

New Discoveries Montessori Academy
#4161-07
2025-2026
Year 20
Annual Report

Comprehensive Achievement & Civic Readiness (CACR) Strategic Plan

The purpose of this Annual Report is to inform our stakeholders – employees, parents and our community, as well as our authorizer, Osprey Wilds, with a comprehensive description of the educational programs and practices at New Discoveries Montessori Academy during the **2025-2026** school year, our **twentieth** year of operation. This report also includes information for the Comprehensive Achievement and Civic Readiness (CACR) Strategic Plan required in MN Stat. 120B.11.

All school information is disseminated to stakeholders via e-mail, upon request and available on the school website – www.newdiscoveries.org.

Table of Contents

School Information 3

Authorizer Information 4

Implementation of Primary and Additional Statutory Purposes 5

Student Enrollment & Demographics 6

Student Attendance, Attrition & Mobility 7

Educational Approach and Curriculum 8

Innovative Practices & Implementation 16

Academic Performance: Goals & Benchmarks 18

Comprehensive Achievement and Civic Readiness Strategic Plan Report 25

Q-Comp Annual Report 30

Student & Parent Satisfaction 31

Environmental Education 32

Governance and Management 39

Board Annual Training 40

Staffing 44

NDMA Teacher/Teaching Partner Professional Development Activities 48

Operational Performance 49

Finances 52

Future Plans 55

Appendix:

Executive Director Professional Development Activities 58

Strategic Plan 25-26 60

Q-Comp Annual Report 65

Executive Director Evaluation 71

Board Annual Assessment 78

Student Satisfaction Survey 85

Family Satisfaction Survey 87

Staff Satisfaction Survey 89

Community Satisfaction Survey 91

Charter school requirements underlined. MN Stat. 124.E

Comprehensive Achievement and Civic Readiness (CACR) 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, 2028.

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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Osprey Wilds
Environmental Learning Center



Middle School at Wolf Ridge Environmental Learning Center – October 2026

IMPLEMENTATION OF PRIMARY AND ADDITIONAL STATUTORY PURPOSES

Implementation of Primary and Additional Statutory Purposes

Primary Statutory Purpose

The primary purpose of mission-driven charter schools is to improve the learning, achievement, and success of all students. (from our OW/NDMA Contract FY25-FY28)

New Discoveries Montessori Academy (NDMA) is a PreK–8 public charter school committed to improving student learning and achievement through a student-centered educational approach guided by Montessori principles. These principles include individualized learning, hands-on materials, multi-age classrooms, and opportunities for students to develop independence and responsibility.

During the 2025–2026 school year, NDMA continued to use NWEA MAP, FastBridge, classroom assessments, student work, and teacher observations to monitor student progress and guide instruction. Teachers used this information to identify student needs, plan differentiated instruction, and provide additional support or enrichment.

Weekly Professional Learning Community (PLC) meetings and monthly Instructional Leadership Team (ILT) meetings provided opportunities for staff to review student data, discuss instructional practices, and work together to improve student learning.

NDMA also supported students' social-emotional development through Character Strong, SAEBRS screening, positive behavior supports, and the Montessori principles of grace and courtesy.

Additional information regarding student achievement, academic growth, and school improvement efforts is provided in the Academic Performance and CACR sections of this report.

Additional Statutory Purpose: Professional Opportunities for Teachers

NDMA's selected additional statutory purpose is to:
Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

NDMA provides opportunities for teachers to take an active role in instructional planning, professional development, and school-wide decision-making. Through our Q Comp program, Lead Teachers and Mentors support Professional Learning Communities, provide coaching and mentoring, and help guide professional development based on instructional needs.

Teachers also participate in the Instructional Leadership Team (ILT), where they contribute to discussions about curriculum, assessment, instructional practices, and student achievement. NDMA's collaborative teaching model encourages teachers to work together, share ideas, and take responsibility for meeting the needs of students. Teachers have opportunities to make instructional decisions while maintaining alignment with Minnesota academic standards and Montessori principles. These opportunities support professional growth, teacher leadership, and shared responsibility for student learning.

STUDENT ENROLLMENT & DEMOGRAPHICS

ENROLLMENT

	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027 (as of 10.20.26)
PreK 3	6	8	3	5	9
PreK 4	23	22	25	21	22
Kindergarten	29	30	24	24	22
1st Grade	29	28	25	20	23
2nd Grade	27	25	25	25	19
3rd Grade	24	25	23	24	24
4th Grade	25	28	23	24	28
5th Grade	25	17	24	20	29
6th Grade	23	22	15	18	21
7th Grade	18	14	15	14	16
8th Grade	8	9	12	11	12
Total PreK-8	**237**	**228**	**213**	**206**	**226**
Total ADM (Average Daily Membership) for year	**221.16**	**209.28**	**200.62**	**190.71**	

2025-2026 enrollment remained steady around 206 students. During the 25-26 school year, we had 2 children leave NDMA. Transfers in included 13 students that enrolled at NDMA after the first day of school.

DEMOGRAPHICS

48.0% of our student body received special education services and 64.5% of our students qualified for free/reduced lunches. This is significantly greater than that of the local traditional public schools. (District #423 Hutchinson – SpEd 21.5% - F/R 34.7% - although their numbers have also increased.) Source: MN Report Card

	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027 (as of 10.20.26)
Total Enrollment	233	228	213	206	226
Male	123	114	102	107	101
Female	110	114	111	99	125
Special Education	113	86	99	97	96
ELL/LEP	3	2	5	4	3
Black/African American	3	2	2	2	2
Hispanic/Latino	30	24	22	28	29
Asian	3	1	1	1	1
American Indian	1	5	2	2	3
2 or more races	9	3	3	6	6
White	189	193	182	157	159
F/R Lunch	213	137	153	136	129
Homeless	4	2	11	5	5

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

District	# Students	District	# Students
108 – Norwood Young America	1	2159 – BLH Buffalo Lake Hector	8
111 – Watertown Mayer	2	2310 – Sibley East	2
112 – Eastern Carver County Schools	2	2365 – GFW Gibbon Fairfax Winthrop	3
423 – Hutchinson	168	2396 – ACGC Atwater Cosmos Grove City	1
424 – Lester Prairie	0	2687 – HL-W Howard Lake - Waverly	2
465 – Litchfield	5	2859 – GSL Glencoe Silver Lake	20
466 – Dassel Cokato	9		

STUDENT ATTENDANCE, ATTRITION & MOBILITY

STUDENT ATTENDANCE

	2021-22	2022-23	2023-24	2024-25	2025-26
Overall Attendance Rate	90.67%	92.11%	92.7%	92.91%	94.2%

	2021-22	2022-23	2023-24	2024-25	2025-26
Consistent Attendance Percentage	87.9%	61.7%	66.1%	78.2%	81.9%

Source: MDE Report Card

STUDENT ATTRITION | RETENTION

Percentage of students who were continuously enrolled between October 1 of the 2024-2025 school year and October 1 of the 2025-2026 school year.	87.7% 157/179 students

Percentage of students who continue enrollment in the school from Spring 2025 to October 1, 2025.	94.2% 163/173 eligible students

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)
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%
2024-25	27	214	10	4	14	6.54%
2025-26	25	206	13	2	15	7.28%

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

School Calendar/Daily Schedule

Our 2025-2026 school calendar had 163 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 Tuesday, August 26th. Our day begins at 8:15am and is done at 3:00pm. Our last day of school was May 21st.

EDUCATIONAL APPROACH & CURRICULUM

Educational Approach and Curriculum

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

Mission: "Education for Life": To provide children with a quality education that prepares them intellectually, physically, socially, creatively, and emotionally for our changing world and all its joys and challenges.

Educational Program Overview

New Discoveries Montessori Academy (NDMA) offers a multi-age, student-centered educational experience rooted in Montessori principles. While our foundational structure is inspired by the Montessori method, NDMA has integrated other proven instructional approaches to meet the needs of our diverse student population.

Classroom Structure

NDMA's multi-age classrooms foster collaboration, independence, and continuity of learning. Classrooms are organized into the following groupings:

- Children's House (CH): Ages 3–5 (preschool and kindergarten)
- Elementary I (EI): Grades 1–3
- Elementary II (EII): Grades 4–6
- Erdkinder (EIII) (Middle School): Grades 7–8

NDMA's inclusive classroom model brings general education teachers, special education teachers, and teaching partners (paraprofessionals) together to support the academic and social-emotional needs of students. While staffing shortages presented challenges during the 2025–2026 school year, NDMA continued to work collaboratively to provide instruction and support for all students.

Montessori materials are used most consistently in Children's House and Elementary I classrooms. As students progress into Elementary II and Erdkinder, instruction becomes increasingly abstract. While Montessori principles continue to guide classroom culture, instruction is complemented by more traditional curriculum and resources to ensure students are well-prepared for high school and beyond.

Montessori Principles Honored at NDMA

These core Montessori principles guide our approach to instruction, classroom environment, and student engagement:

- Freedom of movement, choice, and repetition
- Learning through interest and curiosity
- Peer collaboration and multi-age grouping
- A prepared environment that supports independence and order
- The teacher as a guide
- Learning in context with real-world application
- Intrinsic motivation as the foundation for engagement

These principles are not isolated ideals—they inform the way we structure our environments, interact with students, support autonomy, and build community. The following examples show how Montessori principles are expressed across all grade levels.

Montessori Principle	Children's House (CH)	Elementary I (EI)	Elementary II (EII)	Erdkinder (EIII)
Freedom of movement, choice, and repetition	Children choose from material shelves, move freely, and repeat works daily.	Students select independent work; flexible seating and pacing encouraged.	Continued choice with larger projects; increasing accountability for managing time.	Weekly schedules with independent work time; student-designed projects.
Learning through interest and curiosity	Works build on children's natural interest (e.g., pouring, puzzles, real-life tasks).	Individual work plans reflect student interests (e.g., research on animals, history).	Students pursue topics that connect to personal interest.	Students find interest-based projects and participate in service learning.
Peer collaboration and multi-age grouping	Older students model and support younger students with work and routines.	Cross-age tutoring and cooperative projects; strong classroom community.	Leadership roles and group presentations; mentor younger students.	Students work in teams for field studies, composting, and school service tasks.
Prepared environment that supports independence	Materials arranged to promote self-direction; lessons given 1:1 or in small groups.	Shelf work, checklists, and teacher conferences support student autonomy.	Organizational systems like binders and planners introduced for self-management.	Students manage individual and group timelines for school work and projects.
The teacher as a guide	Teachers observe and give lessons based on readiness, not age.	Guides redirect when needed but allow exploration and self-correction.	Mini-lessons offered; students encouraged to self-advocate and reflect on progress.	Teachers act as mentors and facilitators; students lead presentations.
Learning in context with real-world application	Practical life tasks mirror home life; gardening, snack prep, and cleanup are integral.	Field trips and nature walks support real-world connections to content.	Cross-curricular projects link science, history, and current events.	Real-world learning through service learning, composting, cooking, and field studies.
Intrinsic motivation as foundation for engagement	Students complete works for joy and pride; no extrinsic rewards.	Students take pride in mastery and sharing work with peers.	Reflection journals and goal setting used to guide progress.	Student-led exhibitions, personal learning goals, and authentic assessments.

A defining feature of NDMA's Montessori approach is our emphasis on Grace and Courtesy. These practices are intentionally taught and reinforced across grade levels to support

peaceful conflict resolution, respectful communication, and the development of a strong, caring community.

Key Program Features

In addition to our core Montessori practices, NDMA offers the following programmatic features to support a comprehensive, inclusive education:

- Preschool (3s and VPK): Tuition-based half-day program for three-year-olds and tuition-free, four-day Voluntary Pre-Kindergarten for four-year-olds. Strong retention from preschool to kindergarten.
- Co-Teaching Model: NDMA's inclusive educational approach emphasizes collaboration between general education teachers, special education teachers, and teaching partners to support differentiated instruction and meet individual student needs.
- Academic Supports: Title I staff, as well as Reading and Math Interventionists, provide targeted support in core areas.
- Specialists: Music, Physical Education, and Library enrich the core curriculum.
- Environmental Education: Integrated throughout the school experience, including composting, recycling, gardening, outdoor classroom, and service learning.

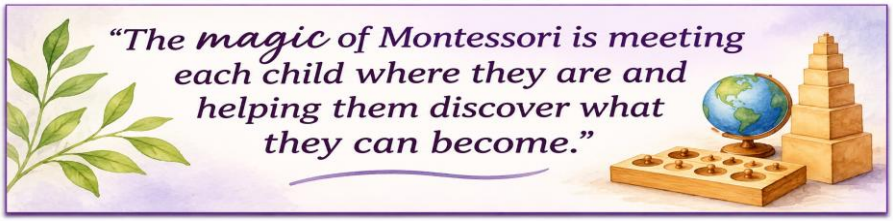
Staffing to meet the NDMA Educational Mission/Vision

At NDMA, our leadership team, comprised of the Executive Director, 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.



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:** NDMA's contracted Director of Special Education, in partnership with the Executive Director, oversees the special education program to ensure compliance with state and federal requirements and support effective programming for students with disabilities. The Executive Director also holds a Special Education Director license.

2. **On-Site Special Education Leadership:** Following the departure of NDMA's Special Education Coordinator, responsibilities were redistributed between the Executive Director and School Psychologist. This returned NDMA to the leadership structure used prior to establishing the coordinator position. Together, they provide support and guidance to special education staff, assist with program coordination, and address day-to-day needs.

3. **School Psychologist:** NDMA employs a full-time School Psychologist who conducts psychological assessments and works closely with the Executive Director to support special education programming. The School Psychologist also helps lead the ASCEND (Academic and Behavior Support Committee for Excellence at New Discoveries) process, which identifies students who may benefit from additional academic or behavioral interventions.

4. **Child Study Process:** Through our ASCEND (child find) process, staff work together to identify students who may need additional academic or behavioral support. Teachers, specialists, and families collaborate to review concerns, determine appropriate interventions, and monitor student progress. When appropriate, students may be referred for a special education evaluation.

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, West Metro Learning Connections, Southwest West Central Cooperative, Steppingstone Therapeutic, Crow River Family Services, Greater Minnesota Family Services, PrairieCare, NorthStar Counselling, Aspire Counselling, and Serenity Counseling. These providers consistently deliver the necessary support and services to our students.

8. **Co-Teacher Model:** NDMA's inclusive educational model emphasizes collaboration between general education teachers, special education teachers, and teaching

partners. While staffing shortages have presented challenges, staff continue to work together to provide differentiated instruction and appropriate supports for students with disabilities.

9. **Early Childhood Special Education Specialist:** We have a specialist who specializes in supporting our early childhood population.

10. **Specialized Professionals:** NDMA's special education team includes 2.5 speech-language therapist positions (1.5 on-site and 1 through teletherapy), a Behavior Interventionist, and approximately 25 special education paraprofessionals (Teaching Partners). These professionals provide important services and support to students throughout the school.

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

At NDMA, our ASCEND (Academic and Behavior Support Committee for Excellence at New Discoveries) process plays an important role in meeting our Child Find responsibilities. Through ASCEND, staff work together to identify students who may need additional academic or behavioral support, including students who may need special education services.

The process brings together teachers, specialists, and administration to review student concerns, assessment results, classroom observations, and interventions. Through these discussions, the team determines appropriate next steps, which may include additional classroom supports, targeted interventions, or consideration of a special education evaluation.

1. **Vision and Hearing Screening:** NDMA conducts vision and hearing screenings in accordance with applicable requirements to identify concerns that may affect student learning.

2. **Preschool Screening:** NDMA works with the local school district to ensure preschool students receive early childhood screening. For students who have not been screened and are unable to access screening through their local district, NDMA conducts the screening. These screenings help identify developmental concerns and determine whether additional evaluation or support may be needed.

3. **Academic Benchmarking:** Students in kindergarten through eighth grade participate in academic benchmarking assessments. Results, along with classroom assessments and teacher observations, help staff identify students who may need additional instruction or support.

4. **Collaborative Meetings:** NDMA staff meet regularly to review student progress, discuss concerns, and determine next steps. These meetings include:
    - **PLC (Professional Learning Community):** Teachers review student data, share instructional strategies, and plan for student needs.
    - **ILT (Instructional Leadership Team):** Teacher leaders and administration review instructional practices, schoolwide data, and opportunities for improvement.
    - **SpEd (Special Education) Meetings:** Special education staff collaborate to address student needs, services, and programming.
    - **ASCEND Meetings:** Team members review academic and behavioral concerns, identify appropriate interventions, monitor student progress, and consider whether a special education evaluation may be needed.

