



New Discoveries Montessori Academy
#4161-07
2023-2024
Year 18
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 **2023-2024** school year, our **eighteenth** 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, 2025 and we are in our renewal year.

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

- 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 – Classrooms will be based on a three-year age span as opposed to the one year of traditional education. Teachers and students get to know each other quite well by working together in a multi-age class for a three-year period. 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

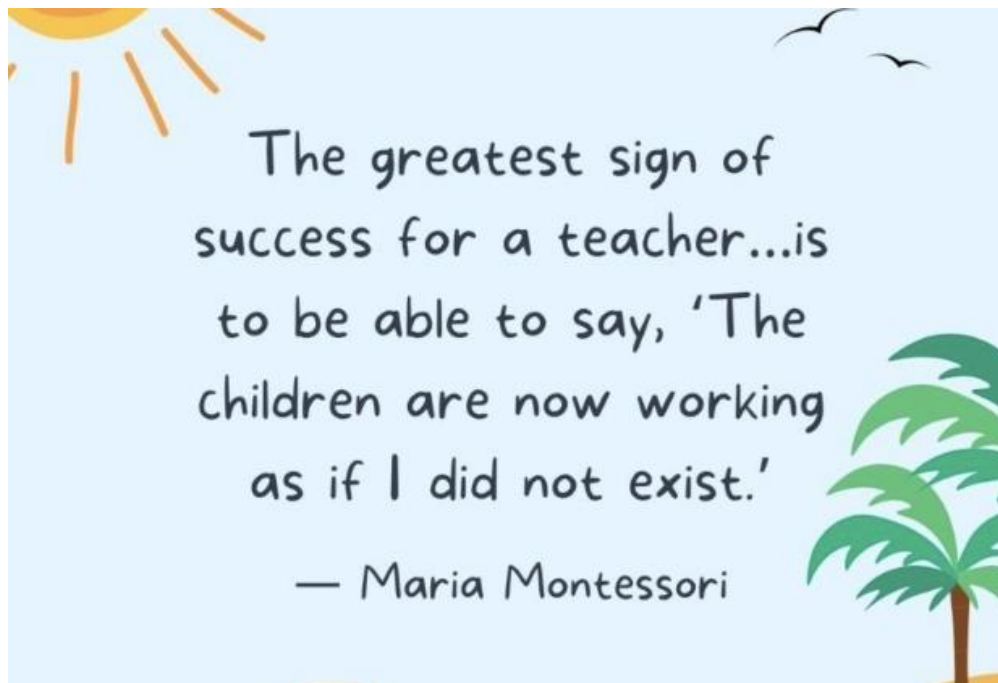
- New Discoveries Montessori Academy will administer several assessments (i.e. NWEA MAP, FAST, MCAs) throughout the school year to provide baseline data for all students at NDMA. The information acquired from the assessments will be used to determine the amount of measurable progress made by each child. 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.
- 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 Discoveries Montessori Instructional Staff have developed a Year-Long Learning Progression (YLLP) that provides a road map for implementation of curriculum over a three-year timeframe to account for having multiple grades in every classroom. This is teacher-led and an on-going process.

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.
- New Discoveries Montessori Academy will renew its membership with the Minnesota Association of Charter Schools (MACS). This membership is intended to provide additional accountability as well as additional resources for NDMA.
- 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.

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.
- New Discoveries Montessori Academy is a Quality Compensation (QComp) school. Teacher leaders will assume the roles of Mentor and Lead Teachers. The Mentor Teachers will provide 1:1 mentoring at their respective levels. Lead Teachers will facilitate weekly PLC meetings at their respective grade levels.
- NDMA's Instructional Leadership Team (ILT) will play a primary role in determining areas of focus for professional development for both certified and support staff. Our ILT membership is comprised of Lead Teachers from every grade level, Mentor Teachers, School Psychologist, Title I Teacher, Special Education Coordinator, Board Representative, Parent Representative and Administration.
- 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

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 (as of 09.20.24)
PreK 3	9	7	6	8	3
PreK 4	16	23	23	22	26
Kindergarten	34	29	29	30	24
1st Grade	25	28	29	28	25
2nd Grade	24	26	27	25	27
3rd Grade	24	24	24	25	23
4th Grade	23	28	25	28	23
5th Grade	21	25	25	17	24
6th Grade	24	27	23	22	14
7th Grade	8	19	18	14	16
8th Grade	20	8	8	9	12
Total PreK-8	228	244	237	228	217
Total ADM (Average Daily Membership) for year	225.02	213.82	221.16	209.28	

2023-2024 enrollment remained steady around 225 students. During the 23-24 school year, we had 4 children leave NDMA. Transfers in included 10 students enrolled at NDMA after the first day of school.

DEMOGRAPHICS

40.0% of our student body received special education services and 65.5% of our students qualified for free/reduced lunches. This is significantly greater than that of the local traditional public schools. (District #423 Hutchinson – SpEd 18.2% - F/R 41.3% - although their numbers have also increased.)

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 (as of 09.20.24)
Total Enrollment	228	244	233	228	217
Male	123	133	123	114	115
Female	105	111	110	114	102
Special Education	95	96	113	86	85
ELL/LEP	5	3	3	2	2
Black/African American	3	2	3	2	2
Hispanic/Latino	25	25	30	24	15
Asian	1	3	3	1	1
American Indian	1	1	1	5	2
2 or more races	10	10	9	3	3
White	188	198	189	193	192
F/R Lunch	118	115	213	137	125
Homeless	0	2	4	2	2

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

District	# Students	District	# Students
108 – Norwood Young America	0	2159 – BLH Buffalo Lake Hector	7
111 – Watertown Mayer	2	2365 – GFW Gibbon Fairfax Winthrop	6
112 – Eastern Carver County Schools	2	2396 – ACGC Atwater Cosmos Grove City	5
423 – Hutchinson	168	2687 – HL-W Howard Lake - Waverly	0
424 – Lester Prairie	0	2859 – GSL Glencoe Silver Lake	23
465 – Litchfield	10		
466 – Dassel Cokato	5		

STUDENT ATTENDANCE, ATTRITION & MOBILITY

STUDENT ATTENDANCE

	2019-20	2020-21	2021-22	2022-23	2023-24
Overall Attendance Rate	95.35%	93.17%	90.67%	92.11%	92.7%

	2019-20	2020-21	2021-22	2022-23	2023-24
Consistent Attendance Percentage	86.32%	97.9%	87.9%	61.7%	66.1%

(MDE Report Card – Note: I'm not sure if this accurately describes our students however as it is only based on an enrollment of 171.)

STUDENT ATTRITION

Percentage of students who were continuously enrolled between October 1 of the 2022-2023 school year and October 1 of the 2023-2024 school year.	82.4%
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Percentage of students who continue enrollment in the school from Spring 2023 to October 1, 2023.	84.6%
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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)
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%
2023-24	27	221	10	4	14	6.3%

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



Educational Approach and Curriculum

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. You will see the most use of the Montessori materials in the Children's House classrooms. 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.



CHILDREN'S HOUSE PROGRAM – PreK-K (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, and is guided by a General Education Teacher, a Special Education Teacher (Co-Teachers) and one or more Teaching Partners (paraprofessionals). The Co-Teachers and

Teaching Partners provide 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, Science, Geography and Reading. The Montessori curriculum and materials are primarily used in the Children's House classroom. The Children's House Year Long Learning Progression (YLLP) document provides a road map for curriculum implementation and is aligned with the Minnesota Academic Standards.

New Discoveries Montessori Academy's Preschool Program serves 3- and 4-year-olds. The three-year-old program is tuition-based, with three half days (Tuesday-Thursday). The four-year-old program is four full days (Monday-Thursday). New Discoveries is a Voluntary Pre-Kindergarten site. NDMA does not charge tuition for its four-year-old program. NDMA offers the only Montessori preschool program in Hutchinson and immediate surrounding communities, with approximately 75% retention from preschool to kindergarten. The curriculum encompasses academic areas of language arts, mathematics, science, geography, and sensorial and practical life. This program allows for complete individualization and teaches/reaches the whole child. One-on-one presentations are conducted with each child, a distinguishing characteristic of our Montessori approach.

CHILDREN'S HOUSE CURRICULUM AREAS –

Grace and Courtesy (Character Strong) (Responsive Classroom)

Practical Life (Coordination, Control, Independence & Order)

Sensorial (Refinement of the Senses, Math, Geometry & Algebra)

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

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

Geography (Landforms, Continents, & History)

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

Environmental Education (Gardening, Outdoor Classroom Spaces, Recycle/Compost)

Music | Art | Physical Education

ELEMENTARY 1 – Grades 1-3 (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 General Education Teacher, a Special Education Teacher (Co-Teachers) and one or more Teaching Partners (Paraprofessionals). The Co-Teachers and Teaching Partners provide opportunities for children to exercise the freedoms of 1) movement, 2) choice, and 3) repetition. Montessori materials are used when appropriate in the E1 classroom. There is a strong sense of community built within the classroom. The E1 Year Long Learning Progression (YLLP) document provides a road map for curriculum implementation and is aligned with the Minnesota Academic Standards.

ELEMENTARY I CURRICULUM AREAS –

Grace and Courtesy (Character Strong) (Responsive Classroom)

Practical Life (Independence & Order) (Classroom Jobs)

Mathematics (Numeracy, Addition, Subtraction, Division, & Multiplication) (RightStart Math)

Language (Phonics, Reading, Writing, Reading Fluency, Word Work, Comprehension, Grammar, Spelling) (UFLI) (Words Their Way) (EZ Write)

Social Studies (Citizenship, Rules, Constitution)

Science (Scientific Methods & Experiments) (FOSS Science Kits)

Environmental Education (Gardening, Outdoor Classroom Spaces, Recycle/Compost)

Music | Art | Physical Education

ELEMENTARY 2 – Grades 4-6 (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 General Education Teacher, a Special Education Teacher (Co-Teachers) and one or more Teaching Partners (paraprofessionals). The Co-Teachers and Teaching Partners provide opportunities for children to excel. E2 students experience the Montessori framework in the following ways: being a member of a multi-age classroom, receiving small group instruction, low student-teacher ratio, and meeting the student where they are at while exposing them to grade level material. At this level there are fewer connections to the Montessori materials that are an integral part of both the Children's House and E1 classrooms. This is the age where we see the transition from much of the concrete learning to abstract learning. The E2 Year Long Learning Progression (YLLP) document provides a road map for curriculum implementation and is aligned with the Minnesota Academic Standards.

ELEMENTARY II CURRICULUM AREAS –

Character Education (Grace & Courtesy) (Character Strong) (Responsive Classroom)

Practical Life (Independence) (Classroom Jobs)

Mathematics (Numbers & Operations, Division, Multiplication) (RightStart Math) (Glencoe Math)

Language (Phonics, Reading, Writing, Reading Fluency, Word Work, Comprehension, Grammar, Spelling) (UFLI) (Words Their Way) (Barton Reading)

Social Studies (Civic Skills, Economics, American History)

Science (Scientific Methods & Experiments) (FOSS Science Kits)

Environmental Education (Gardening, Outdoor Classroom Spaces, Climate Change, Recycle/Compost)

Music | Art | Physical Education

Middle School “Erdkinder” - E3 - Grades 7/8 (ages 12-14)

Students in grades seven and eight are in the Middle School program and is guided by a General Education Teacher, a Special Education Teacher (Co-Teachers) and one or more Teaching Partners (paraprofessionals). "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. Students continue to benefit from working in a multi-age classroom environment and curriculum is less tied to specific Montessori materials due to moving into the abstract. Textbooks and other resources are used as a complementary mode of instruction to accommodate all student learning styles and better prepare the students for high school and beyond. The 7th and 8th grade academic experience also incorporates hands-on, experiential learning through projects, field trips, experiments, presentations, gardening, service learning and outdoor education. This results in an academically rigorous classroom in a supportive and caring environment that seeks to optimize student independence and creativity. The E3 Year Long Learning Progression (YLLP)

document provides a road map for curriculum implementation and is aligned with the Minnesota Academic Standards.

MIDDLE SCHOOL CURRICULUM AREAS –

Character Education (Grace & Courtesy) (Character Strong) (Responsive Classroom)

Practical Life (Independence, Projects) (Classroom Jobs)

Mathematics (Pre-Algebra, Algebra, Geometry) (Glencoe Math)

Language (Literature Circles, Reading, Writing, Comprehension, Grammar, Spelling) (UFLI) (Barton Reading) (Research Paper)

Social Studies (Citizenship - Government, Economics, Geography, History) (Projects)

Science (Motion & Forces, Energy, Science Fair) (FOSS Science Kits)

Environmental Education (Gardening, Outdoor Classroom Spaces, Climate Change, Recycle/Compost)

Music | Art | Physical Education

All New Discoveries Montessori Academy's classrooms are multi-age. This is a critical aspect of the Montessori approach. Each classroom is staffed by one Regular education Teacher and one Special education Teacher (Co-Teachers). In addition, there are one or more Teaching Partners (Paraprofessionals) assigned to each classroom. We have a generous staff to student ratio and a strong sense of community. New Discoveries offers a child-centered Montessori approach to learning. The Montessori philosophy of self-regulating and creating independence in students is a classroom focus. Academic material is presented individually, in small group lessons, and large group presentations.

In addition, NDMA has Specialists in Music, Physical Education, and Library to complement our program. Title I Staff provide remedial support in the areas of math and reading. Academic Interventionists are utilized for additional reading and math interventions.

