

Technical Academies of Minnesota  
Annual Report  
2017



**At DREAM my child is much happier and relaxed.** Public school made him feel anxious and lowered his self esteem. He seems to enjoy learning much more now and doesn't dread going to school. In fact there are days he really looks forward to going to school now. He has choices on how and what he learns so it makes it more fun and interesting.

**A DREAM Parent**

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## Technical Academies of Minnesota Overview

*Our Mission at Technical Academies is to provide innovative educational opportunities and develop career pathways for young adults in partnership with the public and private sector. The technical academies will seek to fulfill the talent needs of industry and service.*

*Our Vision is to create technical academies that foster competencies, creativity, confidence and purpose resulting in successful leaders and citizens for Minnesota's future.*

Technical Academies of Minnesota consists of two sites:

DREAM Technical Academy is located in Willmar, MN and opened in 2014.

*Contact Information:*

1705 16<sup>th</sup> Street NE  
Willmar, MN 56201  
320-262-5640  
[www.dreamta.org](http://www.dreamta.org)

CHOICE Technical Academy is located in Owatonna, MN and opened in 2015.

*Contact Information:*

315 South Grove Ave  
Owatonna, MN 55060  
507-400-4009  
[www.choiceta.org](http://www.choiceta.org)

## I. Executive Summary

Welcome! This is Technical Academies of Minnesota's Annual Report for the 2016-2017 school year. This report encapsulates the most critical information related to Technical Academies of Minnesota. DREAM Technical Academy completed their third year of operation. DREAM is an acronym that stands for Democratic Society, Responsible Citizens, Engaged Learners, Agents of Change and Multicultural Setting. CHOICE Technical Academy completed their second year of operation. CHOICE stands for Career, Hands On, Opportunity, Individual, Cooperative, Experience.

This report is in accordance with Minnesota Statute section 124E.16, subdivision 2, in which all charter schools submit an annual report which includes sections on school governance, school management, staffing, school admissions, academic program, school climate, school finances, innovative practices, program challenge, future plans and non-profit status. As indicated by Minnesota Statute 124E.10, subdivision 1, all charter schools must meet one of six defined purposes. The mission of Technical Academies of Minnesota (TAM) is to provide innovative educational learning opportunities and develop career pathways for young adults. Additionally, this report satisfies the requirements for World's Best Workforce and annual plan that addresses student proficiency, the achievement gap, and graduation rates.

## II. Authorizer Information

Technical Academies of Minnesota (TAM) is authorized by Innovative Quality Schools (IQS). The Vision of Innovative Quality Schools is to achieve success for all learners by supporting schools engaged in educational innovation. The sole Mission of Innovative Quality Schools is to authorize charter schools that are innovative and successful in preparing students to achieve their full potential.

### **IQS Values**

**Focus on Innovation:** take risks to try creative new things, challenge old processes, and continuously adapt.

**Avoid Insularity:** Learn from, and be sensitive to, ideas and proposals that challenge our comfort zones.

**Commit to Collaboration:** Be interdependent, have and open flow of ideas, listen to others and value differences.

**Embrace Diversity:** Seek diversity in Board membership and sponsored schools.

**Instill Clarity and Transparency:** Follow fair and rigorous procedures resulting in the authorization of high quality schools focused on innovation and student achievement.

**Transform for Educational Excellence:** Work to ensure human and financial resources are available to carry out our authorizing responsibilities at the highest level of excellence.

IQS is responsible for providing oversight of our school. Throughout the year IQS conducted multiple site visits as part of the oversight process. IQS can be reached at PO Box 40219, St. Paul, MN, 55104 or 612-234-0900. IQS website can be found at <https://iqsmn.org>

### **III. School Governance**

#### **Board Composition**

In the third year of operation, the TAM Board of Directors consists of six members, including two advisors, two parents, and two community members. The board meets monthly, on the fourth Tuesday of each month. The Board is in the process of establishing term limits. As of July 1st, 2017, the Board included the following members:

Jim Barnes, Chair - parent from CHOICE Technical Academy

Sue Blumhoefer, Vice Chair - community representative from DREAM Technical Academy

Dan Swenson, Treasurer - community representative from CHOICE Technical Academy

Marissa Johnson, Recorder - teacher from CHOICE Technical Academy

Elias Johnson - teacher from DREAM Technical Academy

Billie Johnson - parent from DREAM Technical Academy

The TAM Board is responsible for oversight and direction for DREAM and CHOICE in setting and approving budgets, approving school calendars, and the approval of school policies and procedures. Board meeting agendas, prior minutes, and other relevant information are distributed to board members and people interested in attending via email. Board meetings must be attended via video conference for voting members, other attendees have the option of attending via video conference or phone conference.

### **IV. School Management**

Since its inception, Technical Academies of Minnesota schools have used the staff led schools model which means we do not have any administrators. Every member on the staff regardless of position has equal authority in all decision making. The schools are run by committees that staff members join, and the committees work towards solving problems and maintaining the schools. No individual staff member may make a decision on his/her own; instead, he or she must work with committees to come up with ideas or solutions. Those ideas or solutions are then brought to the staff as a whole to be examined and voted on.

The staff uses the fist-to-five process so that each decision is made democratically. Because each member of the staff has a say in what takes place at DREAM and CHOICE, that leads to the staff feeling empowered and also leads to staff ownership. The democratic running of the schools and the lack of hierarchy translate well to the students. The students see how hard the staff works to maintain the schools, and they see how invested the staff is at DREAM and CHOICE. The students understand that the staff work on numerous committees to get things done and help the schools maintain its staff led school model.

## Overview of DREAM School Management

As a staff-led school, DREAM Technical Academy has established a list and description of committees in which the staff can participate to manage the school. To follow the model of staff autonomy, each staff member should be involved in making every decision. However, to divide up responsibilities and to focus on our individual strengths, we encourage each staff member to join at least two committees. Each committee is responsible for the items listed in the description of that committee and the staff will entrust that committee to make decisions for the good of the school and will stand by the committees decisions. The committees include:

### **Marketing/Outreach:** Tammie, Michaela, Luz, Kate, and Chris

The Marketing Committee will share our school's message and image with current and former students, families, businesses, and the surrounding community. Focuses are student retention and student recruitment. Broadcasting events and specific student achievements.

Communicating with parents and students through facebook, dream drop, website, and other medias in order to encourage open communication and engagement.

### **Finance/Budget:** Tammie, Serena, Jaime, and Callie

The Finance Committee is responsible for creating and maintaining a budget, including specific funds, for DREAM Technical Academy with guidance from EdVisions Schools. Committee members are responsible for seeking appropriate grants, writing grant proposals, accepting grants and following through with grant requirements and reporting. Committee members also take request and make decisions for supply requests throughout the year.

### **Facilities:** Luz, Diane, Eli, Vanessa, and Chris

The mission of the Facilities Committee is to provide a safe and healthy work and learning environment for all employees and students. The school will provide appropriate safeguards, personal protections, training and support to protect employee and student safety and health.

DREAM employees will be trained to work safely and will be required to comply with all safety rules and standards. This committee will also maintain the van and do the necessary upkeeps.

**Personnel:** Serena, Doug, Missy, Diane and Tammie

The Personnel Committee is responsible for selecting colleagues (recruiting and interviewing), evaluating colleagues, terminating colleagues, establishing staff size, allocation of personnel to teaching and support staff positions, selecting and deselecting leaders, and allocating salaries and benefits in coordination with the Finance Committee. The Personnel Committee is also responsible for providing access to professional development opportunities to staff as needed. EdVisions Schools will serve in the capacity of approving and recording CEUs for teacher licensure renewal.

**Curriculum:** Jaime, Doug, Callie, Vanessa and Eli

The mission of the curriculum committee is to provide leadership, guidance, and oversight of the academic curriculum, which includes purpose and policies, to ensure compliance with Minnesota State Graduation Standards and DREAM Technical Academy's graduation requirements. To accomplish this objective the committee will work to ensure that the curriculum is sound, comprehensive, innovative, and responsive to the evolving needs of the students as well as the businesses, and local communities.

**Restorative:** Michaela, Missy, Katie, Chris, and Jaime

The restorative committee is dedication to the realization of a democratic society that is diverse, inclusive, and equitable and that values the worth of all humans. The purpose of the restorative committee is to educate students, staff, and parents about concepts, theories, and methods related to social justice and to integrate ethical practices for solving social inequities

DREAM was also overseen by a local Advisory Council consisting of one representative from each committee, 2 community members, 3 parents and a student representative.

**DREAM has helped her be more outgoing,** step out of her box, take control of her learning, enjoy learning, improved her math, reading, writing and art ability. It has helped her self-esteem. The students and staff in her school seem very close and supportive.

**A DREAM Parent**

Starting staff year 2016-2017	File Folder # and position	Retained for 2017-2018	Number of Years at DREAM	Comments
Doug Knick	363523 advisor	yes	3	
Tammie Knick	375835 social worker	yes	3	
Michaela Bengston	484006 advisor	yes	3	
Elias Johnson	473143 advisor	yes	1	
Melissa Bodin	494059 advisor	yes	1	
Chris Aleckson	sped para	no	1	
Vanessa Henjum	sped para	yes	1	moved to being an advisor in 2017-2018 File #482430
Serena Butterfield	office	yes	3	
Jaime Larson	title 1	yes	3	
Katie Pederson	453566 sped advisor	yes	1	
Diane Norby	sped para	yes	3	
Luz Juarez	sped para	yes	3	
Angie Kalkbrenner	sped para	no	2	
Callie Henscheid	sped para	yes	1	moved to being administrative coordinator
<b>New Staff for year 2017-2018</b>				
Amy Berghorst	995750 sped advisor			
Rena Bartlett	sped para			



Josie Olander	sped para			
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## Overview of CHOICE School Management

CHOICE was managed by the Advisor Site Team during the 2016-2017 school year.