5. **Tiered Interventions:** When students need additional support, ASCEND team members work with classroom teachers to identify appropriate Tier 2 or Tier 3 interventions. Student progress is monitored to determine whether the interventions are effective or need to be adjusted.

6. **Supporting Tier 1 Practices:** ASCEND also supports classroom teachers in strengthening Tier 1 instruction and classroom management practices. The goal is to provide effective instruction and support for all students, while identifying those who may need additional interventions.

7. **Broad Staff Involvement:** NDMA includes staff members with knowledge and experience in academic and behavioral interventions, even when they do not hold formal leadership positions. This allows us to draw on the strengths and expertise of staff throughout the school.

ASCEND provides a consistent process for identifying student needs, coordinating interventions, and determining when a special education evaluation may be appropriate. When a disability is suspected, NDMA follows the required special education referral and evaluation procedures without requiring students to complete interventions first.

Through this collaborative process, we work to identify student needs early and provide appropriate support to help students succeed.

English Learner (EL) Program

New Discoveries Montessori Academy typically serves a small number of students identified as English Learners (ELs), generally five or fewer each year. We are committed to providing the instruction and support these students need to succeed academically and socially.

In 2025, NDMA developed a Language Instruction Educational Program (LIEP) Plan that outlines how we identify, assess, instruct, and monitor English Learners. The plan reflects our Montessori approach by emphasizing individualized instruction, hands-on learning, vocabulary

development, and opportunities for students to practice language skills throughout the school day.

Due to our small number of English Learners and the challenges of recruiting licensed EL teachers, NDMA provides English Language Development (ELD) support through a classroom-based, push-in model. Classroom teachers, with support from administration, incorporate language development strategies into daily instruction, including vocabulary building, visual supports, repetition, and opportunities for speaking, listening, reading, and writing.

NDMA uses the Minnesota Language Survey during enrollment to identify students who may need English language support. Students are screened for English language proficiency as appropriate, and identified English Learners participate in the annual ACCESS assessment. Assessment results help guide instruction, determine appropriate supports, and monitor student progress.

Our LIEP Plan also addresses family communication, staff professional development, and procedures for monitoring students who have exited EL services.

Through this approach, NDMA works to ensure that English Learners have access to classroom instruction while developing the language skills needed for academic success.

Additional Programs
At New Discoveries Montessori Academy, we offer additional programming beyond the regular school day to support students' social, emotional, and academic growth. These programs are designed to engage students in meaningful, hands-on learning experiences that extend the Montessori principles into new settings.

After School Discoveries
During the 2025–2026 school year, NDMA continued to offer After School Discoveries, featuring rotating enrichment groups such as Friendship Group and Cooking Group. Each group meets for one hour after school, one day per week, over a period of 6–8 weeks. This format allows additional students to participate throughout the year and helps build relationships across grade levels.

In Friendship Group, students practice social-emotional skills such as empathy,communication, conflict resolution, and building positive relationships. In Cooking Group, students participate in cooking and baking activities that develop practical life skills, teamwork, and the ability to follow directions.

After School Discoveries programs are offered at no cost to families and are led by NDMA staff who volunteer their time and talents to provide additional learning opportunities for students.

Summer Discoveries
NDMA's Summer Discoveries program provides continued learning opportunities for enrolled students. During the summer of 2026, the program was offered over five consecutive days (Monday–Friday), from 9:00 a.m. to 12:00 p.m. This was a change from our previous schedule due to scheduling considerations.

The program included hands-on activities focused on literacy, math, and environmental education. NDMA teachers and teaching partners led the sessions, with staffing and materials included in the school's annual budget. Families provided transportation, and a small fee was requested to help cover student snacks.

Summer Discoveries was well-attended, and staff appreciated having the program scheduled within one week. The positive feedback gives us a format to consider for future summer programming.

Commitment to Growth
NDMA remains dedicated to providing a quality, comprehensive public education within a Montessori context. As we continue to grow and evolve, our focus remains on student-centered, inclusive practices while preserving the heart of Montessori—respect, independence, and meaningful learning. Our goal is to provide an educational experience that meets the needs of our students and the families we serve.

INNOVATIVE PRACTICES & IMPLEMENTATION
New Discoveries Montessori Academy (NDMA) continues to provide a quality, comprehensive public education within a Montessori context. Our multi-age classrooms, individualized instruction, collaborative teaching approach, and emphasis on grace and courtesy help students develop independence, responsibility, and respect for others. These practices, along with environmental education and character development, are important parts of the NDMA experience.

Key Successes:
During the 2025–2026 school year, NDMA continued to focus on meeting the individual needs of students while maintaining the Montessori principles that guide our educational program.

Our Professional Learning Communities (PLCs), Instructional Leadership Team (ILT), and ASCEND process provided opportunities for staff to collaborate, review student progress, and make instructional decisions based on student needs. These structures also allowed staff to share ideas, address challenges, and work together to improve instruction.

Character education continued to be an important part of our school culture. Through Character Strong and the Montessori principles of grace and courtesy, students were encouraged to demonstrate kindness, responsibility, independence, and respect for others.

Environmental education remained a strong part of the NDMA experience. Students participated in composting, recycling, outdoor learning, and activities that encouraged them to care for their school environment.

Our 5th and 6th grade students participated in a three-day residential environmental education experience at Osprey Wilds, while our 7th and 8th grade students attended a five-day residential experience at Wolf Ridge Environmental Learning Center. These experiences provided opportunities for hands-on learning, teamwork, independence, and a deeper understanding of the natural world.

NDMA also continued to provide learning opportunities beyond the regular school day through After School Discoveries and Summer Discoveries. The Summer Discoveries program

was offered over five consecutive days in 2026, a scheduling change that was well received by staff and families.

Key Challenges and Response:
NDMA continued to experience challenges with recruiting and retaining licensed staff, particularly in special education. Following the departure of our Special Education Coordinator, those responsibilities were reassigned to the Executive Director and School Psychologist, returning to the leadership structure previously used at NDMA.

Staff continued to work collaboratively to meet student needs while maintaining our commitment to inclusive education. Recruiting and retaining qualified staff remains an important priority for NDMA.

Financial sustainability also continued to be a challenge. Rising operational costs, limited increases in facility funding, and the cost of providing services to a student population with significant needs required careful planning and difficult decisions. Throughout the year, NDMA continued to review staffing, enrollment, and operational expenses while working to preserve the educational programming and student supports that are central to our mission.

Strategic Priorities:
NDMA's strategic priorities continue to focus on strong leadership, Montessori principles, academic achievement, financial stability, and meaningful relationships with students, families, and staff.

Our work includes strengthening instructional practices, supporting professional development, maintaining a qualified and committed staff, and making responsible financial decisions that support the long-term sustainability of the school.

As we move forward, NDMA remains committed to providing an educational experience that honors Montessori principles while meeting the academic, social, and emotional needs of our students.







ACADEMIC PERFORMANCE: GOALS & BENCHMARKS

Progress on Osprey Wilds Contractual Academic Goals and CACR Alignment

Ready for Kindergarten [R4K] All students meet school readiness goals.
Achievement Gap Closure [AGC] All racial and economic achievement gaps between students are closed.
Career and College Ready [CCR] All students are career- and college-ready before graduating from high school.
Graduate from High School [GRAD] All students graduate from high school.
Lifelong Learners [LL] All students are prepared to be lifelong learners.

Indicator 1: Mission Related Outcomes

Goal: *Over the period of the contract, students at New Discoveries Montessori Academy (NDMA) will demonstrate positive social-emotional well-being as measured by the SAEBRS teacher rating and mySAEBRS student self-report.*

Measure 1.1: From FY25 to FY27, the aggregate percentage of NDMA students that have a score indicating low or no risk on the SAEBRS teacher rating will be 55% (baseline 52%).

Measure 1.2: From FY25 to FY27, the aggregate percentage of NDMA students that have a score indicating low or no risk on the mySAEBRS self-report rating will be 55% (baseline 57%).

CACR Goal Areas Addressed by this Goal: *Lifelong Learners*

Key Measures & Results for this Goal*: In FY2026, 59.9% of eligible students (100 of 167) received a teacher SAEBRS rating indicating low or no risk.*
On the student mySAEBRS self-report, 68.8% (86 of 125) indicated low or no risk. The FY2025–FY2026 aggregate results were 62.7% and 65.1%, respectively.
Both aggregate results are above the contract's 55% targets.

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.

Goal: *n/a*

CACR Goal Areas Addressed by this Goal: *n/a*

Key Measures & Results for this Goal: *n/a*

Indicator 3: Reading Growth and Progress

Goal: *Over the period of the contract, students at NDMA will demonstrate growth in reading as measured by state accountability tests and nationally normed assessments.*

Measure 3.1 [CCR]: In aggregate, from FY25–FY27, 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.

Measure 3.2 [CCR]: In aggregate, from FY25–FY27, 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.

Measure 3.3 [RG3]: From FY25 to FY27, 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%.

Measure 3.4 [CCR]: From FY25 to FY27, 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%.

CACR Goal Areas Addressed by this Goal: *Career and College Ready*

Key Measures & Results for this Goal:
For NWEA reading, 41.8% of students in grades K–2 (28 of 67) met their fall-to-spring expected growth target, compared with 55.7% in FY2025.
In grades 3–8, 40.2% (43 of 107) met their target, compared with 51.7% in FY2025.
The FY2025–FY2026 aggregate rates were 48.9% for K–2 and 45.4% for grades 3–8, against contractual targets of 50%.
North Star Reading Academic Progress Measure 3.1 is not available due to the transition to the new MCA Reading assessment and will not receive a score.

Indicator 4: Math Growth and Progress

Goal: *Over the period of the contract, students at NDMA will demonstrate growth in math as measured by state accountability tests and nationally normed assessments.*

Measure 4.1 [CCR]: In aggregate, from FY25–FY27, 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.

Measure 4.2 [CCR]: In aggregate, from FY25–FY27, 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.

Measure 4.3 [CCR]: From FY25 to FY27, 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%.

Measure 4.4 [CCR]: From FY25 to FY27, 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%.

CACR Goal Areas Addressed by this Goal: *Career and College Ready*

Key Measures & Results for this Goal:
In FY2026, 46.3% of students in grades K–2 (31 of 67) met their fall-to-spring NWEA math growth target.

In grades 3–8, 37.4% (40 of 107) met their growth target; the contractual target for each group is 50%.
On the North Star math progress measure, 15.2% of students (12 of 79) improved an achievement level.

Indicator 5: Reading Proficiency

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

Effective July 1, 2023, the READ Act replaces the Read Well by Third Grade goal in World's Best Workforce (MN Stat. 120B.12). The legislature seeks to have every child reading at or above grade level every year, beginning in kindergarten. Because the Minnesota Comprehensive Assessments measure reading proficiency for the first time in third grade, reporting on third grade reading proficiency serves as a proxy for determining if the school is meeting the READ Act literacy goal.

Measure 5.1 [RG3]: From FY25 to FY27, the school's aggregate proficiency index score for 3rd grade students will maintain or increase from the baseline (FY22–FY24 baseline: 36.8).

Measure 5.2 [CCR]: From FY25 to FY27, the school's aggregate proficiency index score for all students will maintain or increase from the baseline proficiency index score (FY22–FY24 baseline: 55.2) OR be equal to or greater than that of the state for the same grades (3–8).

Measure 5.3 [AGC]: From FY25 to FY27, 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).

Measure 5.4 [AGC]: From FY25 to FY27, 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).

Measure 5.5 [AGC]: From FY25 to FY27, 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).

CACR Goal Areas Addressed by this Goal: *Career and College Ready; Achievement Gap Closure*

Key Measures & Results for this Goal: *In FY2026, the grade 3 reading proficiency index was 50.0, above the contractual baseline of 36.8.*
The reading proficiency index for all students in grades 3–8 was 46.9, below the contractual baseline of 55.2.
The index was 48.7 for students eligible for free/reduced-price meals and 47.0 for students receiving special education services.
These are proficiency index scores, not percentages of students proficient.

Indicator 6: Math Proficiency

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

Measure 6.1 [CCR]: From FY25 to FY27, the school's aggregate proficiency index score for all students will maintain or increase from the baseline proficiency index score (FY22–FY24 baseline: 42.7) OR be equal to or greater than that of the state for the same grades (3–8).

Measure 6.2 [AGC]: From FY25 to FY27, 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).

Measure 6.3 [AGC]: From FY25 to FY27, 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).

Measure 6.4 [AGC]: From FY25 to FY27, 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).

CACR Goal Areas Addressed by this Goal: *Career and College Ready; Achievement Gap Closure*

Key Measures & Results for this Goal: *In FY2026, the math proficiency index for all students in grades 3–8 was 43.5, above the contractual baseline of 42.7.*
The index was 38.8 for students eligible for free/reduced-price meals and 37.5 for students receiving special education services.
These are proficiency index scores, not percentages of students proficient.

Indicator 7: Science Proficiency

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

Measure 7.1 [CCR]: From FY25 to FY27, the school's aggregate proficiency index score for all students will maintain or increase from the baseline proficiency index score (FY22–FY24 baseline: 45.8) OR be equal to or greater than that of the state for the same grades (5 and 8). Note: New science standards in FY25 mean FY25 serves as the new baseline for future comparison.

Measure 7.3 [AGC]: From FY25 to FY27, 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 and 8).

Measure 7.4 [AGC]: From FY25 to FY27, 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 and 8).

Measure 7.5 [AGC]: From FY25 to FY27, 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 and 8).

CACR Goal Areas Addressed by this Goal: *Career and College Ready; Achievement Gap Closure*

Key Measures & Results for this Goal: *In FY2026, the science proficiency index for students in grades 5 and 8 was 31.5.*
The index was 22.7 for students eligible for free/reduced-price meals and 33.3 for students receiving special education services.

Indicator 8: Proficiency or Growth in Other Curricular Areas or Educational Programs

Goal: *Over the period of the contract, prekindergarten students at NDMA will demonstrate readiness for kindergarten as measured by the COR Advantage assessment.*

Measure 8.1 [R4K]: From FY25 to FY27, the aggregate percentage of preschool and prekindergarten students who demonstrate readiness for kindergarten (as per their appropriate age level expectations) as measured by the COR Advantage assessment will be at least 85%.

Measure 8.2 [R4K]: From FY25 to FY27, the aggregate percentage of students that were not assessed by the school for kindergarten readiness previously, that are assessed for school readiness by October 1st every year using COR Advantage, will be 95%.

CACR Goal Areas Addressed by this Goal: *Ready for Kindergarten*

Key Measures & Results for this Goal: *In FY2026, 61.5% of preschool and prekindergarten students (16 of 26) demonstrated readiness at their age-level expectations, compared with the contractual target of 85%.*
NDMA assessed 100% of students who had not previously been assessed by the school (26 of 26), above the contractual assessment participation target of 95%.

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.

Goal: *n/a*

CACR Goal Areas Addressed by this Goal: *n/a*

Key Measures & Results for this Goal: *n/a*

Indicator 10: Engagement

Goal: *Over the period of the contract, students at NDMA will attend the school at high rates.*

Measure 10.1: From FY25–FY27, the average of the school's annual consistent attendance

rates will maintain or increase from the baseline, OR will be equal to or greater than that of the state.

