Technical Academies of Minnesota

Annual Report

2016

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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

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

> *Contact Information:*
> 315 South Grove Ave
> Owatonna, MN 55060
> 507-400-4009

I.   Executive Summary

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

II.   Authorizer Information

Technical Academies of Minnesota (TAM) is authorized by Innovative Quality Schools (IQS). IQS is responsible for providing oversight of our school. Throughout the year IQS conducted multiple site visits as part of the oversight process. IQS can be reached at PO Box 40219, St. Paul, MN, 55104 or 612-234-0900.

III. School Governance

Board Composition
In the third year of operation, the TAM Board of Directors consists of eight total members, including two advisors, one parent, and five community members. The board meets monthly, on the fourth Tuesday of each month.

The Board is in the process of establishing term limits. As of July 1st, 2016, the Board included the following members:

•Melissa Bodin, Chair
•Michael Warner, Vice Chair
•Dan Swenson, Treasurer
•Carl Anderson, Secretary
•Tom Traynor, Founding Organizer
•David Introne, Advisor
•Jim Barnes, Parent from CHOICE Technical Academy
•Meghan Sawicki, Community Member
•Earl Kyle, Community Member
•Aaron Dotson, Parent from DREAM Technical Academy

The TAM Board is responsible for oversight and direction for DREAM, CHOICE and soon to be IMAGINE, in setting and approving budgets, approving school calendars, and the approval of school policies and procedures.

Board meeting agendas, prior minutes, and other relevant information are distributed to board members and people interested in attending via email. Board meetings must be attended via video conference for voting members, other attendees have the option of attending via video conference or phone conference.

IV. School Management

DREAM and CHOICE are site-based, teacher powered programs.

Overview of DREAM School Management

DREAM was managed by committees made-up of staff during the 2015-2016 school year. DREAM was also overseen by an Advisory Council consisting of representatives from each committee, community members, and parents.

Starting staff YR2015-2016	File Folder #	Retained for YR 2016-2017	Comments
Doug Knick	363523	yes	
Tammie Knick	375835	yes	
Michaela Bengston	484006	yes	
Nicolle Erickson	420156	no	Took a different job in a level 4 setting
Abby Moe	483073	no	Moved with her husband who joined the navy
Laura Harney	Para	no	Moved to Colorado to work for a non-profit
Claire Henning	484310	no	Decided to go to grad school in New York
Serena Butterfield	Office	yes	
Jamie Larson	Title 1	yes	
Greta Langland	Office	yes	
Diane Norby	Para	yes	
Luz Juarez	Para	yes	
Angie Kalkbrenner	Para	yes	
Derek Moe	Para	no	Decided to join the navy
Jacob Wittman	477729	no	Decided to go to grad school in St. Paul

Overview of CHOICE School Management

CHOICE was managed by the Advisor Site Team during the 2015-2016 school year.
This site team consisted of the following members:

Sara Baird – *Lead Advisor*
David Introne – *Advisor*
Deb Solis – *Special Education Advisor*
Carl Anderson – *Advisor*

School Staff

CHOICE began the 2015-2016 school year with 3 licensed staff, 1 paraprofessional and 1 office staff. The year ended with 3 licensed staff, 1 community expert, 3 paraprofessionals and 1 office staff. 1 licensed staff member and 2 paraprofessionals left during the school year. 2 licensed staff, 2 paraprofessionals, the community expert and the office staff person were retained for the 16-17 school year.

Starting Staff YR 2015-2016	File Folder #	Retained for 2016-2017	Comments
Carl Anderson	381818	No	
Sara Baird	451812	Yes	
Kathleen Brinton	484956		Resigned 10/2/2015
Dawn Hovey	Para		Resigned prior to start of 16-17 school year
Shari Carlson	Office	Yes	

Added Staff YR 2015-2016	File Folder #	Retained for 2016-2017	Comments
David Introne	482501	Yes	
Deb Solis	354246	Yes	
Antoniette Mendez	Para	Yes	
Isaac Hildebrant	Para		Resigned during school year due to move from area
Sam Bultsma	Para	Yes	
Victoria Hale	Para		Resigned during school year

V. 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

We started the school year with 100 students and ended the year with 91 students. Of the 91, 10 graduated and 70 students were retained for the 2016-2017 school year. Attendance percentage for the 15-16 school year was 87.92%.

GRADE	8/31/15 enrollment	Added students	Dropped students
7th	5	4	4
8th	15	3	4
9th	25	11	12
10th	19	4	8
11th	19	7	10
12th	17	5	9

GENDER	8/31/15 enrollment	Added students	Dropped students
Males	48	17	21
Females	52	17	26

Ethnicity	8/31/15 enrollment	Added students	Dropped students
American Indian	2	1	2
Asian	0	0	0
Hispanic	26	13	19
Black	8	3	5
White	64	17	21

CHOICE

School enrollment started the school year at 46 and ended the school year with 52. Of the 52, 3 graduated and 40 were retained for 16-17 school year.

Attendance percentage for the 15-16 school year was 87.80%.

