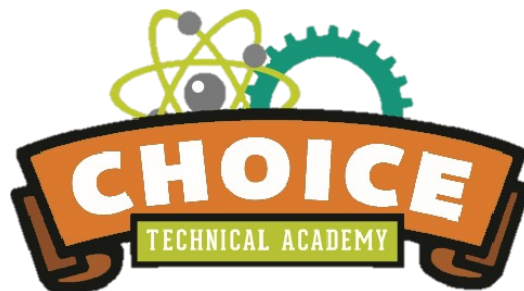


Technical Academies of Minnesota
Annual Report
2019



“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 16th Street NE
Willmar, MN 56201
320-262-5640
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

I. Executive Summary

Welcome! This is Technical Academies of Minnesota's Annual Report for the 2018-2019 school year. This report encapsulates the most critical information related to Technical Academies of Minnesota. Technical Academies of Minnesota is a unique, innovative school district that consists of two schools located halfway across the state. DREAM Technical Academy was the first Technical Academy of Minnesota to open in the fall of 2014. DREAM is located in Willmar, Minnesota on the beautiful, historic MinnWest Technology Campus. DREAM just completed their fifth year of operation. DREAM is an acronym which stands for **D**emocratic Society, **R**esponsible Citizens, **E**ngaged Learners, **A**gents of Change and **M**ulticultural Setting. CHOICE Technical Academy was the second Technical Academy of Minnesota to open in the fall of 2015. CHOICE is located in Owatonna on the beautiful, historic Pillsbury Campus. CHOICE just completed their fourth year of operation. CHOICE is an acronym which stands for **C**areer, **H**ands On, **O**pportunity, **I**ndividual, **C**ooperative, **E**xperience.

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.

1. Improve pupil learning and student achievement;
2. Increase learning opportunities;
3. Encourage the use of different and innovative teaching methods;
4. Measure learning outcomes, and create innovative forms of measuring outcomes.
5. Establish new forms of accountability which require each student to complete specific postsecondary courses leading to a specific outcome; and,
6. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program of the school.

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 an 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 580, Hutchinson, MN, 55350 or 612-234-0900. IQS website can be found at <https://iqsmn.org>

III. School Governance

Board Composition

In the fifth 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 second Tuesday of each month. The Board is in the process of establishing term limits. As of July 1st, 2018, the Board included the following members:

Sue Blumhoefer, Chair starting 9/26/2017- community representative resigned 11/13/2018
Michaela Bengtson - teacher from DREAM Technical Academy joined in June 2018. Vice Chair
Dan Swenson, Treasurer - community representative since September 2013, Treasurer since December 2013 resigned May 14th 2019.

Billie Johnson - parent from DREAM Technical Academy resigned 4/9/2019

Jim Barnes chair through 9/26/2017-parent from CHOICE Technical Academy

Michael Millerbernd, Recorder - teacher from CHOICE Technical Academy joined April 2018
Chair-1/8/2019 to May 14th 2019

Elise Hageman- Teacher CHOICE Technical Academy June 30 2018 to July 1, 2019, interim chair from 11/13/2018 to 1/8/19

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 and can be found on the district webpage. Board meetings must be attended via video conference for voting members, all board members must be in a public location that is posted at least 72 hours before the meeting at each school site, 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 their 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 consensus 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 translates 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: Callie, Shelly, Josie, Melody, Grace

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 media in order to encourage open communication and engagement.

Finance/Budget: Tammie, Serena, Jaime, and Callie, Luz

The Finance Committee is responsible for creating and maintaining a budget, including specific funds, for DREAM Technical Academy with guidance from BerganKDV. 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.

Career Technical Education: Michaela, Amy, Vanessa, Chris, Melody

To support DREAM in implementing CTE focused activities, including WBWF, WBL, and Career and Life Readiness. To monitor/implement Perkins related funds. Provide students with opportunities to explore future career choices. Support DREAM in living out our affidavit.

Personnel: Vanessa, Missy, Doug, Jaime, Josie

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. MACS will serve in the capacity of approving and recording CEUs for teacher licensure renewal.

Curriculum: Jaime, Doug, Chris, Shelly

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.

School Climate and Culture: Luz, Tammie, Missy, Amy, Grace

The School Climate and Culture Committee is dedicated to creating a safe, welcoming and fun learning environment where collaboration is encouraged with students, staff, parents and the community. The committee will organize school-wide community building activities and events. They will address advisory change requests by students and will respond to school-wide related complaints, questions, or concerns from parents and students.

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 2018-2019	File Folder # and position	Retained for 2019-2020	Number of Years at DREAM	Comments
Doug Knick	363523 advisor	yes	5	
Tammie Knick	375835 social worker	yes	5	
Michaela Bengston	484006 advisor	yes	5	
Melissa Bodin	494059 advisor	yes	3	
Vanessa Henjum	482430 sped para	yes	3	
Serena Butterfield	office manager	no	5	left for another position
Jaime Larson	title 1	yes	5	
Luz Juarez	sped para	yes	5	
Callie Henscheid	administrative coordinator	no	3	Left for another position
Amy Berghorst	995750 sped advisor	no	2	No position available
Josie Olander	sped para	yes	2	
Michelle Firchau	472686 advisor	no	1	No position available

Grace Ghent	506148 advisor	no	1	Left for another position
Chris Sand	sped para	yes	1	
Melody Henscheid	sped para	yes	1	
New Staff for 2019-2020				
Randy Haakenson	456394 advisor			
Joshua Naples	509069 advisor			
Jennifer Landin	sped administrative assistant			
Kimberly Heinen	Office manager			
Shane Saari	sped para			
Avery Winter	sped para			
Nikki Erickson	420156 sped advisor			

Overview of CHOICE School Management

As a staff-led school, CHOICE 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: Vanessa, Janessa, Courtney, Sam,

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 media in order to encourage open communication and engagement.

Finance/Budget: Missy, Courtney, Janessa, Vanessa

The Finance Committee is responsible for creating and maintaining a budget, including specific funds, for CHOICE Technical Academy with guidance from BerganKDV. 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: Josh, Mike, Tom

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 protection, 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 upkeep.

Personnel: Elise, Courtney, Sam, Natalia

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.

Academic: Elise, Josh, Mike, Chad, Amy, Jenny

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 CHOICE 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.

Culture and Discipline: All staff

The Culture and Discipline Committee is dedicated to creating a safe, welcoming and fun learning environment where collaboration is encouraged with students, staff, parents and the

community. The committee will organize school-wide community building activities and events. They will address advisory change requests by students and will respond to school-wide related complaints, questions, or concerns from parents and students.

Starting staff year 2018-2019	File Folder # and advisor	Retained for 2019-2020	Number of years at CHOICE	Comments
Amy Stafford	510447 advisor	no	1	Left for position elsewhere
Jennifer Hughes	title I	no	3	Contract not renewed
Sam Bultsma	sped para	yes	3	Moved to title I for 2019-2020
Melissa Donner	gen ed para	yes	2	Moved to sped para 2019, moved to advisor for 2019-2020
Courtney Leyden	sped para	yes	3	
Mike Millerbernd	504708 advisor	no	2	No longer have position available
Elise Hageman	486507 advisor	no	2	Left for position elsewhere
Janessa Jandt	office manager	yes	2	Moved to advisor for 2019-2020
Chad Olson	459517 advisor	no	1.5	Left for position elsewhere
Joshua McKnight	501833 sped advisor	no	1.5	Left for position elsewhere
Connie DeVries	sped para	no	.5	Left for position

				elsewhere
Javon Hunter	sped para	no	.5	Let go
Vanessa Bartosch	sped para	yes	1	
Alexa Amundson	sped para	no	1	left for position elsewhere
Natalia Pitts	social worker	no	1	left for position elsewhere
Ashley Gardner	sped para	yes	.5	
Chelsey Nelson	sped para	yes	.5	Moved to office manager for 2019-2020
Thomas Luger	sped para	yes	1.5	
New Staff for year 2019-2020				
Matthew Toov	sped para			
Jessica Rogers	sped para			
Garret Bitker	372807 advisor			
Jessica Gagnier	social worker			
Kelly Enriquez	436120 sped advisor			
Dawn Nuss	361173 sped advisor			
Scott Strusz	math tutor			
Jessica Gagnier	social worker			

V. 2019 Graduating Seniors

DREAM Technical Academy 2019 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

During the 2019 DREAM Graduation, we invited all previous graduates back to DREAM for a 5 year reunion to celebrate our first five years of operation as a charter school. As of 2019, we have graduated 48 seniors from DREAM.