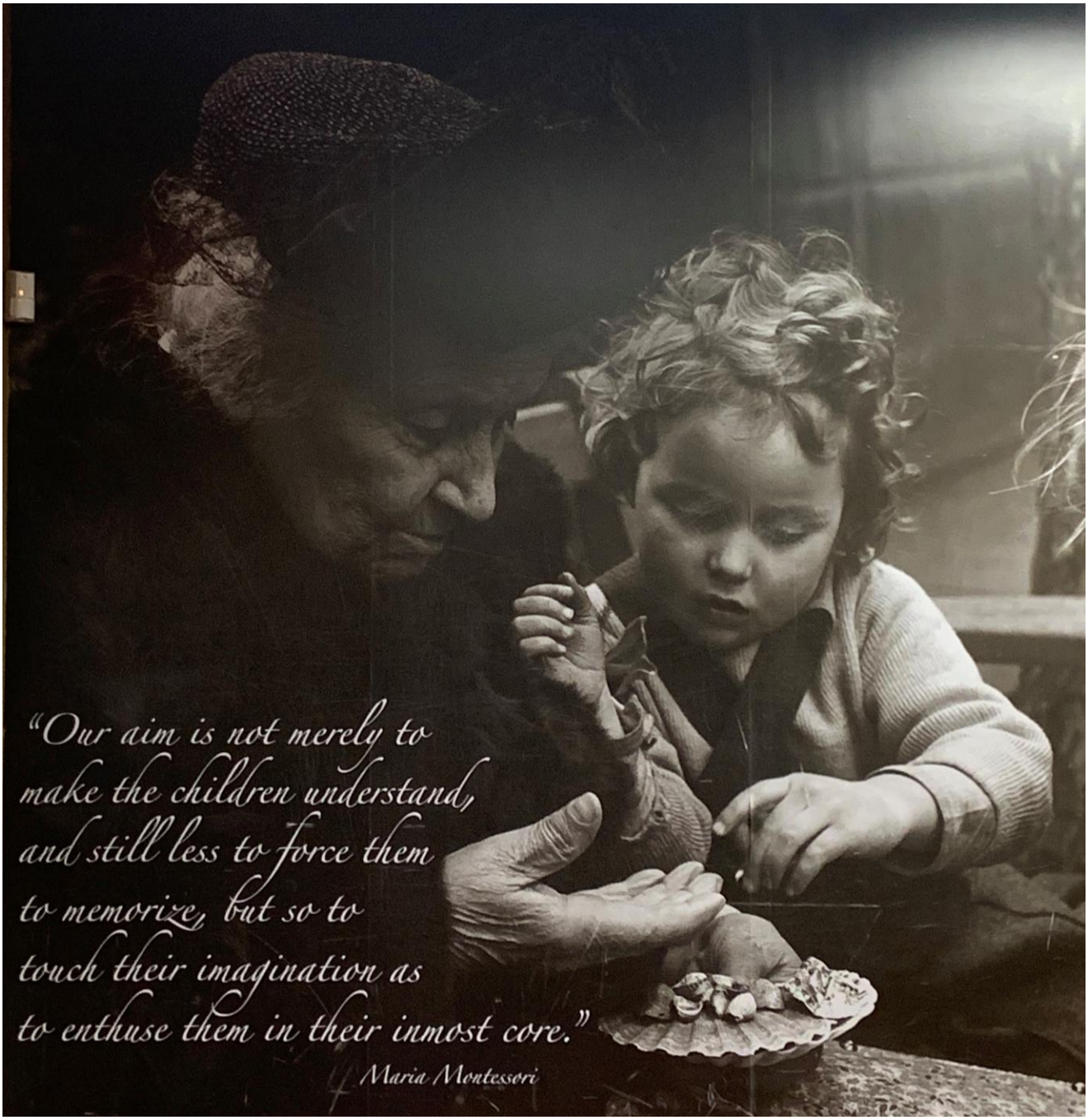
CACR Goal Areas Addressed by this Goal: *Career and College Ready. Lifelong Learners*

Key Measures & Results for this Goal: *NDMA's consistent attendance rate was reported as 81.9% on the MDE Report Card, according to school leadership.*

Federal and State Accountability

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.


"Our aim is not merely to
make the children understand,
and still less to force them
to memorize, but so to
touch their imagination as
to enthuse them in their inmost core."
Maria Montessori

COMPREHENSIVE ACHIEVEMENT & CIVIC READINESS (CACR) STRATEGIC PLAN REPORT

Assessing Student Progress and Instructional Strengths

New Discoveries Montessori Academy (NDMA) uses multiple assessments to monitor student learning and guide instruction throughout the year. Students in grades K–8 participate in FastBridge (FAST) and NWEA MAP assessments in reading and mathematics during the fall, winter, and spring. These assessments provide information about student achievement, academic growth, and areas where additional support may be needed. These practices support NDMA's CACR Strategic Plan goals of improving student achievement, providing instruction that meets individual student needs, and preparing students to be lifelong learners.

During the 2025–2026 school year, NDMA continued to monitor student achievement and growth in Reading and Mathematics using NWEA MAP assessments. Spring 2026 results varied across grade levels, with some encouraging areas of achievement and growth.

Kindergarten students demonstrated strong achievement, reaching the 85th percentile in Reading and the 97th percentile in Mathematics. Fourth-grade students also demonstrated positive reading growth, with 61% meeting their fall-to-spring growth projections.

Overall, student growth continues to be an area needing improvement. In Reading, 41.8% of students in grades K–2 and 40.2% in grades 3–8 met their expected growth targets. In Mathematics, 46.3% of students in grades K–2 and 37.4% in grades 3–8 met their expected growth targets.

These results reinforce the importance of using assessment data to guide instruction, identify students needing additional support, and monitor progress throughout the school year. Improving student achievement and growth in both Reading and Mathematics will continue to be a priority for NDMA.

The Instructional Leadership Team (ILT) and weekly Professional Learning Communities (PLCs) review assessment results and classroom data to evaluate instruction and identify student needs. Teachers use this information to plan differentiated instruction, adjust classroom practices, and determine when students may benefit from additional support or enrichment. The Instructional Leadership Team (ILT) and weekly Professional Learning Communities (PLCs) review assessment results and classroom data to evaluate instruction and identify student needs. Teachers use this information to plan differentiated instruction, adjust classroom practices, and determine when students may benefit from additional support or enrichment. NDMA also reviews assessment results by grade level, classroom, and student group, including students receiving special education services, to identify learning gaps and determine where additional support may be needed.

Through NDMA's ASCEND process, staff review academic and behavioral information to identify students who may need Tier 2 or Tier 3 interventions or consideration for a special education evaluation. Interventions are monitored regularly and adjusted based on student progress. Title I services provide additional academic support for eligible students.

NDMA's multi-age classrooms also provide opportunities for acceleration and enrichment. Teachers use assessment results, classroom observations, and student work to identify students who are ready for more advanced learning. Board Policy 590P: Acceleration provides guidance for subject-specific and grade-level acceleration when appropriate.

Instructional practices are reviewed through Q Comp observations, PLC discussions, and ILT meetings. Staff examine student progress, share instructional strategies, and work to align classroom instruction with Minnesota Academic Standards and Montessori principles. NDMA's Year-Long Learning Progressions (YLLP) help guide curriculum planning across multi-age classrooms.

Professional development during the 2025–2026 school year continued to emphasize effective instruction, student assessment, collaboration, and implementation of the Minnesota READ Act. NDMA also encourages teachers to take an active role in identifying their own professional development needs. Teachers may request time and financial support to participate in learning opportunities that help them strengthen their teaching practices. Title grant funds are available to help support these opportunities.

Civic readiness is an important part of the NDMA educational experience. Through Montessori Grace and Courtesy lessons, Character Strong, multi-age mentoring, and service learning, students have opportunities to develop responsibility, respect, empathy, and leadership.

During the 2025–2026 school year, NDMA students participated in the City of Hutchinson Community Clean-Up Day, helping care for our local community. Students also participated in environmental stewardship activities such as composting, gardening, and recycling. These hands-on experiences help students understand the importance of contributing to their school, community, and environment.

Curriculum and Instruction Review System

NDMA uses a collaborative approach to reviewing curriculum and instructional practices to support continuous improvement and alignment with Minnesota Academic Standards and Montessori principles. The Instructional Leadership Team (ILT) and Professional Learning Communities (PLCs) play an important role in this process by reviewing student progress, discussing instructional practices, and identifying areas where adjustments may be needed.

Student assessment results from NWEA MAP, FastBridge (FAST), and MCA assessments, along with classroom observations, student work, and teacher feedback, help guide instructional decisions. PLCs meet weekly to review student data, share strategies, and plan for student needs. The ILT meets monthly to look at schoolwide trends, discuss instructional priorities, and identify professional development needs.

NDMA's Q-Comp program and teacher evaluation process provide opportunities for feedback, reflection, and professional growth. Classroom observations and follow-up conversations help teachers identify strengths and areas for improvement. The Executive Director is also evaluated annually by the Board of Directors, with instructional leadership and student outcomes included as part of the evaluation.

NDMA is committed to recruiting and retaining qualified teachers who can meet the needs of our student population. Mentorship, collaboration, and professional development opportunities support teachers in their work. Teachers are encouraged to identify areas where they would like to strengthen their skills and may request professional development time and

financial support, including available Title grant funds, to participate in relevant learning opportunities.

NDMA is committed to providing all students with access to effective, qualified teachers who understand and support the needs of our school community. NDMA's student population is predominantly White, and the racial and ethnic makeup of our teaching staff generally reflects that of our students. We recognize the importance of providing an inclusive learning environment where all students and families feel welcomed and respected. Through our Montessori principles, collaborative teaching practices, mentorship, and professional development opportunities, NDMA works to support teachers in meeting the needs of all students.

Through these ongoing efforts, NDMA works to strengthen instruction, support teachers, and provide meaningful learning experiences for all students.

Improving Instruction and Student Achievement

NDMA's strategic plan emphasizes continuous improvement in instruction and student achievement. The Instructional Leadership Team (ILT) works with teachers and administration to review instructional practices, support curriculum alignment with Minnesota Academic Standards and Montessori principles, and identify areas for improvement.

Curriculum Improvement: Teachers use the Year-Long Learning Progressions (YLLP) to guide instruction across grade levels and multi-age classrooms. NDMA combines Montessori materials and practices with additional instructional resources, including UFLI Foundations, CORE Reading Strategies, Barton, and RightStart Math. Teachers review student assessment results, classroom observations, and student work to determine what is working well and where adjustments may be needed.

Instructional Practices: NDMA emphasizes differentiated instruction, collaboration, and observation-based reflection. Weekly Professional Learning Communities (PLCs) provide opportunities for teachers to review student progress, share instructional strategies, and plan appropriate interventions. Mentor Teachers and the Executive Director provide additional support and feedback through Q Comp observations and professional conversations.

English Language Development: NDMA typically serves a small number of English Learners, generally five or fewer students each year. The school's Language Instruction Educational Program (LIEP) Plan, developed in 2025, outlines procedures for identifying, assessing, instructing, and monitoring English Learners. Classroom teachers incorporate language development strategies into daily instruction, and ACCESS assessment results help guide instructional decisions and monitor student progress.

Together, these practices help NDMA strengthen instruction, support implementation of the Minnesota READ Act, and provide learning opportunities that meet the individual needs of students.

Equitable Distribution of Teachers

NDMA reviews staffing annually to support equitable access to qualified, licensed, and experienced teachers for all students. The Executive Director and HR Manager review teacher licensure, experience, and staffing assignments to help ensure students receive appropriate instruction and support.

NDMA teachers hold the appropriate Minnesota teaching licenses for their assignments or work under an approved Out-of-Field Permission (OFP), when applicable. Our multi-age classroom structure and collaborative teaching approach help provide students with access to experienced educators and individualized instruction.

	Licensed Educators (%)	3+ Years Experience (%)	Working in Area of Licensure (%)	Advanced Degrees (%)	Racially / Ethnically Diverse (%)
Teachers	100% (23/23)	91% (21/23)	87% (20/23)	52% (12/23)	0
Admin	100% (1/1)	100% (1/1)	100% (1/1)	100% (1/1)	0

NDMA is committed to recruiting and retaining qualified teachers from a variety of backgrounds, including educators from underrepresented groups. Although the applicant pool in the Hutchinson area is not highly diverse, NDMA continues to welcome and encourage applications from diverse educators. Our student population is predominantly White, and the racial and ethnic makeup of our teaching staff generally reflects that of our students. Through mentoring, professional learning opportunities, and a supportive school culture, NDMA works to retain qualified teachers and help them be successful in their roles.

Education Effectiveness Practices

Educational effectiveness at NDMA is supported through quality instruction, the use of technology, and a school culture that values collaboration, respect, and individual student needs.

Rigorous, Culturally Sustaining Instruction: NDMA combines Montessori principles with evidence-based instructional programs to provide meaningful and challenging learning experiences. Teachers use hands-on materials, inquiry-based learning, and technology resources such as IXL Math and digital literacy programs to meet students at their individual learning levels. Our multi-age classrooms provide opportunities for students to learn from one another while developing independence and responsibility. Culturally responsive teaching is part of our everyday approach, recognizing and respecting the different backgrounds, experiences, and perspectives students bring to the classroom.

Validating and Affirming School Culture: Montessori Grace and Courtesy lessons, social-emotional learning through Character Strong, and community activities help students develop respect, empathy, and a sense of responsibility. Environmental education activities such as gardening, composting, recycling, and participation in the City of Hutchinson Community Clean-Up Day provide opportunities for students to contribute to their school and community. These experiences help create a welcoming and inclusive school environment.

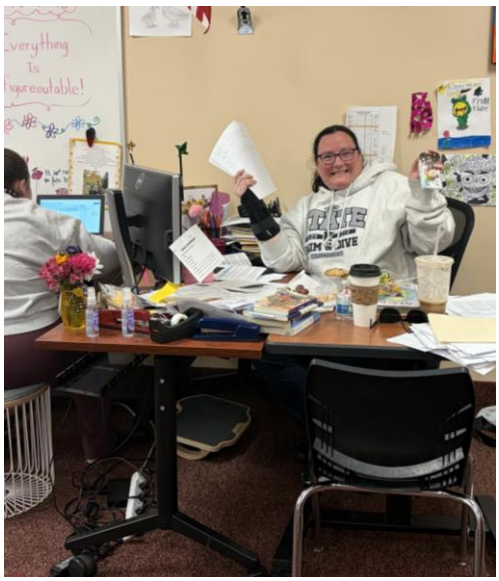
Collaborative Professional Culture: NDMA's Q-Comp program, Professional Learning Communities (PLCs), and Instructional Leadership Team (ILT) provide opportunities for collaboration, feedback, and professional growth. Culturally responsive practices are also reflected in how staff communicate, listen to different perspectives, and provide opportunities for everyone to contribute during meetings, professional development days, and daily interactions. Mentoring and professional development opportunities support teachers in meeting their individual professional goals and continuing to grow as educators.

Together, these practices support NDMA's mission of providing a quality, comprehensive public education within a Montessori context while helping students develop the academic, social, and personal skills needed for future success.











Q-Comp Annual Report

New Discoveries Montessori Academy (NDMA) continues to participate in Minnesota's Quality Compensation (Q-Comp) program, which supports teacher growth, collaboration, and continuous improvement in instruction.

During the 2025–2026 school year, NDMA maintained six Lead and Mentor Teacher roles representing Children's House, Elementary I, Elementary II, Elementary III, Special Education, and Montessori education. Teacher leaders facilitated collaboration, provided coaching and mentoring, and supported instructional practices throughout the school. Special education mentors worked directly with special education staff, while the Montessori coach supported teachers with Montessori curriculum, materials, and principles.

One of the greatest benefits of Q-Comp at NDMA is the dedicated time it provides for teacher collaboration. Professional Learning Communities (PLCs) met weekly for 90 minutes in each educational community. These meetings gave teachers opportunities to review student data, share instructional strategies, plan curriculum, and identify additional supports for students. Teacher leaders also participated in the Instructional Leadership Team (ILT), helping strengthen communication and collaboration across the school.

Professional development during FY26 included evidence-based literacy instruction, with licensed teaching staff completing CORE literacy training and using the Teaching Reading Sourcebook and Assessing Reading: Multiple Measures. UFLI continued to be implemented in Children's House and Elementary I. Teachers in grades 4–8 received training on Capti ReadBasix, and students in those grades completed the assessment to help identify reading strengths and areas needing additional support.

Montessori professional development continued through weekly "Montessori Mondays," providing opportunities for staff to strengthen their understanding of Montessori curriculum, materials, and principles. Additional support was provided in areas such as Character Strong, Responsive Classroom, and co-teaching, based on identified staff needs.

NDMA continued to use a teacher-evaluation rubric based on the Danielson Framework. During FY26, the rubric was updated to incorporate required culturally responsive practices. All licensed teaching staff participated in one formal observation, including pre-observation and post-observation conferences. Additional coaching conversations were provided as needed. A more comprehensive review of the evaluation rubric was identified as a priority for fall 2026.

FY26 Performance Pay Results

All 17 eligible teachers (100%) achieved an average score of at least 85% through the observation and evaluation process. Of those teachers, 12 (71%) achieved an average score of at least 92%.

No eligible teachers met the standard for performance pay based on the student-achievement measure.