School enrollment

School started with 46 students, 23 students enrolled after the start of the school year and 17 students unenrolled before the end or the school year. Below is a breakdown of students by grade, gender, and ethnicity:

By Grade	Starting Enrollment 15-16	Added students	Unenrolled
7th	14	7	4
8th	12	7	5
9th	10	1	4
10th	3	4	1
11th	4	2	2
12th	3	2	1
Total	46	23	17

By Gender	Starting Enrollment 15-16	Added students	Unenrolled
Male	29	12	11
Female	17	11	6
Total	46	23	17

By Ethnicity	Starting Enrollment 15-16	Added students	Unenrolled
African- American	3	3	1
Hispanic	7	0	3
White	36	18	13
Chinese		2	
Total	46	23	17

VI.   Academic Program Goals and Results

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

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

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

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

DREAM Results

Reading
43.7% of students who attended DREAM at least 90% of the time either achieved their NWEA
growth goal OR met or exceeded MCA proficiency in reading.

2015-2016 Results for students 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	Meets or exceeds MCAs *or* achieved RIT growth
7	4	1	2	0	1	1 or 25%
8	14	8	2	2	2	4 or 28.6%
10	14	4	5	4	1	9 or 64.3%

The special education subgroup data was analyzed and 3 out of 8 identified students
who have attended 90% of the school year achieved their NWEA RIT growth goal.
Students who are identified as low socioeconomic status create another subgroup at
DREAM. The data for this subgroup was not collected or analyzed at this time.

Math
41.9% of students who attended DREAM at least 90% of the time either achieved their NWEA
RIT growth goal OR met or exceeded MCA proficiency in math.

2015-2016 Results for students 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	Meets or exceeds MCAs *or* achieved RIT growth
7	4	2	2	0	0	1 or 25%
8	13	8	5	0	0	3 or 23.1%
11	14	8	4	2	0	9 or 64.3%

The special education subgroup data was analyzed and 1 out of 8 identified students who have attended 90% of the school year achieved their NWEA RIT growth goal. Students who are identified as low socioeconomic status create another subgroup at DREAM. The data for this subgroup was not collected or analyzed at this time.

Science

Modified goal ~ 40% of students who have completed the life science standards and have attended 90% of the time will meet MCA proficiency. The MCA test is the only indicator used by DREAM to assess science performance. This year, 12 students in 8th grade took the MCA science test. Of these 12 students, 7 did not meet, 4 partially met, and 1 achieved proficiency. 4 students in high school took the MCA science test, 3 of these partially met proficiency and 1 achieved proficiency.

CHOICE RESULTS

Reading

50% 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.

2015-2016 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
7	11	4	3	3	1
8	9	7	0	2	0
10	Too Few to Report				

Math

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

2015-2016 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
7	11	4	4	2	0
8	9	8	1	0	0
11	Too Few to Report				

Science

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

Grade	Students Tested	Does not meet MCA	Partially meets MCA	Meets MCA	Exceeds MCA
8	9	9	0	0	0
11	To few to report				

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.

DREAM Results

18 students completed a Work Experience Program

3 students completed a Certificate Program

15 students completed a year of PSEO

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CHOICE Results

CHOICE graduated three students during the 2015-2016 school year. The majority of our student body were 7-9 graders. All students completed career and interest inventories and included career exploration as a part of their Personal Learning Plan and set goals to ensure we can set this goal in the future.