This site team consisted of the following members:

Sara Baird – *Lead Advisor*

David Introne – *Advisor*

Deb Solis – *Special Education Advisor*

Marissa Johnson – *Advisor*

Starting staff year 2016-2017	File Folder # and advisor	Retained for 2017-2018	Number of years at CHOICE	Comments
David Introne	482501 advisor	no	2	Left to pursue degree
Sara Baird	451812 advisor	yes	2	
Marissa Johnson	481396 advisor	yes	1	
Antonietta Sanchez	sped para	yes	1.5	
Deb Solis	354246 sped advisor	yes	2	
Shari Carlson	office	yes	2	
Jennifer Hughes	gen ed para	yes	1	Moved to .5 title 1
Sam Bultsma	sped para	yes	1	
Melissa Donner	gen ed para	yes	1	
Brandon Wade	sped para	no	1	Left for position in field of study
Mary Sarwasinski	gen ed para	no	1	Left to start new business

<b>Courtney Leyden</b>	sped para	yes	1	
<b>New Staff for year 2017-2018</b>				
<b>Mike Millerbernd</b>	504708 advisor			
<b>Mathew Doyle</b>	481674 advisor			
<b>Elise Hageman</b>	486507 advisor			

## V. 2017 Graduating Seniors

### DREAM Technical Academy 2017 Graduating Class

I'm surprised by how far ahead I am with a four-year liberal arts college's curriculum and way of thinking. **DREAM really prepared me for college and I'm so thankful.**

**A DREAM Student**

<b>Student's Name</b>	<b>Senior Project Title</b>
Leslie Adamski	Brain Injuries
Evie Bartlett	Stage Managing
Logan Blumhoefer	Welding
Noah Clouse	Car Restoration
Elijah Engle	Brief History of Everything
Karina Gonzalez	The Brain and Sleep
Carissa Harrison	Feminism
McKenna Hillenbrand	Aviation
Ashton LaBelle	What Motivates Us

Jessica Moots	Social Workers
Mackenzie Ouren	Humans for Equality
Ashleigh Parker	Comedy
Brenna Richter	Full Length Album Production
Darla Seehusen	Culture Heritage Trip
Miranda Stueckrath	Musical Script

**I love that DREAM allowed me to be myself**, which allowed me to find myself. I feel like DREAM has really made me ready to be an adult and have a successful career and life.  
**A DREAM Student**

## CHOICE Technical Academy 2017 Graduating Class

CHOICE students completed a life transition plan as their senior project for the 2016-2017 school year. Students in the graduating class of 2018-2019 will complete senior projects.

Graduates  
 Thomas Fischer  
 Laura Castrillon  
 Elizabeth Davis

## VI. School Admissions, Enrollment, and Attendance

TAM does not discriminate towards any student or their families. Students are enrolled on a first-come, first-serve basis until the capacity of each site is met, at which point a lottery system is used.

### DREAM Technical Academy

Attendance percentage for the 16-17 school year was 85.47%

GRADE	8/31/16 enrollment	Added students	Dropped students
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<b>7th</b>	1	2	0
<b>8th</b>	10	3	2
<b>9th</b>	9	1	2
<b>10th</b>	17	7	4
<b>11th</b>	18	12	11
<b>12th</b>	27	1	2
<b>Total</b>	82	26	21

<b>GENDER</b>	<b>8/31/16 enrollment</b>	<b>Added students</b>	<b>Dropped students</b>
<b>Males</b>	36	13	13
<b>Females</b>	46	13	8
<b>Total</b>	82	26	21

<b>Ethnicity</b>	<b>8/31/16 enrollment</b>	<b>Added students</b>	<b>Dropped students</b>
<b>American Indian</b>	2		
<b>Asian</b>		2	2
<b>Hispanic</b>	20	8	7
<b>African American</b>	3	1	2
<b>Caucasian</b>	57	15	10
<b>Total</b>	82	26	21

## **CHOICE Technical Academy**

Attendance percentage for the 16-17 school year was 85.92%.

Grade	9/6/16 enrollment	Added students	Dropped students
7th	9	2	2
8th	19	3	6
9th	16	2	2
10th	13	3	6
11th	11	4	6
12th	5		1
<b>Total</b>	<b>73</b>	<b>14</b>	<b>23</b>

Gender	9/6/16 enrollment	Added students	Dropped students
Male	45	11	14
Female	28	3	9
<b>Total</b>	<b>73</b>	<b>14</b>	<b>23</b>

Ethnicity	9/6/16 enrollment	Added students	Dropped students
African American	5	2	4
Hispanic	16	3	6
Caucasian	51	9	12
Chinese	1		1
<b>Total</b>	<b>73</b>	<b>14</b>	<b>23</b>

## **VII. Academic Program Goals and Results**

TAMS academic and post-secondary goals align with the World's Best Workforce goals.

## Academic Goals

### DREAM Goals and Results

#### Reading Goal:

45% of the students who attend 90% of the time will meet their MAP RIT goals or will be proficient on the appropriate MCA. 70% of subgroups will meet their target RIT growth.

#### Mathematics Goal:

45% of the students who attend 90% of the time will meet their MAP RIT goals or be proficient on the appropriate MCA. All students not meeting MCA math targets will meet their individually set target in their individual learning plan (ILP). 70% of identified sub-groups will meet their RIT target.

#### Science Goal:

45% of students who have completed the life science standards and have attended 90% of the time will meet or partially meet MCA proficiency. 70% identified as in sub-groups will meet their target RIT growth.

**To be noted: DREAM changed the testing procedure for NWEA. If students achieved their expected growth on the MAP assessment from fall to winter, they were not required to participate in spring MAP testing.**

#### Reading Results:

**77%** of students who attended DREAM at least 90% of the time either achieved their NWEA growth goal OR met or exceeded MCA proficiency in reading.

2016-2017 Results for students (7th-11th grade) who attended DREAM for at least 90% of the school year:

Grade	Students Tested	Does Not Meet MCA	Partially Meets MCA	Meets MCA	Exceeds MCA	Achieved RIT Growth
7th	1	0	1	0	0	1
8th	8	4	3	0	1	4
9th	15	NA	NA	NA	NA	12
10th	16	8	4	3	1	13

<b>11th</b>	9	NA	NA	NA	NA	5
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The special education subgroup data was analyzed and 9 out of 13 identified students (7th-11th grade) who have attended 90% of the school year achieved their NWEA RIT growth goal. Students who are identified as low socioeconomic status create another subgroup at DREAM. 19 out of 26 identified students (7th-11th grade) who have attended 90% of the school year achieved their NWEA RIT growth goal.

**Math Results:**

**85%** of students who attended DREAM at least 90% of the time either achieved their NWEA RIT growth goal OR met or exceeded MCA proficiency in math.

2016-2017 Results for students (7th-11th grade) who attended DREAM for at least 90% of the school year:

<b>Grade</b>	<b>Students Tested</b>	<b>Does Not Meet MCA</b>	<b>Partially Meets MCA</b>	<b>Meets MCA</b>	<b>Exceeds MCA</b>	<b>Achieved RIT Growth</b>
<b>7th</b>	1	0	1	0	0	1
<b>8th</b>	8	5	1	2	0	6
<b>9th</b>	15	NA	NA	NA	NA	12
<b>10th</b>	16	NA	NA	NA	NA	15
<b>11th</b>	9	6	2	1	0	4

The special education subgroup data was analyzed and 10 out of 13 identified students (7th-11th grade) who have attended 90% of the school year achieved their NWEA RIT growth goal. Students who are identified as low socioeconomic status create another subgroup at DREAM. 19 out of 26 identified students (7th-11th grade) who have attended 90% of the school year achieved their NWEA RIT growth goal.

**Science Results:**

**54.5%** of students who attended DREAM at least 90% of the time partially met or meet MCA proficiency. The MCA test is the only indicator used by DREAM to assess science performance.

Grade	Students Tested	Does Not Meet MCA	Partially Meets MCA	Meets MCA	Exceeds MCA
8th	8	4	2	2	0
High School	3	1	1	1	0

The special education and socioeconomic status subgroups were not analyzed as DREAM does not have RIT data for Science.

**The connections I made with the people here have been amazing.** I have met so many new people at Dream and they have made such an amazing impact on my life and I'm lucky to say I got to spend my last two years of high school at DREAM. **A DREAM Student**

## CHOICE Goals and Results

**Reading Goal:** 40% of the students who attend 90% of the time will meet their MAP RIT goals and will be proficient on the appropriate MCA. 70% of subgroups will meet their target RIT growth.

**Mathematics Goal:** 35% of the students who attend 90% of the time will meet their MAP RIT goals and be proficient on the appropriate MCA. All students not meeting MCA math targets will meet their individually set target in their individual learning plan (ILP). 70% of identified sub-groups will meet their RIT target.

**Science Goal:** 40% of students who have completed the life science standards and have attended 90% of the time will meet MCA proficiency. 70% identified as in sub-groups will meet their target RIT growth.

**Reading Results:**

40% of students who attended CHOICE at least 90% of the time either achieved their NWEA growth goal OR met or exceeded MCA proficiency in reading.

2016-2017 Results for students who attended CHOICE for at least 90% of the school year:



Grade	Students Tested	Does Not Meet MCA	Partially Meets MCA	Meets MCA	Exceeds MCA
7th	6	2	0	2	2
8th	10	3	1	2	4
9th	12	NA	NA	NA	NA
10th	2	0	1	1	0
11th	5	NA	NA	NA	NA

**Math Results:**

35% of students who attended CHOICE at least 90% of the time either achieved their NWEA RIT growth goal OR met or exceeded MCA proficiency in math.

2016-2017 Results for students who attended CHOICE for at least 90% of the school year:

Grade	Students Tested	Does Not Meet MCA	Partially Meets MCA	Meets MCA	Exceeds MCA
7th	6	3	0	2	1
8th	10	4	4	2	0
9th	12	NA	NA	NA	NA
10th	2	NA	NA	NA	NA
11th	5	4	0	1	0

**Science Results:**

40% of students who have completed the life science standards and have attended 90% of the time will meet MCA proficiency

Grade	Students Tested	Does Not Meet MCA	Partially Meets MCA	Meets MCA	Exceeds MCA
7th	0	-	-	-	-
8th	14	7	3	4	0
9th	0	-	-	-	-
10th	0	-	-	-	-

## Post-Secondary Preparation Goals

Students who have been continuously enrolled since their tenth grade year at DTA will meet one or more of the following before graduation:

- Complete one year or more of post-secondary credits at an accredited college or technical school.
- Complete an “industry-recognized certification” as determined by the student passing an industry-developed test.
- Completion of an occupational area training, i.e. carpentry, cosmetology, heavy machinery, etc.
- Completion of an internship or work experience program as determined by a licensed work experience coordinator and resulting in work readiness.
- The number of students who complete one or more of the above requirements will be reported in the annual report. Growth in numbers of students and programs utilized is expected.
- Be accepted into the United States Military Services with a career plan.

## DREAM Results

13 students completed a Work Experience Program

8 students completed a year of PSEO

10 students completed a concurrent enrollment course at DREAM that was offered through St. Cloud State University

## CHOICE Results

2 students earned PSEO credits

**Since attending DREAM my son has increased his confidence,** is more motivated to work on his areas of interest vs. set curriculum, and he looks forward to school each day instead of dreading it.

