentage of students in grades K-8 that meet their fall to spring READING NWEA RIT expected growth target will be at least 50.0%. (Fall 2021 – 41.5%)  
**Persons Responsible:** Kirsten Kinzler

**STRATEGY STATEMENT 2: All licensed staff will implement strategies outlined in CORE Reading Academy as measured by staff evaluations.**

**Goal #1** SMART Goal – The number of staff utilizing CORE Reading strategies will be at least 50.0% by the end of the school year as indicated on their individual observations.  
**Persons Responsible:** NDMA Licensed Staff, Dave Conrad – Executive Director

**STRATEGY STATEMENT 3: 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 – Through close scrutiny of the monthly financial statement and supplemental information, the board will monitor revenues and expenses and look for appropriate expenditure cuts and income revenue streams.  
**Persons Responsible:** Finance Committee, NDMA Board Members



## NDMA Student Satisfaction Survey - RESULTS

### 2021-2022

As part of our charter agreement with our authorizer, Osprey Wilds, (formerly known as 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.	174	5	6	The things we are learning are too easy for our grade. I don't like math. I do not know, I think I am. We don't do stuff that makes me learn. 50%ish I am learning. It helps me. Kind of.
2) I like learning using the Montessori and hands-on materials.	162	7	16	Sometimes. 85%ish They are easier to use. It is easier.
3) I talk with my family about school.	135	42	8	Not that much. A bit. Sometimes.
4) I feel valued and respected by my teacher.	138	12	38	Sometimes x2 I don't think the main teachers does. They are mean. One. Only my teacher. Sometimes I don't. Only one. I feel targeted by all the teachers. Some teachers do some don't.
5) My teacher makes sure that all students are learning.	168	3	17	Most of the time. Three. They don't like to work.
6) My teacher expects me to do well in school.	173	2	11	
7) My teacher tells me how I am doing in school.	132	34	21	Sometimes x2
8) I feel safe and comfortable in school.	139	20	29	I have been threatened multiple times. 95% of the time. A lot of time. Kids are mean on the bus. I be mean and run out of the class. Because of another student. I do sometimes. Older kids scare me. Not a safe tornado area. Kind of do and don't.
9) I think the things we do at New Discoveries help to make our community better.	135	5	48	Donated plants to food shelf.
10) My teacher listens to me and respects me.	144	10	34	Sometimes x2 Only my teacher. Some do some don't.



11) The students in school help and respect one another.	118	32	35	Sometimes x4 Some students x2 Someone at some point Most of the time. No Kind of. One. Some do. Only bullies, not friends. Not always. Not everyone is respectful.
12) I think that this school is preparing me for my future.	130	18	34	Definitely yes. Not sure.
13) The director and staff take care of situations when students make poor choices/misbehave.	156	6	24	Some students. Sometimes.
14) I know my academic strengths and weaknesses.	132	17	37	I don't know what that means.
15) I know the New Discoveries Montessori Academy rules.	164	6	17	I know some. Some.
16) I know how to recycle paper, plastic, glass and aluminum.	160	13	13	Of course.
	<b>YES</b>	<b>NO</b>	<b>DON'T KNOW</b>	<b>Comments (Please be specific)</b>
17) We recycle at school.	171	2	12	Some, not everyone. I love to.
18) We recycle at home.	136	36	13	I love to.
19) We learn about taking care of our environment.	170	5	9	
20) I would recommend New Discoveries Montessori Academy to other kids.	155	11	24	Maybe? X2 No, so my teachers can stay home with their kids and eat and sleep.

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

<b>I HAVE IMPROVED IN MY ABILITY TO:</b>	<b>BIG IMPROVEMENT</b>	<b>SOME IMPROVEMENT</b>	<b>NO IMPROVEMENT</b>	<b>Comments (Please be specific)</b>
1) Read	103	64	9	I am really good at reading. I am already amazing at it. For me I have. I learn some new words.
2) Write	105	67	5	I know more words.
3) Speak about something in front of a group	89	44	44	I get scared. I was born for the spotlight. I

						don't like it. Already good.
4) To think mathematically	106	54	17			I love it.
5) Participate in Phy Ed activities	131	38	10			I am good at art. I always participate.
6) Participate in Art activities	127	35	15			We don't do art x2 We do not have are in our classroom. There haven't been any. I always participate.
7) Participate in Music activities	124	37	17			I always participate.
8) Environmental Education – be a good steward of the environment	123	46	8			It is fun.

