



New Discoveries Montessori Academy
#4161-07
2022-2023
Year 17
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 2022-2023 school year, our seventeenth year of operation. This report also includes information for the World's Best Workforce Plan (WBWF) required in MN Stat. 120B.11.

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Charter school requirements underlined. MN Stat. 124.E

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

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

Grades Served: Pre-K – 8th grade

Year opened: September 2006

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

Core Values

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

Dynamic Leadership

At New Discoveries, everyone, from the children to the Board of Directors, will be offered multiple opportunities to grow as leaders through a mentoring, experiencing, sharing, and learning environment. NDMA will uphold the highest standard of integrity and respect, so they are visible and shared by staff and students at school, at home, and in their community. Professional Development, workshops, JEPD, Family Discoveries Nights, Student Ambassadors, and Music and Art Showcases will create ongoing opportunities for leadership development.

Intentional Interdependence

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

Exemplary Montessori Principles

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

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

Measurable Accountability

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



Authorizer Information

Osprey Wilds (OW), formerly known as Audubon Center of the North Woods (ACNW), is NDMA's authorizer. It is a natural fit for New Discoveries to partner with Osprey Wilds as NDMA has recognized and exercised the importance of environmental education for its students. Osprey Wilds has served NDMA in this capacity since the summer of 2006. Our current contract is in effect through June 30, 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.

NDMA students look forward to our annual trip to the Osprey Wilds Environmental Learning Center, a time during which 5th and 6th graders travel to Sandstone for three days of rich immersion in environmental education with the staff at Osprey Wilds.

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IMPLEMENTATION OF PRIMARY AND ADDITIONAL STATUTORY PURPOSES

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

Increased Learning Opportunities

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

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

Innovative Teaching Methods

- One of the great strengths of the Montessori Method is the integrated approach to learning. For example, math, reading, writing and other subjects are not learned in a compartmentalized method. Instead, children will learn with an understanding of how subjects work together while, at the same time, they work on learning and improving many different skills at once. New Discoveries Montessori Academy will utilize this integrated approach to learning.
- Children enjoy considerable freedom of movement and choice in a Montessori setting. The environment is child-centered, not teacher-centered. They choose what to work on, who to work with, and where to work. Because they pick their work, they are committed to it. Of course, all freedoms are balanced



with responsibilities that include demonstrating appropriate behavior, remaining productive and completing areas of necessary fundamental knowledge and skills.

- Long Learning Cycles - Montessori education reserves extended uninterrupted time periods for the children to work freely on a task or project. The children absorb themselves in their studies. They complete their work, emerging fulfilled, refreshed, and satisfied with their accomplishment. The extended periods result in saved time due to fewer transitions while, even more importantly, they lead to deeper learning, more interest, and great satisfaction for the children. Our great period designated during our academic day allows for these extended periods of learning.
- Multi-age grouping will be based on a three-year age span as opposed to the one year of traditional education. In this setting children progress through the curriculum at their own pace in a classroom that spans three grades. Teachers and students get to know each other quite well by working together in a multi-age class for a three-year period. A teacher who has worked with a child during this time gains an intimate knowledge of the child. Multi-age groupings mean more small-group options relative to abilities and interests as well as maximizing the potential of each individual child in an environment that has a place for everyone, providing a profound sense of belonging.
- Using the natural environment and facilities of our authorizer, Osprey Wilds, students will participate in an overnight environmental experience. Students will also explore and understand their local environment and be involved in environmental-focused service learning projects which will foster the idea of stewardship for their environment.

Effective Measurement of Learning Outcomes

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

New Forms of Accountability for Schools

- Student, parent, and staff satisfaction surveys will indicate program satisfaction among its stakeholders. New Discoveries Montessori Academy will design the survey and the

survey will be administered annually in the spring. Results will be used by the Board and staff in our continuous improvement plan, strategic plan and annual report.

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

Professional Opportunities for Staff

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



STUDENT ENROLLMENT & DEMOGRAPHICS

ENROLLMENT

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024 (as of 10.02.23)
PreK 3	9	9	7	6	7
PreK 4	23	16	23	23	21
Kindergarten	27	34	29	29	29
1st Grade	24	25	28	29	28
2nd Grade	26	24	26	27	25
3rd Grade	24	24	24	24	25
4th Grade	22	23	28	25	27
5th Grade	29	21	25	25	18
6th Grade	18	24	27	23	21
7th Grade	24	8	19	18	14
8th Grade	10	20	8	8	10
Total PreK-8	236	228	244	237	225
Total ADM (Average Daily Membership) for year	229.61	225.02	213.82	221.16	

2022-2023 enrollment remained steady around 235 students. During the 22-23 school year, we had 12 children leave NDMA. Transfers in included 8 students enrolled at NDMA after the first day of school.

DEMOGRAPHICS

40.0% of our student body received special education services and 74.3% of our students qualified for free/reduced lunches. This is significantly greater than that of the local traditional public schools. (District #423 Hutchinson – SpEd 18.3% - F/R 37.5% - although their numbers have also increased.)

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024 (as of 09.26.23)
Total Enrollment	237	228	244	233	225
Male	114	123	133	123	118
Female	123	105	111	110	107
Special Education	97	95	96	113	87
ELL/LEP	7	5	3	3	3
Black/African American	4	3	2	3	3
Hispanic/Latino	10	25	25	30	26
Asian/Pacific Islander	0	1	3	3	3
American Indian	0	1	1	1	1
2 or more races	12	10	10	9	9
White	211	188	198	189	186
F/R Lunch	132	118	115	213	213
Homeless			2	4	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	9
112 – Eastern Carver County Schools	3	2396 – ACGC Atwater Cosmos Grove City	4
423 – Hutchinson	154	2687 – HL-W Howard Lake - Waverly	2
424 – Lester Prairie	1	2859 – GSL Glencoe Silver Lake	26
465 – Litchfield	10		
466 – Dassel Cokato	6		

STUDENT ATTENDANCE, ATTRITION & MOBILITY

STUDENT ATTENDANCE

	2018-19	2019-20	2020-21	2021-22	2022-23
Overall Attendance Rate	87.2%	95.35%	93.17%	90.67%	92.11%

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

		2019-20	2020-21	2021-22	2022-23
Consistent Attendance Percentage		86.32%	97.9%	87.9%	61.7%

(MDE Report Card – Note: I'm not sure if this accurately describes our students however as it is only based on an enrollment of 175.)

STUDENT ATTRITION

Percentage of students who were continuously enrolled between October 1 of the 2021-2022 school year and October 1 of the 2022-2023 school year.	91.6%
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Percentage of students who continue enrollment in the school from Spring 2022 to October 1, 2023.	87.5%
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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)
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%
2022-23	23	237	8	12	20	8.43%

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



Primary Pedagogical Approach

New Discoveries Montessori Academy Educational Program highlights:

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

Montessori Method of Education

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

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

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



Multi-age Grouping
Classrooms

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

CHILDREN'S HOUSE PROGRAM (AGES 3-5)

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

CURRICULUM AREAS –

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

3 year olds	Tuesday, Wednesday and Thursday MORNINGS	8:15am to noon
4 year olds	Monday, Tuesday, Wednesday, Thursday MORNINGS	8:15am to noon
4 year olds	Monday, Tuesday, Wednesday, Thursday ALL DAY	8:15am to 2:50pm
Kindergarteners	ALL DAY, EVERY DAY	8:15am to 2:50pm

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?	Essential Components of E1
1. Multi-age classrooms	1. Small group lesson presentations
2. Three freedoms: movement, choice and repetition	2. Whole life/whole being education (not just academics)
3. High staff to student ratio	3. Fostering excellence, respect and accountability
4. Strong sense of community with student-to-student mentoring, and shared responsibilities	4. Students allowed to progress beyond and without limitations
E1 Montessori Focus	Minnesota Academic Standards
1. Three Freedoms	1. Aligned Minnesota Academic Standards to Montessori
2. Montessori Materials – offering concrete to abstract learning	2. Strong foundational reading and mathematics skill building
3. Self-regulating – creating independence in students	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



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 offers the Montessori philosophy within a public-school environment, which presents a unique blend of opportunities and challenges. The opportunities stem from the rich tradition, the utilization of beautiful educational materials, developmentally appropriate activities, and the integration of multi-age classrooms. However, a central challenge arises from the absence of a clear connection between the Montessori curriculum and the Minnesota Academic Standards. Our dedicated staff has invested countless hours in aligning the Montessori curriculum with the Minnesota Academic Standards, an ongoing endeavor.

NDMA is committed to ensuring that our teachers receive and maintain proper Montessori training. Additionally, we prioritize equipping our teachers and teaching partners with a deep understanding of the Minnesota Academic Standards, curriculum alignment, and effective teaching strategies. Our staff undergoes continuous training and support in administering assessments, comprehending and interpreting data. This data-driven approach informs our planning and instructional decisions, fostering a culture of data-driven decision-making at NDMA.

Differentiation

Montessori programming naturally supports differentiation within each classroom, as students consistently choose work that aligns with their individual learning levels. Our approach centers around personalized instruction tailored to each child's specific needs using the Montessori philosophy in **Children's House**. We follow their developmental journey by delivering lessons that act as stepping stones, guiding them towards the next level of understanding. This approach extends to both reading and math in E1 and E2 classrooms, where differentiation occurs based on ability levels, as demonstrated through normed and classroom assessments.

Remediation

At New Discoveries, differentiation facilitates the organic occurrence of remediation. Our approach to progress monitoring, flexible grouping, and the utilization of multi-age classrooms empowers NDMA staff to continuously and effectively provide remediation as needed.

Acceleration

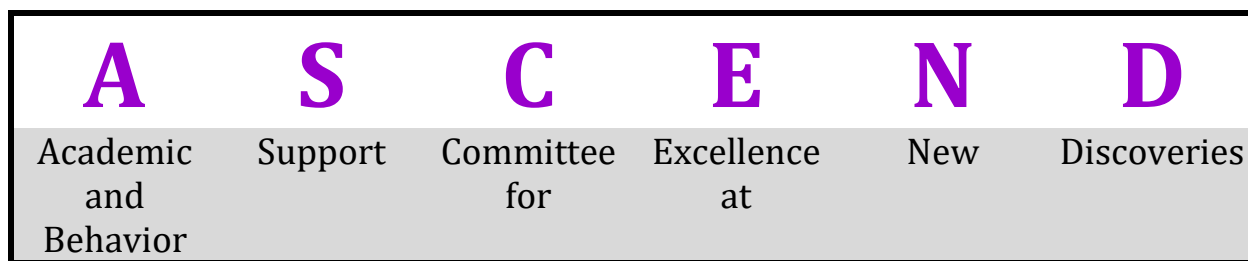
NDMA is committed to creating outstanding educational programs that cater to the diverse needs of our students. Recognizing that every student is a unique individual with their own strengths, abilities, and potential, our objective is to offer a wide spectrum of opportunities suitable for all, including those with exceptional abilities. Therefore, the differentiation of instruction stands as a fundamental component in all our instructional offerings, serving as the bedrock for programs designed for exceptional learners. We provide various options for highly capable students, such as subject-specific acceleration, telescoping, and whole-grade acceleration, among others. (From NDMA Board Policy 590P: Acceleration)

Special Education

New Discoveries Montessori Academy is exceptionally fortunate to have a robust special education infrastructure in place. We have taken deliberate steps to ensure a well-rounded support system for our students with unique needs. Here's an overview of our special education resources and services:

1. **Special Education Leadership:** We've engaged a dedicated Director of Special Education who possesses a deep understanding of our staff, students, program, and the legal framework governing special education.
2. **On-Site Coordinator:** We have a Special Education Coordinator based on-site to provide immediate assistance and guidance.
3. **School Psychologist:** We maintain a full-time School Psychologist to address a wide range of psychological and emotional needs.
4. **Child Study Process:** Our child study process is both robust and consistent, ensuring that each student's needs are thoroughly assessed and met.
5. **Family Collaboration:** We pride ourselves on maintaining high-level collaboration with our students' families to meet deadlines, achieve goals, and address the diverse needs of our student body.
6. **Transportation Services:** We extend our services by providing transportation options to many communities surrounding New Discoveries, facilitating access for our students.
7. **Contracted Services:** We have partnered with various professional service providers, including Hutchinson Health, Meeker Memorial Hospital, West Metro Learning Connections, Southwest West Central Cooperative, Steppingstone Therapeutic, Crow River Family Services, Greater Minnesota Family Services, PrairieCare, Lorenz, NorthStar Counselling, Aspire Counselling, and Serenity Counseling. These providers consistently deliver the necessary support and services to our students.
8. **Co-Teacher Model:** In every classroom, a special education Co-Teacher is available to provide direct support to students.
9. **Early Childhood Special Education Specialist:** We have a specialist who specializes in supporting our early childhood population.
10. **Specialized Professionals:** Our team includes a Speech Therapist, Behavior Interventionist, and approximately 25 special education paraprofessionals (Teaching Partners) who were employed this past year to ensure that the unique needs of our students and their families are met.