Program Review and Recommendations

NDMA's review of Q-Comp found that teacher leaders, coaching, and dedicated PLC time continued to strengthen collaboration and instructional consistency. Student achievement results

were mixed, with FAST and NWEA assessment data showing areas of growth or stability as well as areas where schoolwide goals were not met.

Moving forward, NDMA will focus on strengthening PLCs, using student data more consistently to guide instructional decisions and interventions, and improving curriculum and instructional consistency across grade levels. The Instructional Leadership Team will also review the performance-pay results, particularly the student-achievement measure, to determine how Q-Comp activities can better support student learning.

Q-Comp continues to be an important part of NDMA's professional culture, providing teachers with opportunities to collaborate, reflect on their practices, and work together to improve instruction for students.

Student & Parent Satisfaction

Results from NDMA's 2025–2026 satisfaction surveys reflect strong support from families, students, staff, and community members. The surveys provide valuable feedback about what is working well at NDMA and where we can continue to improve.

All 36 family survey respondents (100%) agreed that their child is satisfied with their experience at NDMA and feels safe at school. All 36 also indicated that they would recommend NDMA to other families.

Student survey results were also positive. Of the 179 students who responded, 96% (172 students) indicated that they are learning at school, and 82% (146 students) reported feeling safe and comfortable. While most students feel safe at NDMA, these results also remind us of the importance of continuing to build positive relationships, address student concerns, and help every child feel comfortable and supported at school.

Staff and community survey results provided additional positive feedback. Of the 56 staff members who responded, 96% indicated that they would recommend NDMA to families. All 10 community survey respondents agreed that NDMA is an asset to the Hutchinson area and that NDMA staff members are friendly and helpful.

Written feedback also reflected appreciation for NDMA's caring staff, individual attention to students, and welcoming school environment. One community respondent described NDMA as a place where "all kids are seen."

NDMA values the feedback received through these surveys. While the results are encouraging, we recognize that there is always room for improvement. Our continued focus on Montessori Grace and Courtesy, Character Strong, positive relationships, and communication with families helps guide our work toward creating a school community where students feel safe, respected, and ready to learn.



ENVIRONMENTAL EDUCATION

Environmental education continues to be an important part of daily life at New Discoveries Montessori Academy. Our students learn to care for the environment through hands-on experiences that connect directly to their classrooms, school grounds, and community. From our youngest learners planting and harvesting vegetables to our older students taking responsibility for recycling and composting, environmental education is woven throughout our Montessori curriculum and school culture.

During the 2025–2026 school year, NDMA continued to provide environmental learning opportunities across all grade levels. Each classroom maintained an Outdoor Classroom Space where students could observe and explore the natural world. Eight of ten classrooms (80%) met or exceeded the goal of 720 minutes (12 hours) of outdoor classroom learning during the school year. These experiences helped students develop a greater awareness of the relationship between people and the environment.

Students also strengthened their environmental knowledge through grade-level projects and activities. In Elementary I, 84% (58/69) of students completed their tree and plant identification checklists. Elementary II and III students studied climate change and its impact on the environment. On the post-assessment, 80% (61/76) of students scored 80% or higher, and 95% (80/84) were able to identify at least one positive action they could take to address climate change.

Recycling and environmental stewardship continue to be important parts of the school day. Elementary II students help collect recycling throughout the school as part of their classroom responsibilities. Following instruction and classroom activities, 97% (58/60) of students were able to explain why recycling is important. Survey results also reflected strong recycling practices, with 97% of student respondents reporting that they recycle at school and 95% indicating that they know how to recycle paper, plastic, glass, and aluminum.

Gardening and caring for our school grounds provide additional opportunities for hands-on learning. Third-grade students learned about tree health and the importance of caring for trees, with 80% (20/25) demonstrating an understanding of the concepts taught. Although drought conditions and the removal of several dead trees prevented new tree planting during FY26, students continued to care for the school's wildflower garden and identify trees on the property.

All 24 Kindergarten students participated in NDMA's school garden, planting tomatoes, peppers, and carrots and helping maintain the garden throughout the growing season. Produce harvested from the garden, along with starter tomato plants, was donated to the local food shelf. Eighty-eight percent (21/24) of Kindergarten students demonstrated an understanding of gardening and its environmental benefits.

Children's House students also learned about butterflies, their life cycles, and the importance of providing a healthy habitat. Through Montessori materials, classroom lessons, and hands-on work in the butterfly garden, 87% (45/52) of students demonstrated an understanding of at least two important butterfly concepts.

Schoolwide composting continues to be one of NDMA's strongest examples of environmental action. All 205 students (100%) participated in composting their lunch waste during the 2025–2026 school year. Staff also collected compostable food for local farm animals, while Middle School students took responsibility for transporting compostable waste from the Fresh Fruit and Vegetable Program to the

school's outdoor compost bin. These daily practices help students understand how their actions can reduce waste and make a positive difference for the environment.

FY26 Environmental Education Evaluation
In September 2026, Osprey Wilds completed its Formative Environmental Education Performance Evaluation of NDMA's 2025–2026 results. NDMA met the standard in all five environmental education indicators: Awareness, Knowledge, Attitudes, Skills, and Action.

Osprey Wilds recognized NDMA's strong environmental literacy outcomes and the school's success in connecting environmental learning to meaningful, everyday experiences. The evaluation specifically highlighted outdoor classroom learning, schoolwide recycling and composting, and gardening activities as strengths of the program.

Although NDMA met the overall standard in all five indicators, two individual measures did not fully meet their established targets. These included the third-grade tree learning activity and the schoolwide waste-reduction measure. Osprey Wilds noted that the activities were implemented as planned and demonstrated strong student participation and learning outcomes that approached the established targets.

Continuous Improvement
NDMA recognizes the importance of consistently collecting, documenting, and reporting environmental education data. While meaningful environmental learning takes place throughout the school year, documenting student progress and learning outcomes continues to be an area for improvement.

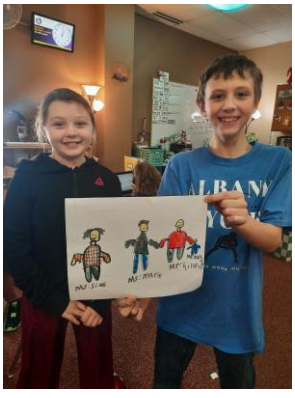
In response to the FY26 results and feedback from Osprey Wilds, NDMA revised its Environmental Literacy Plan for 2026–2027 and developed additional assessment and data collection tools. These include Outdoor Classroom Time Trackers, student Environmental Journal prompts, tree and plant identification checklists, gardening and butterfly garden assessments, and waste-reduction tracking sheets. These tools are designed to help teachers document student learning more consistently and provide clearer evidence of progress toward environmental education goals.

Moving forward, NDMA will continue strengthening environmental education through hands-on learning, meaningful student responsibilities, and improved documentation of student progress.

Environmental education remains a natural part of NDMA's Montessori approach. Whether students are exploring the outdoors, tending gardens, recycling materials, or reducing food waste, they are learning that their individual and collective actions can make a positive difference in the world around them.







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
80% (8/10) of 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: *8/10 classrooms (80%) met or exceeded the goal of spending at least 720 minutes (12 hours) in the Outdoor Classroom Space during the school year. MEETS STANDARD*

Indicator Area 2: Knowledge

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

Goal: Students 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: *58/69 E1 students (84%) completed the trees/plants checklist.*

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: *E2 and E3 students demonstrated significant growth in their knowledge and understanding of climate change from pre- to post-assessment.*

In E2, 15 of 56 students (27%) scored 80% or higher on the pre-assessment, compared with 42 of 53 students (79%) on the post-assessment.
In E3, 8 of 23 students (35%) scored 80% or higher on the pre-assessment, compared with 19 of 23 students (83%) on the post-assessment.
In total, 61/76 students scored 80% or higher on the post-assessment.

In addition, 80/84 (95%) students were able to articulate at least one positive action they can take to address climate change. MEETS STANDARD

Indicator Area 3: Attitudes

Students demonstrate respect and concern for the earth's health and the motivation to participate in environmental stewardship.

Goal: Students at New Discoveries Montessori Academy have an attitude, or are increasing their attitude of, appreciation and concern for the environment as measured by curriculum-based measures across the contract period.

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, 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: *All E2 students received instruction about the importance of recycling and 58/60 (97%) were able to articulate in their journals why recycling is important. Students also had the opportunity to apply their learning through participation in NDMA's weekly schoolwide recycling collection. MEETS STANDARD*

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-97% (174/179) | staff-98% (55/56)
    - I/We recycle at home. (students-81% (145/179) | staff-92% (52/56) | family-81% (25/31)
    - Students and staff actively engage in recycling. (staff-100% (56/56)
    - My child knows how to recycle paper, plastic, glass and aluminum. (students-95% (170/179) | family-81% (25/31)

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. *MEETS STANDARD*

Results:

Recycling Survey Data – composite average score of survey questions from Student/Staff/Family Satisfaction Surveys				
2021-2022	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**
83% **201/243**	84% **208/248**	92% **234/255**	96% **267/278**	93% **248/266**

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: *20/25 third-grade students (80%) were able to verbalize at least two of the following three concepts: how trees are important to environmental health, what causes trees to die, and why diseased or dead trees need to be removed and replaced.*
This learning was particularly relevant during the 2025–26 school year due to current drought conditions and the need to remove several dead trees from the NDMA property. Because of these conditions, 3rd grade students did not plant new trees this year. Instead, students continued to participate in environmental stewardship by helping maintain NDMA's wildflower garden and identifying trees on the school property as part of their trees/plants learning activities. APPROACHES STANDARD

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: *All 24 Kindergarten students (100%) participated in NDMA's school garden. Students planted tomatoes, peppers, and carrots and helped water and weed the garden throughout the growing season. Produce harvested from the garden, as well as starter tomato plants, was donated to the local food shelf.*
21/24 Kindergarten students (88%) were able to correctly identify ways in which the gardening process impacts the environment, including how gardening provides food for people to eat. MEETS STANDARD

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: *All 205 students (100%) at NDMA consistently participated in composting their lunch waste during the 2025–26 school year, exceeding the established goal of 80% student participation. In addition, staff members regularly collected 5-gallon pails of compostable food to use as feed for farm animals, particularly chickens. Middle School students took ownership of composting waste from the afternoon fruit and vegetable program and were responsible for transporting compostable waste to the designated backyard compost bin. Composting and recycling continue to be established schoolwide practices at NDMA. Students consistently separate compostable food waste and recyclable materials from garbage, providing all students with an ongoing opportunity to actively participate in environmental stewardship and waste-reduction efforts. APPROACHES STANDARD*

Strategy 5.2

- Students at New Discoveries will learn how to care for their outdoor environment by maintaining a butterfly garden.

Evaluation method 5.2

- CH students will learn what a butterfly garden is and then how to weed, water, and maintain plants to support and attract butterflies. 80% of Kindergarten students will be able to correctly articulate at least 2 of the following by the end of May 2026:at least one way butterflies use the garden, at least one way they can take care of the butterfly garden, what butterflies need to live and the life stages of butterflies

Results: *All Children's House students (100%) learned about butterflies and the butterfly garden through classroom instruction, hands-on experiences in the garden, and Montessori 3-part cards focused on the life cycle of a butterfly. 45/52 Children's House students (87%) were able to correctly articulate at least two of the following butterfly concepts: one way butterflies use the garden, one way they can help care for the butterfly garden, what butterflies need to live, and the life stages of a butterfly. MEETS STANDARD*

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 community member position open. Ex-officio members include the Executive Director. The following table provides Board roles and affiliations. (25-26 school year)

2025-2026 NDMA Board Roster						
Member Name	**Board Position**	**Affiliation**	**Date Elected**	**Date Seated**	**Term End Date**	**Committee/Email Address**
Shari Colvin	Member	Community Member	April 2008, 2012, 2016, 2019, 2022, 2024, 2025, 2026	July 2025	June 2028	Finance, Policy Governance, Director Review Committee shari.colvin@newdiscoveries.org
Patti Hoerner	Member	Teacher #313511	April 2017, 2020, 2023	July 2023	June 2026	Facilities patti.hoerner@newdiscoveries.org
Spencer Kangas	Treasurer	Teacher #506087	April 2018, 2019, 2022, 2025	July 2025	June 2028	Finance spencer.kangas@newdiscovereis.org
Chris La Plante	Secretary	Teacher #327575	April 2021, 2024	July 2024	June 2027	Facilities christine.laplante@newdiscovereis.org
Tiffany Knox	Member	Parent	April 2024	July 2024	June 2027	Finance tiffany.knox@newdiscoverie.org
OPEN	Member	Community Member			June 2027	
Tim Dezelske	Chair	Parent	April 2022, 2025	July 2025	June 2028	Finance, Policy Governance, Director Review Committee tim.dezelske@newdiscoveries.org
Jill Montes	Member	Parent	April 2024	June 2024	June 2026	Director Review Committee jill.montes@newdiscoveries.org
OPEN	Member	Community Member			June 2029	
Kirsten Kinzler	Ex-Officio	Executive Director #316170	August 2014	N/A	N/A	Finance, Policy Governance, kirsten.kinzler@newdiscoveries.org

Annual Board Election Results – **April 20, 2026** – for terms commencing on July 1st, 2026
Teacher Member: Tammy Maiers (3yr term – 2028)
Parent Member: Deanna Boettcher (3yr term – 2028)
Community Member: Shari Colvin (2yr term – 2028)
Community Member: Open (3yr term – 2029)
Community Member: Open (1yr term – 2027)

Board Training & Development
NDMA recognizes the importance of ongoing training to help our Board members understand their responsibilities and effectively govern the school. Board members are expected to complete all required training within the established timelines and participate in annual professional development based on individual and full Board training needs.

The following tables document the initial and new member training completed by NDMA's current Board members, as well as the annual training completed during the 2025–2026 school year.

Initial Training
NDMA Board members are required to complete training to help them understand their roles and responsibilities in governing a public charter school. Initial training includes the Board's Roles and Responsibilities, Open Meeting Law, and Data Practices Law. Additional required training covers the Board's Responsibilities Regarding Student Success, Achievement, and Performance; Employment Policies and Practices; and Public School Funding and Financial Management.

Board members seated after July 1, 2024, must complete all six required trainings within 12 months of being seated. The following tables document the required training completed by each current NDMA Board member, including the dates and training providers.

Training Prior to Being Seated				
Board Member Name	**Original Date Seated**	**Board's Role & Responsibilities**	**Open Meeting Law***	**Data Practices Law***
Shari Colvin	July 2008	12.15.14	12.15.14	12.15.14
Tim Dezelske	July 2022	08.02.22	08.02.22	08.02.22
Tiffany Knox	July 2024	04.01.25	04.01.25	04.01.25
Jill Montes	July 2024	06.29.24	06.29.24	06.29.24
Patti Hoerner	July 2023	06.03.25	06.03.25	06.03.25
Spencer Kangas	July 2018	02.18.19	02.18.19	02.18.19
Chris La Plante	July 2021	06.09.21	06.09.21	06.09.21
Kirsten Kinzler	August 2024	12.15.14	12.15.14	12.15.14
Tara Erickson	July 2018	06.30.24	06.30.24	06.30.24

New Board Member Training				
Board Member Name	**Original Date Seated**	**Board's Role & Responsibilities Regarding Student Success, Achievement, and Performance***	**Employment Policies & Practices**	**Public School Funding & Financial Management**
Patti Hoerner	07/01/2023	03.04.25 MSBA Info Kirsten Kinzler	06.03.25 Osprey Wilds	06.03.25 Osprey Wilds
Tiffany Knox	07/01/2024	04.01.25 Osprey Wilds (recording)	06.25.25 Osprey Wilds (recording)	12.16.25 Osprey Wilds (recording)
Jill Montes	07/01/2024	11.03.24 Osprey Wilds	11.03.24 Osprey Wilds	11.03.24 Osprey Wilds
Chris La Plante	07/01/2021	11/17/24 Osprey Wilds	06.05.25 Osprey Wilds (recording)	06.05.25 Osprey Wilds (recording)

Annual Assessment of Training Needs
NDMA's Board of Directors regularly discusses training needs and professional development opportunities during Board meetings. Although these discussions are not always a formal agenda item, Board members share areas where they would like additional information or training to help them better understand their roles and responsibilities.