Student's Name	Senior Project Title
Aliyah Anderson	Assumptions and Ignorance
Anna Bartlett	Nature & Mental Health
Jessica Bonnema	Emotions & Art
Ruben Buentello	Writing a book
Destinee Cobb	Kindness
Maddie Evans	Criminal Profiling
Gracie Geer	Social Media
Jada Gessford	Greek Mythology
Amy Haney	Affects of Trauma
Hattie Herem	Horse Training
Josh Kjorness	D & D
Samantha Mace	Training dog to become a service dog

Michael McCarthy	Buddhism
Jonathan Medina	Music Composition
Mckenzie Miller	Reptile Habitat
Maddie Skrukrud	Farm Sustainability
Allison Tracy	Life Planning
Eduardo Robles	Tattoo Art
Margarita Syverson	Vocational Rehab

“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 2019 Graduating Class

CHOICE students completed a life transition plan as their senior project for the 2017-2018 school year.

Student's Name	Senior Project
Chase Kraft	Video Editing
Brady Grundhoffer	PSEO
Jade Smith	Nursing
Joey Irwin	Micro Chips
Aeris Thoreson	Military
Enrique Rios Hruska	Dogs Around the World

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 18-19 school year was 87.04%

GRADE	9/04/18 enrollment	Added students	Dropped students
7th	2	6	1
8th	7	8	1
9th	7	3	0
10th	11	8	6
11th	11	0	1
12th	18	3	5 due to graduating early
Total	56	28	14

GENDER	9/04/18 enrollment	Added students	Dropped students
Males	20	16	5
Females	36	12	9
Total	56	28	14

Ethnicity	9/04/18 enrollment	Added students	Dropped students
American Indian	3	2	1
Asian or Pacific Islander	0	0	0
Hispanic	13	11	3

Black, not of Hispanic origin	0	3	1
White, not of Hispanic origin	40	12	9
Total	56	28	14

CHOICE Technical Academy

Attendance percentage for the 18-19 school year was 87.37%

Grade	9/4/18 enrollment	Added students	Dropped students
7th	0	3	1
8th	4	6	2
9th	5	9	4
10th	9	11	5
11th	11	3	1
12th	10	1	1
Total	39	33	14

Gender	9/4/18 enrollment	Added students	Dropped students
Male	24	22	8
Female	15	11	6
Total	39	33	14

Ethnicity	9/4/18 enrollment	Added students	Dropped students
African American	2	6	1

Hispanic	8	10	2
Caucasian	29	17	11
Chinese	0	0	0
Total	39	33	14

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:

60% of the students who attend 90% of the time will partially meet, meet or exceed on the MCA Reading Assessment.

45-55% of 7th-10th grade students will achieve their projected RIT growth goal from fall to spring, as measured by the NWEA MAP Reading Assessment.

Mathematics Goal:

35-45% of students attending 90% of the time will partially meet, meet, or exceed on the MCA Math Assessment.

45-55% of 7th-10th grade students will achieve their projected RIT growth goal from fall to spring as measured by the NWEA MAP math assessment.

Reading Results:

47% of the students who attend 90% of the time will partially meet, meet or exceed on the MCA Reading Assessment

2018-2019 Results for students (7th-10th 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
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7th	3	0	1	2	0
8th	8	6	0	2	0
10th	8	4	2	2	0

33% of 7th-10th grade students will achieve their projected RIT growth goal from fall to spring, as measured by the NWEA MAP Reading Assessment.

2018-2019 results for students 7th-10th grade who met their project RIT growth:

Grade	Students Tested	Achieved Projected RIT Growth
7th	4	1
8th	9	2
9th	12	3
10th	5	2

Math Results:

36% of students attending 90% of the time will partially meet, meet, or exceed on the MCA Math Assessment.

2018-2019 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
7th	3	0	2	1	0
8th	8	8	0	0	0
11th	10	5	5	0	0

34.8% of 7th-10th grade students will achieve their projected RIT growth goal from fall to spring as measured by the NWEA MAP math assessment.

2018-2019 results for students 7th-10th grade who achieved their project growth:

Grade	Students Tested	Achieved Projected RIT Growth
7th	4	0
8th	9	2
9th	12	4
10th	5	2

“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: 45-55% of 7th-10th grade students will achieve their projected RIT growth goal from fall to spring, as measured by the NWEA MAP reading assessment.

55-60% of students attending 90% of the time will partially meet, meet, or exceed on the MCA Reading Assessment.

Mathematics Goal: 45-55% of 7th-10th grade students will achieve their projected RIT growth goal from fall to spring, as measured by the NWEA MAP Math Assessment.

45-50% of students attending 90% of the time will partially meet, meet, or exceed in the MCA Math Assessment.

Reading Results:

60% 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.

2018-2019 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	2	1	0	1	0
8th	5	3	1	0	1
9th	NA	NA	NA	NA	NA
10th	7	4	1	0	2
11th	NA	NA	NA	NA	NA

Math Results:

11% of students who attended CHOICE at least 90% of the time met or exceeded MCA proficiency in math.

2018-2019 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	2	2	0	0	0
8th	5	3	1	0	2
9th	NA	NA	NA	NA	NA
10th	NA	NA	NA	NA	NA
11th	11	11	0	0	0

Science Results:

50% 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	NA	NA	NA	NA	NA
8th	5	3	2	0	0
9th	NA	NA	NA	NA	NA
10th	1	1	0	0	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:

- a. Complete one year or more of post-secondary credits at an accredited college or technical school.
- b. Complete an “industry-recognized certification” as determined by the student passing an industry-developed test.
- c. Completion of an occupational area training, i.e. carpentry, cosmetology, heavy machinery, etc.
- d. Completion of an internship or work experience program as determined by a licensed work experience coordinator and resulting in work readiness.
- e. 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.
- f. Be accepted into the United States Military Services with a career plan.

DREAM Results

12 students completed a Work Experience Program

1 student completed a certificate program

7 students completed PSEO credits

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 five 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 expectations.

DREAM Results

Goal - Overall Hope for DREAM students will be between 45-46.

Spring 2019 Report

	Spring 2019	Result Guide
Hope	45.94	Low
Engagement		
Behavioral	2.44	Moderate
Emotional	2.79	Moderate
Autonomy	5.69	Very Good
Belongingness		
Advisory/Academic	4.22	Good
Advisor/Personal	3.93	Very Good

Peer/Academic	3.09	Good
Peer/Personal	3.08	Needs Improvement
Goal Orientation		
Task Mastery	4.12	Excellent
Performance	1.62	Excellent
Academic Press	3.69	Very Good

Comments from Ronald Newell, EdVisions Schools on the Spring 2019 Hope Survey Results

“You have some good scores in many of the factors shown in the above chart. The hope number for 2019 at 45.94 is just below the cut for being moderately good. Not bad, especially when you consider where many of these students started. The engagement numbers are in the moderate range, and I imagine a considerable jump from when students started.

The advisor support numbers are good to very good. Your teacher/advisor personal support of 3.93 is very good, and is an important factor in their emotional engagement. Well done! Peer numbers are more moderate - peer academic just into the good range, while peer personal “needs improvement.” Peer personal support also affects emotional engagement and hope, so should be taken into consideration when considering improvement.

The goal orientation numbers are excellent, meaning students see that they are learning important skills that interest them, not just going through the motions to get grades or pass tests. The academic press number is good, also. This also is an area important in engaging kids, so well done in this arena, also!”

Cohort Results

“Now we will look at cohort numbers, starting with the fall of 2017 enrollees and what they did in the spring of 2019:

The fall enrollees in 2017 had a hope average of 42.41, which is in the low range, almost very low. The spring 2019 number of 45.29 is a rise of 2.88 in two years. That is a good jump, and you ought to be commended for contributing to that! Although the number is still in the low range, it is very close to moderate. So they are on the rise, which is difficult with so many low hope kids. Your school culture is doing well, and I hope that it is reflected in other ways as well!

Engagement took a very good jump. It was in the negative range at enrollment, but now is moderate in both behavioral and emotional. Again, well done! Your students had some very negative views about schooling, and you are turning them around! The autonomy perception rose +1.44 into the good range, also. Another powerful factor in raising hope!

The belonging and support numbers rose with this group as well. Although only teacher personal support is in the good range, the fact is that these kids saw their previous schooling so negatively that they still have a ways to go. But they now see school not as a negative, as they once did, and you are to be commended for that.

The goal orientations also jumped to the good range (mastery) and to the excellent range (performance). The changes saw an increase in the gap between the two scores of 1.82 points, to 1.96. Any gap between mastery and performance over 1.5 is good. So these students have seen a completed flip in what school is for, in why they learn. That is also a wonderful change!

Academic press also went up, although moderately, and can still be improved. But overall, the changes seen in this particular cohort are commendable. You have done a good job with them. I hope they are showing you this in other areas of assessment, as well.

The 2018 fall enrollees had some phenomenally low scores in their first survey. This was a very low functioning group at the start of the year. But your staff and program provided them with some huge jumps in their perception of what the school is offering in some very important social-emotional categories. As for hope, this group in the fall of 2018 measured an average of only 37.31, one of the lowest averages we have seen entering a school. But they were raised to 41.67 in one year, a rise of +4.36 points! Although still in the low range, that jump is an important element in many of these kid's lives. If you can keep raising them to even an average level, it will pay off in many ways for them.