HOPE Description

After two 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

DREAM saw an increase in all areas of the HOPE survey except in the area of Hope and Performance. Engagement saw a great increase in both emotional and behavioral engagement. Behavioral engagement grew by 1.57 points and emotional engagement grew by 5.5 points. This increase speaks to the amount of time we spend connecting and engaging with students in advisory activities with the sole purpose of building community.
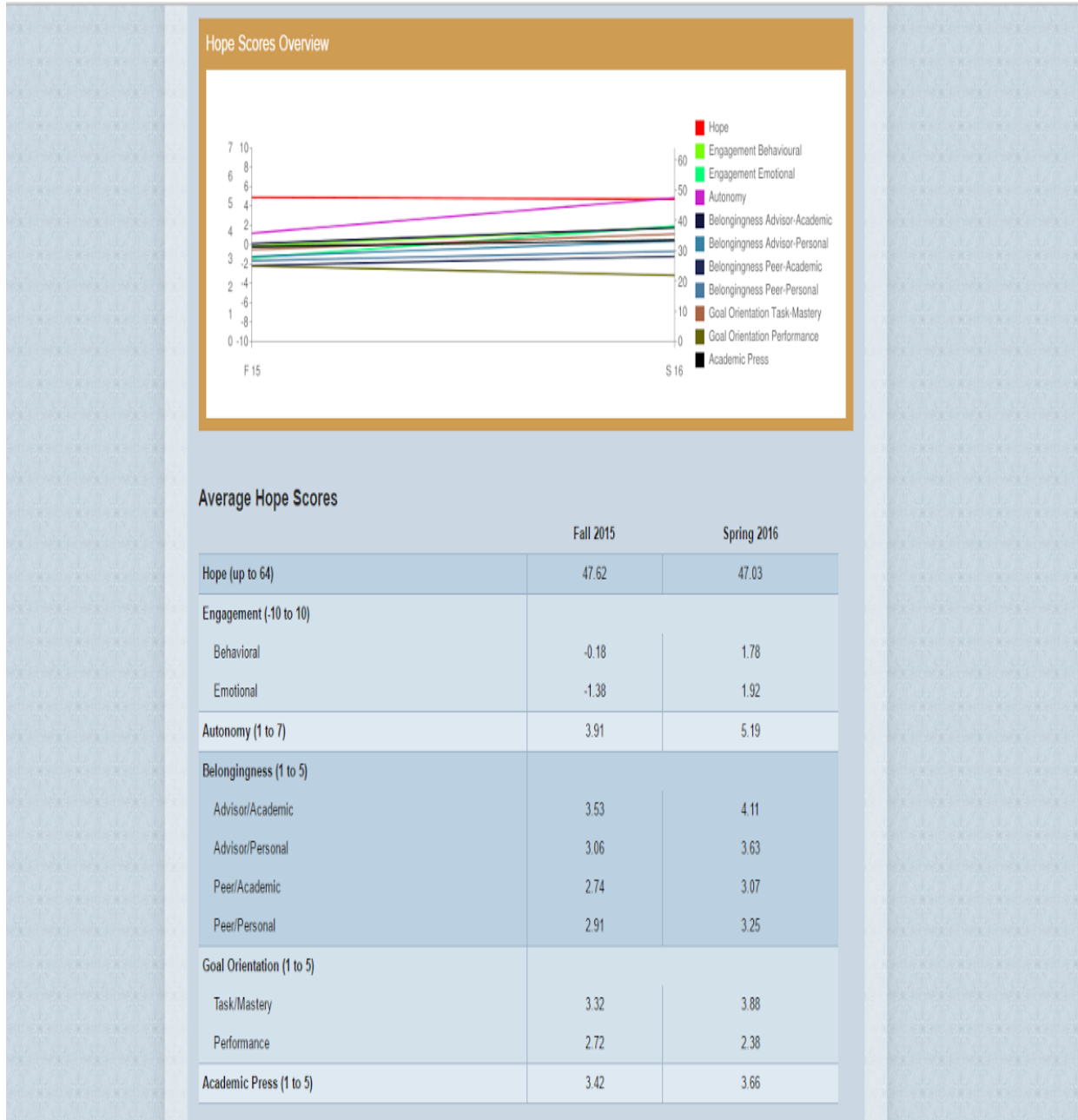
Hope Scores Overview
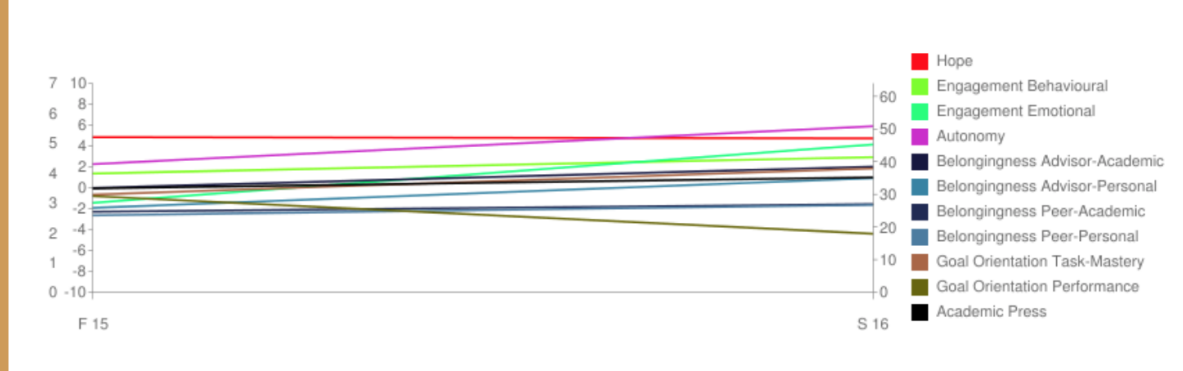
Average Hope Scores

	Fall 2015	Spring 2016
Hope (up to 64)	47.48	47.12
Engagement (-10 to 10)		
Behavioral	1.35	2.92
Emotional	-1.45	4.14
Autonomy (1 to 7)	4.29	5.56
Belongingness (1 to 5)		
Advisor/Academic	3.49	4.21
Advisor/Personal	2.82	3.82
Peer/Academic	2.69	2.95
Peer/Personal	2.57	2.92
Goal Orientation (1 to 5)		
Task/Mastery	3.27	4.15
Performance	3.22	1.96
Academic Press (1 to 5)	3.48	3.85

CHOICE Results

CHOICE saw an increase in all areas of the HOPE survey except in the area of Hope. Engagement saw a great increase in both emotional and behavioral engagement. Behavioral engagement grew by 1.96 points and emotional engagement grew by 3.3 points.