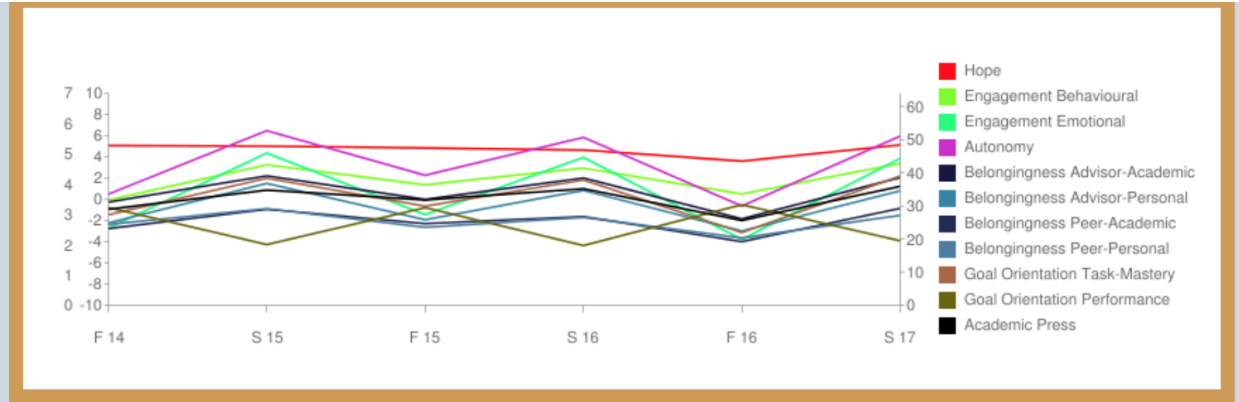
**A DREAM Parent**

## **HOPE Survey Description**

After three years of continual enrollment students will report an improvement in engagement and hope based on the Hope Analysis Survey.

Engagement levels above 3.00 are expected; levels greater than 3.00 would exceed expectation.

## **DREAM Results**



### Average Hope Scores

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
<b>Hope (up to 64)</b>	48.22	48.05	47.48	46.86	43.50	48.41
<b>Engagement (-10 to 10)</b>						
Behavioral	-0.08	3.25	1.35	2.94	0.50	3.38
Emotional	-2.73	4.35	-1.45	3.95	-3.80	3.85
<b>Autonomy (1 to 7)</b>	3.67	5.76	4.29	5.54	3.27	5.58
<b>Belongingness (1 to 5)</b>						
Advisor/Academic	3.41	4.27	3.49	4.20	2.85	4.22
Advisor/Personal	2.72	4.02	2.82	3.79	2.45	3.78
Peer/Academic	2.53	3.17	2.69	2.93	2.10	3.20
Peer/Personal	2.67	3.19	2.57	2.90	2.22	2.97
<b>Goal Orientation (1 to 5)</b>						
Task/Mastery	2.99	4.19	3.27	4.13	2.40	4.27
Performance	3.22	2.00	3.22	1.97	3.32	2.13
<b>Academic Press (1 to 5)</b>	3.17	3.80	3.48	3.85	2.80	3.93

Comments from Ronald Newell, EdVisions Schools on the Spring 2017 Hope Survey Results:

“There are some very good numbers here, and staff members can feel good about the school culture they have created. There is only one thing that stands out, and that is the peer personal support category. Peer personal support is directly linked to feelings of hope, whereas other items are linked to engagement which then affects hope. So find some ways to have peer interaction, where students begin to feel they are part of a supportive community, would be advantageous. “

## Cohort Growth Chart

School Year, Years at site	Change in Behavioral Engagement	Change in Emotional Engagement	Hope Fall	Hope Spring	Raise in Hope
<b>2016-2017 (1)</b>	+1.17	+1.75	46.75	47.29	+0.54
<b>2015-2017 (2)</b>	+2.52	+1.80	47.58	50.00	+2.52
<b>2014-2017 (3)</b>	+6.77	+10.01	48.43	50.28	+1.85

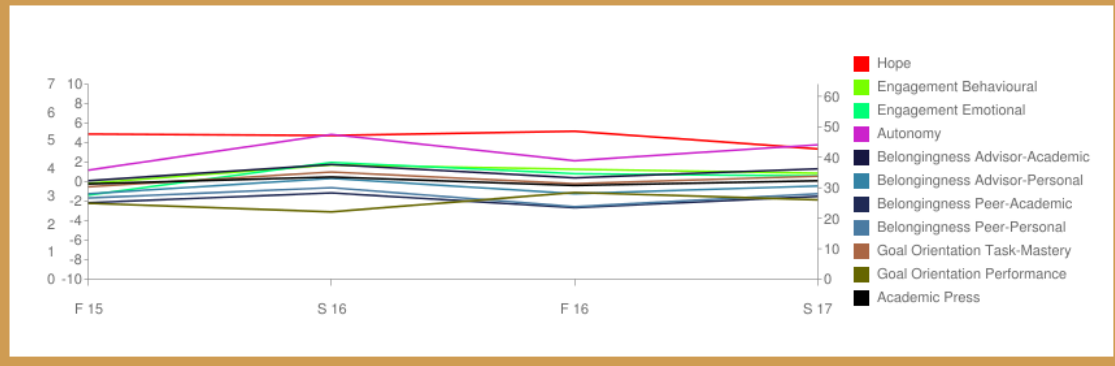
*The above chart showcases each cohort of students from the year of enrollment to spring of 2017, therefore showing growth over the number of years they have been at DREAM. The change in engagement and hope will exhibit the effect of your school climate on students over time.*

Notes from Ronald Newell, EdVisions Schools

“It is a credit to the teachers/advisors and staff to have student growth in all factors of the surveys. The three-year cohort had significant growth in almost all factors, meaning that the longer students are with you, the more they perceive a good school climate. The second year cohort had good overall growth as well. We can predict that the first year cohort will also continue to grow in years to come. That is the most important thing to report to your parents and authorizer - that your program will produce productive young people. And when you can show growth in basic skills, in life skills, and in graduation rates as well, which I predict, you will prove your program’s worth. Good job!”

## CHOICE Results

### Hope Scores Overview



### Average Hope Scores

	Fall 2015	Spring 2016	Fall 2016	Spring 2017
<b>Hope (up to 64)</b>	47.62	47.15	48.55	42.73
<b>Engagement (-10 to 10)</b>				
Behavioral	-0.18	1.72	1.27	0.87
Emotional	-1.38	1.97	0.82	0.58
<b>Autonomy (1 to 7)</b>	3.91	5.19	4.25	4.82
<b>Belongingness (1 to 5)</b>				
Advisor/Academic	3.53	4.12	3.64	3.96
Advisor/Personal	3.06	3.62	3.07	3.34
Peer/Academic	2.74	3.10	2.57	2.97
Peer/Personal	2.91	3.28	2.60	3.07
<b>Goal Orientation (1 to 5)</b>				
Task/Mastery	3.32	3.85	3.42	3.70
Performance	2.72	2.42	3.11	2.85
<b>Academic Press (1 to 5)</b>	3.42	3.67	3.36	3.53

## VII. Innovative Practices and Implementation

TAM uses innovative practices such as small advisories, project-based learning, and restorative justice as a means of providing a quality and differentiated education to students within the public school system at both the DREAM and CHOICE sites. Strategies such as those listed as well as others have been implemented and are continually being re-evaluated and improved to make sure we are providing a quality, student-centered atmosphere for all students. We use these practices to help students define their goals and attain tools, experiences, and the persistence needed to achieve them.

Two of the fundamental means through which we help students do that is through small advisories and student-led projects. Students are a part of a community called an advisory, of approximately 20 students. The small advisory allows for more time with the advisor one-on-one as well as a learning community of students interested in the success of everyone. Advisors and students work together to develop a learning community that strives for excellence, rigor and collaboration. This requires students to be invested in not only their success but to see the importance and interconnectedness of everyone's success. This is far different from other schools, even society, but helps to create accountability and respect between students, staff and the community. Additionally, students work with their advisors to generate personal learning plans, which include progress towards state standards, post-secondary plans and goals, and their progress towards those post-secondary goals.

As well as small advisories, student-led projects are used to engage and challenge students as they explore different content and knowledge areas. Project-based learning provides for a differentiated education which can account for student interest and ability and challenge the student to move beyond where they currently stand to a new understanding of a particular topic, question or issue. Taking away teacher driven lessons provides our students the opportunity to take responsibility for their learning. By working one-on-one with their advisor and exploring topics they're interested in students go from passive learner to engaged learner and teacher.

Student-led project-based learning lends itself to students being in charge of conferences with parents/guardians. Students take ownership of what projects they're doing, the work they've done, what is going well and what is not and are able to communicate with parents and advisors about what they need. This provides students the opportunity to truly take responsibility for learning, communicate with adults and advocate for themselves about how they're doing and what they need.

In order to help students learn to work collaboratively and respectfully, we felt it was necessary to have a 'discipline' policy that accounted for the nuances of behaviors and reflected the impact of the behavior on the community not just on those involved. By implementing restorative practices into our school, we have created a space where students are able to learn from mistakes and work to repair harm they've caused to individuals, groups and the community.

As well as changing our discipline practices we've also taken steps to change how we evaluate our success as a school. The Hope Survey is a study which surveys students with

regards to their perceptions on autonomy, engagement, belongingness, and self-efficacy. This unique tool enables schools to assess their school environment through the eyes of their students. There has been a correlation found that the more "Hope" a student has, the more successful he/she will be later in life.

## DREAM Innovation Efforts

DREAM Technical Academy students had the opportunity to participate in a variety of learning experiences throughout the 2016-2017 school year. A few of the highlights included:

**Outdoor Education:** In October, a number of students participated in an overnight outdoor education experience. Activities included canoeing, cooking, orienteering, and learning about the geography of the area, as well as team building and collaborative activities. Students were able to earn credit in Physical Education, Science, History, Geography, and Experiential Learning.



**Canoeing:** Students had the opportunity to spend two separate afternoons canoeing through the lakes located near DREAM. For many, this was their first experience on the water in a canoe. Students were responsible for learning how to load and unload the canoes as well as for learning the basics of paddling. Even though some were apprehensive about taking part in this experience, all agreed afterwards that they had an awesome time! Team building and collaboration abounded with this activity.