**What I like best about NDMA:** I like that it is more hands on learning x2. I like that most people are nice, caring. Nothing x3. Actually PE, music and choir. I like that I get to see my friends, learn about cool things during the school day. Don't know. Making friends. They provide food and like COVID tests. The teachers are very kind. Making friends. Most teachers are nice. They are caring. Phy-Ed x11. Library, I like to read. Friends & recess. Teachers, most make us feel safe. I can tell them anything. Phy-Ed, recess & music. Many good teachers & people. Music & math. My teachers. Books. Being with friends. Gym. Everything x7. Hands on, good food. Most kids are kind and helpful. Learning stuff. My friends. We have a lot of fieldtrips. Teachers are nice, sometimes get to do something fun. Environment learning. Staff. Going outside. They are good at teaching. Tools we get to use for math. Work is more fun than the main stream school. We get ½ days off. It's fun, people/teachers are nice. Playing outside with friends. Teachers are so nice. All the kindness. Math, Phy-ed, music and library. Some teachers. I love the teachers. Work time. Recess x6. Outside. Practical life x4. Kitchen skills practical life/cooking. Art. Name trace. Music class. Playing x2. Science x2. There are a lot of sight words, and rugs. I grew my brain x2. Reading x5. More cat. Learning. Reading and the teachers. Art. New playground equipment. Library. Nothing. Nice food and nice play time. Fun. Inside recess. Friends. Make learning fun. Good teachers. There is a lot of friends x2. Computers. I like that they try their best. Math x13. There is a lot of people. They are really nice. I like that there is math and stuff to do. I like to have music class. Friends x2. Art, Phy-Ed and music. The kindness. I like how we recycle it's the way to learning we help together. Chicken nugget day. The staff. Lunch x2. School ends early. Ms. LaPlante. Meeting friends. It helps me learn a lot. I have improved a whole bunch here. The teachers help you if you need it. You get a lot of help. It teaches better for kids that don't understand. I like show five. The niceness is the best. Teachers x5. There is time to do your schoolwork at school not take home as homework. Everyone is nice and it is not a public school. Friends. When there is actually good food. Keeping our earth safe. The teachers are here. My friends and recess. Art. Library, if we have a thunderstorm we go in there and it is close to us. Practical life with rocks. Mrs. J. Pet day. I love to learn & play. I love my teachers as much as my mom, dad and grandma. I can use a computer. The playground. Learning. Seeing friends. We have recess at different times. Phy-ed, music and library. Playing with my friend at recess. My teachers help me. My teachers care about me. I have good teachers in a good school. That we have fly up day. I just like this school. We recycle. Face mask. Read BOB books. Language.

**What I would like to change at NDMA:** I would like to have real art class. Keep things fun and simple. Better food at lunch. Keep things fun and have an art room, and do more art. More art. Change lunch. Let all the students sit with other classes at lunch. Less negative people. Longer recess x7. That we would have an official art

teacher, art class so we can have art more frequent than once every 5 months. No complaints. Friends. More books. They won't be mean to kids, including me. Nothing x29. Better kids, teachers are good. Chairs. Every kid should talk to someone if they want. A larger range of scientific, engineering classes and activities. Salads for lunch. More lunch time. More Phy-Ed, music and have art as a regular course. Teachers x2. Classrooms. Recess. More breaks in testing. Go on a different bus. When kids hit or run in the classroom. No work time. More play time x2. More snacks. New materials. New playground x3. Help clean up. Move the tables and smartboard. Different lunches. Instead of 20 minutes of recess, have 1 hour. Math x3. More books, and playground equipment. Get cats. Change hard math to harder math. Time of recess. Make a bigger library. Everything. More teachers. No shoes. Reading. Bullying x4. Make great period shorter. There needs to be harder work. Art. To learn lots of math. When a kid is mad, we just ask questions, and it just gets them more stressed. Recess time. Recess and lunch. Mash potatoes. Teachers' moods. Schedule. All the really bad kids. The kids' words, they are kind of mean. Some teachers are reading to the students. Music. To read more. The amount of work. Teachers would pay more attention to bullying. Leaving people out of things, and the teachers attitude. English. I would like more outside activities, and a little bit more recess. Lastly, give the teachers a raise. Clean our class and hallways. Grow our brains harder. Practical life more often x2. The good kids would get a surprise and the bad kids get homework. 99 days off of school. Make our days shorter. Lockers. Kids bossing around other kids. Gym, and lunchroom would be separated. Tag. No wood chips. That we can put on our hat. Recess all day! Make all the kids nicer. That we wouldn't have buddy rooms. Change some relationships with classmates. Not listening students.