Environmental education is an important aspect of education at New Discoveries. Countless hands-on activities engage students, develops environmental awareness and integrates the curriculum areas of science, math, language arts, and social studies. It also provides service-learning opportunities with the greater community. Using the school's surroundings and community, these local experiences help students learn within an environment that is personally meaningful and connects place with self and community.

Additional Programs

After School Discoveries

New Discoveries offers a series of after school "Discoveries" opportunities for students. Most recently, we offered "Kids in the Kitchen" and "Friendship Group" which met one day a week after school for one hour. During this time, students participate in organized, large group games and activities relating to the topic. There is no charge for any of these afterschool activities.

Summer Discoveries

Summer Discoveries is offered for all students enrolled at NDMA. Students meet for 6 days from 9:00am-12:00pm. Transportation is provided by parents for this summer learning opportunity. During Summer Discoveries, NDMA teachers engage students in math, literacy, and environmental learning activities. Teachers and teaching partners are hired for this program and it is part of our annual budget. There is a small fee for student snacks.

INNOVATIVE PRACTICES & IMPLEMENTATION

Environmental Education

NDMA's environmental education efforts align with the Montessori philosophy of nurturing a deep connection with nature. By embedding EE goals into our daily routines and hands-on learning, we foster a lasting environmental consciousness in our students. We will continue to refine our programs, focusing on increased participation, more structured documentation, and expanding initiatives like composting. Our goal is to ensure that all students leave NDMA with a strong understanding of how their actions impact the environment and the skills to make positive changes.

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, as students regularly choose work that aligns with their individual learning levels. In Children's House, personalized instruction is a cornerstone, with lessons tailored to each child's developmental journey, guiding them toward the next stage of understanding. This differentiated approach extends into both reading and math in all classrooms, where instruction is adjusted based on ability levels. Normed assessments, along with classroom evaluations, are used to ensure that each student's learning is appropriately supported and challenged.

Remediation

At New Discoveries, remediation is seamlessly integrated into our daily instructional practices through differentiation. Our approach involves continuous progress monitoring, flexible grouping, and the use of multi-age classrooms, all of which enable teachers to meet students at their individual levels and provide targeted support as needed. These strategies ensure that remediation occurs organically, allowing NDMA staff to identify and address learning gaps effectively and in a timely manner.

Acceleration

New Discoveries Montessori Academy is committed to offering a diverse range of educational opportunities tailored to meet the needs of all students, including those with exceptional abilities. We recognize that each student possesses unique strengths and potential, and we

are dedicated to providing programs that foster both personal and academic growth. Differentiated instruction is the foundation of our acceleration programs, ensuring that advanced learners are challenged appropriately.

We offer various pathways for highly capable students, such as subject-specific acceleration, telescoping, and whole-grade acceleration, as outlined in our Board Policy 590P: Acceleration. These options are designed to nurture and extend the abilities of students who are ready for more advanced learning, helping them achieve their fullest potential.

Special Education

At NDMA, we are committed to supporting the diverse learning needs of our students through a comprehensive and well-structured special education program. Our special education services are designed to provide targeted assistance to students who require additional support, ensuring they can thrive in an inclusive and nurturing environment.

Key components of our special education program include:

1. **Leadership and Coordination:** Our dedicated Director of Special Education in partnership with the Executive Director who also has a Sped Director license, oversees the entire program ensuring it aligns with legal requirements and best practices.
2. **On-Site Coordinator:** We have a Special Education Coordinator based on-site to provide direct support to staff and students, assisting with day-to-day needs. In addition, the coordinator co-leads the Special Education Team and ASCEND Team in partnership with the School Psychologist.
3. **School Psychologist:** NDMA employs a full-time School Psychologist who leads all psychological assessments and co-leads the ASCEND (Academic & Behavior Excellence at New Discoveries) process. This process helps identify students in need of additional behavioral and academic interventions.
4. **Child Study Process:** We implement a thorough and consistent child study process (ASCEND), ensuring each student's needs are accurately identified and addressed. This includes collaboration with educators, specialists, and families to create individualized plans for each student.
5. **Family Collaboration:** Our team works closely with families to ensure that Individualized Education Plan (IEP) goals are met, and that all deadlines and legal requirements are upheld. We believe that strong family involvement is crucial to student success.
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:** We offer a co-teaching model, where special education teachers work directly in classrooms alongside general education teachers. This ensures that all students have access to the support they need in real-time.
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.

Together, these resources ensure that every student at NDMA receives the individualized support they need to succeed academically, socially, and emotionally. This comprehensive approach underlines our commitment to providing a supportive and nurturing environment for all our students, regardless of their individual needs and challenges.

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

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

At New Discoveries Montessori Academy, while the number of students identified as English Learners (ELs) is typically small—five or fewer each year—we are committed to providing tailored support to help these students succeed. Identified EL students receive specific English Language Development (ELD) instruction directly within their classrooms, under the guidance and oversight of an EL teacher.

NDMA uses a structured approach, guided by our ELD Program flowchart, to ensure that procedures for assessing and supporting English proficiency are consistently followed. This includes the administration of English proficiency tests, such as the ACCESS Assessment, which is conducted annually in February. The results of these assessments inform the level and type of instruction provided, ensuring that each student receives the appropriate support to develop their English language skills.

This approach allows us to meet the unique needs of English Learners, helping them to thrive academically and socially within our school community.

Staffing to meet the NDMA Educational Mission/Vision

At NDMA, our leadership team, comprised of the Executive Director, Special Education Coordinator, School Psychologist, Behavior Interventionist, and Human Resource-Office Manager 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 2023-2024 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 21st. Our day begins at 8:15am and is done at 2:50pm. Our last day of school was May 29th.

New Discoveries Montessori Academy #4161
2023-2024 School Calendar
Register Hours: Monday-Friday 8:15am-2:50pm
Attendance Line: 520-294-6362 ext. 1

July 2023

S	M	T	W	T	F	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

August 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

September 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

October 2023

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

December 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

January 2024

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

February 2024

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2024

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

April 2024

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

May 2024

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

June 2024

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Legend:

- 1-3: ESY 8-10: ESY
- 14-17: Prof. Development
- 17: NIDMA Open House 5:30-7:30p
- 21: First day of school
- 24-25: No School
- 1-4: No School: Labor Day
- 5: Preschool First Day
- 29: No School: PD/Workday
- 6: Early Release (12:30p)
- 17: Conferences (Evening)
- 18: No School: Conferences
- 19-20: No School
- 8: No School: PD/Workday
- 21: End of Tr 1
- 22-24: Holiday Break
- 1: Early Release (12:30p)
- 21-29: Holiday Break
- 18-22: Total Teacher Days
- 170: Total Student Days
- 1: Holiday Break
- 12: No School: PD/Workday
- 15: No School: Mix
- 16: Early Release (12:30p)
- 1: Conferences (Evening)
- 2: No School: Conferences
- 16: Early Release (12:30p)
- 19: No School: President's Day
- 29: End of Tr 2
- 1: No School: PD/Workday
- 25-29: Spring Break
- 1: No School
- 12: Early Release (12:30p)
- 26: No School: PD/Workday
- 8: Early Release (12:30p)
- 16: Last day of Preschool
- 17: Early Release (12:30p)
- 27: No School: Memorial Day
- 29: Last Day of School
- 30: Teacher Work Day
- 18-20: Summer Learning Discoveries
- 25-27: Summer Learning Discoveries



ACADEMIC PERFORMANCE: GOALS & BENCHMARKS

New Discoveries Montessori Academy

Exhibit G: Academic and Academic-Related Goals

Contract Period July 1, 2020 through June 30, 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		
1: Mission Related Outcomes	10		
2: English Language Learners	0		
3: Reading Growth	20		
4: Math Growth	20		
5: Reading Proficiency	16		
6: Math Proficiency	16		
7: Science Proficiency (and Growth)	7		
8: Other Proficiency or Growth	4		
9: Post-Secondary Readiness	N/A		
10: Attendance	7		
Overall	100		

Indicator 1: Mission Related

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 FY24, 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%.		470/807 58.2%
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

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.

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.		

Indicator 3: Reading Growth

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-FY24, 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 19.1%	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.		63/283 22.3%
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-FY24, 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 38.5%	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.		93/283 32.9%
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 FY24, 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%.		135/317 42.6%
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 3.4 [CCR] – 6 Points: From FY21 to FY24, 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%.		218/442 49.3%
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Indicator 4: Math Growth

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-FY24, 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 16.4%	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.		45/283 15.9%
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-FY24, 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 42.0%	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.		140/283 49.5%
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		
Performance Ratings	Measure 4.3 [CCR] – 6 Points: From FY21 to FY24, 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%.		154/315 48.9%
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 FY24, 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%.		207/415 49.9%
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Indicator 5: Reading Proficiency

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 FY24, 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.		36.7
Performance Ratings	Measure 5.2 [CCR] – 5 Points : From FY21 to FY24, 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 61.1%	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.		52.7
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 FY24, 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 67.9%	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.		52.7
Performance Ratings	Measure 5.4 [AGC] – 2 Points : From FY21 to FY24, 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 43.3%	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.		49.0
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 FY24, 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 53.5%	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.		49.0
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 FY24, 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 34.2%	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.		37.5
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 FY24, 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 42.9%	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.		37.5
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Indicator 6: Math Proficiency

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 FY24, 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 57.8%	Result:
Exceeds Target (x 1.5)	The aggregate proficiency index score is at least 20.0 points above the baseline score OR is at least 10.0 points above the state's score.		
Meets Target (x1.0)	The aggregate proficiency index score is at least 10.0 points above the baseline score OR is equal to or greater than the state's score.		
Approaches Target (x0.5)	The aggregate proficiency index score is at least 5.0 points above the baseline score OR is within 10.0 points of the state's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		40.7
Performance Ratings	Measure 6.2 [CCR] – 2 Points : From FY21 to FY24, 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 68.9%	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.		40.7
Performance Ratings	Measure 6.3 [AGC] – 2 Points : From FY21 to FY24, 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 37.3%	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.		35.6
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 FY24, 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 48.8%	Result:
Exceeds Target (x 1.5)	The school achieves an aggregate proficiency index score at least 10.0 points above the district's.		
Meets Target (x1.0)	The school achieves an aggregate proficiency index score equal to or greater than the district's score.		
Approaches Target (x0.5)	The school achieves an aggregate proficiency index score within 10.0 points of the district's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		35.6

Performance Ratings	Measure 6.5 [AGC] – 2 Points: From FY21 to FY24, 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 34.1%	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.		27.4
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 FY24, 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 43.4%	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 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.		27.4

Indicator 7: Science Proficiency

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 FY24, 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 53.6 %	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		46.4
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 FY24, 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 61.8%	Result:
Exceeds Target (x 1.5)	The school achieves an aggregate proficiency index score at least 10.0 points above the district's		
Meets Target (x1.0)	The school achieves an aggregate proficiency index score equal to or greater than the district's score.		
Approaches Target (x0.5)	The school achieves an aggregate proficiency index score within 10.0 points of the district's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		46.4
Performance Ratings	Measure 7.3 [AGC] – 1 Point: From FY21 to FY24, 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 34.8%	Result:
Exceeds Target (x 1.5)	The school achieves an aggregate proficiency index score at least 10.0 points above the state's score.		
Meets Target (x1.0)	The school achieves an aggregate proficiency index score equal to or greater than the state's score.		39.8
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 FY24, 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 45.2%	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 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.		39.8
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 FY24, 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.		31.0
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 FY24, 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 45.4%	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.		31.0

Indicator 8: Proficiency in Other Curricular Areas

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 FY24, 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.		71/98 72.4%

Indicator 9: Post-Secondary Readiness

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

N/A

Indicator 10: Attendance

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 70.0%	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.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		64.0

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. NDMA's pre-kindergarten students demonstrated strong readiness for kindergarten, with 76.2% of students in FY23 meeting readiness indicators. This success is important for early intervention and setting a strong foundation for academic growth.

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 (2020) 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.)

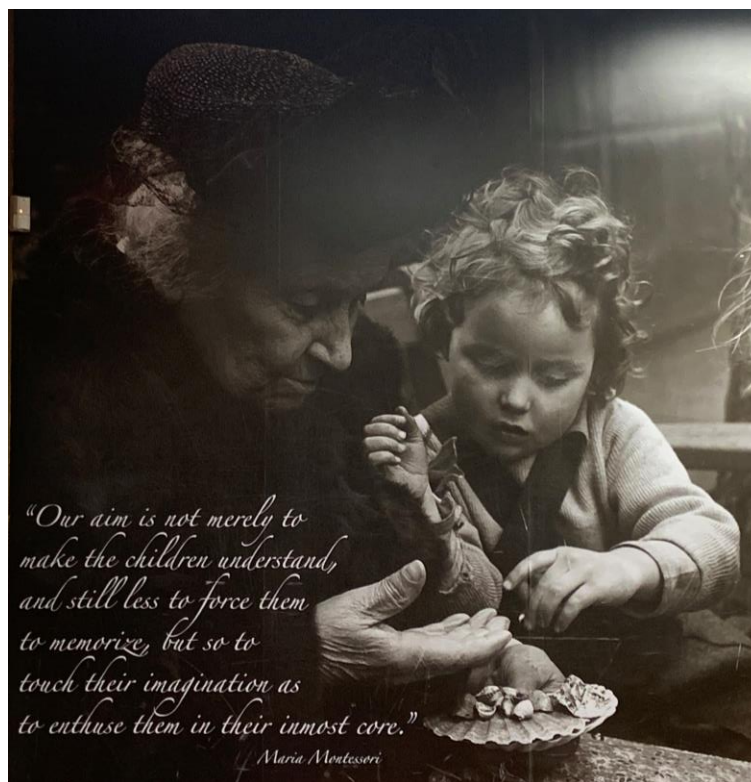
No NAEP assessments were given during the 2023-2024 school year.