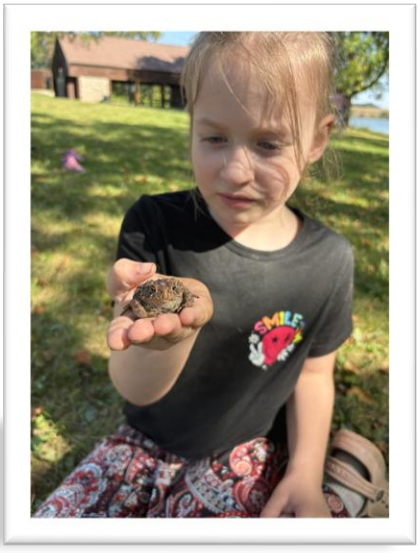
During the 2025–2026 school year, Board members identified several areas of interest for ongoing training, including school finances, charter school law, Board roles and responsibilities, governance versus management, marketing, and fundraising. These conversations help guide future training opportunities for individual Board members and the Board as a whole.

NDMA will continue to identify training opportunities that help Board members make informed decisions and effectively govern the school.

Annual Training
NDMA encourages ongoing professional development to help Board members stay informed about charter school governance, school finances, student achievement, and other responsibilities associated with overseeing a public charter school.

The following table identifies the training completed by individual Board members during the 2025–2026 school year, including the training topics, dates, and providers.

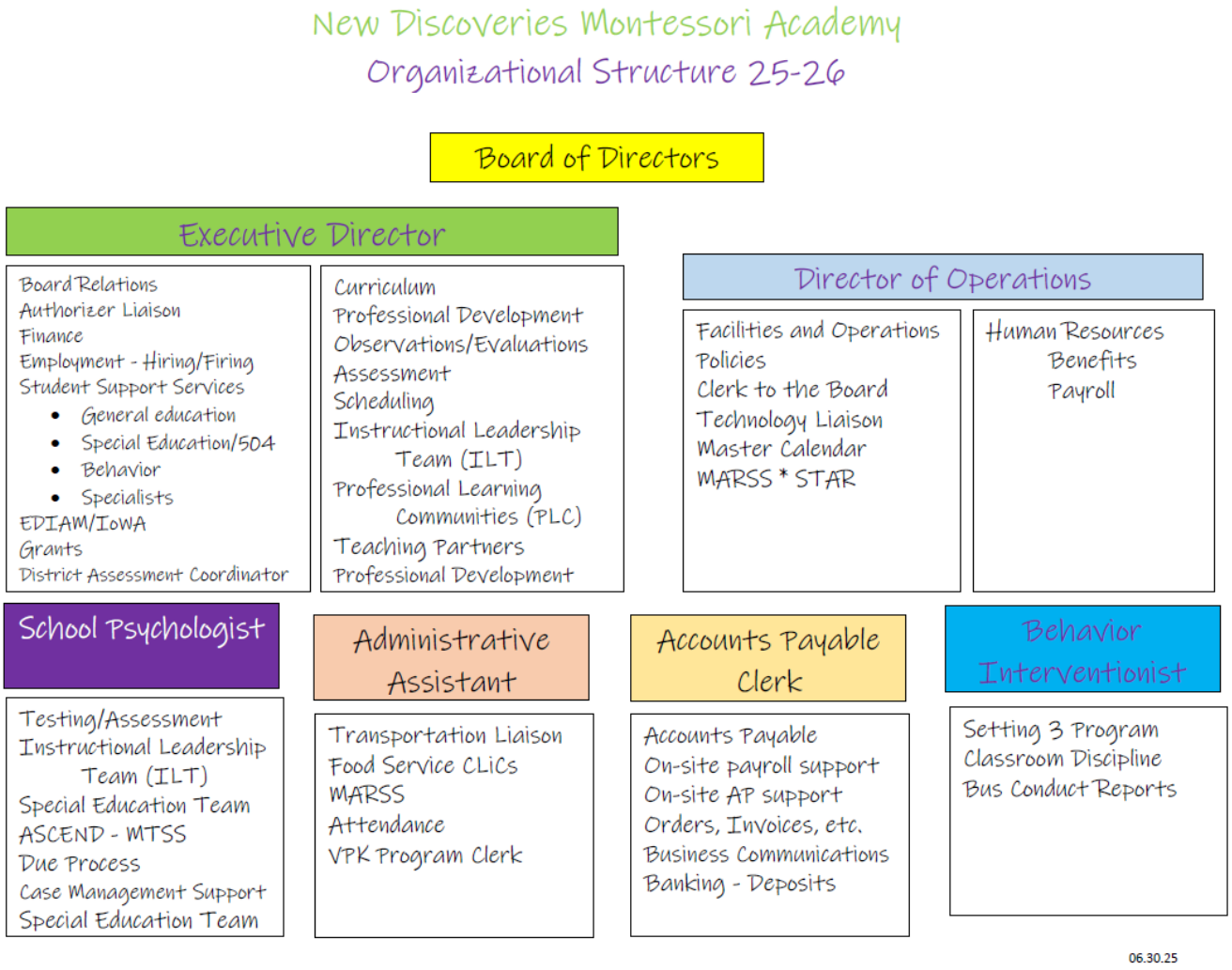
Annual Training – FY26			
Date of Training	**Training Title or Topic**	**Presenter or Trainer**	**Board Members Attending**
10.20.25	MSBA: Charter Policies	Kirsten Kinzler	Shari Colvin, Patti Hoerner, Spencer Kangas, Chris LaPlante, Tiffany Knox, Tim Dezelske, Jill Montes (ALL)
12.15.25	Charter School Audit	Jon Archer - Schlenner Wenner	Shari Colvin, Patti Hoerner, Spencer Kangas, Chris LaPlante, Tiffany Knox, Tim Dezelske, Jill Montes (ALL)
06.22.26	Charter School Finance, Charter History, Governance	Steve Dess	Shari Colvin, Patti Hoerner, Spencer Kangas, Chris LaPlante, Tiffany Knox, Tim Dezelske, Jill Montes (ALL)



MANAGEMENT
Management Structure

NDMA's management structure is designed to support both the daily operations of the school and the educational needs of our students. The Executive Director reports directly to the Board of Directors and works with school leadership and support staff to oversee instruction, student services, personnel, finances, and school operations.

The following organizational chart illustrates NDMA's management structure for the 2025–2026 school year.



NDMA Leadership Team Overview
NDMA's Leadership Team includes the Executive Director, Director of Operations, School Psychologist, and Behavior Interventionist. Together, this team provides leadership and support for the school's educational programs, special education services, student behavior, staffing, and daily operations.

During the summer of 2025, NDMA made changes to its management structure. The Human Resource/Office Manager position was updated to Director of Operations, and the Special Education Coordinator position was eliminated, with those responsibilities reassigned to the Executive Director and School Psychologist. These changes allowed NDMA to continue providing leadership and support while making better use of existing staff positions.

Executive Director
The Executive Director is responsible for the overall leadership and operation of NDMA, including Board relations, communication with our authorizer, financial oversight, hiring and personnel decisions, facilities, student support services, special education oversight, and compliance with MDE and charter school requirements. Additional responsibilities include curriculum, assessments, professional development, staff observations and evaluations, and the schoolwide schedule. The Executive Director also serves as the District Assessment Coordinator and works with the Instructional Leadership Team (ILT) and Professional Learning Communities (PLCs) to support teaching and learning throughout the school. The Executive Director is hired and evaluated by the NDMA Board of Directors, which conducts an annual performance review.

Director of Operations
The Director of Operations oversees many of the day-to-day business and operational responsibilities of the school, including facilities and operations, human resources, employee benefits, payroll, Board policies, technology coordination, the master calendar, and required reporting such as MARSS and STAR. This position also serves as Clerk to the Board.

School Psychologist
The School Psychologist supports the school's special education programming through testing and assessments, due process, and case management support. This position also participates in the Instructional Leadership Team (ILT), Special Education Team, and ASCEND, NDMA's Multi-Tiered System of Supports (MTSS).

Behavior Interventionist
The Behavior Interventionist plays an important role in supporting students and staff with behavior needs throughout the school. 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. Additional responsibilities include supporting schoolwide behavior interventions and discipline and addressing transportation and bus conduct reports.

Administrative Assistant
The Administrative Assistant serves as a primary point of contact for students, families, staff, and visitors. Responsibilities include student attendance, transportation coordination, food service through CLiCs, MARSS support, and clerical responsibilities related to the Voluntary Prekindergarten (VPK) program.

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.

Additional Leadership Positions
Through our Q-Comp program, NDMA has four Lead Teachers, one representing each classroom community—Children's House, Elementary I, Elementary II, and Middle School. These Lead Teachers guide weekly Professional Learning Community (PLC) meetings, which focus on best classroom practices and using student data to inform instructional decisions.

We also provide mentoring support through two Special Education Mentors and a Montessori Mentor. Special Education Mentors assist new Special Education teachers with the many responsibilities of their roles, 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.

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.

NDMA Executive Director Professional Development Activities – 2025-2026 - See Appendix.

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.

2025-2026 Licensed Teaching Staff

Name	**File #**	**License and Assignment**	**26-27 Status***	**Comments** *Include information regarding special licensure (e.g. Community Expert) or other relevant information.*
Brandy Barrett	374981	E2 Classroom Teacher	R	
Anna Bashans	528630	E1 Special Education Teacher	NR	Enrollment decline
Elizabeth Christian	482225	School Psychologist	R	
Ashley DeGolier	1000458	E1 Special Education Teacher	R	
Peggy Enerson	327575	CH Classroom Teacher	R	
Alexis Grack	1009952	E1 Special Education Teacher	R	
Jeff Grand	337766	E2 Classroom Teacher	R	
Ariel Griswold	1034519	CH Classroom Teacher	R	
Patti Hoerner	313511	E1 Classroom Teacher	R	
Spencer Kangas	506087	Physical Education/DAPE	R	
Christine La Plante	437685	E2 Special Education Teacher	R	
Laura Lonnquist	1001973	CH Special Education Teacher	NR	Moved
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	
Meghan Rettke	470622	E3 Special Education Teacher	NR	Resigned for a new position
Maggie Schroeder	439215	E3 Classroom Teacher	R	Out of Field Permission - SpEd
Allyssa Sims	508382	E1 Special Education Teacher	R	
Dawn Teetzel	465623	E3 Special Education Teacher	NR	Moved
Nicole Winkle	427466	E3 Special Education Teacher	R	Out of Field Permission – SpEd

* R = Returning, NR = Not Returning

2026-2027 Licensed Teaching Staff				
Name	**File #**	**License and Assignment**		**Comments** *Include information regarding special licensure (e.g. Community Expert) or other relevant information.*
Brandy Barrett	374981	E2 Classroom Teacher		
Elizabeth Christian	482225	School Psychologist		
Ashley DeGolier	1000458	E1 Special Education Teacher		
Peggy Enerson	327575	CH Classroom Teacher		
Alexis Grack	1009952	E1 Special Education Teacher		
Jeff Grand	337766	E2 Special Education Teacher		
Ariel Griswold	1034519	CH Classroom Teacher		
Patti Hoerner	313511	E1 Classroom Teacher		
Spencer Kangas	506087	Physical Education/DAPE		
Christine La Plante	437685	Behavior Specialist – Setting 3 Teacher		
Tammy Maiers	406911	Speech Teacher		
Ethan Marcus	475289	E1 Classroom Teacher		
Michelle Martig	397165	E3 Classroom Teacher		
Michelle Nadeau	474646	E2 Special Education Teacher		
Maggie Schroeder	439215	E3 Special Education Teacher		Out of Field Permission – SpEd
Allyssa Sims	508382	E1 Special Education Teacher		
Nicole Winkle	427466	E3 Special Education Teacher		Out of Field Permission – SpEd

Percentage of Licensed Teachers from 2025-2026 not returning in 2026-2027 (non-returning teachers/total teachers from 2025-2026)	4/21 19%

2025-2026 Other Licensed (non-teaching) Staff				
Name	**File #**	**License and Assignment**	**26-27 Status***	**Comments**
Kinzler, Kirsten	316170	Executive Director	R	

* R = Returning, NR = Not Returning

2026-2027 Other Licensed (non-teaching) Staff				
Name	**File #**	**License and Assignment**		**Comments**
Kinzler, Kirsten	316170	Executive Director		



2025-2026 Non-Licensed Staff			
Name	**Assignment**	**26-27 Status***	**Comments**
Andren, Carli	Resource Teaching Partner	R	
Bahrke, Jennifer	Resource Teaching Partner	NR	Enrollment decline
Beckmann, Amburr	Resource Teaching Partner	R	
Brausen, Cassandra	Level 3 Teaching Partner	R	
Carter, Sandra	Resource Teaching Partner	R	
Cartie, Hilary	Resource Teaching Partner	R	
Cartie, Stephanie	Resource Teaching Partner	R	
Colvin, Shari	Gifted & Talented/Enrichment	R	
Davis, Kalby	Resource Teaching Partner	R	
Davis, Kaitlin	Resource Teaching Partner	R	
Decker, Cindy	Food Service	R	
Denault, James	Night Custodian	NR	Cut this position
Dressel, Jessica	Resource Teaching Partner	R	
Eischens, Sherri	Resource Teaching Partner	R	
Ellis, Sheri	Resource Teaching Partner	R	
Erickson, Tara	Human Resources -Office Manager	R	
Felber, Marie	Resource Teaching Partner	R	
Grack, Nicole	School Nurse	R	
Henke, Darlene	Resource Teaching Partner	R	
Johnson, Erena	Resource Room Teaching Partner	R	
Kalenberg, Michaleen	Resource Teaching Partner	R	
Kaping, Margo	Food Service	NR	Retired
King, Danielle	Occupational Therapist	NR	Resigned – new position
Kinzler, Tim	Maintenance Director	R	
Larson, Beth	Resource Teaching Partner	R	
Lee, Paulette	Resource Teaching Partner	NR	Resigned – new position
Lenz, Patti	Title	NR	Retired
Luciano, Jose	Resource Teaching Partner	R	
Monahan, Juli	Interventionist	R	
Palkova, Ludmila	Food Service Director	R	
Petersen, Misty	Resource Teaching Partner	R	
Peterson, Allison	Resource Teaching Partner	R	
Petree, Amy	Resource Teaching Partner	R	
Powers, Starla	Food Service	R	
Prieve, Sandra	Resource Teaching Partner	R	
Robbins, Melanie	Resource Teaching Partner	R	
Ryan-Lauer, Cyndi	Music Specialist	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	
Wendinger, Lisa	Level 3 Resource Teaching Partner	NR	Moved
Wessman, Shelly	Resource Teaching Partner	R	

* R = Returning, NR = Not Returning

2026-2027 Non-Licensed Staff			
Name	**Assignment**		**Comments**
Andren, Carli	Resource Teaching Partner		
Beckmann, Amburr	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		
Davis, Kaitlin	Resource Teaching Partner		
Decker, Cindy	Food Service		
Dressel, Jessica	Resource Teaching Partner		
Eischens, Sherri	Resource Teaching Partner		
Ellis, Sheri	Resource Teaching Partner		
Erickson, Tara	Human Resources -Office Manager		
Felber, Marie	Resource Teaching Partner		
Grack, Nicole	School Nurse		
Henke, Darlene	Resource Teaching Partner		
Johnson, Erena	Resource Room Teaching Partner		
Kalenberg, Michaleen	Resource Teaching Partner		
Kinzler, Tim	Maintenance Director		
Larson, Beth	Resource Teaching Partner		
Luciano, Jose	Resource Teaching Partner		
Monahan, Juli	Interventionist		
Palkova, Ludmila	Food Service Director		
Petersen, Misty	Resource Teaching Partner		
Peterson, Allison	Resource Teaching Partner		
Peterson, Barb	Resource Teaching Partner		
Petree, Amy	Resource Teaching Partner		
Powers, Starla	Food Service		
Prieve, Sandra	Resource Teaching Partner		
Robbins, Melanie	Resource Teaching Partner		
Ryan-Lauer, Cyndi	Music Specialist		
Scharpe, Bernadette	Accounts Payable		
Schmidt, Joy	Resource Teaching Partner		
Schwartz, Niccole	Admin Assistant/Receptionist		
Shimpa, Margaret	Title 1 Teaching Partner		
Wessman, Shelly	Resource Teaching Partner		

Percentage of Non-Licensed Staff from 2025-2026 not returning in 2026-2027 (non-returning Non-Licensed Staff /total Non-Licensed Staff from 2025-2026)	7/43 16%

NDMA Teacher/Teaching Partner Professional Development Activities – 2025-2026

Montessori Education and Instructional Practices

- Montessori Mondays – Training and Discussion with Lead Montessori Teacher (20 hours)
- Montessori Principles (0.5 hour)
- Co-Teaching in the Classroom at NDMA, Part 1 (2 hours)
- Roles and Responsibilities in the Classroom (0.5 hour)
- Introduction to Accommodations and Modifications (0.5 hour)
- Helping vs. Hovering: How to Avoid the "Helicopter" Effect (0.5 hour)
- Capti ReadBasix (2 hours)

Student Support, Behavior, and Social-Emotional Learning

- CharacterStrong – Schoolwide SEL Program (1 hour)
- Behavior Management at NDMA – Collaborative Problem-Solving Plan (1.5 hours)
- Building and Maintaining Respectful Relationships with Students (0.5 hour)
- How to Create a Sense of Belonging for All Students (0.5 hour)
- A Look at the Impact of Poverty (0.5 hour)
- Suicide Prevention (1 hour)

Special Education and Student Services

- Introduction to IDEA's 13 Areas of Disability (2 hours)
- English Language Learners (ELL) Training (1 hour)
- Communicating with Student Teams (0.75 hour)

Health, Safety, and Required Training

- Civil Rights & Nutrition (1.5 hours)
- Health Services Assistant – Basic First Aid and Medication (1 hour)
- School Staff Health and Safety (1 hour)
- Health Office, OSHA, and Basic First Aid (0.5 hour)
- Naloxone Training (0.5 hour)
- CPI – Crisis Prevention and Intervention Renewal Training (4 hours)
- Signs of Abuse or Neglect: What You Need to Know (1 hour)
- Confidentiality, FERPA, and HIPAA (0.5 hour)

Professional Communication and Collaboration

- Developing Positive Communication Skills (0.75 hour)
- Negotiation and Conflict Resolution Skills (0.75 hour)

Environmental and Character Education

- Environmental Education and Character Education (0.5 hour)

OPERATIONAL PERFORMANCE

Health Services
At New Discoveries Montessori Academy (NDMA), the health and well-being of our students are a priority. A Licensed Practical Nurse (LPN) is on-site daily to care for students who become ill or injured and to administer prescription and over-the-counter medications.