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**Other comments (please be specific):** Some teachers are more strict. Art is my favorite. NDMA is the only school I have had, but it is probably the best one. This is the best school ever and forever. I like school. More food at lunch time, and snack. I do not want school. I do not like music. Nothing. NDMA is the best school. I love this school x2. Our para is mean, and she has called students dumb and fat 😡 we don't like her. I love the NDMA school x2. That we have computers.

Thank you! :)

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

## NDMA Family Satisfaction Survey - RESULTS

### 2021-2022

Each year, as part of our charter agreement with our authorizer, Osprey Wilds, (formerly known as 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.	18	1		
2) My child has made friends at New Discoveries Montessori Academy.	19			
3) My child feels safe at New Discoveries Montessori Academy.	17	2		
4) My child feels safe on the way to and from school.	16	3		
5) My child appreciates his/her teacher.	18	1		
6) My child feels valued and respected by his/her teacher.	17	2	1	
7) My child appears to be progressing academically.	17	1	1	
8) My child feels valued and respected by the adults at NDMA.	19			
9) My child's teacher knows and responds to my child's individual needs.	18	1		
10) My child's teacher supports and encourages my child's attempts to gain new skills.	17	1	1	
11) My child's teacher helps to build my child's self-esteem.	17	1	1	
12) My child's teacher listens to me, respects me as a parent (or guardian) and supports us as a family.	17	2		
13) School guidelines are stated in a positive way.	17		2	
14) The atmosphere at New Discoveries Montessori Academy is warm and nurturing.	18		1	
15) The school staff interacts respectfully with each other.	19			
16) The director and staff intervene effectively when children misbehave.	16	2	1	
17) Families are informed frequently about school happenings through newsletters, notes and phone calls.	19			

18) I have received information on the school's <b>discipline policy</b> , philosophy, and goals for children.	17		2	
19) I feel welcome to visit my child's school at any time.	17	2		
20) I know whom to go to with my concerns and feel confident that my concerns will be addressed respectfully and promptly.	15	2		
21) I have been made aware of my child's academic strengths and weaknesses.	17			
22) My child tells me what is happening at school.	17			
23) I am aware of opportunities and feel welcome to volunteer in my child's school.	15		2	
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).	14	1	2	
25) I feel my child is receiving a well-rounded education at New Discoveries Montessori Academy.	15	2		
26) I would recommend New Discoveries Montessori Academy to other families.	14	2	1	

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

5-O School/Classroom Newsletter	1-O Family Learning Discoveries Events	O Local Newspaper – Hutch Leader
9-O Material brought home by children	O Friends/Neighbors/Other People	6-O NDMA Staff/Teachers
11-O e-mail/website/Facebook	2-O Mailings	1-O Don't know
		O Other _____
- What kind of school information would you be most interested in? (check all that apply.)
 

13-O How students are doing	6-O Curriculum information	5-O Volunteer opportunities	11-O Special Events
7-O Teachers/Teaching methods	O Charter Schools	1-O School Board information	1-O Montessori Philosophy/Method
2-O Special Education/Title	5-O Afterschool Discoveries	3-O Environmental Education	O Other
- Environmental Stewardship:
 

12-O My child knows how to recycle paper, plastic, glass and aluminum.
12-O We recycle at home.
7-O My child talks about environmental experiences that happen at school.
- Why did you enroll your child(ren) at New Discoveries Montessori Academy?  
 It was the school that I thought had more opportunity for my child to learn at Pre-school is offered for more days than most, which gave my child more opportunity to learn and make friends. The school has more hands-on learning. Siblings attend/smaller schools. IEP/and more one on one help. Because their grandma works there. Different school environment. Best recommendation of school in Hutchinson. Heard from a friend how great the school is. This is our fourth year at NDMA, a few kids were falling

through the cracks. I wanted to enroll my daughter (and now my son) because it is a smaller school with an atmosphere they can get around no problem with little help. The school shows behavioral or issues in a well-mannered way. Office admin... Tara, and Niccole. Smaller school environment more one on one for IEP students. Different environment.