Hope Scores Overview

Legend:
- Hope
- Engagement Behavioural
- Engagement Emotional
- Autonomy
- Belongingness Advisor-Academic
- Belongingness Advisor-Personal
- Belongingness Peer-Academic
- Belongingness Peer-Personal
- Goal Orientation Task-Mastery
- Goal Orientation Performance
- Academic Press

Average Hope Scores

	Fall 2015	Spring 2016
Hope (up to 64)	47.62	47.03
Engagement (-10 to 10)		
Behavioral	-0.18	1.78
Emotional	-1.38	1.92
Autonomy (1 to 7)	3.91	5.19
Belongingness (1 to 5)		
Advisor/Academic	3.53	4.11
Advisor/Personal	3.06	3.63
Peer/Academic	2.74	3.07
Peer/Personal	2.91	3.25
Goal Orientation (1 to 5)		
Task/Mastery	3.32	3.88
Performance	2.72	2.38
Academic Press (1 to 5)	3.42	3.66

VII. Innovations

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

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

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

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

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

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

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

VIII. Finances

District	Ledger	Fund	Organization	Program	Course	Finance	Object/Source				Description	Proposed Budget - FY2017
											Revenues	
												(70,439)
											General Fund	**(70,439)**
											Local Sources	-

R	01	005	000	000	000	096
R	01	005	000	404	000	096
R	01	005	000	408	000	096
R	01	005	000	007	000	211
R	01	005	000	000	419	400

17

E	01	005	010	000	000	305
E	01	005	010	000	000	366
E	01	005	010	000	000	555
E	01	005	010	000	000	820
E	01	005	107	404	000	401
E	01	005	107	408	000	401
E	01	005	110	000	000	305
E	01	005	110	000	000	320
E	01	005	110	000	000	329
E	01	005	110	000	000	366
E	01	005	110	000	000	401
E	01	005	110	000	000	820

E	0 1	0 0 5 0	4 0 0	00 0	74 1	82 0
E	0 1	0 0 5 0	4 0 0	00 0	74 1	82 0
E	0 1	0 0 5 0	4 2 0	00 0	41 9	30 3
E	0 1	0 0 5 0	4 2 0	00 0	41 9	43 3
E	0 1	0 0 5 0	6 4 0	00 0	00 0	30 5
E	0 1	0 0 5 0	9 2 0	00 0	00 0	74 0
E	0 1	0 0 5 0	9 4 0	00 0	00 0	34 0

4217 Donations - District Wide -

4217 DREAM Medallion Fund - District Wide -

4217 CHOICE Medallion Fund - District Wide -

   State Aid   **(69,689)**

4217 FY2017 - District - General Ed Aid (69,689)

4217 FY2016 - District - SpEd, Federal (750)

   Expenses   **70,174**

4217 Legal Consulting 2,000

4217 Board Training 1,500

4217 Board of Education - Technology -

19

4217Sponsor Fee, Memberships   15,000

4217DREAM Medallion Fund - Supplies   -

4217CHOICE Medallion Fund - Supplies   -

4217Contracted Business Services   35,000 4217District Wide -
Phone Service   - 4217Postage - Districtwide   500

4217Business Office Travel/Workshops   250

4217Business Office Supplies   250

4217Business Office Fees/Licenses   3,424

4217Special Ed Fees, Tuition Billed   -

4217District - SpEd Director   -

4217District - SpEd Federal Supplies   750

Staff Development   -

4217District Wide - School Development Consulting   -

4217Interest - Line of Credit   500 4217Insurance - District
Wide   11,000

IX. Program Challenges and Future Goals

DREAM Narrative

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

DTA will continue to implement processes for determining student level of performance as they enter school and throughout their time here at DTA. To address school literacy, a variety of strategies have been initiated. Students are assessed to determine their reading level, which assist advisors in recommending challenging, but accessible, reading material to students. In addition to daily reading students are required to keep a reading journal. The reading journal serves as a place for students to be intentional about their reading and practice critical reflection.

Students have the option of use Khan Academy, ALEKS math, or a traditional math textbook. As is the case with reading, all students will complete an individualize math assessment tool to determine their level of mastery related to math. The results of this assessment will assist the staff in developing study groups to support students to enhance their math skills and become math proficient.

Professional development during the academic year of 2016-2017 will emphasize strategies that staff my implement to improve math skills and reading literacy. It is important to note, however, that we will likely see wide fluctuations in our test scores over the years due to our low student population numbers.

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

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

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

Future goals: DTA continues to strive forward with offering more Dual enrollment courses. This goal has influenced the hiring process as we seek licensed professionals who are able to teach college courses. Starting in the 2017-2018 academic year every graduate will have completed at least one college course.

To enhance the connection between DTA and the surrounding communities and to support the students academically as they explore future professions we continue to work in developing a mentoring program. This program would consistent of individuals who represent the business and professional community and the community at large.

CHOICE Narrative

Challenges CHOICE faced during the 2015-2016 school year were hiring experienced staff, onboarding students to our model, developing a strong reading and math program, adequate space, and meeting goals for post-secondary and career goals. We saw significant turnover of our licensed staff during the year.   To address this, we began recruiting staff earlier for the 2016-2017 school year to ensure new staff could attend training this summer. We will begin recruiting for the 2017-2018 school year even earlier this year.

Students who are new to our model often struggle to discover what they would like to learn and how to turn it into a project. We begin by offering students project ideas and beginning with simple projects. As almost 50% of our student body is new for the 2016-2017 school year we are again facing this challenge. Our goals are to build a base of experienced students who are completing challenging projects aligned to their goals who can model our program to new students. A strong area of focus is in building a positive and supportive culture among students with an academic focus. We are doing this through our advisory class, student congress involvement, and improving our restorative practices.