NDMA partners with Navigate Care Consulting for nursing oversight and compliance support. Navigate assists with health-related requirements and provides staff training in medication administration, OSHA standards, and first aid. Each classroom has at least two staff members trained to administer medications during field trips, and all NDMA staff complete annual Health and Safety training.

Navigate nurses also work with NDMA's special education team on student evaluations and health-related needs, including health-related IEP goals. Routine health screenings are completed according to state guidelines to help identify students who may need additional support.

Safety
NDMA prioritizes school safety through regular fire, lockdown, and severe weather drills in compliance with state law. All instructional staff, including teachers, Teaching Partners, and administrators, complete Crisis Prevention Intervention (CPI) training, ensuring staff can respond to student needs and emergency situations with calm and effective strategies.

Facilities
New Discoveries Montessori Academy is fortunate to have a beautiful, spacious school building designed to support our Montessori approach to education. Our classrooms provide room for hands-on learning, small-group instruction, and independent work. The building also includes spaces for music, physical education, special education services, and other student activities.

Our outdoor spaces are an important extension of the classroom, providing opportunities for environmental education, gardening, outdoor learning, and recreation. NDMA continues to maintain and care for its building and grounds to provide a safe, welcoming, and engaging environment for students, staff, and families.

Transportation
Student transportation is provided by ACC Midwest/Labraaten, a Hutchinson-based bus company. NDMA works closely with the transportation provider to address student transportation needs, support driver training, and maintain safe and reliable service for students.

Food Service
NDMA provides breakfast and lunch daily through the National School Lunch Program (NSLP). Meals are prepared in the school's NSF-certified commercial kitchen by our Food Service Director and kitchen staff. Teachers and Teaching Partners supervise students during meals, and the program follows applicable federal and state nutrition requirements.

Due Process and Special Education Administration
NDMA provides special education services in accordance with state and federal requirements. The Executive Director and School Psychologist provide oversight and support for special education evaluations, Individualized Education Programs (IEPs), due process, and case management. Special education teachers work collaboratively with general education teachers, related service providers, and families to meet the individual needs of students.

During the 2025–2026 school year, responsibilities previously assigned to the Special Education Coordinator were reassigned to the Executive Director and School Psychologist. This change allowed NDMA to continue providing oversight and support for special education programming while making better use of existing staff positions.

Student Discipline
NDMA maintains clear expectations for student behavior and follows its Student Discipline Policy and the Minnesota Pupil Fair Dismissal Act. CharacterStrong, Montessori Grace and Courtesy principles, and schoolwide behavior supports help students develop positive relationships, make responsible choices, and learn from their mistakes. When suspensions occur, families receive written notification and information regarding their rights under the Pupil Fair Dismissal Act.

Parent Engagement
Although NDMA's Parent Teacher Organization (PTO) has not had an active parent membership in recent years, it continues to support the school through fundraising, staff appreciation, and other activities. With the help of a dedicated parent volunteer and school administration, the PTO coordinates a fall Puffins fundraiser and a spring cookie dough fundraiser. The PTO also organizes Scholastic Book Fairs during conferences, helping get books into the hands of our students, and provides staff appreciation activities such as meals during conferences. NDMA recognizes the importance of parent involvement and hopes to rebuild a more active PTO in the future.

Community Engagement
NDMA values its relationships with the Hutchinson community and surrounding areas. Throughout the school year, students have opportunities to participate in community activities, field trips, and service projects that extend learning beyond the classroom. We also work with local businesses, organizations, and community members who support our students and school programs. These connections help students develop a sense of belonging and responsibility within their community.

Background Checks
All NDMA staff, board members, and regular volunteers undergo background checks every three years through an online screening service prior to employment or service, ensuring student safety and compliance with state requirements.

2025–2026 School Information Dissemination Activities
New Discoveries Montessori Academy works to share information about our public Montessori school with families in Hutchinson and surrounding communities. Our outreach efforts focus on helping families learn about NDMA's educational programs, including our preschool through eighth-grade offerings, multi-age classrooms, and individualized approach to learning.

During the 2025–2026 school year, NDMA used a variety of methods to share information about our school and enrollment opportunities. These included enrollment advertisements in Hutchinson and surrounding communities, information on our school website, Facebook posts, and direct communication with interested families. In March 2026, NDMA also placed two enrollment billboards along major highways leading into Hutchinson, reaching families in communities where NDMA provides transportation.

NDMA also participated in community outreach activities. In August 2025, we sponsored Kids Day at the McLeod County Fair, providing activities for children and an opportunity for families to become more familiar with our school. These efforts helped us connect with families beyond our current school community.

We recognize the importance of reaching families from different backgrounds, including those who may not be familiar with public Montessori education. NDMA will continue to look for opportunities to strengthen community connections, share information about our educational programs, and help families understand how to enroll their children.

Method of Dissemination / Event	Date of Activity	Languages Used	Targeted Group Addressed
NDMA website and enrollment information	Ongoing, FY26	English	Families throughout Hutchinson and surrounding communities
NDMA Facebook enrollment posts	Ongoing, FY26	English	Families throughout the community, including those unfamiliar with NDMA
School tours and enrollment inquiries	Ongoing, FY26	English	Families considering public Montessori education
Preschool and kindergarten enrollment outreach – Open House	April 2026	English	Families with preschool- and kindergarten-age children
Community advertising and promotional materials	Ongoing, FY26	English	Families in Hutchinson and surrounding communities
McLeod County Fair – Kids Day sponsorship and children's activities	August 2025	English	Families with children throughout McLeod County, including families unfamiliar with NDMA
Two NDMA enrollment billboards placed along major highways (212 & 12) serving Hutchinson and surrounding communities where NDMA provides transportation	March 2026	English	Families in Hutchinson and surrounding communities, including those unfamiliar with NDMA

NDMA also recognizes the importance of reaching families who may face barriers to learning about or enrolling in our school. This includes low-income families, families of students with special education needs, and families who may be unfamiliar with public Montessori education. We share information about our special education services, academic supports, preschool programming, and transportation options to help families understand what NDMA

offers. Families are also encouraged to contact the school directly with questions, schedule a tour, or receive assistance with the enrollment process.

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

New Discoveries Montessori Academy (NDMA) contracts with Creative Planning to provide accounting and financial management services for the school. For questions regarding school finances or to request complete financial statements and organizational budgets, contact:

Name: Dustin Reeves
Position: Controller
Phone: 952.563.6834
Email dustin.reeves@creativeplanning.com

The NDMA Board of Directors provides financial oversight to help ensure compliance, maintain effective internal controls, and safeguard public funds. The Board has an active Finance Committee that meets monthly to review the school's financial position, discuss budget concerns, and make recommendations to the full Board.

Board members receive training in financial oversight and participate in developing, reviewing, and approving the school's annual budget. The Finance Committee works closely with Creative Planning to monitor revenues, expenditures, cash flow, and enrollment-related funding. The full Board reviews monthly financial statements and approves budget revisions as needed.

NDMA contracts with Schlenner Wenner to conduct its annual financial audit. The Board reviews audit findings and works with school administration and Creative Planning to address any identified concerns.

The financial information presented below is based on preliminary, unaudited figures for the fiscal year ending June 30, 2026, as reported by Creative Planning in August 2026. Final figures may change following completion of the annual audit.

FY26 Finances	Fund 1	Fund 2	Fund 4	TOTAL ALL FUNDS
Total Revenues	5,960,085	235,040	18,600	6,213,725
Total Expenditures	(5,758,127)	(218,868)	(21,087)	(5,998,082)
Net Income	201,958	16,172	(2,487)	215,643
Total Fund Balance	330,205	134,874	13,263	478,342

Overview
NDMA ended the 2025–2026 fiscal year with a preliminary surplus of $215,643 across all funds, resulting in a total ending fund balance of $478,342, or approximately 8.0% of annual expenditures.

The school's Average Daily Membership (ADM) for FY26 was 188 students. Enrollment continues to be an important factor in NDMA's financial planning, as state funding is closely tied to student enrollment.

Special education remains a significant part of NDMA's overall budget, including staffing, related services, and transportation. The timing of state special education payments and other funding adjustments continues to affect the school's cash flow. NDMA utilized its line of credit during FY26 to help meet financial obligations while awaiting state aid payments.

The Board, Finance Committee, school administration, and Creative Planning continue to monitor the school's finances closely, with an emphasis on maintaining a balanced budget, managing cash flow, and improving long-term financial stability.

Revenues
General Fund
General Fund revenues totaled $5,960,085 for FY26. Revenue sources included:

- State Aids and Grants: $5,694,532
- Federal Aids and Grants: $140,487
- Local Revenues, Fees, and Other Sources: $125,067

State funding continues to provide the majority of NDMA's revenue, particularly through General Education Aid, Special Education Aid, and Charter School Building Lease Aid.

Food Services Fund
The Food Services Fund receives state and federal reimbursements for meals served to students, along with limited local revenue.
FY26 revenues included:

- State Sources: $27,651
- Federal Sources: $200,504
- Sales of Meals and Other Local Revenues: $6,885

Total Food Services Revenue: $235,040
A transfer from the General Fund was not needed during FY26.

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: $18,600
Total Community Services Revenue: $18,600

Expenses
General Fund
General Fund expenditures totaled $5,758,127 during FY26.
The largest portion of NDMA's expenditures continues to support student instruction and special education services, including staff salaries and benefits, contracted services, and transportation.
Major General Fund expenditure categories included:

- Salaries and Benefits (excluding amounts reported within Special Education and Title programs): $1,343,803
- Q-Comp Expenditures: $29,389
- Purchased Services: $426,965
- Building Lease: $444,000
- Supplies and Materials: $80,450
- Equipment: $6,497
- Special Education, Title Programs, and REAP Grant Expenditures: $3,367,630
- Dues, Memberships, and Interest: $59,392

The school's building lease expense remained at $444,000 for FY26. Facility costs continue to be a significant financial responsibility for NDMA.

Food Service Fund
Food Services Fund expenditures totaled $218,868 during FY26 and included:

- Salaries and Benefits: $94,899
- Contracted Services: $25,947
- Supplies, Materials, and Memberships: $98,022

The Food Services Fund ended FY26 with a surplus of $16,172.

Community Services Fund
Community Services Fund expenditures totaled $21,087 during FY26 and included:

- Salaries and Benefits: $21,009
- Supplies, Materials, and Memberships: $78

The Community Services Fund ended FY26 with a deficit of $2,487.

Net Surplus or Deficit and Fund Balance
NDMA's preliminary FY26 financial results reflect a total surplus of $215,643 across all funds. This resulted in an ending fund balance of $478,342, representing approximately 8.0% of total annual expenditures.

The General Fund ended the year with a surplus of $201,958 and an ending fund balance of $330,205. The Food Services Fund had a surplus of $16,172, while the Community Services Fund had a deficit of $2,487.

The larger-than-anticipated surplus was primarily due to expenditures coming in below budget. Some of the largest savings were in administrative costs ($66,000), Q-Comp

expenditures ($26,000), and homeless transportation ($22,000). Special education also contributed to the surplus, with expenditures approximately $63,000 below budget, offset by state special education revenues that were approximately $46,500 below budget.

These results represent an improvement in NDMA's overall financial position. However, enrollment, facility expenses, special education funding, and the timing of state aid payments continue to require careful financial planning.

The FY27 working budget projects a modest surplus. NDMA will continue working with its Finance Committee and Creative Planning to monitor expenditures, manage cash flow, and make staffing and operational decisions that support the school's long-term financial stability.



FUTURE PLANS

New Discoveries Montessori Academy (NDMA) will continue to focus on financial stability, enrollment growth, quality educational programming, and maintaining a positive school environment for students, families, and staff. Our future plans reflect our commitment to providing a quality, comprehensive public education within a Montessori context.

Enrollment and Financial Sustainability:
Maintaining and growing enrollment continues to be a priority for NDMA. The school will continue reaching out to families in Hutchinson and surrounding communities through advertising, community events, and opportunities for families to learn more about our school. At the same time, NDMA will continue making thoughtful financial and staffing decisions that support long-term stability while meeting the needs of our students.

Staffing and Learning Communities:
Recruiting and retaining quality staff remains an important priority. NDMA recognizes that competitive salaries, a supportive work environment, and opportunities for professional growth are important in keeping our current staff and attracting new employees.

In response to ongoing teacher shortages, NDMA is moving toward a learning community approach that encourages teachers, special education staff, and Teaching Partners to work collaboratively across classrooms. This approach allows us to think creatively about staffing, share responsibilities, and make the best use of our staff's strengths while continuing to meet the individual needs of our students.

Educational Programming and Professional Development:
NDMA will continue strengthening its Montessori practices, including the use of hands-on materials, multi-age learning environments, student independence, and individualized instruction. Staff will use student assessment data, classroom observations, and collaboration through PLCs to identify student needs and improve instruction.

Professional development will continue to focus on Montessori principles, effective instruction, special education, and supporting the diverse academic, social, and emotional needs of our students.

Facilities and Learning Environments:
NDMA will continue maintaining and improving its classrooms, outdoor learning spaces, and school facilities to provide safe, welcoming environments for students and staff. Completing the greenhouse project remains a goal, including securing the utilities needed to make it a functional learning space. As fundraising efforts grow, NDMA hopes to direct additional resources toward projects such as the greenhouse that provide meaningful learning opportunities for students.

Community Connections and 20th Anniversary:
NDMA is celebrating its 20th anniversary during the 2026–2027 school year. This milestone provides an opportunity to recognize the students, families, staff, and community members who have been part of NDMA's journey over the past 20 years.

Through anniversary celebrations, community activities, and our annual fundraising gala, NDMA hopes to strengthen relationships, share our school's story, and build additional support for future projects and programming. NDMA is establishing an annual fundraising gala to celebrate our school, strengthen community connections, and raise funds for projects and programs that benefit our students.

Looking ahead, NDMA will continue building on its strengths while finding creative ways to meet challenges and support the long-term success of our school. Our Montessori principles, commitment to meeting individual student needs, and strong relationships with families and the community will continue to guide our work.



APPENDICES

NDMA Executive Director Professional Development Activities – 2025-2026

New Discoveries Montessori Academy | FY2026 (July 1, 2025–June 30, 2026)

July–August 2025

- 07.02.25 Coaching with Reggie (0.5 hours)
- 07.08.25 MACS Administrator Support Call (1 hour)
- 07.08.25 Coaching with Jane (1 hour)
- 07.15.25 Language Comprehension webinar (1 hour)
- 07.23.25 FY25 Legislative Changes / Charter Leaders Update (1 hour)
- 08.04.25 Minnesota Special Education Town Hall (2 hours)
- 08.05.25 Instructional Leadership Team (1.5 hours)
- 08.15.25 MACS Regional Administrator Meeting (3 hours)
- 08.18–25.25 Back-to-School PD/Work Days (5 days|6 hours/day)

September–October 2025

- 09.18.25 Identifying Bias Training (3 hours)
- 09.18.25 Leadership Training (4 hours)
- 09.19.25 School Law Seminar (7 hours)
- 09.25.25 MACS Public Policy Forum (2 hours)
- 09.25.25 MACS Annual Meeting (4 hours)
- 09.26.25 Schoolwide PD Day — Kirsten Kinzler presenter/facilitator (6 hours)
- 09.30.25 PLCs That Work webinar (1 hour)
- 10.02.25 MACS READ Act Fall Updates (1 hour)
- 10.03.25 Annual School Law Conference (7 hours)
- 10.10.25 Special Education Directors Forum (2 hours)
- 10.16.25 MN Schools Current Threat Analysis (1.5 hours)
- 10.20.25 MSBA Board Training (0.5 hours)
- 10.24.25 AMS Head of School Leadership Collective (1 hour)

November–December 2025

- 11.07.25 Professional Development: Observations with Peggy/Betsy (1 hour)
- 11.13.25 Open Meeting Law / Data Practices Basics (1.5 hours)
- 11.18.25 Neuhaus Structured Literacy Phase 2 Overview (1 hour)
- 11.20.25 MDE READ Act Office Hours (0.75 hours)
- 12.03.25 Charter School Finances Q&A (1.5 hours)
- 12.10.25 Refugee and Immigrant Education Network (1.5 hours)
- 12.11.25 MDE Multilingual Learner Coordinator Webinar (1.5 hours)
- 12.12.25 Special Education Directors Forum (2.5 hours)

January–February 2026

- 01.07.26 MAPES Cohort Three School Leadership Welcome (2 hours)

- 01.19.26 Schoolwide Professional Development Day — Kirsten Kinzler presenter/facilitator (6 hours)
- 01.21.26 Reading MCA-IV and ELA Standards Workshop (5 hours)
- 01.28.26 Managing Staff Conflict / Foundations webinar (1 hour)
- 02.04.26 EdAllies Legislative Session Kickoff (2 hours)
- 02.10.26 MACS Winter Charter School Administrators Meeting (2 hours)
- 02.13.26 Special Education Directors Forum (2 hours)
- 02.19.26 Compensatory Revenue FY2027 (1.5 hours)

March–April 2026

- 03.17.26 Cyber Insurance Readiness webinar (1 hour)
- 03.18.26 NWEA PLC Practices webinar (1 hour)
- 03.19.26 Conference (cmERDC – Finance and Business) (4 hours)
- 04.08.26 Secondary Literacy / Dyslexia Sessions (1.5 hours)
- 04.16.26 Research webinar: Insights on Young Learners (1 hour)
- 04.23.26 Special Education Fiscal Monitoring Office Hours (1 hour)
- 04.28.26 MSBA Charter School Board Workshop I (3 hours)

May–June 2026

- 05.04.26 Capti ReadBasix: Data Informs Instruction (0.75 hours)
- 05.05.26 MSBA Charter School Board Workshop II (3 hours)
- 05.12.26 READ Act Compliance and Beyond (2 hours)
- 05.20.26 SWWC Regional Literacy Symposium (5 hours)
- 05.20, 05.27, 06.03 Next-Level Co-Teaching Training — KK/Betsy (3 sessions | 1.5 hours each)
- 05.28.26 ELA Standards Alignment Workshop (5 hours)
- 06.03.26 Responsible Fiscal Management and Governance (1 hour)
- 06.04.26 MDE Legislative Session Update (1 hour)
- 06.05.26 Special Education Directors Forum / Literacy Plan Workday (2.5 hours)
- 06.18.26 SWWC Paraprofessional Train-the-Trainer (8 hours)
- 06.25.26 MSBA Charter School Board Workshop B (3 hours)

Ongoing Professional Learning and Leadership Activities

- MACS Tuesday Administrator Support Calls — Tuesdays weekly, 1 hour
- MACS Friday Legislative Updates — Fridays 15 minutes scheduled, January–May
- Leadership coaching with Reggie — Wednesdays 30 minutes
- Leadership Mentor (Jane) — 3 July sessions, 1 hour each
- Montessori mentoring / All Things Montessori with Peggy — Every other Tuesday 30 minutes
- Instructional Leadership Team (ILT) — 1.5 hours 3rd Tuesday of the month
- E1 and E2 Professional Learning Communities — 1.5 hours scheduled weekly; meetings attended (2/each)
- Special Education team, director and instructional leadership meetings 1-2 hours monthly
- SWWC District Literacy Lead (Read Act) open office hours — Thursdays 45–60 minutes

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, parents

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 grade level benchmarks as defined and measured by NWEA MAP and FastBridge assessments.

Goal #1 **READING/MATH** - Increase the percentage of students in Reading/Math from Fall to Spring using the following assessment:

Students	Assessment	Percentages (fall benchmark to spring goal)
READING		
K-1	FastBridge earlyReading	58% to 65%
2-3	FastBridge CBMReading (Fluency)	60% to 65%
3-8	NWEA MAP Reading Assessment	48% to 51%
MATH		
K-1	FastBridge earlyMath	77% to 80%
2-3	FastBridge CBMath Automaticity	60% to 65%
3-8	NWEA MAP Math Assessment	48.2% 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

Q Comp Annual Report 2025-2026

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)?
If no, please explain what changes have occurred and why?
The teacher leader positions are the same as articulated in the approved plan:
Lead/Mentor Teachers in Children's House (CH) (PreK-K), Elementary 1 (E1) (Grades 1-3), Elementary 2 (E2) (Grades 4-6), Elementary 3 (E3) (Grades 7-8), Special Education, and Montessori.

Impact

How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction?
Lead teachers facilitated PLC meetings and supported collaboration within their grade-level teams. Special Education mentors continued to provide coaching and mentoring to Special Education staff. The Montessori coach supported staff with Montessori curriculum, materials and principles and helped organize NDMA's annual Montessori Education Week. Teacher leaders also played an important role in building strong, cohesive teams and encouraging collaboration across the school.

How did the work of teacher leaders impact student achievement?
The work of teacher leaders supported greater consistency and collaboration among instructional staff. Through PLCs, mentoring, coaching and ongoing conversations about curriculum and student data, teacher leaders helped staff identify student needs and adjust instruction accordingly. Continued growth is needed in using data consistently to inform instructional decisions and strengthen 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 and ongoing experience of teacher leaders supported their ability to lead PLCs, mentor colleagues, facilitate collaboration and provide instructional support. Teacher leaders continued to grow in their leadership roles and helped strengthen communication and teamwork within their respective teams.

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?
Teacher leader feedback and evaluations indicate that teacher leaders had a positive impact on their teams through mentoring, collaboration, communication and instructional support. Their leadership contributed to stronger, more cohesive teams throughout NDMA.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher leadership?
NDMA will continue to strengthen the PLC process and support teacher leaders in facilitating meaningful collaboration. Areas of continued focus will include working collaboratively on curriculum, increasing consistency within grade-level teams, and using student data more effectively to adjust instruction and improve student outcomes.

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)?
If no, please explain the changes that have occurred and why?
The learning teams are configured and meetings are conducted as outlined in the approved plan. PLCs met weekly for 90 minutes in Children's House, E1, E2 and E3.

Impact

How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction?
Job-embedded professional development continued to strengthen evidence-based literacy instruction and instructional consistency throughout NDMA. Licensed teaching staff completed CORE literacy training and used the Teaching Reading Sourcebook and Assessing Reading: Multiple Measures to deepen their understanding of reading instruction and assessment. UFLI continued to be implemented in Children's House and E1, with teachers developing greater knowledge and experience with the program.

Teachers in grades 4-8 also received training on Capti ReadBasix, and all students in grades 4-8 completed the assessment. This provided teachers with another source of information to identify student strengths and areas of need in reading.

Montessori professional development continued through weekly "Montessori Mondays," which provided opportunities for teaching staff to expand their knowledge of Montessori curriculum, materials and principles. Additional individualized support was provided to staff as needs were identified in areas including CharacterStrong, Responsive Classroom and Co-Teaching.

How did teacher learning from learning teams and other job-embedded professional development impact student achievement?
Professional learning provided teachers with additional knowledge and tools to better identify student strengths and areas of need and adjust instruction accordingly. The continued use of FAST and NWEA data, along with the addition of Capti ReadBasix in grades 4-8, provided multiple sources of student data to guide instructional decisions and interventions.

Review Findings

How did the sites or learning teams identify needs and instructional strategies to increase student achievement?
Learning teams identified student needs through regular review of FAST and NWEA assessment data, classroom performance and teacher observations. The addition of Capti ReadBasix in grades 4-8 provided another tool for identifying specific reading strengths and areas of need.

How did learning teams use data and implement the selected instructional strategies and follow-up on implementation?
PLCs reviewed student assessment data and discussed instructional strategies and student needs. Teachers used FAST and NWEA data, along with other assessment information, to inform instruction and intervention. Continued work is needed to deepen data analysis and ensure that teams consistently use assessment results to adjust instruction and monitor student progress.

Recommendations

How will the district use the review findings to improve the effectiveness of job-embedded professional development?
NDMA will continue to strengthen the effectiveness of PLCs by focusing on collaborative curriculum planning, consistent instructional practices and deeper analysis of student data. Continued professional development will support evidence-based literacy instruction, effective use of assessment data, Montessori curriculum and materials, and other identified instructional and social-emotional needs.

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)?
If no, please explain the changes that have occurred and why?
Licensed teaching staff were formally observed and evaluated one time as outlined in the approved plan. All licensed teaching staff participated in a pre-observation conference and post-observation conference, with additional coaching conversations provided as warranted.

NDMA continued to use a Danielson-based evaluation rubric. The rubric was updated to incorporate required culturally responsive practices. A more comprehensive review and update of the evaluation rubric is planned for fall 2026.

Impact

What impact did the observation/evaluation process, including coaching, have on classroom instruction?
The observation and evaluation process provided teachers with opportunities to reflect on their instructional practices, receive feedback and identify areas for continued growth. Pre- and post-observation conferences encouraged professional dialogue and self-reflection, while additional coaching conversations provided individualized support when needed.

What impact did the observation/evaluation process, including coaching, have on student achievement?
The evaluation and coaching process supported student achievement by encouraging teachers to reflect on instructional practices, student engagement and individual student needs. Feedback from observations provided opportunities for teachers to strengthen instructional practices and make adjustments to better support student learning.

Review Findings

How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?
Pre- and post-observation conferences provided opportunities for meaningful professional conversations and teacher self-reflection. Teachers were able to discuss areas of strength, identify areas for growth and consider adjustments to instructional practices. Additional coaching was provided when warranted to support continued professional growth.

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?
Instructional staff and administrators continued to use the same Danielson-based rubric and evaluation process. Updates to incorporate culturally responsive practices provided additional guidance for observation and feedback. Continued review of the rubric and evaluation process will help strengthen consistency and meaningful feedback across evaluators.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher evaluation?
NDMA will complete a comprehensive review and update of the teacher evaluation rubric in fall 2026. This work will build upon the required culturally responsive practices already incorporated into the rubric and will focus on ensuring that the evaluation process remains meaningful, consistent and supportive of teacher growth and effective instructional practices.

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)?
If no, please explain the changes that have occurred and why?
The performance pay amounts and standards are the same as outlined in the approved plan.

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)?
If no, please explain the changes that have occurred and why?
The salary schedule movement and base salary increase is based on the same measure of performance as outlined in the approved plan.

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? %
100% (17/17) of eligible teachers achieved an average of 85% or better through this year's observation/evaluation process. 71% (12/17) 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? %
NA

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 review the performance pay results and continue to evaluate the effectiveness of the performance pay system. Particular attention will be given to the student achievement measure and how Q Comp activities, including PLC work, data analysis, coaching and professional development, can more effectively support improved student outcomes.

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?
One of the greatest impacts of Q Comp at NDMA is the dedicated time it provides for licensed teaching staff to meet in weekly 90-minute PLCs. This consistent collaborative time allows grade-level teams to discuss what is working, identify areas that may need to change, review student data, and problem-solve ways to support students who are not yet meeting expectations. PLCs provide an important structure for teachers to focus specifically on student learning, instructional practices and interventions.

What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?
Student achievement results for 2025-2026 were mixed. FAST and NWEA assessment data showed areas of growth or stability as well as areas where students did not meet established schoolwide goals. Q Comp provides an important structure for teachers to collaboratively review these results, identify individual and grade-level needs, and determine appropriate instructional adjustments and interventions. Continued emphasis on using assessment data to guide instruction will be an important area of focus moving forward.

How will the district use the review findings to improve the overall effectiveness of the program?
NDMA will continue to strengthen the effectiveness of Q Comp by focusing on three primary areas: strengthening PLCs, deepening the use of student data to guide instructional decisions and interventions, and increasing curriculum and instructional consistency across grade levels. Teacher leaders and the Instructional Leadership Team will continue to support this work and evaluate how professional learning and collaboration are impacting both instructional practices and student outcomes.

Amended by Board Administrative Review Committee – 04-20-26

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	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.

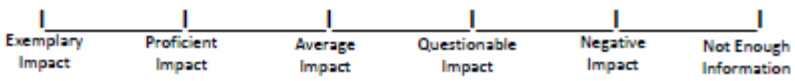
Kirsten Kinzler is the Executive Director for the 2025-26 fiscal year. This instrument is used to evaluate Ms. Kinzler's performance. The Board is seeking as much feedback as appropriate to conduct as thorough an evaluation as possible. Clarifying comments in addition to the ratings of each item aid 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.

2025-26 Executive Director Evaluation – Return to Tara Erickson by May 15, 2026

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

Rating: 3.83



1.01—Personal Goals (20%)

_____ **Enrollment, Fundraising, and Marketing**; Increase awareness, visibility, and engagement for New Discoveries Montessori Academy within Hutchinson and surrounding communities to support sustained enrollment growth.

Deliverables:

- Strategic placement of billboard(s) in high-visibility locations within the NDMA marketing area
- Measurable increase in student enrollment
- Increased family attendance at the Preschool/Kindergarten Open House (March 2026)
- Development and distribution of a clear, concise NDMA "elevator speech" for staff and stakeholders

Completion of a high-quality marketing video showcasing NDMA, ready for publication by the end of the school year

_____ **Professional Development: Montessori Observation Practices**; Strengthen instructional practice through intentional use of Montessori observation by ensuring all licensed staff are trained in and consistently implement observation as a foundational instructional tool.

Deliverables:

- Professional development provided to all licensed staff on the purpose and practice of Montessori observation
- Implementation of a standardized Montessori Principles Observation Checklist
- Each licensed teacher completes at least one formal observation of every student during the school year
- Documentation of observations maintained within the designated online tracking system

_____ **Parent Education: Healthy Technology Use**; Increase parent awareness and understanding of the impact of screen use on child development, aligned with NDMA's commitment to whole-child education.

Deliverables:

- Coordination of a "Help Me Grow" parent education opportunity based on The Anxious Generation in partnership with District 423
- Development and distribution of promotional materials (flyers, invitations) to encourage participation
- Engagement of NDMA staff and families in the learning opportunity
- Collection and dissemination of relevant resources and strategies to support families in reducing and managing screen use

Comment:

1.02—Environmental Education Goals – Exhibit H of Contract (10%)

_____Awareness;
_____Knowledge;
_____Attitudes;
_____Skills;
_____Action.

Comment:

1.03—Academic Education Goals – Strategic Plan (10%)

_____Reading Proficiency K-1 – FastBridge earlyReading – 58% to 65%;
_____Reading Proficiency 2-3 – FastBridge CBMReading (fluency) – 60% to 65%;
_____Reading Proficiency 3-8 – NWEA MAP Reading Assessment – 48% to 51%;
_____ Mathematics Proficiency K-1 – FastBridge earlyMath – 77% to 80%;
_____Mathematics Proficiency 2-3 – FastBridge CBMath Automaticity – 60% to 65%;
_____ Mathematics Proficiency 3-8 – NWEA MAP Assessment – 48.2% to 51%.