This comprehensive approach underlines our commitment to providing a supportive and nurturing environment for all our students, regardless of their individual needs and challenges.



Child Find Process - ASCEND

Our Child Find process at NDMA is comprehensive and designed to ensure that all students' needs are identified and addressed effectively. Here's an overview of our Child Find process:

1. Vision and Hearing Screening: We initiate the process with vision and hearing screenings for all our students to identify any potential issues that may affect their learning.
2. Preschool Screening: For our youngest learners, we conduct preschool screenings to assess their developmental readiness.
3. Academic Benchmarking: Starting from Kindergarten through 8th grade, we employ academic benchmarking to monitor and evaluate each student's progress and identify areas where additional support may be needed.
4. Collaborative Meetings: We hold a series of collaborative meetings led by our school psychologist and lead teachers to discuss student concerns. These meetings include:
 - PLC (Professional Learning Community): A forum for our educators to exchange insights and best practices.
 - ILT (Instructional Leadership Team): A team focused on educational leadership and improvement.
 - SpEd (Special Education) Meetings: Addressing the unique needs of our students with special requirements.
 - ASCEND Meetings: A core team comprising administrators, teachers, and special education representatives that reviews school data to determine which students might benefit from tier 2 and potentially tier 3 interventions.
5. Tiered Interventions: For students identified as needing additional support, select core team members work closely with classroom teachers. They match students to appropriate interventions, provide necessary training, and ensure that these interventions are implemented effectively and consistently.
6. Supporting Tier 1 Practices: The ASCEND team also works to bolster tier 1 practices by promoting the use of evidence-based teaching methods and classroom management strategies. This support helps maintain a strong foundation for all students.
7. Broad Staff Involvement: We have intentionally extended invitations to staff members with knowledge and skills in evidence-based practices, even if they are not currently serving in lead or mentor teacher roles. This inclusion ensures that a wide range of expertise contributes to the ASCEND mission.

This multi-faceted approach underscores our commitment to early intervention, collaborative decision-making, and the use of evidence-based practices to provide the best possible educational experience for all our students.

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

At NDMA, our leadership team, comprised of the Executive Director and the Director of Curriculum and Instruction, plays a pivotal role in guiding and supporting our instructional program. Their expertise and practical knowledge contribute significantly to our educational mission.

In addition to this, our teacher leaders have taken on more active roles in leadership within our school community. They provide strong guidance during our weekly 90-minute PLC (Professional Learning Community) sessions and actively participate in our monthly Instructional Leadership meetings. These collaborative efforts have been instrumental in fostering a culture of continuous improvement.

A cornerstone of our success has been our commitment to Quality Job-Embedded Professional Development. This approach has brought our teachers and teaching partners together, facilitating the implementation of best practices in instruction and assessment. We recognize the importance of blending the 'Magic of Montessori' with the 'Mandates of Minnesota,' and our instructional focus on Efficiency, Proficiency, and alignment with the MN State Standards. We continually ask ourselves, "Is it efficient? Does it lead to proficiency? Is it aligned with the MN State Standards?" This focus on efficiency, proficiency, and alignment is bearing fruit and helping us achieve our educational goals.

This collaborative and holistic approach ensures that our students receive a well-rounded education that combines the unique Montessori philosophy with the educational requirements of the state, ultimately providing them with a strong foundation for success.

School Calendar/Daily Schedule

Our 2022-2023 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 22nd. Our day begins at 8:15am and is done at 2:50pm. Our last day of school was May 31st.



ACADEMIC PERFORMANCE: GOALS & BENCHMARKS

New Discoveries Montessori Academy

Exhibit G: Academic and Academic-Related Goals

Contract Period July 1, 2020 through June 30, ~~2023~~ 2025

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

Ready for Kindergarten [R4K]

All students are ready for kindergarten.

Reading Well by 3rd Grade [RG3]

All students in third grade achieve grade-level literacy.

Achievement Gap Closure [AGC]

All racial and economic achievement gaps between students are closed.

Career and College Readiness [CCR]

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

Graduate from High School [GRAD]

All students graduate from high school.

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

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

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

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

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



Summary of Indicator Points

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

Indicator 1: Mission Related

10 Points

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

Performance Ratings	Measure 1.1 – 10 Points: From FY21 to FY22, the aggregate percentage of students who meet the school's community service requirements annually will be at least 60.0%. The annual requirement is at least 15 hours of community service.		Result:
Exceeds Target (x 1.5)	The aggregate percentage is at least 80.0%.		
Meets Target (x1.0)	The aggregate percentage is at least 60.0%.		
Approaches Target (x0.5)	The aggregate percentage is at least 50.0%.		322/607 53.0%
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
		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] – 0 Points: From FY21 to FY22, the aggregate percentage		Result:
Exceeds Target (x 1.5)	The aggregate percentage is at least 10.0 percentage points greater than the state percentage of English Learners meeting target.		
Meets Target (x1.0)	The aggregate percentage is equal to or greater than the state percentage of English Learners meeting target.		
Approaches Target (x0.5)	The aggregate percentage is within 5.0 percentage points of the state percentage of English Learners meeting target.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 2.2 [CCR] – 0 Points: From FY21 to FY22, the average progress		Result:
Exceeds Target (x 1.5)	The aggregate percentage is least 10.0 percentage points over the state average progress toward		
Meets Target (x1.0)	The aggregate percentage equal to or greater than the state average progress toward target.		
Approaches Target (x0.5)	The aggregate percentage is within 5.0 percentage points of the state's average progress toward		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
		Points Possible	Points Earned
		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] – 3 Points: In aggregate, from FY21-FY22, the overall percentage of students whose achievement level on the statewide assessments for reading (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state percentage.	STATE 20.2%	Result:
Exceeds Target (x 1.5)	The school achieves an overall percentage greater than 10 percentage points over that of the state.		
Meets Target (x1.0)	The school achieves an overall percentage equal to or greater than that of the state.		39/172 22.7%
Approaches Target (x0.5)	The school achieves an overall percentage that is within 10 percentage points of the state.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 3.2 [CCR] – 5 Points: In aggregate, from FY21-FY22, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for reading (as measured by North Star Academic Progress) is equal to or less than the state.	STATE 36.8%	Result:
Exceeds Target (x 1.5)	The school achieves an overall percentage at least 10 percentage points less than that of the state.		
Meets Target (x1.0)	The school achieves an overall percentage less than or equal to that of the state.		65/172 37.8%
Approaches Target (x0.5)	The school achieves an overall percentage that is no more than 10 percentage points greater than that of the state.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 3.3 [RG3] – 6 Points: From FY21 to FY22, the aggregate percentage of students in grades K-2 that meet their fall to spring NWEA RIT expected growth target will be at least 50.0%.		Result:
Exceeds Target (x 1.5)	The aggregate percentage is at least 60.0%.		
Meets Target (x1.0)	The aggregate percentage is at least 50.0%.		
Approaches Target (x0.5)	The aggregate percentage is at least 40.0%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		91/235 38.7%
Performance Ratings	Measure 3.4 [CCR] – 6 Points: From FY21 to FY22, the aggregate percentage of students in grades 3-8 that meet their fall to spring NWEA RIT expected growth target will be at least 50.0%.		Result:
Exceeds Target (x 1.5)	The aggregate percentage is at least 60.0%.		
Meets Target (x1.0)	The aggregate percentage is at least 50.0%.		
Approaches Target (x0.5)	The aggregate percentage is at least 40.0%.		159/330 48.2%
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
		Points Possible	Points Earned
		20	0
			% Earned
			0.0%

Indicator 4: Math Growth

20 Points

School Goal: Over the period of the contract, students at NDMA will demonstrate growth in math as measured by state accountability tests and nationally normed assessments.			
Performance Ratings	Measure 4.1 [CCR] – 3 Points : In aggregate, from FY21-FY22, the overall percentage of students whose achievement level on the statewide assessments for math (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state percentage.	STATE 18.2%	Result:
Exceeds Target (x 1.5)	The school achieves an overall percentage greater than 10 percentage points over that of the state.		
Meets Target (x1.0)	The school achieves an overall percentage equal to or greater than that of the state.		
Approaches Target (x0.5)	The school achieves an overall percentage that is within 10 percentage points of the state.		30/172 17.4%
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 4.2 [CCR] – 5 Points : In aggregate, from FY21-FY22, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for math (as measured by North Star Academic Progress) is equal to or less than the state.	STATE 40.0%	Result:
Exceeds Target (x 1.5)	The school achieves an overall percentage at least 10 percentage points less than that of the state.		
Meets Target (x1.0)	The school achieves an overall percentage less than or equal to that of the state.		
Approaches Target (x0.5)	The school achieves an overall percentage that is no more than 10 percentage points greater than that of the state.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		96/172 55.8%
Performance Ratings	Measure 4.3 [CCR] – 6 Points : From FY21 to FY22, the aggregate percentage of students in grades K-2 that meet their fall to spring NWEA RIT expected growth target will be at least 50.0%.		Result:
Exceeds Target (x 1.5)	The aggregate percentage is at least 60.0%.		
Meets Target (x1.0)	The aggregate percentage is at least 50.0%.		
Approaches Target (x0.5)	The aggregate percentage is at least 40.0%.		105/235 44.7%
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 4.4 [CCR] – 6 Points : From FY21 to FY22, the aggregate percentage of students in grades 3-8 that meet their fall to spring NWEA RIT expected growth target will be at least 50.0%.		Result:
Exceeds Target (x 1.5)	The aggregate percentage is at least 60.0%.		
Meets Target (x1.0)	The aggregate percentage is at least 50.0%.		
Approaches Target (x0.5)	The aggregate percentage is at least 40.0%.		141/303 47.5%
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
		Points Possible	Points Earned
		20	0
			% Earned
			0.0%