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. The Q-Comp annual report is completed each year and presented to the board highlighting effectiveness and recommendations.

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 with a mentor teacher, and with administration up to three times a year. 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

2023-2024 professional development activities:

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



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 75% (18/24) of our licensed staff who have taught for 3 or more years. 50% (12/24) of the licensed staff hold a master's degree (or higher). Teachers at NDMA reflect the racial diversity of our student population which is 100% white. Any openings that occur for licensed teachers are posted on EdPost/MN Job Board 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 an approach that instills values and strategies fostering lifelong learning and cultivating environmentally literate citizens committed to positive impacts on personal, community, and global well-being. Environmental literacy encompasses the knowledge, skills, attitudes, motivation, and dedication needed to work both individually and collectively to sustain a healthy natural and social environment.

Aligned with this vision, New Discoveries Montessori Academy is committed to providing meaningful, experiential learning opportunities that nurture a deep connection to and responsibility for the environment. Through hands-on activities and real-world experiences, NDMA encourages students to develop a lasting commitment to environmental stewardship, empowering them to contribute to a sustainable future.

ENVIRONMENTAL LITERACY PLAN – RESULTS 2023-2024

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. This past year, we created a google form in addition to the paper calendar method for tracking time and all but one classroom recorded their Outdoor Classroom Space/environmental experiences.*

Out of the 10 classrooms, 8 of them, representing 80%, 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.

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. 85% of students have been successful in completing the checklist. 67 students completed the checklist out of 78 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 2023, (31) out of (90) E2/E3 students scored 80% or above on the Climate Change pre-test. Only 34% were proficient. On the post-test survey, in the fall (74) out of (90) 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% (76/90) 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 2024, 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, (55) out of (67) or 82% 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-90% | staff-100%)
 - I/We recycle at home. (students-76% | staff-92% | family-73%)
 - Students and staff actively engage in recycling. (staff-100%)
 - My child knows how to recycle paper, plastic, glass and aluminum. (students-89% | family-68%)

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				
2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
62% (August 2019 - February 2020) 127/205	71% 167/235	83% 201/243	84% 208/248	92% 234/255

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:** *Due to the extremely wet spring, 3rd Grade students were not able to participate in May in planting new trees on the NDMA property. However, they did study the trees already present on the property. Journaling and reports on this topic occurred prior to planting. From student environmental journal assignment, teachers of the 3rd graders reported that 20 out of 25 (80%) of students were able to write or verbalize responses to the above prompts/questions.*

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. 80% - 24/30 - 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% - 228/228 students have consistently participated in composting their lunch food at the compost center. Additionally, a couple staff members and school families regularly take 5-gallon pails of compostable food, weighing up to 20 pounds depending on the items, to feed their farm animals. Our Middle School students have taken responsibility for composting the waste from the afternoon fruit and vegetable program. They bring the compost to a designated bin in the backyard of our property. A calendar is maintained to track the amount of compost each day, averaging between 1.25 to 2.5 gallons per day. Since implementing our composting initiative a few years ago, we have significantly reduced our weekly compost waste from approximately 200 pounds to about 20 pounds that isn't being utilized. We are hopeful to expand this program to include breakfast food in the future.



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)

2023-2024 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 2023	June 2026	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
Melanie Schirio	Member	Community	April 2023	July 2023	June 2026	melanie.schirio@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
Kyle Kovack	Member	Parent	April 2023	June 2023	June 2027	Director Review Committee Kyle.kovack@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, kirsten.kinzler@newdiscoveries.org

FY24 Annual Board Election Results – April 15, 2024 – for terms commencing on July 1st, 2024

Teacher Member: Chris La Plante (3yr term – 2027)

Parent Member: Tiffany Knox (3yr term - 2027)

Community Member: Shari Colvin (1yr term – 2025)

Community Member: Open (3yr term – 2027)

Board Training & Development

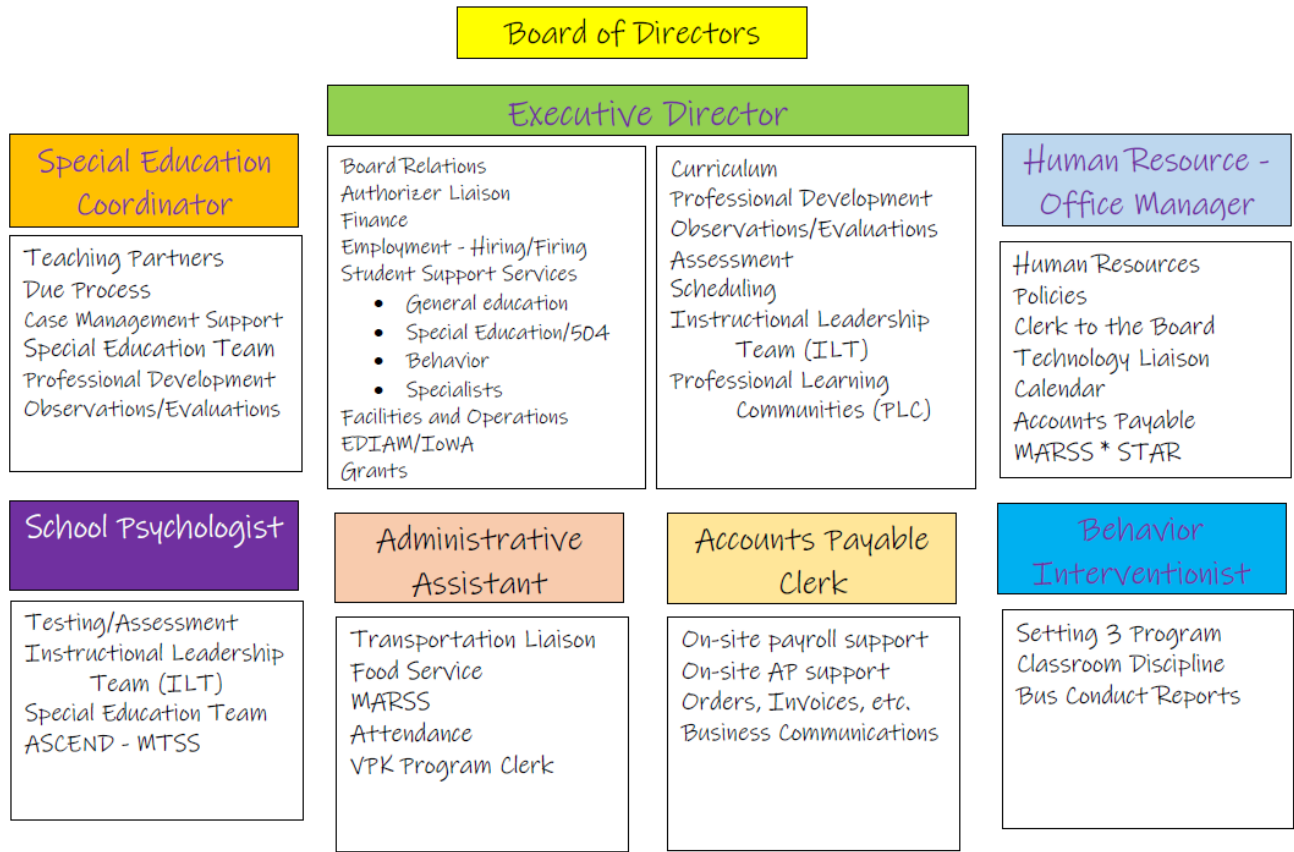
NDMA believes that the training of its board members is crucial to its effectiveness in operating as a governing body. All board members are expected to attend annual training, as evidenced by the following full attendance:

NDMA Board Annual Training July 1, 2023 – June 30, 2024			
Board Member	Training Content Area Training Date Trainer/Presenter	Training Content Area Training Date Trainer/Presenter	Training Content Area Training Date Trainer/Presenter
	Monthly Sounding Board Issues – Read/Discussion and a look into the issues as it pertains to the school 1) Public Comment September 19, 2023 2) MN Government Data Practices October 30, 2023 3) Financial Oversight & Complaint Policy December 18, 2023 4) Policy Review Cycle February 26, 2024 5) Board Recruitment & No more Boring Board Meetings by Joan Garry January 22, 2024 6) Article about Schools failing to meet minimum state standards, most being charter schools. BY: Christopher Ingraham April 15, 2024	Audit Presentation, Schlenner, Wenner January 22, 2024 Financial Management – BerganKDV	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 August 1, 2023 February 6, 2024 Financial Oversight Part 2 Tuesday, February 20 Building Your School Budget - March 19, 2024 <i>David Greenberg, National Association of Charter School Authorizers</i>
Shari Colvin	1, 2, 3, 4, 5, 6	X	X
Patti Hoerner	1, 2, 3, 4, 5, 6	X	
Spencer Kangas	1, 2, 3, 4, 5, 6	X	
Chris La Plante	1, 2, 3, 4, 5	X	
Melanie Schiroo	1, 2, 3, 4, 5	X	X
Kyle Kovack	2	X	X
Deanna Boettcher	1, 2, 3, 4, 5, 6	X	
Tim Dezelske	1, 2, 3, 4, 5, 6	X	X
Kirsten Kinzler	1, 2, 3, 4, 5, 6	x	X

*Kyle Kovack and Melanie Schiroo were our 2 new board members and received their initial board training through Osprey Wilds – Board Training.

MANAGEMENT
Management Structure

New Discoveries Montessori Academy
 Organizational Structure 24-25



06.30.24

NDMA Leadership Team Overview
 The NDMA Leadership Team is comprised of the Executive Director, School Psychologist, Special Education Coordinator, Behavior Interventionist, and Human Resource/Office Manager. This team was formed following the departure of our Director of Curriculum and Instruction in June of 2023, requiring a reassignment of key responsibilities.

Executive Director
 The Executive Director oversees all aspects of operations and instruction. Key responsibilities include managing board relations, acting as the liaison with our authorizer, handling finance, employment (hiring and firing), student support services, facilities management, MDE compliance, curriculum oversight, co-planning professional development with the Special Education Coordinator, teacher and support staff evaluations, serving as the District Assessment Coordinator, managing the master schedule, co-leading the Instructional Leadership Team (ILT) with the School Psychologist, and overseeing the Professional Learning Communities (PLC). The Executive Director is hired by the NDMA Board of Directors. The Board performs the Executive Director Review Process in the spring of the year.

Human Resource/Office Manager

The Human Resource/Office Manager role handles all human resources functions, including payroll, health insurance, PTO, and benefits. Additional responsibilities include board policies, website compliance, serving as clerk to the board, technology liaison, managing the master calendar, accounts payable, and submitting MDE reports such as MARSS and STAR.

Special Education Coordinator

The Special Education Coordinator supervises teaching partners, oversees due process and case management support, co-leads the Special Education Team alongside the School Psychologist, collaborates with the Executive Director on professional development, and conducts observations and evaluations of special education staff.

School Psychologist

The School Psychologist is responsible for all special education assessments and testing. In addition, the School Psychologist co-leads the Instructional Leadership Team (ILT) with the Executive Director, co-leads the Special Education Team with the Special Education Coordinator, and oversees the ASCEND-MTSS process (Academic & Behavior Excellence at New Discoveries).

Behavior Interventionist

The Behavior Interventionist plays a critical role in managing student behavior and discipline. This position oversees the Setting 3 program, which provides structured support for students requiring a different placement outside of the regular classroom for a large portion of their day, manages schoolwide classroom discipline, and handles all transportation and bus conduct reports.

Administrative Assistant

The Administrative Assistant serves as the face of the school. Responsibilities include acting as the Transportation Liaison, managing Food Service (CLiCs), overseeing attendance, and addressing various front office needs.

Accounts Payable Clerk

Working in collaboration with our contracted business service firm, the Accounts Payable Clerk provides on-site support for payroll, accounts payable, orders, invoices, filing, and business communications. Together, these leadership roles create a well-rounded delegation of duties, ensuring the smooth operation of New Discoveries.

Additional Leadership Positions

Through our Q-Comp program, we have four Lead Teachers, one from each grade level—Children's House, Elementary I, Elementary II, and Middle School. These Lead Teachers guide weekly PLC (Professional Learning Community) meetings, which focus on best classroom practices and using student data to inform teaching strategies.

We also provide mentoring support through two Special Education Mentors and a Montessori Mentor. Special Education Mentors assist new Special Education teachers with all aspects of their role, while the Montessori Mentor conducts weekly Montessori training for Children's House teachers and provides guidance on implementing Montessori principles in our unique learning environment.

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, Staff - Teachers, Teaching Partners, and support staff, Charter School Law and Compliance, 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.