Comment:

2025-26 Executive Director Evaluation – Return to Tara Erickson by May 15, 2026

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:

2025-26 Executive Director Evaluation – Return to Tara Erickson by May 15, 2026

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:

2025-26 Executive Director Evaluation – Return to Tara Erickson by May 15, 2026

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;
_____Design's 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 budge 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 principal 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:

2025-26 Executive Director Evaluation – Return to Tara Erickson by May 15, 2026

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:

2025-26 Executive Director Evaluation – Return to Tara Erickson by May 15, 2026

New Discoveries Montessori Academy

Board Performance Evaluation and Training Self-Assessment

Section 1: Annual Board Performance Evaluation

Statute requires that the board annually evaluate its performance and report the results in the school's annual report. (MN Stat. 124E.07 Subd. 7(g)). Reflect on the past fiscal year (June 30- July 1). The first section of this form is designed to evaluate how well the board performed its required functions outlined in charter school law and the charter contract with Osprey Wilds. Check the box if the answer to the question is "Yes". If the answer to the question is "No", leave it blank.

2.1 Board Composition and Capacity

Did the board meet composition and capacity requirements?

- X Board complied with applicable laws and its own bylaws with respect to board composition, including ex-officio (non-voting) members.
- X Board conducted required background checks on all board members prior to being seated in accordance with Section 6.2of the charter contract.
- X Board members completed statutorily mandated initial and annual training.
- X Board conducted an annual assessment of the training needs of individual members and the full board as required by statute.
- X Board conducted an annual assessment of the board's performance. X

Board elections were consistent with statute and bylaws.

- X Officer elections were consistent with statute and bylaws.

2.2 Board Decision-Making and Oversight

Did the board meet decision-making and oversight requirements?

- X Board meeting minutes were complete and included, at a minimum, the following:
  - Board member attendance;
  - Actions taken by the board, including specifics on any amendments;
  - Who made a motion and second; and
  - The result of the vote, including number of votes for and against if other than unanimous.
- X Meetings were held consistent with Open Meeting Law
  - Meeting times and location are posted properly on the school website and/or onsite at the school, including for special or emergency meetings.
  - If meeting includes board member participation via interactive technology (e.g. Zoom), it is done so consistent with MN Stat. §13D.
  - A quorum is present when the board meeting is convened.
  - One set of board materials is available for public inspection.
  - If a meeting is closed, it is done so in accordance with MN Stat. 13D: agenda and minutes show statutory authority to close the meeting and minutes appropriately summarize actions taken during the closed meeting.

- X The board reviewed the school's performance related to its contractual academic and academic-related goals (Exhibit G) at least four times per year.
- X The board reviewed the school's performance related to its contractual environmental education goals (Exhibit H) and environmental literacy plan at least four times per year.
- X The board monitored the school's financial management, short-term financial sustainability, and long-term financial viability at each meeting.
- X The board reviewed the school's performance related to its Outstanding Obligations from the Previous Contract in Exhibit S of the charter contract at least four times per year (if applicable).
- ☐ The board took appropriate action to ensure the school's success based on its review of school performance – *board members indicated more could be done*
- X Required policies are in place and policies that must be approved or reviewed annually are addressed.
- X Articles of Incorporation (Exhibit B) are compliant with statute and the charter contract.
- X Bylaws (Exhibit C) are compliant with statute and the charter contract.
- X The board reviewed and approved or accepted key organizational documents (e.g. Annual Report, Financial Audit, Contract with Authorizer, and other Authorizer related documents).
- X The board ensured that the school's affiliated building company complies with all applicable legal requirements (if applicable).
- N/A The board ensured that the school's charter management organization (CMO) or education management organization (EMO) complies with all applicable legal requirements and contractual obligations (if applicable).

2.3 School Leader Management and Accountability

Did the board meet management and accountability requirements?

- X Board has established qualifications for all persons who hold administrative, academic supervision, or instructional leadership roles in accordance with MN Stat. §124E.12 Subd. 2(a).
- X Board has established a formal performance evaluation process for the school leader or EMO/CMO in accordance with MN Stat. §124E.07 Subd. 6.
- X Board implemented a formal performance evaluation process for the school leader or EMO/CMO in accordance with MN Stat. §124E.12 Subd. 2(a).
- N/A School leaders who do not hold a valid administrative license annually develop, implement, and report on a professional development plan approved by the charter school board of directors in accordance with MN Stat. §124E.12 Subd. 2(b) (if applicable).
- N/A School leaders who do not hold a valid administrative license annually complete a minimum of 25 hours of competency-based training corresponding to the professional development plan approved by the charter school board of directors in accordance with MN Stat. §124E.12 Subd. 2(b) (if applicable).

- [x] School leader performance evaluation process evaluated performance in relation to OW contractual academic and environmental education goals and expectations.
- [ ] Board engaged in periodic school leadership evaluation activities throughout the school year (at least four times per year) as documented by board meeting minutes. *Not documented in the minutes*

1.1 Budgeting

Did the board meet budgeting compliance requirements?

- [x] Board meeting minutes and/or audit notes document approval of fiscal year budget on or prior to the June 30 statutory deadline (MN Stat. §123B.77 Subd. 4).
- [x] The board approved mid-year budget updates as necessary.
- [x] At least monthly, the board reviewed and approved quality financial statements in accordance with Section 6.9(a) of the charter contract, which include the following reports: budgeted and actual revenue and expenses by year-to-date percentages, disbursements and deposits, and student enrollment report with enrollment expressed in terms of funding mechanisms (e.g. Pupil Units).
- [x] At least quarterly (for quarters ending 9/30, 12/31, 3/31, and 6/30), the board reviewed and approved quality financial statements in accordance with Section 6.9(a) of the charter contract, which included the following reports: a balance sheet, income statement that includes revenues and expenses by UFARS programs (in accordance with Exhibit R of the contract), up-to-date cash flow projections, and fiscal year-end fund balance projections.
- [ ] Revenue and expenditure budget variances were within 5% of the February 1 approved budget. *Not this past year*
    - The variance compares actuals to projected revenues and expenditures based on the school's approved budget as of February 1 for all fund areas.

1.2 Enrollment Variance

Did the board meet enrollment variance requirements?

- [ ] The school accurately projected enrollment (within 5%). *With the revised budget - YES*

1.3 Financial Policies and Practices

Did the board meet financial policies and practices requirements?

- [x] The school has in place required financial policies, including the following:
    - [x] Procurement Policy (MN Stat. §124E.26)
    - [x] Fund Balance Policy (OW Contract, Exhibit P)
    - [x] Credit Card Policy (OW Contract, Exhibit P)
    - [x] Conflict of Interest Policy (MN Stat. §124E.14)
    - [x] Electronic Funds Transfer Policy (MN Stat. §471.38)
    - [x] Contributions and Fundraising Policy (OW Contract Section 6.13)
    - [x] Group Health Insurance Policy (required if the school provides group health insurance coverage) (MN Stat. §124E.12, Subd. 5(b))

- [x] Assessing Student Fees Policy (required if the school charges fees for textbooks, workbooks, and library books) (MN Stat. §123B.37)
- [x] School Meals Policy (required if the school participates in the National School Lunch Program) (MN Stat. §124D.111 Subd. 1(a))

☐ The school has no audit findings related to appropriate use of public funds. *One finding that was fixed*

[x] The school has sufficient internal controls to prevent fraud, waste, and abuse.

1.5 Financial Audit

Did the board meet financial audit compliance requirements?

- [x] The most recent financial audit includes no significant deficiencies or material weaknesses.
- [x] The most recent financial audit included an unqualified/unmodified opinion.
- ☐ Any previous year audit findings have not been repeated in most recent audit. *Fixed*
- [x] Appropriate corrective action plan is in place to ensure any finding is not repeated in the next fiscal year.
- [x] The audit report did not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.

Reviewing the board's performance from the past year above, which indicator/s were the strongest? Select all that apply.

- [x] 2.1 Board Composition and Capacity
- [x] 2.2 Board Decision-making and Oversight
- [x] 2.3 School Leader Management and Accountability
- ☐ 1.1. Budgeting
- ☐ 1.2 Enrollment Variance
- [x] 1.3 Financial Policies and Practices
- [x] 1.5 Financial Audit

Reviewing the board's performance from the past year above, which indicator/s were the weakest? Select all that apply.

- ☐ 2.1 Board Composition and Capacity
- ☐ 2.2 Board Decision-making and Oversight
- ☐ 2.3 School Leader Management and Accountability
- [x] 1.1. Budgeting
- [x] 1.2 Enrollment Variance
- ☐ 1.3 Financial Policies and Practices
- ☐ 1.5 Financial Audit

What are the board's greatest strengths?

Board members have different perspectives and strengths. All are student , family and staff focused.

What are the board's greatest areas for growth?

Student enrollment/retention and public outreach

What was the most useful training you received as a board member this past year?

MSBA Trainings provided by Director

Is the board holding the school accountable for the promise it made to students and families in its mission?

If the board could make one improvement in the coming school year, what should it be?

Increase enrollment, identify and recruit good community board members, and document in board minutes an informal review of Executive Director 4x per year. (Different board members chose different priority).

Board and Individual Training Self-Assessment

Statute requires that every charter school board member must complete annual training throughout the member's term *based on* an annual assessment of the training needs of individual members and the full board (MN Stat. 124E.07 Subd. 7(d)).
Use the board's performance evaluation from the most recent fiscal year to assess your individual and full board's training needs. Areas where the board performed poorly are likely areas where additional training or resources may be needed.

Which of the following training topics would be most likely to improve the full board's performance in the coming year? Select all that apply.

- [X] budgeting
- [X] financial management
- [ ] recruiting and hiring a charter school director or chief administrator
- [ ] evaluating a charter school director or chief administrator
- [ ] governance-management relationships
- [ ] student support services
- [ ] student discipline
- [ ] state standards
- [ ] cultural diversity
- [X] succession planning
- [ ] strategic planning
- [ ] program oversight and evaluation
- [ ] compensation systems
- [ ] human resources policies
- [ ] effective parent and community relationships
- [ ] authorizer contract and relationships
- [ ] charter school law
- [ ] legal liability
- [ ] board recruitment and elections
- [ ] board meetings and operations
- [ ] policy development and review
- [ ] school health and safety
- [ ] Other _____
  - [ ]

Which of the following training topics would you benefit from most as an individual board member?

- [ ] budgeting
- [ ] financial management
- [ ] recruiting and hiring a charter school director or chief administrator
- [ ] evaluating a charter school director or chief administrator

- ☐ governance-management relationships
- ☐ student support services
- ☐ student discipline
- ☐ state standards
- ☐ cultural diversity
- ☒ succession planning
- ☐ strategic planning
- ☐ program oversight and evaluation
- ☐ compensation systems
- ☐ human resources policies
- ☐ effective parent and community relationships
- ☐ authorizer contract and relationships
- ☐ charter school law
- ☐ legal liability
- ☐ board recruitment and elections
- ☐ board meetings and operations
- ☐ policy development and review
- ☐ school health and safety
- ☐ Other _____

☐

Are there other resources you need in order to fulfill your responsibilities as a board member?

_____

NDMA Student Satisfaction Survey
2025-2026

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.				
2) I like learning using the Montessori and hands-on materials.				
3) I talk with my family about school.				
4) I feel valued and respected by my teacher.				
5) My teacher makes sure that all students are learning.				
6) My teacher expects me to do well in school.				
7) My teacher tells me how I am doing in school.				
8) I feel safe and comfortable in school.				
9) I think the things we do at New Discoveries help to make our community better.				
10) My teacher listens to me and respects me.				
11) The students in school help and respect one another.				
12) I think that this school is preparing me for my future.				
13) The director and staff take care of situations when students make poor choices/misbehave.				
14) I know my academic strengths and weaknesses.				
15) I know the New Discoveries Montessori Academy rules.				
16) I know how to recycle paper, plastic, glass and aluminum.				

	YES	NO	DON'T KNOW	Comments (Please be specific)
17) We recycle at school.				
18) We recycle at home.				
19) We learn about taking care of our environment.				
20) I would recommend New Discoveries Montessori Academy to other kids.				

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

I HAVE IMPROVED IN MY ABILITY TO:	BIG IMPROVEMENT	SOME IMPROVEMENT	NO IMPROVEMENT	Comments (Please be specific)
1) Read				
2) Write				
3) Speak about something in front of a group				
4) To think mathematically				
5) Participate in Phy Ed activities				
6) Participate in Art activities				
7) Participate in Music activities				
8) Environmental Education – be a good steward of the environment				

What I like best about NDMA: _____

_____

What I would like to change at NDMA: _____

_____

Other comments *(please be specific)*: _____

Thank you! :)

NDMA Family Satisfaction Survey

2025-2026

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

goals for children.				
19) I feel welcome to visit my child's school at any time.				
20) I know whom to go to with my concerns and feel confident that my concerns will be addressed respectfully and promptly.				
21) I have been made aware of my child's academic strengths and weaknesses.				
22) My child tells me what is happening at school.				
23) I am aware of opportunities and feel welcome to volunteer in my child's school.				
24) WELLNESS: When I send a lunch from home, I understand that I need to send healthy foods and refrain from sending snacks and beverages (e.g., candy, regular potato chips, soda or fruit drinks that are not 100% juice).				
25) I feel my child is receiving a well-rounded education at New Discoveries Montessori Academy.				
26) I would recommend New Discoveries Montessori Academy to other families.				

1) Which of the following sources are you MOST likely to rely on for information about New Discoveries Montessori Academy? (Choose one.)
   O School/Classroom Newsletter O Family Learning Discoveries Events O Local Newspaper – Hutch Leader
   O Material brought home by children O Friends/Neighbors/Other People O NDMA Staff/Teachers
   O e-mail/website/Facebook O Mailings O Don't know O Other _____

2) What kind of school information would you be most interested in? (check all that apply.)
   O How students are doing O Curriculum information O Volunteer opportunities O Special Events
   O Teachers/Teaching methods O Charter Schools O School Board information O Montessori Philosophy/Method
   O Special Education/Title O Afterschool Discoveries O Environmental Education O Other

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

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

5) One thing I like about New Discoveries:

6) One thing I would like to change:

Other Comments (Please be specific):

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

NDMA Staff Satisfaction Survey

2025-2026

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.				
2) NDMA offers me adequate facilities to create a positive learning environment.				
3) I feel valued and appreciated in my work by my **colleagues.**				
4) I feel valued and appreciated in my work by **administration.**				
5) I feel valued and appreciated in my work by **parents** of the children at NDMA.				
6) I feel valued and appreciated in my work by the **students** at NDMA.				
7) I feel valued and appreciated in my work by the **community**.				
8) I feel valued and appreciated in my work by the **NDMA school board**.				
9) I feel I am provided with sufficient opportunities to grow professionally.				
10) We are adequately meeting the needs of our students.				
11) I am satisfied with the academic program at NDMA.				
12) I think the overall atmosphere within NDMA is beneficial to student learning.				
13) There is adequate communication between **staff and administration.**				
14) There is adequate communication between **staff and parents.**				
15) There is adequate communication between **staff and the school board.**				
16) There is adequate communication **among the staff**.				
17) Administration and staff take care of situations when children misbehave or make poor choices.				
18) I like the multi-age classrooms.				
19) I feel that students are learning at NDMA.				
20) Resources are available to help me accomplish my job and I understand how to access them.				
21) The school building and grounds are well maintained.				
22) I recycle at school.				
23) I recycle at home.				

24) Students and staff actively engage in recycling.				
25) I would recommend New Discoveries Montessori Academy to other families.				

NEEDS ASSESSMENT:

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

2) What are your most urgent professional development needs?

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

4) One thing I would like to change:

Other comments (Please be specific):

Please return. Thank you! :)

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NDMA Community Satisfaction Survey
2025-2026

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

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

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?

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

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

O School Newsletter
O Local Newspaper – Hutch Leader
O Friends/Neighbors/Other People
O e-mail/website/social media
O Other _____
O Classroom Newsletter
O Material brought home by children
O NDMA Staff/Teachers
O Mailings
O Don't know

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

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

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

6) What do you value and like about NDMA?

Other Comments (Please be specific):

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

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

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

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May 2026 – All School Photo