Indicator 5: Reading Proficiency

16 Points

School Goal: Over the period of the contract, students at NDMA will demonstrate proficiency in reading as measured by state accountability tests.			
Performance Ratings	Measure 5.1 [RG3] – 1 Points : From FY21 to FY22, the school's aggregate proficiency index score for 3 rd grade students will increase by at least 5.0 points from the baseline proficiency index score (baseline score – 60.8).		Result:
Exceeds Target (x 1.5)	The aggregate proficiency index score is at least 10.0 points above the baseline score.		
Meets Target (x1.0)	The aggregate proficiency index score is at least 5.0 points above the baseline.		
Approaches Target (x0.5)	The aggregate proficiency index score is greater than the baseline score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		36.5
Performance Ratings	Measure 5.2 [CCR] – 5 Points : From FY21 to FY22, the school's aggregate proficiency index score will increase by at least 5.0 points from the baseline proficiency index score (baseline score – 63.7) OR be equal to or greater than that of the state for the same grades (3-8).	STATE 61.5%	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.		51.9
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 5.3 [CCR] – 2 Points : From FY21 to FY22, the school's aggregate proficiency index score will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same grades (3-8).	HUTCH 68.1%	Result:
Exceeds Target (x 1.5)	The school achieves an aggregate proficiency index score at least 10.0 points above the district's.		
Meets Target (x1.0)	The school achieves an aggregate proficiency index score greater than the district's score.		
Approaches Target (x0.5)	The school achieves an aggregate proficiency index score within 10.0 points of the district's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		51.9
Performance Ratings	Measure 5.4 [AGC] – 2 Points : From FY21 to FY22, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (3-8).	STATE 42.6%	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.		49.3
Approaches Target (x0.5)	The school achieves an aggregate proficiency index score within 10.0 points of the state's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 5.5 [AGC] – 2 Points : From FY21 to FY22, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same subgroup and the same grades (3-8).	HUTCH 53.2%	Result:
Exceeds Target (x 1.5)	The school achieves an aggregate proficiency index score at least 10.0 points above the district's.		
Meets Target (x1.0)	The school achieves an aggregate proficiency index score greater than the district's score.		
Approaches Target (x0.5)	The school achieves an aggregate proficiency index score within 10.0 points of the district's score.		49.3
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	Measure 5.6 [AGC] – 2 Points: From FY21 to FY22, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (3-8).	STATE 34.5%	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.		36.7
Approaches Target (x0.5)	The school achieves an aggregate proficiency index score within 10.0 points of the state's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 5.7 [AGC] – 2 Points: From FY21 to FY22, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same subgroup and the same grades (3-8).	HUTCH 44.7%	Result:
Exceeds Target (x 1.5)	The school achieves an aggregate proficiency index score at least 10.0 points above the district's.		
Meets Target (x1.0)	The school achieves an aggregate proficiency index score greater than the district's score.		
Approaches Target (x0.5)	The school achieves an aggregate proficiency index score within 10.0 points of the district's score.		36.7
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
		Points Possible	Points Earned
		16	0
			% Earned
			0.0%

Indicator 6: Math Proficiency

16 Points

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

Performance Ratings	Measure 6.1 [CCR] – 6 Points: From FY21 to FY22, the school's aggregate proficiency index score will increase by at least 10.0 points from the baseline proficiency index score (baseline score – 50.5) OR be equal to or greater than that of the state for the same grades (3-8).	STATE 57.3%	Result:
Exceeds Target (x 1.5)	The aggregate proficiency index score is at least 20.0 points above the baseline score OR is at least 10.0 points above the state's score.		
Meets Target (x1.0)	The aggregate proficiency index score is at least 10.0 points above the baseline score OR is equal to or greater than the state's score.		
Approaches Target (x0.5)	The aggregate proficiency index score is at least 5.0 points above the baseline score OR is within 10.0 points of the state's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		39.7
Performance Ratings	Measure 6.2 [CCR] – 2 Points: From FY21 to FY22, the school's aggregate proficiency index score will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same grades (3-8).	HUTCH 69.4%	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.		39.7
Performance Ratings	Measure 6.3 [AGC] – 2 Points: From FY21 to FY22, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (3-8).	STATE 35.2%	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.		30.7
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 6.4 [AGC] – 2 Points: From FY21 to FY22, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same subgroup and the same grades (3-8).	HUTCH 46.1%	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.		30.7
Performance Ratings	Measure 6.5 [AGC] – 2 Points: From FY21 to FY22, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (3-8).	STATE 33.7%	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.		26.1
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	Measure 6.6 [AGC] – 2 Points: From FY21 to FY22, the school’s aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same subgroup and the same grades (3-8).	HUTCH 43.7%	Result:	
Exceeds Target (x 1.5)	The school achieves an aggregate proficiency index score at least 10.0 points above the district’s			
Meets Target (x1.0)	The school achieves an aggregate proficiency index score greater than the district’s score.			
Approaches Target (x0.5)	The school achieves an aggregate proficiency index score within 10.0 points of the state’s score.			
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		26.1	
		Points Possible	Points Earned	% Earned
		16	0	0.0%

Indicator 7: Science Proficiency

7 Points

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

Performance Ratings	Measure 7.1 [CCR] – 7 Points: From FY21 to FY22, the school's aggregate proficiency index score will increase by at least 5.0 points from the baseline proficiency index score (baseline score – 52.2) OR be equal to or greater than that of the state for the same grades (5 & 8).	STATE 54.6 %	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		45.1
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 7.2 [CCR] – 1 Point: From FY21 to FY22, the school's aggregate proficiency index score will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same grades (5 & 8).	HUTCH 62.4%	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.		45.1
Performance Ratings	Measure 7.3 [AGC] – 1 Point: From FY21 to FY22, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (5 & 8).	STATE 34.7%	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.		37.9
Approaches Target (x0.5)	The school achieves an aggregate proficiency index score within 10.0 points of the state's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 7.4 [AGC] – 1 Point: From FY21 to FY22, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same subgroup and the same grades (5 & 8).	HUTCH 45.7%	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.		37.9
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 7.5 [AGC] – 1 Point: From FY21 to FY22, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (5 & 8).	STATE 34.2%	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.		29.5
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	Measure 7.6 [AGC] – 1 Point: From FY21 to FY22, the school’s aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same subgroup and the	HUTCH 45.7%	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.		29.5	
		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.		56/78 71.8%	
		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.	STATE 77.6%	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.			
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.		74.8	
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 implemented through the collaborative efforts of the classroom teacher and other specialists. **Each student's progress** is monitored regularly during an intervention period and if the intervention selected is not working, another intervention is selected and implemented.

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 in the spring. FAST was given in the fall, winter and spring.

Career and College Readiness

Teachers at New Discoveries Montessori Academy play a crucial role in preparing students for their educational journeys and future careers. They achieve this by emphasizing the development of reading and math skills in alignment with the state's standards, ensuring that students acquire a strong foundation in these fundamental subjects.

Furthermore, teachers actively encourage parents to stay engaged in their child's education.

They promote parent involvement by welcoming parents to visit their children at school and by organizing special parent-child events. These initiatives foster a strong sense of collaboration between the school and families, promoting a supportive educational environment.

Ultimately, the collective efforts of the school, teachers, and parents at NDMA are dedicated to assisting students in their education and helping them build a solid foundation for successful future careers. It's a commitment to holistic education that recognizes the importance of both academic excellence and the involvement of the entire educational community.

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.)

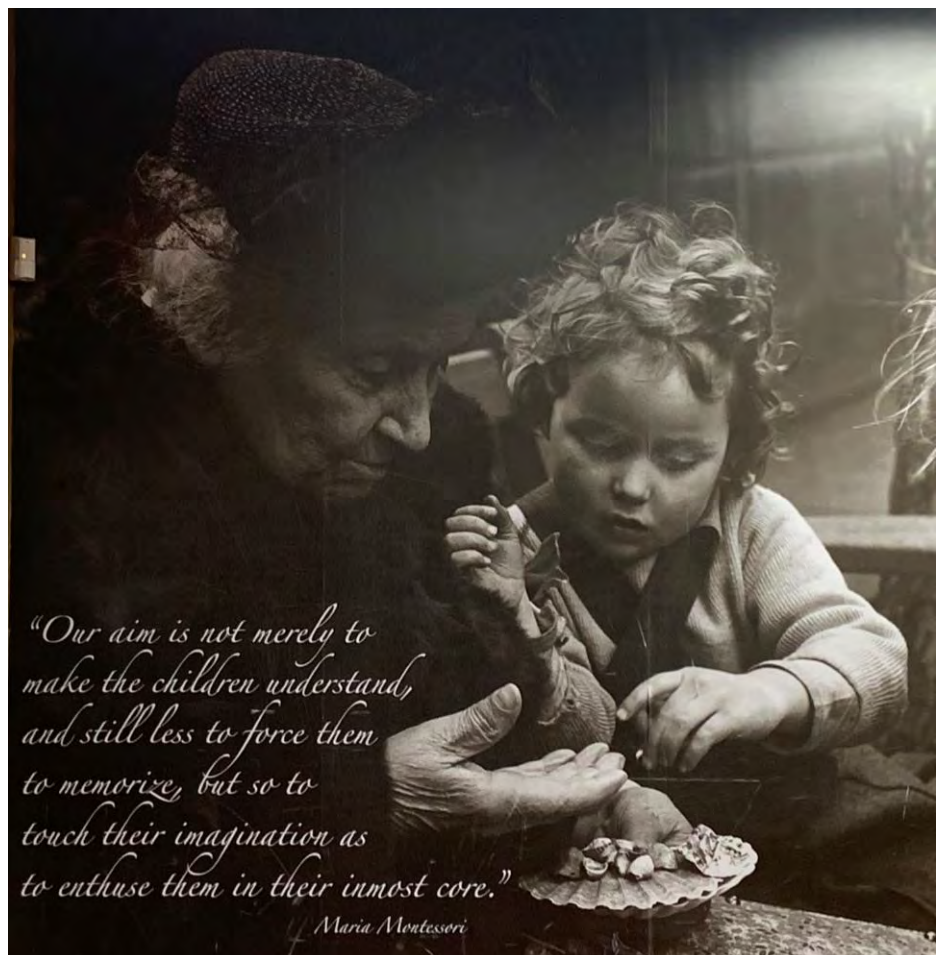
No NAEP assessments were given during the 2022-2023 school year.

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 is a Title I school and has not been identified for any additional support under ESSA.



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. practices have been adopted through our comprehensive school improvement effort, implemented in Best 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, 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

2022-2023 professional development activities:

- Basic First Aid/OSHA
- Co-teaching Model
- Responsive Classroom
- Lumina Sparks – School Culture & Climate
- Academic Interventions – Reading and Math
- CPI – Crisis Prevention Intervention Training
- Suicide Prevention
- English Language Learners
- Montessori Materials – small groups and individual lessons



Co-Teaching Model

NDMA has embraced the "Co-Teaching" model, as described by Friend (2008), as a specific form of collaborative teaching and special education service delivery. In this model, two or more certified teachers, often including regular and special education teachers, join forces to share instructional responsibilities and mutual accountability for a diverse group of learners. This partnership is enacted within a general education setting.

The Co-Teaching practice, which NDMA initiated in 2015, has fully materialized in every classroom for several years. This achievement has been made possible by pairing unique partners in each classroom and maintaining a system of consistent mentoring and check-ins by the administration with each co-teaching pair. This approach has had a notably positive impact on the culture of both individual classrooms and the entire school.

The strength of this practice lies in the unique set of skills, personalities, and experiences that each partner brings to the co-teaching relationship. This diversity results in a powerful team dynamic that has been well-received by both students and families. Whenever issues within these relationships have arisen, the administration has been swift to intervene. The aim has been to identify areas of struggle and collaborate with co-teachers to brainstorm effective strategies for improving their partnership.

The results have been nothing short of remarkable, with both individual and collective growth observed among the staff. NDMA is dedicated to continuing its support for this co-teaching model into the future, recognizing its value in enhancing the educational experience for all students.

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 2022-2023

Indicator Area 1: Awareness

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

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

Strategy 1.1

All classrooms (Grades K-8) will have a designated Outdoor Classroom Space where they will focus on the outdoor environment at least 20 minutes per week.

Evaluation method 1.1.1

Each week, classrooms will track and document time spent on the Outdoor Classroom Space calendar page in the Environmental Education binder. Minimum school year results will be 36 weeks x 20 minutes/week = 720 minutes or 12 hours spent in Outdoor Classroom Space per classroom. By exploring the outdoor environment, students will demonstrate their awareness and their relationship with the environment with reflections of time spent in their Outdoor Classroom Space articulated in their Environmental Journal.

Results: *During the course of the year, several classrooms at NDMA have consistently utilized the Outdoor Classroom Space, incorporating it into their experiential education (EE) curriculum and documenting their experiences. While informal observations suggest that all classrooms are making use of the outdoor environment for EE and reflection journals, the habit of recording their outdoor time has not been fully ingrained. Among the classrooms that have been most successful in utilizing the Outdoor Classroom Space, this time is a planned and integral part of their weekly schedule, occurring consistently week after week.*

Out of the 11 classrooms, 7 of them, representing 64%, achieved or exceeded the goal of spending 720 minutes or 12 hours in the Outdoor Classroom Space per classroom. This achievement underscores the commitment of NDMA to fostering outdoor education experiences and further emphasizes the importance of structured scheduling to ensure consistent engagement with the outdoor environment as part of the curriculum.