2023-2024 Licensed Teaching Staff				
Name	File #	License and Assignment	24-25 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	
Anna Bashans	528630	E1 Special Education Teacher	R	
Bess Bauman	481139	Special Education Coordinator	R	
Elizabeth Christian	482225	School Psychologist	R	
Ashley DeGolier	1000458	E1 Special Education Teacher	R	
Peggy Enerson	327575	CH Classroom Teacher	R	
Tom Fischer	342817	CH Classroom Teacher	R	
Alexis Grack	1009952	E1 Special Education Teacher	R	
Jeff Grand	337766	E2 Classroom Teacher	R	
Patti Hoerner	313511	E1 Classroom Teacher	R	
Spencer Kangas	506087	Physical Education/DAPE	R	Out of Field Permission – DAPE
Christine La Plante	437685	E2 Special Education Teacher	R	
Laura Lonnquist	1001973	CH Special Education Teacher	R	Out of Field Permission – SpEd
Tammy Maiers	406911	Speech Teacher	R	
Ethan Marcus	475289	E1 Classroom Teacher	R	
Michelle Martig	397165	E3 Classroom Teacher	R	
Michelle Nadeau	474646	E2 Special Education Teacher	R	Tier 2 licensure - SpEd
Meghan Rettke	470622	E3 Special Education Teacher	R	Out of Field Permission – SpEd
Rhonda Rossing	690843	E2 Classroom Teacher	R	
Allyssa Sims	508382	E1 Special Education Teacher	R	Graduated from program!
Dawn Teetzel	465623	E3 Special Education Teacher	R	
Nicole Winkle	427466	E3 Special Education Teacher	R	Out of Field Permission – SpEd

* R = Returning, NR = Not Returning

2024-2025 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		
Tom Fischer	342817	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		Out of Field Permission – DAPE
Christine La Plante	437685	E2 Special Education Teacher		
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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		Graduated from program!
Rhonda Rossing	690843	E2 Classroom Teacher		
Maggie Schroeder	439215	E3 Classroom Teacher		
Allyssa Sims	508382	E1 Special Education Teacher		
Dawn Teetzel	465623	Behavior Specialist – Setting 3 Teacher		
Nicole Winkle	427466	E3 Special Education Teacher		Out of Field Permission – SpEd

Percentage of Licensed Teachers from 2023-2024 not returning in 2024-2025 (non-returning teachers/total teachers from 2023-2024)

0/23
0% 😊

2023-2024 Other Licensed (non-teaching) Staff

Name	File #	License and Assignment	23-24 Status*	Comments
Kinzler, Kirsten	316170	Executive Director	R	

* R = Returning, NR = Not Returning

2024-25 Other Licensed (non-teaching) Staff

Name	File #	License and Assignment		Comments
Kinzler, Kirsten	316170	Executive Director		

2023-2024 Non-Licensed Staff			
Name	Assignment	24-25 Status*	Comments
Bahrke, Jennifer	Resource Teaching Partner	R	
Bisbee, Rita	Resource Teaching Partner	NR	Retiring
Blancarte, Iris	Resource Teaching Partner	R	
Brausen, Cassandra	Level 3 Teaching Partner	R	
Colvin, Shari	Gifted & Talented/Enrichment	R	
Decker, Cindy	Food Service	R	
Dressel, Jessica	Resource Teaching Partner	R	
Duenow, Connie	Level 3 Teaching Partner	R	
Ellis, Sheri	Resource Teaching Partner	R	
Erickson, Audri	Resource Teaching Partner	NR	Went to school
Erickson, Tara	Human Resources -Office Manager	R	
Giesen, Gina	Resource Teaching Partner	R	
Grack, Nicole	School Nurse	R	
Henke, Darlene	Resource Teaching Partner	R	
Johnson, Elizabeth	Resource Teaching Partner	NR	Took new job
Johnson, Erena	Resource Room Teaching Partner	R	
Kalenberg, Michaleen	Resource Teaching Partner	R	
Kaping, Margo	Resource Teaching Partner	R	
King, Danielle	Occupational Therapist	R	
Kinzler, Tim	Maintenance Director	R	
Larson, Beth	Resource Teaching Partner	R	
Lenz, Patti	Title	R	
Luciano, Jose	Resource Teaching Partner	R	
Markgraf, Tiffani	Resource Teaching Partner	NR	Home with child
Monahan, Juli	Interventionist	R	
Palkova, Ludmila	Food Service Director	R	
Petersen, Mistin	Resource Teaching Partner	NR	Leave of absence
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	
Schmidt, Joy	Resource Teaching Partner	R	
Schwartz, Niccole	Admin Assistant/Receptionist	R	
Shimpa, Margaret	Title 1 Teaching Partner	R	
Vollrath, Glynda	Resource Teaching Partner	R	
Wendinger, Lisa	Level 3 Resource Teaching Partner	R	
Wessman, Shelly	Resource Teaching Partner	R	

* R = Returning, NR = Not Returning

2024-2025 Non-Licensed Staff			
Name	Assignment		Comments
Bahrke, Jennifer	Resource Teaching Partner		
Beckmann, Amburr	Resource Teaching Partner		
Blancarte, Iris	Resource Teaching Partner		

Brausen, Cassandra	Level 3 Teaching Partner		
Carter, Sandra	Resource Teaching Partner		
Cartie, Hilary	Resource Teaching Partner		
Cartie, Stephanie	Resource Teaching Partner		
Colvin, Shari	Gifted & Talented/Enrichment		
Davis, Kalby	Resource Teaching Partner		
Decker, Cindy	Food Service		
Dressel, Jessica	Resource Teaching Partner		
Duenow, Connie	Resource Teaching Partner		
Ellis, Sheri	Resource Teaching Partner		
Erickson, Tara	Office Manager/Human Resources		
Felber, Marie	Resource Teaching Partner		
Giesen, Gina	Resource Teaching Partner		
Grack, Nicole	School Nurse		
Henke, Darlene	Resource Teaching Partner		
Johnson, Erena	Resource Room Teaching Partner		
Kalenberg, Michaleen	Resource Teaching Partner		
King, Danielle	Occupational Therapist		
Kinzler, Damian	Night Custodian		
Kinzler, Tim	Maintenance Director		
Larson, Beth	Resource Teaching Partner		
Lenz, Patti	Title I/Interventionist		
Luciano, Jose	Resource Teaching Partner		
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		
Robbins, Melanie	Resource Teaching Partner		
Ryan-Lauer, Cyndi	Music Teacher		
Scharpe, Bernadette	Accounts Payable		
Serfling, Sharon	Interventionist		
Schmidt, Joy	Resource Teaching Partner		
Schwartz, Niccole	Admin Assistant/Receptionist		
Shimpa, Margaret	Title 1 Teaching Partner		
Tollifson, Nicole	Resource Teaching Partner		
Vollrath, Glynda	Resource Teaching Partner		
Wendinger, Lisa	Level 3 Resource Teaching Partner		
Wessman, Shelly	Resource Teaching Partner		
Wilson, Melissa	Resource Teaching Partner		

Percentage of Non-Licensed Staff from 2023-2024 not returning in 2024-2025 (non-returning Non-Licensed Staff /total Non-Licensed Staff from 2023-2024)

5/39
13%

OPERATIONAL PERFORMANCE

Health Services

At New Discoveries Montessori Academy, the health and well-being of students are paramount. To support this, a Licensed Practical Nurse is on-site during school hours, providing essential care to students who may fall ill or suffer an injury while at school. The health office serves as a centralized location for administering medications, both prescription and over-the-counter, ensuring safe and correct management.

As part of our commitment to proactive health practices, the nurse conducts regular screenings throughout the year. These screenings assess various health indicators, including vision, hearing, height, weight, body mass index, blood pressure, and scoliosis, in alignment with age-appropriate guidelines. This approach enables early detection of health concerns and timely intervention as needed.

This past year we utilized Navigate Care Consulting for our nursing program oversight as our long-time public health nurse retired and the county did not have a replacement. Navigate provides a comprehensive approach towards addressing and preventing student health problems that may affect learning. They help with assisting us by offering advice on how we can ensure compliance with health-related state and federal requirements. They help to plan and implement strategies to protect, promote and manage the health and safety of students and staff.

Navigate Care Consulting has developed presentations/lessons to train staff on policies and procedures. At least two staff members, from each classroom, have been trained on Medication Administration procedures for field trips. Also, all NDMA staff are required to complete a Health & Safety training course which covers OSHA information such as bloodborne pathogens, Right to Know, etc.

Navigate Care Consulting nurses participate in the multi-disciplinary special education team/child study team to collaborate on the evaluation process for initial and re-evaluations. They also work to identify health goals for IEPs. Additionally, Navigate Care Consulting nurses assist to complete hearing and vision screenings to all NDMA students.

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 Character Strong 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 Human Resource-Office Manager 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.

**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

FINANCES

The school contracts with Creative Planning (formerly BerganKDV) to provide accounting and financial management services for the school. For questions regarding school finances and for complete financials for 2023-24 and/or an organizational budget for 2024-25, contact:

Name: Dustin Reeves

Position: Controller

Phone: 612-357-7324

Email dustin.reeves@creativeplanning.com

The New Discoveries Montessori Academy (NDMA) Board of Directors provides comprehensive financial oversight to ensure compliance, maintain effective internal controls, and safeguard public funds. The board has an active and involved Finance Committee who meet monthly to discuss the school's finances.

Board members receive training in financial oversight and play an active role in establishing, monitoring, and amending the school's annual budget. They closely evaluate the school's financial position, recordkeeping, and internal controls, ensuring compliance with the Uniform Financial Accounting and Reporting Standards (UFARS) and the Minnesota Accounting and Reporting Student System (MARSS). Each year, the board retains an external auditor, Schlenner Wenner, to assess the school's financial processes and internal controls. If any deficiencies are identified, the board initiates and monitors corrective actions to prevent repeat findings in future audits.

The board also approves the budget prior to the start of each fiscal year, with its involvement evident through finance committee meetings. A working budget is regularly updated to reflect current circumstances, with reasonable budget-to-actual variances. Although enrollment predictions have posed some challenges, the board's finance committee, which meets monthly, actively monitors the school's financial health. The full board reviews and approves detailed monthly financial statements, ensuring ongoing transparency and fiscal responsibility.

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, 2024.

FY24 Finances	Fund 1	Fund 2	Fund 4	TOTAL ALL FUNDS
Total Revenues	5,623,799	253,604	40,226	5,917,630
Total Expenditures	(5,476,862)	(236,336)	(40,226)	(5,753,425)
Net Income	146,937	17,268	0	164,205
Total Fund Balance	391,702	101,573	15,750	509,025 – 8.8%

Overview

NDMA's overall enrollment came close to its target number, with a final Average Daily Membership (ADM) of 210. 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: \$5,426,964

Federal Aids and Grants: \$153,512

Fees Collected and other Miscellaneous Revenues: \$43,321

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: \$28,979

Federal Sources: \$202,123

Commodities, Sales of meals, Catering: \$22,503

Community Services Fund

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

Fees Collected and State Revenues: \$15,000

Children's House Program Fees: \$25,226

Expenses

General Fund

The school's largest expense was for employee salaries and benefits: \$1,374,364. 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): \$400,409

Supplies and Materials: \$41,386

Equipment and Technology: \$14,964

Interest Costs on Cash Flow Borrowing: \$13,847

Memberships and Other Fees: \$38,159

Food Service Fund

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

Salaries, Wages, and Benefits: \$100,684

Purchased Services and Utilities: \$9,123

Meals and Other Supplies Purchased: \$109,787

Federal commodities used: \$15,420

Other Fees: \$1,324

Community Services Fund

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

Salaries, Wages, and Benefits: \$40,226

Supplies and Materials Purchased: \$0

Net Surplus or Deficit and Fund Balance

The net income of \$164,205 in all funds resulted in an ending fund balance of \$509,025 for the year, or 8.8% of current expenditures.

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



FUTURE PLANS

- *Enrollment projections:* To ensure ongoing success and financial stability, New Discoveries Montessori Academy (NDMA) plans to continue marketing to surrounding communities with the goal of reaching full enrollment and establishing a waiting list. As enrollment is the most significant predictor of the school's sustainability, these efforts are critical to maintaining NDMA's growth and financial health.
- *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. Over the summer, New Discoveries Montessori Academy reorganized classroom spaces to enhance continuity and flow between grade levels, supporting a more cohesive learning environment for students. 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:* New Discoveries Montessori Academy (NDMA) is committed to ongoing program improvements, including a focus on effectively training Teaching Partners to work with the diverse student population. This initiative aligns with the school's mission to provide a tailored, high-quality education to every student. Additionally, NDMA prioritizes fostering a positive and inclusive school culture, with an emphasis on building strong, healthy relationships among students, staff, and the wider community.

The school's approach is comprehensive, with a dual focus: ensuring that students receive individualized support to meet their academic and personal needs, while also investing in the professional development and well-being of staff. NDMA believes that a motivated and well-supported team is essential to fulfilling its mission and creating a thriving educational environment.

New Discoveries Montessori Academy plans to continue its focus on what it already does well, while striving for student improvement in academic areas, ensuring that students receive the best possible educational experience.

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.

Goal #1 SMART Goal – NDMA will increase wages for licensed general education staff so that we are more competitive with area schools and are able to retain our high performing staff. In addition, an updated Salary Schedule will be created and include additional pay for extra duties.

Persons Responsible: Executive Director, HR/Office Manager, Finance Committee

Goal #2 SMART Goal – NDMA staff will create a communications group that will help increase the visibility of our school. (i.e. create interesting social media posts, invite local legislators to NDMA.)

Persons Responsible: Administration, volunteer staff

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 – Every classroom will invite parents to come during the school day to be a part of an opportunity that allows them to see what we do at NDMA. (Bring your Parent to Specialists, Classroom Play/Skit, Science Fair, etc.)
AND/OR
Each classroom will have one volunteer to support classroom activities. (assist in organizing class field trips, class special events, organize other visiting volunteers to come into their classroom for a particular activity – gardening, sewing, cooking, etc.)
Persons Responsible: Classroom Teachers

Goal #2 SMART Goal – NDMA will have one parent education night this year on the topic of Children and Screen Use.
Persons Responsible: Administration

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 – All licensed staff will participate in a 60-minute professional development course on the importance of observations in the Montessori environment.

Persons Responsible: Executive Director, Montessori Mentor Teacher

Goal #2 SMART Goal – Using this information on observation, all licensed teachers will observe each child in their classroom at least once throughout the year using the prepared Montessori Principles observation checklist.