The jump in engagement was also huge, jumping +3.10 in behavioral and +4.95 in emotional. Although the averages still are in the low to very low categories, they are going up. Keeping them going up is what is needed. The rest of the factors will tell you what to continue to do.

Autonomy had a very good jump, from +2.88 to +5.28, into the good range. This is an excellent rise.

The belonging/support numbers can show you some areas that have been going well, or still need attention. Advisor/teacher support number rose quite well, putting the scores into the good range. Continue to interact with their academic and personal needs, and these numbers may continue to go up. What is needed, is to get the peer numbers to go up at a greater rate. Although both academic and personal support saw some rise, they still linger in the "needs

improvement” or “needs significant improvement” categories. Adding some means by which student positive interaction can take place could be a meaningful way to proceed.

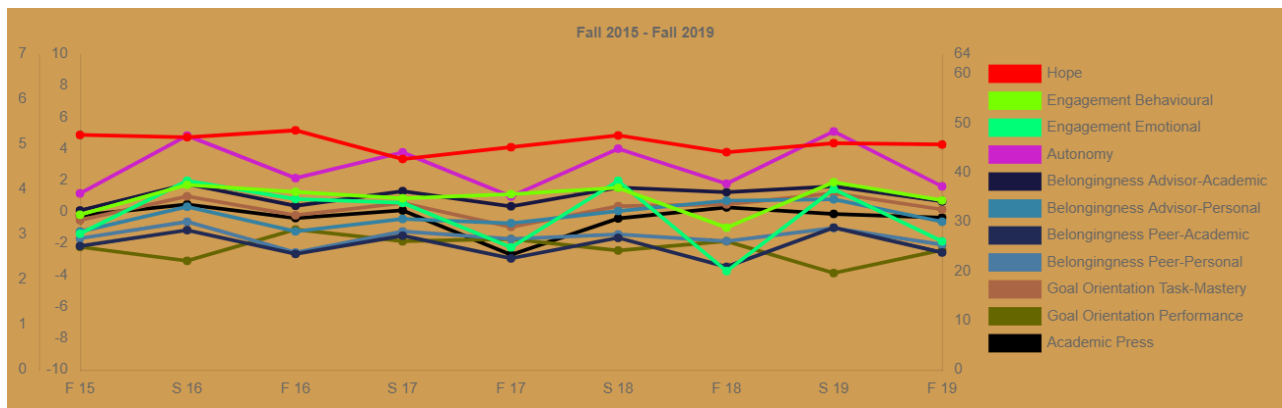
The goal orientations among this cohort also took good leaps forward. They switched places in the student’s minds, and positively changed for the better. The mastery orientation rose from +2.21 to +3.95, which is very good. Performance went from +3.83 to +1.77 (you want performance a low number, master high), into the excellent range - now showing a positive gap between them of 2.18 points, a very excellent gap (anything over 1.5 is good). The students now know that school is about them learning what they are interested in, what is important to them, and not just rote learning. Well done!

Academic press raised a small amount, and is just into the “needs improvement” category. This could be a point of emphasis, as well as peer support.

Overall, taking students from very low hop to low hope, a rise of this sort, is a phenomenal job. These kids still have more to go, I’m sure, but continuing the course, making some improvements in peer support, you can still make even more of a difference in these young people’s lives!

CHOICE Results

Hope Scores Overview



Average Hope Scores

Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019
-----------	-------------	-----------	-------------	-----------	-------------	-----------	-------------	-----------

Hope (up to 64)	47.62	47.15	48.55	42.73	45.12	47.50	44.12	45.95	45.67
Engagement (-10 to 10)									
Behavioral	-0.18	1.72	1.27	0.87	1.12	1.53	-1.00	1.88	0.73
Emotional	-1.38	1.97	0.82	0.58	-2.25	1.97	-3.75	1.44	-1.87
Autonomy (1 to 7)	3.91	5.19	4.25	4.82	3.84	4.90	4.12	5.28	4.07
Belongingness (1 to 5)									
Advisor/Academic	3.53	4.12	3.64	3.96	3.62	4.04	3.94	4.07	3.73
Advisor/Personal	3.06	3.62	3.07	3.34	3.25	3.52	3.75	3.78	3.28
Peer/Academic	2.74	3.10	2.57	2.97	2.47	2.92	2.28	3.15	2.60
Peer/Personal	2.91	3.28	2.60	3.07	2.90	3.00	2.85	3.14	2.77
Goal Orientation (1 to 5)									
Task/Mastery	3.32	3.85	3.42	3.70	3.17	3.63	3.67	3.91	3.55
Performance	2.72	2.42	3.11	2.85	2.90	2.64	2.85	2.14	2.65
Academic Press (1 to 5)	3.42	3.67	3.36	3.53	2.55	3.36	3.60	3.46	3.37

VIII. Innovative Practices and Implementation

At TAM, we build healthy, purposeful relationships to create a safe haven where dreams and ambitions are actualized and hope is fostered. We maintain a democratic learning community in which students are accepted for who they are as individuals. We are a trauma-informed school that nurtures each student's academic, emotional, and social well being. Our vision is to ignite the innate curiosity within students, guiding them to engage with their local and global communities so they will become lifelong leaders and learners. We believe self-directed, personalized learning invites students to choose the ways they learn and demonstrate mastery which increases engagement and enhances their learning experiences. Through Project Based Learning, students design rigorous projects which help them learn key academic content, meet the state standards, and practice 21st Century Skills such as problem-solving, critical thinking, creativity, innovation, communication, and collaboration. We advocate for social justice and equity for all and practice restorative justice as an effective alternative to punitive responses to wrongdoing.

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 15-20 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, academic 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. Teacher driven projects serve as an

intermediary step for those students not yet prepared to take responsibility for their own 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 2018-2019 school year. A few of the highlights included:

Gardening: Several of our students are teaming up with MNYou Youth Garden, which operates a plot of land and the greenhouse on the MinnWest Technology Campus in Willmar. By working with MNYou, youth have the opportunity to develop entrepreneurial skills from working closely with mentors from local businesses on how to sell and market their products. One exciting thing they are currently working on is learning to grow exotic fruits and vegetables not commonly found in Minnesota.



Canoeing: Students had several opportunities to canoe throughout the 18-19 school year. Students were responsible for learning how to load and unload the canoes as well as for learning the basics of paddling. Often times students are apprehensive about canoeing for the first time but almost always, they have a good time and gain confidence in their skills.

Opening Week Fun Day at Robbins Island

During the first week of school, DREAM students and staff participated in opening week activities with a fun-day at Robbins Island Park. Activities included a picnic lunch, canoeing, slacklining, fishing, yard games, and activity with horses.



MN Dept of Health: Sexual Violence Prevention Network- Communities First:

During the 18-19 academic year, DREAM students and staff had the opportunity to partner with the Minnesota Department of Health for their Communities first initiative. The goal of the work

was to collect data on sexual violence prevention. The work done at DREAM was completed by two students that held listening sessions with advisories as well as with a community organization. They completed the work by participating in a round table discussion with other cohort members from around the state. The final work can be found in the link below.



<https://www.health.state.mn.us/communities/svp/communities/communitiesfirst.html>



Kindness Rocks- Students painted and placed Kindness Rocks around Minnwest Campus. Campus members were encouraged to keep the rock, place it somewhere else, or bring it into DREAM for lunch or coffee!



Snowshoeing: In-between blizzards last year, DREAM students had the opportunity to get outside to snowshoe! Fresh air, exercise, and a new skill!

Key Club: Key Club took part in ditch cleaning in the fall of 2018 with local Kiwanis members. Some members also attended the state convention at the Mall of America. Students raised money for items to go towards Safe Avenues in Willmar, MN and for the National Leukemia and Lymphoma Society.

YES: (Youth Eco Solutions) Students who participated in YES were part of a team that created two different projects. The projects included the planning and implementing of a pollinator habitat, that was part of a grant. The second project was the planning of a raingarden on the Minn West Campus. Students also attended a workshop at Prairie Wood Environmental Learning Center (PWELC), where they had the opportunity to learn about native plants and how to plan a raingarden project from local experts.



Youth Leadership Academy: 11 students from DREAM attended the 3rd Annual Youth Leadership Academy in Willmar with 120 from other area schools. Students learned from a variety of speakers what type of skills are needed to be a leader and how to step up into the leadership role.

Driving Innovation & Excellence in Manufacturing & Automation

Together event: Through this experience students were able to explore different parts of the manufacturing and automation career fields. Students were able to explore everything from welding, automotive racing, drones, and robotics and how they



relate to future careers. They were also able to start exploring the skills necessary in those careers.

Youth Day at the Capitol

A group of DREAM students had the opportunity to travel to St. Paul for Outfront Youth Day. After a morning of educational opportunities, students marched to the State Capitol to participate in a rally supporting LGBTQ rights.