CLASSROOM	# minutes x # times	Total minutes	# minutes x # times	Total minutes	# minutes x # times	Total minutes	TOTAL MINUTES	TOTAL TIMES	NOTES
ELM - CH (PreK-K) - 313	20x3	60					60	3	little data
OAK - CH (PreK-K) - 319	15x2 20x4	30 80	30x7 45x2	210 90	60x10	600	1010	25	
ASH - CH (PreK-K) - 307	20x3	60					60	3	little data
BIRCH - E1 (1-3) - 317	15x4 20x7	60 140	30x30	900	60x23	1380	1480	64	
MAPLE - E1 (1-3) - 319	20x9	180	30x1	30			210	10	
APPLE - E1 (1-3) - 305	30x5	150	45x1	45	60x9	540	735	15	
WILLOW - E2 (4-6) - 301	15x4 20x4	60 80	30x13 45x8	390 360	60x3	180	1070	32	
SPRUCE - E2 (4-6) - 201	15x144	2160	40x5	200			2360	149	
WALNUT - E2 (4-6) - 203	30x17	510	60x2	120	120x1	120	810	21	
MULBERRY - E3 (7-8)	60x1	60					60	1	little data
TAMARACK - E3 (7-8)	60x1	60					60	1	little data

Indicator Area 2: Knowledge

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

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

Strategy 2.1

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

Evaluation method 2.1

- Student Environmental Journal will contain a checklist of the trees and plants found on the property. 80% of E1 students (Grades 1-3) will complete the checklist over the course of the school year.

Results: *All E1 Student Environmental Journals contain a checklist of the trees and plants found on the property. 78% of students have been successful in completing the checklist. 60 students completed the checklist out of 76 E1 students.*

Strategy 2.2

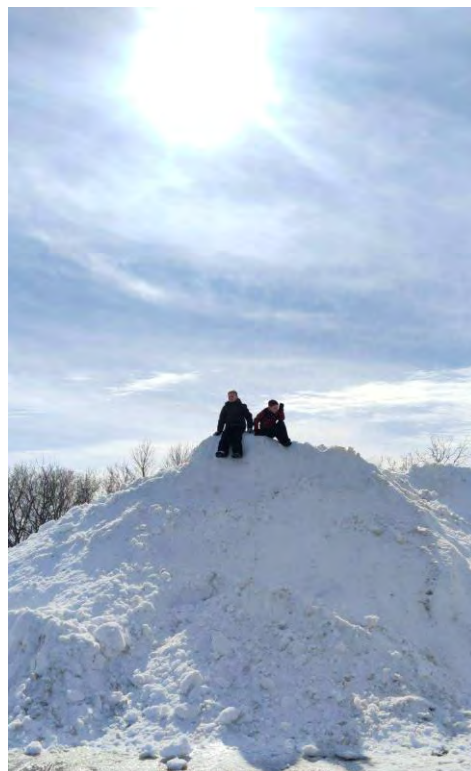
- E2/E3 students (Grades 4-8) will learn about climate change and its effects on our environment.

Evaluation method 2.2

- **At least 80% of 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. Scholars who initially score above 80% on the assessment will score equal to or greater than their initial score in the post-assessment.**
- At least 80% of E2/E3 students (Grade 4-8) will be able to articulate one way in which they can positively affect climate change.

Results: *In the fall of 2022, (25) out of (94) E2/E3 students scored 80% or above on the Climate Change pre-test. Only 27% were proficient. On the post-test survey (75) out of (92) students scored at 80% or above which means that 82% of the students improved their knowledge regarding climate change.*

Review of the student's environmental journals and EE projects demonstrate that 84% (77/92) of the E2/E3 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. **By the end of May 2023, at least 80% of students in grades 4-6 will be able to articulate at least one reason why they believe recycling is an important action they can take to protect the environment.**

Results: *Based on a journal prompt/writing assignment about the importance of recycling, (53) out of (62) or 85% of E2 students are able to articulate at least one reason why they believe recycling is an important action to take to protect the environment.*

Evaluation method 3.1.2

- Student/Staff/Family Satisfaction Surveys will include the following survey questions about recycling: (yes or no)
 - I recycle at school. (students-94% | staff-97%)
 - I/We recycle at home. (students-75% | staff-89% | family-71%)
 - Students and staff actively engage in recycling. (staff-90%)
 - My child knows how to recycle paper, plastic, glass and aluminum. (student-85% | family-72%)

Responses will indicate at least 80% 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	2022-2023
59% 136/230	62% (August 2019 -February 2020) 127/205	71% 167/235	83% 201/243	84% 208/248

Indicator Area 4: Skills

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

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

Strategy 4.1

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

Evaluation method 4.1.1

- The 3rd grade students will learn how to plant trees on the property in the spring of each year. This will be documented in their Environmental Journal. When surveyed, 80% of the students will write or verbalize 2/3 of the following
 - how trees are important for environmental health,
 - what causes trees to die
 - and why we need to remove and replace diseased trees.
- **Results:** *3rd Grade students were able to participate in May in planting three new trees on the NDMA property. The trees were Virginia Ironwood, Triumph Elm, and an Ivory Silk Japanese Tree Lilac. Journaling and reports on this topic occurred prior to planting. Teachers of the 3rd graders reported that 83% of students were able to write or verbalize responses to the above prompts/questions. (20 out of 24 students)*

Evaluation method 4.1.2

- Kindergarten students will learn how to plant, identify, weed, harvest, cook and donate garden vegetables from our gardens. 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. As is our tradition, the highlight was taking the garden vegetables in a wagon down the road and donating to our local food shelf. 73% - 22/30 - 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 reduce garbage waste through composting their breakfast and lunch food at the compost center. In addition, classrooms will separate compostable foods from their Fresh Fruit and Vegetable program afternoon snacks and E2/E3 students will compost in our on-site compost.

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. Composted food will be tracked on a calendar and brought out to our on-site compost. In addition, adult staff will take edible waste for their farm animals. Through tracking the number bags brought to the garbage and the number of buckets brought out to the compost, 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: 100% - 235/235 students have been able to compost their lunch food at the compost center consistently. We have two staff members that take a 5-gallon pail of compostable food and use it to feed their farm animals. Each pail weighs up to 20 pounds depending on the items. Our Middle School students have taken on the composting of the afternoon fruit and vegetable program. We have a compost bin/area in the backyard of our property where they bring the compost. A calendar was kept for the Compost of the afternoon where the students kept track of how much was in the bucket each day they composted. They averaged 1/4 of a 5 gallon pail = 1.25 gallons to 1/2 of a 5 gallon pail = 2.5 gallons. Since we put our compost table in place a few years ago, we've gone from about 200 pounds of compost waste to about 20 pounds of compost that isn't being used per week. We will be adding in breakfast food in the 23-24 school year.



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. (22-23 school year)

2022-2023 NDMA Board Roster						
Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Committee/Email Address
Shari Colvin	Member	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	Treasurer	Teacher #506087	July 2018, 2019, 2022	July 2022	June 2025	Marketing, Finance spencer.kangas@newdiscoveries.org
Chris La Plante	Secretary	Teacher #327575	May 2021	July 2021	June 2024	christine.laplante@newdiscoveries.org
Patrick Selchert	Member	Community Member	July 2014, 2017, 2020	July 2020	June 2023	Technology pselchert@gmail.com
Deanna Boettcher	Member	Parent	June 2022	June 2022	June 2025	Director Review Committee leadbyexample55@gmail.com
Tim Dezelske	Chair	Parent	July 2022	July 2022	June 2025	Finance, Policy Governance tim.dezelske@newdiscoveries.org
Meytal Stancek	Member	Parent	June 2020	June 2020	June 2023	Director Review Committee meytalst@gmail.com
OPEN	Member	Community Member			June 2024	
Kirsten Kinzler	Ex-Officio	Executive Director #316170	August 2014	N/A	N/A	Finance, Policy Governance, Marketing, Technology kirsten.kinzler@newdiscoveries.org

FY24 Annual Board Election Results – April 17, 2023 – for terms commencing on July 1st, 2023

Teacher Member: Patti Hoerner (3yr term – 2026)

Parent Member: Kyle Kovack (3yr term - 2026)

Community Member: Melanie Schiroo (3yr term – 2026)

Community Member: Open (1yr term – 2024)

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, 2022 – June 30, 2023			
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 Seven Outs" Book Study/ Training Strategic Planning Monthly from Nov-May	Financial Managerment – BerganKDV, Nick January 23, 2023	Osprey Wilds Leadership Board Training August 2nd, 2022 Charter Contract Board Roles and Responsibilities Employment Policies and Practices Open Meeting Law Financial Management Pt. 1 November 15, 2022 Charter School Financial Audits
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	
Deanna Boettcher	X	X	X
Tim Dezelske	X	X	X
Kirsten Kinzler	X	x	X

*Tim Dezelske and Deanna Boettcher were our 2 new board members and received their initial board training through Osprey Wilds – Board Training.



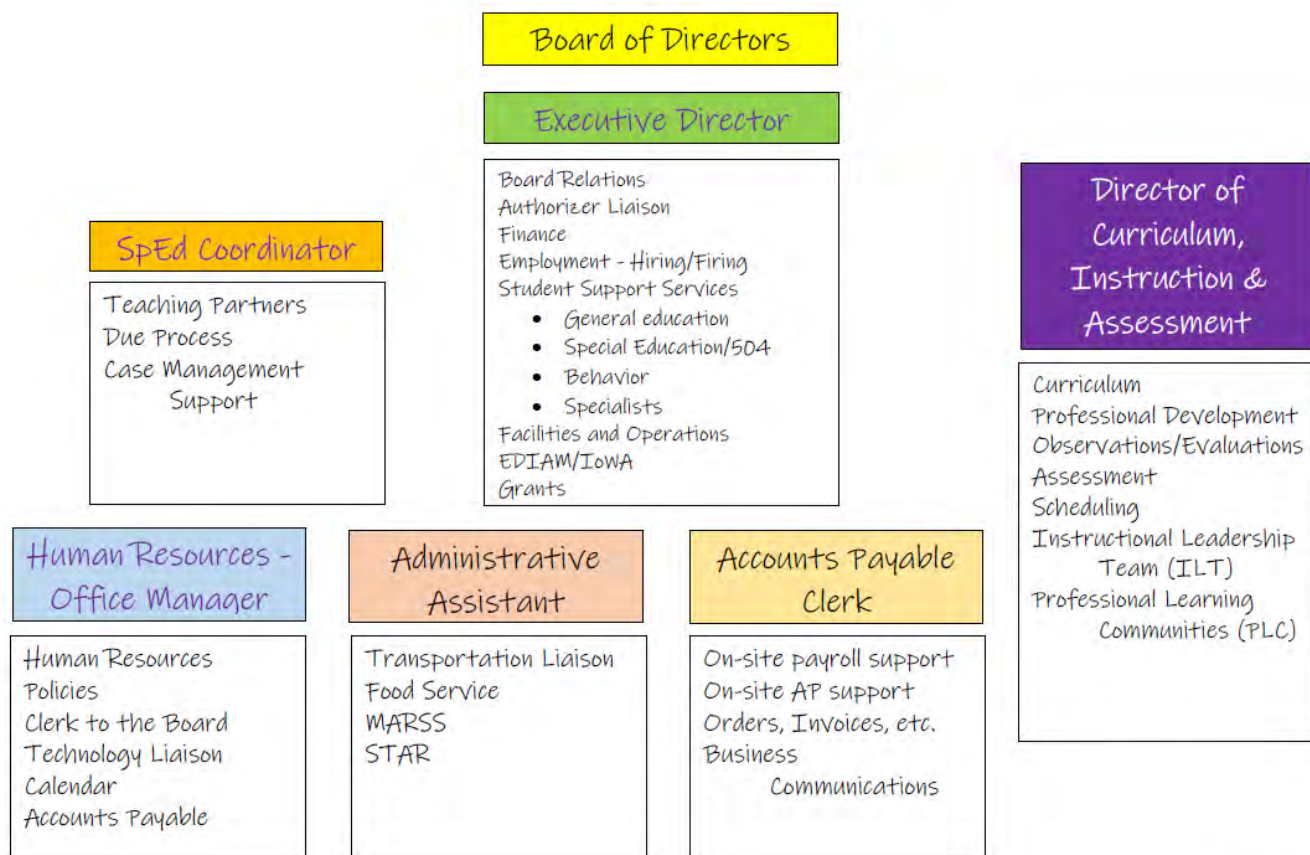
MANAGEMENT

Management Structure

NDMA's long-time founding Director retired in the Spring of 2021. We hired a Director of Curriculum, Instruction and Assessment. The Associate Director was hired to fill the Executive Director position and hired by the board in July 2022. Here is the adjusted Organization Chart:

New Discoveries Montessori Academy

Organizational Structure 22-23



08.11.22

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 Director of Curriculum, Instruction & Assessment and the Special Education Coordinator.