**Community Outreach with Safe Avenues:** A group of DREAM students partnered with Safe Avenues, the regional domestic and sexual violence advocacy agency, to present a play for community members called “There’s No Excuse for Dating Abuse.” Students also participated in a 10-week Safe Dates seminar with Safe Avenues where they learned about healthy relationships and other issues that pertain to dating violence.

**Key Club:** The Key Club at DREAM participated in several community outreach activities during the 2016-2017 school year including road ditch cleaning, a Pennies for Patients drive, collecting food for the local food shelf, and organizing a fine arts night where students were able to showcase their artistic talents including vocal, instrumental, dramatic, and special effects makeup as well as displaying their drawings and paintings.



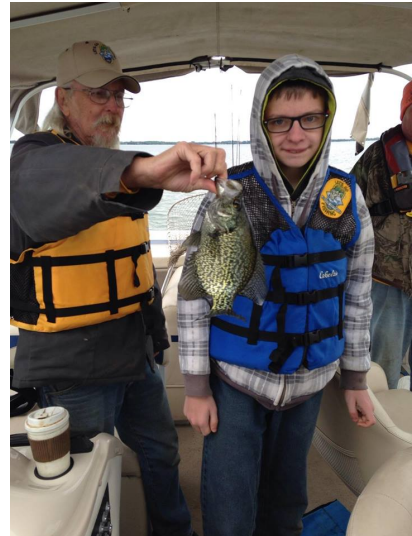
**GSA:** DREAM had a very active GSA (Gender and Sexuality Alliance) that met regularly throughout the year. The year was highlighted by a field trip to the Outfront Minnesota Youth Rally.



**Women’s March:** DREAM staff and students took part in the Women’s March that took place in St. Paul in January 2017. Transportation and emotional support were provided for students that were in need.



**Let's Go Fishing:** The local Let's Go Fishing chapter teamed up with DREAM and took several students fishing for the day. This was the first time fishing for some of these students!



**Service Learning Day:** In May, DREAM students participated in a school-wide service learning day. Students volunteered at a variety of local organizations throughout the day.

Locations/activities included:

- Clean-up at the local dog park



- Work at the local women and children’s shelter
- Stairway restoration at Sibley State Park
- Dog walking at the local Humane Society
- Gametime at a local senior living center
- Clean the Let’s Go Fishing program boats

**Community Playground Build:** All of the DREAM students and staff participated two days of a two week Willmar Destination Playground community build project. Students and staff were teamed with volunteers during the build and were able to meet a wide and work side-by-side with a variety of people from the community.



**Wicked:** Twenty four students participated in a book club-style seminar where they read the book, *Wicked*. The seminar’s culminating event was a trip to the Orpheum Theatre to watch the play. Most of the students that attended had never been to a theatre before and the experience was very meaningful.



## **VIII. Finances**

The overall financial picture for the Technical Academies of Minnesota Charter School at the end of FY16 can be stated as healthy with a control on revenues and expenditures resulting in a healthy fund balance for each site and the district.

Oversight and monitoring of the school's financial position occur monthly at the meeting of the TAM School Board who receive financial reports consisting of a YTD profit and loss, a budget versus actual, a projected cash-flow report, and a balance sheet. DREAM and CHOICE also review the financial reports at their monthly site based meetings. The board approved an adopted FY16 budget for DREAM, CHOICE and the District before June 30th, 2015, and modified the budget mid-year. The school has met and continues to meet all guidelines and deadlines related to state reporting including an annual audit of the school and its financial position. Areas of concern are consistently monitored and procedures put in place to remove potential risks. The school district remains financially stable and healthy, and has set itself up for future growth and sustainability.

Information regarding financial data and financial issues related to the district can be found on the district's website [www.technicalacademies.org](http://www.technicalacademies.org)

## **IX. Program Challenges and Future Goals**

### **DREAM Narrative**

"If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place."

– Margaret Mead

At DREAM Technical Academy we welcome diverse human potential and gifts! We believe students should be able to access the intended learning at an appropriate pace, determined primarily by the student. We also believe the learning space must be flexible to allow for students to be working on different learning activities at the same time. Thus, we created six

new learning spaces for the 2017-2018 school year at DREAM using ideas from Howard Gardner's multiple intelligences. Our curriculum committee studied Gardner's work and came up with six spaces that would allow students to have opportunities to utilize the learning style that is best suited to their needs during the project based learning process. First, we start with the "Exhilarating" space which incorporates Gardner's "Bodily/Kinesthetics" where learning takes place through interaction with or movement within one's environment. In this space the students use their body to explore content and to enhance their learning. Second, we have the "Inspiring" space which was created for students who are visual/spatial learners and intrapersonal learners. Third, we have a "Thinking" space for students who are verbal/linguistic learners. Fourth, we have the "Visionary" space for those interpersonal learners. Fifth, we created an "Innovative" space for those existential/mathematical logic learners and finally our sixth space is called "Enterprising" for those naturalist/musically inclined learners. These new spaces will create some new challenges for us as we switch up our daily schedule to allow students more freedom and flexibility to use the spaces throughout the school day.

As DTA starts its fourth year of operation the academic learning environment faces multiple challenges in regards to meeting our goals of creating students who are prepared for their post-secondary plans, are self-directed and goal-oriented, and interested in exploring their passions while impacting their communities. These challenges include our below average reading, math, and science scores, and our low student population which can cause wide fluctuations in score percentages.

DTA will continue to implement processes for determining student level of performance as they enter school and throughout their time here at DTA. To address school literacy, a variety of strategies have been initiated. Students are assessed to determine their reading level, which assist advisors in recommending challenging, but accessible, reading material to students. In addition to independent reading time, advisors work with the students to focus on specific reading strategies. Advisors present students with different articles based on the learning spaces and have discussions. They look at current events and also have students journal for reflection.

Students have the option of use Khan Academy, a traditional math textbook, or a math workbook. As is the case with reading, all students will complete an individualized math assessment tool to determine their level of mastery related to math. The results of this assessment will assist the staff in developing study groups to support students to enhance their math skills and become math proficient. During math time, students are grouped by math course and an advisor is available to assist students in that particular course.

Professional development during the academic year of 2017-2018 will emphasize strategies that staff may implement to improve retention. DTA will develop a strategic plan to address retention. The plan will include three areas of focus; student, staff, and parent/family/community. Part of the staff retention includes a staff mentoring program that began in August 2017. The objectives for this mentoring program are to retain staff, improve staff skills and performance, support staff morale, communication, and collegiality, increase the level of professionalism, putting theory into practice, prevent staff isolation, and develop and practice reflection.

DTA continues to work to raise the percentage of students enrolled in post-secondary institutions, earning certifications or credential for an industry or occupation, or exploring careers through internships and work experience programs.

Data will be gathered from students over a five-year period to determine the level of enrollment at post-secondary institutions and attainment of certifications and credentials. Data from matched samples of students from other schools in Minnesota will be gathered to serve as a comparison. To further assist in this, we have a staff member who helps students enroll in classes at the local community college. Another member of our staff is a licensed in Career and Technical Education that has been trained in MCIS and assists other staff in implement career and technical education curriculum.

It is expected that DTA will show an increase in the number of students enrolled in post-secondary and certification programs until a statewide average is met or surpassed.

Starting in the 2017-2018 academic year every graduate will have completed at least one college course. To enhance the connection between DTA and the surrounding communities and to support the students academically as they explore future professions we continue to work in developing a mentoring program. This program would consist of individuals who represent the business and professional community and the community at large.

## CHOICE Narrative

Challenges CHOICE faced during the 2016-2017 school year were hiring experienced staff, onboarding students to our model as we almost doubled in size, developing a strong reading and math program, adequate space, and meeting goals for post-secondary and career goals. To address this, we began recruiting staff earlier for the 2017-2018 school year to ensure new staff could attend training this summer. We had more applicants for the 2017-2018 school year.

Students who are new to our model often struggle to discover what they would like to learn and how to turn it into a project. We begin by offering students project ideas and beginning with simple projects. As almost 50% of our student body was new for the 2016-2017. Our goals were to build a base of experienced students who are completing challenging projects aligned to their goals who can model our program to new students. A strong area of focus was in building a positive and supportive culture among students with an academic focus through our advisory class, student congress involvement, and improving our restorative practices. We met significant challenges in building the positive culture of our school as demonstrated by our Hope Survey results. One challenge was the loss of an advisor right as school started we were not able to replace through the year. We did not have the staff capacity to build our program as planned.

Over half of our upperclassmen came to our school behind in credit. This made meeting our career and workforce goals difficult. We worked closely with these students on projects that both assist them in earning credit and developing the skills to participate in post-secondary education as well as skills needed to be successful in the workforce. Our younger students are developing these skills through projects with a strong academic press and career exploration.

Many students came to CHOICE feeling unsuccessful in math and reading. We continue to improve in both these areas by adjusting our program to students' needs. We have adjusted our Aleks math program to ensure that students are working at a level where they can master skills needed for future classes and implemented a reading workshop program to assist students in reaching their reading goals.

Going into the 2017-2018 school year we are addressing these challenges through additional staff and professional development. We added two advisors and a social worker to our licensed staff and increased the time of our Title One position. Staff attended workshops on building a positive school culture over the summer and in our preschool workshop days and will have continued staff development over the year.

## **X. Non-Profit Status**

TAM is an active nonprofit as confirmed by Appendix D.

# **XI. Appendices**

## **Appendix A – Enrollment Forms**

### **DREAM Student Enrollment Form**

**DREAM Technical Academy**

1705 16<sup>th</sup> Street NE  
Willmar, MN 56201  
Phone (320) 262-5640  
willmar@technicalacademies.org

Today's Date \_\_\_\_\_

Parent/Guardian Information

Name \_\_\_\_\_  
Name \_\_\_\_\_

Relationship to child(ren) \_\_\_\_\_  
child(ren) \_\_\_\_\_

Relationship to

Address \_\_\_\_\_  
Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_  
Zip \_\_\_\_\_

City, State,

Home # \_\_\_\_\_  
# \_\_\_\_\_

Home

Cell# \_\_\_\_\_  
# \_\_\_\_\_

Cell

Work# \_\_\_\_\_  
# \_\_\_\_\_

Work

Email \_\_\_\_\_  
Email \_\_\_\_\_

Name \_\_\_\_\_  
Name \_\_\_\_\_



Relationship to child(ren) \_\_\_\_\_  
 child(ren) \_\_\_\_\_

Relationship to

Address \_\_\_\_\_  
 Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_  
 Zip \_\_\_\_\_

City, State,

Home # \_\_\_\_\_  
 # \_\_\_\_\_

Home

Cell# \_\_\_\_\_  
 # \_\_\_\_\_

Cell

Work# \_\_\_\_\_  
 # \_\_\_\_\_

Work

Email \_\_\_\_\_  
 Email \_\_\_\_\_

Student Information: Please list all children that will be attending DREAM Technical Academy					
Name (Last, First, MI)	Birthdate	Sex	Grade	Race(s)	IEP, 504 Plan, School Social Work Services...
1.					
2.					
3.					
4.					