5) **One thing I like about New Discoveries:**

Main office staff. The school atmosphere and methods of teaching. Teachers 100%. Everyone is kind and very helpful. Staff are great, and the kids. The way they help kids with special needs, such as ADHD. Teachers and staff. How the staff works great with parents to make a plan. Honestly, this school shows a lot of caring and respect for students. Fieldtrips/smaller school/teachers are amazing. The staff are great, and the kids.

6) **One thing I would like to change:**

Bullying Policy x2. Less professional development days=more time for kids in school and not have to go into June. Nothing x3. Not a thing such amazing school for my children to attend. If there was a concern or an issue that my child cannot handle at school I would like to chat in person with the teachers, or with other parents that cause emotional health and see what I (we) can do to cause no further problems. Love the school.

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

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

*“Providing a quality, comprehensive public education within a Montessori context*

## NDMA Staff Satisfaction Survey - RESULTS

### 2021-2022

Each year, as part of our charter agreement with our authorizer, Osprey Wilds, (formerly known as 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 at NDMA. **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) I understand that I am employed at New Discoveries under an 'at-will agreement' - I can leave or be let go at anytime.	64	1	0	A formal offer in the spring for a position in the fall would be appreciated.
2) NDMA offers me adequate facilities to create a positive learning environment.	60	1	3	Space has become too noisy for testing. Behaviors in the classroom are out of control, making a not positive learning environment. Very nice materials for kids to use.
3) I feel valued and appreciated in my work by my <b>colleagues</b> .	63	1	0	Most but not all, definitely a bullying environment. Not a community of education. Most colleagues.
4) I feel valued and appreciated in my work by <b>administration</b> .	61	2	2	There are some who don't. Lack of consistency and transparency. Treats and personal visits of thanks. Love the little pick me up snacks, etc.
5) I feel valued and appreciated in my work by <b>parents</b> of the children at NDMA.	54	2	6	I don't meet with parents. Don't really talk to parents. Much more so this year. Haven't met any parents. Thank you, gifts, from parents. Most families.
6) I feel valued and appreciated in my work by the <b>students</b> at NDMA.	60	3	1	Yes, sometimes the students are disrespectful. There is a lot of disrespect. I think they could do better.
7) I feel valued and appreciated in my work by the <b>community</b> .	55	2	8	Can monthly minutes be emailed to staff?
8) I feel valued and appreciated in my work by the <b>NDMA school board</b> .	54	3	8	Longevity pay
9) I feel I am provided with sufficient opportunities to grow professionally.	55	2	6	Core Training was fantastic. CORE. No more Lumina. How far can you go after Para w/o education.
10) We are adequately meeting the needs of our students.	53	5	4	There is always more we can do, it seems. Needs consistency. More one on one learning for kids that are not at grade level. This year we had two ladies doing language, more extra help like this. We do a great job recognizing the great needs our students walk in the door with but need to be sure we aren't sacrificing academics. Have not been here long enough to know. Not meeting student needs, lack of effective behavior plans. Lack of consistent teaching/curriculum. Not on the same page,

					language & reading are not well done due to lack of curriculum. Actively improving.
11) I am satisfied with the academic program at NDMA.	50	5	7		More Montessori, please. I would like to see instruments in the music classroom. I am excited about the changes we are making, they are needed. Getting better. Literacy curriculum will be updated.
12) I think the overall atmosphere within NDMA is beneficial to student learning.	58	1	2		Behaviors sometimes inhibit.
13) There is adequate communication between <b>staff and administration</b> .	51	4	1		Has been improving. Weekly updates. Not always! A comment box. More direct communication from admin would be beneficial. Adequate, but some staff/admin info is not passed to all appropriate staff. For the most part. Emails sent to families need to be sent to teachers. To an extent.
14) There is adequate communication between <b>staff and parents</b> .	49	5	8		I do not have much in my role. Staff to parents, yes. From what I have been told. There has been conflicting directions on situations.
15) There is adequate communication between <b>staff and the school board</b> .	47	7	10		Not enough to notice.
16) There is adequate communication <b>among the staff</b> .	47	11	3		Sometimes too much. I feel it has been improving. PLC's, class meetings. Ebbs and flows. More coordination between the next grade level. Some grade levels communicate better than others. Some culture issues. Sometimes no notice was given to staff about field trips. Health information was not shared by classroom teachers with teaching partners.
17) Administration and staff take care of situations when children misbehave or make poor choices.	51	7	3		Love! For the most part. Rewarded sometimes. We try! Sometimes rewarded. No consequences. Room for improvement. We need more help. Support denied many times because they were busy. We had a child afraid of another because of the level of violence. Classroom should be safe for all. Chairs were thrown, and staff use their body to protect children all the time. Zero Tolerance, children are smart. If it were not tolerated it will stop. They have the message they can do whatever they want to staff and so they do! Responses are inconsistent. Not non level 2 students. I feel this falls on the behavior specialists. Depends on students.