Ridgewater Skillsfest: We had multiple students that participated in Skillsfest a local competition held at the college to encourage and challenge students in career based skills. Our students did well with one of them placing 3rd place in computer trouble-shooting and receiving a scholarship to Ridgewater College.

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:

- Salvation Army
- Hope for our City food packaging
- Prairie Woods Environmental Learning Center
- Stairway restoration at Sibley State Park



- Dog walking at the local Humane Society
- Green Lake Bible Camp
- Food Shelf

Fine Arts Night: DREAM had multiple students feature their talents at Fine Arts Night that was held at Ridgewater College in Willmar, Mn. Students and staff shared everything from written word, songs, instrumental performances, comedy and dance.



CHOICE Innovation Efforts

CHOICE Technical Academy students had the opportunity to participate in a variety of learning experiences throughout the 2018-2019 school year. A few of the highlights included:

Screen-Fast Days: Screenfast Days are when CHOICE staff and students do not use cell phones, laptops or screens of any type the entire day. Instead, students participate in cooking classes, art projects, board games, gym, plays, reading groups and all-school competitions. Screenfast day typically takes place the day before a holiday break and Halloween.

Presentation Night: CHOICE hosts Presentation Night for students to present their projects to their family and friends. Students display one of their projects and discuss them with those who attend. Community members are also invited to attend.



College Visits: Students had many opportunities to visit and tour many colleges around Minnesota. This included: University of Minnesota, MSU Mankato, Riverland Community College, Metropolitan State University, and



Rochester Community and Technical College. Staff plan to provide more opportunities for students in the 2019-2020 year.

Seminars: CHOICE staff introduced seminars to our students this year. Each block, students chose one of three seminars in core subject areas to help them stay on track with credits. Some examples of seminars include: world religions, personal finance, geography, ceramics, and global innovations. Each of these seminars included either a field trip, guest speaker, or activity that involved getting our students out into the community.

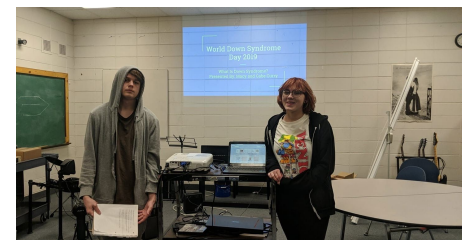


Twin's game: Students attended Physics Day at the Twin's Game. They participated in physics activities before the game, and completed a packet while watching the game. Many students had never been to the stadium, and enjoyed exploring the park while learning more about sports and physics.

Trip Up North: Two of our staff brought a group of students up to Lax Lake in Northern Minnesota for a five day winter experience. Students went ice fishing, hiking, and snowshoeing. They learned about winter ecology, and other aspects of the area. Students also went on a college tour of Vermillion Community college, toured the Duluth Aquarium, and spent a lot of quality time with one another.



Youth and Government: Three of our students attended the Youth in Government Model Assembly conference in Minneapolis from January 10-13. Students wrote a bill then presented it to their group to try and get it passed. One student's bill made it all the way and became a law, the other two didn't make it that far. The students also had the opportunity to participate in activities at night with the other students at the conference. These included bingo, karaoke, mini golf, laser tag, and more. This experience provided students with leadership experience as well as learning about the legal process.



Down Syndrome Fundraiser: Student council led a fundraiser for Down Syndrome in the spring. They participated in a “change war” between advisories, with the advisory collecting the most change winning a pizza party. Students and staff raised over \$500 for the cause.

Let’s Smile Inc.: Let’s Smile Inc. is a non-profit dental organization in Owatonna. They provided our students with an oral health presentation and free dental cleanings with parent permission.

Magic Club: One of our advisors led an after school Magic club, where staff and students played the game against one another. This was a big hit amongst students, with many staying after for quite some time to play with their classmates.

IX. Finances

The overall financial picture for the Technical Academies of Minnesota Charter School at the end of FY18 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 Advisory Council meetings. CHOICE Finance Committee meets as needed Fridays at 7:30 am. CHOICE has established a purchase request process and form that is filled out prior to purchase for approval. DREAM Finance Committee meets every other week. The committee members approve purchases, review the budget, establish payroll, and purchase supplies as needed.

The board approved an adopted FY19 budget for DREAM, CHOICE and the District before June 30th, 2018, 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

X. 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.

As DTA starts its sixth year of operation, the academic learning environment faces some 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 assisted advisors in recommending challenging, but accessible, reading material to students. DTA in total, read the book "Night". After that, students voted on a preferred book and book clubs formed for the remainder of the year. Additionally, students have independent reading time and 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. Advisors also started using Newsela as a resource for reading time. They look at current events and also have students journal for reflection. During the 2018-2019 school year we have been prepping our staff to implement small reading groups of 4-5 students and one staff member, using novels and incorporating reading strategies into discussions.

DTA continues to use Khan Academy for the math curriculum. As is the case with reading, all students complete an individualized math assessment during the first week of school. From those results, small math groups (5-6 students to a staff member) were formed. Staff work alongside the students working on completing their math course.

Staff focus on the following:

- Reviewing NWEA's and utilizing the data to create assignments consistent with the report for the purpose of enhancing learning opportunities.
- Monitoring progress on a daily basis
- Providing assistance when needed
- Developing projects that align with the content students are engaged in, these projects should include problem solving matters related to everyday life.

Professional development during the academic year of 2018-2019 emphasized using Patrick Lencioni's book, *The Five Dysfunctions of a Team*, to guide our work. This work includes a pre and post questionnaire specifically from the book. The staff will also complete a mid-year questionnaire.

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. We joined efforts with Central Minnesota Jobs and Training to provide students with a customer service certification test. In addition to that CMJTS also worked with students on site to work on career exploration.

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 implementing career and technical education curriculum. As part of the Career and Technical Education at DTA, students were offered a CTE related activity each month. The 8th grade students participated in the 8th grade project, where they had the opportunity to explore different careers, research one career that interest them, and write a paper about the job and why they would want to do it. As part of CTE, students were given the opportunity to connect with different employers by visits to Ridgewater, bringing in local companies to DTA, and attending a manufacturing job fair.

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.

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 on developing a

mentoring program. This program would consist of individuals who represent the business and professional community and the community at large.

DREAM Technical Academy launched attendance initiatives for the 2018-2019 school year. It was our intention to assist students in preparing for the workforce and that they are ready and able to be a valuable asset to their future employer. One way we pursued this was to recognize students that came to school on time every week. Another initiative we put into place this past year is the Challenge 1. In this challenge, students strive to miss only 1 day of school per month, learning to be a reliable individual. We believe that instilling these valuable skills in our students will make them better employees and clients for area businesses and organizations. The Attendance Team explored ways to communicate with parents/guardians monthly with attendance reports, so parents/guardians were able to monitor how their student's attendance or lack thereof adds up over time, in addition to the daily contact that is typically made when a student is absent. The Team also worked on ways to educate students/parents/guardians on how critical attendance is and some of the research behind it.

CHOICE Narrative

CHOICE was unable to find a qualified advisor to fill the last advisor position prior to the start of the 2018-2019 school year. A qualified staff member stepped in to fill the role while we continued our search. An advisor from the previous year came back and took over that role within the first block of school. We maintained all positions throughout the year, aside from some changes to those in the paraprofessional roles. We continued to search for a second Special Education advisor to assist in the great amount of work needed, and found one who worked part time helping with paperwork and writing. This gave our Special Education advisor more time to work with students and maintain compliance with paper work.

In the 2018-2019 school year, we continued to utilize rubric-based credit completion. This aided in students keeping on track with their credits, and create projects of higher quality as they had a better understanding of what they were working towards. Staff supported students throughout this change by discussing the rubrics with them and giving credit based on effort rather than time spent. Staff supported students in maintaining a positive culture by creating strong advisory connections and emphasizing open communication. This is an area we continuously work to improve.

Advisors introduced seminars to students in the 2018-2019 school year in an effort to improve credit completion rates. At least three seminars were offered each block in the core subject areas by the appropriate licensed staff. These seminars allowed some structure to the project

process, and offered hands-on activities so students could gain a better understanding of the information they were learning. With the implementation of seminars, credit completion did improve, and an increased amount of students stayed on track to graduate. Seminars were more guided, but still project-based. It also helped students become more familiar with learning targets, using Project Foundry and self-management skills.

In the 2018-2019 year we added a math advisor to our staff who led classes in each math subject for students every day. While this worked well initially, students and staff struggled to plan activities and school events around the math schedule. Due to our budget for the 2019-2020 year, we ultimately terminated that position and chose to use Khan Academy instead. Rather than have students sit at their desk and work alone, as they had in the past, we will have them work in small groups with an advisor and the other students taking that course to provide additional support and guidance through the program. We will also hire a math tutor to have available for students to work with.