Student 1 Cell Phone #	Student 2 Cell Phone #	Student 3 Cell Phone #	Student 4 Cell Phone #

Has the above student(s) had previous experience in a project-based learning setting? Yes No  
 If yes, was s/he successful? Please explain.

Has the student ever had an educational, neurological, or psychological evaluation? Yes No

If yes, when did the evaluation occur? \_\_\_\_\_ Where is the info. available? \_\_\_\_\_

Has the student ever been **expelled** from school? If yes, please explain. Yes No

Please tell us if there is anything else you want DREAM to know about your child?

Please check here if your child is a military-connected youth:

Student first learned:  English  Other: \_\_\_\_\_

Student speaks:  English  Other: \_\_\_\_\_

Student understands:  English  Other: \_\_\_\_\_

Primary language spoken at home:  English  Other: \_\_\_\_\_

Last school district attended: Please list the school district name, address, and phone number.

---

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Emergency contact **besides** parents/guardians:

Name \_\_\_\_\_ Relationship to student \_\_\_\_\_ Phone # \_\_\_\_\_

Do you currently live inside the Willmar School District?  Yes  No

How will your child(ren) get to school? Family drop off at school  Drive themselves   
Willmar Bus

I would like to carpool with other parents who live outside the Willmar School District:  Yes  No

How did you hear about DREAM? Please check all that apply.

friend     family member     newspaper ad     postcard     internet     other:

## CHOICE Student Enrollment Form

Please complete a separate form for each student you are enrolling for the 2017-2018 school year.

CHOICE currently has openings for grades 7-12, these will be filled on a first come basis.

\* Required

Email address \*

Your email

Date

Student Full Name \*

Your answer

Grade (September 2017)

7th Grade

8th Grade

9th Grade

10th Grade

11th Grade

12th Grade

Parent/Guardian(s) Name \*

Your answer

Home Address \*

Your answer

Phone Number \*

Your answer

Parent/Guardian email \*

Your answer

Sibling attending CHOICE in 2017-2018

Your answer

Send me a copy of my responses.

SUBMIT

# Appendix B – Equal Opportunity, Enrollment, and Enrollment Lottery Policy

## Equal Opportunity Policy

*Technical Academies of Minnesota*

*Adopted: Orig. 6/22/2013*

*Revised:*

### **102 EQUAL EDUCATIONAL OPPORTUNITY**

#### **I. PURPOSE**

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

#### **II. GENERAL STATEMENT OF POLICY**

- A. It is the school district’s policy to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The school district also makes reasonable accommodations for disabled students.
- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district’s policy on harassment and violence and the school district’s procedures for addressing such complaints, refer to the school district’s policy on harassment and violence.
- C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.

- D. It is the responsibility of every school district employee to comply with this policy conscientiously.
- E. Any student, parent or guardian having any questions regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

- Legal References:** Minn. Stat. Ch. 363 (Minnesota Human Rights Act)  
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)  
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act) 20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)
- Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

## Enrollment Policy

*Technical Academies of Minnesota*

*Adopted:*

*Original: 23 June 2013*

*Revised: 12 December 2015*

### **517 Enrollment Policy**

#### **PURPOSE**

The purpose of this policy is to set program capacity and emphasize the importance of closing enrollment on April 15<sup>th</sup> each year.

#### **II. GENERAL STATEMENT OF POLICY**

Formal guidelines are necessary to allow the school community to function and provide a quality learning environment for students. Closing enrollment on April 15th gives new students the opportunity they need to acclimate to Technical Academies of Minnesota philosophy. Parents/guardians must submit enrollment applications to the school by April 15th to have their student be considered for enrollment in the coming school year. The capacity limit at each Academy location is 150 students. If the capacity limit is reached, a lottery will be initiated for applications in excess of 150.

For calendar year 2016-2017, Site 020 (CHOICE) will cap enrollment at 76 students.

#### SPECIAL CIRCUMSTANCES

For re-enrollment of a former TAM student after April 15<sup>th</sup>, the parents/guardians must submit documentation of loss of educational opportunity for one or more of the following reasons: school of attendance is closing, harassment, or health concerns. The re-enrollment application will be considered by a meeting of the staff of the respective Academy location. If the parent/guardian disagrees with the decision of the respective Academy location, then an appeal can be made to the district level TAM Board of Directors.

## Appendix C – Staff Evaluation and Rubrics

### Technical Academies of Minnesota

### Teacher/Advisor Development Evaluation, And Peer Support Model

#### TEACHER/ADVISOR DEVELOPMENT, EVALUATION, AND PEER SUPPORT OVERVIEW

The goal of the teacher/advisor evaluation process is to improve teacher practice and increase student achievement. The information included in this handbook denotes compliance with Minnesota Statute 1222A.40 (2012) and Minnesota Statute 122A.41 (2012).

#### Summative Evaluation

There are three components of the summative evaluation, represented by the triangle in the middle of Figure 1. They are 1) professional practice, 2) student engagement, and 3) evidence of student learning. Figure 1 illustrates the three components and how they relate to one another, to teacher professional development and learning, and to district priorities.



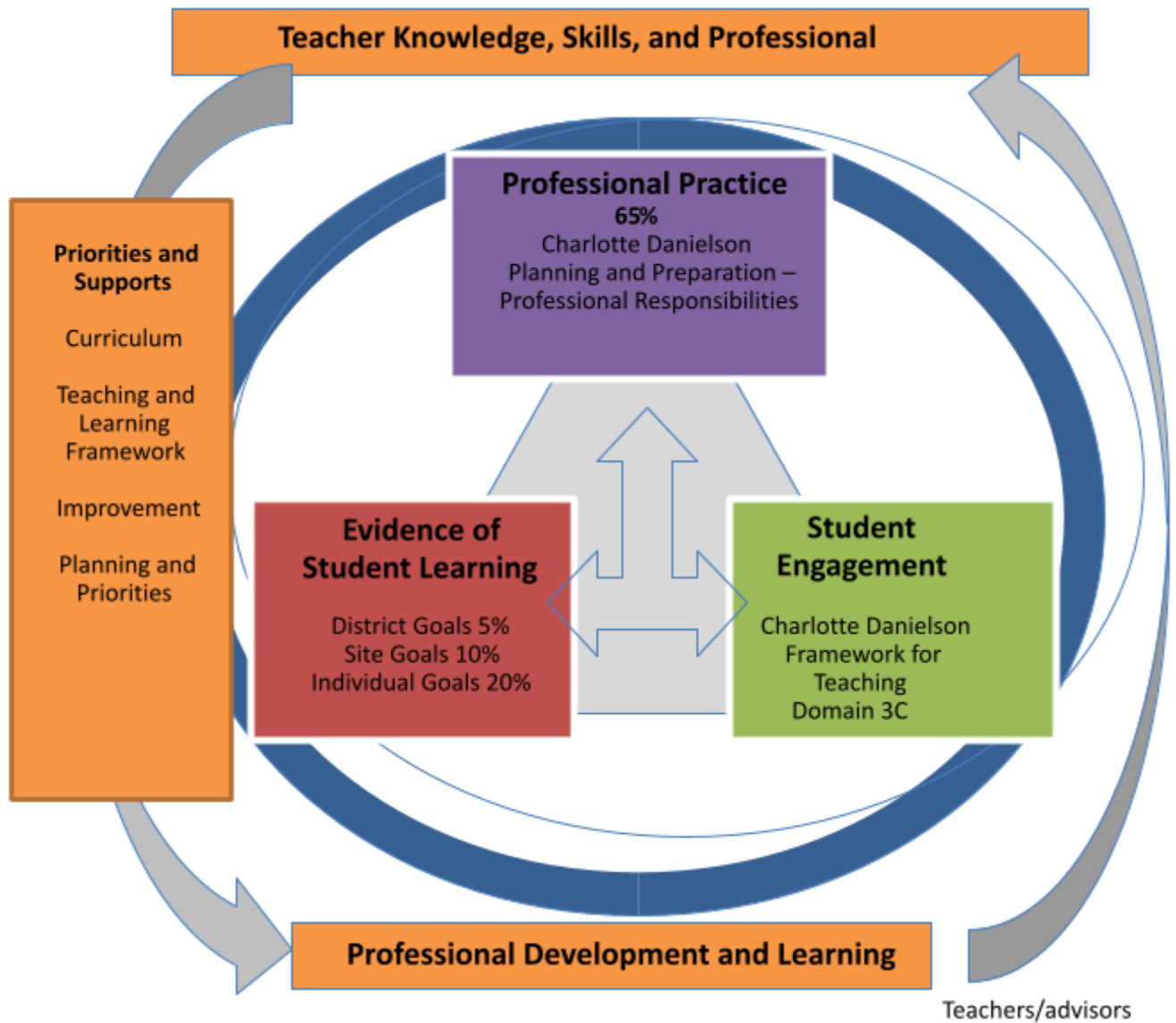


Figure 1 approach their work with knowledge, skills, and professional responsibilities. Teacher practices include planning, instruction, environment, and professionalism. Teacher practices have influence on and are influenced by student learning and achievement. We also know that engaged students have greater achievement and vice versa, thus there is a mutual relationship between student outcomes (learning and achievement) and teacher practice.