assessments. Grade levels all on the same page and using same resources. Common across the board behavior plan for ALL students. Need for more consequences for student behaviors. A PSP doesn't solve many of the issues that I see repeatedly, and it decreases other students' achievements. Reading curriculum is greatly needed. The gap in learning from one extreme to the other is too wide to be successful with all students. E2-E3 math curriculum is great, this needs to be brought down to E1 and CH. Knowledge of the science of Reading. Staff culture/relationships. Continued improvements to make sure grade levels are on the same page w/ similar resources. Provide a clearer picture of how much students learn over the course of the year to provide motivation. All school assemblies as a way to unite our school, discussing Montessori principles in an assembly setting could be beneficial. Admin meeting in classrooms to discuss Respect/Accountability/Excellence has been very helpful. Communication between all the staff in each classroom and grade levels. More social skill groups. Curriculum collaboration, getting there. Consistent redirection/discipline – teaching right from wrong. Behavior specialist.

2) **What are your most urgent professional development needs?** At this time, none. Montessori and behavior management. NONE. To keep gaining the knowledge and expenses of teaching for my future in schools. Consistency and follow through throughout the school. The kind, loving environment. Behavior. The size, the staff and the students. Education needed to transition to Spedforms 2.0. I know we are going to be forced to switch over and I've done the Spedforms 2.0 training. I think it is going to be a challenge to switch. I think it will be important to have the whole Sped team work together closely on this. I think we do a good job in that. NDMA has done a good job this year providing PD. Learning to deal with the behaviors of the kids and the disrespect. Collection Development for library. Behavior modifications for post pandemic trauma, all students, families & staff are traumatized. Not letting behaviors get to my head. Trauma informed practices or Montessori materials. Keep learning Montessori curriculum, less SPLASH. Not sure. Always benefit from further from Professional Development topics on trauma informed care, behavior management and relationship building strategies for staff and students. More on Montessori materials, philosophy, procedures/methods. More Montessori training (material use) social emotional learning for students. Computer and smart board skills. As a whole, the staff needs to work on connecting instruction to assessment and using data to inform decisions. To grow and flourish up from a Para. Those to fulfill licensure. Math and reading support. Less Lumina Sparks (maybe just once a year) and more PD on topics we need for our re-licensure. Continue to work on Literacy, this includes reading, writing, listening & speaking. Want to learn more about Montessori, learning. How to work with misbehaving students. 1- SPED systems/ data collection 2- learning more about Maria Montessori, materials, principles, classroom function. 3-Professional development on classroom management. Montessori- green series, all literacy/grammar materials.

3) **One thing I like about New Discoveries Montessori Academy:** I love the support and respect from administration to employees. The staff is an amazing team. We are free to adapt lessons to get outside and easily adapt for student needs. Flexibility to meet student needs. How friendly & supportive staff is to one another & students. Co-workers. Family-like atmosphere, welcoming, caring. Flexibility. I love the staff and atmosphere of this school. Communication and engagement between all staff is essential in schools. Small population, and 3 year loop. Open to moving staff and job opportunities. Multi-age classrooms. I'll get back to you on that some day... Sense of belonging. I love the staff. Everyone is so kind and cheerful to work with. They are flexible and reliable. Multiage classrooms, little kids learning with or from the older. Grounds & building most often look neat and well cared for. I love how we all feel like family. Staff are always learning something. To see children, grow in academics. The atmosphere with students/staff is great! Everyone is so caring-concerned-flexible. The facility is so beautiful. The closeness we have as staff. We feel like a family. The loving environment in most classes. We teach independence at an early age. Looping classrooms. Everyone is friendly, and welcoming. Multi age classrooms. I appreciate the visual elements to learning materials, especially math. Co-teaching model gives children opportunities that one teacher per room could not. Teaching kids to be kind and respectful. NDMA is a wonderful place of employment. It does feel like a team and we are all willing to work together for student success. My colleagues-very supportive, positive environment. Freedom to do things with students learning. Small environment, ability for teachers to get creative. I love the honest atmosphere. The amount of support given is amazing. Multi age classrooms. Kids can go at their own pace, and the school works hard to try to accommodate to the best of their ability. I love the students. Staff and facility. Multit close relationships with students & families. The friendly staff and always feel welcome. Flexibility to be able to do my job with using my own strengths while being challenged to strengthen my weak areas. I like the size of NDMA, I can know all the staff. The distance between the classrooms and specialist is good. NDMA is an extension of home. It is an environment that is close knit and family oriented. My classroom team is amazing-co-teaching model and inclusion. I like the environment and the people I work with. I like