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

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

We shared our building with another school during the 2015-2016 school year. Our program was restricted by the available space and we had to limit our enrollment to 52. We have expanded into more of the building for the 2016-2017 school year but our enrollment is still limited to 76 by our available space. We are working with our current landlord to expand into another area of the building.

X. Non-Profit Status

TAM is an active nonprofit as confirmed by Appendix E.

XI. Appendices

Appendix A – Enrollment Form- DREAM
Dream Student Enrollment Form

DREAM Technical Academy

1705 16th Street NE

Willmar, MN 56201

Phone (320) 262-5640

willmar@technicalacademies.org

Today's Date_____

Name_____

Relationship to child(ren)_____

Address_____

City, State, Zip_____

Home #_____

Cell #_____

Work #_____

Email_____

Name_____

Relationship to child(ren)_____

Address_____

City, State, Zip_____

Home #_____

Cell #_____

Work #_____

Name_____

Relationship to child(ren)_____

Address_____

City, State, Zip_____

Home #_____

Cell #_____

Work #_____

Email_____
_

Name_____

Relationship to child(ren)_____

Address_____

City, State, Zip_____

Home #_____

Cell
#_____

Work

Parent/Guardian Information

Name	Birthdate	Sex	Grade	Race	Social Security #	Special Needs*_____
1.						
2.						
3.						

25

4.						

*DREAM Technical Academy offers services for all special needs. Please indicate the special needs for your child(ren): IEP, 504 Plan, School Social Work Services or Others

Student Information -Please list all of your children that will be attending DREAM Technical Academy_____

Student 1 - cell phone number is _____

Student 2 - cell phone number is _____

Student 3 - cell phone number is _____

Student 4 - cell phone number is _____

Has this student had previous experience as an independent project based learner?   Yes   No

If yes, was he/she successful? Please explain.

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

If yes, when did the evaluation occur? _____

If yes, where is the information available? _____

Has the student ever been expelled from school?   Yes   No

Please tell us if there is anything else you want DREAM to know about your child?
Primary language spoken at school?_____
Primary language spoken at home?_____

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

_____

Please list emergency contacts besides parents/guardians:

Name_____Relationship to student_____ Phone#_____

Name_____Relationship to student_____ Phone#_____

Snow Emergency Contact

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Name_____Relationship to student_____ Phone#_____

Do you currently live inside the Willmar School District?_____

How will your child(ren) get to school? Parent/Guardian drop off at school _____Drive themselves_____

Ride the Willmar School Bus_____
I would like to car pool with other parents who live outside the Willmar School District_____

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

___friend   ___family member   ___newspaper ad   ___flyer   ___Internet   ___other: _____

I give permission for DREAM to release names, addresses, telephone numbers, and e-Mail addresses I have provided to other students and their parents.   Yes   No

Appendix B – Enrollment Form- CHOICE

CHOICE Technical Academy 2016-2017 Registration Form

If we have more applicants than we have open positions the following procedure will be used to determine enrollment. Priority will first be given to returning students who have already been attending CHOICE Technical Academy. Second priority will be given to any siblings of students currently enrolled at CHOICE. Third priority will be given to all other students. If registration exceeds our enrollment capacity, a lottery will be held to determine which applicants are enrolled. All other students will be placed on a waiting list in order determined by the results of this lottery.
* Required

Student First Name *

Your answer

Student Last Name *

Your answer

Birth Date *

[ ]

Your answer

Grade (for start of 2016) *

7th Grade
8th Grade
9th Grade
10th Grade
11th Grade
12th Grade

Previous School *

[ ]

Your answer

Phone Number 1 *

[ ]

Your answer

Phone Number 2

[ ]

Your answer

Phone Number 3

[ ]

Your answer

Home Address *

[ ]

Your answer

City *

[ ]

Your answer

Zip Code *

[ ]

Your answer

Parent/Guardian 1 Name *

[ ]

Your answer

28

Relationship to Student *

[ ]

Your answer

Parent/Guardian 1 email Address *

[ ]

Your answer

Parent/Guardian 2 Name

[ ]

Your answer

Relationship to Student *

[ ]

Your answer

Parent/Guardian 2 email Address

[ ]

Your answer

Does the student have any siblings?

yes

no

If the student has siblings, will they be attending CHOICE Technical Academy for the 2016-2017 school year.

yes

no

Names of siblings and ages.

[ ]

Your answer

Is this student a member of a military-connected family?

yes

no

SUBMIT

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

Technical Academies of Minnesota
Adopted: Orig. 6/22/2013
Revised:

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

A. It is the school district's policy to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The school district also makes reasonable accommodations for disabled students.

B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence.

C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.