The triangle formed by professional practice, student engagement, and evidence of student learning represents a relationship between teachers' actions and student outcomes. Professional practice, student engagement, and student learning and achievement are the

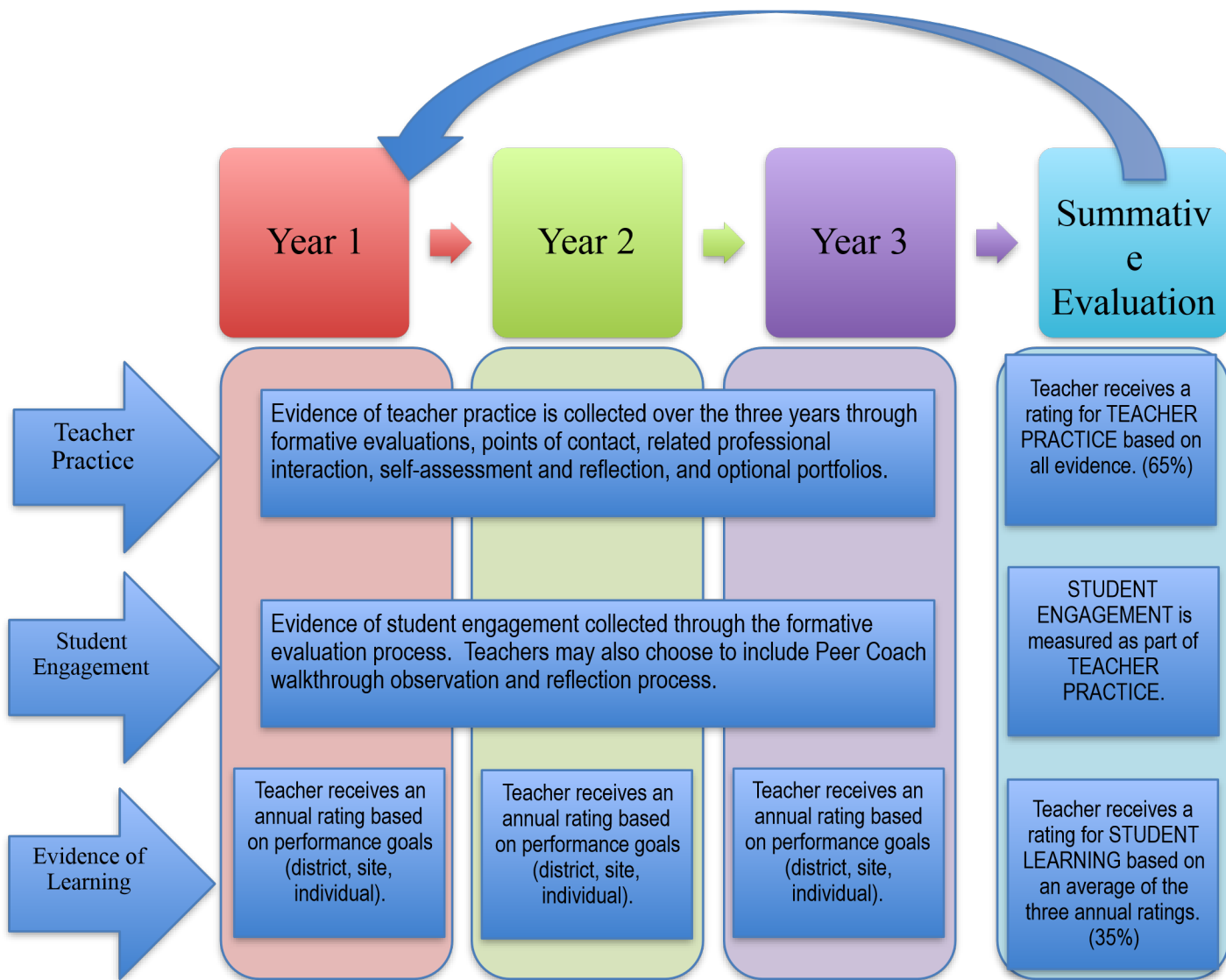
major components of the DREAM'S Teacher Development, Evaluation and Peer Support model. Evaluators measure teacher practice and student outcomes in order to help teachers improve in their profession and overall effectiveness. Additionally peers support and direct improved professional practice and effectiveness through peer coaching and the observation processes.

What a teacher/advisor learns through studies of practice and of students' outcomes identifies areas to learn and grow and directs professional learning. Intentional planning and professional growth activities increase the teacher's knowledge, skills, and professional responsibilities, thus improving their practice and students' outcomes. All of the growth and evaluation activity happens within a broader framework of district and school priorities.

Personnel committee members will use Danielson Framework for Teaching and will complete all annual and summative evaluations.

### **THREE-YEAR PROFESSIONAL REVIEW CYCLE**

At DREAM Technical Academy a teacher/advisor engages in a continuous three-year professional review cycle as shown below. Each of these elements are further described and defined in the subsequent sections of this handbook.



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Model Component	How is this component defined?	How is this component measured?	How is this component weighted?
Teacher Practice	<p>Charlotte Danielson’s Framework for Teaching identifies aspects of a teacher’s responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning.</p> <p><u>The FfT is defined by four domains:</u>            Planning and Preparation ,            Classroom Environment            Instruction            Professional Responsibilities</p> <p>Each domain is further defined and clarified through components and elements.</p>	<p>Using the Charlotte Danielson’s Framework for Teaching Evaluation Instrument and evidence gathered from:</p> <ul style="list-style-type: none"> <li>• Points of contact</li> <li>• Related professional interaction</li> <li>• Self-assessment and reflection</li> <li>• Personnel Committee observations</li> <li>• Teacher portfolio (optional)</li> </ul> <p>Each domain and related components are applied using a clearly defined rubric with performance indicators.</p>	65%
Student Engagement	<p>Evidence that students are engaged includes students that are enthusiastic, interested, actively working, and using critical thinking and problem solving skills. Within the advisory, teacher/advisor can influence student engagement through their relationships with students, and the relevance and rigor of their instruction.</p>	<p><b>Domain 3, Component C: Engaging Students</b> in Learning from Charlotte Danielson's Framework for Teaching Evaluation Instrument together with the Hope Survey will be used.</p>	

Student Learning and Achievement	Evidence that student learning is taking place with accountability to individual, site, and District growth.	Scorecard results in the areas of District goals, site improvement plan results, and individual teacher defined evidence.  District Goals - 5% SIP Goals - 10% Individually Defined - 20%	35%
TOTAL			100%

**COMPONENT ONE: TEACHER PRACTICE**

The teacher/advisor practice component includes teacher activities that impact student outcomes. These practices are applied to Charlotte Danielson’s Framework for Teaching. The framework consists of four domains and is further defined by components and elements. Each domain and related components are applied using a clearly defined rubric with performance indicators.

**DOMAIN 1: PLANNING AND PREPARATION**

Includes comprehensive understanding of the content to be encounter, knowledge of the students’ backgrounds, and designed instruction and assessment.

	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a:</b> <b><i>Demonstrates knowledge of content and pedagogy</i></b>	Teacher displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.	Teacher’s content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher’s instructional	Teacher’s knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when

			practices reflect current pedagogical knowledge.	describing instruction or seeking causes for student misunderstanding.
<b>1b: Demonstrates knowledge of students</b>	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, cultures, skills or interests, and does not attempt to use such information in planning.	Teacher demonstrates partial knowledge of students' backgrounds, cultures, skills, and interests, and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates thorough knowledge of students' backgrounds, cultures, skills, and interests, and uses of this knowledge to plan for groups of students.	Teacher demonstrates thorough knowledge of students' backgrounds, cultures, level of development, skills, and interests, and uses this knowledge to plan for individual student learning.
<b>1c: Selects instructional outcomes</b>	Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Teacher's goals are of moderate value or suitability for students, consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals represent valuable learning and are suitable for most students; they reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals reflect high-level learning related to curriculum standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.
<b>1d: Demonstrates knowledge of resources</b>	Teacher is unaware of school or district resources available either for teaching or for students who need them.	Teacher displays limited knowledge of school or district resources available either for teaching or for students who need them.	Teacher is fully aware of school or district resources available for teaching, and knows how to gain access to school and district resources for	Teacher seeks out resources for teaching in professional organizations, on the Internet, and in the community, and is aware of resources available for students

			students who need them.	who need them, in the school, the district, and the larger community.
<b>1e: Designs coherent instruction</b>	The various elements of the instructional design do not support the stated goals or will not engage students in meaningful learning, and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated goals and will engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated goals and will engage students in meaningful learning; and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated goals, will engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.
<b>1f: Assesses student learning</b>	Teacher's approach to assessing student learning contains no clear criteria or standards, lacks congruence with the instructional goals, or is inappropriate to many students. Teacher has no plans to use assessment results in designing future instruction.	Teacher's plan for student assessment is partially aligned with the instructional goals and is inappropriate for at least some students. Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional goals, and is appropriate to the needs of students. Teacher uses assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional goals, with clear criteria and standards that show evidence of student participation in their development. Assessment methodologies may have been adapted for individuals, and the teacher uses assessment results to plan future instruction for individual students.

**DOMAIN 2: THE ADVISORY ENVIRONMENT**

Addresses the teacher’s skill in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment.

	Unsatisfactory	Basic	Proficient	Distinguished
<b>2a: Creates an environment of respect and rapport</b>	Advisory interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, put-downs, or conflict.	Advisory interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Advisory interactions, between teacher and students and among students, reflect general warmth and caring, and are respectful of the cultural and developmental differences between groups of students.	Advisory interactions are highly respectful, reflecting genuine warmth and caring towards individuals and sensitivity to students’ cultures and levels of development. Students themselves ensure maintenance of high levels of civility among members of the class.
<b>2b: Establishes a culture for learning</b>	The advisory does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The advisory environment reflects only a minimal culture for learning with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the	The advisory environment represents a genuine culture for learning with commitment to the subject by both teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate



		minimal level to “get by.”		commitment to the subject.
<b>2c: Manages classroom procedures</b>	Advisory routines and procedures are either nonexistent or inefficient, resulting in the loss of much instructional time.	Advisory routines and procedures have been established but function unevenly or inconsistently, with some loss of instructional time.	Advisory routines and procedures have been established and function smoothly, with little loss of instructional time.	Advisory routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
<b>2d: Manages student behavior</b>	Student behavior is poor, with no clear expectation, no monitoring of student behavior, and inappropriate responses to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful to students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher’s monitoring of student behavior is subtle and preventive, and teacher’s response to student misbehavior is sensitive to individual student needs.
<b>2e: Organizes physical space</b>	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a significant mismatch	Teacher’s advisory is safe, and essential learning is accessible to most students, but the furniture arrangement only partially supports the learning activities.	Teacher’s advisory is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the	Teacher’s advisory is safe, and students contribute to ensuring that the physical environment supports the learning of all students, including those with special

	between the furniture arrangement and the lesson activities.		learning activities.	needs. Technology is available, as appropriate to the lesson.
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**DOMAIN 3: INSTRUCTION**

Is concerned with the teacher’s/advisor’s skill in engaging students in learning the content, and includes the wide range of instructional strategies that enable students to learn.