Persons Responsible: Executive Director, Montessori Mentor Teacher

SWOT Statement: There are opportunities for staff to better understand and utilize data to improve student outcomes and for the board to maintain 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 – Increase the percent of students scoring at or above the 50th percentile from Reading 45.7% to 48% and Math 48.9% to 51%.

Persons Responsible: School Psychologist, Executive Director

STRATEGY STATEMENT 2: All licensed staff will implement data-based instructional strategies and evidence-based instructional practices.

Goal #1 SMART Goal – All classrooms will use universal screening practices 3x/year and use that data to inform instruction using Montessori/CORE/UFLI/Barton curriculum materials.

Persons Responsible: Licensed Staff, Executive Director

STRATEGY STATEMENT 3: Increase the general fund balance by a minimum of \$75,000 each year until a 20% of income fund balance is reached.

Goal #1 SMART Goal – Through close scrutiny of the monthly financial statement and supplemental information, the board will monitor revenues and expenses, look for appropriate expenditure cuts and income revenue streams when needed, and maintain financial stability.

Persons Responsible: Finance Committee, NDMA Board Members

NDMA Student Satisfaction Survey 2023-2024

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.	168	7	15	Most things are easy for me but I don't know how to ask for help / Slightly x2 / Learned the same as last year x2 / Yes x3/ I don't like teachers /
2) I like learning using the Montessori and hands-on materials.	152	12	22	Mostly x2 / I like them / 7 & 8 th grade don't use them x3 / I prefer questions / Varies / don't use them /
3) I talk with my family about school.	135	34	12	Mom x2 / Sister / yes, not always / I like to tell my parents about my day / yes, all the time / it's not my favorite thing to do / sometimes x10 / they ask /
4) I feel valued and respected by my teacher.	145	16	29	Sometimes x9 / Not really / Yes x3 / It goes both ways / Not Ms Rossing / Not Ms Beth / Some of them /
5) My teacher makes sure that all students are learning.	163	4	20	Looks like it / Yes x4 / Mostly /
6) My teacher expects me to do well in school.	165	1	22	Yes x5 / Too much x2 / high expectations / unsure /
7) My teacher tells me how I am doing in school.	137	24	31	No x3 / When I ask / Sometimes x3 / Very much / not grades, but text scores / Math & reading only /
8) I feel safe and comfortable in school.	155	24	44	Sometimes x7 / Racist jokes / antisemitism / ableist jokes / No x2 / Yes / Good friends / Lots of issues / Chloe threw a chair at me so no /
9) I think the things we do at New Discoveries help to make our community better.	133	14	39	No change / Mostly / Not all listen / Yes x3 /sometimes x2 / because I have friends / Not really /
10) My teacher listens to me and respects me.	148	13	25	Sometimes x6/ Listens & respects x2 / I annoy them / no x2 / a lot of times x2 / Some of them /
11) The students in school help and respect one another.	125	18	37	Kids are very mean to one another / Kids have told other kids to "kill themselves" / Sometimes x15 / Class is healthy & Safe / If you have a good friend group / not everyone x5 / Most of the students are friendly / a lot of kids aren't okay / help / not respect / lots of yelling /
12) I think that this school is preparing me for my future.	139	26	21	Maybe / Until 7 th grade / Yes / Not much x2 / Keeps me on my toes / Somewhat /
13) The director and staff take care of situations when students make poor choices/misbehave.	159	14	13	Teachers do nothing regarding verbal bullying or racism / Yes x3 / Staff care about students / Too many PSP forms / Not the best / to quickly over small things / Sometimes x2 / No /

14) I know my academic strengths and weaknesses.	148	14	22	One strength and weakness / No x2 / Not great at math / not so good at fractions / somewhat x3 / In reading x2 & math only /
15) I know the New Discoveries Montessori Academy rules.	162	6	8	Yes x3 / some x4 / unsure / sometimes x3 /
16) I know how to recycle paper, plastic, glass and aluminum.	169	11	10	Somewhat x5 / mostly /
	YES	NO	DON'T KNOW	Comments (Please be specific)
17) We recycle at school.	154	4	7	Yes x2/
18) We recycle at home.	117	26	10	Can't / Yes x2 / Sometimes x3/
19) We learn about taking care of our environment.	154	4	6	More than we need / Make sure we know how to clean the classroom / Yes x2 / not a lot / would like more /
20) I would recommend New Discoveries Montessori Academy to other kids.	117	25	19	The teaching style is really good / yes for elementary x2, not middle school x2 / Yes x2 / Depends on the kid x5 / Maybe / NDMA is mostly for students with ADHD and other diagnosis /

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	123	53	13	I have always been good at reading x4 / We highlight to much of the paper / Don't read much / Yes /
2) Write	124	51	14	Ms. Martig has taught a lot about proper grammar / Write 10x more than did last year/ Yes x4 /
3) Speak about something in front of a group	100	51	26	Just to shy / less afraid x2 / Still don't like to x2 / we learn social things too / anxiety / I have always been good at it x3 / depends on group size x2 / morning meeting x2 /
4) To think mathematically	108	53	12	No / better at multiplication / unknown / Huge improvement / yes /
5) Participate in Phy Ed activities	128	32	13	I participate way more than I used to / yes x5 / my ankles hurt / run faster / I am in extracurricular / participation was always good x6 / depends on activity /
6) Participate in Art activities	125	32	18	None of it is very fun / I am better x3 / Yes x3 / Barely have art x2 / extracurricular / participation

				has always been good x4 /
7) Participate in Music activities	121	44	13	More fun x2 & less painful than phy ed / no change / Yes x3 / extracurricular / participation was always good x4 / makes my ears hurt /
8) Environmental Education – be a good steward of the environment	104	55	15	Less EE in E3 than E2 / too much of it / I have learned more about composting / yes x2 / have always been good x3 /

What I like best about NDMA: The projects we do / Wolf Ridge trip x2/ Leaving / E3 / It is close to where I live / thoughtfulness & helpfulness of teachers x28 / best year / Care teachers show students x2 / More teachers = more help x2 / Specialist x15 / Friends x20 / cool teachers / Community environment of school x7 / Choir concerts / Osprey wild (high ropes) / Food x7/ Good school for elementary /Not as much homework / Teacher format & learning style x14 / plenty of work time / Everything x2 / Ms Ellis / furniture x2 / Practical Life x3 / Math x13 / Daily Calendar / going to the park / Clocks / Nothing x3 / Morning meeting / Learning x2 / Being teacher helper / we get to watch the play / multi age classrooms / do lot of art / Recess x18 / outdoor walks / enrichment / computer time x2 / Helped me grow / I love school / art x3 / we are safe x2 / freedom / riding the bus / lots of activities x4 / Fieldtrips x7 / Reading / size / Pet day / ABC ya / pizza / popcorn / Raz kids / IXL / crafts / Science / when we get xtra recess / Ms Misty / the end x2 / Spelling / handwriting / more PE x3 / Ms Jennifer / Ms Gina x2 / Ms Laura /

What I would like to change at NDMA: More math x2 / almost everything / prioritize mental health / Fewer rules about relationships / Nothing x31 / I am political and don't want to be specific / I am picky about everything / Add/increase Art x7 / the balance of work and free time x4 / fail percentage to 60% from 70% / 7 & 8 grade could use Montessori materials / Journaling / E3 would still get recess, we are still kids / PSP forms x2 / teachers texting our parents / people's attitude / Behaviors x4 / add school sports & mascot / Director & staff attitude / More attention brought to verbal discrimination and bullying / Racist jokes everyday / too much work in E3 / Make the day shorter x5 / make the work easier / This city / size x3 / we could pick our own seating / longer lunch period x2 / increase recess x11 / more swings on playground x2 / Less math / increase the playground x10 / increase the opportunity to go to higher math levels / we could hug our friends / let 4th graders be in the plays / Dress code / phone privileges / teachers are too strict / hire a art teacher x2/ homework / homework should not be given when not attending a fieldtrip / music / Kids would be allowed to watch youtube when done with work, rather than getting candy / less work / change classrooms throughout the day x3 / increase access to things / increase the difficulty of work in science & social studies /no school in may / 4 day school week x2 / no rules/rules x2 / kids would be kind / More options when work is completed / play real games in P.E. instead of practicing them x2 / new menu items / larger lunches / increase days off / increase fieldtrips x4 / shorten my bus route / Pizza more often / start school at 9am/later x2/ no swearing / Everything x2 / more hard work to earn fun stuff / more PE / increase # of music days / more toys /

Other comments (*please be specific*): I need to work on handwriting / I have had a good year, improved on reading / Add Art class x2 & cooking class / I have enjoyed this school and feel I learned a lot / I liked my 6th grade teacher better / Teachers would be more aware of the bullying it is a serious problem / more time for reading / need more slides on the playground / NDMA rules / I love NDMA x4 / I like the library / class 305 has too many kids / increase free time / have more fun / I will always be kind and keep my hands to myself / I liked making a gift for my mom /

Thank you! :)

Providing a quality, comprehensive public education within a Montessori context

NDMA Family Satisfaction Survey 2023-2024

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.	38			
2) My child has made friends at New Discoveries Montessori Academy.	38			
3) My child feels safe at New Discoveries Montessori Academy.	38			
4) My child feels safe on the way to and from school.	32	1		Child feels unsafe with kids on back of bus that get into trouble/bullying on the bus
5) My child appreciates his/her teacher.	34	1		
6) My child feels valued and respected by his/her teacher.	34	1	1	sometimes
7) My child appears to be progressing academically.	36			Depends/Bristol has done great with reading this year/
8) My child feels valued and respected by the adults at NDMA.	36			Sometimes/except by Ms. Beth/
9) My child's teacher knows and responds to my child's individual needs.	35	2		Child feels upset when her teachers think she has done something wrong and she doesn't agree, she wants to feel more safe talking that out/most of the time/my son's teachers know him amazingly well/
10) My child's teacher supports and encourages my child's attempts to gain new skills.	35		1	
11) My child's teacher helps to build my child's self-esteem.	35		1	
12) My child's teacher listens to me, respects me as a parent (or guardian) and supports us as a family.	36			Communication is 100% very helpful/

13) School guidelines are stated in a positive way.	36			
14) The atmosphere at New Discoveries Montessori Academy is warm and nurturing.	36			
15) The school staff interacts respectfully with each other.	34	1	1	
16) The director and staff intervene effectively when children misbehave.	33	1	1	I would prefer the school was more strict with the children and not allow so much.
17) Families are informed frequently about school happenings through newsletters, notes and phone calls.	33	1		On the fence w/communication/short notice/Wonderful system to inform families of what is going on/would be nice to know things sooner/
18) I have received information on the school's discipline policy , philosophy, and goals for children.	32	3		Have not received any
19) I feel welcome to visit my child's school at any time.	33			
20) I know whom to go to with my concerns and feel confident that my concerns will be addressed respectfully and promptly.	37			
21) I have been made aware of my child's academic strengths and weaknesses.	37			Needs improvement/
22) My child tells me what is happening at school.	34	2		
23) I am aware of opportunities and feel welcome to volunteer in my child's school.	35	2		I do not usually hear about 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).	32		4	
25) I feel my child is receiving a well-rounded education at New Discoveries Montessori Academy.	37			
26) I would recommend New Discoveries Montessori Academy to other families.	37			

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

14- School/Classroom Newsletter

5- Family Learning Discoveries Events

0 Local Newspaper – Hutch Leader

19- Material brought home by children

1- Friends/Neighbors/Other People

9- NDMA Staff/Teachers

25- e-mail/website/Facebook

1- Mailings

1- Don't know

1- Other _____ text _____

- 2) What kind of school information would you be most interested in? (check all that apply.)
- | | | | |
|-------------------------------|-----------------------------|-----------------------------|----------------------------------|
| 22- How students are doing | 17- Curriculum information | 10- Volunteer opportunities | 10- Special Events |
| 13- Teachers/Teaching methods | 3- Charter Schools | 5- School Board information | 10- Montessori Philosophy/Method |
| 4- Special Education/Title | 14- Afterschool Discoveries | 7- Environmental Education | 1- Other |
- 3) Environmental Stewardship:
- 25- My child knows how to recycle paper, plastic, glass and aluminum.
- 27- We recycle at home.
- 18- My child talks about environmental experiences that happen at school.
- 4) Why did you enroll your child(ren) at New Discoveries Montessori Academy? Wanted something different and it has been a good fit **x8** / alternative to public schools destructive culture, social trends, and failure of teaching systems **x2** / failing at public school / location / older siblings attended **x2** / classroom size **x2** / learning style **x3** / less bullying / employed at the school / personal reasons / safe environment / multi-age classrooms / curriculum / size of school / nice school **x2** / close community **x2** / staff **x2** / kids love it here / teaching style / staff to student ratio / heard good things about the school /
- 5) One thing I like about New Discoveries: Teachers & Staff **x6** / the opportunities given to kids to learn / multi-age classrooms **x3** / loving community / kind people / child is happy even on hard days / Teaching methods **x3** / communication **x2** / family environment **x2** / staff make our kids feel happy and successful **x2** / Staff truly care about students / smaller school / friendly / relaxed environment **x2** / everything **x3** / classroom size **x2** / communication with teachers / updates on academic progress / the front door staying locked /
- 6) One thing I would like to change: Would like to know more about volunteer opportunities / more school spirit / afterschool sports, extracurricular activities **x2** / nothing **x7** / I love NDMA / requirement for winter gear when there is no snow / less homework / afterschool activities for younger kids / teachers reaction to students / be more strict **x2** / more consequences / expand to 12th grade **x3** /

Other Comments (Please be specific): Thank you for helping our kids achieve their goals! / thank you for creating a safe place for my kids /

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

2023-2024

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 of NDMA. **It is very important that we receive your input!** Please check the box that reflects your opinion of the following statements about NDMA. (N/A – please use this column only if not applicable or you do not have enough information to respond.)