D. It is the responsibility of every school district employee to comply with this policy conscientiously.

E. Any student, parent or guardian having any questions regarding this policy should discuss it with the appropriate school district official as provided by policy. In the

absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

Legal References: Minn. Stat. Ch. 363 (Minnesota Human Rights Act)

Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)

42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act) 20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination) MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

Attendance Policy

Technical Academies of Minnesota

Adopted:
Original: 23 June 2013
Revised: 12 December 2015

517   Enrollment Policy

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

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

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

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

Enrollment Lottery Policy

TAM Technical Academy Teacher/Advisor Development, Evaluation, And Peer Support Model

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.
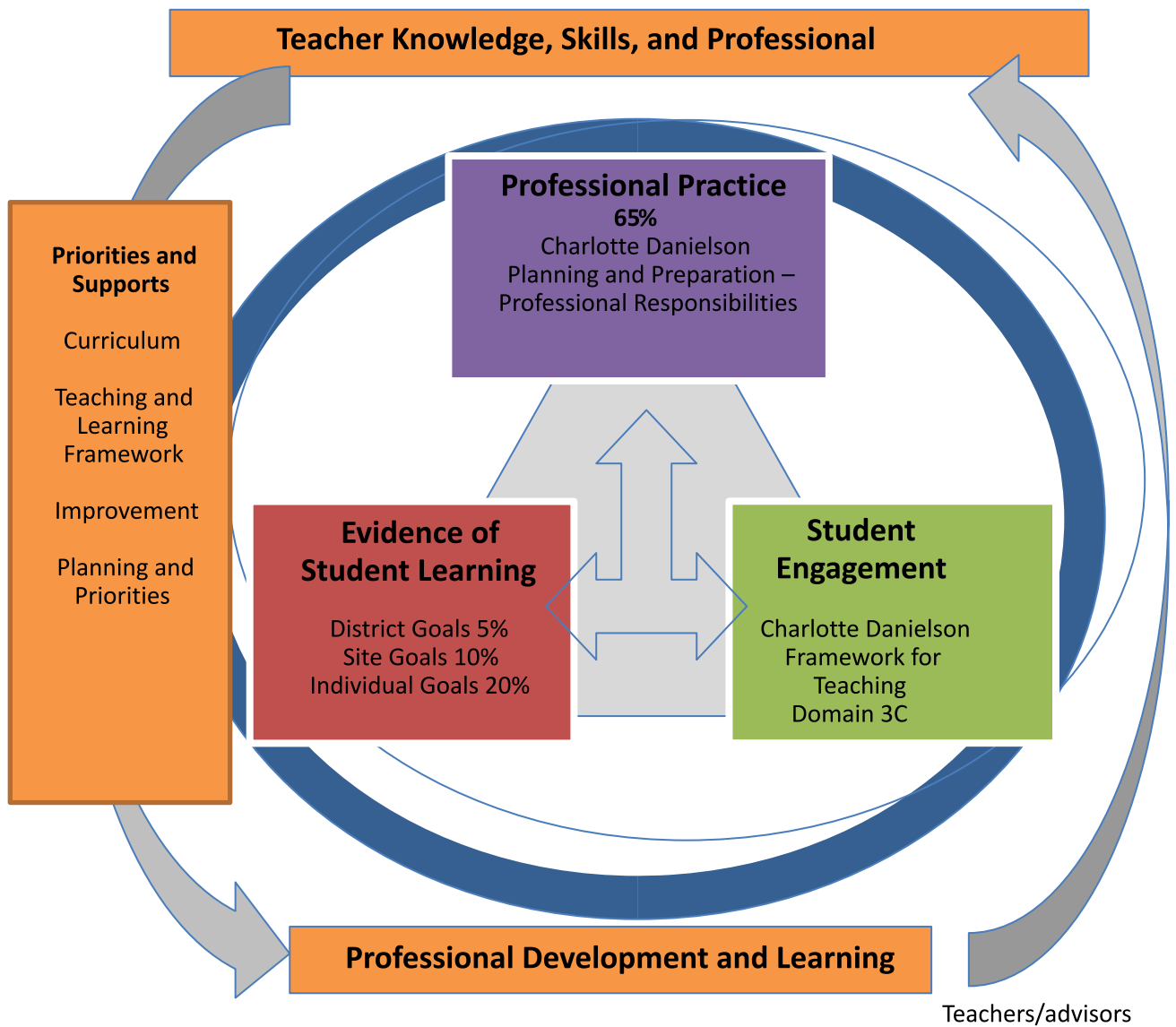
Teacher Knowledge, Skills, and Professional

Priorities and Supports

Curriculum

Teaching and Learning Framework

Improvement

Planning and Priorities

Professional Practice
65%
Charlotte Danielson
Planning and Preparation –
Professional Responsibilities