The Executive Director is hired by the NDMA Board of Directors. The Board performs the Executive Director Review Process.

The Executive Director works with the Business Manager on school budget and finances and the Office Manager with the day-to-day operations.

LIST OF ADMINISTRATORS/QUALIFICATIONS

Kirsten Kinzler, Executive 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: Maintenance, Transportation, Food Service, Facility, Finance, Teachers, Teaching Partners, Special Education oversight 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.

2022-2023 Licensed Teaching Staff				
Name	File #	License and Assignment	22-23 Status*	Comments <i>Include information regarding special licensure (e.g. Community Expert) or other relevant information.</i>
Jennie Asher	297263	E1 Special Education Teacher	R	
Brandy Barrett	374981	E2 Classroom Teacher	R	
Bess Bauman	481139	Special Education Coordinator	R	
Briana Chimal	506669	CH Special Education Teacher	NR	Job in hometown
Elizabeth Christian	482225	School Psychologist	R	
Cara Cline	438987	CH Special Education Teacher	NR	Job in hometown
Ashley DeGolier	1000458	E1 Special Education Teacher	R	
Peggy Enerson	327575	CH Classroom Teacher	R	
Catherine Frisbie	472077	E1 Classroom Teacher	NR	Went to PT position to care for her Mom
Addie Giesen	500547	CH Special Education Teacher	NR	Moved out of state
Alexis Grack	1009952	E1 Special Education Teacher	R	
Jeff Grand	337766	E2 Classroom Teacher	R	
Patti Hoerner	313511	E1 Classroom Teacher	R	
Michele Jozwick	482287	CH Special Education Teacher	NR	Went to 423
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	
Michelle Martig	397165	E3 Classroom Teacher	R	
Kristen Milton	469202	CH Classroom Teacher	NR	Went to 423
Michelle Nadeau	474646	E2 Special Education Teacher	R	Tier 2 licensure - SpEd
Meghan Rettke	470622	E3 Special Education Teacher	R	Tier 2 licensure - SpEd
Rhonda Rossing	690843	E2 Classroom Teacher	R	
Allyssa Sims	508382	E1 Special Education Teacher	R	Tier 2 licensure - SpEd
Dawn Teetzel	465623	E3 Special Education Teacher	R	
Nicole Winkle	427466	E3 Special Education Teacher	R	Tier 2 licensure - SpEd

* R = Returning, NR = Not Returning

2023-2024 Licensed Teaching Staff				
Name	File #	License and Assignment		Comments <i>Include information regarding special licensure (e.g. Community Expert) or other relevant information.</i>
Jennie Asher	297263	E1 Special Education Teacher		
Brandy Barrett	374981	E2 Classroom Teacher		
Anna Bashans	1009310	E1 Classroom Teacher		
Bess Bauman	481139	Special Education Coordinator		
Elizabeth Christian	482225	School Psychologist		
Ashley DeGolia	1000458	E1 Special Education Teacher		
Peggy Enerson	327575	CH Classroom Teacher		
Alexis Grack	1009952	E1 Special Education Teacher		
Jeff Grand	337766	E2 Special Education Teacher		
Patti Hoerner	313511	E1 Classroom Teacher		
Spencer Kangas	506087	Physical Education/DAPE		Tier 2 licensure - DAPE
Christine La Plante	437685	E2 Special Education Teacher		
Laura Lonnquist	1001973	CH Special Education Teacher		Tier 2 licensure - SpEd
Tammy Maiers	406911	Speech Teacher		
Ethan Marcus	475289	E1 Classroom Teacher		
Michelle Martig	397165	E3 Classroom Teacher		
Michelle Nadeau	474646	E2 Special Education Teacher		Tier 2 licensure - SpEd
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	Behavior Specialist – Setting 3 Teacher		
Nicole Winkle	427466	E3 Special Education Teacher		Tier 2 licensure - SpEd

Percentage of Licensed Teachers from 2022-23 not returning in 2023-24 (non-returning teachers/total teachers from 2022-2023)	6/26 23%
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2022-23 Other Licensed (non-teaching) Staff				
Name	File #	License and Assignment	22-23 Status*	Comments
Frank, Anna	507652	Director of Curriculum, Instruction & Assessment	NR	Moving/Leaving education
Kinzler, Kirsten	316170	Executive Director	R	

* R = Returning, NR = Not Returning

2023-24 Other Licensed (non-teaching) Staff				
Name	File #	License and Assignment		Comments
Kinzler, Kirsten	316170	Executive Director		

2022-23 Non-Licensed Staff			
Name	Assignment	22-23 Status*	Comments
Anderson, Janet	Resource Teaching Partner	NR	Medical Sick Leave
Anderson, Susan	Resource Teaching Partner	R	
Bahrke, Jennifer	Resource Teaching Partner	R	
Bisbee, Rita	Resource Teaching Partner	R	
Blancarte, Iris	Resource Teaching Partner	R	
Brausen, Cassandra	Level 3 Teaching Partner	R	
Colvin, Shari	Gifted & Talented/Enrichment	R	
Decker, Cindy	Food Service	R	
DeMars, Anna	Resource Teaching Partner	NR	Left in May
Duenow, Connie	Level 3 Teaching Partner	R	
Ebert, Wendy	Title I Teaching Partner	NR	Left in April
Ellis, Sheri	Resource Teaching Partner	R	
Erickson, Audri	Resource Teaching Partner	NR	Going to school
Erickson, Gabri	Resource Teaching Partner	NR	Left during year – new job
Erickson, Tara	Office Manager/Human Resources	R	
Giesen, Gina	Resource Teaching Partner	R	
Grack, Nicole	School Nurse	R	
Henke, Darlene	Resource Teaching Partner	R	
Johnson, Erena	Resource Room Teaching Partner	R	
Johnson, Jennifer	Resource Teaching Partner	NR	
Kalenberg, Michaleen	Resource Teaching Partner	R	
Klement, Jane	Resource Teaching Partner	R	
King, Danielle	Occupational Therapist	R	
Kinzler, Tim	Maintenance Director	R	
Kirkpatrick, Paula	Librarian	NR	Retired
Krippner, Amy	Resource Teaching Partner	NR	Help needed at her hobby farm
Larson, Beth	Resource Teaching Partner	R	
Lenz, Patti	Interventionist	R	
Leske, Carol	Resource Teaching Partner	NR	Left in Sept – new job
Mickolichuk, April	Resource Teaching Partner	NR	Nurse
Monahan, Juli	Interventionist	R	
Palkova, Ludmila	Food Service Director	R	
Peters, Kathy	Resource Teaching Partner	NR	Left during year – new job
Petree, Amy	Resource Teaching Partner	R	
Powers, Starla	Food Service	R	
Prieve, Sandra	Resource Teaching Partner	R	
Rusch, Joanne	Resource Teaching Partner	R	
Ryan-Lauer, Cyndi	Music Teacher	R	
Scharpe, Bernadette	Accounts Payable	R	
Schiroo, Melanie	Resource Teaching Partner	NR	Left during year – new job
Schmidt, Joy	Resource Teaching Partner	R	
Schwartz, Niccole	Admin Assistant/Receptionist	R	
Shimpa, Margaret	Title 1 Teaching Partner	R	
Volrath, Glynda	Resource Teaching Partner	R	
Wendinger, Lisa	Level 3 Resource Teaching Partner	R	
Wessman, Shelly	Resource Teaching Partner	R	

Wilson, Teryn	Resource Teaching Partner	NR	Left during year – new job
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* R = Returning, NR = Not Returning

2023-24 Non-Licensed Staff			
Name	Assignment		Comments
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		
Cooley, Rachel	Resource Teaching Partner		
Colvin, Shari	Gifted & Talented/Enrichment		
Decker, Cindy	Food Service		
Duenow, Connie	Level 3 Teaching Partner		
Ellis, Sheri	Resource Teaching Partner		
Erickson, Tara	Office Manager/Human Resources		
Giesen, Gina	Resource Teaching Partner		
Grack, Nicole	School Nurse		
Greenhaw, Mona	Food Service		
Henke, Darlene	Resource Teaching Partner		
Johnson, Erena	Resource Room Teaching Partner		
Kalenberg, Michaleen	Resource Teaching Partner		
Klement, Jane	Resource Teaching Partner		
King, Danielle	Occupational Therapist		
Kinzler, Tim	Maintenance Director		
Knox, Tiffany	Food Service Cook		
Koeppen, Dolly	Food Service		
Larson, Beth	Resource Teaching Partner		
Lenz, Patti	Title I/Interventionist		
Lickfelt, Gladys	Food Service		
Monahan, Juli	Interventionist		
Palkova, Ludmila	Food Service Director		
Petree, Amy	Resource Teaching Partner		
Powers, Starla	Food Service		
Prieve, Sandra	Resource Teaching Partner		
Rusch, Joanne	Resource Teaching Partner		
Randall, Rachel	Librarian		
Ryan-Lauer, Cyndi	Music Teacher		
Scharpe, Bernadette	Accounts Payable		
Serfling, Sharon	Interventionist		
Schmidt, Joy	Resource Teaching Partner		
Cliff Schoutz	Custodial		
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		

OPERATIONAL PERFORMANCE

Health Services - At New Discoveries Montessori Academy, the well-being of students is a top priority, and a Licensed Practical Nurse is on duty during the school day to ensure their health and safety. The nurse is responsible for assisting students who may become ill or injured while at school. Moreover, the health office is the designated location for the dispensing of all medications, both prescription and non-prescription, to ensure proper and safe administration.

As part of the school's commitment to student health, the nurse provides screenings throughout the school year. These screenings cover various aspects, including vision, hearing, height, weight, body mass index, high blood pressure, and scoliosis, and they are administered to students at recommended ages. This proactive approach helps in early detection and intervention when necessary.

In addition, New Discoveries Montessori Academy collaborates with Ridgewater College to involve nurses-in-training. These nursing students contribute to the school's health and wellness initiatives. For example, they provide contemporary instruction on best practices for hygiene. They also offer human growth and development instruction to 4th-8th grade students, ensuring that students receive age-appropriate information about their physical and emotional development. Additionally, nursing students assist with vision and hearing screenings, further enhancing the comprehensive approach to student health and well-being at NDMA.

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. Teachers and 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, and a variety of fundraising activities.

Background Checks of Staff, Board and Volunteers - The NDMA Administrative Assistant submits information to 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 2022-23 and/or an organizational budget for 2023-24, contact:

Name: Dustin Reeves

Position: Controller

Phone: 612-357-7324

Email 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, 2023.

FY23 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	6,108,845	222,119	23,245
Total Expenditures	(5,907,651)	(206,099)	(23,245)
Net Income	201,193	16,020	0
Total Fund Balance	287,671	84,808	15,750

Overview

NDMA's overall enrollment came close to its target number, with a final Average Daily Membership (ADM) of 214. To sustain day-to-day operations during the fiscal year, the school utilized their line of credit. It's important to note that a significant portion of the school's budget is allocated to Special Education expenditures. As a result, the school has a substantial holdback and will be recouped in the upcoming FY24.

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: \$5,556,175

Federal Aids and Grants: \$517,279

Fees Collected and other Miscellaneous Revenues: \$35,390

Food Services Fund

A fund balance transfer from the General Fund was not needed in the Food Services Fund. The school receives state and federal reimbursements for meals served to students. During the year, the Food Service fund had revenues from:

State Sources: \$9,646

Federal Sources: \$191,148

Commodities, Sales of meals, Catering: \$21,325

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: \$20,520

Children's House Program Fees: \$2,725

Expenses

General Fund

The school's largest expense was for employee salaries and benefits: \$3,366,543. 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): \$2,254,733

Supplies and Materials: \$224,768

Equipment and Technology: \$34,784

Interest Costs on Cash Flow Borrowing: \$20,546

Memberships and Other Fees: \$28,289

Food Service Fund

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

Salaries, Wages, and Benefits: \$104,532

Purchased Services and Utilities: \$1,019

Meals and Other Supplies Purchased: \$87,602

Federal commodities used: \$11,603

Other Fees: \$1,343

Community Services Fund

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

Salaries, Wages, and Benefits: \$23,245

Supplies and Materials Purchased: \$0

Net Surplus or Deficit and Fund Balance

The net income of \$217,313 in all funds resulted in an ending fund balance of \$388,229 for the year, or 6.3% of current expenditures. This was quite a turnaround from the previous year's deficit. We were able to identify key areas in our budget that needed regular updates (i.e. special education, salaries) and code expenses to our under-utilized federal funds

The Fiscal Year 2024 outlook is currently projecting a surplus in the Working Budget which will continue to grow our fund balance.



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:* The leadership team at New Discoveries Montessori Academy is dedicated to ongoing discussions on how to effectively train Teaching Partners in working with the diverse student population. This commitment to professional development is aligned with the school's mission to provide the best possible educational experience for all students.

Furthermore, NDMA places a strong emphasis on fostering a positive and inclusive school culture, as well as building healthy and constructive relationships among all members of the school community. This commitment to a supportive and harmonious atmosphere is essential in creating an environment where students can thrive.

The overarching focus of the school's program is twofold: first, to determine how to best serve the unique and evolving needs of the students, ensuring they receive a high-quality education tailored to their individual strengths and challenges. Second, there is an equal emphasis on the well-being and professional development of the staff, recognizing that a thriving and motivated team is crucial in achieving the school's mission. NDMA's approach is comprehensive, aiming to address both the educational and interpersonal aspects of the school environment to provide a holistic and enriching experience for everyone involved.

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 June 30th for salary staff.

Persons Responsible: Kirsten Kinzler – Executive Director, Finance Committee

Goal #2 SMART Goal – Administration will meet with the Middle School team to identify what’s working and areas of improvement. A rough draft of a plan for Middle School next year will be created by June 30, 2023.

Persons Responsible: Kirsten Kinzler – Executive Director, Anna Frank – Director of Curriculum and Instruction, Middle School Teacher Team.

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 – Special Education Coordinator, Kirsten Kinzler – Executive Director.

Goal #2 SMART Goal – Each classroom at 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). Every 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 2022 – 47.57%)
Persons Responsible: Kirsten Kinzler - Executive Director

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 - Executive Director

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 evidenced-based phonics 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, Kirsten Kinzler – Executive Director, Anna Frank – Director of Curriculum & Instruction

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

2022-2023

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.	175	4	4	All the time. Yes, mostly math. Only a little. Thank you so much NDMA. Sometimes. I have learned a lot. Very nice teachers.
2) I like learning using the Montessori and hands-on materials.	140	13	32	I love practical life. I prefer to do it myself.
3) I talk with my family about school.	132	38	48	Sometimes X6. I don't talk to my family about school. We don't talk about it. I can talk about good and bad.
4) I feel valued and respected by my teacher.	147	15	21	Sometimes. Not really. I don't pay attention to that. We have a strong personal connection. NW is very kind. I know she cares. NW yes, MM no. She is mean. Very kind to me.
5) My teacher makes sure that all students are learning.	156	4	21	Definitely. Yes, except for most para's. I don't pay attention. I have no clue.
6) My teacher expects me to do well in school.	168	2	13	Especially. Definitely.
7) My teacher tells me how I am doing in school.	138	23	22	Sometimes X5. No, except for good job. I wish.
8) I feel safe and comfortable in school.	132	24	27	Most of the time. Sometimes. I always feel safe at school. Not at recess when holding onto the bar on the playground. I have been assaulted by students. I don't like it here. No. Not at recess.
9) I think the things we do at New Discoveries help to make our community better.	138	15	34	I think it's just a school. Not all the people that go here. Not at all. I think it makes us help others.
10) My teacher listens to me and respects me.	143	13	23	Sometime X3. I think so. They do not listen to me. Some don't. Except para. When talking in front of the class. Sometimes, I have to wait to talk X2. I am bullied. She makes fun of me. No. I wish.
11) The students in school help and respect one another.	106	30	36	Sometimes X12. At least most people. Sometimes they bully each other. Kinda. Most. I don't know everyone. The kids don't play with me at recess. For the most part X2. Never going to happen. We insult each other for fun. No. I wish.

12) I think that this school is preparing me for my future.	126	27	30	Sure. Somewhat X2. Not really. I don't care for my future. Nope X2. It teaches us to be kind.
13) The director and staff take care of situations when students make poor choices/misbehave.	152	11	21	Always. Sometimes X2. Not the right way. I don't pay attention. Not really.
14) I know my academic strengths and weaknesses.	136	17	30	Math. I don't pay attention. I am bad at everything, but secretly good. They let me talk to them.
15) I know the New Discoveries Montessori Academy rules.	172	6	7	They are right on the wall. Not all of them. Some. No running or screaming. Most. Kinda. Yes, I think they are dumb.
16) I know how to recycle paper, plastic, glass and aluminum.	162	10	12	Aluminum. A little bit. Yes, I researched it out of school.
	YES	NO	DON'T KNOW	Comments (Please be specific)
17) We recycle at school.	176	2	4	Most times. They teach us to recycle. For me no.
18) We recycle at home.	133	37	13	Not sure. No, we don't have a bin. Yes, but it goes to a landfill. We don't want to. Sometimes X2. My older sister doesn't want to.
19) We learn about taking care of our environment.	174	1	7	Sometimes X2. Osprey Wilds.
20) I would recommend New Discoveries Montessori Academy to other kids.	139	17	26	To some. Maybe X2. I've literally almost died. I would, depends on how you like to learn. Probably not. It would depend on the kids needs. It really needs an update. Not sure X2. Not really. Only to little kids.

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

I HAVE IMPROVED IN MY ABILITY TO:	BIG IMPROVEMENT	SOME IMPROVEMENT	NO IMPROVEMENT	Comments (Please be specific)
1) Read	113	62	7	I can read a whole book. No reason. I don't ever want to go. I love reading. They help me improve. I really improved. I just read with the big kids. I learned nothing.
2) Write	108	75	6	I have great writing. Not very much. On my own, not at school. I hate writing so I refuse to get better at it. It is too hard. Some. They helped me write great. Numbers. When I write fast I have trouble with spaces. I learned nothing.

3) Speak about something in front of a group	90	55	36	I am never afraid. I got better at my “m” of course. Shy, unless it is friends. On my own. I was really good at it before. Never have never will. I had stage fright. I am still scared to. I learned nothing. I am good in general.
4) To think mathematically	110	61	9	I love math. My brain doesn’t do math. On my own. Barely. Sometimes. I can do things fast. I learned nothing.
5) Participate in Phy Ed activities	124	37	18	I always participate. Already good at it. I love phy ed X2. I improved by swimming Monday through Friday for an 1.5 hours. And dry land on Sundays. I learned nothing.
6) Participate in Art activities	134	34	19	I love art X2. Art is my favorite. We don’t do a lot of art X2. NDMA does not have art. I am an artist, I do not like forced art. We hardly do any art. I love art now. I do some stuff at home. I learned nothing.
7) Participate in Music activities	117	52	13	I practiced a lot. Need more activities. I love to sing. I play violin and piano so I know a lot already. Oh yeah. I learned nothing.
8) Environmental Education – be a good steward of the environment	118	58	6	Some. I learned nothing.

What I like best about NDMA: Nothing X6. Lunch, phy ed, and recess. Multi-age classrooms X2. The rules, I don’t like anybody being naughty in school. Numbers. People are nice and care for each other. Teachers X2. Art, I love art. Seeing friends and learning. That we have a lot of freedom and hands on materials. It is a really good supportive school. I like the class size. My favorite thing is the food, it is really good. I like the math games. SRA’s. I like the way some people treat others. The kind staff and children, there are lots. Nothing but outside. Learning, fieldtrips I just love this school. I do not want to have to leave this school. The comfy spot in the room. Phy ed is fun, and my friends. My friends X7. No homework. The social activities. My teachers NW she always tries her best. I love her so much. All teachers care about their students. No harsh punishments. Great place to go everyday. Overall amazing school and I would recommend. I like the longer gym times and having gym or music 4times a week. Hands on learning, and more than 1 teacher in the classroom. Making friends. Gym and fieldtrips, especially Osprey! Pet day, fieldtrips and some foods. Giving my teachers a big hug. They’re kind and helpful. The basically easy math. Art. We have really nice teachers and students. Phy ed X6. Toys. I learn so much stuff. Learning with my mommy. I get to do activities. Practicing learning like our puzzle maps. Language materials. It is fun to be at NDMA. No homework. Better reading. I like learning. Recess X5. Teachers are really nice X2. Some teachers X5. Get to do whatever when my work is done. NDMA is fun. It is really easy to make friends. Snacks. It helps you learn in a fun kinda way. I like NDMA because it is respectful. I really like how the health tests aren’t pencil and paper. People. Math X15. Art X7. Overnight fieldtrips. Fidgets, punching bag, and the amount of teachers. Teachers are helpful. Plays. You can have fun and grow your brain. Practical life and art. Teachers are so nice. The teachers are very kind and full of motivation for us. I get to learn in different things. The tall stools. The materials. The projects. Reading, fieldtrips and recess. I like the teachers. This school has a lot of math and music. Fun games. All subjects. Read. Doing work. Computers. The staff, they care about what kids are going through, like me I lost 3 family members. Brain break. Free choice X3. My teachers are nice and pretty. Everything X2. Learning more and more. More fieldtrips. Writing. Books. Fieldtrips X3. I like having water bottles in the classroom, and the rules. I like having show and tell. The rules. More time on the computer. The playground. It is easy to reach out and ask for help normally. I like to read books. Lunches are sometimes good. My teacher MR. Going home. Practical life. It is a small school. We get recess. Fieldtrips. Lunch dishes, math and reading. I like how kind the people are. All kids are welcome. Everyone is kind and supportive. I like all the friendly people here. I like the food, and

how everyone respects me. I like that I have fun. They help me very much. Track and field day, assemblies, showcases. PE, music, library and helping. Everything. Recess. Playing. Crafts. Loving my teachers. Going outside. Practical life X2. Computer. Teachers teach us. Morning meeting. Learning and playing outside. Materials. Music.