	Agree	Disagree	N/A	Comments (Please be specific)
1) I understand that I am employed at New Discoveries under an ‘at-will agreement’ - I can leave or be let go at anytime.	53			
2) NDMA offers me adequate facilities to create a positive learning environment.	49	1	3	Beautiful facility & grounds /
3) I feel valued and appreciated in my work by my colleagues .	49	4		Mostly x2 / Not in PLC mtg / Not this year /
4) I feel valued and appreciated in my work by administration .	49	3		
5) I feel valued and appreciated in my work by parents of the children at NDMA.	45	3	3	Have not developed a rapport /
6) I feel valued and appreciated in my work by the students at NDMA.	52	1		
7) I feel valued and appreciated in my work by the community .	39	2	10	Unknown x3 /
8) I feel valued and appreciated in my work by the NDMA school board .	42	3	7	Unknown x2 /
9) I feel I am provided with sufficient opportunities to grow professionally.	47	2	5	Professional development is encouraged @ NDMA / Teachers not paras / More training /
10) We are adequately meeting the needs of our students.	48	2	2	Always growing / Great job, but room for improvement / Need more support for kids with autism / When we work together / Unknown /
11) I am satisfied with the academic program at NDMA.	48	11	3	Would like to beef up reading / more evidence of Montessori ed / Getting there / With teachers yes / List of curriculum for grade levels / Unknown / Need a band or orchestra / Classrooms should all be on the same page /
12) I think the overall atmosphere within NDMA is beneficial to student learning.	52			Many behaviors interfere in classroom /
13) There is adequate communication between staff and administration .	43	9	1	Communication has improved greatly, always room for improvement x3 / Would like to see weekly updates again, with school wide happenings / Short notice to plans / Great communication / When needed /

14) There is adequate communication between staff and parents.	46	1	6	Feels like we talk all the time /
15) There is adequate communication between staff and the school board.	42	4	8	Minimal communication from board / Unknown x2 / Most staff don't even know what the board does /
16) There is adequate communication among the staff.	44	7	1	Some gossiping, negativity / Unknown x2 / Could work on this /
17) Administration and staff take care of situations when children misbehave or make poor choices.	46	4	2	Dawn & Lisa are amazing / Could improve /
18) I like the multi-age classrooms.	46		5	Offers opportunities for leadership and growth / No / Multi-age w/ SpEd push in creates more chaos / Researched based /
19) I feel that students are learning at NDMA.	51		1	
20) Resources are available to help me accomplish my job and I understand how to access them.	51	3	3	I know who to go to for resources / More training for new employees / I have my own /
21) The school building and grounds are well maintained.	47	1		Tim does a great job / Very Nice / Playground needs wood chips badly /
22) I recycle at school.	53			
23) I recycle at home.	48	2	2	
24) Students and staff actively engage in recycling.	53			
25) I would recommend New Discoveries Montessori Academy to other families.	50	1		

NEEDS ASSESSMENT:

- 1) In your opinion, what needs to be improved to increase student achievement at NDMA? Reading instruction aligned to current science / Consistent and enforced curriculum throughout each grade level x6 / Consistent expectations x2 / Knowledge about grade level your students will advance to / Data driven interventions x2 / Classroom management x2 in lower levels / Develop common curricular practices in CH & E1 that align with vertical progression / Students are achieving and life skills cannot be measured by a number on a test / Nothing x2 / Phonics / More classroom staff / Staff are great at reflecting on strengths and needs to improve their practice / Decrease behaviors for better learning x2 / Follow IEP and move kids off / Better Para training / NDMA is very accommodating to students and families / Teaching by grade level / Attendance x4 / Student accountability regarding schoolwork / Smaller class sizes / Support for students with Autism / Level 2 behavior support / Parent accountability x2 / Increase parent involvement at home / Tough love / Volunteers to help children at home / More focused 1 – 1 time for students that need it / Increase prep time x2 / Put someone in charge of academics / Teaching kids self-positively and worth / Continue effort with character strong / Calming room for students /
- 2) What are your most urgent professional development needs? Teaching diverse learners to read remediate dyslexia / UFLI / Core training throughout the year to keep all classrooms using it and comfortable with it / Behavior plan with consistent expectations and consequences / Mental health / Assessments / SEL / Interventions x2 / Reading / None x9 / Staff are open to Developmental trauma training I am involved in / Prep & work time / Rest / Tech / Curriculum alignment x2 / Classroom management / Offer free professional development at school / Continued Montessori training / Continued science of reading training / Developing student plans / How to approach behaviors / More information regarding IEPs for students / Make room for learning materials / ASD training & instruction / DCD programming / Increase job training / Teach staff to debate without arguing / Increase communication skills / Computer so I can print without asking teachers / Montessori knowledge & skills / More SpEd support for E3 /

- 3) One thing I like about New Discoveries Montessori Academy: I fill a need for the community / Mult-age classrooms x4 / Student, staff, family relationships / We embrace all children / Collectively provide a safe, loving and learning environment x7 / Comfort with staff / I know who to ask for help / Family atmosphere x2 / Flexibility x3 / Friendships with co-workers x5 / Positive work environment x8 / Community feeling x4 / My room team x4 / Strong SpEd program x2 / Administration x6 / Small environment x4 / Word of the month w/ assembly / Recycling / Sincere effort by staff x2 / STUDENTS x2 / Co- Teaching / Small group lessons / Hands on materials / Practical life / Open communication / All of it /
- 4) One thing I would like to change: Decrease staff negativity x4 / Increase pay and benefits x6 / Grace and courtesy would be shown always / Pay out PTO / Interactions with kids prior to hiring / Communication x3 / Decrease behavior x2 / Increase compliance / Increase teacher accountability / Add ASD program / Daily listing of announcements and happenings / Move the laundry area / Increased parent accountability / Office with natural light / Increased positive recognition & training for teaching partners / Return to 10 sick days / Improve attendance / Improve playground safety / Pay attention to who is not pulling their weight at work and act accordingly / More emphasis on teaching the whole child / Increase staff check-ins for needs/support / Nothing x6 / Hire more help for behaviors level 3 staff always busy /

Other comments (Please be specific):

NDMA is a great place to work! / Great year x2, blessed to work at NDMA / great staff, students & families / Follow through on PSP forms / Leave successful teams together, starting over is such a setback /

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NDMA Community Satisfaction Survey 2023-2024

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

	Agree	Disagree	N/A	Comments (Please be specific)
1) New Discoveries Montessori Academy is an asset to the Hutchinson area.	12		1	
2) I would send my child or tell others to send their child to New Discoveries.	9	1	4	
3) I feel welcome to visit New Discoveries.	12		1	
4) The staff members of New Discoveries are friendly and helpful.	12			
5) New Discoveries communicates effectively with the community.	8		5	
6) NDMA is providing a quality education for children.	11		2	
7) The NDMA students that I meet are well-mannered, respectful and behave appropriately.	7	2	2	
8) I am informed about what is going on at New Discoveries Montessori Academy.	7		4	
9) My most recent experience with NDMA was positive.	13			
10) I support the Mission/Vision of New Discoveries Montessori Academy.	11		2	

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? Mental Health services onsite / Parent education opportunities / Skills worker onsite / Acc Driver / None / Community garden (fresh fruit & veggies) / Community service / fieldtrips / concerts / art/ after school programs / Student van driver / Numerous fieldtrips / I work in transportation /
- 2) What types of needs or activities in community service do you think would be valuable for NDMA to explore? Continue with family activities that build community and connection in Hutchinson / Fundraiser for sanctuary in Hutchinson / Youth sports / Exploratory Terms / God & country / Visiting senior living centers / Volunteer – Feed my starving children as a fieldtrip / Older kids could take part in Career day at public school /

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

2- Local Newspaper – Hutch Leader

☐ Friends/Neighbors/Other People

3- e-mail/website

☐ Other _____

☐ Classroom Newsletter

☐ Material brought home by children

8- NDMA Staff/Teachers

☐ Mailings

☐ Don't know

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

2- How students are doing/Student Progress

☐ Volunteer opportunities

1- Teachers/Teaching methods

☐ School Board information

☐ Other _____

2- Curriculum information

3- Special Events

☐ Charter Schools

1- Montessori Philosophy/Method

5- Don't know

5) In your opinion, what needs to be improved at NDMA? Add Afterschool activities & sports / Mental health education for students / Nothing / Improve communication with transportation service / Parental involvement /

6) What do you value and like about NDMA? Friendly Staff **x5** / Positive environment / Great alternative school **x2** / Faith based learning / Teachers seem well respected / Well staffed / The kids get a real chance at life, they might not have in public school / Helpful staff **x2** / How staff care about the kids /

Other Comments (Please be specific): I recommend this school to clients and others /

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

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

Thank you for taking the time to complete this survey! The results will be used to help us better serve our students. We appreciate your comments! :)

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May 2024 – All School Photo

New Discoveries Montessori Academy
FY24 Annual Report and World's Best Workforce Report Amendment

Professional development training of administrators

Q-Comp Annual Report

Education Effectiveness Practices

 Gifted & Talented, Early Admission

 Review and evaluation of instruction and curriculum

 Student access to effective teachers and equitable representation

 Culturally Sustaining Learning and Work Environments

Teacher professional development activities

Executive Director Evaluation – 23-24

Submitted by Kirsten Kinzler

02.10.23

NDMA Executive Director Professional Development Activities – 2023-2024

07.06.23 Professional Coaching with Jane and Special Education Coordinator (1 hour)

07.11.23 MACS Weekly Charter School Administrators Support Call (1 hour)

07.17.23 Social Emotional Training – Character Strong (3 hours)

07.18.23 Instructional Leadership Team (1.5 hours)

07.19.23 PELSB Information Session (1 hour)

07.20.23 ESY Planning Meeting (2 hours)

07.26.23 Moving Special Education from Reactive to Proactive | edWebinar (1 hour)

08.07.23 Social Emotional Training – Character Strong (3 hours)

08.07.23 Instructional Leadership Team (1.5 hours)

08.08.23 MACS Weekly Charter School Administrators Support Call (1 hour)

08.08.23 NAMI Question, Persuade, Refer (QPR) - Suicide Prevention Training (1.5 hours)

08.10.23 OW Cruz-Guzman Case Update – Ciresi Walburn Foundation (1 hour)

08.10.23 PELSB Information Session (1 hour)

08.10.23 Principal Listening & Networking with Ann Mitchell (1 hour)

08.11.23 August 2023 Special Education Directors' Forum (2 hours)

08.11.23 SPED Teacher Pipeline Program Grant, Educator Effectiveness Unit (1 hour)

08.16.23 MDE Finance - Enrollment Projections – A Guide for Charter Schools (1 hour)

08.22.23 MACS Weekly Charter School Administrators Support Call (1 hour)

08.28.23 McLeod County Truancy Meeting (1 hour)

08.28.23 Professional Coaching with Jane (0.5 hour)

09.07.23 Professional Coaching with Jane (1 hour)

09.07.23 PLC Planning Meeting (1 hour)

09.12.23 Professional Coaching with Jane and Bess – NDMA Professional Development Plan (1 hour)

09.12.23 Webinar: Fearless Schools, Douglas B. Reeves (1 hour)

09.13.23 Frontline - EEM Teacher Evaluation Training Meeting (2 hours)

09.14.23 PELSB Information Session (1 hour)

09.15.23 Title/MEGS Application Assistance and Training: Waeffler, Alicia (MDE) (1 hour)

09.19.23 MACS Weekly Charter School Administrators Support Call (1 hour)

09.21.23 Professional Coaching with Jane (1 hour)

09.26.23 LETRS Webcast with Dr. Lucy Paulson: Raising Achievement for Emerging Readers (2 hours)

09.26.23 MACS Weekly Charter School Administrators Support Call (1 hour)

09.28.23 MACS Legislative Updates and Annual Meeting (5 hours)

10.03.25 MACS Weekly Charter School Administrators Support Call (1 hour)

10.03.25 Professional Coaching with Jane and Bess (2.5 hours)

10.05.23 SpEd Forms: Thursday at Three (1 hour)

10.10.23 MACS Weekly Charter School Administrators Support Call (1 hour)

10.12.23 Character Strong Webinar: 5 Ways to Get School Discipline Right (1 hour)

10.17.23 MACS Weekly Charter School Administrators Support Call (1 hour)

10.24.23 MACS Weekly Charter School Administrators Support Call (1 hour)

10.26.23 SpEd Forms: Thursday at Three (1 hour)

10.31.23 MACS Weekly Charter School Administrators Support Call (1 hour)

11.01.23 SpEd Forms MA Training Session (1 hour)

11.03.23 NDMA Professional Development Day – Student Behavior and Discipline (4 hours)

11.06.23 MDE - NDMA Title Revisions in MEGS (1 hour)

11.07.23 MACS Charter School Administrators Meeting (4 hours)

11.13.23 All Things Montessori with Montessori Mentor Collaboration and Planning (1 hour)

11.14.23 MACS Weekly Charter School Administrators Support Call (1 hour)

11.16.23 OW School Leader Community of Practice | 2023 New Statutory Requirements (1 hour)

11.16.23 PELSB Information Session (1 hour)

11.27.23 Instructional Leadership Team (1.5 hours)

11.28.23 MACS Weekly Charter School Administrators Support Call (1 hour)

11.29.23 MDE Refugee & Immigrant Education Network Meeting #2 (1 hour)

11.30.23 ASD Evidence-Based Practices/Collaboration Across School (1 hour)

12.05.23 MACS Weekly Charter School Administrators Support Call (1 hour)

12.08.23 2023 Special Education Directors' Forum (2 hours)