Evidence of Student Learning

District Goals 5%
Site Goals 10%
Individual Goals 20%

Student Engagement

Charlotte Danielson
Framework for Teaching
Domain 3C

Professional Development and Learning

Teachers/advisors

Figure 1 approach their work with knowledge, skills, and professional responsibilities. Teacher practices include planning, instruction, environment, and professionalism. Teacher practices have influence on and are influenced by student learning and achievement. We also know that engaged students have greater achievement and vice versa, thus there is a mutual relationship between student outcomes (learning and achievement) and teacher practice.
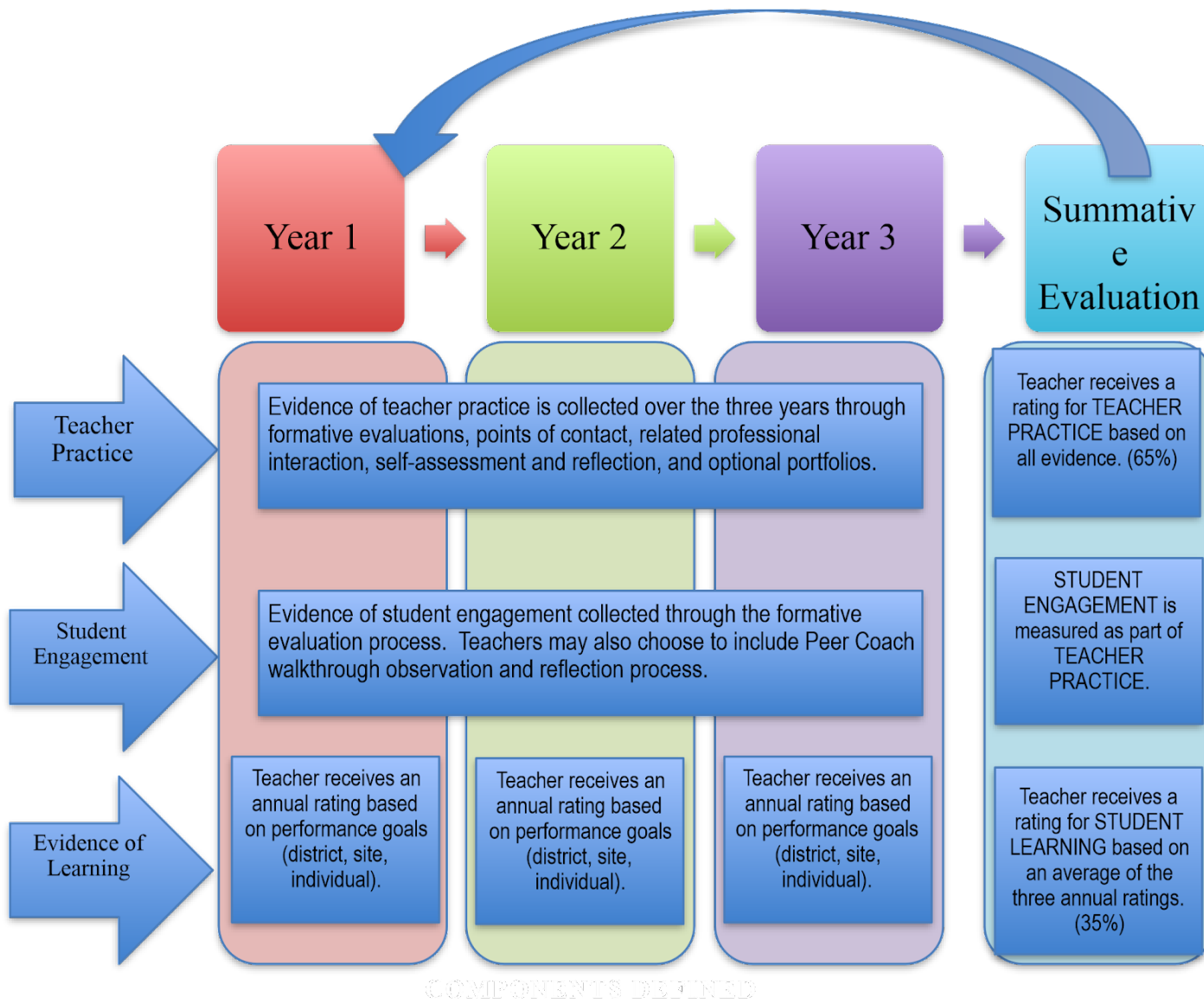
The triangle formed by professional practice, student engagement, and evidence of student learning represents a relationship between teachers' actions and student outcomes. Professional practice, student engagement, and student learning and achievement are the major components of the DREAM'S Teacher Development, Evaluation and Peer Support model. Evaluators measure teacher practice and student outcomes in order to help teachers improve in their profession and overall effectiveness.

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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.

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

COMPONENTS DEFINED

Year 1 → **Year 2** → **Year 3** → **Summative Evaluation**

Teacher Practice → Evidence of teacher practice is collected over the three years through formative evaluations, points of contact, related professional interaction, self-assessment and reflection, and optional portfolios.

Student Engagement → Evidence of student engagement collected through the formative evaluation process. Teachers may also choose to include Peer Coach walkthrough observation and reflection process.

Evidence of Learning →

Year 1: Teacher receives an annual rating based on performance goals (district, site, individual).

Year 2: Teacher receives an annual rating based on performance goals (district, site, individual).

Year 3: Teacher receives an annual rating based on performance goals (district, site, individual).

Summative Evaluation:
Teacher receives a rating for TEACHER PRACTICE based on all evidence. (65%)

STUDENT ENGAGEMENT is measured as part of TEACHER PRACTICE.

Teacher receives a rating for STUDENT LEARNING based on an average of the three annual ratings. (35%)

Model Component	How is this component defined?	How is this component measured?	How is this component weighted?
Teacher Practice	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. The FfT is defined by four domains: Planning and Preparation Classroom Environment Instruction Professional Responsibilities Each domain is further defined and clarified through components and elements.	Using the Charlotte Danielson's Framework for Teaching Evaluation Instrument and evidence gathered from: • Points of contact • Related professional interaction • Self-assessment and reflection • Personnel Committee observations • Teacher portfolio (optional) Each domain and related components are applied using a clearly defined rubric with performance indicators.	65%
Student Engagement	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.	**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.	

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 practices reflect current pedagogical knowledge.	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 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	Teacher demonstrates partial knowledge of students' backgrounds, cultures, skills, and interests, and attempts to	Teacher demonstrates thorough knowledge of students' backgrounds, cultures, skills, and interests, and uses of this	Teacher demonstrates thorough knowledge of students' backgrounds, cultures, level of development, skills, and

	does not attempt to use such information in planning.	use this knowledge in planning for the class as a whole.	knowledge to plan for groups of students.	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 resources for students who need them.	Teacher seeks out resources for teaching in professional organizations, on the Internet, and in the community, and is aware of resources 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 students are performing at the minimal level to "get by."	The advisory environment represents a genuine culture for learning with commitment to the subject by both teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate 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

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				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 conditions for some students or a significant mismatch between the furniture arrangement and the lesson activities.	Teacher's advisory is safe, and essential learning is accessible to most students, but the furniture arrangement only partially supports the learning activities.	Teacher's advisory is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's advisory is safe, and students contribute to ensuring that the physical environment supports the learning of all students, including those with special needs. Technology is available, as appropriate to the lesson.

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 student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high- level questions, true discussion, and participation by all students.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and assume the responsibility for the participation of all students in the discussion.

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 work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, selfassessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
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

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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 the lesson might be improved.	Teacher's reflection provides an accurate and objective description of the lesson, and cites specific positive and negative characteristics. Teacher makes some specific suggestions as how the lesson might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive, and cites specific examples that were not fully successful, for at least some students. Teacher draws on an extensive repertoire to suggest alternative strategies.
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.
4e: Demonstrates Professional Growth	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Teacher's participation in professional development activities is limited to those that are convenient or are required.	Teacher seeks out opportunities for professional development based on an individual assessment of need.	Teacher actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as action research and mentoring new teachers.

4f: Shows Professionalism	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.	Teacher's attempts to serve students are genuine but limited.	Teacher makes genuine and successful efforts to ensure that all students are well served by the schools.	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.

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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 personanel committee must consider portfolio evidence, if submitted, when determining component ratings for a summative evaluation.

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

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• Demonstrate Knowledge of Content and Pedagogy • Demonstrating Knowledge of Students • Selecting Instructional Outcomes • Demonstrating Knowledge of Resources • Designing Coherent Instruction • Designing Student Assessments	• Creating an Environment of Respect and Rapport • Establishing a Culture for Learning • Managing advisory Procedures • Managing Student Behavior • Organizing Physical Space	• Communication with Students • Using Questioning and Discussion Techniques • Engaging Students in Learning • Using Assessment in Instruction • Demonstrating Flexibility and Responsiveness	• 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 Know Students	Examples: Advisory Communications, Expectations for Learning, Formative Assessments, Discussion Questions, Use of Student Groupings, Activities, Materials, Resources	Examples: School Improvement Plans, Community Connections, Mentoring, Evaluations, Committee Work, Professional Learning Log, Professional Development Notes, Observation Notes of Teachers

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.

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

PROFESSIONAL DEVELOPMENT

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

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	• 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.	• 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 wit Project Foundry..	• Teacher/advisor checks progress by monitoring Project Foundry • Teacher/advisor provides enrichment activities when necessary to support individual projects.	• Teacher/advisor regularly assesses essential elements from previous projects • Teacher/advisor regularly challenges students develop
Student	• 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 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 who are not making satisfactory progress are provided additional support • Students who are making satisfactory progress are challenged to complete more	• 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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	• Students set individual academic goals for the year and each project.	• 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.	rigorous projects.	

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

improvements over the coming school year.

Name: Building:

School Year: Teaching Assignment:

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

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

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

3-Year Professional Area of Focus:

2014-2015 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:

Section 2: Annual Individual Goals

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

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

and achievement.   All goals are reviewed annually with an administrator. **INDIVIDUAL GOAL #1** DISTRICT GOAL:

SITE GOAL:

INDIVIDUAL GOAL STATEMENT:

Check all that apply:

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

INDIVIDUAL GOAL #2

DISTRICT GOAL:

SITE GOAL:

INDIVIDUAL GOAL STATEMENT:

Check all that apply:

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

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

Fall review date: _____ Personnel Committee: _____ Teacher/Advisor Signature:

_____

Spring review date: _____ Personnel Committee: _____ Teacher/Advisor Signature:

_____

PGDP Goal:

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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?

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?

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 Goals	Below but within 10% of meeting Site Goal Improvement Plan-Math and Reading Goals	Met Site Improvement PlanMath and Reading Goals	Surpassed Sited Improvement Plan-Math and Reading Goals

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

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Copy   -Staff Member

Copy   -Evaluator

Appendix E – Verification of Non-Profit Status

Appendix F – FY 2017 Board Meetings