



New Discoveries Montessori Academy
#4161-07
2017-2018
Year 12
Annual Report
World's Best Workforce Plan

The purpose of this Annual Report is to inform our stakeholders – employees, parents and our community, as well as our authorizer, Audubon Center of the North Woods (ACNW), with a comprehensive description of the educational programs and practices at New Discoveries Montessori Academy during the **2017-2018** school year, our **twelfth** year of operation. This report also includes information for the World's Best Workforce Plan (WBWF) required in MN Stat. 120B.11.

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Charter school requirements underlined. MN Stat. 124.E

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

SCHOOL INFORMATION

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

Grades Served: Pre-K – 6th grade

Year opened: September 2006

Vision: Enriching Community through Montessori Excellence

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:

- * Independence
- * 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

Audubon Center of the North Woods (ACNW) is NDMA's authorizer. It is a natural fit for New Discoveries to partner with ACNW as NDMA has recognized and exercised the importance of environmental education for its students. ACNW has served NDMA in this capacity since the summer of 2006. Our current contract is in effect through June 2020 and we will begin the renewal process the Spring of 2019.

Audubon Center of the North Woods (ACNW) Charter School Division Authorizing Mission - to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit-based decisions about its portfolio of charter schools.

ACNW 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 participates in ACNW's annual charter school retreat, where we are afforded the opportunity to network with other ACNW authorized schools. NDMA students also look forward to our annual trip to the ACNW Environmental Learning Center, a time during which 5th and 6th graders travel to Sandstone for three days of rich immersion in environmental education with Audubon Center staff.

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David Greenberg, ACNW Director of Charter School Authorizing



IMPLEMENTATION OF PRIMARY AND ADDITIONAL STATUTORY PURPOSES

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

Increased Learning Opportunities

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

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

Innovative Teaching Methods

- One of the great strengths of the Montessori Method is the integrated approach to learning. For example, math, reading, writing and other subjects are not learned in a compartmentalized method. Instead, children will learn with an understanding of how subjects work together while, at the same time, they work on learning and improving many different skills at once. New Discoveries Montessori Academy will utilize this integrated approach to learning.
- Children enjoy considerable freedom of movement and choice in a Montessori setting. The environment is child-centered, not teacher-centered. They choose what to work on, who to work with, and where to work. Because they pick their work, they are committed to it. Of course, all freedoms are balanced with responsibilities that include demonstrating appropriate behavior, remaining productive and completing areas of necessary fundamental knowledge and skills.
- Long Learning Cycles - Montessori education reserves extended uninterrupted time periods for the children to work freely on a task or project. The children absorb themselves in their studies. They complete their work, emerging fulfilled, refreshed, and satisfied with their accomplishment. The extended periods result in saved time due to fewer transitions

while, even more importantly, they lead to deeper learning, more interest, and great satisfaction for the children. Our great period designated during the morning of our academic day allows for these extended periods of learning.

- Multi-age grouping will be based on a three-year age span as opposed to the one year of traditional education. In this setting children progress through the curriculum at their own pace in a classroom that spans three grades. Teachers and students get to know each other quite well by working together in a multi-age class for a three-year period. A teacher who has worked with a child during this time gains an intimate knowledge of the child. Multi-age groupings mean more small-group options relative to abilities and interests as well as maximizing the potential of each individual child in an environment that has a place for everyone, providing a profound sense of belonging.
- Using the natural environment and facilities of our authorizer, Audubon Center of the North Woods, students will participate in an overnight environmental experience. Students will also explore and understand their local environment, and be involved in environmental-focused service learning projects which will foster the idea of stewardship for their environment.



Effective Measurement of Learning Outcomes

- New Discoveries Montessori Academy will administer several assessments (i.e. NWEA MAP, AIMSweb/FAST, MCAs) throughout the school year to provide baseline data for all students at NDMA. The information acquired from the assessments will be used to determine the amount of measurable progress made by each child. Families receive an individual report for their child. In addition, the Minnesota Comprehensive Assessments (MCA) will be administered as required. These standardized tests will be one of the measures used to show student academic achievement.

- Teachers will keep detailed student records of each child's lessons, projects, and progress. Authentic assessment tools such as observations, portfolios, performance assessments with rubrics, journaling, and parent conferences will be used to measure and report student progress.
- New Discoveries Montessori Academy will continue to clarify and improve consistency in our curriculum, and to align the Montessori competencies with the MN Academic Standards ensuring that we meet or exceed each standard - all in a manner that remains true to our Montessori educational vision.

New Forms of Accountability for Schools

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

Professional Opportunities for Staff

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

STUDENT ENROLLMENT & DEMOGRAPHICS

ENROLLMENT

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019 (as of 10.01.18)
PreK 3	-	-	7	12	11
PreK 4	-	8 (ECSE)	18	24	23
Kindergarten	21	16	14	22	26
1st Grade	15	17	19	21	23
2nd Grade	33	15	26	21	25
3rd Grade	24	32	15	30	21
4th Grade	28	16	35	18	38
5th Grade	24	26	19	32	20
6th Grade	18	24	17	14	32
7th Grade	-	-	-	-	12
Greater MN (3-6)	-	-	3	3	1
Total PreK-7	163	154	173	197	232
Total ADM (Average Daily Membership) for year	162.16	157.06	153.68	179.27	

2017-2018 enrollment remained steady around 200 students with the additional section of Children's House to accommodate the early childhood/preschool interest at NDMA. During the 17-18 school year, we had 11 children leave NDMA – 2 students moved out of state, 1 student moved out of Hutchinson and 5 returned to their home districts. 3 students transferred out of the Greater MN program. Transfers in included 27 students enrolled at NDMA after the first day of school and 5 students transferred into the Greater MN program.

DEMOGRAPHICS

45.6% of our student body received special education services and 73% of our students qualified for free/reduced lunches. This is significantly greater than that of the local traditional public schools. (District #423 Hutchinson – SpEd 14.2% - F/R 28.3%)

	2014-2015	2015-2016	2016-2017	2017-2018
Total Enrollment	172	144	173	197
Male	86	72	83	99
Female	86	72	90	98
Special Education	59	55	57	90
LEP	2	0	0	0
Black/African American	4	2	4	3
Hispanic/Latino	3	6	8	17
Asian/Pacific Islander	2	0	1	2
American Indian	5	4	14	10
White	153	132	143	165
F/R Lunch	100	93	96	144

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

District	# Students	District	# Students
108 – NYA Norwood Young America	3	2134 – ACGC Atwater Cosmos Grove City	2
423 – Hutchinson	113	2159 – BLH Buffalo Lake Hector	13
424 – Lester Prairie	3	2365 – GFW Gibbon Fairfax Winthrop	5
465 – Litchfield	10	2859 – GSL Glencoe Silver Lake	37
466 – Dassel Cokato	11		

STUDENT ATTENDANCE, ATTRITION & MOBILITY

STUDENT ATTENDANCE

	2014-15	2015-16	2016-17	2017-18
Overall Attendance Rate	94.9%	95.27%	94.32%	94.8%

Attendance rates maintained in 2017-2018. Our trend appears to be an increase/decrease in a percentage point from year to year. NDMA will continue to address the importance of regular school attendance with those families who have ongoing attendance issues.

STUDENT ATTRITION

Percentage of students who continue enrollment in the school from Spring 2018 to October 1, 2018.	71.1%
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There were 156 students enrolled on the last day of the 2016-17 school year. There were 14 students that were 6th grade graduates. 37 students enrolled on the last day did not return to NDMA.

101/142 or 71.1% of students returned for the 2017-18 school year.

The 2017-18 school started with 166 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)
2012-13	5	173	13	4	17	9.83%
2014-15	2	155	19	9	28	18.06%
2015-16	0	147	15	16	31	21.1%
2016-17	24	154	32	14	45	29.2%
2017-18	40	159	27	8	35	22.01%

* Total mid-year transfers divided by Number of students on Oct. 1. (Information from MDE Data Reports & Analytics.)

Percentage of students who were enrolled for 95% or more of the 2017-18 school year.	94.9%
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* Mid-year transfers out subtracted from the Number of students on Oct. 1 and then divided by Number of students on Oct. 1. (Information from MDE Data Reports & Analytics.)

We had a surge of mid-year transfers this year. Some of the reasons include: looking for another option, move into the community, recommended by another family, 3 year old and 4 year old preschool options and pending expansion to 7th/8th grade. It appears that NDMA is finally being recognized as a sound educational option in Hutchinson and the surrounding communities.

EDUCATIONAL APPROACH & CURRICULUM

Primary Pedagogical Approach

New Discoveries Montessori Academy Educational Program highlights:

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

Montessori Method of Education

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

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

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



Multi-age Grouping Classrooms

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

CHILDREN'S HOUSE PROGRAM (AGES 3-5)

The Montessori early childhood community is referred to as Children's House. In the Children's House Program, we serve children ages 3 to 5. Each classroom combines preschool and

kindergarten. The teacher provides developmentally appropriate, interest-based activities that encourage children to develop a love of learning and trust in their own ability to learn. At this level children begin to develop their physical, social and intellectual independence. Work in the Children's House includes everything from taking care of the classroom environment and learning practical life skills to studies in Math and Reading.

CURRICULUM AREAS –

Grace and Courtesy (Character Education)

Practical Life (Coordination, Control, Independence & Order)

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

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

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

Geography (Landforms, Continents, & History)

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

Music | Art | Physical Education

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

ELEMENTARY 1 (AGES 6-9)

The Early Elementary Montessori classroom community is referred to as Elementary I, or E1. In the Elementary I classroom we serve children ages 6 to 9. Each classroom combines first, second and third grades, and is guided by a licensed teacher. The teacher provides opportunities for children to exercise the freedoms of 1) movement, 2) choice, and 3) repetition. There is a strong sense of community built within the classroom.

What Makes E1 Unique?

1. Multi-age classrooms
2. Three freedoms: movement, choice and repetition
3. High staff to student ratio
4. Strong sense of community with student to student mentoring, and shared responsibilities

Essential Components of E1

1. Small group lesson presentations
2. Whole life/whole being education (not just academics)
3. Fostering excellence, respect and accountability
4. Students allowed to progress beyond and without limitations

E1 Montessori Focus

1. Three Freedoms
2. Montessori Materials – offering concrete to abstract learning
3. Self-regulating – creating independence in students

Minnesota Academic Standards

1. Aligned Minnesota Academic Standards to Montessori
2. Strong foundational reading and mathematics skill building
3. Rich science and social studies experiences

ELEMENTARY 2 (AGES 9-12)

The Upper Elementary Montessori classroom community is referred to as Elementary II, or E2. In the Elementary II classroom we serve children ages 9 to 12. Each classroom combines fourth, fifth and sixth grades, and is guided by a licensed teacher. The teacher provides opportunities for children to excel.

What Makes E2 Unique?

1. Multi-age classrooms
2. Meeting every child where he/she is at
3. Students assist one another with learning
4. Students have choices regarding work

Essential Components of E2

1. Guided Reading based on ability level
2. Audubon Experiential/Environmental learning
3. Mathematics based on ability level
4. On-going staff experiential training

Montessori Focus

1. Montessori/hands-on materials
2. Small group focus
3. Nurturing atmosphere
4. Grace and courtesy
5. Flexible grouping

Minnesota Academic Standards

1. Aligned Minnesota Academic Standards to Montessori
2. Weekly Learning Plans that list the topics and standards
3. Students are aware of MN requirements and why they are learning
4. Curriculum is spiraled (science and social studies)

Environmental Education

At New Discoveries, environmental education is an essential component in all that we do. The overall NDMA environmental education goal is: Staff, students, and parents at New Discoveries Montessori Academy will increase their environmental literacy, and develop the knowledge, skills and attitudes to support a sustainable, healthy environment.

Alignment to State Standards

Marrying the Magic of Montessori and the Minnesota Mandates

NDMA provides Montessori philosophy in a public school setting, which presents both opportunities and challenges for the school. Opportunities lie in the rich tradition, beautiful materials, developmentally appropriate activities and multi-age classrooms. A central challenge is found in a lack of explicit connection of the Montessori curriculum to the Minnesota Academic Standards. Staff has worked countless hours to align the Montessori curriculum with Minnesota Academic Standards and this continues to be a work in progress.



NDMA will continue to ensure that our teachers receive and maintain the proper Montessori training. In addition, NDMA will make certain that our teachers and our teaching partners are well-versed in the Minnesota Academic Standards, curriculum alignment, and effective teaching strategies. Our staff receives on-going training and support in administering assessment and in understanding and interpreting data. Data informs our planning and instruction and NDMA has become a culture of data-driven decision making.

Differentiation

Montessori programming lends itself to differentiation within each classroom since students are continually selecting work that is at their respective learning levels. Children's House Montessori practice individualizes instruction to the needs of each child and follows that child's development by presenting lessons that "scaffold" the child to the next level. E1 and E2 classrooms differentiate in both reading and math according to ability levels as demonstrated in normed and classroom assessments.

Remediation

Differentiation allows for remediation to occur organically at New Discoveries. The progress monitoring, flexible grouping and multi-age classrooms allow for NDMA staff to provide remediation on an on-going basis.

Acceleration

NDMA strives to meet students' needs by developing exemplary educational programs. Given that each student is an individual comprised of unique strengths, abilities and potential, it is the goal of NDMA to provide a range of opportunities appropriate for all students, including those with exceptional abilities. Therefore the differentiation of instruction is a critical element of all instructional offerings at NDMA, and it is the foundation of programming for exceptional learners. There are a variety of options available to highly capable students including, but not limited to subject, telescoping and/or whole-grade acceleration. (From NDMA Board Policy 590P: Acceleration)

Special Education

New Discoveries continues to stand out among the surrounding schools as a provider of quality special education services. This reputation has emerged as we have welcomed children with a broad range of needs and concerns.

Special Education staff this past year included 6.0 FTE Special Education teachers who are co-teachers with the regular education teacher and manage the classroom together. Adding a special education teacher in every Elementary I and Elementary II classroom has been a natural progression towards pushing into the classroom as many special education services as possible. One special educator and a contracted Early Childhood Special Education licensed teacher are responsible for the Children's House students. We also employ a full-time School Psychologist and a part-time Speech Therapist. Approximately 25 special education paraprofessionals (resource teaching partners) were employed this past year to cover student needs, which includes two Behavior Specialists to assist with student behavior at NDMA. In addition, we have several student social skills groups that meet weekly.

We have contracted with an outstanding director of special education. She knows our staff. She knows our clientele. She knows our program. She knows the law. We have an outstanding special education coordinator on-site. We have a full time school psychologist. Both the coordinator and the psychologist work tirelessly to serve our students and families, and to support our staff. Our child study process is solid. And consistent. Our follow-through regarding needs and concerns is also solid and consistent.

We have positive connections with the communities we serve. We provide van and/or bus service to many of the surrounding communities. This not only serves the special education population well, but the general population, too.

Our contracted services are exceptional. Hutchinson Health; West Metro Learning Connections; Southwest West Central Cooperative; Steppingstone Therapeutic; Crow River Family Services; Greater Minnesota Family Services; David Foy & Associates. Each of them is responsive and consistently follow through regarding support and service.

Child Find Process

Our child find process at NDMA includes: vision and hearing screening for all students, preschool screening, academic benchmarking for Kindergarten through 6th grade, school psychologist-led weekly discussion of student concerns, and bi-monthly child study meetings. A period of each PLC meeting is set aside to discuss academic and behavioral interventions that are currently running, or students who may be in need of additional support. Teachers are allowed time to share resources and ask questions of one another. If concerns persist and initial

environmental changes or interventions are determined to be ineffective, teachers can sign up for a time slot at a child study meeting. The purpose of these meetings is to review data, plan tier 2 and tier 3 interventions, and make plans for the future. If at any time a parent requests an evaluation, or the team determines that the student is not making adequate progress despite the implementation of evidence-based interventions, a proposal is made to proceed with a special education evaluation to determine need and eligibility for services.

English Learner (EL) Program

We did not have any English language learners during the 2017-2018 school year. In the event that we do enroll EL students, we are prepared to hire an ELL licensed teacher to provide EL services. NDMA does have an English Language Development (ELD) Program flow chart outlining procedures for conducting English proficiency tests and providing English Language Development instruction. If needed, the ACCESS Assessment is administered in February.

Staffing to meet the NDMA Educational Mission/Vision

The Executive Director and Associate Director provide guidance, leadership and practical knowledge to support the instructional program at NDMA. Our teacher leaders have assumed a more active role in leadership – through providing solid leadership in our 90-minute PLC's, to participating in monthly Instructional Leadership meetings. Quality Job Embedded Professional Development played a key role and bringing teachers and teaching partners together around implementing best practices regarding instruction and assessment. Our goal of marrying the Magic of Montessori with the Mandates of Minnesota and our instructional focus on: Efficiency, Proficiency and MN Standards – Is it efficient? Does it lead to proficiency? Is it aligned with the MN State Standards? – is being realized.

School Calendar/Daily Schedule

Our school calendar has 171 school days and primarily follows District 423 calendar as we share students with the Hutchinson schools and this simplifies schedules for our families. We began our school year on Tuesday, August 29th and our last day was Thursday, May 31st. Our school day begins at 8:45am and ends at 3:10pm.



INNOVATIVE PRACTICES & IMPLEMENTATION

New Discoveries Montessori Academy (NDMA) continues to wrestle with the challenge of providing an authentic Montessori experience in a public school setting in rural Minnesota. The tradition of Montessori introduces beautiful materials, distinguishable learning activities, and multi-age classroom settings to the learning experience. NDMA leadership have worked diligently over the years to honor academic standards, and to meet state and federal requirements within a Montessori context. Most recently NDMA's Board of Directors has updated their Strategic Plan to include explicit goals to make sure we uphold what is integral to providing an authentic Montessori experience. At the center of this is the reality that there has been an inconsistent level of training and credentialing in utilizing Montessori curriculum and materials from classroom to classroom. This is where some of the innovation is focused, as we address the inconsistencies, while at the same time we acknowledge that we are doing this in a rural setting.