Independent reading is an area in which students tend to struggle with, as many have trouble finding books they enjoy. We offered different book groups throughout each block to provide students the opportunity to work in groups with staff and their peers, as well as provide more discussion and activities to allow students to gain a better understanding about their reading. Our Title I teacher also provided short seminars on different areas of grammar and other areas in language arts that students tend to struggle with.

Student numbers often fluctuate, and with a large amount of students being upperclassmen our marketing team put significant time and effort into advertising at local events and online. Staff set up a booth at the Steele County Fair and Crazy Days in Owatonna. This allowed members of the community to learn first-hand about what CHOICE is, and give them the opportunity to ask questions to staff and student volunteers. CHOICE participated in the Lights Parade in downtown Owatonna as well as Trick or Treat Trail at Manthey Park. All events gave CHOICE great exposure to members of the community. Marketing also made it a priority to post about our students and their activities on social media to improve public perception. This increased our numbers significantly, and is something CHOICE will continue to do in the future.

Going into the 2019-2020 school year, we plan to better utilize our student council in an effort to give our student body more of a voice in our community, as well as increase our Hope and build on our culture. We are hoping to do more volunteer and fundraising events with Student Council. We also plan to continue being an open, welcoming community for all and ensure that our students feel secure in their education. Staff will continue to offer seminars and book groups to assist the general population of students in staying on track to meet their goals.

XI. Non-Profit Status

TAM is an active nonprofit as confirmed by Appendix D.

XII. Appendices

Appendix A – Enrollment Forms

DREAM Student Enrollment Form



DREAM Technical Academy
1705 16th Street NE
Willmar, MN 56201
Phone (320) 262-5640
willmar@technicalacademies.org

Today's Date _____

Parent/Guardian Information

Name _____

Name _____

Relationship to child(ren) _____

Relationship to child(ren) _____

Address _____

Address _____

City, State, Zip _____

City, State, Zip _____

Home # _____

Home # _____

Cell# _____

Cell # _____

Work# _____

Work # _____

Email _____

Email _____

Name _____

Name _____

Relationship to child(ren) _____

Relationship to child(ren) _____

Address _____

Address _____

City, State, Zip _____

City, State, Zip _____

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.					

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

Has the above student(s) had previous experience in a project-based learning setting?
If yes, was s/he successful? Please explain.

Yes No

Has the student ever had an educational, neurological, or psychological evaluation?

Yes No

If yes, when did the evaluation occur? _____

Where is the information available? _____

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

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?

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

Emergency contacts **besides** parents/guardians:

Name _____ Relationship to student _____ Phone # _____

Name _____ Relationship to student _____ Phone # _____

Parent/Guardian *preferred* method of communication: Phone Call _____ Email _____ Text Msg. _____

How will your child(ren) get to school?

Family drop off at school _____ Drive themselves _____ Would like to carpool _____ Need Assistance _____

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.

Apply To Choice

Student Name _____

Current Grade _____

Current/Previous school attended

Current/Previous school address

Parents/Guardians _____

Address _____

City _____ State _____

Zip _____

Home Phone _____

Cell Phone _____

Email Address _____

Due to sibling enrollment preference required by Minn. Stat. § 124.D10 Subd. 9, CHOICE Technical Academy asks that you identify siblings who are concurrently registering to attend CHOICE Technical Academy. All enrolling students must have a separate registration form.

Name/Grade _____

Please mail or drop off completed registration form to the school office:
CHOICE Technical Academy
PO Box 636
Owatonna, MN 55060

I understand that providing false or inaccurate information will void this registration.

Parent Signature _____

Date _____

Please Note:

If CHOICE receives more applications for any grade than there are spaces available, students are placed on a waiting list and/or may be a part of a lottery.

CHOICE Technical Academy admits students of any race, color, national origin or ethnic origin to all of the rights, privileges and activities generally accorded or made available to students at the school. CHOICE Technical Academy will not discriminate on the basis of race, color, national origin or ethnic origin in the administration of its educational policies, admission policies, scholarship programs, athletic or other school administered programs.

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

Equal Opportunity Policy

Technical Academies of Minnesota

Adopted:

Orig. 6/22/2013

Revised: 3/1/2018

102 EQUAL EDUCATIONAL OPPORTUNITY

PURPOSE

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

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) 1

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

Revised: 5/22/18

517 Enrollment Policy

PURPOSE

The purpose of this policy is to set program capacity and emphasize the importance of having an admissions deadline of April 15th each year of current students and new applicants.

GENERAL STATEMENT OF POLICY

Formal guidelines are necessary to allow Technical Academies of Minnesota, hereafter referred to as TAM, to function and provide a quality learning environment for students.

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.

Lottery Process

A. General

When the number of applications exceeds the number of openings in a particular grade or program, a lottery will be conducted to determine those students who will be admitted or put on the waiting list. The steps outlined below will be followed to ensure this procedure is equitable to all applicants. A completed enrollment application is required in order to be included in the annual lottery and/or be placed on the waiting list. The lottery is open to observation by the public and will be posted in the school calendar and on the website.

B. Enrollment Eligibility

To be eligible for enrollment as a 7th grader, a student must have successfully completed the 6th grade. To be eligible for 8th grade, a student must have successfully completed 7th grade. To be eligible for the high school program, students must have successfully completed 8th grade.

C. Enrollment Preferences

a. Siblings will be given first priority (ahead of children of employees) provided there is an opening in the grade to which they are applying. Siblings who submit applications after the lottery will be placed at the top of the waitlist (ahead of children of employees).

b. Prospective students who are children of TAM employees will receive second enrollment preference provided there is an opening in the grade or program to which they are applying. If staff members are hired after the lottery, those staff members' children will be placed first on the waiting list (behind siblings), in the order in which the parents were hired.

c. Siblings refers to those prospective students who have siblings currently enrolled at a TAM school in the academic year in which the lottery is being conducted.

d. Any child of a family unit related biologically, by marriage or adoption to one or both parents.

e. Any child in 'long-term' placement within a foster-care situation with the family of a current student. NOTE: parents must provide to the school documentation from their casemanager, a judge, or the court.

f. If the family of a current TAM student plans to be a host family to a foreign exchange student, that student will be considered a sibling (see above).

NOTE: A student will be considered “enrolled” at TAM after completion of the enrollment paperwork.

D. Process to determine the number of students to be accepted

The staff of TAM schools will propose and the TAM Board of Directors will determine the number of openings in each grade 7-12, for the next school year by the February board meeting of the application year. This number will take into account the need to over-enroll grade levels, depending on the projected number of students who will either not return or who will not accept the enrollment offer. This will be based on past data as well as current trends in enrollment.

After the siblings of current students are admitted, if there are still spaces, move on to children of staff. If there are more siblings than there are openings in a particular grade, then a lottery must be held amongst the siblings. After the siblings are admitted, if there are still spaces, move on to children of staff. If there are more children of staff than there are openings in a particular grade or program, then a lottery must be held amongst the children of staff.

If there are more children of staff members than there are openings in a particular grade or program, a lottery must be held amongst the children of employees. For each grade, the number of siblings and children of staff members in the prospective student pool will be subtracted from the number of total students to be accepted. This is the number of openings that will be filled through the lottery process. The appropriate number of applicants from each grade will then be randomly drawn until the enrollment goals are reached.

E. Lottery Procedure

The lottery will be begin by assigning a number to each of the student applications submitted. These numbers will be put into a container. The numbers will be pulled out one at a time until all the open spots are filled and then numbers will continue to be drawn for the waiting list. The TAM school will send “acceptance” letters to all prospective applicants; send “waiting list” letters to the remaining applicants including enrollment agreements or waiting list forms as appropriate. Families will have two weeks from the email/ mailing date to return the enclosed enrollment agreement accepting their enrollment.

Once the process is completed, the results will be printed (and saved as a PDF) and an affidavit certifying compliance with this policy and applicable state law will be signed by the two staff members conducting the lottery. All other witnesses will be asked to sign a form indicating they

witnessed the lottery. A copy of this policy will be attached to the spreadsheets, signed affidavit, and witness form to complete the documentation, which will be filed at the school.

Following the lottery, those students who have not been admitted will be placed on the waiting list and will be admitted as space permits. The steps outlined below will be followed to ensure the procedure is equitable to all applicants.

F. Waiting List

a. Underlying Considerations

The goal of the waiting list is to have a list of students from which to pull to maintain maximum class sizes for the next academic year. All students on the waiting list will know their waiting list number and the updated list will be posted online so students know which number has been enrolled at the TAM schools.

b. Waiting list Procedures

All students will be assigned a waiting list number during the lottery procedures. Letters to those students on the waiting list will be sent at the same time as acceptance letters. The waiting list is maintained by the Administrative Coordinator and updated throughout the year as students are enrolled off of the list. The waiting list will be posted on the website (with no identifying information) and updated monthly. Families may request to be removed from the waiting list at any point.