What I would like to change at NDMA: Nothing X23. That people would respect each other. Salad for E2. Free seating. Nice classmates. Dodge ball, especially dodgeball out of space. Less kids in the class so it is not so noisy. Better recess equipment. Rude people. Better theater class. Loneliness, I wish they could set up a peer pal system for new kids so they could have a buddy. That lunch costs money. I think the games they play for phy ed should change so that you don't play the same games in 1st, 2nd, and 3rd grade. Chromebook time. My bully's. bullying. People not listening to others so I don't get a headache. Make the school bigger and no homework. More math, fieldtrips and recess. No more 2 page journals on sensitive topics or in general. Everything. Pay students money, I know it will never happen but I can dream. The rules, they are dumb since Mr Conrad retired. More action towards verbal bullying and such. Listen to students more, make it more fun. Improve free time but not just having reading, but more access to games or something. The teachers. Everything I've almost been jumped, and kids are threatening everyone. The dumb hat and no hood rule. Along with the "no phone in pockets" I think other than that really no complaints. I would make it so we have an art program. The janitor needs a buddy, he still does a great job but it seems like a lot of work. More work time for finishing work X2. More gym and fieldtrips. Art classroom. Bullying X2. Give more difficult work. Better playground equipment X7. Fewer kids. New playground. Activities would change weekly. More friends. I would change at NDMA is math and reading. To play football. Less work. More difficult math. More recess X8. All the bullies. or less homework. No work. More work time. How the teachers treat me. The temperature in the building, both hot and cold. Having lockers for E1 and E2. We need more science and history. More time for enrichment. Be more kind to students and give them respect. More toys. More math. No bullying X5, at least making sure they behave. Math. I would like to bring things from home. Mechanical pencils instead of normal pencils. For all students to be quiet. To not wear feet wear, get new playground equipment and to have a class pet. To have larger class sizes. The school bus to come at 9. The fourth graders could be in plays. NDMA is a nice school for all kids. Teachers give work for the grade you are going into. No work. Everything. One class for all 1st graders. Kids would be nicer X2. Lunch and recess. Mean behaviors, pushing and yelling. Nap time X3. People pouting. How we plan things. The teachers discipline the kids. New recess. Phy ed. New classroom games every day and we should learn karate in phy ed. More books, please add the whole series of Dragon city. More fieldtrips X3. I would like it to go to high school. Rules. Reading. That we could do more fun stuff like baking, outings, games etc. I would like to go to school one day a week. Reading and SRA's. Pet day. More reading. Less class time, more time to swing. Having a class pet. Make the library bigger. There is gaming. I would like three days of school and four day weekends, work with any friends and choose to sit where you want. More art. Program, play movie outside. I would change the food. More free time. That we could sit wherever we want at lunch. Jobs. More recess. Help the kids learn. Wheel book. More kids, new kids. More teachers X4. We would be more helpful to the earth, more compost.

Other comments (please be specific): The students in school are mean and very inappropriate. I am glad I've been able to call this school home for so long. People would be nicer. The teachers help when I am sad. I want to feel welcome. This is one of the best schools ever. I am switching schools. NW is by far the best teacher at NDMA. I would like art class. Happy and frustrated. I really like reading. Don't go here. Be nice. More work. I like the food. The teachers are all here to work so I respect them. I like the food X3. More recess. I like you. I love NDMA X2. Discipline the kids. I like school. I want the school to try to make their own graphic novel about the school and characters. I take my time on tests. Why do some get a nap. KT bullies me. I like the school and it is very mindful of bullying. I like recess. I like it because I learn a lot. I wish we had a pet hamster for our class.

Thank you! :)

Providing a quality, comprehensive public education within a Montessori context

NDMA Family Satisfaction Survey - RESULTS

2022-2023

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.	22	1		She loves her school & her teacher.
2) My child has made friends at New Discoveries Montessori Academy.	23			
3) My child feels safe at New Discoveries Montessori Academy.	22	1		
4) My child feels safe on the way to and from school.	22	1		Van incident this year with driver, now on a bus kids are out of control. Parents drop off.
5) My child appreciates his/her teacher.	21	1		3 of the 4 appreciate their teacher,
6) My child feels valued and respected by his/her teacher.	22	1		
7) My child appears to be progressing academically.	22			3 of the 4 are progressing,
8) My child feels valued and respected by the adults at NDMA.	22	1		JD says MG could respect her choices more.
9) My child's teacher knows and responds to my child's individual needs.	23			They all go above and beyond!
10) My child's teacher supports and encourages my child's attempts to gain new skills.	23			
11) My child's teacher helps to build my child's self-esteem.	22	1		ABSOLUTELY!
12) My child's teacher listens to me, respects me as a parent (or guardian) and supports us as a family.	22		1	YES!
13) School guidelines are stated in a positive way.	23			
14) The atmosphere at New Discoveries Montessori Academy is warm and nurturing.	23			
15) The school staff interacts respectfully with each other.	22	1		At conferences it seemed one teacher dominated the meeting.
16) The director and staff intervene effectively when children misbehave.	19	1	3	We haven't had issues. I am not there to see it.
17) Families are informed frequently about school happenings through	22	1		This could improve a little.

newsletters, notes and phone calls.				
18) I have received information on the school's discipline policy , philosophy, and goals for children.	22	1		
19) I feel welcome to visit my child's school at any time.	23			Always!
20) I know whom to go to with my concerns and feel confident that my concerns will be addressed respectfully and promptly.	22			There was no resolve to the discriminative behavior of the van driver. We had to adjust our work schedules to be able to keep or kids at NDMA, so they could ride the Brownton bus.
21) I have been made aware of my child's academic strengths and weaknesses.	22			
22) My child tells me what is happening at school.	20	1	1	
23) I am aware of opportunities and feel welcome to volunteer in my child's school.	22	1		Unaware of volunteer options. Besides the SPED council I have not seen volunteer opportunities.
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).	18	1	3	Healthy lunch is subjective, I don't believe in food shaming. Did not know this. Will not send those items.
25) I feel my child is receiving a well-rounded education at New Discoveries Montessori Academy.	21	1		I would like to see more liberal arts, and an actual art teacher. Science and social studies are a bit lacking.
26) I would recommend New Discoveries Montessori Academy to other families.	22	1		I do monthly. Very much. I have repeatedly recommended NDMA to others.

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

7 School/Classroom Newsletter	2 Family Learning Discoveries Events	O Local Newspaper – Hutch Leader
12 Material brought home by children	O Friends/Neighbors/Other People	4 NDMA Staff/Teachers
12 e-mail/website/Facebook	4 Mailings	O Don't know
		1 Other <u>text</u>

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

17 How students are doing	6 Curriculum information	8 Volunteer opportunities	11 Special Events
5 Teachers/Teaching methods	1 Charter Schools	2 School Board information	3 Montessori Philosophy/Method
4 Special Education/Title	10 Afterschool Discoveries	1 Environmental Education	O Other

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

- 4) Why did you enroll your child(ren) at New Discoveries Montessori Academy? More hands-on approach. The public school did not give my older 2 kids the help they needed, now I have 5 kids at NDMA. I love having them all at the same school. Teachers know how to focus on kid's needs. We believed that a private, small school would be a better choice for both our children. I feared the public school would be more insecure. Friendly atmosphere. It is a school. All my kids have gone there. Everyone is friendly and helpful. Our daughter went there and enjoyed it. The school he was at was not treating him right. The previous district our children were dismissed from their IEP's. They needed more help than they were receiving. We heard word of mouth about NDMA. She has been enrolled since PK, at the time it was the preschool I liked best. Small school class size. We really appreciate the Montessori philosophy of learning for elementary age kids. We also really like the staff. Dave Conrad and his personal touch and fire for learning. Smaller classes, less likely to be bullied. Their preference. We wanted another option besides the public school. It was recommended by a friend, and we are grateful for that. It started because of the specific teacher, but now they are all an extension of our family. Wife works at NDMA we thought this school could challenge her more.
- 5) One thing I like about New Discoveries: The way teachers help the students use their individual talents. The staff is amazing at figuring out ways to help each kid individually. Near to our home, and how they teach kids. Great friendly teachers that listen to my needs for my children and keep them safe. The help they have given all my kids. The school doesn't treat him with disrespect. The teachers and staff are amazing. It is a small school. How much attention I get from teachers, student to adult ratio. How the students are more than just a number. The teachers and staff know them well. Multi-age classrooms. Caring staff. Feels like a tight-knit close atmosphere. Overall, the education my child has gotten over the years. The staff are all great role models. The co-teacher model and general ed and sped students together in the same classroom. My kid seems to like the school.
- 6) One thing I would like to change: Notification that lice is in the classroom. Hopefully the whole building will build cameras in case of emergency, even outside for recess. There's one policy I feel that is strict, that if my children don't finish their work they can't go outside for recess. I understand work comes first but I feel it is unfair to punish them if they can't finish first. Bullying, and getting teachers to respond right away. Nothing X4. One of our children is choosing to not participate academically and that is not a reflection on teachers and staff. Teachers have done so much. More theater opportunities, and band opportunities. Align start times with public school Middle/High school. More science. Add art class. A better playground that is more age appropriate.

Other Comments (Please be specific): none

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

2022-2023

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.	60			
2) NDMA offers me adequate facilities to create a positive learning environment.	57	2	1	Behaviors, no consequences. Beautiful.
3) I feel valued and appreciated in my work by my colleagues .	53	4	1	Most of the time. Window would be nice but I love my room. Sometimes 2X. Lack of knowledge and understanding in my field.
4) I feel valued and appreciated in my work by administration .	54	3	2	Most of the time.
5) I feel valued and appreciated in my work by parents of the children at NDMA.	49	2	7	Except one parent that doesn't like me. Not enough contact with parents. My position doesn't communicate with parents. Sometimes.
6) I feel valued and appreciated in my work by the students at NDMA.	56	3		Most of the time.
7) I feel valued and appreciated in my work by the community .	46	4	10	Most of the time. For the most part.
8) I feel valued and appreciated in my work by the NDMA school board .	49	2	9	Not sure. I don't know I have nothing to do with the board. I don't hear from them or see them often.
9) I feel I am provided with sufficient opportunities to grow professionally.	48	6	6	Appreciate admin approving professional dev. requests. There are lots of PD opportunities available. No more Jane. Less Lumina Sparks.
10) We are adequately meeting the needs of our students.	49	9	2	Reading curriculum. I'm excited that we will be doing more for SEL. Wish there were more opportunities for those who excel. We spend lots of time on those with needy behaviors. Always improving. Yes, but there is always room for improvement. In kitchen have to follow food program rules. Our YLLP could be ab it more specific, or a subset of the document.
11) I am satisfied with the academic program at NDMA.	51	8	5	Continue to improve using Montessori materials & evidence-based teaching strategies. A work in process.

				Yes and no.
12) I think the overall atmosphere within NDMA is beneficial to student learning.	55	4		On certain days it looks and sounds chaotic, students crying/screaming in hallways. Overload of behaviors sometimes get in the way.
13) There is adequate communication between staff and administration.	44	9	2	I feel like admin has given me time to communicate my requests/needs. Emails from KK are helpful! Needs improvement. Some room for improvement with some people. Most of the time. Most of the staff. Room for improvement.
14) There is adequate communication between staff and parents.	47	2	8	In my room. As a parent yes. Room for improvement. Sometimes. To the best of my knowledge.
15) There is adequate communication between staff and the school board.	38	10	8	Only through admin, not across levels. Not sure. Room for improvement.
16) There is adequate communication among the staff.	39	15	1	Yes, but not all positive. Communication is something that can always be improved. Most of them. Room for improvement. There seems to be some division.
17) Administration and staff take care of situations when children misbehave or make poor choices.	40	114	2	Could be timelier. This depends on the classroom. There is a great system in place. No consequences, come back to the classroom and do it all over again. Especially good job being done by behavior specialist. Behavior specialist are the first step. We need to be more consistent across the board and more strict w/ repeat offender consequences or restorative practices to reduce the same issues with students. There are zero consequences and the kids know it. I feel we are a team so does the children.
18) I like the multi-age classrooms.	51	3	5	W/small groups to target developmental lower needs of ages. LOVE 2X! Yes and no. Some ages don't mix well, we are told to forget the younger kids and put more energy in the older kids.
19) I feel that students are learning at NDMA.	61		2	With all the behaviors, not as much as it could be.
20) Resources are available to help me accomplish my job and I understand how to access them.	59	2	1	Access to a computer. I would like math books for middle school.
21) The school building and grounds are well maintained.	57	1		I wish there were railings by the street step on the east side. Time and team do a great job. Mr. Kinzler does an amazing job. Temp in room is too hot.
22) I recycle at school.	59		1	Mostly.
23) I recycle at home.	58	1		Mostly.

24) Students and staff actively engage in recycling.	58		3	
25) I would recommend New Discoveries Montessori Academy to other families.	57	3	1	Depends on child's needs. This is an amazing school. Too many behaviors.