12.12.23 The Danielson Group EdTalk: Improving Classroom Observations (1 hour)

12.14.23 MACS Public Policy Forum (2.5 hours)

12.14.23 PELSB Information Session (1 hour)

12.19.23 Instructional Leadership Team (1.5 hours)

01.05.24 Professional Coaching with Jane & Bess (1 hour)

01.09.24 MACS Weekly Charter School Administrators Support Call (1 hour)

01.10.24 EdWeek Webinar: How School Leaders Can Build Emotional Intelligence

01.11.24 Collaborative Problem-Solving, Ross Green Day 1 (8 hours)

01.12.24 Collaborative Problem-Solving, Ross Green Day 2 (8 hours)

01.16.24 MACS Weekly Charter School Administrators Support Call (1 hour)

01.18.24 School Leader Community of Practice, Osprey Wilds (1 hour)

01.22.24 JMC Training – Progress Reports (1 hour)

01.23.24 Minnesota READ Act Curricular Resources District and Charter School Guidance (1 hour)

01.23.24 Instructional Leadership Team (1.5 hours)

01.24.24 MDE HQCS Meeting - School Engagement (0.5 hour)

01.24.24 Better Lives Webinar: Addressing the Teacher Shortage (1 hour)

01.25.24 OW CSD EE Networking (2 hours)

01.30.24 MACS Weekly Charter School Administrators Support Call (1 hour)

01.30.24 Principal Listening Session, Ann Mitchell (1 hour)

02.01.24 MACS Winter 2024 Charter School Administrators Meeting (2 hours)

02.01.24 What's Coming with Character Strong in 2024 (1 hour)

02.05.24 Frontline Training (1 hour)

02.06.24 EdAllies 2024 Session Kick-Off (1.5 hours)

02.08.24 PELSB Information Session (1 hour)

02.09.24 Professional Coaching with Jane (1 hour)

02.13.24 MACS Weekly Charter School Administrators Support Call (1 hour)

02.14.24 NASP-National Association of School Psychologists Conference (8 hours)

02.15.24 NASP-National Association of School Psychologists Conference (8 hours)

02.20.24 MACS Weekly Charter School Administrators Support Call (1 hour)

02.22.24 MACS Meeting: Read Act Update and Q&A, MDE Julie Novak (1 hour)

02.22.24 SWWC: Special Education Teacher Pipeline Grant (1 hour)

02.26.24 Professional Coaching with Jane (1 hour)

02.27.24 CGMS: How to Train and Support New Faculty the Montessori Way (0.75 hour)

03.05.24 MACS Weekly Charter School Administrators Support Call (1 hour)

03.05.24 Information Session for Continuing Education Committees, PELSB 1.5 hours)

03.07.24 PELSB Information Session (1 hour)

03.12.24 MACS Weekly Charter School Administrators Support Call (1 hour)

03.15.24 MACS Legislative Session Weekly Update (0.25 hour)

03.15.24 Minnesota READ Act Open Office Hours (1 hour)

03.19.24 MACS Weekly Charter School Administrators Support Call (1 hour)

03.19.24 Instructional Leadership Team (1.5 hours)

03.19.24 Building Your School Budget, OW David Greenberg (1.5 hours)

03.21.24 SRSA (REAP) Application Webinar (1 hour)

03.27.24 Webinar: Deep Change Leadership, Douglas B. Reeves (1 hour)

04.02.24 MACS Weekly Charter School Administrators Support Call (1 hour)

04.04.24 Creative Planning Budget Planning, Dustin Reeves (1 hour)

04.08.24 Community Brainstorm: Local News in Hutchinson (1.5 hours)

04.09.24 MACS Weekly Charter School Administrators Support Call (1 hour)

04.10.24 MDE READ Act Local Literacy Plan Submission Overview (0.75 hour)

04.12.24 Professional Coaching with Jane (0.5 hour)

04.16.24 MACS Weekly Charter School Administrators Support Call (1 hour)

04.16.24 Instructional Leadership Team (1.5 hours)

04.17.24 MACS Office Hours: Staffing & Organizational Structures (1.5 hours)

04.18.24 MACS Charter School Administrators Meeting (4.5 hours)

04.23.24 MACS Weekly Charter School Administrators Support Call (1 hour)

04.23.24 OW Leaders Retreat Spring Share (1 hour)

04.24.24 Professional Coaching with Jane (1 hour)

04.29.24 MDE Webinar: Title I-A Targeted Assistance Review Orientation-Option 1 (1 hour)

04.30.24 MACS Weekly Charter School Administrators Support Call (1 hour)

04.30.24 MDE Webinar: Title I-A Targeted Assistance Review Orientation-Option 2 (1 hour)

04.30.24 Principal Listening Session, Ann Mitchell (1 hour)

05.03.24 Professional Coaching with Jane (1 hour)

05.03.24 NDMA Strategic Planning – All Staff (3 hours)

05.06.24 Montessori Monday Training and Collaboration (1 hour)

05.07.24 MACS Weekly Charter School Administrators Support Call (1 hour)

05.13.24 EdWebinars: Attendance Matters: Tackling Chronic Absenteeism Together (1 hour)

05.14.24 PELSB Information Session on Statewide Job Board (1 hour)

05.21.24 MACS Weekly Charter School Administrators Support Call (1 hour)

05.28.24 MACS Weekly Charter School Administrators Support Call (1 hour)

05.30.24 Instructional Leadership Team (1.5 hours)

05.31.24 MACS Legislative Session Weekly Update (0.25 hour)

06.0.24 MACS Weekly Charter School Administrators Support Call (1 hour)

06.17.24 Instructional Leadership Team (2 hours)

06.21.24 Meeting with Tammy Pulver, Director of Special Education (2 hours)

06.25.24 MARSS University 203, Pupil Transportation Annual Report/TRS Reporting System (1 hour)

06.25.24 MACS Weekly Charter School Administrators Support Call (1 hour)

Q Comp Annual Report 2023-2024

New Discoveries Montessori Academy

Core Component: Career Advancement Options

Implementation

Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)?

The teacher leader positions that were implemented this year are the same as those outlined in the approved plan with the exception of the addition of one special education lead position. It was determined that due to the total number of special education teachers (11) and the number that are either Tier 2/Out of Field placements or in their first three years of teaching (6), that the special education team needed two mentors.

If no, please explain what changes have occurred and why?

Impact

How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction?

The CH, E1, E2 and E3 teacher leaders led weekly Professional Learning Communities (PLCs). One of the Special Education teacher leaders and Montessori coach also participated in monthly Instructional Leadership Team (ILT) meetings. The Montessori coach worked closely with the Children's House team to increase the usage and understanding of Montessori materials and principles at that grade-level. The Special Education mentors provided coaching, worked with a student teacher, and began developing a more comprehensive coaching plan for very inexperienced teachers. The Montessori coach also participated in weekly meetings with the Executive Director discussing the integration of Montessori with state standards and mentorship opportunities.

How did the work of teacher leaders impact student achievement?

It is difficult to assess how the work of the teacher leaders impacted student achievement.

Review Findings

How did the training teacher leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?

The training teacher leaders received equipped them to fulfill their responsibilities as evidenced through their work in PLCs, ILT meetings, teacher observations and coaching conversations.

What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members?

The teacher evaluations indicate that the teacher leaders have had a positive impact on their peers' work.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher leadership?

The Instructional Leadership Team will discuss the findings to determine the effectiveness of the teacher learning.

Core Component: Job-embedded Professional Development

Implementation

Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

The learning teams are configured and meetings are conducted as outlined in the approved plan.

If no, please explain the changes that have occurred and why?

Impact

How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction?

Teacher learning from learning teams and other job-embedded professional development activities impacted classroom instruction in several ways. More Montessori materials were distributed and used throughout grade levels than in previous years. Teachers have begun implementing more evidenced-based instruction in their classrooms. There has been a significant amount of work done to increase consistency of instruction within each grade level.

How did teacher learning from learning teams and other job-embedded professional development impact student achievement?

The spring NWEA data indicates that the teacher learning is maintaining student achievement levels.

Review Findings

How did the sites or learning teams identify needs and instructional strategies to increase student achievement?

Learning teams identified needs and instructional strategies through their review and scrutiny of student assessment data.

How did learning teams use data and implement the selected instructional strategies and follow-up on implementation?

Teacher leaders discussed student assessment data, instructional strategies and implementation in their ILT meetings and then followed up with conversations within PLC meetings.

Recommendations

How will the district use the review findings to improve the effectiveness of job-embedded professional development?

The Instructional Leadership Team has reflected and determined that the focus over the next few years should be on the PLC groups and how to help the leaders and the group members get the most out of the professional learning time. There are growth opportunities in the areas of data analysis, conflict management, and curriculum design.

Core Component: Teacher Evaluation

Implementation

Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Licensed staff were observed and evaluated only one time. This was our first year of using Frontline as an evaluation management tool and we focused on helping staff navigate how to utilize the tool.

If no, please explain the changes that have occurred and why?

Impact

What impact did the observation/evaluation process, including coaching, have on classroom instruction?

Coaching conversations led to increased use of evidence-based instructional strategies and improved teacher-student relationships.

What impact did the observation/evaluation process, including coaching, have on student achievement?

The spring NWEA data indicates that the evaluation process is maintaining student achievement levels.

Review Findings

How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?

Post-observation conferences provided rich opportunities for constructive self-reflection, much of which influenced improved instructional practices.

How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members?

All instructional staff members and administrators shared the same rubric, process and training relative to the observations/evaluation process.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher evaluation?

The Instructional Leadership Team has discussed wanting to update our rubric and evaluation system. A committee will be formed to lead this effort. The evaluation system will need to be updated by the beginning of next year to incorporate culturally responsive practices as well.

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

The performance pay amounts and standards are the same as outlined in the approved plan.

If no, please explain the changes that have occurred and why?

Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

The salary schedule movement and base salary increase is based on the same measure of performance as outlined in the approved plan.

If no, please explain the changes that have occurred and why?

Impact

What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? %

None of the eligible teachers met the standard to earn performance pay for the measure of student achievement.

What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? %

88% of eligible teachers achieved an average of 85% or better through this year's observation/evaluation process. 76% of eligible teachers achieved an average of 92% or better!

What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? %

NA

What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? %

NA

Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)?

NA

If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area? %

What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? %

NA

What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? %

NA

What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? %

NA

Recommendations

How will the district use the data to improve the effectiveness of this core component?

The Instructional Leadership Team will discuss the findings to determine the effectiveness of the performance pay system.

General Program Impact and Recommendations

What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program?

The greatest instructional impact as a result of implementing QComp has been greater consistency within grade levels.

What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?

NDMA has noted consistent individual student growth because of the work of the teacher leaders and all instructional staff have done through QComp.

How will the district use the review findings to improve the overall effectiveness of the program?

The Instructional Leadership Team will discuss the findings to determine the effectiveness of the QComp program.

Educational Effectiveness Practices – Additional Information

Identification and Acceleration of Gifted and Talented Students & Early Admission Procedures

NDMA employs a multi-faceted approach to identifying and serving students who demonstrate advanced academic abilities. The school ensures early identification, differentiation, and acceleration options for gifted learners through a structured Gifted & Talented (GT) and Acceleration Program, as outlined in Board Policy 590P.

Identification Process for Gifted and Talented Students

Students eligible for advanced learning opportunities are identified using multiple data sources, including:

- Standardized assessments (NWEA-MAP, FAST) to identify students performing significantly above grade level.
- Teacher observations and referrals, based on academic performance, creativity, problem-solving abilities, and leadership skills.
- Work samples and performance tasks to assess depth of understanding and readiness for acceleration.
- Parent and student input to ensure a complete evaluation.

Acceleration Options

Once identified, students may receive targeted instructional differentiation through:

- Subject-Specific Acceleration: Students work ahead in specific subjects (e.g., math, reading) while remaining with their peer group for other areas.
- Independent Study & Enrichment: Students engage in research projects, exploratory learning, and additional Montessori-based challenges.
- Students may be considered for whole grade acceleration only if the following can be clearly demonstrated and confirmed.
 - Academic achievement in all areas of the curriculum
 - Intellectual ability
 - Social and emotional maturity
 - Persistence and motivation
 - Whole grade acceleration is determined to be in the best interest of the student

Early Admission Procedures (Kindergarten)

Consistent with our Early Entrance Policy 591P, NDMA follows a structured process to assess early admission candidates, including:

- Kindergarten Readiness Screening, evaluating cognitive, social, and emotional development.
- Teacher and Administrator Review of student performance in pre-kindergarten settings.
- Parent Consultation & Observation, ensuring early admission is appropriate for long-term success.

Periodic Review and Evaluation of Instruction & Curriculum Effectiveness

NDMA maintains a structured, data-driven approach to reviewing and evaluating instructional effectiveness, ensuring that best practices, student outcomes, and teacher performance are consistently assessed.

Regular Curriculum Review Process

- Weekly Professional Learning Communities (PLCs): Teachers analyze student data, discuss instructional strategies, and refine lesson plans.
- Monthly Instructional Leadership Team (ILT) Meetings: Led by administration and lead teachers, ILT meetings focus on school-wide instructional trends and effectiveness.
- Annual Curriculum Review: The school reviews standards alignment, instructional resources, and assessment outcomes to ensure continuous improvement.