If a sibling of a currently enrolled student, or the student of a new staff member, submits an application after the lottery, that student will move to the top of the waiting list (behind any other siblings or staff children currently on the waiting list).

NOTE: The waiting list for TAM Schools is intended for the sole purpose of enrollment and distribution of information deemed appropriate by TAM schools to be of interest to those parties. TAM schools will not sell, distribute, or otherwise disseminate waiting list information. TAM will not use this list for solicitation purposes other than to gather interest and involvement in those things related to enrollment, expansion, or related interests at TAM. The waiting list will be published online- organized per grade level and identified by student number.

G. Enrollment of New Students after the Lottery Openings will be filled on a grade level basis unless the total school enrollment falls below the the budgeted number of students.

H. Confirmation of Opening

The Administrative Coordinator notify families when a position is open once the school:
Receives confirmation that a family is turning down an enrollment offer. Receives a withdrawal form or confirmed enrollment from another school.

I. Contact Next on Waiting List

As a space becomes available, the Administrative Coordinator will contact via phone and email the first student next on that grade's waitlist. Once a parent has been contacted, they must respond within 72 hours in order to accept the position or the Administrative Coordinator may offer the position to the next student on the list.

J. Accepting a Position Mid-Year

When accepting a position mid-year, the following must be discussed with the parent: The student's start date (not to exceed ten school days from the offering date, unless otherwise noted by the school, such as the beginning of a semester), grade level, transportation needs, and siblings who may be on the waiting list, or want to be added to it. Once the decision has been made to enroll, the parent/guardian(s) must provide the student's birth date and the name of the student's current school so that TAM staff can enter the student into the student information system and request student records. Families accepting a position mid-year will be asked to complete an enrollment form to provide the school with all required information.

K. Re-enrollment after Long-Term Leave

The purpose of this subsection is to define the actions of TAM schools in the case of students taking a 'long-term leave' from the school which under Minnesota state statutes constitutes de-enrollment from TAM, and the process for those students to be re-enrolled at TAM. This policy is to support families in situations such as an educational sabbatical, family travel, mental health treatment or hospitalization, or a short-term relocation for work. Families who request long-term leave and follow the process laid out in this policy may re-enroll their child at TAM without going through the enrollment process and the child will be immediately enrolled upon returning.

a. Long-term leave and re-enrollment procedures

All students are unenrolled from TAM after not attending TAM for fifteen consecutive days. To qualify for re-enrollment eligibility, parents or guardians must request long-term leave from the Administrative Coordinator at least 30 days before the start of the long-term leave, giving the beginning and end dates of the student's leave from TAM, as well as the reason and documentation for the long-term leave. Families who follow this procedure will be immediately

enrolled upon return. In the case of hospitalization, treatment, or a court order program, the 30-day notification may be waived, and the end date remain flexible.

b. Open Enrollment Spots

When a student is unenrolled at TAM for any reason, their spot will be offered to the next student on the waiting list IF the student is going to be out for longer than 15 days. This may result in the over-enrollment of a class or grade when the student on long-term leave returns. No further offers of enrollment will be made until that grade or program is once again under-enrolled.

c. Conditions and Limits on Long-Term

Leave Students may not miss more than the equivalent of one year. The days on leave must be consecutive. No more than 2 students at any grade level or advisory will be granted a long-term leave at any one time. Only the first students to request long-term leave and meet all conditions listed in the policy will be granted long-term leave. This may not include students needing to take a long-term leave to enter a treatment facility, receive medical care, or participate in a court ordered program.

L. Student Withdrawal

When a student withdraws from TAM, a Withdrawal Form should be completed and returned by a parent to the Administrative Coordinator.

M. Enrollment Documentation

Before students begin at TAM, parents/guardians will complete an enrollment packet. If transfer records from a previous district do not have a verified birth date, parents/guardians will also provide proof of student's age in the form of a passport, state ID, or birth certificate upon enrollment. As required by Federal and State Civil Rights laws, students/families will be asked to self-identify a student's race/ethnicity. If a family refuses, the school staff who enroll students may assign the race/ethnicity based on sight.

N. Non-Discrimination

It is the policy of the school board of TAM School District No. 4217 to comply with federal and state laws prohibiting discrimination to the end that no person protected by such law shall, on the grounds of race, color, nationality, ethnic origin, religion, gender, marital status, sexual orientation, status with regard to public assistance, age, or disability (hereinafter "protected class status") be excluded from participation in, be denied of, or be otherwise subjected to

discrimination under any educational program, in employment, or recruitment, consideration, or selection, whether full time or part time under any educational program, employment or activity operated by the district.

O. Dual Enrollment

TAM will not dual-enroll students with online institutions or homeschool programs that reduce the time spent at TAM. This policy, however, does not preclude eligible students from participating in Post Secondary Enrollment Opportunities.

Appendix C – Staff Evaluation and Rubrics

DREAM Staff Evaluation

The goal of the DREAM staff evaluation process is to improve staff practice and increase student achievement. The information included is in compliance with Minnesota Statute 1222A.40 (2012) and Minnesota Statute 122A.41 (2012).

Summative Data used for staff evaluation

There are three components of the summative data.

1. School Culture Triage Survey - Assessing and improving school culture

School Culture Triage Survey

Scoring: 1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Always or Almost Always

Professional Collaboration

1. Teachers and staff discuss instructional strategies and curriculum issues. 1 2 3 4 5
2. Teachers and staff work together to develop the school schedule. 1 2 3 4 5
3. Teachers and staff are involved in the decision-making process with regard to materials and resources. 1 2 3 4 5
4. The student behavior code is a result of collaboration and consensus among staff. 1 2 3 4 5
5. The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals. 1 2 3 4 5

Affiliative Collegiality

1. Teachers and staff tell stories of celebrations that support the school's values. 1 2 3 4 5
2. Teachers and staff visit/talk/meet outside of the school to enjoy each others' company. 1 2 3 4 5
3. Our school reflects a true "sense" of community. 1 2 3 4 5
4. Our school schedule reflects frequent communication opportunities for teachers and staff? 1 2 3 4 5
5. Our school supports and appreciates the sharing of new ideas by members of our school. 1 2 3 4 5
6. There is a rich and robust tradition of rituals and celebrations including holidays, special events and recognition of goal attainment. 1 2 3 4 5

Self-Determination/Efficacy

1. When something is not working in our school, the faculty and staff predict and prevent rather than react and repair. 1 2 3 4 5
2. School members are interdependent and value each other. 1 2 3 4 5
3. Members of our school community seek alternatives to problems/issues rather than repeating what we have always done. 1 2 3 4 5
4. Members of our school community seek to define the problem/issue rather than blame others. 1 2 3 4 5
5. The school staff is empowered to make instructional decisions rather than waiting for supervisors to tell them what to do. 1 2 3 4 5
6. People work here because they enjoy and choose to be here. 1 2 3 4 5

Scoring the School Culture Triage Survey

The lowest triage score is 17 and the highest score is 85. After using the triage questions in several program evaluations, our data suggest the following:

17–40 Critical and immediate attention necessary. Conduct a full-scale assessment of your school’s culture and invest all available resources in repairing and healing the culture.

41–59 Modifications and improvements are necessary. Begin with a more intense assessment of your school’s culture to determine which area is in most need of improvement.

60–75 Monitor and maintain making positive adjustments.

76–85 Amazing! We have never had a score higher than 75!

Before engaging in an elaborate and extensive analysis of the school culture, this quick assessment of current status can assist in determining the wise allocation of time and resources.

2. Parent/Guardian and Student Surveys

2018-2019 PARENT/GUARDIAN SURVEY

1. What is your name?
2. Your student(s) name(s) who attend(s) DREAM Technical Academy
3. How has attending DREAM TA affected your student(s)?
4. I feel the emotional, social, and academic needs of my students are met.
 - a. Strongly agree
 - b. Agree
 - c. Neutral

- d. Disagree (please comment)
 - e. Strongly disagree (please comment)
5. Please comment on question 4
 6. Staff members demonstrate respectful and receptive professionalism when communicating with/about my student(s)
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree (please comment)
 - e. Strongly disagree (please comment)
 7. Please comment on question 6
 8. My student(s) feel(s) safe at DREAM
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree (please comment)
 - e. Strongly disagree (please comment)
 9. Please comment on question 8
 10. On a scale of 1 to 5, how would you describe the school climate at DREAM? School climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. (1=the school climate is negative, 5= the school climate is positive) (please comment below)
 11. On a scale of 1 to 5, how would you rate the academic challenge of our school? (1=no challenge whatsoever, 5=very challenging program) (please comment below)
 12. I would recommend DREAM TA to other parents?
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree (please comment)
 - e. Strongly disagree (please comment)
 13. Please comment to question 12
 14. What can our staff do to improve the educational experience of your student(s)?