NEEDS ASSESSMENT:

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

N/A 4X. Curriculum consistency. Not all staff have the same goals. Teachers all being on the same page with curriculum 2X, standards and expectations. A system of everyone on board with the chosen curriculum. Not allowing private curriculum purchase & use. This is on the way to improving. Behaviors to be brought under control. Separate grades so one room can focus on teaching the right materials for the appropriate age and helping the ones that struggle. I think NDMA is an amazing school. I am excited to continue working on curriculum and communication between teachers about lesson planning. More time checking work, and staff learning more Montessori. Follow through at home with discipline and consequences. More parent involvement with child's education. Communication with educators and parents. I love this school. Aligning teaching to standards investing in curriculum. Same curriculum across all rooms in each grade level. Less tolerance for behaviors that should not be tolerated, especially in the E3 population. Some students have complained that the behaviors of others make it hard for them to learn. Overall, I feel this is an area that has been improved upon this year. More of every subject, not only math. New 7th & 8th grade plan. Start the beginning of the school year with a set flow so teachers do not have to find extra student work, supplying two large copiers so there is adequate printing capacity, at least at the start of the school year. Screaming children should be removed immediately as to not disrupt the learning environment. Children refusing to do anything should be removed 1)so they learn it is unacceptable 2)so the other children don't start copycat behavior. This was bad this year with runners, refusal to do the most basic things, and screamers. Consistent curriculum across PK-8. All students held accountable for academic achievement to where they are. Hold parents accountable for child's misbehavior/involve parents right away. Hold adults accountable too. Dealing with behaviors in a timely manner and in a manner where students correct the behavior instead of escalating. Consistency with classroom management. Continued focus on social-emotional learning. Teachers that just do their own thing, some do not even share their ideas. Structured reading program. Continue with consistency in what is being taught at each grade level. Focus on the standards yet knowing that each child may have different learning styles to reach those standards. More parent involvement. It would be nice if parents supported a PTA and were more involved in volunteer activities at school if possible. Accountability, Respect, and consequences for good and bad behavior. I would like to see a school wide, monthly focus on emotional wellness in addition to kindness ie Happiness, pride, gratitude etc. I think better professional development besides Lumina Sparks is needed. Doing more to prepare students for life after NDMA. To follow through with consequences for students. Communication. Get all the staff in each grade level on the same page. Consistency from PK-8. Math & reading curriculum. Common language, more specific scope and sequence based on the YLLP. Accountability for staff on whether they are using the curriculum & collecting data. Consistent Montessori curriculum across children's house environment and throughout the grade levels. They need more time to work on things. More phonics focused – UFLY will help a lot. NA in math. More paras. In some classes, not all...because of the short staff sometimes the good kids get forgotten, because the paras are busy trying to keep the behaviors under control with other students. I realize with the times we live in it is hard to find people that want to work and will stick around. Continue common academic focus, such as the fluency UFLY.

2) What are your most urgent professional development needs?

N/A 2X. New behavior management. There are very different needs after COVID. None 5X. I have everything I need. All staff being on the same page with expectations, handling behaviors. Mostly need direction from the director. With no consequences students follow the bad behaviors they see others do. Then nothing is done for them to learn. I'd like to learn more about teaching the students. Last year it was interests and needs based for science of reading which I have been actively engaged in all year. Communication with team. AAC. Continue to grow as an educator and help students grow as learners. Behavior intervention – what to do before calling. Montessori related content. Whatever you will offer. More learning on meeting needs of ASD kids. Reading curriculum and intervention resources. More time with classroom teachers/paras' not the whole school. To backup teachers when the gen ed teacher cannot be in the room. I really needed to use my mental health time this year. The stress has shown physical symptoms, but I am losing 50+ hours. I couldn't believe I couldn't find a sub and there was no way I could leave my team w/o the support. We were already understaffed for the needs of the classroom. Discipline/follow through/consistency. Social-emotional learning. Help teaching partners learn more about different disabilities and what they can do for them. Focus on math some in the next year since we have been focusing on Reading in the past years. Book collection development. Training and

testing are done as a group, so we all have the same time and get the same pay. I feel that we can get off Lumina Sparks entirely. I would like to see us have professional development on behavioral management, how to build consistent standard based curriculum across all grade levels, or more training on classroom/Montessori materials. Less PLC's but maximizing the times we meet. More data driven and collaboration across grade levels. Montessori methods. Special education processes. Learn more regarding behaviors. Continue learning and growing teachings.

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

Flexibility for the students. Great people for the most part. The staff are the best I have ever worked with. They are kind and full of grace for one another. Flexible hours, family friendly. Family setting. Love the environment, the students, the freedom to run my classroom, programs etc. I love the opportunities for staff and students to grow. There are many opportunities for leadership for students and staff. The staff are very kind and friendly to all. Very professional, interested in students learning and welfare for the most part. The family feel of the school. I like our size, that we know every kid well and that we meet kids where they are at. It's warming. Administration, great staff, and great kids. I like the multiage classrooms, the freedom to go on small local outings. Very well, friendly, and respectful environment. I like how it feels like a family. Makes the tough days' worth it. Camaraderie 2X. Family atmosphere among staff/administration. Families & students are 1st priority. Multi aged classrooms and small school feel. I believe admin & the board really cares about the families whose children attend here. I also feel they care about the staff. To teach paras/one to ones their job before they get to work with kids. Family. Multi age classrooms 2X. Sense of community. NDMA does a wonderful job of providing service and extra help for students who need it. Staff are here to help students succeed, help the team. Student first. Looking at the whole child and seeing what is best for their learning. It has a family atmosphere. Small class sizes. All the outings, field trips. All the perks, free food etc. Communication among staff is awesome, we all respect each other. I like the cooperation between staff members. I enjoy the positive, safe, and loving environment that has been built at NDMA. I feel that this school is exactly what many of our kids need to find success in life. We have a wonderful group of teachers here that build a community that makes all children feel loved. The friends I have made with staff members. Meeting and building friendships with students. Multi-age. I love that it feels good to be here working with the kids, staff and families. Friendly, acceptance, and family feel. Our classroom team and how we work together for the benefit of our students. The overall school culture. NDMA maintains a family atmosphere and is an extension of home. Team & student. Staff is so friendly & people oriented, beautiful facility like a bistro, flexibility & willing to work around people's school. I like the family atmosphere we share. Calming, clean, upbeat environment. Flexible schedules.

4) One thing I would like to change:

N/A 1X. Staff to student ration in the younger grades. The students are more needy and there are not enough hands to help. Lunch time earlier. The yearly pay increase to be more than 2%. Weekly news brief by admin. A more visible, interactive Director. More support. The staff all work together. To have everyone using the same curriculum. Nothing 3X. I'd like all staff to be on "the band wagon" with what we are doing here at NDMA. Taking shifts (every other one) on Family nights. Sometimes it feels like there are so many staff that it's hard to find something to help with. Maybe our staff is just too efficient. More days to work in the room for progress reports. A better system of consequences for misbehaving kids. Does it have to get to the point where they are screaming, physically violent, throwing things before they are removed, or help is called. I would like there to be more opportunities for the kids to engage in are related activities. Some students really need that. Help the teachers not to feel so stressed and overwhelmed. A child screamed into the ear of a staff with painful ears then had to sit and try to get them to fill out the required form w/ student who spent 45+ minutes instead, loudly crying, screaming, and begging her not to send home a PSP form home to parents. Then a staff outside of the classroom w/o time w/ student to our 1100+ hours w/ student stepped in and listened to the child retell, which was a lie, then never asked staff anything. Then brought student to staff person when she tried to correct outside staff because got a lie, outside staff verbally raised her voice & overall outcome was the student was treated like victim, and staff who was injured by student was criticized in front of the student and entire classroom for trying to explain herself. Then had to endure a conversation with him and how he wouldn't do it again, when it was the second time, he had done it. Adult/parent involvement. Weekly updates/calendar updates. More accountability. If someone is not striving and working to better themselves and the school will let them go. Teachers need to be paid more. We are grossly underpaid in the current economy for educators. Remember not to focus only, or too much on test scores. Look at how the child performs in the classroom on daily tasks and assignments. Regular updates about upcoming activities-well ahead of the activity. The school year to start in Sept. to end of May. Temperature more even throughout the school, too cold in ours. To be more respected and appreciated by staff and students, work as a team. I would like to see consistent consequences for students who misbehave or make bad choices. I would also like to see those consequences followed through by admin, and our behavioral support team. I feel like at a certain point (6-8th grade especially) PSP forms mean nothing besides record keeping. Better

communication. More consistency in discipline and a better plan for repeat offenders. The Montessori method being consistent throughout children's house and then across the grade levels. Weekly schedule as to when rooms will be out etc. like the testing one. Continued communication with each other. Daily announcements should include a list of upcoming fieldtrips and events of all classrooms to make scheduling easier.

Other comments (Please be specific):

Great school, staff, admin. I think Mrs. Kinzler has done an amazing job as an administrator. I also think our school is always neat, and well maintained. This year I have felt our classroom is on its own. I feel we did our best considering we were so understaffed based on the needs and behaviors of the room. I can only step up, be more, and do more so long until my health has declined. I don't understand how judgements can be made and decisions when zero time was spent in the room to understand our situation. I would like to enjoy my job again. This is a wonderful school. I don't mean to sound too harsh. Peggy's Montessori mentorship has been incredibly valuable in inspiring teachers and students.

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NDMA Community Satisfaction Survey - RESULTS

2022-2023

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	Agree	Disagree	N/A	Comments (Please be specific)
1) New Discoveries Montessori Academy is an asset to the Hutchinson area.	18		1	Yes, good solid school with caring hearts. A different way to teach.
2) I would send my child or tell others to send their child to New Discoveries.	11	1	5	Very much! Not just academics but the personal touch.
3) I feel welcome to visit New Discoveries.	16		2	Very much and appreciated. Never tried.
4) The staff members of New Discoveries are friendly and helpful.	19			Yes.
5) New Discoveries communicates effectively with the community.	9	1	8	Prompt emails, and text messages. Could do a little more. Don't know.
6) NDMA is providing a quality education for children.	13		6	I hope – but no idea, seems like it.
7) The NDMA students that I meet are well-mannered, respectful and behave appropriately.	10	4	3	Some kids are difficult and have issues they bring with them. Most students are well behaved, and school follows on those who are not. As always.some not.
8) I am informed about what is going on at New Discoveries Montessori Academy.	8	2	8	Yes.
9) My most recent experience with NDMA was positive.	17		2	Always.
10) I support the Mission/Vision of New Discoveries Montessori Academy.	16		2	Very much. I do not know the mission statement.

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? N/A 4X. Worked in the kitchen, drove students. Math related activities. Therapy for students.

- 2) What types of needs or activities in community service do you think would be valuable for NDMA to explore? N/A 3X. Unsure. Meeting city leaders-learning what they do. I think this school does a lot in this area, participating in Release Time. I am not from this area but I think NDMA does a lot in the area.
- 3) Which of the following sources are you MOST likely to rely on for information about New Discoveries Montessori Academy? (Choose one.)
- | | |
|-----------------------------------|-------------------------------------|
| 1 School Newsletter | 0 Classroom Newsletter |
| 0 Local Newspaper – Hutch Leader | 1 Material brought home by children |
| 1 Friends/Neighbors/Other People | 7 NDMA Staff/Teachers |
| 4 e-mail/website | 0 Mailings |
| 2 Other <u>yearly calendar(1)</u> | 4 Don't know |
- 4) What kind of school information would you be most interested in?
- | | |
|---|--------------------------------|
| 1 How students are doing/Student Progress | 0 Curriculum information |
| 1 Volunteer opportunities | 1 Special Events |
| 1 Teachers/Teaching methods | 0 Charter Schools |
| 0 School Board information | 1 Montessori Philosophy/Method |
| 1 Other _____ | 8 Don't know |
- 5) In your opinion, what needs to be improved at NDMA? N/A 3X. Students to be more respectful of other students and adults. Don't know. Maybe both schools be on the same page and schedule. Care for & about the kids. The perception is still out there that NDMA is for “troubled” students.
- 6) What do you value and like about NDMA? N/A 2X. Kids like going there. Family like atmosphere. The choice families have to enroll there/here. Most of my opinions come from the kids I drive. It is a school for “valued” students.

Other Comments (Please be specific): Very well organized when it comes to dropping off and picking up students.

Please circle your age category: 18-24 25-34 35-44 (1) 45-54 55-64 (7) 65-74 (6) 75+(2)

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

Thank you for taking the time to complete this survey!

Providing a quality, comprehensive public education within a Montessori context



May 2023 – All School Photo