that we take care of the whole child not just the academics. Multi age classrooms. Hands on learning. My students/families communication I have with them, that relationship that is built with them.

- 4) **One thing I would like to change:** I wish we could require parent involvement (at least 1 hour a week.) Less NWEA testing. Clearer expectations for maintaining environment (ie filling soap, paper towels, mopping etc.) I don't appreciate being told to write it on the board and then it is not done, instead my work with students is interrupted to be shown how to do it. No more PD with JS, or at least less often. The best thing for my mental health, work/life balance, and self-care would be time to get my work done and go home to do those things. At most, one or two short presentations would cover those topics. More student art displayed monthly, use greenhouse year-round. Better communication throughout – Staff-staff, admin-staff, admin-admin Sometimes it feels like there are too many hands in the situation, when less would be better able to handle it. I would not change anything. Elementary to have less exposure to grades 6-8. Inconsistency in pay and lack of published payscale. Seniority based benefits, ie number of PTO/sick time. The loss of un-used sick time because it can't be used for PTO. Little is done to promote longevity and rewarding strong work ethic and attendance. More open communication by all. Visible administration in day-to-day operations. Limited space due to the southeast corner of the building being now a level 4 area. Level 4 behaviors making a loud environment difficult for testing students. Behaviors, with how they are handled. Staff not getting to pick and choose when they want to help. More information on what to do with behaviors in classrooms or in the hall. Not just one person to help. Continued work on communication, we have really improved this year and needs to continue. Nothing. Para's to have the option for pay to be dispersed year round. Kids misbehaving and having consequences. We could wear jeans any day of the week. More training. Reduce professional development days, too many throughout the school year. Start at 9am. Weekly or biweekly staff meetings. Permanent baseball/kickball area. More outside activities. We need a janitor. I don't feel pee on the floor & toilet seat should be left all day. In a bldg. full of children, bathrooms should be cleaned more than once a day if needed. I was told to change hand towels. I have observed hand soap scum on the floor go w/o being cleaned for a few weeks! I spot clean/mopped tile floor with towels to avoid shoes sticking from juice spills. After carpet was peed on I was told to add liquid to it(covid spray)only. Children with behaviors needs one on one care. Improved communication. More involvement of parents in their child's learning. I would love to see Google or 365 calendars utilized more. There could be shared fieldtrip calendar that everyone could see. Grade levels could set up calendars to track special events. IEP meetings could be tracked. administration leaving. More little rooms, divide current office into 2 little rooms. CH lost, resource room and ½ music room for storage. We need to have a place to assess speech, OT. I was lucky to make a friend in the library. Clean out x's room and make a usable space. Positivity among each classroom. Staff handbook with explicit curriculum resources to use. Admin. support to make sure resources are being used/implemented. We could be doing more to help our custodian?, I feel he has a lot to do. More timely information on what to expect for family discovery nights/training days, special events. The amount of food that students throw away. Are there any goat farms that could use our food waste, our classroom learned about goats that eat food thrown away from the food shelf. Cleaning routines in classroom, floor surfaces and that it would not fall on classroom staff. The overall communication between staff. Consistency w/ behaviors across all grades and level 3.

**Other comments (Please be specific):** Families and students have expressed concerns regarding "Lack of consequences" I love you NDMA! More classroom worktime for staff on early release days.

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

## NDMA Community Satisfaction Survey - RESULTS

### 2021-2022

Each year, as part of our charter agreement with our authorizer, Osprey Wilds, (formerly known as 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.	7			I feel this is a great school for kids to learn. I agree very strongly.
2) I would send my child or tell others to send their child to New Discoveries.	7			I have recommended this school to several families. My grandson goes to NDMA and I have told people with kids about the school.
3) I feel welcome to visit New Discoveries.	7			Greeted every time with friendliness.
4) The staff members of New Discoveries are friendly and helpful.	7			Especially Tara.
5) New Discoveries communicates effectively with the community.	5	1	1	Could be better.
6) NDMA is providing a quality education for children.	7			
7) The NDMA students that I meet are well-mannered, respectful and behave appropriately.	6	1		Most of the time. Most students are respectful, well mannered, some display disruptive behaviors, but they usually have a reason. Yes sometimes. I've had the front doors of the school held open for me. Some of the kids are tiny.
8) I am informed about what is going on at New Discoveries Montessori Academy.	6		1	Yes, consistently. Since I am not a parent, I rely on my family to let me know.
9) My most recent experience with NDMA was positive.	7			Yes, Niccole was polite!
10) I support the Mission/Vision of New Discoveries Montessori Academy.	6			School tries hard to get parents involved. I wish there were more schools like NDMA.

#### 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?

Enrichment, governance. The most recent is the program where they sang about the dinosaurs. The school was decorated in front, the teachers had projects of the students to see. The students were all so proud. Transportation, field trips. School-based therapy. I come into school to work with kids of all ages. I have been



involved w/ IEP and fieldtrips. I was employed @ NDMA for a short time. I saw how well run the school was, and how much care went to help the environment be a learning one. That is how our family found out about the special school and how my grandson got to be a student here.

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

Greater interaction with the community. A friendlier fundraising person. The women that I have dealt with (I guess she is the PTA leader) was rude, despite questions regarding can, or boxtop collections for school. Even offered to help with anything but she continued to be hostile and rude. Swimming lessons, visit seniors. Extracurricular activities to continue to promote healthy development (sports, outreach activities, skills building programs). I'd like to do some psych-ed classes for parents on the negative effects of electronics/screen time.

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

- 4-O School Newsletter
- 1-O Local Newspaper – Hutch Leader
- 1-O Friends/Neighbors/Other People
- 3-O e-mail/website
- 1-O Other \_\_\_\_\_
- O Classroom Newsletter
- 1-O Material brought home by children
- 1-O NDMA Staff/Teachers
- O Mailings
- O Don't know

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

- 1-O How students are doing/Student Progress
- 3-O Volunteer opportunities
- 1-O Teachers/Teaching methods
- O School Board information
- O Other \_\_\_\_\_
- O Curriculum information
- 3-O Special Events
- O Charter Schools
- 1-O Montessori Philosophy/Method
- O Don't know

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

Maybe letting even unathletic kids pick a team at Phy-Ed. Having more ways to identify a child that needs help making friends at recess. Shy or a child with low self-esteem want to try to put themselves in a group that is already formed. Swimming pool. Additional support to staff on managing behaviors and kids who need extra support academically and emotionally. As with all schools to get parents more involved. More paras. I don't know if that can be answered. COVID messed a lot up. I liked how the school handled this last couple years. How they continued to do their best during lockdown and delivering school work. Mask mandates and when it was our choice. Great leadership in the school.

6) What do you value and like about NDMA?

The staff values the children & their families. Smaller classes, in public school you have cliques like the popular kids, the less popular... I don't see that as much here. Less bullying. Meeting the needs of challenged children. Some teachers are really awesome at meeting the kids where they are and supporting both academic and emotional needs. Great environment for kids. Hands on approach and geared toward individual needs. I really like how they handle the kids in the learning. Also, think that they are great at making sure kids needs are met. That my grandson is a student here. He wasn't labeled and forgotten as problem child. The staff involved with my grandson were flexible enough to pick up how he learns best, and he did. The school has also had summer school and after school events to help kids with social skills (thank you)

**Other Comments (Please be specific):** Best school I have worked at. I meet a mother of a child that wasn't doing well in "regular" public school, the child didn't like going to school. Parent/teacher conferences were negative. Then she came to NDMA and they understood people learn differently and this mom told me that since her child has been going to NDMA he is happier and learning!

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

Thank you for taking the time to complete this survey! Please mail completed survey in enclosed envelope and return by **Tuesday, June 7<sup>th</sup>**. The results will be used to help us better serve our students. We appreciate your comments! :)

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







May 2022 – All School Photo