15. Please give feedback regarding your student(s) advisor(s).
16. Will you be enrolling your student(s) in DREAM TA next year? Currently enrolled students and their siblings have priority for enrollment for the 2018-2019 school year. We will need to know by March 9th. If we have more than 150 students who want to enroll, we will need to have a public lottery drawing on March 18th at 4:00pm to determine who will be accepted into DREAM next year.
 - a. Yes
 - b. No
 - c. Maybe
17. If you want to enroll your student(s) in DREAM TA for the 2018-2019 school year, list their names here. Please indicate if they are currently attending, or new to our school.
18. If you are not planning to enroll your student(s) in DREAM TA for the 2018-2019 school year, would you please explain why. Even though many students are thriving at DREAM Technical Academy, we understand that it is not the right learning environment for everyone. We appreciate you taking the time to share with us your reasons so that we can do everything possible to help students be successful here.
19. Do you have any other comments? The results of this survey will be shared with our staff; this is an opportunity for you to voice your complaints and your compliments. Thank you very much for taking the time to complete this survey.

2018-2019 STUDENT SURVEY

1. Who is your advisor?
2. How effective was your advisor in creating a safe learning environment?
3. Did your advisory make an effort to get to know every student in the advisory?
4. How well did your advisor understand project based learning?
5. Did you feel that your advisor was approachable, open to suggestions, or willing to be challenged?
6. How much help did your advisor give you in finding additional resources or experts?
7. Would you like to have the same advisor next year?
8. My advisor demonstrated skills in critical thinking, questioning skills, and thinking outside the box?
9. Is there any specific feedback or areas of improvement you would like to suggest for your advisor?
10. Is there anything else you would like us to know?

3. Teacher Self Evaluation

TEACHER SELF EVALUATION

Teaching Evaluation	Outstanding	Satisfactory	Needs Improvement
1. Shows genuine interest in children			
2. Teaches with a positive approach			
3. Shows patience and understanding			
4. Has control of group			
5. Follows policies & procedures			
6. Well prepared for daily activities			
7. Works from a plan sheet			
8. Plans a variety of age-appropriate activities			
9. Collects materials in advance			
10. Able to adjust			
11. Maintains records & files of children in orderly manner			
12. Observes			

significant behavior of children as individuals and as a group			
13. Uses appropriate and positive discipline			
14. Interacts appropriately with children at all times			
Room Evaluation			
1. Provides an attractive, warm, stimulating environment			
2. Provides activity areas with free choice for children			
3. Changes materials often			
4. Displays material in organized manner			
5. Keeps materials and furnishings clean & disinfected			
6. Encourage children to help clean & straighten room			

Personal Evaluation			
1. Maintains a positive & professional attitude toward work			
2. Sets goals & works to meet them			
3. Cooperative			
4. On time for work and meetings			
5. Attends staff meeting as applicable			
6. Attends workshops as applicable			
7. Attends parent meetings as applicable			
8. Is reliable			
9. Is willing to change, be flexible			
10. Accepts constructive criticism			
11. Accepts extra responsibility			
12. Neat in personal appearance			
13. Fosters			

cooperation among staff members			
Parent Relation Evaluation			
1. Demonstrates tact & diplomacy with parent			
2. Respects confidentiality in all communications concerning the children, staff, parents, church and administration			

PERSONNEL REPRESENTATIVES

Each staff member of the DREAM staff is assigned a personnel representative from the personnel committee. The role of the personnel rep is:

- To check in monthly or more frequently if needed
- End of the year measure how the staff person contributed to the Site and District goal and to what degree the personal goal was obtained.

Professional Growth Goals

As part of this growth process, DREAM Technical Academy staff identify three personal goals annually. One personal goal aligns with the TAM District goal, one personal goal aligns with the DREAM site goal, and the third goal is an individual professional goal. The goals are reviewed annually with the personnel rep.

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:

School Year:

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.

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.

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.

INDIVIDUAL GOAL #3

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.

**If no 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: _____ Staff
Signature: _____

Spring review date: _____ Personnel Committee: _____ Staff
Signature: _____

TAM 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.

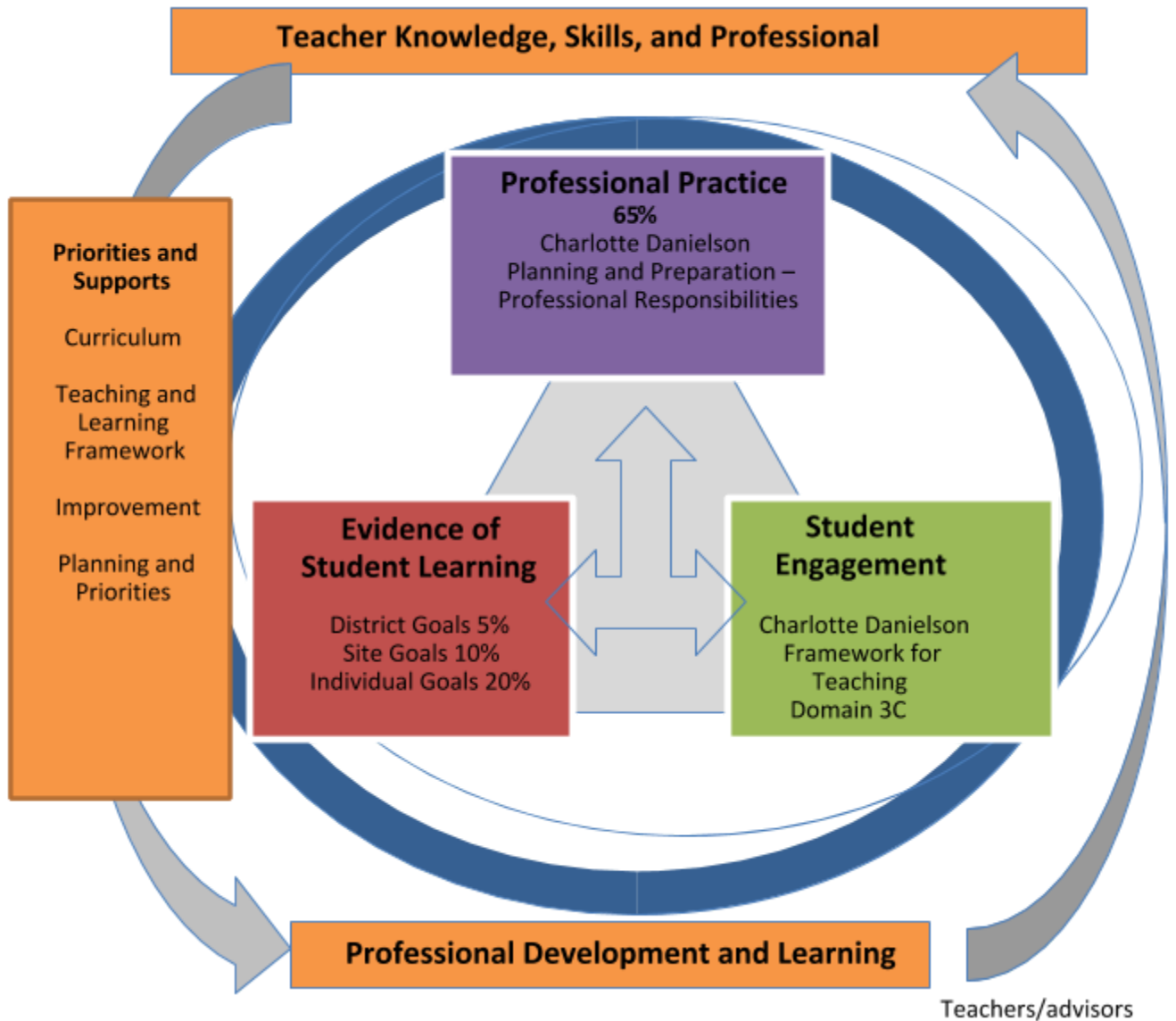


Figure 1 approach their work with knowledge, skills, and professional responsibilities. Teacher practices include planning, instruction, environment, and professionalism. Teacher practices have influence on and are influenced by student learning and achievement. We also

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.