At the same time, as our special education population continues to grow, we find ourselves with few to no candidates for some of our special education positions. This has necessitated a creative approach to "growing our own" special educators. This has been a slow and challenging process that is finally bearing fruit.

After School Activities

After School Sports Discoveries – Our Physical Education teachers and staff volunteers provided several six to eight week opportunities to learn and practice physical activities after school. Each session was well attended, and there were opportunities for all students to be involved.

Basketball – As in years past, NDMA has been fortunate to see our after school programs grow. Our girls' basketball program so the most amazing growth we've seen so far. Our girls won more games than they lost this past season. This is a far cry from the previous season when we did not win a game. The attendance by parents, family members and school staff increased steadily with every game and tournament. Families began to socialize around basketball events. This was the first season for this to occur.



Girls Basketball Team 17-18

After School Learning Discoveries

Chess: One of NDMA's Board Members co-facilitated afterschool chess. The opportunity brought students from grades four, five and six together for a once-a-week experience to learn and play chess. This was the first time for most students to play chess. The enthusiasm and growth on the part of every student was amazing! They now have a lifetime activity that many/most would not have had otherwise. Work was displayed in a local youth art show at the Hutchinson Center for the Arts. NDMA's art work stood out as exceptional among the entries submitted by other area schools.

Afterschooligans: Once again, we partnered with local 4H to provide amazing experiences for students to participate in after school. 4H provided staff and curriculum. NDMA provided supervision and space for these well-attended opportunities.

PRESCHOOL

The Preschool Program offered a multi-age opportunity for children 3-, 4- and 5-years of age in three sections of Children's House. Each classroom hosted a total of twenty students. Families of three-year-olds had the opportunity to apply for Pathways I scholarship money. Two families qualified. Families of four-year-olds all participated tuition-free, either because they were eligible for Pathways II scholarship money, or because we are a Voluntary Pre-Kindergarten program (VPK). Being a VPK site meant that 4 years is classified as a grade level at New Discoveries according to the Minnesota Department of Education. New Discoveries is a Four Star Parent Aware-rated program. This is the highest rating in the Parent Aware system.

3-year olds attend three half days (Tuesday–Thursday) and 4-year olds may attend either four half days or four full days (Monday– Thursday). NDMA offers the only Montessori preschool in Hutchinson and immediate surrounding communities, with approximately 80% retention from preschool to kindergarten. The curriculum offered encompasses academic areas of language arts, mathematics, science, geography, and sensorial and practical life. This program allows for complete individualization and teaches/reaches the whole child. One-on-one presentations are conducted with each child three times a week for preschoolers, a distinguishing characteristic of our Montessori approach. (See previous pages for more specific information on the Preschool/Children's House Program.)



We participated in the Kindergarten Entry Profile (KEP) through MDE. As such we administered the Developmental Milestones assessment for the first time to track growth from entrance to end-of-year.

Math Masters - Math Masters is a Minnesota statewide mathematics competition for 5th and 6th grade students. At NDMA, the practice sessions leading up to the regional competitions provide our students with an opportunity to increase their accuracy and speed in solving

mathematical equations (fact drill and order of operations round) and to work individually and as teams to solve challenging mathematical problems (individual and team rounds). The competition problems are designed to be extremely difficult so there will be only a few students across the state who will get them all correct. NDMA students are shown appropriate shortcuts and problem solving skills. Throughout the year, they strive to increase the number of problems they can correctly solve in the allotted time. Each week they are told to have fun and learn something new when challenged mathematically. This group is led by an amazing NDMA volunteer who freely shares her time and love of math.



Successes from the 2017-2018 School Year

Additional Section of Children's House. We added a third section of Children's House (preschool ages 3 and 4, and kindergarten). We had full enrollment in all three sections: four three-year-olds; eight four-year-olds; and eight kindergarteners.

Mental Health Support. We opened a suite of offices where local mental health practitioners provide on-site mental health skills work and therapy for many of our students. The clinicians come from six clinics in and around Hutchinson. They have enthusiastically embraced the opportunity. As have the parents/guardians of the students being served.

Legwork for Purchase of Facility. We did extensive preparations to make purchasing the property we have been renting since 2008. A large part of the effort involved forming a separate non-profit building company, New Discoveries Affiliated Building Company. We have secured financing for the purchase, and were finalizing the process to receive a loan guarantee from USDA.

School Safety. NDMA hosted a group of local clergy, mental health workers, educators, law enforcement personnel, to social service personnel to address issues around school safety. This has led to several partnerships committed to ongoing pursuit of creating the safest opportunity possible for students, staff and families. NDMA began an office remodel to enhance building security.

Environmental Education: For the first time, every classroom was involved in the planting, care and/or harvest of our many gardening projects. Every classroom had their own designated outdoor space (e.g. Birch classroom met regularly in the shade of a planting of birch trees). Students were more consistent journaling their environmental activities. Staff was more consistent logging their ongoing environmental activities.

Teaching Partner Support: One of the unique features of NDMA is the Teaching Partner program. Last year over 25 paraprofessionals served as either 1:1 Teaching Partners or program

Teaching Partners. They are an integral part of our effort to connect with every child, and to encourage every child to engage in our learning program.

Staff retention. Staff retention was at an all-time high this past year.

Challenges from the 2017-18 School Year

Although some of our challenges are consistent from year to year, they do not seem to diminish our resolve. The good news is that this is down from four items to two items:

1. Although we are still not meeting our proficiency goals, almost every student has registered academic growth.
2. Although there is still a tendency towards searching for curriculum support using non-evidence-based resources, that tendency is considerably less than it once was.

The plan to address challenges:

1. Provide training in how to read NWEA MAP reports, and to use the data to help students articulate academic goals, and to inform instruction.
2. Provide training and resources for implementing curricular standards that are the same from classroom to classroom.
3. Continue to require regular team meetings at the classroom level, and at the grade/department level as well as required planning time for co-teacher teams.
4. Provide training for our Lead/Mentor Teachers and to continue with our Professional Learning Communities (PLCs). We have experienced significant growth in this regard.

New Challenges from the 2017-18 School Year

The most significant challenges relate to the development of an affiliated building company, and securing a USDA loan guarantee for the purchase of the property and facility we have occupied since August of 2008. Although we secured financing for the project more than a year ago, there have been unexpected hurdles relative to the USDA loan guarantee that is an integral part of the transaction. We continue to push through, and are optimistic the closing date will occur before January 1, 2019.

STRATEGIC PLAN

New Discoveries Montessori Academy has been fortunate to have landed on a sound process to develop and maintain a sound Strategic Plan. We have faithfully and consistently updated the plan for the past several years.

For the first time, however, we included ALL staff in a multi-step process to involve everyone in a SWOT analysis to determine *Strengths, Weaknesses, Opportunities and Threats*.



The information gathered through this process was utilized in updating goals in the following areas: 1. Dynamic Leadership; 2. Montessori Principles; 3. Intentional Interdependence; and 4. Measurable Accountability. The goals articulated in each area focus on enhancing strengths, and addressing both weaknesses and opportunities. With the level of ownership around the SWOT process so far-reaching, and with the results/data being such a big part of the goal-setting process, we are hopeful that the goals will be more relatable and relevant for staff than ever before. (See attached NDMA Strategic Plans for 2017-18 and 2018-19 at the end of this report for details.)

ACADEMIC PERFORMANCE: GOALS & BENCHMARKS

PROGRESS ON ACNW CONTRACTUAL ACADEMIC GOALS & WBWF ALIGNMENT

World's Best Workforce (WBWF) Goal Areas:

- **Ready for Kindergarten [R4K]:** All students are ready for kindergarten.
- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.
- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
- **Career & 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.

Indicator 1: Mission-Related

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

Measure 1.1 – 10pts: From FY15 to FY19, the aggregate percentage of students who meet the school's community service requirements annually will be at least 60.0%. The annual requirement is at least 15 hours of community service.

- Exceeds Standard: The aggregate percentage is at least 80.0%.
- **Meets Standard: The aggregate percentage is at least 60.0%.**
- Approaches Standard: The aggregate percentage is at least 50.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

NDMA	Number of Students Who Meet Community Service Requirement	Number of Eligible Students	Percent of Students Who Meet Community Service Requirement
FY15	82	163	50.3%
FY16	80	144	55.6%
FY17	98	143	68.5%
FY18	104	168	61.9%
FY19			
Aggregate	364	618	58.9%

WBWF Goal Areas Addressed by this Goal: n/a

Key Measures & Results for this Goal: Meets Standard: All students participate in community wide clean-up and our river clean-up. Children's House classrooms donate some of the produce from their garden to the local food shelf. E1 students visit the elderly at community care centers. All E2 students assist in our dish room with dishes each day. As part of school fundraisers, each classroom participates in serving food and bussing tables at community restaurants. Students walk in community parades and hand out pencils to children in those communities. Some students participate in city clean-up day with their families. All students collect food for our local food shelf. NDMA students meet up with students from other community schools and participate in walk and bike to school. Some students help with the yard care of their neighbors.

Indicator 2: English Language Learners

Goal: The school does not have a contractual goal in this indicator area as it does not serve a significant population of English Learners.

Indicator 3: Reading Growth

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] – 8pts: From FY15 to FY17, the aggregate growth z-score for all students on state accountability tests will be equal to or greater than 0.00.

- Exceeds Standard: The aggregate growth z-score is equal to or greater than 0.50
- Meets Standard: The aggregate growth z-score is equal to or greater than 0.00.
- Approaches Standard: The aggregate growth z-score is greater than -0.50.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Growth - 3.1						
Goal	FY15 2014-15 NDMA	FY16 2015-16 NDMA	2014-16 NDMA Aggregate	FY17 2016-17 NDMA	FY18 2017-18 NDMA	2014-18 NDMA Aggregate
0.00	0.0227	0.0577	0.0402	data n/a	data n/a	data n/a

Measure 3.2 [CCR] – 8pts: From FY15 to FY17, the aggregate percentage of students that achieve a positive z-score on state accountability tests will be at least 50.0%.

- Exceeds Standard: The aggregate percentage is at least 60.0%.
- Meets Standard: The aggregate percentage is at least 50.0%.
- Approaches Standard: The aggregate percentage is at least 40.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Growth - 3.2						
Goal	FY15 2014-15 NDMA	FY16 2015-16 NDMA	2014-16 NDMA Aggregate	FY17 2016-2017 NDMA	FY18 2017-18 NDMA	2014-18 NDMA Aggregate
50%	70.5%	60.1%	65.1%	data n/a	data n/a	data n/a
	62/88	59/98	121/186			

Measure 3.3 [RG3] – 4pts: From FY15 to FY18, the aggregate percentage of students in grades K-2 that meet their fall to spring (except in FY18, fall to winter) NWEA RIT expected growth target will be at least 50.0%.

- Exceeds Standard: The aggregate percentage is at least 60.0%.
- Meets Standard: The aggregate percentage is at least 50.0%.
- Approaches Standard: The aggregate percentage is at least 40.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

NWEA MAP Reading – Grades K-2

NDMA	Number of Students Met Growth Target	Number of Eligible Students	Percent of Students Met Growth Target
FY15	29	64	45.3%
FY16	14	48	29.2%
FY17	32	58	55.1%
FY18	30	65	46.1%
FY19			
Aggregate	105	235	44.7%

WBWF Goal Areas Addressed by this Goal: Career & College Ready. Reading Well by 3rd Grade.

Key Measures & Results for this Goal: MCA, NWEA MAP.

3.1 – Approaches Standard – 16/17, 17/18 data n/a

3.2 – Exceeds Standard – 16/17, 17/18 data n/a

3.3 – Approaches Standard

Indicator 4: Math Growth

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] – 8pts: From FY15 to FY17, the aggregate growth z-score for all students on state accountability tests will be equal to or greater than 0.00.

- Exceeds Standard: The aggregate growth z-score is equal to or greater than 0.50
- Meets Standard: The aggregate growth z-score is equal to or greater than 0.00.
- Approaches Standard: The aggregate growth z-score is greater than -0.50.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Math Growth - 4.1						
Goal	FY15 2014-15 NDMA	FY16 2015-16 NDMA	2014-16 NDMA Aggregate	FY17 2016-17	FY18 2017-18	2014-18 NDMA Aggregate
0.00	-0.3472	0.0318	-0.1577	data n/a	data n/a	data n/a

Measure 4.2 [CCR] – 8pts: From FY15 to FY17, the aggregate percentage of students that achieve a positive z-score on state accountability tests will be at least 50.0%.

- Exceeds Standard: The aggregate percentage is at least 60.0%.
- Meets Standard: The aggregate percentage is at least 50.0%.
- Approaches Standard: The aggregate percentage is at least 40.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Math Growth – 4.2						
Goal	FY15 2014-15 NDMA	FY16 2015-16 NDMA	2014-16 NDMA Aggregate	FY17 2016-17	FY18 2017-18	2014-18 NDMA Aggregate
50%	65.2%	59.2%	62.0%	data n/a	data n/a	data n/a
	58/89	58/98	116/187			

Measure 4.3 [CCR] – 4pts: From FY15 to FY18, the aggregate percentage of students in grades K-2 that meet their fall to spring (except in FY18, fall to winter) NWEA RIT expected growth target will be at least 50.0%.

- Exceeds Standard: The aggregate percentage is at least 60.0%.
- Meets Standard: The aggregate percentage is at least 50.0%.
- Approaches Standard: The aggregate percentage is at least 40.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

NWEA MAP Math – Grades K-2

NDMA	Number of Students Met Growth Target	Number of Eligible Students	Percent of Students Met Growth Target
FY15	41	64	64.1%
FY16	19	48	39.6%
FY17	26	58	44.8%
FY18	29	65	44.6%
FY19			
Aggregate	115	235	48.9%

WBWF Goal Areas Addressed by this Goal: Career & College Ready.

Key Measures & Results for this Goal: MCA, NWEA MAP.

- 4.1 – Approaches Standard – 16-17, 17/18 data n/a
- 4.2 – Exceeds Standard – 16-17, 17/18 data n/a
- 4.3 – Approaches Standard

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.

Measure 5.1 [RG3] – 1pt: From FY15 to FY18, the school's aggregate proficiency index score for 3rd grade students will increase by at least 5.0 points from the baseline proficiency index score (baseline score – 59.8).

- Exceeds Standard: The aggregate proficiency index score is at least 10.0 points above the baseline score.
- Meets Standard: The aggregate proficiency index score is at least 5.0 points above the baseline score.
- Approaches Standard: The aggregate proficiency index score is greater than the baseline score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading: All State Accountability Tests – All Students (Enrolled October 1, Grade 3)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
Baseline (FY13-14)	7	17	7	15	40	59.8
FY15	3	9	5	0	17	85.3
FY16	6	10	3	9	28	62.5
FY17	2	3	2	5	12	50.0
FY18	4	8	3	14	29	46.6
FY19						
Aggregate	15	30	13	28	86	59.9

$(\# \text{ Exceeds}) + (\# \text{ Meets}) + (\# \text{ Partials} \div 2)$

Total # of Students

Measure 5.2 [CCR] – 5pts: From FY15 to FY18, the school's aggregate proficiency index score will increase by at least 5.0 points from the baseline proficiency index score (baseline score – 63.7) OR be equal to or greater than that of the state for the same grades (3-6).

- Exceeds Standard: The aggregate proficiency index score is at least 10.0 points above the baseline score OR 10.0 points above the state's score.
- Meets Standard: The aggregate proficiency index score is at least 5.0 points above the baseline score OR equal to or greater than the state's score.
- Approaches Standard: The aggregate proficiency index score is greater than the baseline score OR within 10.0 points of the state's score. (State = 61.1)
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Proficiency - 5.2					
Baseline - All	FY15 2014-15 NDMA	FY16 2015-16 NDMA	FY17 2016-17 NDMA	FY18 2017-18 NDMA	2014-18 NDMA Aggregate
63.7	65.9	60.7	53.9	50.0	57.6
	54/82	54/89	41/76	44/88	193/335

Reading: All State Accountability Tests – All Students (Enrolled October 1, Grades 3-6)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
Baseline (FY13-14)	24	66	39	43	172	63.7
FY15	16	38	21	7	82	78.7
FY16	20	34	16	19	89	69.7
FY17	15	26	12	23	76	61.8
FY18	16	28	7	37	88	53.4
FY19						
Aggregate	67	126	56	86	335	65.9

$(\# \text{ Exceeds}) + (\# \text{ Meets}) + (\# \text{ Partials} \div 2)$

Total # of Students

Measure 5.3 [CCR] – 2pts: From FY15 to FY18, the school's aggregate proficiency index score will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same grades (3-6).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Proficiency - 5.3					
FY15 2014-15 ISD 423	FY16 2015-16 ISD 423	FY17 2016-17 ISD 423	FY 18 2017-18 ISD 423	2014-18 NDMA Aggregate (3-6)	2014-18 ISD 423 Aggregate
70.1	71.5	73.6	70.0	57.6	71.3
591/843	603/843	605/821	558/797	193/335	2357/3304

Measure 5.4 [AGC] – 2pts: From FY15 to FY18, 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 (3-6).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the state's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the state's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the state's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Proficiency - 5.4					
FY15 2014-15 STATE F/R	FY16 2015-16 STATE F/R	FY17 2016-17 STATE F/R	FY18 2017-18 STATE F/R	2014-18 NDMA Aggregate F/R	2014-18 STATE F/R Aggregate
41.5	42.8	42.1	42.2	50.3	41.9
66039/159150	67669/160207	68212/162118	68228/161757	100/199	270148/643232

Reading: All State Accountability Tests – Free/Reduced Priced Lunch (Enrolled October 1, Grades 3-6)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	7	18	12	6	43	72.1
FY16	12	17	8	16	53	62.3
FY17	8	12	7	15	42	56.0
FY18	13	13	6	29	61	47.5
FY19						
Aggregate	40	60	33	66	199	58.5

$$\frac{(\# \text{ Exceeds}) + (\# \text{ Meets}) + (\# \text{ Partial})}{\text{Total \# of Students}}$$

Total # of Students

Measure 5.5 [AGC] – 2pts: From FY15 to FY18, 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 (3-6).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Proficiency - 5.5					
FY15 2014-15 ISD 423 F/R	FY16 2015-16 ISD 423 F/R	FY17 2016-17 ISD 423 F/R	FY18 2017-18 ISD 423 F/R	2014-18 NDMA Aggregate F/R	2014-18 ISD 423 F/R Aggregate
51.6	55.8	57.0	54.0	50.3	54.7
127/246	148/265	146/256	141/261	100/199	562/1028

Measure 5.6 [AGC] – 2pts: From FY15 to FY18, 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 (3-6).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the state's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the state's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the state's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Proficiency - 5.6					
FY15 2014-15 State SpEd	FY16 2015-16 State SpEd	FY17 2016-17 State SpEd	FY18 2017-18 State SpEd	2014-18 NDMA SpEd Aggregate	2014-18 STATE SpEd Aggregate
30.8	31.1	31.1	30.7	41.4	30.9
18053/58688	18400/59104	18644/59971	18763/61178	60/145	73860/238941

Reading: All State Accountability Tests – Special Education (Enrolled October 1, Grades 3-6)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	8	13	9	2	32	79.7
FY16	5	10	6	16	37	48.6
FY17	3	10	5	18	36	43.1
FY18	5	6	4	25	40	32.5
FY19						
Aggregate	21	39	24	61	145	49.7

$$\frac{(\# \text{ Exceeds}) + (\# \text{ Meets}) + (\# \text{ Partial} \div 2)}{\text{Total \# of Students}}$$

Measure 5.7 [AGC] – 2pts: From FY15 to FY18, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same subgroup and the same grades (3-6).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Reading Proficiency - 5.7					
FY15 2014-15 ISD 423 SpEd	FY16 2015-16 ISD 423 SpEd	FY17 2016-17 ISD 423 SpEd	FY18 2017-18 ISD 423 SpEd	2014-18 NDMA SpEd Aggregate	2014-17 ISD 423 SpEd Aggregate
38.8	40.7	38.5	39.0	41.4	39.3
42/108	42/103	35/91	39/100	60/145	158/402

WBWF Goal Areas Addressed by this Goal: Reading Well by 3rd Grade. Career & College Ready. Achievement Gap Closure.

Key Measures & Results for this Goal: MCA.

- 5.1 – Approaches Standard
- 5.2 – Approaches Standard
- 5.3 – Does Not Meet Standard
- 5.4 – Meets Standard
- 5.5 – Approaches Standard
- 5.6 – Exceeds Standard
- 5.7 – Meets Standard

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] – 6pts: From FY15 to FY18, the school's aggregate proficiency index score will increase by at least 10.0 points from the baseline proficiency index score (baseline score – 47.9) OR be equal to or greater than that of the state for the same grades (3-6).

- Exceeds Standard: The aggregate proficiency index score is at least 20.0 points above the baseline score OR is at least 10.0 points above the state's score.
- Meets Standard: The aggregate proficiency index score is at least 10.0 points above the baseline score OR equal to or greater than the state's score.
- Approaches Standard: The aggregate proficiency index score is at least 5.0 points above the baseline score OR within 10.0 points of the state's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Math Proficiency - 6.1					
Baseline	FY15 2014-15 NDMA	FY16 2015-16 NDMA	FY17 2016-17 NDMA	FY18 2017-18 NDMA	2014-18 NDMA Aggregate
47.9	50.0	50.0	40.7	34.1	43.7
	41/82	44/88	31/76	30/88	146/334

Math: All State Accountability Tests – All Students (Enrolled October 1, Grades 3-6)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
Baseline (FY12-14)	28	68	64	107	267	47.9
FY15	12	29	19	22	82	61.6
FY16	12	32	23	21	88	63.1
FY17	13	18	20	25	76	53.9
FY18	13	17	20	38	88	45.5
FY19						
Aggregate	50	96	82	106	334	55.9

$$\frac{(\# \text{ Exceeds}) + (\# \text{ Meets}) + (\# \text{ Partials} \div 2)}{\text{Total \# of Students}}$$

Measure 6.2 [CCR] – 2pts: From FY15 to FY18, the school's aggregate proficiency index score will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same grades (3-6).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Math Proficiency – 6.2					
FY15 2014-15 ISD 423	FY16 2015-16 ISD 423	FY17 2016-17 ISD 423	FY18 2017-18 ISD 423	2014-18 NDMA Aggregate	2014-18 ISD 423 Aggregate
77.4	79.0	73.6	77.1	43.7	76.8
652/842	666/843	605/821	614/796	146/334	2537/3302

Measure 6.3 [AGC] – 2pts: From FY15 to FY18, 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 (3-6).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the state's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the state's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the state's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Math Proficiency – 6.3					47.1
FY15 2014-15 STATE F/R	FY16 2015-16 STATE F/R	FY17 2016-17 STATE F/R	FY18 2017-18 STATE F/R	2014-18 NDMA F/R Aggregate	2014-18 STATE F/R Aggregate
42.3	41.4	40.1	38.2	39.4	40.5
66302/156609	65037/156941	63694/158828	60545/156637	78/198	255578/631015

Math: All State Accountability Tests – Free/Reduced Priced Lunch (Enrolled October 1, Grades 3-6)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	4	15	11	13	43	57.0
FY16	6	19	11	16	52	58.7
FY17	5	10	13	14	42	51.2
FY18	9	10	10	32	61	37.7
FY19						
Aggregate	24	54	45	75	198	50.7

$(\# \text{ Exceeds}) + (\# \text{ Meets}) + (\# \text{ Partials} \div 2)$

Total # of Students

Measure 6.4 [AGC] – 2pts: From FY15 to FY18, 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 (3-6).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Math Proficiency – 6.4					
FY15 2014-15 ISD 423 F/R	FY16 2015-16 ISD 423 F/R	FY17 2016-17 ISD 423 F/R	FY18 2017-18 ISD 423 F/R	2014-18 NDMA F/R Aggregate	2014-18 ISD 423 F/R Aggregate
63.7	63.4	57.4	59.4	39.4	60.9
156/245	168/265	147/256	155/261	78/198	626/1027

Measure 6.5 [AGC] – 2pts: From FY15 to FY18, 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 (3-6).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the state's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the state's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the state's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Math Proficiency – 6.5					47.1
FY15 2014-15 State SpEd	FY16 2015-16 State SpEd	FY17 2016-17 State SpEd	FY18 2017-18 State SpEd	2014-18 NDMA SpEd Aggregate	2014-18 STATE SpEd Aggregate
32.1	31.5	30.9	29.6	31.2	30.8
18557/57899	18323/58122	18227/58997	17921/60606	45/144	73028/235624

Math: All State Accountability Tests – Special Education (Enrolled October 1, Grades 3-6)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	3	10	9	10	32	54.7
FY16	4	8	11	13	36	48.6
FY17	6	6	6	18	36	41.7
FY18	4	4	7	25	40	28.8
FY19						
Aggregate	17	28	33	66	144	42.7

$$\frac{(\# \text{ Exceeds}) + (\# \text{ Meets}) + (\# \text{ Partials} \div 2)}{\text{Total \# of Students}}$$

Total # of Students

Measure 6.6 [AGC] – 2pts: From FY15 to FY18, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same subgroup and the same grades (3-6).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- **Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.**

	Math Proficiency – 6.6				47.1
FY15 2014-15 ISD 423 SpEd	FY16 2015-16 ISD 423 SpEd	FY17 2016-17 ISD 423 SpEd	FY17 2016-17 ISD 423 SpEd	2014-18 NDMA SpEd Aggregate	2014-18 ISD 423 SpEd Aggregate
54.6	52.4	37.7	47.5	31.2	48.4
59/108	54/103	34/90	48/101	45/144	195/403

WBWF Goal Areas Addressed by this Goal: Career & College Ready. Achievement Gap Closure.

Key Measures & Results for this Goal: MCA.

- 6.1 – Approaches Standard
- 6.2 – Does Not Meet Standard
- 6.3 – Approaches Standard
- 6.4 – Does Not Meet Standard
- 6.5 – Meets Standard
- 6.6 – Does Not Meet Standard

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] – 1.5pts: From FY15 to FY18, the school's aggregate proficiency index score will increase by at least 5.0 points from the baseline proficiency index score (baseline score – 52.2) OR be equal to or greater than that of the state for the same grades (5).

- Exceeds Standard: The aggregate proficiency index score is at least 10.0 points above the baseline score OR at least 10.0 points above the state's score. (States score = 39.1)
- Meets Standard: The aggregate proficiency index score is at least 5.0 points above the baseline score OR equal to or greater than the state's score.
- Approaches Standard: The aggregate proficiency index score is greater than the baseline score OR within 10.0 points of the state's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Science Proficiency - 7.1					
Baseline	FY15 2014-15 NDMA	FY16 2015-16 NDMA	FY17 2016-17 NDMA	FY18 2017-18 NDMA	2014-18 NDMA Aggregate
52.2	43.5	47.6	85.7	44.4	52.6
	10/23	10/21	12/14	8/18	40/76

Science: All State Accountability Tests – All Students (Enrolled October 1, Grade 5)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
Baseline (FY12-14)	4	23	16	24	67	52.2
FY15	1	9	10	3	23	65.2
FY16	2	8	6	5	21	61.9
FY17	2	10	2	0	14	92.9
FY18	5	13	4	8	30	66.6
FY19						
Aggregate	10	40	22	16	88	69.3

$(\# \text{ Exceeds}) + (\# \text{ Meets}) + (\# \text{ Partials} \div 2)$

Total # of Students

Measure 7.2 [CCR] – .5pts: From FY15 to FY18, the school's aggregate proficiency index score will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same grades (5).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Science Proficiency – 7.2					
FY15 2014-15 ISD 423	FY16 2015-16 ISD 423	FY17 2016-17 ISD 423	FY18 2017-18 ISD 423	2014-18 NDMA Aggregate	2014-18 ISD 423 Aggregate
77.0	79.8	75.5	78.0	52.6	77.6
174/226	166/208	151/200	163/209	40/76	654/843

Measure 7.3 [AGC] – .5pts: From FY15 to FY18, 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).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the state's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the state's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the state's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Science Proficiency – 7.3					
FY15 2014-15 STATE F/R	FY16 2015-16 STATE F/R	FY17 2016-17 STATE F/R	FY18 2017-18 STATE F/R	2014-18 NDMA F/R Aggregate	2014-17 STATE F/R Aggregate
39.6	42.1	41.0	39.1	50.0	40.5
9520/24016	10020/23782	9952/24245	9814/25092	22/44	39306/97135

Science: All State Accountability Tests – Free/Reduced Priced Lunch (Enrolled October 1, Grade 5)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	0	7	7	0	14	75.0
FY16-FY17	4	7	3	5	19	65.8
FY18	2	6	4	6	18	55.5
FY19						
Aggregate	6	20	14	11	51	64.7

$$\frac{(\# \text{ Exceeds}) + (\# \text{ Meets}) + (\# \text{ Partials} \div 2)}{\text{Total \# of Students}}$$

Total # of Students

Measure 7.4 [AGC] – .5pts: From FY15 to FY18, 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).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Science Proficiency – 7.4					
FY15 2014-15 ISD 423 F/R	FY16 2015-16 ISD 423 F/R	FY17 2016-17 ISD 423 F/R	FY18 2017-18 ISD 423 F/R	2014-18 NDMA F/R Aggregate	2014-18 ISD 423 F/R Aggregate
65.2	63.3	55.1	63.1	50.0	61.5
43/66	38/60	38/69	41/65	22/44	160/260

Measure 7.5 [AGC] – .5pts: From FY15 to FY18, 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).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the state's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the state's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the state's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Science Proficiency – 7.5					
FY15 2014-15 State SpEd	FY16 2015-16 State SpEd	FY17 2016-17 State SpEd	FY18 2017-18 State SpEd	2014-18 NDMA SpEd Aggregate	2014-18 STATE SpEd Aggregate
36.2	38.7	38.1	36.1	44.4	37.3
3245/8976	3538/9145	3501/9179	3427/9506	16/36	13711/36806

Science: All State Accountability Tests – Special Education (Enrolled October 1, Grade 5)

NDMA	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY15	0	6	5	1	12	70.8
FY16-FY17	0	4	1	9	14	32.1
FY18	2	4	1	7	14	46.4
FY19						
Aggregate	2	14	7	17	40	48.8

$$\frac{(\# \text{ Exceeds}) + (\# \text{ Meets}) + (\# \text{ Partials} \div 2)}{\text{Total \# of Students}}$$

Total # of Students

Measure 7.6 [AGC] – .5pts: From FY15 to FY18, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the resident district (ISD 423 – Hutchinson) for the same subgroup and the same grades (5).

- Exceeds Standard: The school's aggregate proficiency index score is at least 10.0 points above the district's score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the district's score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the district's score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Science Proficiency – 7.6					
FY15 2014-15 ISD 423 SpEd	FY16 2015-16 ISD 423 SpEd	FY17 2016-17 ISD 423 SpEd	FY18 2017-18 ISD 423 SpEd	2014-18 NDMA SpEd Aggregate	2014-18 ISD 423 SpEd Aggregate
46.9	52.4	33.3	58.3	44.4	47.5
15/32	11/21	8/24	14/24	16/36	48/101

WBWF Goal Areas Addressed by this Goal: Career & College Ready. Achievement Gap Closure.

Key Measures & Results for this Goal: MCA.

- 7.1 – Exceeds Standard
- 7.2 – Does Not Meet Standard
- 7.3 – Meets Standard
- 7.4 – Approaches Standard
- 7.5 – Meets Standard
- 7.6 – Approaches Standard

Indicator 8: Proficiency in Other Curricular Areas

Goal: Over the period of the contract, prekindergarten students at NDMA will demonstrate readiness for kindergarten as measured by “Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards” rubric.

Measure 8.1 [R4K] – 4pts: From FY15 to FY18, the aggregate percentage of prekindergarten students who demonstrate readiness for kindergarten as measured by “Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards” rubric will be at least 85.0%.

- Exceeds Standard: The aggregate percentage is at least 95.0%.
- Meets Standard: The aggregate percentage is at least 85.0%.
- Approaches Standard: The aggregate percentage is at least 75.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Kindergarten Readiness - 8.1					
Goal	FY15 2014-15	FY16 2015-2016	FY17 2016-2017	FY18 2017-2018	2014-2018 Aggregate
85%	100%	100%	94%	95%	96.3%
	5/5	5/5	16/17	23/24	26/27

WBWF Goal Areas Addressed by this Goal: Ready for Kindergarten.

Key Measures & Results for this Goal: Early Childhood Indicators of Progress: Minnesota's Early Learning Standards. All of our preschool students were ready for Kindergarten (100%).

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.

Indicator 10: Attendance

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

Measure 11.1– 10pts: From FY15 to FY17, the average of the school’s annual attendance rates will be at least 93.0%.

- Exceeds Standard: The average of the school's annual attendance rates is at least 96.0%.
- Meets Standard: The average of the school's annual attendance rates is at least 93.0%.
- Approaches Standard: The average of the school's annual attendance rates is at least 90.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Attendance - 11.1				
Goal	FY15 2014-15	FY16 2015-2016	FY17 2016-2017	FY18 2017-2018
93%	94.9%	95.27%	94.32%	94.8%

WBWF Goal Areas Addressed by this Goal: none. However, one could argue that good attendance habits will benefit students their entire life and help to make the World's Best Workforce.

Key Measures & Results for this Goal: MARSS data. MN School Report Card

WORLD'S BEST WORKFORCE (WBWF)

Kindergarten Readiness

NDMA's separate preschool program for 3 and 4 year olds is an integral part of ensuring all students are ready for kindergarten. The multi-age aspect of blending our preschool program with our kindergarten program is crucial in this regard. The familiarity with the materials, staff, curriculum and routine are all key factors leading towards a successful kindergarten experience at NDMA. In using the Early Childhood Indicators of Progress: Minnesota's Early Learning Standards to gauge Kindergarten readiness, it was determined that all of our 4 year old preschoolers were ready for Kindergarten.

Reading Well By Third Grade

New Discoveries Montessori Academy uses Balanced Literacy as its reading, writing and language arts program. Balanced Literacy is a research based and content-rich approach that provides high-interest, developmentally appropriate instruction for each student. Included in this program are components for guided reading, read aloud, shared reading, leveled reading and independent reading. To enhance this curriculum, NDMA has an elementary library with a variety of fiction and informational text reading materials, covering a wide range of reading levels. Each classroom also has their own reading center where students can enjoy books and other resources selected by their classroom teacher.

All students in grades K-3 are given the AIMSweb/FAST screening/benchmarking assessment three times throughout the course of the year in fall, winter, and spring. Using this data, along with data from NWEA Measures of Academic Progress (MAP), struggling and at-risk students are identified and referred for interventions. Specific interventions are based on further assessments, and the interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. Each student's progress is monitored regularly during a daily intervention period and if the intervention selected is not working, another intervention is selected and implemented. Minnesota Reading Corps is also utilized for reinforcement.

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

Achievement Gap

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

Career and College Readiness

Elementary teachers prepare students by focusing on reading and math skills using the state's standards. Teachers also encourage parents to stay involved in their child's education by visiting their child in school and attending special parent/child events. Everything we do at NDMA is to assist students in their educational endeavors and future careers.

Graduation Rates

Not Applicable. NDMA is a Pre-K-6 school.

**National Association of Education Progress
(If your school did not participate, please indicate so.)**

Not Applicable. NDMA is a Pre-K-6 school and did not participate in the NAEP. NDMA students in 4th grade will participate in the NAEP assessment Winter 2019.

High Quality Charter School Status

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

ESSA Identification

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



E1 FIELD TRIP TO THE MILL CITY MUSEUM

ADDITIONAL ACADEMIC DATA

MCA Reading and Math Growth

MATH	2012	2013	2014	2015	2016	2017	2018
Percent of students "On Track for Success"	45.0	45.8	47.3	34.0	49.1	45.0	31.5
<i>Percent of students making High, Medium, and Low Growth</i>							
High			33.3	19.6	32.1	21.7	11.1
Medium			49.1	37.5	41.5	43.3	44.4
Low			17.5	19.6	26.4	35.0	44.4

READING	2012	2013	2014	2015	2016	2017	2018
Percent of students "On Track for Success"	55.0	69.0	77.2	60.7	50.0	46.7	54.5
<i>Percent of students making High, Medium, and Low Growth</i>							
High			61.4	41.1	31.5	20.0	34.5
Medium			26.3	26.8	37.0	45.0	34.5
Low			17.5	32.1	31.5	35.0	30.9

from MDE MN Report Card Data

NWEA MAP

NWEA MAP - MATH																		
Grade	# Students at/above Grade Level RIT			% Students Within Mean 2015 Norm RIT Range			# tested			Met Projected Growth (as determined by NWEA)			# Students Demonstrating Growth on RIT Fall to Winter/ Spring			% Students Demonstrating Growth on RIT Fall to Winter/ Spring		
	F17	W18	S18	F17	W18	S18	F17	W18	S18	F17	W18	S18	F17	W18	S18	F17	W18	S18
K	9	11	11	43%	46%	46%	21	24	24		18	10		21	20		88%	83%
1	8	5	8	40%	26%	40%	20	19	20		6	14		17	11		89%	55%
2	10	10	10	50%	48%	48%	20	21	21		10	8		21	16		100%	76%
3	14	14	13	44%	44%	38%	32	32	34		16	7		22	25		69%	74%
4	5	4	1	28%	20%	5%	18	20	20		9	5		14	12		70%	60%
5	15	17	12	45%	52%	38%	33	33	32		16	13		26	28		79%	83%
6	8	5	3	57%	33%	21%	14	15	14		8	3		9	11		60%	83%
Total	69	66	58	44%	40%	35%	158	164	165	-	83	60	-	130	123	-	79%	75%
%																		
NWEA MAP - READING																		
Grade	# Students at/above Grade Level RIT			% Students Within Mean 2015 Norm RIT Range			# tested			Met Projected Growth (as determined by NWEA)			# Students Demonstrating Growth on RIT Fall to Winter/ Spring			% Students Demonstrating Growth on RIT Fall to Winter/ Spring		
	F17	W18	S18	F17	W18	S18	F17	W18	S18	F17	W18	S18	F17	W18	S18	F17	W18	S18
K	14	12	11	67%	50%	46%	21	24	24		11	9		17	19		71%	79%
1	9	8	8	45%	42%	40%	20	19	20		11	7		18	17		95%	85%
2	9	12	11	45%	57%	52%	20	21	21		8	9		19	17		90%	81%
3	15	17	12	47%	53%	35%	32	32	34		17	8		23	24		72%	71%
4	8	8	7	44%	40%	37%	18	20	19		10	7		11	12		55%	63%
5	14	17	17	42%	52%	53%	33	33	32		22	14		24	22		73%	83%
6	7	6	6	54%	40%	43%	13	15	14		5	5		8	10		53%	83%
Total	76	80	72	48%	49%	44%	157	164	164	-	84	59	-	120	121	-	73%	74%

Updated 06.01.18

Information from both the AIMSweb/FAST assessments and NWEA-MAP assessments is used by instructional staff to adjust instructional focus to meet individual student needs.

EDUCATIONAL EFFECTIVENESS: ASSESSMENT & EVALUATION

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

Assessment

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

AIMSweb/FAST

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

NWEA-Measures of Academic Progress (MAP)

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

Curriculum

NDMA relies heavily on the teacher leaders in our midst for ongoing feedback regarding curriculum design and implementation. Through weekly 90-minute PLC meetings and regular Instructional Leadership team meetings, student data is critically examined and curricular practices are scrutinized. Best practices have been adopted through our comprehensive school improvement effort, implemented in September 2012 and ending in June 2015. NDMA's leadership team (Instructional Leadership Team – ILT) updates our school improvement plan (SIP) several times each year. This includes measuring efficacy relative to academic goals that have been updated annually. As a result, NDMA has improved its academic goal-writing and implementation process.

In addition, the ILT was instrumental in making sure we completed our Year Long Learning Progression (YLLP). This document brings us all – literally – to the same page in terms of having and following a road map for curriculum implementation. The YLLP has emerged as the centerpiece of our curriculum and lesson planning process.

Our Children's House math curriculum is primarily Montessori. The ALAbacus (RightStart) is introduced in Children's House to prepare our kindergarteners for using the tool in the Elementary I classroom. All of our Elementary I classrooms introduced RightStart Mathematics as the foundational element of their math curriculum. They continued to utilize Montessori math materials and lessons to provide another hands-on option. All Elementary I classrooms also used

the Math Games (RightStart) as a practical resource for follow-up and extension work. Hands-on Geometry (RightStart) is introduced in Elementary I. Everyday Math is used in our Elementary II classrooms. Level E (Right Start) is used as a supplemental piece for fourth grade (transitional). Hands-on Geometry (RightStart) continues to be a resource for Elementary II.

The school's process to review and evaluate the strengths and weaknesses of instruction and curriculum;

We have definitively refined the process of reviewing and evaluating the strengths and weaknesses of instruction and curriculum at NDMA. Administration and instructional staff review and evaluate the strengths and weaknesses of instruction and curriculum weekly through the work we do at our 90 minute Professional Learning Communities (PLC). In addition, instructional leaders - lead and mentor teachers, Title teacher, Reading Corps coach, and administration - meet monthly as an Instructional Leadership Team (ILT). We consistently and carefully review instruction, evidence of student work, assessment data, objective observational data, instructional walk-through data, and evaluation data.

The school's system to periodically review and evaluate the effectiveness of all instruction and curriculum;

Administration and instructional staff consistently review instructional practices and instructional effectiveness through our work with the Quality Compensation Program (Q-Comp). The pre-observation, observation and post-observation process allow for comprehensive examination of the instructional program. In addition, mentor teachers are providing support for the instructional program in every classroom.

Teacher Evaluation System

To address the need for a more prescriptive mentoring process, we combined the Lead and Mentor Teacher positions, and added a Special Education mentor position. The Lead/Mentor teachers were each assigned teachers new to NDMA. Collectively, the Lead/Mentor teachers provided a mentor experience for new teachers prior to our Back-to-School meetings for all staff. As a Quality Compensation (QComp) school, New Discoveries has developed a teacher evaluation program based on the work of Charlotte Danielson. Our evaluation process, including a detailed rubric, was approved – and is reviewed annually - by the Minnesota Department of Education. There are four explicit areas of focus for round of observations: 1) teacher/student interaction; 2) lesson/instruction; 3) classroom management; 4) classroom environment/ culture. The rubric provides detailed criteria for exemplary, proficient and in-need-of-improvement for each specific item in the four areas. Teachers participate in the evaluation process three times with a mentor teacher, and three times with administration. The administrative evaluations contribute towards eligibility for a salary augmentation based on the QComp criteria. If a teacher is in-need-of-improvement, he/she is presented with a Corrective Action Plan with clear indicators of progress (or lack of) and is time-bound. Assistance and mentorship is offered to the teacher to reach proficiency. If the teacher does not meet the criteria, they are let go. The evaluation process is evaluated annually by a team of teachers and administration. The team presents a report to the Minnesota Department of Education annually.



Professional Development Activities

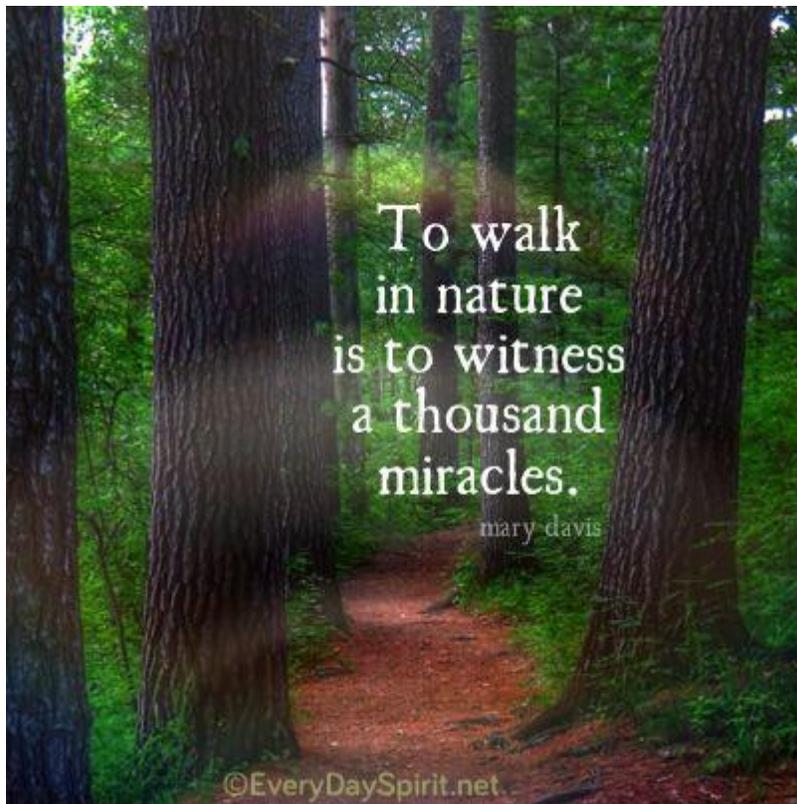
2017-2018 professional development activities:

- Co-Teaching Model
- Responsive Classroom/Student Behavior Management
- Lumina Sparks – Team Building
- Leadership Coaching
- Basic First Aid/OSHA
- Behavior Management/Interventions
- CPI – Crisis Prevention Intervention Training
- Montessori 101 Training

Co-Teaching Model

The Co-Teaching practice that NDMA partially implemented in 2015 was fully implemented for the 2016-17 school year. Through the process of pairing unique partners in each classroom, and through consistent mentoring and check-ins from administration with each co-teaching pair, we have seen positive impact in the culture of both the classroom level and school-wide. The unique set of skills, the unique personality and the unique experiences each partner brings to the relationship makes for a strong team dynamic that has been well received by students and families. When relationship issues surfaced, administration was quick to intervene in order to inventory with co-teachers where they were struggling and to brainstorm strategies to help them be more effective in their partnership. The individual and corporate growth we observed was nothing short of remarkable. We are committed to supporting this model into the future.

“Co-teaching” (Friend, 2008) is a specific type of collaborative teaching format and special education service delivery option which daily/weekly involves two or more certified teachers (i.e., regular and special education), who share instructional responsibility and joint accountability for a single group of diverse learners via partnership strategies in a general education setting.



STUDENT & PARENT SATISFACTION

Student Satisfaction

Not surprisingly, the most common comments regarding what students would like to see changed at New Discoveries involve food service and recess. The most repeated comments regard “more food,” or “seconds” at lunch, and “more recess.”

Most respondents indicated they are learning at school, feel valued and respected by their teacher, the director and staff take care of situations when students make poor choices and/or misbehave, and they know how to recycle paper, plastic, glass and aluminum.

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

Parent Satisfaction

There were 15 respondents to the parent satisfaction survey. 13/20 questions were answered affirmatively by respondents. Communication is the theme for the one thing parents would like us to improve on. The following represents a sampling of what parents said regarding this: “Better communication about policies enforced in classrooms.” “Parent/teacher communication.” “More communication of sped progress.” “Communications from teacher to teacher.”

The following comments represent a sampling of what parents said regarding one thing they like about NDMA: “Child can excel at certain subject.” “Teacher/Parent communication.” “Family nights.” “My child can learn the same concept in different ways.” “Caring staff.” “Sped program much better. Child's needs were what everyone was concerned about.” “Great atmosphere.”

Staff Satisfaction

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

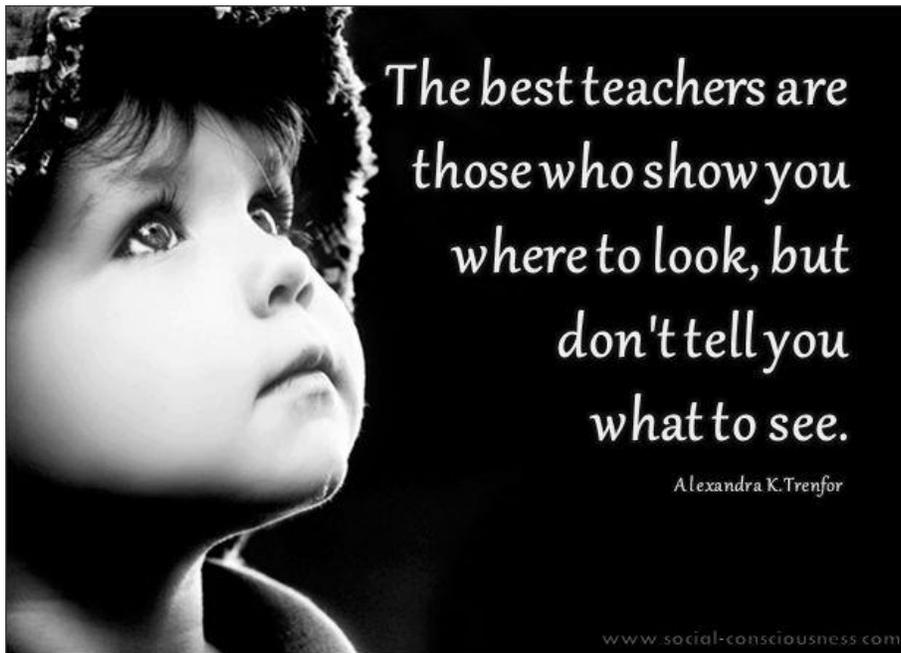
The item that registered the highest disagreement was: *We are adequately meeting the needs of our students* (32% disagreed). The item that registered the next highest disagreement was: *Administration and staff take care of situations when children misbehave or make poor choices* (27% said they disagree). With that said, 86% of staff agreed with “I think the overall atmosphere within NDMA is beneficial to student learning.” In addition, 95% of respondents like the multi-age classrooms and feel students are learning. 93% of staff said they feel valued and appreciated in their work by their colleagues. Interestingly, last year's highest disagreement was: *There is adequate among the staff* (26% disagreed). This year only 9% disagreed. (Improved!)

The following comments were offered by staff regarding what needs to be improved to increase student achievement at NDMA: “We need to continue to grow in our capacity to use

data we already collect to adjust instruction, collect meaningful data on progress, and utilize Montessori resources to provide and enhance learning experiences." "Behaviors of children disrupting others learning." "More training on how to deal with challenging behaviors that are a disruption to other students."

The following comments were offered by staff regarding one thing they like about NDMA: "We meet each student where he or she is at." "My colleagues/co-workers." "Multi-age classrooms and freedom to design curriculum." "I love the students." "I like the nurturing and loving environment we create for students to be able to learn, and feel safe and respected."

Staff is mostly concerned with challenging student behavior and consistently expresses the need for more training. Duly noted!



ENVIRONMENTAL EDUCATION

The Audubon Center of the North Woods defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the earth. Environmental literacy is the knowledge, skills, attitudes, motivation, and commitment to work individually and collectively toward sustaining a healthy natural and social environment. To meet the above goal, NDMA has agreed to provide opportunities to instill a connection and commitment to the environment through experiential learning.

ENVIRONMENTAL LITERACY PLAN – RESULTS 2017-2018

Indicator Area 1: Awareness

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

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

Strategy 1.1

- All classrooms (Grades K-6) 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.
 - **Results:** All classrooms visited designated Outdoor Classroom Spaces.

Classroom – ELM – Children’s House (room 313 LT)

- 30 minutes x 21 times = 630 minutes
- 40 minutes x 2 times = 80 minutes
- 20 minutes x 2 times = 40 minutes
- TOTAL – 750 minutes – 25 times
- Notes: No documentation after April recorded.

Classroom – ASH – Children’s House (room 307 KM)

- 30 minutes x 8 times = 240 minutes
- 45 minutes x 2 times = 90 minutes
- 20 minutes x 3 times = 60 minutes
- 40 minutes x 1 time = 40 minutes
- TOTAL – 430 minutes – 14 times
- Notes: No documentation in Nov/Dec/Jan.

Classroom – OAK – Children’s House (room 313 PE)

- 20 minutes x 15 times = 300 minutes
- 90 minutes x 1 time = 90 minutes
- 15 minutes x 2 times = 30 minutes
- TOTAL – 420 minutes – 18 times
- Notes: No documentation for April/May.

Classroom – Apple – E1 (room 201 EM/KT)

- 40 minutes x 1 time = 40 minutes
- TOTAL – 40 minutes – 1 time
- Notes: Only one date documented.

Classroom – Birch – E1 (room 317 PC/KS)

- 60 minutes x 4 times = 240 minutes
- 30 minutes x 9 times = 360 minutes
- 45 minutes x 2 times = 90 minutes
- 25 minutes x 3 times = 75 minutes
- 40 minutes x 3 times = 120 minutes
- 15 minutes x 1 time = 15 minutes
- 20 minutes x 3 times = 60 minutes
- TOTAL – 960 minutes – 25 times

Notes: No documentation in April/May.

Classroom – MAPLE – E1 (room 319 CF/MJ)

- 45 minutes x 2 times = 90 minutes
- 30 minutes x 3 times = 90 minutes
- 60 minutes x 1 time = 60 minutes
- 20 minutes x 2 times = 40 minutes
- TOTAL – 280 minutes – 8 times
- Notes: No documentation after November.

Classroom – Spruce – E2 (room 305 KG/AR)

- 30 minutes x 7 times = 210 minutes
- TOTAL – 210 minutes – 7 times
- Notes: No documentation after October.

Classroom – Willow – E2 (room 301 MN/CLP)

- 30 minutes x 29 times = 870 minutes
- TOTAL – 870 minutes – 29 times
- Notes: No documentation in May.

Indicator Area 2: Knowledge

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

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

Strategy 2.1

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

Evaluation method 2.1

- Student Environmental Journal will contain a checklist of the trees and plants found on the property. 80% of E1 students (Grades 1-3) will complete the checklist over the course of the school year.
 - **Results:** 100% of students at NDMA use their Jeffers Journals during their environmental lessons and activities which includes identifying trees and plants found on the property.
 - A rough draft map has been created of all the trees and plants found on the property. Next steps include creating an electronic copy, distributing to all students, and tracking E1 students for plant/tree identification.

Strategy 2.2

- E2 students (Grades 4-6) will learn about climate change and its effects on our environment.

Evaluation method 2.2

- Post-assessment on climate change will reflect an increase in knowledge and 80% of E2 students (Grade 4-6) will be able to articulate one way in which they can positively affect climate change.
 - **Results:** 95% of E2 students upon post-assessment were able to articulate one way in which they are able to positively affect climate change. Examples: recycling, composting, saving energy by shutting off lights, turning off water, carpooling or walking or biking.

Indicator Area 3: Attitudes

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

Goal: Students and faculty at *New Discoveries Montessori Academy* have an attitude, or are increasing their attitude of, appreciation and concern for the environment.

Strategy 3.1

- Students will be able to model recycling practices in their classrooms and school, 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.
 - **Results:** As part of one of the E2 classroom jobs, students collect recyclables each week. 32 weeks in the school year – collected 30 times due to days off/vacations, etc. Recyclables were brought to the recycling place every week at least 2 times per week. During the school year, recycling was delivered 60 times.

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/staff)
 - I/We recycle at home. (students/staff/family)
 - Students and staff actively engage in recycling. (staff)
 - My child knows how to recycle paper, plastic, glass and aluminum. (family)

Responses will indicate at least 50% of the respondents will say “yes” to the above statements.

- **Results:**
- I recycle at school. (students/staff)
 - Students - 155/170 - 91%
 - Staff – All staff at NDMA recycle at school. We will add this to our staff survey to track exact data.
- I/We recycle at home. (students/staff/family)
 - Students – 147/170 – 86%
 - Staff – We will add this to our staff survey to track exact data.
 - Family – 9/15 – 60% (Note: we only received 15 surveys.)
- Students and staff actively engage in recycling. (staff)
 - Staff – All students and staff recycle at NDMA. We will add this to our staff survey to track exact data.
- My child knows how to recycle paper, plastic, glass and aluminum. (family)
 - Family – 8/15 – 53% (Note: we only received 15 surveys.)

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 plant trees on the property in the spring of each year. This will be documented in their *Jeffers Journal*. When surveyed, 80% of the students will write or verbalize why it is important to have trees on our grounds.

- **Results:** All 3rd grade students planted trees with the City of Hutchinson personnel. 2 Birch trees, 2 Autumn Blaze Maple trees, and 2 Spruce trees were planted on the NDMA property. Documentation of student experience was written in their Jeffers Journal and 96% (29/30 students) of 3rd graders were able to verbalize why it is important to have trees on our grounds. Example responses included: trees provide oxygen, trees provide shade on sunny days, birds and bugs can live in trees, sometimes they grow food, etc.

Evaluation method 4.1.2

- Kindergarten students will plant, identify, weed, harvest, cook and donate garden vegetables from our gardens. Teachers will take photos of students at each phase of the gardening process.
 - **Results:** All Kindergarten students cared for the gardens and documented the process from garden to Food Shelf.



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-6) will compost their lunch food at the compost center.

Evaluation method 5.1

- Lunchroom garbage waste will be tracked reflecting a reduction from two full garbage bags of waste to less than one garbage bag per day of waste improving waste management at NDMA and overall environmental health.

- o **Results:** All NDMA students composted their lunch food at the compost center. The students supervised the composting center. Garbage was reduced by one whole garbage bag per day. Composted food was picked up two times per week by a local farmer to feed his hobby farm animals.

Additional Environmental Information

Describe the school's approach to environmental education.

New Discoveries Montessori Academy approaches environmental education as a natural integration throughout the curriculum. Our Montessori methods encourage student choice and ownership in regard to meeting our environmental education goals, and students are offered a variety of opportunities that match students' personal interests and choices that reflect on our vision for our school and for the environment. Environmental education is something that happens every day and, in every classroom, naturally.

Environmental education success and challenges.

One of our challenges this year has been ensuring that every classroom is meeting our goal of getting outside for a minimum of 20 minutes each week in their outdoor classroom space and documenting their time in the Outdoor Classroom Space Documentation Binder. Many classrooms do an excellent job of this, however there is room for improvement in documenting their time. This goal has been a success, as well, as our students have spent more time outdoors this year than in past years.

Besides learning in our outdoor classroom spaces, our biggest success this year has been our composting project. We received a grant at the end of last school year to purchase our materials, and later connected with a local farm to pick up our waste. When beginning composting, we tried a few different methods, and finding the right partnership that was a cost-effective and beneficial aspect in the community was our largest challenge. Because of this partnership, there are future opportunities and goals to extend this project and continue to develop environmentally literate students thus making it a success.

Plans for EE in the school next year.

Based on our results this year, we will continue progress on many of our current goals, as well as consider some extensions. We will continue progress in the area of awareness, ensuring that all students learn in their outdoor classroom space for a minimum of 20 minutes/week and document time spent in the appropriate data gathering binder. We also have plans to extend our composting project, regarding 'going out' experiences to the farm, and perhaps incorporating eating more of what is locally grown onsite with our own compost to bring the project full circle.



GOVERNANCE & MANAGEMENT

BOARD OF DIRECTORS

The New Discoveries Montessori Academy Board of Directors meets the third Monday of each month at 5:30 p.m. to discuss and direct the affairs of the school. The Board is comprised of nine individuals: three parents; three teachers; and three community members. Ex-officio members include the Executive Director, Associate Director, and Administrative Assistant. The following table provides Board roles and affiliations. (17-18 school year)

2017-2018 NDMA Board Roster						
Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address
Tony Ashwill	Treasurer	Parent	July 2015	July 2015	June 2018	ashwillindustries@gmail.com
Patti Cogley	Member	Teacher	July 2017	July 2017	June 2020	patti.cogley@newdiscoveries.org
Shari Colvin	Secretary	Community Member	New term July 2016	July 2012	June 2019	shari.colvin@newdiscoveries.org
Peggy Enerson	Member	Teacher	July 2015	July 2015	June 2018	peggy.enerson@newdiscoveries.org
Tara Oberg	Chair	Parent	July 2015	July 2015	June 2018	tloberg@mmm.com
Jennie Pirnie	Member	Parent	New term July 2017	July 2014	June 2020	pirnieandpirnie@gmail.com
Lisa Rahkola	Vice Chair	Community Member	New term July 2016	November 2014	June 2019	lisa.rahkola@newdiscoveries.org
Patrick Selchert	Member	Community Member	New term July 2017	July 2014	June 2020	pselchert@gmail.com
Amanda Sundblad	Member	Parent	New term July 2016	July 2015	June 2019	sundbladamanda@gmail.com
Dave Conrad	Ex-Officio	Executive Director	December 2005	N/A	N/A	dave.conrad@newdiscoveries.org
Tara Erickson	Ex-Officio	Administrative Assistant	May 2012	N/A	N/A	tara.erickson@newdiscoveries.org
Kirsten Kinzler	Ex-Officio	Associate Director	August 2014	N/A	N/A	kirsten.kinzler@newdiscoveries.org

Annual Board Election Results – April 16, 2018 – for terms commencing on July 1st, 2018

Community Member: Tony Ashwill (3yr term)

Parent Member: Tara Oberg (3yr term)

Teacher Member: Peggy Enerson (3yr term)

Board Training & Development

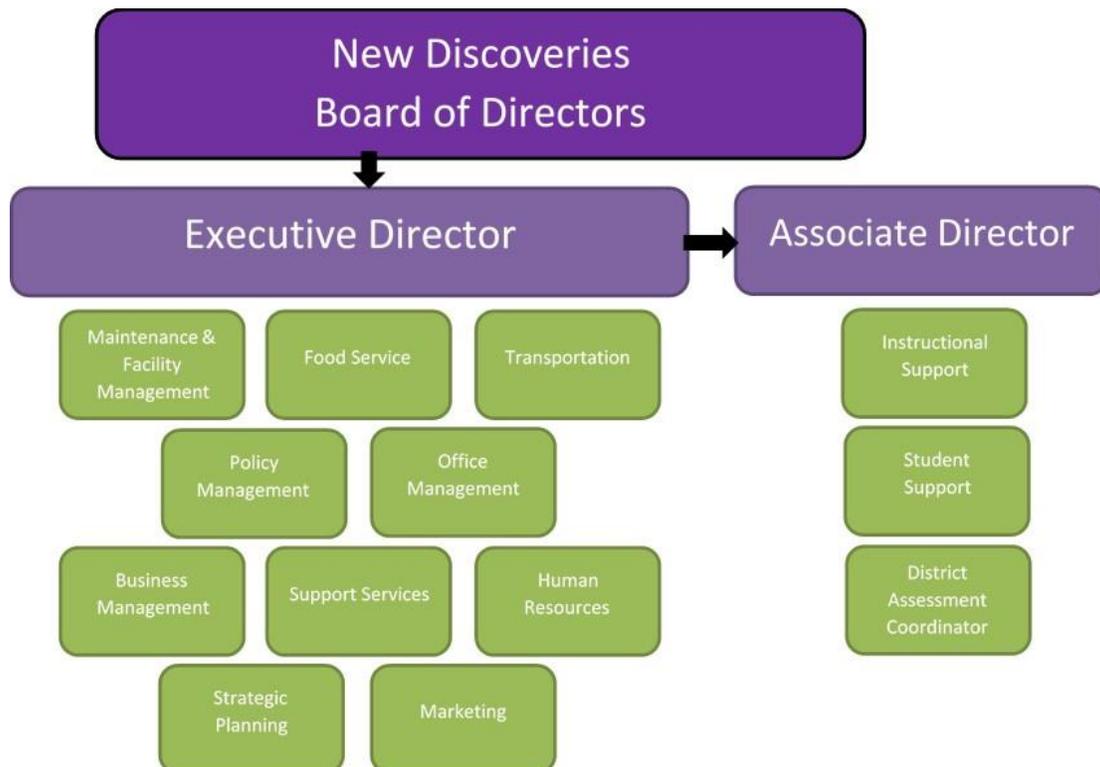
NDMA believes that the training of its board members is crucial to its effectiveness in operating as a governing body. All board members are expected to attend annual training, as evidenced by the following full attendance:

Board Member	Training Content Area	Training Date	Trainer/Presenter
Shari Colvin Patti Cogley	Charter School Conference Finance, governance, employment law	July 19, 2017	Various
Dave Conrad Kirsten Kinzler	ACNW Leadership Conference: Board Governance	November 10-11, 2017	Various
Tony Ashwill Shari Colvin Patti Cogley Peggy Enerson Tara Oberg Jennie Pirnie Lisa Rahkola Patrick Selchert Amanda Sundblad Dave Conrad Tara Erickson Kirsten Kinzler	Charter School Board Finances	November 20, 2017	Chuck Herdegen

MANAGEMENT

Management Structure

NDMA administration consists of a shared-leadership model which includes the Executive Director and the Associate Director.



The Board of Directors evaluates the Executive Director on an annual basis, including an evaluation in which staff are invited to participate.

Leadership at New Discoveries

New Discoveries leadership administrative team consists of the Executive Director, the Associate Director and the Administrative Assistant.

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

The Associate Director is responsible to the Executive Director, who performs an evaluation of the Associate Director.

The Executive Director and the Associate Director work in concert with the Business Manager on school budget and finances and the Administrative Assistant with the day-to-day operations.

The Executive Director and the Associate Director have specific duties outlined in their respective job descriptions for which they are responsible.

LIST OF ADMINISTRATORS/QUALIFICATIONS

Dave Conrad, Director

Dave is a MN Licensed Superintendent, Principal and Elementary Teacher.

Areas of Responsibility: Human Resources, Maintenance, Transportation, Food Service, Facility, Finance

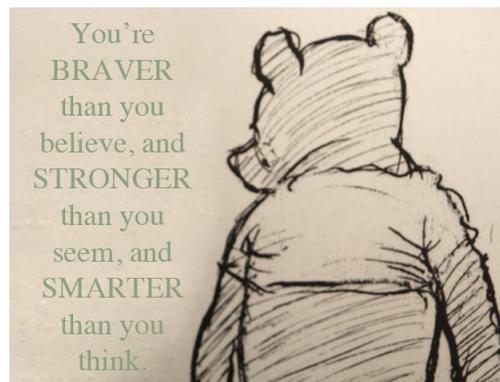
Kirsten Kinzler, Associate Director

Kirsten has a MN Teaching License in K-12 Music Education, Masters of Science in Educational Administration, and is a MN Licensed Superintendent, Principal and Director of Special Education as of September 2018.

Areas of Responsibility: Curriculum, Instruction, Teachers, Teaching Partners, Special Education Coordination and Student Behavior

Professional Development Plan and Implementation (Administration)

The Associate Director recently completed the 6th Year Program at St. Cloud State University and is a MN Licensed Superintendent, Principal and Director of Special Education.



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.

2017-2018 Licensed Teaching Staff				
Name	File #	License and Assignment	2018-19 Status*	Comments <i>Include information regarding special licensure (e.g. Community Expert) or other relevant information.</i>
Elizabeth Christian	482225	School Psychologist	R	
Patti Cogley	313511	E1 Classroom Teacher	R	
Peggy Enerson	327575	CH Classroom Teacher	R	
Catherine Frisbie	472077	E1 Classroom Teacher	R	
Kristina Grossinger	404744	E2 Classroom Teacher	NR	
Michele Jozwick	482287	E1 Special Education Teacher	R	Special Permission License
Spencer Kangas	506087	Physical Education/DAPE	R	Started midyear
Christine La Plante	437685	E2 Special Education Teacher	R	
Tammy Maiers	406911	Speech Teacher	R	
Ethan Marcus	475289	E1 Classroom Teacher	R	
Kristen Milton	469202	CH Classroom Teacher	R	
Michelle Nonnemacher	481846	E2 Classroom Teacher	R	
Terri Parker	359398	CH Special Education Teacher	R	
Lisa Rahkola	468432	Physical Education/ Environmental Education	NR	
Andrea Rhoda	408018	E2 Special Education Teacher	NR	
Katy Snider	432848	E1 Special Education Teacher	R	
Kim Thomes	397248	E1 Special Education Teacher	NR	
Lois Tritz	287559	CH Classroom Teacher	R	

* R = Returning, NR = Not Returning

2018-2019 Licensed Teaching Staff				
Name	File #	License and Assignment		Comments <i>Include information regarding special licensure (e.g. Community Expert) or other relevant information.</i>
Elizabeth Christian	482225	School Psychologist		
Patti Cogley	313511	E1 Classroom Teacher		
Peggy Enerson	327575	CH Classroom Teacher		
Catherine Frisbie	472077	E1 Classroom Teacher		
Michele Jozwick	482287	E1 Special Education Teacher		Special Permission License
Spencer Kangas	506087	Physical Education/DAPE		Tier 2 licensure - DAPE
Christine La Plante	437685	E2 Special Education Teacher		
Tammy Maiers	406911	Speech Teacher		
Ethan Marcus	475289	E1 Classroom Teacher		
Kristen Milton	469202	CH Classroom Teacher		
Michelle Nadeau	474646	E2 Special Education Teacher		Tier 2 licensure - SpEd

Michelle Nonnemacher	481846	E2 Classroom Teacher	
Kimberly Ortloff	399780	E2 Classroom Teacher	
Terri Parker	359398	CH Special Education Teacher	
Kate Reich	waiting	E2 Special Education Teacher	Tier 2 licensure - SpEd
Nicole Ressler	427466	E3 Classroom Teacher	
Rhonda Rossing	690843	E2 Classroom Teacher	
Katy Snider	432848	E1 Special Education Teacher	
Dawn Teetzel	465623	E3 Special Education Teacher	
Lois Tritz	287559	CH Classroom Teacher	

Percentage of Licensed Teachers from 2017-18 not returning in 2018-19 (non-returning teachers/total teachers from 2017-2018)	4/18 22.2%
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(data does not include those that left midyear)

Reasons for licensed teachers not returning or leaving midyear: new teaching job opportunity, performance issues, commute/family needs, retirement, not a good fit, and higher education opportunity.

2017-18 Other Licensed (non-teaching) Staff				
Name	File #	License and Assignment	18-19 Status*	Comments
Conrad, David L	281232	Executive Director	R	
Kinzler, Kirsten	316170	Associate Director	R	

* R = Returning, NR = Not Returning

2018-19 Other Licensed (non-teaching) Staff			
Name	File #	License and Assignment	Comments
Conrad, David L	281232	Executive Director	
Kinzler, Kirsten	316170	Associate Director	

In regards to our support (non-licensed) staff, 28 of 32 staff members returned for the 17-18 school year. Those that left midyear were for family reasons, performance issues, moving out of state, and new job opportunities. Resource Teaching Partners have increased in numbers due to the 1:1 support needs of incoming students.

2017-18 Non-Licensed Staff			
Name	Assignment	18-19 Status*	Comments
Anderson, Susan	Resource Teaching Partner	R	
Benfield, Jenny	Resource Teaching Partner	R	Started midyear
Brown, Janet	Food Service	R	
Buxcel, Karen	Food Service Director	R	
Brusven, Misty	Resource Teaching Partner	NR	Left midyear
Carrigan, Mandy	Behavior Specialist	NR	Left midyear
Colvin, Shari	Gifted & Talented/Enrichment	R	
Daffner, Deanna	Resource Teaching Partner	R	

Ebert, Wendy	Resource Teaching Partner	R	
Ellis, Sheri	Resource Teaching Partner	R	
Erickson, Tara	Administrative Assistant	R	
Grack, Nicole	School Nurse	R	
Hanson, Scott	Resource Teaching Partner	NR	
Harris, Jeremy	Resource Teaching Partner	R	
Harris, MeiLi	Resource Teaching Partner	R	
Hartelt, Jenna	Resource Teaching Partner	R	Left midyear
Helget, Samantha	Resource Teaching Partner	R	
Houseman, James	Resource Teaching Partner	NR	
Iverson-Williams, Lisa	Food Service	NR	Left midyear
Johnson, Erena	Resource Teaching Partner	R	
Kalenberg, Michaleen	Resource Teaching Partner	R	
Kinzler, Tim	Maintenance Director	R	
Krippner, Amy	Resource Teaching Partner	R	Started midyear
Madson, Mia	Resource Teaching Partner	R	Started midyear
Marcks, Nancy	Resource Teaching Partner	R	
Martinez, Nellie	Resource Teaching Partner	R	
Mount, Allana	Resource Teaching Partner	NR	Left midyear
Mumford, Elisabeth	Title I Teaching Partner	NR	Left midyear
Myers, Cheryl	Librarian	NR	
Nadeau, Michelle	Behavior Specialist	R	
Pietrobon, Chelsie	Resource Teaching Partner	R	Started midyear
Powers, Starla	Food Service	R	
Prieve, Sandra	CH Teaching Partner	R	
Reinke, Rebecca	Resource Teaching Partner	R	
Rettig, Kari	Resource Teaching Partner	R	
Ryan-Lauer, Cyndi	Music Teacher	R	
Schmidt, Joy	Resource Teaching Partner	R	
Schwartz, Niccole	Resource Teaching Partner	R	
Showalter, Karisa	Resource Teaching Partner	NR	Left midyear
Severson, Kendra	Resource Teaching Partner	R	
Shimpa, Margaret	Title 1 Teaching Partner	R	
Streich, Kim	Food Service	R	
Stuber, Laura	Resource Teaching Partner	R	
Wendinger, Lisa	Resource Teaching Partner	R	
Wessman, Shelly	Resource Teaching Partner	R	
Wilson, Missy	Resource Teaching Partner	R	

* R = Returning, NR = Not Returning

2018-19 Non-Licensed Staff		
Name	Assignment	Comments
Anderson, Susan	Resource Teaching Partner	
Brown, Janet	Food Service	
Benfield, Jenny	Resource Teaching Partner	
Buxcel, Karen	Food Service Director	
Carlson, Nora	Resource Teaching Partner	
Crandall, Beth	Resource Teaching Partner	
Colvin, Shari	Gifted & Talented/Enrichment	
Daffner, Deanna	Resource Teaching Partner	
Ebert, Wendy	Title I Teaching Partner	
Ellis, Sheri	Resource Teaching Partner	

Erickson, Tara	Administrative Assistant	
Grack, Nicole	School Nurse	
Harris, Jeremy	Resource Teaching Partner	
Harris, MeiLi	Resource Teaching Partner	
Hartelt, Jenna	Resource Teaching Partner	
Helget, Samantha	Resource Teaching Partner	
Hess, Patty	Resource Teaching Partner	
Johnson, Erena	Behavior Specialist	
Kalenberg, Michaleen	Resource Teaching Partner	
Kinzler, Tim	Maintenance Director	
Kirkpatrick, Paula	Librarian	
Krippner, Amy	Resource Teaching Partner	
Madson, Mia	Resource Teaching Partner	
Marcks, Nancy	Resource Teaching Partner	
Martinez, Nelly	Resource Teaching Partner	
Pietrobon, Chelsie	Resource Teaching Partner	
Powers, Starla	Food Service	
Prieve, Sandra	CH Teaching Partner	
Reinke, Rebecca	Resource Teaching Partner	
Rettig, Kari	Resource Teaching Partner	
Rogers-Siers, Candice	Resource Teaching Partner	
Ryan-Lauer, Cyndi	Music Teacher	
Schmidt, Joy	Resource Teaching Partner	
Schroeder, Julie	Resource Teaching Partner	
Schwartz, Niccole	Resource Teaching Partner	
Severson, Kendra	Resource Teaching Partner	
Shimpa, Margaret	Title 1 Teaching Partner	
Sickman, Heather	Resource Teaching Partner	
Streich, Kim	Food Service	
Stuber, Laura	Resource Teaching Partner	
Wendinger, Lisa	Behavior Specialist	
Wessman, Shelly	Resource Teaching Partner	
Wilson, Missy	Resource Teaching Partner	



**Try to see the world through the eyes of a child
 Eyes that are not yet cynical or skeptical. Eyes
 that marvel at everything they see. The lessons
 we learn from children about life are so much
 important than the lessons we teach them**

OPERATIONAL PERFORMANCE

Health Services - A Licensed Practical Nurse is on duty during the school day to assist students who are ill or injured. All medication is dispensed from the health office - both prescription and nonprescription. The nurse provides screenings during the school year for vision, hearing, height, weight, body mass index, high blood pressure, and scoliosis to students at recommended ages. Nurses-in-training at Ridgewater College are utilized at New Discoveries Montessori Academy throughout the year. For example, they provide contemporary instruction regarding best practices for hygiene. They provide human growth and development instruction for fourth, fifth and sixth grade students. They assist with vision and hearing screening.

Safety

New Discoveries Montessori Academy took a number of measures to address safety during the 2017-18 school year, including the following:

- We rewrote our Emergency Procedures handbook, including giving it a place of prominence in every classroom and work area, and updating our exit maps that are now prominently displayed through the building.
- We hosted local school safety conversations including clergy, public health, law enforcement, educators, city and county officials to address the following questions:
 1. What are we (as a community) doing to address the mental health needs represented by the students and families we serve?
 2. What collaborative efforts are currently in place regarding serving the needs of children and families?
 3. What – explicitly – are we doing to address safety in our school?
 4. What are we missing?
 - The effort has led to many subsequent conversations, and several collaborative efforts to make our schools safer.
- We remodeled our front office area and updated door security to mitigate some access concerns that were inherent in the original design.
- We continue to train ALL INSTRUCTIONAL Staff (Teachers, Teaching Partners and Administration) in Crisis Prevention Intervention (CPI).

Transportation - NDMA contracts with ACC Midwest/Labraaten, a local Hutchinson bus company, for student transportation. We feel fortunate to partner with them and have invested our time assisting with training of the drivers.

Food Service - New Discoveries has a full service food service program providing breakfast and lunch to our students. Food is prepared and served by a full kitchen staff including a Food Service Director, Cook and Food Service Assistant. Our kitchen is an approved NSF commercial kitchen. Paraprofessionals provide lunchroom supervision. In addition, NDMA prepares and delivers catered lunches (year-round) for HeadStart. We learned after completing our tri-annual MDE food service program inspection/review last spring that our program is running efficiently and meets all program requirements.

Due Process - Student Discipline Data - New Discoveries has a very clear Student Discipline Policy that references the Pupil Fair Dismissal Act. When a student is suspended, this brochure is included with the letter to families describing the student suspension. The fact that we operate under the framework of Responsive Classroom and Response to Intervention helps as we strive for consistency and integrity regarding practice school wide.

Parent Engagement

PTO (Parent Teacher Organization)

The mission of the PTO: Parent Advocates providing Resources to improve the learning Environment for New Discoveries Teachers, Students and Staff. The PTO works closely with the school staff in order to build community within the school. The PTO assists with many events and activities throughout the school year including Staff Appreciation Meals, Field Trip Support, School Pride/Spirit Wear, Family Restaurant Fundraising Nights, and a variety of fundraising activities. PTO Meetings are held on the 2nd Tuesday of each month at 4:00pm.

Background Checks Of Staff, Board and Volunteers - The NDMA Administrative Assistant submits information to Trusted Employees, an online background check service. Background checks are completed with each new hire or board member. We also complete background searches on all regular volunteers.



FINANCES

The school contracts with BergankDVK (formerly BKDA) to provide accounting and financial management services for the school. With questions regarding school finances and/or for complete financials for 2016-17 and/or the budget for 2017-18, please contact:

Senior Financial Manager: Chuck Herdegen
Phone: 651-463-2233
BergankDVK
22488 Chippendale Avenue
Farmington, MN 55024
Email: chuck.herdegen@bergankdv.com

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to Minnesota Department of Education and Audubon Center of the North Woods no later than December 31, 2018.

FY18 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	3,724,103	143,827	19,010
Total Expenditures	(3,707,400)	(150,312)	(19,010)
Transfer from Ged Fund	(1,160)	1,160	0
Change	15,543	(5,325)	0
Total Fund Balance	262,137	0	0

Overview

The school achieved its enrollment targets for the year (182.73 actual ADM compared to 163 budgeted) so state aids were in line with budget. The state's holdback is 10%, which continues to improve the school's cash flow position. The school relied on a line of credit to meet cash flow needs during the year.

Revenues

General Fund

General Education and Charter School Lease aids were in line with the budget due to enrollment targets being met. General Fund revenues came from the following sources:

State Aids and Grants: \$3,520,806
Federal Aids and Grants: \$117,563
Fees Collected and other Miscellaneous Revenues: \$84,574

Food Services Fund

A fund balance transfer from the General Fund in the amount of \$1,160 was made to the Food Services Fund. The school receives state and federal reimbursements for meals served to students. During the year the Food Service fund had revenues from:

State Sources: \$11,880
Federal Sources: \$86,086
Sale of Lunches and Catering Revenues: \$40,753

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 other Miscellaneous Revenues: \$19,010

Expenses

General Fund

The school's largest expense was for employee salaries and benefits: \$945,843 The school's second largest expense was for the lease on its school building: \$278,849. Other expenses incurred by the school were for:

- Purchased Services (including transportation & building utilities): \$316,485
- Supplies and Instructional Materials Purchased: \$70,545
- Building Improvements and Equipment (including technology equipment): \$38,067
- Interest Costs on Cash Flow Borrowing: \$7,977
- Memberships and Other Fees: \$19,717

Food Service Fund

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

- Salaries, Wages, and Benefits: \$59,080
- Purchased Services and Utilities: \$0
- Meals and Other Supplies Purchased: \$85,003
- Other Fees: \$1,120

Community Services Fund

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

- Salaries, Wages, and Benefits: \$19,010
- Supplies and Materials Purchased: \$0

Net Income and Fund Balance

The net income of \$10,218 in all funds resulted in an ending fund balance of \$262,137 for the year, or 6.8% of current expenditures.

Although New Discoveries has policy that requires a fund balance, we have not made significant progress towards ending with a more profound fund balance. Fiscal 2018 was no different. Therefore, the executive director has articulated an administrative goal for Fiscal 2019 to address this concern squarely: the executive director will articulate a strategy/plan to meet the fund balance goal established by Audubon Center of the North Woods for their schools. The strategy/plan will be presented to the NDMA Board of Directors at their January 2019 meeting. The executive director will begin leading the effort to implement the strategy/plan February 2019.

Do not tell them how to do it.
Show them how to do it and do not say a word.
If you tell them, they will watch your lips move.
If you show them, they will want to do it
themselves.

-Maria Montessori

FUTURE PLANS

Grade level expansion

New Discoveries easily filled a third section of Children's House (preschool 3 & 4, and kindergarten) for FY18. In addition, we had no trouble filling a third section of Upper Elementary (grades four, five and six), and a new section of Erdkinder (Middle School) for Fall 2018. New Discoveries plans to expand the new Erdkinder to two sections for Fall 2019, when our single section of sixth and seventh grade will become two sections of seventh and eighth grade. This will complete expansion plans, and result in full enrollment of 270 students.

Facilities

Building Purchase

New Discoveries leadership formed an affiliated building company (New Discoveries Affiliated Building Company – NDABC) in Fiscal 18 for the sole purpose of providing real estate for New Discoveries Montessori Academy. NDABC will become the landlord for NDMA. Financing was secured during Fiscal 18 for the purchase of the property New Discoveries occupies at 1000 Fifth Avenue SE in Hutchinson, Minnesota. We have worked diligently to secure USDA guarantee for the loan, and anticipate approval late Fall for the guarantee. We anticipate a closing date prior to December 31, 2018.

Property Tax

NDMA Administration was active in pursuing legislation at the state level that will address the inequity of the obligation of charters leasing from for-profit landlords to pay property tax. This was an unintended result of 2011 property tax reform. Mr. Conrad testified in both the House and the Senate on behalf of all charter schools impacted by this. Although the law was not changed in 2018, NDMA will be actively involved in the process to see it changed in 2019. We will continue to be involved even after the affiliated building company becomes the landlord for New Discoveries Montessori Academy, as it is the right thing to do.

On-site Mental Health Services

We will expand the opportunity to provide on-site mental health services in the suite of offices we opened during the 2017-18 school year. There are currently nine clinics that are either using the offices at present, or are planning to schedule their clinicians into the offices to serve our students during their school day.

Environmental

We will continue to add to the more than 60 trees we have planted on-site. We will continue to include students in the upkeep and maintenance of the many gardens we have on-site. We will expand the MN native wildflower garden. We will expand the two wildflower gardens we have planted on the south side of our property. We will expand our vegetable gardening. We will update the hosta/coneflower garden on the south side of the east wing. We will divide the perennials in our *heritage/legacy* garden that was planted by upper elementary students May 2018, and create additional *heritage/legacy* gardens.

Professional Development

Montessori Training – We will create and implement an in-house Montessori principles orientation experience that all instructional staff will complete as a requirement for employment.

We will continue to create opportunities for support staff to pursue licensure in special education.

SWOT Placement: Weakness

SWOT Statement: The current distribution of students across the grade levels is such that our current number of sections at each level will not accommodate the movement of students into the next levels. Elementary One is a critical area to improve enrollment.

Core Value(s) Impacted: Dynamic Leadership

STRATEGY STATEMENT:

Increase and maintain equitable enrollment across all grade levels

- Goal #1** Increase Elementary I enrollment for FY18 through contemporary, intentional marketing strategies.
- NDMA will increase E1 enrollment for 2017-18 school year from 62 students (07/10/17) to 72 or more students by October 1, 2017.
Persons Responsible: Q Comp committee members
- Goal #2** Pursue and implement grade level expansion to include grades 7 and 8:
- Administration will complete grade level expansion application to include grades 7 -8 beginning in FY19.
Persons Responsible: NDMA administration
 - The grade level expansion opportunity will result in 24 seventh graders enrolled at NDMA for FY19.
Persons Responsible: Q Comp committee members

SWOT Placement: Weakness

SWOT Statement: The lack of Montessori credentials and teacher licensure is inhibiting our ability to provide the level of educational services that we can/should be providing.

Core Value(s) Impacted: Montessori Principles

STRATEGY STATEMENT:

Maintain a well-qualified staff

Goal #1 NDMA administration will broker a foundational Montessori training program to be offered to all licensed teachers on an every-other-year cycle on odd years.

Persons Responsible: NDMA Administration

Goal #2 If NDMA enrollment reaches 170 K-6 students by October 1, 2017, NDMA will reimburse licensed teachers 1/2 of a course fee/tuition up to \$2000 for FY18. If the enrollment goal of 170 students is not met, licensed teachers may submit tuition reimbursement requests to administration for board consideration. Teachers will be asked to use and share what they learned.

Persons Responsible: Executive Director

SWOT Placement: Opportunity

SWOT Statement: Building community relationships and alliances remains an opportunity. It will depend on what priority the Board and administration place on this endeavor. Results of active community relations can result in corporate financial support, community/parent involvement in the school, recognition for staff, and even entrepreneurial opportunities.

Core Value(s) Impacted: Intentional Interdependence

STRATEGY STATEMENT:

Build and Maintain Positive Community Relationships

- Goal #1** In October 2017, NDMA administration will conduct a needs assessment of our community stakeholders.
Persons Responsible: NDMA Administration
- Goal #2** Administration will develop and implement a procedure for inviting outside groups to visit and use the facilities at NDMA for meetings and special events by October 2017.
Persons Responsible: NDMA Administration
- Goal #3** Develop a plan to create partnerships with three community entities by December 1, 2017.
Persons Responsible: NDMA Administration

SWOT Placement: Opportunity

SWOT Statement: With full building acquisition comes the opportunity to grow and expand the program along with the responsibility to cover all maintenance expenses once shared between the two schools and to maintain the integrity of the program.

Core Value(s) Impacted: Measurable Accountability

STRATEGY STATEMENT:

Consistent Adherence to Confines of the Budget During Growth and Expansion of the School’s Program

Goal #1 Eliminate property tax burden by the end of 2018 through legislation efforts or purchase of the building by an affiliated building company.

Persons Responsible: NDMA Administration

Goal #2 Comply with the strategy to ensure General Fund balance of at least:

Beginning Fund Balance, July 1, 2018	\$134,000
Beginning Fund Balance, July 1, 2019	\$250,000

Person Responsible: Executive Director

Goal #3 Attain expected growth in student NWEA/MAP and MCA scores.

Person Responsible: Q Comp Committee

SWOT Placement: Weakness

SWOT Statement: There is a consistent feeling that more time and resources are needed for professional development, collaboration and providing learners at all levels more leadership opportunities.

Core Value(s) Impacted: Dynamic Leadership

STRATEGY STATEMENT: Dedicate time and resources for dynamic leadership.

- Goal #1** SMART Goal – Staff will articulate reflection/evaluation of all professional development experiences. Staff will complete actionable activity and/or articulate actionable outcome after each professional development experience.
Persons Responsible: *Instructional Leadership Team (ILT)*
- Goal #2** SMART Goal – Administration will provide one day (paid) training/orientation August 2018 for Teaching Partners hired prior to the start of the school year. The framework for the training will be the NDMA *Teaching Partner Handbook*. Administration will provide one half-day (paid) training/orientation for Teaching Partners hired after the first of the year.
Persons Responsible: *Administration*
- Goal #3** SMART Goal – Professional development request protocol will be written and articulated September 2018 to assist staff members in pursuing job-based opportunities; networking opportunities; and formal & informal training opportunities.
Persons Responsible: *Administration*
- Goal #4** SMART Goal – Experienced staff will be intentionally partnered with new staff beginning September 2018. All instructional staff will be assigned to teams of three to six staff members, who will meet regularly to support the work each member of the team is responsible for.
Persons Responsible: *Administration*

SWOT Placement: Weakness

SWOT Statement: There is an inconsistent level of training and credentialing in utilizing Montessori curriculum and materials from classroom to classroom. There is significant misunderstanding among staff regarding the difference between Montessori Principles and Montessori materials

Core Value(s) Impacted: Montessori Principles

STRATEGY STATEMENT:

Provide clarity regarding the differences between Montessori Principles and Montessori Materials

- Goal #1** SMART Goal – Part A: Identify and articulate the Montessori principles that we will honor at New Discoveries Montessori Academy by August 20, 2018. Part B: Develop and disseminate a clear communication plan for Montessori principles found in Part A, beginning August 20th.
Persons Responsible: *Credentialed Montessori Teachers/Staff/Administration*
- Goal #2** SMART Goal – Create (by August 15, 2018) and implement (beginning August 20, 2018) an in-house Montessori principles orientation experience that all instructional staff will complete as a requirement for employment.
Persons Responsible: *Credentialed Montessori Teachers/Staff/Administration*
- Goal #3** SMART Goal – Beginning July 1, 2018, provide additional compensation for Teaching Partners upon completing Montessori Assistants certification program.
Persons Responsible: *NDMA Board of Directors*

SWOT Placement: Weakness

SWOT Statement: Inadequate time, funds, transportation and awareness of opportunities limit the desired interactions between the school, the families served and the larger community. The school must take deliberate actions to increase the number of going-outs and coming-ins to improve community perceptions of the school and gain greater support for the school's vision.

Core Value(s) Impacted: Intentional Interdependence

STRATEGY STATEMENT:

Increase community awareness of and participation in NDMA activities.

- Goal #1** SMART - Goal Part A: Identify and articulate the components of *going-out* and *coming-ins* that we will honor at New Discoveries Montessori Academy. Part B: Develop and disseminate a clear playbook for this process.
Persons Responsible: *Credentialed Montessori Teachers/Staff/Administration*
- Goal #2** SMART Goal – Each student will participate in at least one *going-out* activity/school year for the first year of implementation.
Persons Responsible: *Teachers*
- Goal #3** SMART Goal – Identify five new businesses/organizations each year that would support *going-out* and *coming-in* activities.
Persons Responsible: *Teachers from every level (CH, EI, EII and E cubed)*
- Goal #4** SMART Goal - Develop a business/organization recognition protocol that would acknowledge businesses/organizations that participate in *going-out* &/or *coming-in* opportunities.
Persons Responsible: *Administration*

SWOT Placement: Opportunity

SWOT Statement: There is an opportunity to simplify and streamline data collection and analysis, and to better inform and implement strategies and interventions.

Core Value(s) Impacted: Measurable Accountability

STRATEGY STATEMENT:

More consistent adherence to YLLP and meeting protocols

Goal #1 SMART Goal – The YLLP will be a point of reference at every Professional Learning Community (PLC) meeting during the 2018-19 school year. Progress relative to the prescribed timeline will be noted weekly.

Persons Responsible: *Lead/Mentor Teachers*

Goal #2 SMART Goal – Educational goals will be articulated for all students by October 16, 2018. Written communication regarding student educational goals will be shared with families at minimum: 1) during fall conferences; 2) By January 7th (prior to Winter administration of NWEA MAP assessment), and 3) By April 8th (prior to Spring MCA III).

Persons Responsible: *Lead/Mentor Teachers & Co-Teachers*

Goal #3 SMART Goal – Assessment data will be published for each child, and reviewed (at a minimum) monthly by every classroom instructional team (Co-teachers and Teaching Partners). Student assessment data will be discussed at every PLC meeting during the 2018-19 school year.

Persons Responsible: *Lead/Mentor Teachers & Co-Teachers*

**NDMA Family Satisfaction Survey - RESULTS
2017-2018**

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

	Agree	Disagree	N/A	Comments (Please be specific)
1) Overall, my child seems to be satisfied at New Discoveries Montessori Academy.	15	0	0	
2) My child has made friends at New Discoveries Montessori Academy.	15	0	0	
3) My child feels safe at New Discoveries Montessori Academy.	15	0	0	
4) My child feels safe on the way to and from school.	14	0	1	
5) My child appreciates his/her teacher.	15	0	0	
6) My child feels valued and respected by his/her teacher.	15	0	0	
7) My child appears to be progressing academically.	15	0	0	
8) My child feels valued and respected by the adults at NDMA.	15	0	0	
9) My child's teacher knows and responds to my child's individual needs.	15	0	0	
10) My child's teacher supports and encourages my child's attempts to gain new skills.	15	0	0	
11) My child's teacher helps to build my child's self-esteem.	15	0	0	
12) My child's teacher listens to me, respects me as a parent (or guardian) and supports us as a family.	14	1	0	
13) School guidelines are stated in a positive way.	14	1	0	
14) The atmosphere at New Discoveries Montessori Academy is warm and nurturing.	15	0	0	
15) The school staff interacts respectfully with each other.	15	0	0	
16) The director and staff intervene effectively when children misbehave.	13	1	1	
17) Families are informed frequently about school happenings through newsletters, notes and phone calls.	15	0	0	

18) I have received information on the school's philosophy and goals for children.	13	0	0	
19) I feel welcome to visit my child's school at any time.	13	0	0	
20) I know whom to go to with my concerns and feel confident that my concerns will be addressed respectfully and promptly.	12	1	0	
21) I have been made aware of my child's academic strengths and weaknesses.	13	0	0	
22) My child tells me what is happening at school.	12	0	1	
23) I am aware of opportunities and feel welcome to volunteer in my child's school.	13	0	0	
24) I feel my child is receiving a well-rounded education at New Discoveries Montessori Academy.	13	0	0	
25) I would recommend New Discoveries Montessori Academy to other families.	13	0	0	

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

- 2) What kind of school information would you be most interested in? (check all that apply.)
- 9How students are doing
 - 7 Teachers/Teaching methods
 - 3 Special Education/Title
 - 7 Curriculum information
 - 0 Charter Schools
 - 7Afterschool Discoveries
 - 4 Volunteer opportunities
 - 1 School Board information
 - 1 Environmental Education
 - 9 Special Events
 - 1 Montessori Philosophy/Method
 - 0 Other

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

4) **Why did you enroll your child(ren) at NDMA:** Received a recommendation from a friend of our church the phone call to administration sold us! We love it here and so do the kids. Tried preschool and liked the way she responded to the learning style. I have 2 younger siblings enrolled. Different learning environment. My teacher- we would where ever she is. Small groups multiage classrooms. Other siblings here. Class size transportation, staffing. We like Montessori schools. Non-standardized classrooms/teaching philosophy. Lots of one on one with teachers. Allowed to work above grade level, given skills to grow.

5) **One thing I like about NDMA:** Child can excel at certain subject, teacher/parent communication. Family-nights. My child can learn the same concept in different ways. Very informative. Caring staff. Sped program much better childs needs were what every one was concerned about. The way my kids learn. Great atmosphere Continued to push the students to achieve above grade level. The staff.

6) **One thing I would like to change:** Better communication about policies enforced in classrooms. Parent/teacher communication. More communication of sped progress. Have staff member at the front desk at all times for security reasons. Communication from teachers to teacher.

Other Comments (Please be specific):

**NDMA Staff Satisfaction Survey - RESULTS
2017-2018**

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

	Agree	Disagree	N/A	Comments (Please be specific)
1) I understand that I am employed at New Discoveries under an ‘at-will agreement’ - I can leave or be let go at anytime.	43	0	0	
2) NDMA offers me adequate facilities to create a positive learning environment.	37	0	4	Somewhat.
3) I feel valued and appreciated in my work by my colleagues .	41	0	2	Wonderful News. Welcoming and helpful.
4) I feel valued and appreciated in my work by administration .	37	4	2	Very supportive. Very encouraging to me. Dave KK and Betsy thanked me. I like comments makes me work harder.
5) I feel valued and appreciated in my work by parents of the children at NDMA.	27	6	10	This year a few parents who are not. Not much communication with parents. I don’t know who the parents are and they don’t know me. I feel more parents need better communication with teachers.
6) I feel valued and appreciated in my work by the students at NDMA.	40	1	2	Some kids. Receptive and loving.
7) I feel valued and appreciated in my work by the community .	23	6	12	Community can have poor views of NDMA
8) I feel valued and appreciated in my work by the NDMA school board .	32	1	10	
9) I feel I am provided with sufficient opportunities to grow professionally.	35	3	5	Need more funding. JEPD and other PD.
10) We are adequately meeting the needs of our students.	30	14	0	Well beyond. I think its hard to do when you have several children in class that misbehave and disrupt the whole class. Teachers reach out and parents do not respond or help with kid’s needs. Many behaviors issue this year. Need to be more consistent with discipline. I worry about mainstream kids. With behaviors from the higher needs students.
11) I am satisfied with the academic program at NDMA.	34	6	4	Love it. More Montessori training for staff. This continues to be an area of opportunity. Inconsistent curriculums between grades. No set curriculum. Need more prep time or more curricular resources.
12) I think the overall atmosphere within NDMA is beneficial to student learning.	38	5	1	This year has been more challenging with some of the behaviors we had. So many bad behaviors that some of the kids feel its ok to act the same way. Behaviors interrupt others learning. Not at all. Inconsistent.
13) There is adequate communication between staff and administration .	34	9	0	Efforts are made but it doesn’t always work.

14) There is adequate communication between staff and parents.	33	6	4	Not much communication with parents. Some staff have failed in this area.
15) There is adequate communication between staff and the school board.	33	4	7	
16) There is adequate communication among the staff.	37	4	2	Would love to do activities outside of school. Room for improvement. But sometimes a culture of negativity. Could always strive for better. Not always. Classroom has lacked strong communication. Not everyone is in the same page.
17) Administration and staff take care of situations when children misbehave or make poor choices.	31	12	0	Admin. May not always have our backs. The resource room could use more help. I see many behaviors ignored lots of staff on phones. Depends on who is taking care of the situation. Mostly agree Consist structure is difficult. In some situations, other students learning is often interrupted by behaviors. Typically, same students displaying same behaviors. For the most part. Admin. Needs to be more involved in serious behaviors issues.
18) I like the multi-age classrooms.	42	1	0	Love it. Not in Children's house with 3-year old's. Except how many students are in classrooms.
19) I feel that students are learning at NDMA.	42	1	0	I have even seen myself grow this year. Not as much as they could have.
20) Resources are available to help me accomplish my job and I understand how to access them.	40	2	1	Montessori training has not been provided.
21) The school building and grounds are well maintained.	43	0	0	Beautifully. Awesome. Great. Strength of NDMA.
22) I would recommend New Discoveries Montessori Academy to other families.	36	4	3	I struggle with this question because of our high sped population. Behavior issues are a major concern. I would never have my child attend this school.

NEEDS ASSESSMENT:

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

We need to continue to grow in our capacity to use data we already collect to adjust instruction, collect meaningful data on progress, and utilize Montessori resources to provide and enhance learning experiences. Funding for more prof. dev. Among staff, as well as for more opportunities for students. Consistency on behaviors. Behaviors of children disrupting others learning; teacher time spent away from students because of behavior issues. More research resources. We need to set the boundaries and stick with them. More expectation of proper/polite behavior. Don't reward poor (often just plain naughty) behavior with a trike ride, etc. these kids will become grown-ups and our job is to teach them to cooperate with others, be productive, be their best to be happy. At least in CH, it would be nice to split up the groups at a certain time of the day/week so that the kids can focus on their age work (preschoolers pay, color work of social skills, pre-K work on intro materials, K focus on Montessori curriculum work, etc) Just so they can better fet the attention/help they need for their work. In my opinion, CH and E2 should not be near each other. It can be very disruptive when the older children act out. Celebrate the students achievements. Celebrate the students achievements more than what we already do. More disciplinary action. Students lost focus and act out sometimes if they have nothing to lose. More accountability. Quieter learning environment. More use of Montessori materials in all classrooms. Consistency of actions between staff, students, admin. Better communication between staff (teacher/teaching partners) and staff and admin. Get the extreme bad behaviors under control. Training for teaching partners in Montessori philosophies. Year-end testing needs to be done earlier if possible for a better result, kids are antsy. Consistent para's ruling behaviors, focus on how each kid can work at their top capability. Year end testing needs to be done earlier if possible for a better result kids and curtesy consistent para's ruling behaviors focus on how each kid can work at their top capability. Students are rewarded well for good behavior but there is minimal punishment to discourage repeated bad behaviors. More training on how to deal with challenging behaviors that are a disruption to other students. If they are taken to the refocus room or the behavior room, the children should stay there a good 15 minutes or longer before returning to the classroom. Curriculum, lower class sizes, pullout model for special education. Boundaries for students need to be set and enforced

Consequences need to be consistent and enforced. The parents telling their children that they are loved, valued, cherished and capable of learning something every day. Student accountability. I would like to see Phy-ed. Everyday, it improves behaviors so much. Lower class sizes, more special ed teachers to handle the number of special ed students. I think more communication with teacher to para and students parents. I think parents to get more involved would make the school year better. I can't think of anything I'm glad the CH teachers are updating the YELP together. XXX wants to show regular early educators how to incorporate Montessori methods I told XXX to bring the Hawaii (help) developmental charts so we can better learn how to incorporate Montessori within our goals. I think we are doing the right things and moving in the right directions. In my options I think NDMA can improve upon reading the needs of all the students I feel that are many students that fall under the radar and can use as much support as every other student. Behavior issues need to be addressed so that teaching staff can focus on teaching, smaller class sizes. Smaller class size. More time for prep and planning to determine instructional needs. Hire competent teachers that understand how to support children in their learning and behavioral needs.

2) What are your most urgent professional development needs?

I would like to continue to build my knowledge base in supporting adult mental health. (speaking for all staff) Montessori principles and values. What to do with all the data ☺. How to keep the students in the classroom instead of chasing after them. Montessori training would be helpful. How to handle children that continue to act out and misbehave. SPED training. I feel like it should be more training in how to counter act in some behaviors. Nothing as of now. More Montessori training – wanted to attend the summer program in June but already had a prior commitment. We need to all be on the same page in dealing with the negative behaviors. Workshops – training, etc. I can always grow – I think learning new approaches to challenging situation. It might be positive thing to have a JEPD meeting regarding weather or not its appropriate to intervene in another staff members struggling with a student. Or when it is appropriate and when it is not. Behavior management for very challenging behaviors. Working with different age levels, EE training more training for teaching partners. More training for new employees. Sped training in the area of Autism. How to handle behaviors. I wish I knew how to use the Montessori resources in the classroom. The dates of the Montessori training available in the summer posed a conflict in my schedule. Behaviors Student accountability. I think NDMA does an awesome job at giving options to learn more about Montessori. Home urgent. Just finishing up my first year teaching I feel that I can show improvements in every professional development area. Leaving NDMA. My goal for next year is to grow into the best teacher I can possible be and actively seek out professional development. Curriculum resources. More behavior training. Taking care of self and stress.

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

We meet each student where he or she is at. Our nurturing environment. My colleagues w/in my classroom, Great team. My co-workers. My position. Caring and kindness are emphasized. A bunch of hard working people! I admire the patience necessary to assist the varying and often extreme needs of some of our students. The staff is incredibly friendly and helpful. I love the staff and the people I work with in my room. We all work together as a team and support each other and I love that. Multi-age classrooms and freedom to design curriculum. The teachers. The bond the kids have with staff, the bond the staff has with each other. The family atmosphere. Multiage classrooms. Flexibility – we have a schedule, but it's not set in stone, every day is different. I like being able to go with the flow. I feel it is a wonderful place for students – great environment – so many extra things offered to them. We love the children right where they are. The creativity of learning. The creativity of learning. I like the nurturing and loving environment we create for students to be able to learn, and feel safe and respected. The flexibility for students support for staff. Community friendly. The people and staff. All the happy faces. The small community. feel of NDMA. The students. I love when our kids and school shine. E2 got talent and other shows, the play and the wax museum were awesome events that showed off our school and kids, I hope we continue to do more of that. I love how NDMA cares about you and your personal life. This year was trying for me and wouldn't have made it with out the staff and kids. I like how the needs of students, staff, parents are identified, ideas transformed about and services are delivered. It's a nice place for children to learn. I love the support the all staff and admin have for each other. Awesome caring staff and colleagues. A family atmosphere. The way we work with children and families. I love the students -favorite part of NDMA.

4) One thing I would like to change:

More training for practical aspects of the job. Increased staff mental health/resiliency support. More technology (funding). Keep class size to 24 max because of so many SPED students. Staff pictures to accompany staff names, even when new staff are fired throughout the year, would promote cohesiveness when we recognize who people are, and what role they perform in the school. More male teaching partners. More responsibility and role modeling from adults. Just because you are older, doesn't mean your needs come first. It would be nice to have some kind of agreement with parents/families to ensure that we have enough volunteers for our fundraisers/school activities. It shouldn't be all up to the staff. Not having 3 year olds with pre-k or kindergarteners. It's amazing how much disruption and stress is added to the classroom when they're in class. Couldn't there be a NDMA pre-school program? I feel they need more structure and specific direction. Their frame of mind is so different from when a 4 year old. When designing

curriculum, it's hard to have other teachers and co-teachers agree, maybe it would help to have a curriculum. Separate the resource room, have one room for behaviors and another room for fun, games/breakroom. More disciplinary action. Student break schedules. Lower % of sped students per class or more sped staff to help with the students. I would like to have staff be more accountable (tardiness, etc.). Taking in students we can't handle and are so extremely disruptive to others. More opportunities for fun with colleagues. Lower functioning kids need to increase their technical skills for learning as much as they can vs just being at school. Lower functioning kids need to increase their skills for learning as much as they can vs just being at school. Longer lunch and recess. Moving E2 away from children's house when they get elevated they have used profanity and have been known to run out of the room nearly knocking down 3 year old's. No Montessori component. Consistent consequences for all students. A system to collect all unopened food items from bag lunches brought on field trips rather than having it all dumped into the garbage. Student behaviors student accountability Admin.s response to situations. That we could track our personal/sick days on our pay stub website. Nothing! I'm serious!!.. Not change continue to support more Montessori knowledge and instructions. Behavior management plan (psp process). The lunch schedule- too short of morning. Stop calling this school a Montessori Academy. Very disconnected in the Montessori Philosophy Parents have no idea how little is going on that is actually considered Montessori. our core values are excellence, respect, and accountability some students at the school do not follow these nor do we hold them to it. I've heard numerous times vulgar language and not one adult calls the child out on it. It's our job as educators to be teaching right from wrong, weather or not the student continued to do the poor behavior we should be holding them accountable to be respectful.

5) Did you accomplish the goal(s) that you set for yourself this year? Why? Or Why not?

Yes. I continued to build relationships with staff/parents/students and expanded mindfulness training to E1 students. Yes and I continue to grow professionally and am motivated to better serve our students! Yes, I told myself in the beginning of the year to make sure I allow more time with the students who are always on task and are following the expectations vs. focusing on the students who are acting out in a negative way. I made sure to set time each week to touch base with all students this year. Yes. Yes, work hard and love them. I believe so. I did!, I wanted to take the time to really understand the true NDMA program and curriculum and how it worked. I also worked with children that had special needs and I watched them excel over the school year and that spoke volumes to me. Somewhat. There was a point where I was really unhappy and thinking about quitting b/c I felt judged/misunderstood by admin. Yes, I feel my students did well on the NWEA test, was happy with the outcome. Yes I did by becoming a paraprofessional. Yes, I do like this field of work, it is helping me choose a potential career path. Yes. Yes, I have reached out and gotten to know almost all of the kids, my student has excelled and grown more than I expected. I hope I did, I'm not sure as I can't recall the goal I set. I'm content in my job this year. Yes, I feel I met my Montessori goals, national standards and my personal goals for my subject matter. Yes. I met my NDMA goals which were centered around my student's growth. Yes I learned more skills to help with my job. Yes to be a helper and receive complements. Yes. Yes, I did my goal was o read my email weekly more. I found it convenient to read it on my lunch break in the classroom because the kids were at lunch. Yes. Yes, I saw my one on one improve in his behavior and lessons. I worked many hours at home preparing for my new position. I learned many new programs. Yes, I became more patient with the kids and myself. I was able to teach the kids how to take a deep breath with me when we both needed to calm down. Yes I got to know more staff members. Not 100 percent but I feel good about what I did accomplish. Thank you for giving me the opportunity to teach at NDMA and taking a chance on a first year teachers right our of college. I will forever be grateful for NDMA. I grew so much as a teacher this year, I cannot believe that the year is done already. I would love to hear what other thoughts of teaching so I can continue to grow. Yes. Yes. Yes, I did. NO! Montessori training was not provided.

Other comments (Please be specific): I enjoy working here! I am concerned about the misbehavior of so many of the children in the classrooms and the affect is has on the children that want to learn and do their best at school. It's sad to say that so many times we are so busy trying to work with those that are out of control that we can't spend adequate time with those that really need us and want to learn. Pleased share these deficiencies with your sponsor and constituents..... Teachers need to feel valued and respected in order for them to want to do their best. Admin shouldn't jump to conclusions. I love it here! This job helped me learn so much about myself this year and what is important.

"Enriching Community through Montessori Excellence"

**NDMA Student Satisfaction Survey – RESULTS
2017-2018**

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

	YES	NO	DON'T KNOW	Comments (Please be specific)
1) I am learning at this school.	137	3	11	I'm learning a lot here. Yes I'm smart now. Sometimes. Learned the same stuff. I am. I'm learning a lot.
2) I like learning using the Montessori and hands-on materials.	109	15	27	I never use them but I use pencils. Never use them. Bits and pieces of things.
3) I talk with my family about school.	114	23	14	Sometimes. Not always good. Sometimes. Every so often. Usually have a lot. Not all the time. Sometimes. Not unless they ask. Sometimes.
4) I feel valued and respected by my teacher.	126	6	18	Sometimes I feel like they don't care. My teacher is mean. Nope. When I'm mad no. I feel nonlived by my teacher. Certain teachers yes others no. some times. They are kinda mean. I love here.
5) My teacher makes sure that all students are learning.	138	0	15	Nope. Of course. She works really hard and a good teacher. Very much.
6) My teacher expects me to do well in school.	142	1	10	Heck no. Extremely. All the time. Very much.
7) My teacher tells me how I am doing in school.	112	13	26	I can't really tell. Not very. Sometimes. She tells me all the time. Not always. Sometimes. Kinda. Never heard her say it.
8) I feel safe and comfortable in school.	107	23	21	I do because they correct me. Mostly I get hurt. Sometimes some times no. Some kids are inappropriate. Not with certain students around. Sometimes. Lots of crazy kids. So much. I don't know. Because of some one..
9) I think the things we do at New Discoveries help to make our community better.	117	10	25	We pick up trash outside. We pick up trash. Pick up trash.
10) My teacher listens to me and respects me.	127	9	15	I like all my teachers. Certain teachers no others yes. Sometimes. I don't feel respected. I really don't know. Some times. Some times. Some times being honest.

11) The students in school help and respect one another.	82	30	37	Someone called a name. Not everyone. Not everyone. Not everyone. Not always. Not everyone. Not everyone. Some times. Sometimes. Most of the time. Sometimes. Sometimes. Sometimes. Sometimes. Sometimes they are nice but they can be mean. Maybe. I'm not sure. Mostly. People don't respect people or options. Most of the time. In my brothers class people picked on him. Not always. Kids bully me.
12) I think that this school is preparing me for my future.	112	8	30	Some times they do and sometimes they don't. Sometimes. Sure. Definitely. Very.
13) The director and staff take care of situations when students make poor choices/misbehave.	133	8	9	Some time I feel like they don't care. Sometimes. They don't get involved.
14) I know my academic strengths and weaknesses.	112	13	25	Math. IDK. Extremely.
15) I know the New Discoveries Montessori Academy rules.	134	13	5	I follow them. Don't know mine .Sort of.
16) I know how to recycle paper, plastic, glass and aluminum.	137	3	10	Special bin for that. What is aluminum. In my class. I'm not dumb. Why wouldn't I. A little bit. Not really.
17) We recycle at school.	137	2	10	No why.
18) We recycle at home.	105	26	12	
19) We learn about taking care of our environment.	133	6	9	
20) I would recommend New Discoveries Montessori Academy to other kids.	111	13	24	All over the world. Horrible kids. Definitely. Probability. Definitely.

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	99	39	11	I haven't been a good reader. Above grade level.
2) Write	92	48	8	I was bad at writing. What ever that means.
3) Speak about something in front of a group	74	46	37	I don't like to talk. It's scary. Definantly.

4) To think mathematically	95	41	14	I'm as smart as a 5 th grader. No.
5) Participate in Phy Ed activities	110	23	17	I always do. Always have. Always have. Always do. Always have.
6) Participate in Art activities	107	23	12	I always do. Always have. Always have. Always have.
7) Participate in Music activities	100	31	19	I hate music. I always do. Always have. Always have.
8) Environmental Education – be a good steward of the environment	110	21	11	

What I like best about NDMA: phy ed, recess. The Montessori method. They help you when you need help. I love NDMA, recess and everything. Math and reading. I like how they put them in there letter. Math. Math, reading, books, lunch, people. NDMA is fun. That NDMA really do teach kids. The Tetr. The playground. Recess. Phy ed, recess. Teachers and lunch. I like the staff. Everything. The teachers are nice. I like NDMA, its fun and cool. We learn in a fun way. Food. Everything. Its fun and I'm learning. Art math. Math, science, recess. Teachers are nice, making friends, and teacher help us. It's fun every day. You make new friends. Get to play un egucashnol games. Gym 4 times a week. School. Lots of activities and get to play games. More freedom then my old school. Math, reading, recess and lunch. Silent reading. Stay away from my brother. Making friends. I get a good education and my teachers are nice. More then one teacher and the grades are together like 1,2,3. Friends P.e. lunch too. They help me learn. I rilly learn. I like to read books. I like working on the floor. I like the teachers. I like P.E. I like sight words. The breaks. Team work. Personal approach to learning. I like lunch in the lunch room. It's a good school. Nice people. Math reading music. Most of the kids are nice. Phy ed. Music. The kids. Singing the hampstr. Write. Learn about nature. P.E. Math and P.E. P.E. My teachers and friends. Learn at my own pace. Exploring. My teachers. The open hol2e night. The opoen house night. Alryauen treats. Friends. I like pet day. Math and P.E P.E. P.E. Some of the peers are. Seeing my friends and learning about animals. Football math. They understand the children and improve them. They go slow not fast. The teachers. Gym. Lunch and P.E. I have a lot of friends even teachers as friends. I like all the teachers a lot. We have own freedom to walk around and get water. I like that my school teaches us and trys to make everything fun. Having time to work on home work. The fun people and things we do. It's very hands on. The time we get to finish work. My friends. That they talk to kids that are sad, mad, or anything. Hanging out with friends. The fact they give us time to do homework at school. Friends, science, phy ed. Music. The teachers. We get snacks for free. That we have a shorter day then other schools. My friends. My friends. When we get to read write blat and most importantly have fun. The students. That there are 3 grades in one class. I like P.E. E.E. music and math. P.E. All the teachers and my friends. My friends go here. I like daily 4, P.E. music Love library. P.E. They try to make sure were having a good time. And there always a staff or teacher to help you out. Science most. They help out and make it easy to learn. Everything. The teacher and how they respect everyone. It's a hands on school and we don't get that much homework. Staff and students are awesome. The teachers are nice. It's awesome most people are nice, I have many friends. P.E. E.E. Everyone's nice and respects me. Seeing my friends everyday math and science. Some teachers are nice. P.E. recess. I like the way the teachers greet the students in the morning. Dis wis. That the teachers are more hands on then other schools. I like to learn about math and science. Is the projects. Learning more things. Reading.

What I would like to change at NDMA: Play games. Play ground bigger, video games. Change the time to 6:30. More time at recess to play with my sister. Have recess with the E2. Better lunches. I wish I got a spinny chair. Longer recess. Deacfof for lench. Wordsort. Nothing. Going outside at the end of the year when its hot the kids get sweaty. More lunch. Have recess then lunch. Rid 4-where the hol in tih day. More time for math. Have recess be 45 minutes long. Two more minutes of recess. Alternative main lunch choices. Nothing. For the 5th graders to with the 1st, 2nd, 3rd graders. Only 1st graders in a room. No people that I don't want by me and no math. Math groups you can play games. No words there way. No work all pop and candy you could want and every sport. More smiles. All kids would respect teachers. No dress code. No goofing off or laughing during class. More sports, ten minute math and art class. People are mean sometimes. Longer lunch. Change reading. Not behaving. No part cards. More music. Eat in the lunch room. The irnen. Show 5 right away. Being quiet. Bigger room. School. Stop littering. Organic food for lunch that school people make. No bullying. More field trips. Class size. Pencils. Pool field trips. No swearing. This class to be cool. Rude people. The rule that we can't have snow ball fights. 3 hours of recess. For everyone to be nice. Everyone pay more attention. 1 hour of school. Kids should behave better. To have actual lockers not cubbies I'd feel more secure with my stuff locked up. More outdoor activities after school programs sports for boys. Science class, sort of like played, music and library. Have an art teacher. The teachers attitudes. Give us more work time. More opportunities for

students to express their opinions. I would like lockers and the way they teach some people learn differently. Make food taste better. How people with special needs get breaks. That we would have desk and lockers. Much longer lunch time. Food kids and recess. That we have to be quiet. Hours in school, more time in P.E. I wish they had a football team. Not having kids that think they don't have to do anything. More P.E. For the teachers to try and listen to the students as well. They are always telling us to listen to them they should listen to us as well. Make math easier. More recess. More after school activities like art, kickball, dodgeball. More work time. More recess and P.E. Having actual lockers. Get more recess time. Get more recess. Wish the food was better. How they help us get over stuff. More recess. The outside of school. Make us wear uniforms for all of us. The teachers should watch kids closely for bullying and that they should understands kids more.

Other comments (please be specific): 1 day of school. I would like eggs every week because people love that lunch and I do too. I love school. My favorite teacher is XXX. This is my favorite school. Don't shut NDMA shut park down. What I don't get it. Pizza nt days a week. I want no mean in this school even in this world. I love it here. I have been bullied a lot .NDMA is the best school I only want to go here. Be happy. I wish we had an art teacher. Art teacher. Sometimes the teachers make me feel bad about myself. I like NDMA and when I get into 5th hope I go here again. Recess before lunch.

**NDMA Community Satisfaction Survey - RESULTS
2017-2018**

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

	Agree	Disagree	N/A	Comments (Please be specific)
1) New Discoveries Montessori Academy is an asset to the Hutchinson area.	4	0	0	
2) I would send my child or tell others to send their child to New Discoveries.	3	0	1	
3) I feel welcome to visit New Discoveries.	4	0	0	
4) The staff members of New Discoveries are friendly and helpful.	4	0	0	
5) New Discoveries communicates effectively with the community.	2	0	2	
6) NDMA is providing a quality education for children.	3	0	1	
7) The NDMA students that I meet are well-mannered, respectful and behave appropriately.	4	0	0	
8) I am informed about what is going on at New Discoveries Montessori Academy.	3	0	1	
9) My most recent experience with NDMA was positive.	4	0	0	
10) I support the Mission/Vision of New Discoveries Montessori Academy.	4	0	0	

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?

Common cup ministry works with NDMA to provide food for students that are recipients of free and reduced lunch over the weekends. Board of directors, parades, and after school activity. Volunteered at the school and enjoy the enthusiasm.

- 2) What types of needs or activities in community service do you think would be valuable for NDMA to explore?
They do more community activities then the schools I went to growing up, focus on academic skills. Students interacting more with the community leaders.

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

- | | |
|---|---|
| <input type="radio"/> School Newsletter | <input type="radio"/> Classroom Newsletter |
| 1 Local Newspaper – Hutch Leader | <input type="radio"/> Material brought home by children |
| 1 Friends/Neighbors/Other People | <input type="radio"/> NDMA Staff/Teachers |
| 2 e-mail/website | <input type="radio"/> Mailings |
| <input type="radio"/> Other _____ | <input type="radio"/> Don't know |

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

- | | |
|---|--|
| <input type="radio"/> How students are doing/Student Progress | <input type="radio"/> Curriculum information |
| 1 volunteer opportunities | 1 Special Events |
| 1 Teachers/Teaching methods | <input type="radio"/> Charter Schools |
| <input type="radio"/> School Board information | <input type="radio"/> Montessori Philosophy/Method |
| <input type="radio"/> Other _____ | 1 Don't know |

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

Community interactions. Staff/admin cohesiveness

6) What do you value and like about NDMA?

The staff., The kids and the philosophy. Care about kids in general.

Other Comments (Please be specific):

Please circle your age category: 18-24 25-34 35-44 (1) 45-54 (3) 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 by **Thursday, June 9th**. The results will be used to help us better serve our students. We appreciate your comments! :)

“Enriching Community through Montessori Excellence”



Spring 2018 – All School Photo