	Unsatisfactory	Basic	Proficient	Distinguished
<b>3a: Communicates clearly and accurately</b>	Teacher’s oral and written communication contains errors or is unclear or inappropriate to students’ cultures or levels of development.	Teacher’s oral and written communication contains no errors but may not be completely appropriate to students’ cultures or levels of development. It may require further elaboration to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing. Communications are appropriate to students’ cultures and levels of development.	Teacher’s oral and written communication is clear and expressive, appropriate to students’ cultures and levels or development. It also anticipates possible student misconceptions.
<b>3b: Uses questioning and discussion techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level or inappropriate questions, limited student participation, and little true discussion.	Teacher’s use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher’s use of questioning and discussion techniques reflects high-level questions, true discussion, and participation by all students.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and assume the responsibility for the participation of all

				students in the discussion.
<b>3c: Engages students in learning</b>	Students are not at all intellectually engaged in learning, as a result of activities or materials inappropriate to their cultures or levels of understanding, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially in significant learning, resulting from activities or materials culturally or developmentally appropriate to only some students, or uneven lesson structure or pacing.	Students are intellectually engaged throughout the lesson in significant learning, with appropriate activities and materials, instructive representations of content, and suitable lesson structure and pacing.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the representation of content, the activities, and the materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<b>3d: Uses Assessment for Instruction</b>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through selfassessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, selfassessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.

<b>3e: Demonstrates flexibility and responsiveness</b>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to student questions, needs and interests during a lesson, and seeks to ensure the success of all students.	Teacher ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs and interests.	Teacher is highly responsive to individual students' needs, interests and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students.
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**DOMAIN 4: INSTRUCTION**

Addresses a teacher's/advisor's additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in ongoing professional development, and contributing to the school and district environment.

	Unsatisfactory	Basic	Proficient	Distinguished
<b>4a: Reflects on Teaching</b>	Teacher's reflection on the lesson does not provide an accurate or objective description of the event of the lesson.	Teacher's reflection provides a partially accurate and objective description of the lesson, but does not cite specific positive and negative characteristics. Teacher makes global suggestions as to how the lesson might be improved.	Teacher's reflection provides an accurate and objective description of the lesson, and cites specific positive and negative characteristics. Teacher makes some specific suggestions as how the lesson might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive, and cites specific examples that were not fully successful, for at least some students. Teacher draws on an extensive repertoire to suggest alternative strategies.

<b>4b: Maintains Accurate Records</b>	Teacher has no system for maintaining accurate records, resulting in errors and confusion.	Teacher's system for maintaining accurate records is rudimentary and only partially effective.	Teacher's system for maintaining accurate records is efficient and effective.	Teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.
<b>4c: Communicates with Families</b>	Teacher provides little or no information to families and makes no attempt to engage them in the instructional program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. They convey information to families about individual students in a culturally appropriate manner.	Teacher communicates frequently and sensitively with families and responds to the individual and cultural needs of families. Teacher successfully engages families in the instructional program; students participate in communicating with families.
<b>4d: Contributes to the School and District</b>	Teacher's relationships with colleagues are negative or self-serving, and teacher avoids being involved in school and district events and projects.	Teacher's relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested.	Teacher participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.

<p><b>4e:</b> <b>Demonstrates Professional Growth</b></p>	<p>Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.</p>	<p>Teacher’s participation in professional development activities is limited to those that are convenient or are required.</p>	<p>Teacher seeks out opportunities for professional development based on an individual assessment of need.</p>	<p>Teacher actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as action research and mentoring new teachers.</p>
<p><b>4f: Shows Professionalism</b></p>	<p>Teacher’s sense of professionalism is low, and teacher contributes to practices that are self-serving or harmful to students. Appearance is unacceptable for classroom setting.</p>	<p>Teacher’s attempts to serve students are genuine but limited.</p>	<p>Teacher makes genuine and successful efforts to ensure that all students are well served by the schools.</p>	<p>Teacher assumes a leadership role in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.</p>

## COMPONENT TWO: STUDENT ENGAGEMENT

The second component, student engagement, examines a student's commitment to and involvement in learning. Within the advisory, a teacher/advisor can influence student engagement through relationships with students and the relevance and rigor of instruction. If teachers build positive relationships with students, make content relevant to students, then students will be engaged at high levels. Student engagement will be determined by Danielson 3C: Engages Student in Learning. When performing peer reviews, Peer Coaches could use the Student Engagement Walkthrough rubric (© International Center for Leadership Education) at the teacher's request. This checklist could be used for discussion and reflection between the teacher and the Peer Coach and as an opportunity for growth. In addition, this process may be offered by the educator as evidence of student engagement as part of their three-year formal evaluation.

Student Engagement Walkthrough	Observed	Not Observed	Not Applicable	Area of Noted Strength
<b>Positive Body Language:</b> Students exhibit body postures that indicate they are paying attention to the teacher and /or other students.				
<b>Consistent Focus:</b> All students are focused on the learning activity with minimum interruptions.				
<b>Verbal Participation:</b> Students express thoughtful ideas, reflective answers, and questions relevant or appropriate to learning.				
<b>Student Confidence:</b> Students exhibit confidence and can initiate and complete a task with limited coaching and can work in a group.				
<b>Fun and Excitement:</b> Students exhibit interest and enthusiasm and use positive humor.				

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Students will also complete the Hope Survey each fall and spring. Personnel committee members will discuss results with teachers/advisors to assist in the development of positive relationship with students and enhance student engagement.

### **COMPONENT THREE: STUDENT LEARNING AND ACHIEVEMENT**

The third component, student learning and achievement, focuses on the teacher's/advisor's role in this area. Student learning is a main driver of effective teacher practices. A great teacher continually assesses student achievement against standards and uses results to modify his/her practice, to intervene when students struggle, to differentiate instruction, and to personalize instruction.

Minnesota Statutes 122A.40 and 122A.41 require that a minimum of 35% of a teacher's evaluation be based on student growth measures. Student growth measures have been further defined and clarified as evidence of student learning.

### **PROFESSIONAL GROWTH AND DEVELOPMENT PLAN (PGDP)**

The PGDP is based on a three-year professional review cycle. Each teacher/advisor will develop a PGDP in order to set and pursue professional development goals and plan professional learning activities tied to professional growth over a three year period. Self-evaluations, peer observations, and formative evaluations shall be used to determine the area of focus and professional development goals. As part of the three-year PGDP, teachers will develop goals that are annually reviewed and revised by the teacher and the personnel committee. One of a teacher's/advisor's annual Individual Learning Plan goals may be used in the PGDP if approved by personnel committee.

### **PEER REVIEW PROCESS**

Teachers/advisors will participate in two peer reviews performed by the personnel committee. For each peer review, there will be a pre- and a post-conference. A teacher may optionally choose to utilize the peer review as evidence for their summative evaluation.

### **TEACHER PORTFOLIO (OPTIONAL)**



The teacher/advisor portfolio is a collection of evidence demonstrating teacher practice, student engagement, and student learning and achievement. A teacher has the right to submit a portfolio to the personnel committee creating the summative evaluation as a source of evidence. The personnel committee must consider portfolio evidence, if submitted, when determining component ratings for a summative evaluation.

### PROFESSIONAL PORTFOLIO ALIGNMENT

This serves as an example of how a professional portfolio can be aligned to Minnesota Teaching Standards - Framework for Teaching (FFT).

Domain 1	Domain 2	Domain 3	Domain 4
<b>Planning and Preparation</b>	<b>The Advisory Environment</b>	<b>Instruction</b>	<b>Professional Responsibilities</b>
<ul style="list-style-type: none"> <li>• Demonstrate Knowledge of Content and Pedagogy</li> <li>• Demonstrating Knowledge of Students</li> <li>• Selecting Instructional Outcomes</li> <li>• Demonstrating Knowledge of Resources</li> <li>• Designing Coherent Instruction</li> <li>• Designing Student Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Creating an Environment of Respect and Rapport</li> <li>• Establishing a Culture for Learning</li> <li>• Managing advisory Procedures</li> <li>• Managing Student Behavior</li> <li>• Organizing Physical Space</li> </ul>	<ul style="list-style-type: none"> <li>• Communication with Students</li> <li>• Using Questioning and Discussion Techniques</li> <li>• Engaging Students in Learning</li> <li>• Using Assessment in Instruction</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting on Teaching</li> <li>• Maintaining Accurate Records</li> <li>• Communicating with Families</li> <li>• Participating in a Professional Community</li> <li>• Growing and Developing Professionally</li> <li>• Showing Professionalism</li> </ul>
Examples: Curriculum Maps, Teaching Schedule, Sample Lesson Plans, SIOP Lesson Plan	Examples: Advisory Procedures, Student Conduct Plan, Pictures of Advisory Layout/Design, Getting to	Examples: Advisory Communications, Expectations for Learning, Formative Assessments, Discussion	Examples: School Improvement Plans, Community Connections, Mentoring, Evaluations, Committee

	Know Students	Questions, Use of Student Groupings, Activities, Materials, Resources	Work, Professional Learning Log, Professional Development Notes, Observation Notes of Teachers
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1. Professional Learning Log with Reflection (Domain 4):
  - Professional Learning Activity
  - Date
  - Presenters
  - List three new things you learned.
  - List two ways this will change your practice.
  - How might today’s learning impact student achievement?
  - Other comments or insights.
  
2. Major Achievements for the School Year (Domain 4):
  
3. Reflection “I contributed to the school goals/school improvement plan this year by” (Domain 1):

**TEACHER/ADVISOR IMPROVEMENT PROCESS**

The state statute requires that districts develop a teacher improvement process to address teachers not meeting professional teaching standards. Each teacher will receive a summative evaluation score based on teacher practice and student learning and achievement. A teacher attaining an “Unsatisfactory” proficiency rating in a particular domain on an annual evaluation or on a summative evaluation will receive a corrective action plan.

At the end of this document a Corrective Action Plan template is attached. While a teacher may provide input in regard to the plan contents, the personnel committee has the ultimate authority for developing the plan.

**PROFESSIONAL DEVELOPMENT**

Thoughtful and effective professional development is at the core of improving teacher/advisor effectiveness. DREAM Technical Academy encourages teachers/advisors to use the results of their summative evaluation when developing their PGDP area of focus. In addition, personnel committee will use building summative evaluation results when planning staff development activities for their building.

**TAM EFFECTIVE TEACHING PROCESS**

The following matrix details district expectations of the teaching process. It includes but may not be limited to the evidence an evaluator will reflect on to compose the three-year summative evaluation.

	Standards Are Taught	Standards Are Learned	How we respond when student do/ don't learn?	Students Don't Forget What They've Learned
Teacher	<ul style="list-style-type: none"> <li>Teacher/advisor regularly review with each student their Personalized Learning Plans.</li> <li>Teacher/advisor guides the goal setting process at the advisory level</li> <li>Teacher/advisor monitors standards engagement using Project Foundry.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/advisor makes students aware of the "I can" statements they will need for the completion of projects</li> <li>Teacher/advisor provides an example of high quality work that is understood by all students</li> <li>Teacher/advisor in collaboration with students establishes a standard or rubric for the completion of projects</li> <li>Teacher/advisor constantly checks student progress with Project Foundry.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/advisor checks progress by monitoring Project Foundry</li> <li>Teacher/advisor provides enrichment activities when necessary to support individual projects.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/advisor regularly assesses essential elements from previous projects</li> <li>Teacher/advisor regularly challenges students develop</li> </ul>

Student	<ul style="list-style-type: none"> <li>• At the beginning of the each project students are made aware of standards and expectations</li> <li>• Students are made aware of the "I can" statements they will need to complete the project</li> <li>• Students set individual academic goals for the year and each project.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are assessed on standards at the completion of each project.</li> <li>• Teacher provides direct instruction in vocabulary terms and phrases that are important to the standards subject matter content.</li> <li>• Students discuss why this standard is relevant and important to study</li> <li>• Students set learning goals and track their own progress in achieving those goals using Project Foundry.</li> </ul>	<ul style="list-style-type: none"> <li>• Students who are not making satisfactory progress are provided additional support</li> <li>• Students who are making satisfactory progress are challenged to complete more rigorous projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Students not making progress on completion of standards will receive more direct assistance</li> <li>• Students making progress will proceed to the next standard</li> </ul>
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## GOAL WORKSHEET

*Lifelong learning and professional development are important to effective and productive educators. Strategic professional development requires careful definition of goals and performance criteria, followed by action plans to achieve desired performance. This Goal Worksheet and Action Plan will guide you in developing your goals, the action plan to achieve the goals and document your performance improvements over the coming school year.*

Name:

Building:

School Year:

Teaching Assignment:

**All goals must be S.M.A.R.T. goals:**

- Specific. What will the goal accomplish? How and why will it be accomplished?

- **Measurable.** How will you measure whether or not the goal has been reached?
- **Achievable.** Is it possible? Have others done it successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?
- **Results-focused.** What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal?
- **Time-bound.** What is the established completion date and does that completion date create a practical sense of urgency?

**Section 1: Professional Growth and Development Plan (PGDP) Goals**

*As part of this growth process, DREAM Technical Academy teachers/advisors identify a minimum of two (2) personal goals annually. Each teacher also identifies a three-year professional area of focus as part of her/his PGDP. One personal goal may align to the PGDP professional area of focus, and one or both goals may align to the individually defined evidence of student learning and achievement. The goals are reviewed annually with a member of the personnel committee.*

**3-Year Professional Area of Focus:**

**2016-2017 Individual Learning Plan Goals**

My plan is aligned to the following district and site goals.

DISTRICT GOAL:

CURRENT YEAR SITE GOAL:

What year are you in the summative evaluation cycle: Year 1 \_\_\_\_\_ Year 2 \_\_\_\_\_ Year 3 \_\_\_\_\_ (Complete goal statements according to the corresponding year of your summative evaluation and populate previous years goals.)

YEAR 1 INDIVIDUAL GOAL STATEMENT:

YEAR 2 INDIVIDUAL GOAL STATEMENT:

YEAR 3 INDIVIDUAL GOAL STATEMENT:

## GOAL WORKSHEET

### Section 2: Annual Individual Goals

- In lieu of individual goals, I chose to utilize the project option for fulfillment of my contractual obligations.

*DREAM Technical Academy teachers/advisors identify a minimum of two (2) personal goals annually as part of the Q-Comp process. Each teacher also identifies a three-year professional area of focus as part of his/her PGDP. One (1) personal goal may align to the PGDP professional area of focus and fulfill the requirements for one (1) of the personal goals, and one or both goals may align to the component 3, individually defined evidence of student learning and achievement. All goals are reviewed annually with an administrator.*

#### INDIVIDUAL GOAL #1

DISTRICT GOAL:

SITE GOAL:

INDIVIDUAL GOAL STATEMENT:

Check all that apply:

- This goal is a SMART GOAL.
- I intend to utilize this goal to meet the 20% individual goal requirement of evidence of student learning for my summative evaluation.
- This goal will be utilized for my PGDP. If this box is checked, please record the goal in your PGDP.

#### INDIVIDUAL GOAL #2

DISTRICT GOAL:

SITE GOAL:

INDIVIDUAL GOAL STATEMENT:

Check all that apply:

- This goal is a SMART GOAL.
- I intend to utilize this goal to meet the 20% individual goal requirement of evidence of student learning for my summative evaluation.
- This goal will be utilized for my PGDP. If this box is checked, please record the goal in your PGDP.

\*\*If neither Individual goal you identified aligns to your individual goal evidence of student learning, how will you provide evidence for that component of your summative evaluation?

Fall review date: \_\_\_\_\_ Personnel Committee: \_\_\_\_\_

Teacher/Advisor Signature: \_\_\_\_\_

Spring review date: \_\_\_\_\_ Personnel Committee: \_\_\_\_\_

Teacher/Advisor Signature: \_\_\_\_\_

### ACTION PLAN FOR GOALS

#### PGDP Goal:

<b>Activities</b>	<b>Study (Monitor/Assess)</b>	<b>Act (Review of Data/Results)</b>
How will I achieve my goal?	What data do I need to support achievement of the goal? What tools will I use?	Did I accomplish my goal? To What extent? What data will demonstrate attainment? Do I need to continue working on this goal?

#### Goal 1 (Individual Goal):

<b>Activities</b> How will I achieve my goal?	<b>Study (Monitor/Assess)</b> What data do I need to support achievement of the goal? What tools will I use?	<b>Act (Review of Data/Results)</b> Did I accomplish my goal? To What extent? What data will demonstrate attainment? Do I need to continue working on this goal?
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**Goal 2 (Individual Goal):**

\_\_\_ **SEE PGDP GOAL** (check here if you are using your PGDP goal as one of your individual goals.)

<b>Activities</b> How will I achieve my goal?	<b>Study (Monitor/Assess)</b> What data do I need to support achievement of the goal? What tools will I use?	<b>Act (Review of Data/Results)</b> Did I accomplish my goal? To What extent? What data will demonstrate attainment? Do I need to continue working on this goal?
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**SUMMATIVE STUDENT LEARNING AND ACHIEVEMENT RUBRIC**

**District Goal:**

Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
0-25%	26-50%	51-75%	76-100%

**Site Improvement Plan-Math and Reading Goals:**

Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
More than 10% away from meeting Site Improvement Plan-Math and Reading	Below but within 10% of meeting Site Goal Improvement Plan-Math and Reading Goals	Met Site Improvement Plan Math and Reading Goals	Surpassed Sited Improvement Plan-Math and Reading Goals



Goals			
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**Individual Content Goal:**

Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
More than 10% away from meeting Individual Content Goal	Below but within 10% of meeting Individual Content Goal	Met Individual Content Goal	Surpassed Individual Content Goal

**Final Summative Evaluation Score Determination**

	Year 1	Year 2	Year 3	3 Yr. Avg.	Percent	Total
District Goal Score					x 5%	
Site Goal Score					x 10%	
Individual Content Goal Score					x 20%	
Teacher Observation Avg. Score					x 65%	
<b>Total Weighted Average Score</b>						

Fill in year 1, year 2, and year 3 information to determine your 3-year average. The 3-year average will be used to determine a score for each area.

**CORRECTIVE ACTION PLAN**

Staff Member's Name:

Date of Evaluation(s):

School:

A Corrective Action Plan will be implemented for an educator who is evaluated and determined to be not meeting professional standards. While a teacher/advisor may provide input in regard to the plan contents, the evaluator has the ultimate authority regarding the plan.

<b>Background Information</b> (facts, timelines, prior communication/ intervention/ assistance, publish authority- reference to policy etc.)		
<b>Statement of Deficiency</b> (reason for plan of assistance, connection to teaching standards and area of deficiency and impact)		
<b>Areas Targeted for Improvement</b>	<b>Activities/Recommendations</b>	<b>Timeline/Deadline</b>

- I. Compliance (measure(s) of improvement to be applied, consequences for non-compliance or lack of improvement, scheduled follow-up\_

---

Teacher/Advisor Signature

Date

Personnel Committee

Date

- Signatures indicate a conference between the educator and evaluator has taken place.
- Signature indicates the educator has read the Plan of Assistance.
- Signature does not necessary indicate concurrence and the educator is encouraged to respond to the plan in writing.
- Refusal to sign will require a third party signature.

**Distribution:**

Original	-Personnel File
Copy	-Staff Member
Copy	-Evaluator

## Appendix D – Verification of Non-Profit Status



DEPARTMENT OF THE TREASURY  
INTERNAL REVENUE SERVICE  
WASHINGTON, D.C. 20224

Date: **MAY 20 2013**

Technical Academies of Minnesota  
2192 Wellesley Ave.  
St. Paul, MN 55105-1235

Employer Identification Number:  
46-0977989  
Person to Contact and ID Number:  
Melissa Rifkin, 72-0564834  
Toll Free Contact Number:  
(877) 829-5500  
Accounting Period Ending:  
06  
Public Charity Status:  
509(a)(1) & 170(b)(1)(A)(ii)  
Form 990/990-EZ/990-N Required:  
Yes  
Effective Date of Exemption:  
November 29, 2012  
Contribution Deductibility:  
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. **Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.**

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed *Compliance Guide for 501(c)(3) Public Charities* for some helpful information about your responsibilities as an exempt organization.

Sincerely,

*Ronald J. Shevaker*  
for Holly O. Paz  
Director, Rulings and Agreements

Enclosure: *Pub. 4221-PC, Compliance Guide for 501(c)(3) Public Charities*

## Appendix E – FY 2017 Board Meetings

The following are the dates and links to the board meeting materials.

- 6/27/17
- 5/23/17
- 4/25/17
- 3/28/2017
- 2/28/2017
- 1/24/2017
- 1/3/2017
- 12/27/2016 - Postponed to 1/3/2017
- 11/22/2016
- 11/1/2016
- 10/25/2016 - Postponed to 11/1/2016
- 9/27/2016
- 8/23/2016