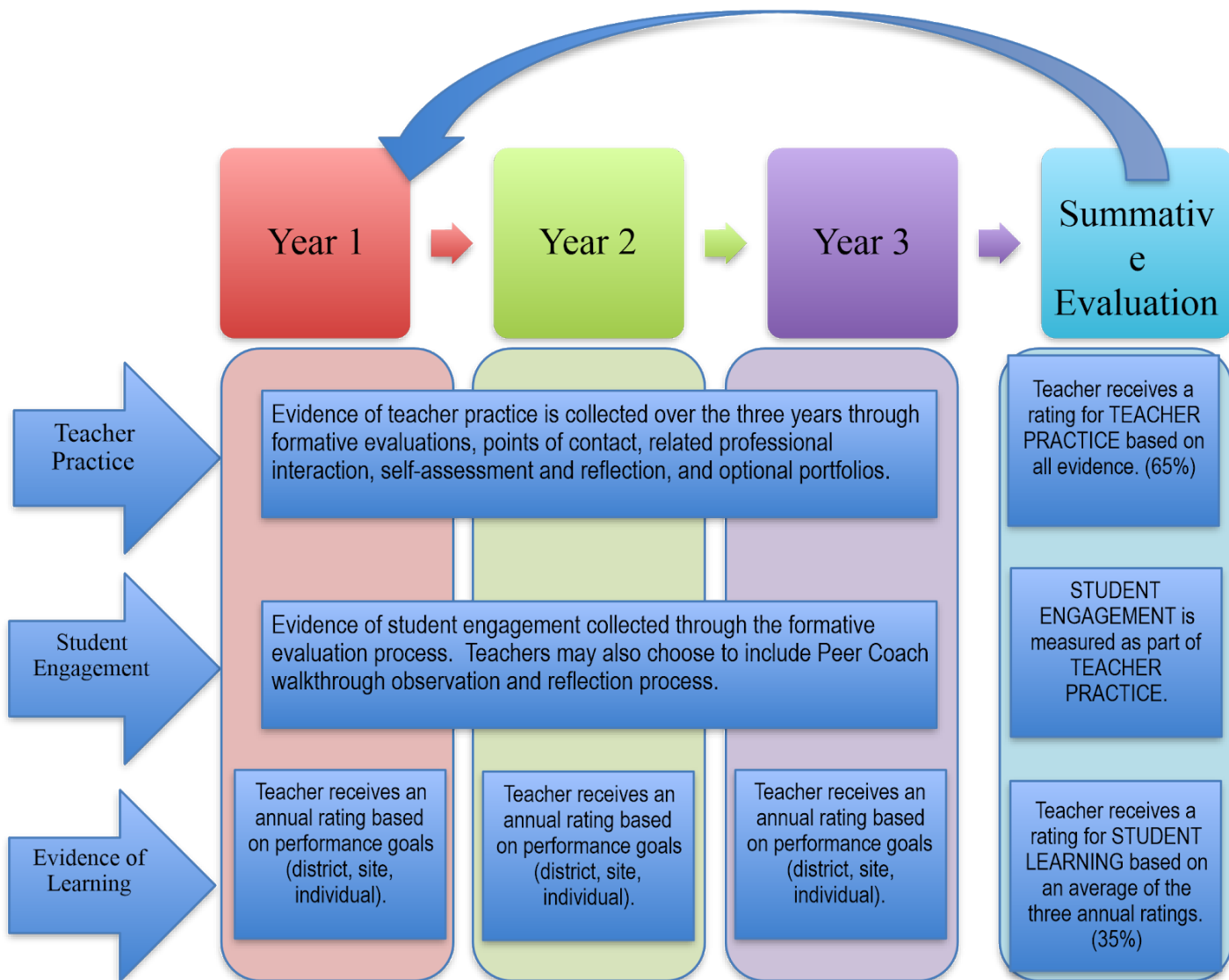
Professional practice, student engagement, and student learning and achievement are the major components of the TAM's Teacher Development, Evaluation and Peer Support model. Evaluators measure teacher practice and student outcomes in order to help teachers improve in their profession and overall effectiveness. 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 TAM 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.



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"> • Points of contact • Related professional interaction • Self-assessment and reflection • Personnel Committee observations • Teacher portfolio (optional) <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>Domain 3, Component C: Engaging Students 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
1a: Demonstrates knowledge of content and pedagogy	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.
1b: Demonstrates knowledge of students	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.
1c: Selects instructional outcomes	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.
1d: Demonstrates knowledge of resources	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	Teacher seeks out resources for teaching in professional organizations, on the Internet, and in the community, and is aware of resources

			resources for students who need them.	available for students who need them, in the school, the district, and the larger community.
1e: Designs coherent instruction	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.
1f: Assesses student learning	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
2a: Creates an environment of respect and rapport	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.
2b: Establishes a culture for learning	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	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

		students are performing at the minimal level to “get by.”		demonstrates a passionate commitment to the subject.
2c: Manages classroom procedures	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.
2d: Manages student behavior	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.
2e: Organizes physical space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible	Teacher’s advisory is safe, and essential learning is accessible to most students, but the furniture	Teacher’s advisory is safe, and learning is accessible to all students; teacher uses physical resources	Teacher’s advisory is safe, and students contribute to ensuring that the physical environment supports

	conditions for some students or a significant mismatch between the furniture arrangement and the lesson activities.	arrangement only partially supports the learning activities.	well and ensures that the arrangement of furniture supports the learning activities.	the learning of all students, including those with special 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
3a: Communicates clearly and accurately	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.
3b: Uses questioning and discussion techniques	Teacher makes poor use of questioning and discussion techniques, with low-level or inappropriate questions, limited	Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and participation by all	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level

	student participation, and little true discussion.	moderate student participation.	students.	questions and assume the responsibility for the participation of all students in the discussion.
3c: Engages students in learning	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.
3d: Uses Assessment for Instruction	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	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

			work.	quality feedback to students from a variety of sources.
3e: Demonstrates flexibility and responsiveness	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.

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
4a: Reflects on Teaching	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	Teacher's reflection provides an accurate and objective description of the lesson, and cites specific positive and negative characteristics. Teacher makes some specific suggestions	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

		the lesson might be improved.	as how the lesson might be improved.	to suggest alternative strategies.
4b: Maintains Accurate Records	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.
4c: Communicates with Families	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.
4d: Contributes to the School and District	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>4e: Demonstrates Professional Growth</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>4f: Shows Professionalism</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
Positive Body Language: Students exhibit body postures that indicate they are paying attention to the teacher and /or other students.				
Consistent Focus: All students are focused on the learning activity with minimum interruptions.				
Verbal Participation: Students express thoughtful ideas, reflective answers, and questions relevant or appropriate to learning.				
Student Confidence: Students exhibit confidence and can initiate and complete a task with limited coaching and can work in a group.				
Fun and Excitement: 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
Planning and Preparation	The Advisory Environment	Instruction	Professional Responsibilities
<ul style="list-style-type: none"> • Demonstrate Knowledge of Content and Pedagogy • Demonstrating Knowledge of Students • Selecting Instructional Outcomes • Demonstrating Knowledge of Resources • Designing Coherent Instruction • Designing Student Assessments 	<ul style="list-style-type: none"> • Creating an Environment of Respect and Rapport • Establishing a Culture for Learning • Managing advisory Procedures • Managing Student Behavior • Organizing Physical Space 	<ul style="list-style-type: none"> • Communication with Students • Using Questioning and Discussion Techniques • Engaging Students in Learning • Using Assessment in Instruction • Demonstrating Flexibility and Responsiveness 	<ul style="list-style-type: none"> • Reflecting on Teaching • Maintaining Accurate Records • Communicating with Families • Participating in a Professional Community • Growing and Developing Professionally • Showing Professionalism
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. TAM 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"> • Teacher/advisor regularly review with each student their Personalized Learning Plans. • Teacher/advisor guides the goal setting process at the advisory level • Teacher/advisor monitors standards engagement using Project Foundry. 	<ul style="list-style-type: none"> • Teacher/advisor makes students aware of the "I can" statements they will need for the completion of projects • Teacher/advisor provides an example of high quality work that is understood by all students • Teacher/advisor in collaboration with students establishes a standard or rubric for the completion of projects • Teacher/advisor constantly checks student progress with Project Foundry. 	<ul style="list-style-type: none"> • Teacher/advisor checks progress by monitoring Project Foundry • Teacher/advisor provides enrichment activities when necessary to support individual projects. 	<ul style="list-style-type: none"> • Teacher/advisor regularly assesses essential elements from previous projects • Teacher/advisor regularly challenges students develop

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

TAM 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:

Activities	Study (Monitor/Assess)	Act (Review of Data/Results)
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):

Activities How will I achieve my goal?	Study (Monitor/Assess) What data do I need to support achievement of the goal? What tools will I use?	Act (Review of Data/Results) 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.)

Activities How will I achieve my goal?	Study (Monitor/Assess) What data do I need to support achievement of the goal? What tools will I use?	Act (Review of Data/Results) 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%	
Total Weighted Average Score						

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.

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

- 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. Shoemaker
for Holly O. Paz
Director, Rulings and Agreements

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

Appendix E – FY 2018 Board Meetings

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

- [5/14/19](#)
- [5/6/19- Special Meeting](#)
- [4/29/19-Special Meeting](#)
- [4/25/19- Special Meeting](#)
- [4/22/19- Special Meeting](#)
- [4/16/19](#)
- [4/9/19](#)
- [3/19/19](#)
- [3/12/19](#)
- [2/12/19](#)
- [1/8/19](#)
- [12/11/18](#)
- [11/30/18 – Special Meeting](#)
- [11/13/18](#)
- [10/09/18](#)
- [9/25/18](#)
- [8/28/18](#)
- [8/9/18](#)
- [7/23/18](#)