Principal & Teacher Evaluations

- Administrator Evaluations: The NDMA Administrator is evaluated annually by the school board using a framework aligned with the NDMA Core Values of Dynamic Leadership, Intentional Interdependence, Exemplary Montessori Principles and Measurable Accountability. (Evaluation attached.)
- Teacher Evaluations: NDMA implements a Q-Comp-based teacher evaluation process, incorporating:
 - Pre- and post-observations, focusing on lesson design, student engagement, and instructional effectiveness.
 - Walkthrough evaluations, conducted by administration and mentor teachers.
 - Mentoring opportunities as the need arises.
 - Corrective Action Plans (if necessary), with targeted interventions for struggling teachers.

Access to Effective Teachers & Equitable Representation

While NDMA's current student population is 84% white, the school is committed to ensuring students have access to highly qualified educators. NDMA's recruitment efforts include:

- Posting openings on EdPost and the MN Job Board, reaching diverse candidates statewide.
- Equitable hiring practices, ensuring candidates from underrepresented backgrounds are encouraged to apply.
- Ongoing professional development on cultural competency, equipping teachers to create an inclusive classroom environment.

Education Effectiveness Practices: High-Quality, Culturally Sustaining, and Antiracist Curriculum

NDMA integrates rigorous, accurate, and culturally sustaining instructional practices by:

- Ensuring the curriculum reflects global perspectives, incorporating diverse voices, histories, and experiences.
- Using Culturally Responsive Literacy Resources, selecting books and materials that affirm diverse identities.

- Embedding technology in instruction, including:
 - 1:1 Chromebook access for all students.
 - Use of Interactive Smart Boards, Google Classroom, IXL, and Reading A-Z, among other web-based programs to support differentiated instruction.

Culturally Sustaining Learning & Work Environments

NDMA is dedicated to fostering an affirming, positive, and inclusive school environment for students, families, and staff. This commitment is reflected in culturally responsive teaching practices, trauma-informed strategies, and strong family and community engagement. Teachers employ trauma-sensitive and restorative practices to support the whole child, ensuring that social-emotional well-being is prioritized alongside academic growth. The school integrates CharacterStrong SEL and Responsive Classroom strategies to promote respect, empathy, and equity-based interactions in every classroom. Multicultural perspectives are embedded into the curriculum through cultural celebrations, classroom events, and student projects, enriching students' understanding of diverse backgrounds. NDMA also prioritizes family and community engagement by providing regular communication, resources, and workshops to support families as opportunities arise. Parents and students are actively involved in decision-making processes, with families invited to provide input on curriculum and school policies. Additionally, all stakeholders—including students, families, community members, and staff—are encouraged to participate in the annual end-of-year satisfaction survey to guide continuous improvement efforts.

NDMA remains committed to ongoing assessment, instructional excellence, and inclusive practices that ensure all students receive a high-quality, affirming education.

NDMA Teacher Professional Development Activities – 2023-2024

08.14.23 Co-Teaching in the classroom at NDMA, Part 1 (2 hours)

08.14.23 Montessori Principles (0.5 hour)

08.14.23 Character Strong – Schoolwide SEL Program (1 hour)

08.14.23 Behavior management at NDMA – Collaborative Problem-Solving Plan (1.5 hours)

08.15.23 Health Office, OSHA and Basic First Aid (0.5 hours)

08.15.23 Co-Teaching in the classroom at NDMA, Part 2 (1.5 hours)

08.16.23 Paras as Co-Teachers (1 hour)

08.16.23 Differentiation in the Classroom (1.5 hours)

09.29.23 Environmental Education and SEL (0.5 hours)

09.29.23 UFLI and Articulation – Letter and Sounds/Articulation (1 hour)

09.23.24 Leadership Development – School Culture & Climate (1.5 hours)

11.03.23 Naloxone Training (0.5 hours)

11.03.23 Behavior Scenarios and Resolution (1.5 hours)

01.19.24 UFLI Training with CH/EI Classroom Teachers (2 hours)

02.21.24 Reading Comprehension Framework (2 hours)

Montessori Mondays – Montessori Training and Discussion on Mondays with Lead Montessori Teacher (20 hours)

CPI – Crisis Prevention and Intervention Renewal Training (4 hours)

Suicide Prevention (on their own) (1 hour)

ELL – English Language Learners Training (on their own) (1 hour)

Academic Interventions – Reading & Math with ASCEND (1 hour)

New Discoveries Montessori Academy

Executive Director Performance Review

The Executive Director evaluation is to be completed yearly and accepted by the Board of Directors prior to July 1 of the current fiscal year. Portions of the evaluation will involve 360 degree input from Board members and school staff. The Board of Director's designated representatives will administer the evaluation process.

Individual Ratings:

5—Exemplary Impact	(Performance impact is beyond expectations.)
4—Proficient Impact	(Performance impact is in compliance with expectations.)
3—Average Impact	(Performance impact is at mediocrity level.)
2—Questionable Impact	(Performance impact is below standard of expectations.)
1—Negative Impact	(Performance impact is disabling to quality progress.)
N/A—Not Applicable	(Not enough information to rate this item.)

Performance Criteria:

The evaluation has two distinct groupings: Goals/Objectives Performance and Core Value Performance. These two groupings will blend into the total evaluation process with a weight factor of

Goals/Objectives	40%	Evaluation by Board of Directors
Core Values	60% (15% per core value)	360 degree evaluation

Final interpretations of the Director of Operations' evaluation will culminate in a Summary Report and a Fiscal Year Professional Development Plan. Both will be approved by the Board of Directors by formal action at either their regularly scheduled meeting or a special meeting called for this purpose.

Kirsten Kinzler is the Executive Director for the 2023-24 fiscal year. This instrument is used to evaluate Ms. Kinzler's performance in multiple areas – whether she performs the responsibilities directly or oversees them through delegation. The Board is seeking as much feedback as appropriate to conduct as thorough an evaluation as possible. Clarifying comments in addition to the ratings of each item aid in achieving this goal. Additionally, please rate N/A any of the items you feel that you do not have enough information on which to provide feedback.

Thank you in advance for taking time to contribute to this evaluation process.

1.0 GOAL ACHIEVEMENT (40%): Evaluation conducted by the Board of Directors

Goal #_1_:

The Executive Director will facilitate improvement of both the Middle School classroom environment/culture and the academic progress of the program.

- a. The Middle School team will meet prior to August to review the past year, brainstorm and plan for the 23-24 school year.
- b. Weekly meetings with the Middle School team will occur throughout the year.

The Middle School team met on several dates in August and September to do some pre-planning for the middle school program. A licensed teacher was added to the team and division of duties was planned out. There will only be one classroom of Middle School this year due to enrollment.

In January, the team met to make some necessary school staffing changes. The newly hired licensed teacher was moved from Middle School to Children's House to fill a teacher vacancy in Ash. Academic subject areas were redistributed among the remaining Co-teacher team.

Rating: _____

5	4	3	2	1	N/A
Exemplary Impact	Proficient Impact	Average Impact	Questionable Impact	Negative Impact	Not Enough Information

Board Comments:

Goal #_2_:

The Executive Director will divide and delegate the duties of the former Director of Curriculum and Instruction among herself and other staff while maintaining a high level of fidelity to the curriculum, instruction, and assessment standards at NDMA.

- a. Reassign the academic technology pieces to staff members.
- b. Develop a Professional Development Plan with the Special Education Coordinator for all staff.

I met with the Special Ed Coordinator in July/August to discuss assisting with the professional development needs of the NDMA Staff. A Professional Development Plan was created for the year and is being followed.

Curriculum technology areas have been redistributed among licensed staff and myself to update data and assist with staff questions (IXL, NWEA, FAST, Reading A-Z, etc.)

A licensed teacher offered to assist with the Environmental Education program at NDMA and has been integral at strengthening our compost/recycling program.

Rating: _____

5	4	3	2	1	N/A
Exemplary Impact	Proficient Impact	Average Impact	Questionable Impact	Negative Impact	Not Enough Information

Board Comments:

2.0 Dynamic Leadership (15%):

Rating: _____

5	4	3	2	1	N/A
Exemplary Impact	Proficient Impact	Average Impact	Questionable Impact	Negative Impact	Not Enough Information

2.01—Board Collaboration

- _____ Recommends to the Board alternative solutions and probable consequences;
- _____ Give Board members complete and accurate explanations of issues;
- _____ Provides on-going orientation and growth development for Board members.

Comment:

2.02—Policy Management

- _____ Complies consistently with existing policies;
- _____ Displays understanding of policies when making recommendations;
- _____ Provides leadership to policy modification and development.

Comment:

2.03—Administrative Effectiveness

- _____ Grants effective empowerment to others who make decisions on his/her behalf;
- _____ Demonstrates planning to minimize crisis management;
- _____ Implements an organizational structure with clear lines of authority and responsibility.

Comment:

2.04—Budget/Finance Management

- _____ Leads the budget development process in a timely and effective manner;
- _____ Monitors and acts timely on budget and financial issues;
- _____ Plans for the unexpected expenditure with a budgeted emergency reserve.

Comment:

2.05—Instruction/Curriculum/Non-Instructional Leadership

- _____ Demonstrates on-going leadership with instructional and curriculum improvement;
- _____ Provides staff with job-related growth opportunities;
- _____ Challenges and empowers staff to strive for excellence within the organizational vision.

Comment:

3.0 Intentional Interdependence (15%):

Rating: _____

5	4	3	2	1	N/A
Exemplary Impact	Proficient Impact	Average Impact	Questionable Impact	Negative Impact	Not Enough Information

3.01—Board Collaboration

- _____ Represents the Board on operational complaints that are voiced to the Board members;
- _____ Takes Board suggestions as positive input and follows through on implementation;
- _____ Facilitates Board strengths with a focus on enhancing core values and vision.

Comment:

3.02—Policy Management

- _____ Obtains input from appropriate sources before recommending policy;
- _____ Communicates policy effectively to staff, Board, and community;
- _____ Participates and supports recommendations of the Board Policy/Governance Committee.

Comment:

3.03—Administrative Effectiveness

- _____ Works diligently with staff, parents, and community to generate ownership and support;
- _____ Displays controlled emotions in his/her professional relationship with people;
- _____ Communicates effectively to all stakeholders NDMA's vision and core values.

Comment:

3.04—Budget/Finance Management

- _____ Displays a creative relationship with funding sources in business and community;
- _____ Sustains a positive working relationship with state/federal funding agencies;
- _____ Practices timely communication with staff, parents, and Board on budget planning.

Comment:

3.05—Instruction/Curriculum/Non-Instructional Leadership

- _____ Displays an instructional/curricular expertise that results in support for staff;
- _____ Establishes a facilitative leadership model with staff that generates group synergism;
- _____ Procures parents, business, and community involvement to assist in creating excellence.

Comment:

4.0 Exemplary Montessori Principles (15%):

Rating: _____

5	4	3	2	1	N/A
Exemplary Impact	Proficient Impact	Average Impact	Questionable Impact	Negative Impact	Not Enough Information

4.01—Board Collaboration

- _____ Builds up the Board's awareness with on-going dialog about Montessori Principles;
- _____ Involves Board in the process improvement of achieving State/National standards;
- _____ Articulates the process for student achievement along with outcomes.

Comment:

4.02—Policy Management

- _____ Develops policy to place a high-value on Montessori implementation;
- _____ Designs strategies to integrate State/National outcomes with Montessori principles;
- _____ Creates procedures that insure consistent use of Montessori methods.

Comment:

4.03—Administrative Effectiveness

- _____ Re-enforces instructional efforts that engage children in their learning style;
- _____ Demonstrates a thorough understanding of the Montessori concept;
- _____ Institutes change necessary to ensure effective instructional and assessment practices.

Comment:

4.04—Budget/Finance Management

- _____ Discerns high-impact instructional processes for priority funding;
- _____ Institutes long-term budget planning for equipment, facilities, landscaping and technology;
- _____ Makes timely priority-based financial decisions to maintain instructional integrity.

Comment:

4.05—Instruction/Curriculum/Non-Instructional Leadership

- _____ Demonstrates a keen awareness of Montessori principles and practices;
- _____ Requires a process of benchmarking each child's progress from where they started;
- _____ Maintains a succession plan for staff positions to avoid negative impact on students.

Comment:

5.0 Measurable Accountability (15%):

Rating: _____

5	4	3	2	1	N/A
Exemplary Impact	Proficient Impact	Average Impact	Questionable Impact	Negative Impact	Not Enough Information

5.01—Board Collaboration

- _____ Initiates an annual process of Board of Director's strategic planning;
- _____ Reports to the Board on-going progress on his/her goals;
- _____ Responds to accountability standards imposed by the Board.

Comment:

5.02—Policy Management

- _____ Demonstrates a proactive approach to policy development and implementation;
- _____ Performs within his/her administrative role as defined by Board policy;
- _____ Mentors the Board to achieve its full potential in its role of policy governance.

Comment:

5.03—Administrative Effectiveness

- _____ Makes operational decisions based on NDMA's core values;
- _____ Provides instructional support mechanisms to help staff increase effectiveness;
- _____ Leads by example.

Comment:

5.04—Budget/Finance Management

- _____ Provides financial management that consistently produces EOY positive fund balances;
- _____ Recommends creative ways to reduce cost and increase operational effectiveness;
- _____ Provides an accurate and timely financial reporting system in an understandable format.

Comment:

5.05—Instruction/Curriculum/Non-Instructional Leadership

- _____ Implements a fair and effective means to evaluate staff performance;
- _____ Tracks improved student achievement outcomes under his/her leadership;
- _____ Manages student behavior and discipline effectively.

Comment: