TECHNICAL ACADEMIES OF MINNESOTA

PUBLIC CHARTER SCHOOL DISTRICT 4217-07

SCHOOL YEAR 2022-2023

WORLD'S BEST WORKFORCE & ANNUAL REPORT

At Technical Academies of Minnesota (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 all voices matter and everyone is 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 wish 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. We practice restorative justice daily through advisory circle time and as an effective alternative to punitive responses to wrongdoing. Welcome to TAM!

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School Information

Opened August of 2014
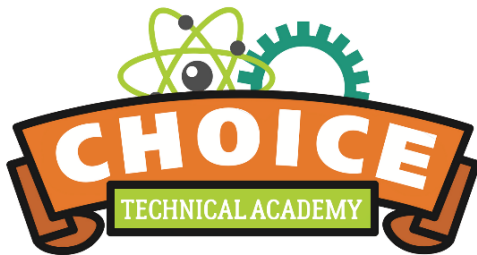DREAM Technical Academy
1705 16th Street NE
Willmar, MN 56201
320-262-5640
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District Office:
Technical Academies of Minnesota
1705 16th Street NE
Willmar, MN 56201
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Opened August of 2015
CHOICE Technical Academy
315 S. Grove Ave.
Owatonna, MN 55060
507-400-4009
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**Technical Academies of Minnesota
opened as a public charter school in 2014
and proudly serves students in grades 7th-12t**h.

OUR MISSION:

The mission of TAM is to provide a student-directed learning environment that is challenging, democratic, reflective, joyful, and hopeful. Students' unique developmental needs and capacities are appreciated and every student is valued as a whole human being—heart, mind, body, and soul.

OUR VISION:

TAM is where every student learns, discovers, creates, and inspires to make the world a better place.

OUR CORE VALUES:

- Student Directed Learning
- 21st Century Skills
- Authentic Assessment
- Equity
- Healing Centered
- Staff-Led Structure

TAM officially started the relationship with Osprey Wilds as our authorizer on July 1, 2022. The current contract is for three years FY 23-25. Osprey Wilds, with its offering of alternative measures of success, helps showcase our students as more than a test score and shows that they are succeeding in different ways beyond the traditional measurements. TAM's mission, vision and values align nicely with Osprey Wilds. We have similar themes with regards to the importance of having connections or relationships, balance or wholeness, valuing uniqueness, diversity, caring about the earth and lifelong learning. We are excited to expand our opportunities in the area of environmental education and to incorporate those practices into our daily lives. Osprey Wilds supports us in our innovative approaches to education with our project-based education, focus on Restorative Justice, and healing centered practices.

The authorizing mission of Osprey Wilds Environmental Learning Center is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit-based decisions about its portfolio of charter schools.

The authorizing vision of Osprey Wilds is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.

Contact Information:
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ospreywilds.org/charter-school-division/

Statutory Purposes

Minnesota State Statute says *"the primary purpose of charter schools is to improve all pupil learning and all student achievement."* The statute has 5 additional purposes. This report highlights different ways TAM is meeting all the purposes as we engage students, and the impact of those efforts.

Improve all pupil learning and all student achievement: Many of the students who come to either DREAM or CHOICE Technical Academy have had negative experiences in a traditional public school. Many of our students have experienced bullying, felt alone and felt like they didn't fit in. In order to improve pupil learning and achievement for these students, we first need to help them feel safe, cared for, and accepted for who they are as an individual and for the gifts and knowledge they bring to our school setting. This process of improving pupil learning and achievement starts on day one when we meet the student and their family and give them a personalized guided tour of our building. We create a welcoming environment by introducing the new student to other students and staff and inviting them to view a current project a student is working on. This process continues when we host a welcome meeting with the student and their family to get to know them better and to assess for any underlying needs. Our student onboarding process is next and this is where students are really brought "into the fold" and made to feel like part of our school family. New students spend the first day going through a series of mini workshops, meeting many of our staff and learning about our school. Through this personalized process we believe students come to know we care about them as a whole human-being, not just a student sitting in a classroom, and that our school is a safe place where they can be and express themselves. Once students have this level of comfort, this is when the real learning and achievement happens.

Student learning and achievement is accelerated as they become engaged in a way they never knew possible through project-based learning. Students are in the driver's seat of their education and are directing their pathway every day by designing and completing projects based on their interests and aspirations. Students learn, discover, create and inspire to make the world a better place by designing projects that address local, community and global issues all while ensuring learning targets required by the state of Minnesota are embedded in each individual project. A special emphasis is placed on 21st Century skills and competencies needed to enter employment with a livable wage or enroll in college or trade school upon graduation.

Our schools document and report on this progress as we collect data through surveying our students and families bi-yearly, and surveying our seniors upon graduation. Our site committees regularly review data related to student learning and achievement and help students create individual goals on their personal learning plan that address improved achievement, wellness and any other areas of need. Our schools report directly to the TAM School Board monthly through site reports which includes this information.

Increase learning opportunities for all students: Education happens everywhere, all

the time. Education does not just happen within the four walls of our schools. Students are encouraged to explore learning opportunities out in the community, working alongside community experts through internships, job shadowing, or work experience options. By partnering with community organizations, our students have learning opportunities available to them during the school day, during the weekends, and during the summer. Sometimes students are working on projects while they are on vacation with their families. With pre-approved projects, students are able to learn history or geography while on vacation or capture their vacation through photography or journaling. Students who are involved with 4-H, Scouting, church youth groups or other community organizations can earn credit by creating projects for the learning that happens outside of school.

Encourage the use of different and innovative teaching methods: Our district has adopted project-based learning (PBL) as our innovative teaching method. PBL creates a learning environment that fosters creativity and teamwork, and teaches students to use the tools at their disposal to find innovative solutions to problems that are always changing. PBL is student-directed and personalized in our setting. This personalization allows students to learn, discover, create and inspire in a way that makes sense to them and affords them the opportunity to view the world through their lens. Progress is tracked through Headrush, a learning management system for active, agile, and authentic learning which allows students to manage their projects, start to finish, under the guidance of their advisor.

Measure learning outcomes and create different and innovative forms of measure outcomes: TAM measures student learning outcomes through the administration of the NWEA MAP testing twice a year. This data is used to help students create projects which will enhance their learning outcomes. Besides using the NWEA, TAM also uses the Hope Survey which measures other outcomes related to learning such as belongingness, autonomy, goal orientation, academic press, engagement and hope. This past year, TAM created a rubric that increases efficiency so that advisors and staff can know what specifically was learned through each specific project and to what depth the knowledge was demonstrated. The emphasis on life skills embedded in projects and monitored by students and staff aligns with both the mission and vision of TAM.

Establish new forms of accountability for schools: Since the beginning, TAM created a Local Advisory Council at each site, comprised of parents, community members, students and staff. The Local Advisory Council meets throughout the year to hear reports for the site committees and to provide feedback on all operations of the school. The Local Advisory Council also reviews and holds the schools accountable for the affidavit and the district goals to ensure the school is following all the protocols as outlined. This extra layer of accountability is welcomed and needed for the daily operations of the school and provides time for informal conversations and brainstorming sessions to occur that impact our students, families and staff in a positive way. The environment at these meetings is democratic in nature and reflective in practice and every member is valued for their contributions.

Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site: TAM fully embraces this purpose through our staff-led school design. TAM is a member of the Teacher-Powered Schools organization and many of our staff members have attended numerous training sessions offered by this organization. TAM does not employ any administrators. All staff members have autonomy and authority to make final decisions at our school sites. Our staff members share responsibility for the overall success of the schools by participating on site committees. Staff choose on which committees they want to serve based on their unique skills and gifts. Every staff member has a voice through the democratic process we use for voting which includes using a "fist to three" procedure with a "3" being fully in support and you will do everything to support it, a "2" being you support it, "1" being you don't fully support it, and a fist which blocks the motion. If any staff ever blocks a motion, the staff member must come up with an alternative idea for a motion.

"I wish they had schools like this as an option when I was growing up."

A DREAM PARENT
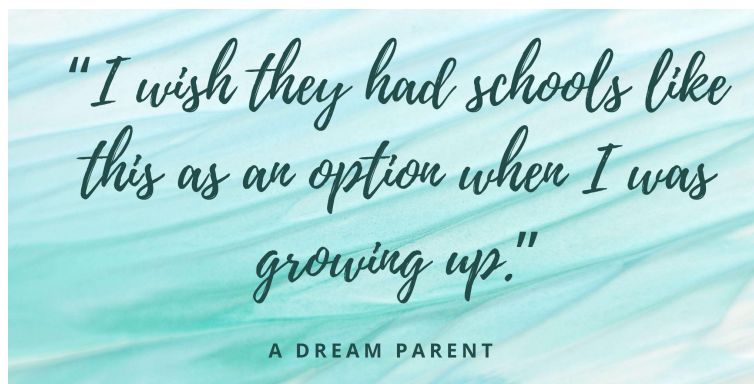
STUDENT ENROLLMENT AND DEMOGRAPHICS

TAM's enrollment numbers continue to fluctuate year to year since its doors opened at both sites. However, this past spring TAM had the largest total number of students graduating to date with 25 seniors receiving a diploma from DREAM and 9 from CHOICE. One parent told a staff member, "My child never would have graduated if it wasn't for this school." This is the sentiment of many students and parents, and this is why we are excited for every tour and welcome meeting.

CHOICE Technical Academy			
Number of Students Enrolled	**2021-22**	**2022-23**	**2023-24 (Est)**
7th Grade	3	2	3
8th Grade	6	5	1
9th Grade	13	6	4
10th Grade	4	14	8
11th Grade	16	8	15
12th Grade	20	18	14
Total	62	53	45
Total ADM (Average Daily Membership) for year	**49.19**	**51.77**	**50.85**

DREAM Technical Academy			
Number of Students Enrolled	**2021-22**	**2022-23**	**2023-24 (Est)**
7th Grade	12	9	5
8th Grade	14	24	9
9th Grade	11	20	25
10th Grade	17	29	15
11th Grade	23	20	15
12th Grade	19	27	12
Total	**96**	**129**	**81**
Total ADM (Average Daily Membership) for year	**75.78**	**92.75**	**77.50**

STUDENT DEMOGRAPHICS:

TAM strives to become more diversified with our student and staff population. The hispanic community has always been a large portion of our student population but eventually we hope to draw in students from the Somali and Karen communities as well that live in the area. The number of students who receive special education services has been growing at TAM. We pride ourselves in the fact that students who have an Individualized Education Plan (IEP) at TAM, receive their education in the least restrictive area which is within their advisory space where they spend the majority of their day working on projects with their advisory team and peers. Students who have an IEP do extremely well at TAM due to the expertise of our special education staff in understanding and catering to each student's individual needs. At TAM all students have a Personal Learning Plan and are working at their own pace.

CHOICE Technical Academy			
Demographic Trends	**2021-22**	**2022-23**	**2023-24 (est.)**
Total Enrollment	62	53	50
Special Education	19	22	21
English Learners	0	0	0
Free/Reduced Priced Lunch	31	28	24

Black, not of Hispanic Origin	1	3	4
Hispanic/Latino	0	15	9
Asian/Pacific Islander	0	0	0
American Indian/Alaskan Native	0	2	0
White, not of Hispanic Origin	42	14	29
Two or more races	19	15	14

DREAM Technical Academy			
Demographic Trends	2021-22	2022-23	2023-24 (est.)
Total Enrollment	96	129	85
Special Education	23	32	28
English Learners	0	0	0
Free/Reduced Priced Lunch	55	75	60
Black, not of Hispanic Origin	2	6	4
Hispanic/Latino	32	53	27
Asian/Pacific Islander	1	1	1
American Indian/Alaskan Native	4	3	0
White, not of Hispanic Origin	40	66	50
Two or more races	19	7	10

STUDENT ATTENDANCE, ATTRITION AND MOBILITY

STUDENT ATTENDANCE:

A variety of factors have impacted the attendance rate of our students, with the COVID-19 Pandemic being one of the most significant factors, and we continue to see the lingering effects in regards to attendance. Thankfully, we are beginning to see the attendance trend upward at both sites.

The CHOICE site continues to be affected by attendance totals due to our county having a lack of truancy court which was never recovered after it was halted during the pandemic. This makes it difficult to hold our students and families accountable in the area of attendance as we do not have the support of the outside resources that truancy court provides for most counties. Since we are unsure when (or if) truancy court will resurface in Steele County, we have taken it upon ourselves to create a school-based attendance review board. Our school's Culture and Climate committee meets at least once per week to discuss student attendance concerns, and come up with a plan to intervene with students who may be struggling by finding ways to support the students and get to the bottom of why they are avoiding school.

The DREAM site, in contrast, resides in Kandiyohi County which has significantly tightened its truancy consequences. After three missed days, our office manager sets up a meeting with the parents of the student to go over our absence policy. After five days we fill out the Kandiyohi County Truancy Referral form and email it to the truancy email. The Kandiyohi County truancy system then has two dates each month to meet for Truancy Intervention Meeting (TIM). We also send out a ten day doctor letter

informing parents that their student has reached over ten total absences. The parent or guardian will be required to provide a doctor's note for any other absences otherwise it will be considered unexcused. We also have students who attend DREAM that do not reside in Kandiyohi County. Most of the surrounding counties do not have a truancy program or are less strict, but we hold the three day and ten day plan for them as well.

	2020-21	2021-22	2022-23
CHOICE Technical Academy Student Attendance Rate	79.99%	76.27%	83.12%
DREAM Technical Academy Student Attendance Rate	86.21%	80.12%	83.15%

STUDENT ATTRITION:

Many of our students come to us disengaged from learning, behind in credits, and fed up with the traditional school system. Their dislike for school is sometimes very evident. Once students feel welcomed and start to trust people again, they drop down their barriers and defenses and start showing up more consistently for school. The attendance rate has dropped significantly throughout the past three years.

Strategies we have tried to improve student attendance is having our office manager either call, send out robo messages through JMC - our student information system, or email parents when their child is gone to let them know we worry about and miss students when they are not in school. We invite parents to come for a meeting to make a plan to address the barriers to regular attendance. We work closely with each county to prevent students from reaching truancy. We believe the most important strategy is to develop close relationships with our students so they know we care about them as more than just a student sitting at a desk in our school.

Percentage of students* who were continuously enrolled between October 1 of the 2021-2022 school year and October 1 of the 2022-23 school year.	CHOICE: 69% DREAM 62%

Percentage of students* who continued enrollment in the school from Spring 2022 to October 1, 2022.	CHOICE: 87% DREAM 63%

STUDENT MOBILITY:

The past two years have been the largest graduating classes since TAM opened. This tends to leave our attrition rates looking bleak. In the past we have struggled with a revolving door of students coming and going throughout the year. Since we started our onboarding process with students, which helps provide them a foundation upon which to build their skills at project-based learning, more students decide to stay.

CHOICE					
	Summer Transfers In	**Number of students on Oct. 1**	**Mid-year Transfers In**	**Mid-year Transfers Out**	**Total Mid-year Transfers**	**Mobility Index* (as a percent)**

2019-20	4	58	19	9	28	48.28%
2020-21	6	53	9	4	13	24.5%
2021-22	3	43	13	2	15	34.88%
2022-23	6	55	15	9	24	42.63%

DREAM					
	Summer Transfers In	**Number of students on Oct. 1**	**Mid-year Transfers In**	**Mid-year Transfers Out**	**Total Mid-year Transfers**	**Mobility Index* *(as a percent)*
2019-20	8	64	11	11	22	34%
2020-21	16	77	12	14	26	33%
2021-22	14	72	18	9	27	37%
2022-23	16	95	23	24	47	49%

Percentage of students who were enrolled for 95% or more of the 2022-23 school year.	<u>CHOICE 43.90%</u> <u>DREAM 67%</u>

Educational Approach & Curriculum

Educational Approach & Curriculum:

TAM's philosophical design is constructivism learning theory which states that learning occurs as an individual constructs knowledge. This construction of knowledge occurs as the learner critically reflects on their experiences. On a practical level this means that learning starts with the learner and ends with the community. The purpose of learning is more than the accumulation of facts, but is meant to create a more just, equitably, and peaceful community. The success of democracy is predicated upon an educated citizenry that is actively engaged in the community.

TAM offers an educational community where students can thrive by exploring personal interests in an atmosphere that encompasses different learning styles, individual learning opportunities, small multi-age advisory groups and multiple methods of learning assessments. Students participate in advisory time every day where the teacher/advisor gathers students to "check-in" as an effort to build a culture of mutual care and self-advocacy. Advisory time activities are designed to (1) cultivate relationships and community between teachers/advisors and students, (2) give students input into school-level decision making, (3) enhance character development, (4) promote celebratory and multicultural activities, and (5) manage and maintain good mental health including stress management and organizational skill development.

TAM believes by tapping into the individual interests of the students, and through expanded parental and community involvement we can more effectively instill a true understanding and appreciation for the lifelong value of learning. Project-based learning pushes students to develop a high level of expertise while researching projects. Students are expected to go beyond the traditional classroom learning, to use primary resource materials, to develop authentic research skills, and to master the 21st Century skills.

At TAM students are provided the space to pursue their dreams, utilize their learning styles, and generate their personal pathway to achieving state standards and graduation while creating individualized curriculum based on their personal interests and career aspirations.The highly personalized learning program leads to our students making more growth than they made in other settings.

Our Instructional Program and Curriculum:

The instructional methodology utilizes differentiation to determine how to approach learning for each student in accordance with the information found in their personal

learning plan. Each school has a curriculum committee that reviews MDE standards and requirements, then integrates these standards with our "learning management platform" Headrush. HEADRUSH is a learning management platform built specifically for learner-centered schools and project-based programs. Staff update HEADRUSH as needed to equip the application with current state-wide and school-wide standards. These standards apply to the main subject areas, and are used to track 21st Century skills development, the arts, and physical education. Students are engaged in learning, because they are free to choose projects that are relevant to their world.

The content areas of Math and Reading are more structured at our schools with time carved out of each day to focus on these two areas. Math is accomplished through a variety of methods including direct instruction by a teacher, individual instruction for some individuals who are in need of credit recovery or some remedial intervention, along with instruction in personal finance. There is flexibility for some online alternatives as well. Math scope and sequence is framed around the state and national benchmarks for grades 9-11 with attention to Minnesota Department of Education's graduation requirements. Reading is also accomplished through a variety of methods including silent sustained reading, reading book clubs, school wide book readings, read aloud books, or readers theater. Science and Social Studies content areas are completed either through individual projects or seminars led by staff.

Technical Academies of Minnesota's Four Foundational Pillars:

Small Learning Community	*Authentic Assessments*
Both TAM sites consist of small learning environments of no more than 150 students at each site divided into 4-6 advisory spaces where students become well known by staff and their peers. Here they are cared for so that not one single student ever falls between the cracks. Student's are given individual time daily to meet with an advisory team member who supports their project design from start to finish. Learning is not organized around a class schedule but rather is organized around individualized learning targets/state standards. This provides greater freedom for students to access technology, research and develop projects, engage in service-based learning, participate in work-based learning and PSEO, and collaborate with community partners.	Authentic Assessments offer multiple paths for demonstrating students' learning and performance on worthy, intellectual tasks. Authentic assessments are used to both track student work and also provide formative data which is used to improve instruction. In addition to authentic measures used for formative purposes, Technical Academies of Minnesota uses NWEA MAP as its primary tool for determining current students' level of attainment in reading and math. Since it is administered multiple times during the year, especially for students who are below targets for meeting proficiency levels, it too is formative in nature.
Project-Based Learning	*Staff-Powered School*
Project-Based Learning is driven by a constructivist pedagogy yet one that has a clear instructional focus. Students develop a series of projects that meet Minnesota Standards in a personal way. Each project is co-generated from student interest and advisor knowledge. Students utilize the state standards to direct their project design and implementation. The projects are tracked using Headrush, a project-based learning platform. All of this is carefully crafted into the student's personal learning plan which is individualized for each student. The plan is monitored regularly by staff but most often by students.	Our Staff-Powered school design gives staff a chance to demonstrate how they can lead the operations of the schools. Each staff member selects two committees in which the staff member feels they have gifts and talents to contribute. Committees include Personnel, Finance, Operations, Marketing, Curriculum and School Climate and Culture. Each committee has a mission statement and a list of tasks to be completed throughout the year. Each committee meets weekly to address issues as they arise and to divide up the duties among the members that need to be completed during a specific time period.

Implemented by TAM as developed by Edvisions

Our Remediation and Acceleration Practices or Programming:

TAM staff work on an individual basis with each student to allow for flexibility and individualization, which allows students to move in and out of academic and supportive services as needed. Much of our student population are identified as being "at risk" of not being successful in school. These supports coupled with the identified essential learning targets at each grade level in each content area help to determine individual student needs. We are a school wide Title 1 district. Each school has a Title 1 coordinator who works with staff to establish and implement programming and resources to support students. The coordinator also works with students individually or in small groups to support their reading or math goals or needs.

As part of our remediation offered through Title 1 services, our schools administer a reading assessment for each student at the beginning of the school year and at the end of each semester, and on an as-needed basis determined by the Title I staff and Curriculum Committee. TAM students spend 30 minutes each day in a sustained silent reading program reading various forms of assigned text, including utilizing Newsela, to work on specific reading strategies. This can be accompanied by 15 minutes of guided discussion. TAM students will:

- keep a reading journal
- comprehend what they are reading
- use context clues to decode difficult words
- increase their vocabulary
- read and comprehend informational text for their projects
- reflect either orally or in writing about their reading and learning
- use auditory, visual, and kinesthetic approaches to tap into different learning styles to reach more students than the traditional direct-instruction or paper and pencil drill and practice forms of instruction
- take field trips and internet field trips to explore, investigate, problem solve, interact, reflect, reason, communicate, and learn many reading and language concepts
- Increase their skills in verbal communication with consistent opportunities to present what they have learned to their peers and advisors.

Our schools also administer a math assessment for every student at the beginning of the school year and at the end of each semester. TAM students will:

- become mathematical problem solvers
- learn to reason mathematically
- learn to communicate mathematically
- make connections to everyday math
- have opportunities to see math as used in the workforce
- use auditory, visual, and kinesthetic approaches to tap into different learning styles rather than the traditional direct-instruction or paper and pencil drill and practice forms of instruction
- take field trips and internet field trips to explore, investigate, problem solve, interact, reflect, reason, communicate, and learn many mathematical concepts

Students exhibiting tendencies of giftedness will be identified using multiple measures of objectivity and subjectivity, including, but not limited to; tests and assessments, peer and teacher nominations, student cumulative records, and portfolios for example. At all levels, instructional support staff work closely with advisors to provide support that gains all students access to our rigorous curriculum. The district is committed to providing professional development to help teachers differentiate curriculum, instruction and assessment in support of this work.

Our Special Education Program:

It's difficult to determine which students receive special education services at TAM. This is on purpose. We know when students reach high school, they don't necessarily want to be singled out or pulled out of the classroom setting. Therefore, our philosophy is to "push in" rather than "pull out" to provide services. Our school is divided into advisory spaces similar to a classroom, and each advisory space has a team of adults working with students including 1 general education teacher and 1-3 special education paraprofessionals depending on the needs of the students in that space. We also have special education teachers that float throughout the building during the day checking in with and providing services to students individually or in small groups. In addition, we have full time school social workers at each site every day who provide services to students individually or in small groups.

   a. The School's Child Find Process - Each school has a Student Assistance Team that meets weekly or as needed to discuss student concerns. If a student is discovered to be having difficulties either academically, socially or emotionally, we will complete the first step of our child find process which is to gather all the relevant data and information so we can create a plan to include at least two interventions we want to try with the student using general education strategies and alternatives in the classroom setting. The interventions may include developing a section 504 accommodation plan, tutoring, support services, Title 1 services or a wide variety of regular education techniques to help the student succeed. The interventions will be implemented daily/weekly and progress will be monitored and documented. After a period of 8 weeks if the student is making

progress, we will continue with the interventions. If the student is not making progress, we will meet as a team to determine our next steps which may include a special education evaluation.

b. The Methods and Strategies for Serving Students with Disabilities - Specialized instructional strategies in reading, math, writing and social/emotional/ behavior are provided in a structured environment that supports and enhances a student's learning potential. These services are provided by licensed general and special education teachers and the school social worker with the support of special education paraprofessionals. Other services such as special education director, occupational therapy, physical therapy, speech and language therapy, developmental physical education, deaf and hard of hearing or visually impaired, are contracted through third party services. We also collaborate with local agencies to provide vocational rehabilitation services, transition services or work-based learning opportunities.

Staff providing necessitated services to students with disabilities may be individualized or group instruction in a specific content area. School social workers provide skills training, short term counseling, crisis management, or parent support and training. Each school has at least two special education teachers and an office manager who helps with some of the administrative and due process responsibilities.

Once an educational assessment has been completed and the student is found to have significant learning needs, an Individual Education Plan (IEP) is developed. The IEP identifies how the academic, behavioral and social deficits will be remediated so each student can become a successful grade level learner. In order to meet these goals students are provided individualized instruction and strategies in a variety of modalities. The special education staff, like general education staff, are continually assessing student learning via observation and data collection. Each student's progress is documented quarterly and yearly and the IEP is revised to reflect the progress. The IEP contains student accommodations and modifications. The goal of classroom adaptations has always been student success. This can be accomplished through individualized instruction focusing on a student's strengths, learning style and unique needs in order to develop skills and independence.

Our English Learner Program:

The identification for English Learner (EL) services begins with the registration process for every student. Students who are not identified, but demonstrate a need once in the classroom will also be considered for services based on EL identification criteria. Students will be considered for EL services based on the Minnesota Language Survey – parents will complete this form at the main office when registering their child at TAM. The office screens the surveys at registration. If the student first learned, speaks, understands, or has consistent interaction with a language other than English, or English and language(s) other than English, then the student is referred to the EL team

for language proficiency screening. Further screening means the student is screened for English proficiency using ACCESS 2.0 for EL's scores if available from another district. A records review may also be included and completed by the EL team. At any time other measures may be used to complement the identification procedure including: observations, teacher recommendations, parent recommendations, educational history, work samples, and consideration of home language literacy.

After School and/or Summer Programs:

TAM offers several options for summer programming. Remedial math and reading seminars are offered to those students who did not meet proficiency on the MCAs. Experiential learning opportunities are offered through field trip experiences including trips to the zoo, environment learning centers, sporting events, museums, fishing and camping, recreational facilities, state and county parks, historical sites, etc. Art camp and other content area seminars are also offered by staff who have experience or interest in these areas.

How the School is Staffed to Meet its Educational Mission:

During the 2022-2023 school year, TAM employed 39 staff members with a variety of degrees and backgrounds for a total of 156 years of teaching experience. We have 1 staff with a Doctorate degree in Curriculum and Instruction, we have 7 staff with Masters degrees in Education,Social Work, Special Education and we have 11 staff with Bachelor's degrees in Education, Communication, Art, Early Childhood Education, Spanish, History, Psychology, Therapeutic Recreation, and Biology. Several of our staff members have many years of coaching experience.

TAM actively recruits staff who have a growth mindset and think outside the box. We search for staff who like to be innovative and believe in the inherent worth of the whole child. When posting for open positions we utilized EdPost through St. Cloud State University, Minnesota Association of Charter Schools, Teacher Powered Schools, Indeed, social media and local newspapers or chamber newsletters.

TAM hosts annual training on trauma-informed, healing centered and restorative justice practices as these are foundational to our educational program. TAM has an onboarding process for new staff that is hands-on to walk through all the different platforms and resources utilized by the schools. TAM utilizes EdCraft online project-based learning modules to train our staff in the PBL process. TAM has a mentor program for each new staff member. The mentor process involves meeting at least monthly with a seasoned mentor to discuss monthly topics relevant to the school year. We retain our staff through building relationships, providing ongoing support, team building activities to create a caring school culture where everyone feels like they belong.

DREAM Graduation and Credit Requirements for 9th-12th grade:

Subject Area	Credit Amount Required to complete high school plan (32 credits)
Language Arts	4
Math - Geometry	1
Math - Algebra 2	1
Math - Personal Finance	1
Science - Biology	1
Science - Physics &/or Chemistry	1 or .5 in each
Science - Additional science course	1

Social Studies - Civics/Government	0.5
Social Studies - Economics	0.5
Social Studies - Geography	0.5
Social Studies - US History	1
Social Studies - World History	1
Arts	2
Physical Education	1
Personal Health	0.5
Electives	8.5
Junior Project	1.5
Senior Project	3
Independent Reading	0.5/yr minimum (2 credits if enrolled 9th-12th grade)
Total Credits	32

CHOICE Graduation and Credit Requirements for 9th-12th grade:

Subject Area	Credit Amount Required to complete high school plan (32 credits)
Language Arts	4
Math - Algebra 1	1
Math - Geometry	1
Math - Algebra 2	1
Science - Biology	1
Science - Physics &/or Chemistry	1 or .5 in each
Science - Additional science course	1
Social Studies - Civics/Government	0.5

Social Studies - Economics	0.5
Social Studies - Geography	0.5
Social Studies - US History	1
Social Studies - World History	1
Arts	1
Physical Education	1
Personal Health	0.5
Electives	7
Junior Project	1
Senior Project	1
Independent Reading	1
Advisory	2
Career Exploration	1
PLP	1
Environmental Education	1
Community Service	1
Total Credits	32

In addition to these credits, the students must complete the following:

1 Project Showcase (DREAM) and Presentation Night (CHOICE) for each year enrolled
1 Service Learning Project for each year enrolled (DREAM)

Students who are continuously enrolled in grades 10-12 must meet one or more of the following:

      a. Complete a work experience program and enter the workplace with the skills necessary to obtain a liveable wage job; and/or,
      b. Complete one or more "industry-recognized certificates" as determined by the student passing an industry developed assessment; and/or,
      c. Complete an occupational area training at a technical college such as carpentry, cosmetology, heavy machinery, etc; and/or,

d. Complete one or more years of postsecondary education and on track to complete an AA degree while at the Academy or within one year of graduation from the Academy; and/or,
e. Complete one or more years of postsecondary education and be admitted to a four-year university; and/or,
f. Be accepted into the United States Military Services with a career plan.
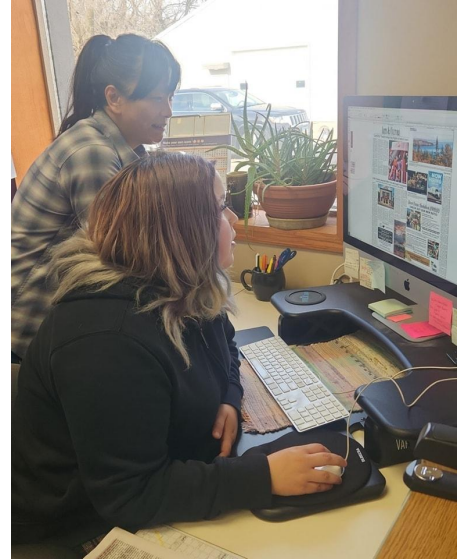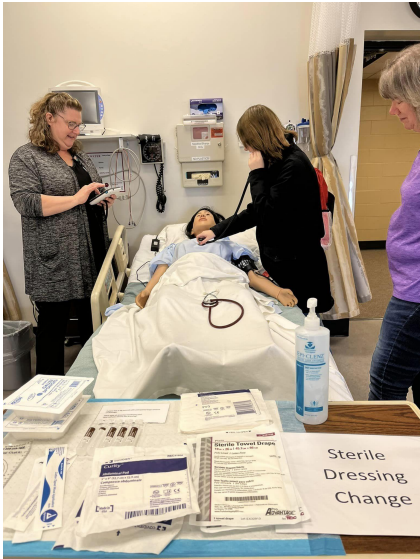
Daily Schedule: DREAM

Students' Daily Schedule
Monday, Tuesday, Thursday, and Friday schedule:
7:55-8:30 Advisory
8:30-9:00 Reading
9:00-12:00 Project or Math Time
12:00-12:30 lunch
12:30-2:45 Project or Math Time

Wednesday schedule:
7:55-8:30 Advisory
8:30-9:00 Reading
9:00 - 12:00 schedule will vary depending on the outing/experiences planned for the day
12:00-12:30 Lunch time
12:30-2:45 schedule will vary depending on the outing/experiences planned for the day
No scheduled math classes due to it being an Experience Day

School Calendar: DREAM

2022-2023 CALENDAR

August 19 New Student Orientation 8am-12pm
August 22-25 Staff Workshop Days
August 25 Registration Night at 5pm
August 29 1st Day of School

AUGUST 2022

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2023

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

February 17 Staff Workshop Day No school for students
February 20 Presidents Day No school Staff or Students

September 5 Labor Day No School

SEPTEMBER 2022

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MARCH 2023

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

March 20-24 Spring Break No School Staff or students

October 19 Staff Workshop Day No School for students
October 20-21 Fall Break No School

OCTOBER 2022

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2023

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

April 6 Staff Workshop Day No school for students
April 7 Easter Break No school Staff or Students

November 23-25 Thanksgiving Break No School Staff amd Students
November 28 - Staff Workshop day No School for Students

NOVEMBER 2022

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2023

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

May 8 & 9 Senior Presentation Nights
May 24 Last Day of School
May 25-26 Staff Workshop Days
May 27 Graduation at 11am

December 23-December 30 Winter Break No School Staff or Students

DECEMBER 2022

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2023

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

January 2 Winter Break No school staff or students
January 3 School Resumes
January 13 Staff Workshop Day No School for students

JANUARY 2023

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Student Contact Days 168   Teacher Days 179

Yellow = staff workshop days
Green = no school
Orange = important dates
Light blue = start or end days

23

Choice Technical Academy
2022-2023

Students' Daily Schedule:

8:00-8:30:
Advisory
(Student Council 2x week)

8:30-9:10:
Geometry/Pre-Algebra

9:10-9:50:
Algebra 1/ Algebra II

9:50-10:50:
Language Arts/Reading
Hour (Independent
Project or Seminar Option)

10:50-11:30:
Social Studies
Hour (Independent
Project or Seminar Option)

11:30- 12:00:
 Lunch

12:00-12:45:
Social-Emotional Learning
Hour or Elective Hour

12:45-1:30:
Elective Hour
(Independent
Project or Seminar Option)

1:30-2:30:
Science Hour
(Independent
Project or Seminar Option)

2:30-3:00:
Advisory

3 student/4 staff

August '22
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

20 student

September '22
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

18 student/ 1 staff

October '22
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

17 Student, 1 staff

November '22
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

16 student

December '22
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

19 Student/1 staff

January '23
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

18 Student/ 1 staff

February '23
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

17 Student

March '23
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

18 student/1 staff

April '23
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

20 Student/ 2 staff

May '23
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 staff

June '23
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Total Student Days: 166

Total Staff Days: 12

Total Contracted Days (Staff): 178

Graduation Ceremony	Staff Day	No School (Staff or Student)	Soft Start Days
Block Start	Block End	Last Day Of School	Weekend / Summer

24

"THE STAFF TRULY CARE FOR THE STUDENTS AND THEIR MENTAL HEALTH."
A DREAM Parent

Innovative Practices & Implementation

TAM is in its 9th year of operation as an educational institution committed to fostering innovation, critical thinking, and hands-on learning. With a strong mission to prepare students for success in a rapidly changing world, TAM has consistently pushed the boundaries of traditional education to create a unique and engaging learning environment.

Another unique feature of TAM is using a project-based learning model. The school encourages students to apply their knowledge to real-world problems, fostering

creativity, and problem-solving skills. This approach aligns with the school's mission to produce graduates who are adaptable and innovative.

TAM remains dedicated to providing a cutting-edge education that prepares students not only for today's world but also for the challenges and opportunities of tomorrow.

A huge success during the spring was our ability to hire new staff for the 23-24 school year. We utilized and were trained on the Frontline hiring platform. We posted all open positions on this platform in February and as a result, were able to recruit two teachers from Alaska and one from Las Vegas. We also used Indeed to post for the non-licensed positions and recruited some new paraprofessionals that were an awesome fit for our school.

Another success was our summer programming. We had several staff members with varying interests offer many experiences for our students to earn credit in a variety of content areas. Some of the experiences included visiting the zoo, cave tour, canoeing, swimming, Sea Quest, Fort Snelling, art museums, escape rooms, Global Market, sporting events, and a lock - in at Base Camp. Some of the seminars included: Ecosystem Animal Study, Volcanos, Earthquakes, and Tsunamis, Personal Finance, Art History and Painting, Slavery, Greek Mythology, Basics of Starting a Business, Dakota/Sioux Culture and the Holocaust. Thirty students took part in one or more of the opportunities during the summer.

For the next few years, TAM's Strategic Plan is centered on several key objectives. It is committed to focusing on Academic Excellence, Whole-Person School Wellness and Outreach and Engagement. Some highlights from this year include:

1. The majority of students met their goal of improving their life skills.
2. Staff from the two sites met together at the board retreat this summer to plan for the school year and share resources.
3. We've taken steps to ensure our schools are safe and welcoming.
4. Our marketing committees are finding new ways to promote our schools.
5. We had a higher percentage of families participate in school sponsored activities.

One of the significant challenges TAM faced in the past school year was the need to find an effective way to measure and ensure that each student was learning and progressing at the desired pace.To address this challenge, TAM developed a uniform single point rubric that serves as a consistent and reliable tool to gauge student learning. TAM is committed to refining this rubric and ensuring its effectiveness in the coming years. Our plan to address this challenge is to utilize the Student Assessment Plan that was developed by one of our staff members. The process involves a three point maximum value in each of the following areas: The understanding of the chosen learning target(s), the depth of knowledge demonstrated under the Bloom's Taxonomy Model, and finally, how the completion of this project changed their previous knowledge as noted in their reflection.

Single Point Rubric

Areas for Growth	Criteria Standards for Performance	Exceeding the Standards
	Driving Question:	
	Learning Target:	
	Level of Research:	
	Reflection:	
	NWEA area for growth, Reading:	
	Product:	

Level of Research (Engagement with content)
>Knowledge and Comprehension are demonstrated.
>Application and Analysis are demonstrated.
>Synthesis and Evaluation are demonstrated.

Critical Reflection
>Interpretation and Unearthing assumptions.
>Identifying alternative ways to organize and/or complete the project.
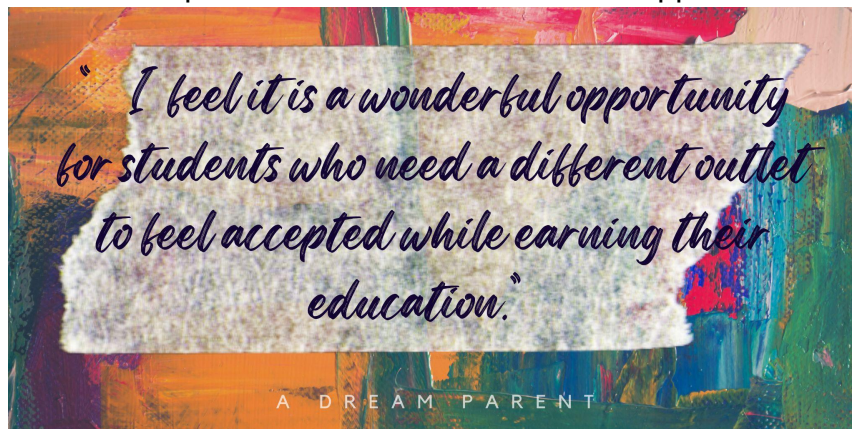>Identifying the what, who, and how knowledge is (was) developed.

NWEA
>Fluency
>Comprehension
>Vocabulary
>Informational
>Literature

Other challenges throughout the year included student behaviors and consistent attendance. DREAM experienced a huge influx of new students at the beginning of the year causing us to hire another advisor after the school year had begun. All the new

students coming in caused a significant change in our school culture and we were not prepared for this shift. We offer a new student orientation before school starts every year but many of the students enrolled last minute, after the new student orientation so they missed the opportunity to hear about the culture of the school and to talk about the expectations. Hindsight, we should have offered another new student orientation for all the other new students during the first week of school. We also had two new advisors who had never worked in a school like ours before and they were trying to find their way along with the new students. The plan to address this issue was to start off the year with each advisory talking about and sharing their values and to come up with a set of values that everyone in the advisory space could agree on and work their best to display them every day. Community building in each advisory space is critical to creating buy-in and forming trusting relationships among the students and staff.

Consistent attendance has been poor ever since COVID. Many of our students already struggled with mental health challenges prior to COVID, and these challenges were only exacerbated upon the return to school after being at home learning for an extended period of time. We were hopeful with the new truancy intervention program in the county that attendance would improve but many of our families still ended up in court for truancy. The plan to address this issue was to have more frequent contact with families and to schedule a meeting with families after 10 absences to develop an Attendance Success Plan.

Steele County currently does not have truancy court in place for students ages 12 and up. To remedy this challenge, CHOICE has created a Culture & Climate committee that meets weekly to address attendance concerns. Parents are called the day of the unexcused absence and a letter is sent home following three unexcused absences. Following that, families are offered a meeting to create an Attendance Success Plan and resources are offered. CHOICE is able to work with an Educational Stability Worker through MN Prairie to complete home visits for additional support.

"I feel it is a wonderful opportunity for students who need a different outlet to feel accepted while earning their education."

A DREAM PARENT

Academic Performance: Goals & Benchmarks

Switching to Osprey Wilds as our authorizer is one of the best things that ever happened for our district. Osprey Wilds has rigorous expectations yet understands that

students are more than a test score. Our students continue to struggle with taking tests, this is the reason many of them leave traditional school in search of something more engaging. The "unschooling" process every student goes through when they come to TAM takes time and many of the students are coming to us already behind in credits and disengaged from their learning. The first and most important task when a student comes to TAM is for staff to build a trusting relationship with the student. Without this relationship, students will continue to flounder and not make progress.
Additionally, the time we spend on assessing where a student is academically when they come to TAM is an important determinant of what they are able to do on the standardized tests.

Strengths on the contractual academic goals include:

- Most of our students are proficient in many of the life skills that we have determined are important for them to acquire during their time at TAM.
- The students are slowly but surely growing hope and all the areas measured by the Hope Survey.
- The students are completing their Personal Learning Plans and meeting the goals they set for themselves throughout the year.
- The students took their time this year after we met with each one individually to discuss their NWEA scores. The pep talk worked as most of the students tried their best to improve their score to meet their RIT goal.

Areas for improvement include:

- Halfway through the year DREAM started having students in small reading groups assigned to one staff member and they would read together a book of their choice. Students were more engaged during this reading time rather than when we previously had them read silently to themselves.
- Halfway through the year DREAM was finally able to hire a math teacher so our students could start going to a more traditional math class for instruction rather than using Khan Academy.
- We want to help prep our students in the future for taking these tests by offering seminars on science, reading, or math.

PROGRESS ON OSPREY WILDS CONTRACTUAL ACADEMIC GOALS & WBWF ALIGNMENT:

It's very evident that many of our students are not good test takers, for many reasons, and many come to us at least a year behind in credit. Our goal is to have every student start at TAM when they are in 7th grade so they can get the whole experience of being a student in our schools. Although many of our students do not do well on the MCA tests, they shine in other areas such as improved mental health, self-assurance, social relationships, communication, trust, and others that are difficult to measure with a test.

As soon as students enroll at TAM, they realize their education is in their hands. They are in the driver's seat deciding every day, what will I learn about, which standards will I meet, how will I learn, where will I learn and from whom will I learn as they search for local experts who may provide information for their project. As students progress through all these questions, they are developing and fine tuning their 21st century life skills. In this area, our students shine. When students are given the choice and voice in learning, they become more engaged and purposeful with their outcomes.

Indicator 1: Mission Related Outcomes

Goal:

Over the period of the contract, students at Technical Academies of Minnesota (TAM) will show continued excellence by meeting specific quality expectations in the Life Skills assessment, Hope Survey, and Personalized Learning Plans.

Key Measures & Results for this Goal:

WBWF Goal Areas Addressed by this Goal: Career and College Ready, Graduate from High School, & Achievement Gap Closure

Measure 1.1 From FY23 to FY25, the aggregate percentage of students grades 7-12 who show growth, or are proficient ('Almost Always' or 'Always'), on at least 10 statements (or 50%) of the TAM Life Skills Rubric, from fall to spring, will be at least 85%.

Technical Academies of Minnesota	Number of Students students grades 7-12 who showed growth or are proficient on at least 10 statements (or 50%) of the TAM Life Skills Rubric	Total Number of Students	Percent of Students students grades 7-12 who showed growth or are proficient on at least 10 statements (or 50%) of the TAM Life Skills Rubric
FY23	98	109	89.9%

Measure 1.2 From FY23 to FY25, all students will show growth or maintain a high score (7 or 8) in three out of the six mission related areas scored by the Hope Survey.

Technical Academies of Minnesota	Number of Students showing growth, or maintaining a high score (7 or 8), in three out of the six mission related areas in the Hope Survey	Total Number of Students	Percent of Students showing growth, or maintaining a high score (7 or 8), in three out of the six mission related areas in the Hope Survey
FY23		116	

The Hope Survey is anonymous so we do not see individual student scores. However, our students did show growth in all six of the areas.

Hope Survey Category	Spring 2023	Fall 2023	Difference

Autonomy	6.06	6.29	0.23
Belongingness	5.205	5.29	0.085
Goal Orientation	5.795	6.10	0.305
Engagement	5.63	5.65	0.02
Individual Hope	4.77	4.84	0.07
Efficacy	5.11	5.48	0.36
Overall Hope Score	5.42	5.59	0.17

Measure 1.3 From FY23 to FY25, the aggregate percentage of students, enrolled the whole school year, who meet 67% or more of their Personalized Learning Plan (PLP) goals annually will be at least 90%

Technical Academies of Minnesota	Number of Students Meeting ≥67% of PLP Goals	Total Number of Students	Percent of Students Meeting ≥67% of PLP Goals
FY23	106	111	95.5%

Indicator 2: English Language Learners

Goal:
Over the period of the contract, students at Technical Academies of Minnesota (TAM) will demonstrate progress toward becoming proficient in English.

WBWF Goal Areas Addressed by this Goal: N/A

Measure 2.1 From FY23 to FY25, the aggregate percentage of English Learners meeting targets on the ACCESS test grades 7-12 will be equal to or greater than that of the state percentage of English Learners meeting targets for the same grades.
Measure 2.2 From FY23 to FY25, the average progress toward target for English Learners grades 7-12 on the ACCESS test will be equal to or greater than the state average progress toward target for the same grades.

Key Measures & Results for this Goal: N/A

Neither site had any English Language learners in the 2022-2023 school year so no data is available.

Indicator 3: Reading Growth

Goal:
Over the period of the contract, Technical Academies of Minnesota (TAM) students will demonstrate growth in reading as measured by state accountability tests and nationally normed assessments.

WBWF Goal Areas Addressed by this Goal: Career and College Ready, Graduate from High School, & Achievement Gap Closure

Key Measures & Results for this Goal:

Measure 3.1 In aggregate, from FY23 to FY25, the overall percentage of students whose achievement level on the statewide assessments for reading (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than either resident district (Owatonna Public Schools or Willmar Public Schools).

Technical Academies of Minnesota	Count whose reading achievement level improved	Count tested	Percent of Students whose achievement level improved
FY23	0	21	0.0%

Measure 3.2 In aggregate, from FY23 to FY25, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for reading (as measured by North Star Academic Progress) is equal to or less than either resident district (Owatonna Public Schools or Willmar Public Schools).

Technical Academies of Minnesota	Count whose reading achievement level decreased or stayed "does not meet standards"	Count tested	Percent of Students whose achievement level stayed "does not meet" or decreased
FY23	15	21	71.4%

Measure 3.3 From FY23 to FY25, the aggregate percentage of students in grades 7-11 who meet their fall to spring, fall to fall, or spring to spring NWEA RIT expected growth target will be at least 65%.

Technical Academies of Minnesota	Number of students meeting growth target	Number of students not meeting growth target	Total number of students	Percentage of students meeting growth target
FY23	46	19	65	70.8%

Indicator 4: Math Growth

Goal:
Over the period of the contract, Technical Academies of Minnesota (TAM) students will demonstrate growth in math as measured by state accountability tests and nationally normed assessments.

WBWF Goal Areas Addressed by this Goal: Career and College Ready, Graduate from High School, & Achievement Gap Closure

Key Measures & Results for this Goal:

Measure 4.1 In aggregate, from FY23 to FY25, the overall percentage of students whose achievement level on the statewide assessments for math (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than either resident district (Owatonna Public Schools or Willmar Public Schools).

Technical Academies of Minnesota	Count whose math achievement level improved	Count tested	Percent of Students whose achievement level improved
FY23	0	23	0.0%

Measure 4.2 In aggregate, from FY23 to FY25, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for math (as measured by North Star Academic Progress) is equal to or less either resident district (Owatonna Public Schools or Willmar Public Schools).

Technical Academies of Minnesota	Count whose achievement level decreased or stayed "does not meet standards"	Count tested	Percent of Students whose achievement level stayed "does not meet" or decreased
FY23	21	23	91.3%

Measure 4.3 From FY23 to FY25, the aggregate percentage of students in grades 7-11 who meet their fall to spring, fall to fall, or spring to spring NWEA RIT expected growth target will be at least 65%.

Technical Academies of Minnesota	Number of students meeting growth target	Number of students not meeting growth target	Total number of students	Percentage of students meeting growth target
FY23	41	21	62	66.1%

Indicator 5: Reading Proficiency

Goal:
Over the period of the contract, Technical Academies of Minnesota (TAM) students will demonstrate proficiency in reading as measured by state assessments.

WBWF Goal Areas Addressed by this Goal: Career and College Ready, Graduate from High School, & Achievement Gap Closure

Key Measures & Results for this Goal:
Measure 5.1 From FY23 to FY25, the aggregate percentage of students with an attendance rate of 80% or higher for the year who are proficient (meets and exceeds) on the MCA reading assessment will be at least 55%.

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	1	11	5	14	31	46.8

Measure 5.2 From FY23 to FY25, the aggregate percentage of students with an attendance rate of 51%-79% for the year who are approaching target (partially meets) or proficient (meets and exceeds) on the MCA reading assessment will be at least 55%.

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	1	1	3	4	9	38.9

Measure 5.3 From FY23 to FY25, the school's aggregate proficiency index score on the MCA reading assessment for students in grades 7-8 and 10 will be greater than that of the aggregate of alternative schools in Minnesota for the same grades (7-8 & 10).

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	1	1	3	4	9	38.9

Measure 5.4 From FY23 to FY25, the school's aggregate proficiency index score on the MCA reading assessment for students in the Free/Reduced Priced Lunch group in grades 7-8 and 10 will be greater than that of the aggregate of alternative schools in Minnesota for the same grades (7-8 & 10).

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	2	7	4	16	29	37.9

Measure 5.5 From FY23 to FY25, the school's aggregate proficiency index score on the MCA reading assessment for students in the Special Education group in grades 7-8 and 10 will be greater than that of the aggregate of alternative schools in Minnesota for the same grades (7-8 & 10).

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	1	4	2	10	17	35.3

Indicator 6: Math Proficiency

Goal:
Over the period of the contract, Technical Academies of Minnesota (TAM) students will demonstrate proficiency in math as measured by state assessments.

WBWF Goal Areas Addressed by this Goal: Career and College Ready, Graduate from High School, & Achievement Gap Closure

Key Measures & Results for this Goal:
Measure 6.1 From FY23 to FY25, the aggregate percentage of students with an attendance rate of 80% or higher for the year who are proficient (meets and exceeds) on the MCA math assessment will be at least 55%.

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	0	0	6	17	23	13.0

Measure 6.2 From FY23 to FY25, the aggregate percentage of students with an attendance rate of 51%-79% or higher for the year who are approaching target or proficient (meets and exceeds) on the MCA assessment will be at least 55%.

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	0	1	0	3	4	25.0

Measure 6.3 From FY23 to FY25, the school's aggregate proficiency index score on MCA math assessment for students in grades 7-8 and 10 will be greater than that of the aggregate of alternative schools in Minnesota for the same grades (7-8 & 11).

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	0	1	6	24	31	12.9

Measure 6.4 From FY23 to FY25, the school's aggregate proficiency index score on the MCA math assessment for students in the Free/Reduced Priced Lunch group in grades 7-8 and 10 will be greater than that of the aggregate of alternative schools in Minnesota for the same grades (7-8 & 11).

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	0	1	3	20	24	10.4

Measure 6.5 From FY23 to FY25, the school's aggregate proficiency index score on the MCA math assessment for students in the Special Education group in grades 7-8 and 10 will be greater than that of the aggregate of alternative schools in Minnesota for the same grades (7-8 & 11).

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	0	0	1	9	10	5.0

Indicator 7: Science Proficiency (and Growth)

Goal:
Over the period of the contract, Technical Academies of Minnesota (TAM) students will demonstrate proficiency in science as measured by state assessments and growth in science as measured by nationally normed assessments.
WBWF Goal Areas Addressed by this Goal: Career and College Ready, Graduate from High School, & Achievement Gap Closure

Key Measures & Results for this Goal:
Measure 7.1 From FY23 to FY25, the aggregate percentage of students (grades 8, HS) with an attendance rate of 80% or higher for the year who are proficient (meets and exceeds) on the MCA science assessment will be at least 55%.

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	0	3	6	9	18	33.3

Measure 7.2 From FY23 to FY25, the aggregate percentage of students (grades 8, HS) with an attendance rate of 51%-79% or higher for the year who are approaching target or proficient (meets and exceeds) on the MCA science assessment will be at least 55%.

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	0	1	1	3	5	30.0

Measure 7.3 From FY23 to FY25, the school's aggregate proficiency index score on MCA science assessment for students in grades 8 and HS will be greater than that of the aggregate of alternative schools in Minnesota for the same grades (8, HS).

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	0	4	7	13	24	31.3

Measure 7.4 From FY23 to FY25, the school's aggregate proficiency index score on the MCA science assessment for students (grades 8, HS) in the Free/Reduced Priced Lunch group in grades 6-8 and 10 will be greater than that of the aggregate of alternative schools in Minnesota for the same grades (grades 8, HS).

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	0	2	5	8	15	30.0

Measure 7.5 From FY23 to FY25, the school's aggregate proficiency index score on the MCA math assessment for students (grades 8, HS) in the Special Education group in

grades 8 and HS will be greater than that of the aggregate of alternative schools in Minnesota for the same grades (grades 8, HS).

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	0	2	1	1	4	62.5

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

Goal:
Over the period of the contract, students enrolled at Technical Academies of Minnesota (TAM) will demonstrate proficiency in other curricular areas.

WBWF Goal Areas Addressed by this Goal: N/A

Key Measures & Results for this Goal: TAM does not have any other curricular areas or educational programs on which to report.

Indicator 9: Post Secondary Readiness

Goal:
Over the period of the contract, students at Technical Academies of Minnesota (TAM) will demonstrate readiness for post-secondary success.

WBWF Goal Areas Addressed by this Goal: Career and College Ready, Graduate from High School, & Achievement Gap Closure
Key Measures & Results for this Goal:
Measure 9.1 From FY23 to FY25, the aggregate 4-year graduation rate will be at least 75.0%.

Technical Academies of Minnesota	Graduated	Total	Graduation Rate
FY23	21	46	45.7%

Measure 9.2 From FY23 to FY25, the aggregate 7-year graduation rate will be at least 80.0%.

Technical Academies of Minnesota	Graduated	Total	Graduation Rate
FY23	25	34	73.5%

Measure 9.3 From FY23 to FY25, the school's aggregate 7-year graduation rate will be equal to or greater than that of the aggregate of alternative schools in Minnesota.

Technical Academies of Minnesota	Graduated	Total	Graduation Rate
FY23	25	34	73.5%

Measure 9.4 From FY23 to FY25, the aggregate percentage of graduates who demonstrate career and/or college readiness by completing their Senior Project and a Graduation Checklist will be at least 90%.

Technical Academies of Minnesota	Number of graduates demonstrating career and/or college readiness by completing their Senior Project and a Graduation Checklist	Number of Graduates	Percent of graduates demonstrating career and/or college readiness by completing their Senior Project and a Graduation Checklist
FY23	30	30	100.0%

Measure 9.5 From FY23 to FY25 the aggregate percentage of students who have been continually enrolled since their 10th grade year at TAM will meet at least 1 of the following will be 75%: a. complete one year or more of post-secondary credits at an accredited college or technical school, b. completion of an internship or work experience program as determined by a licensed work experience coordinator and resulting in work readiness, or c. completion of a vocational certification.

Technical Academies of Minnesota	Number of graduating students who have been continually enrolled since their 10th grade year at TAM meeting at least 1 Career Readiness Experience	Number of Graduates	Percent of graduating students who have been continually enrolled since their 10th grade year at TAM meeting at least 1 Career Readiness Experience
FY23	8	8	100.0%

Indicator 10: Attendance

Goal:
Over the period of the contract, Technical Academies of Minnesota (TAM) students will attend the school at high rates.

WBWF Goal Areas Addressed by this Goal: Career and College Ready, Graduate from High School, & Achievement Gap Closure

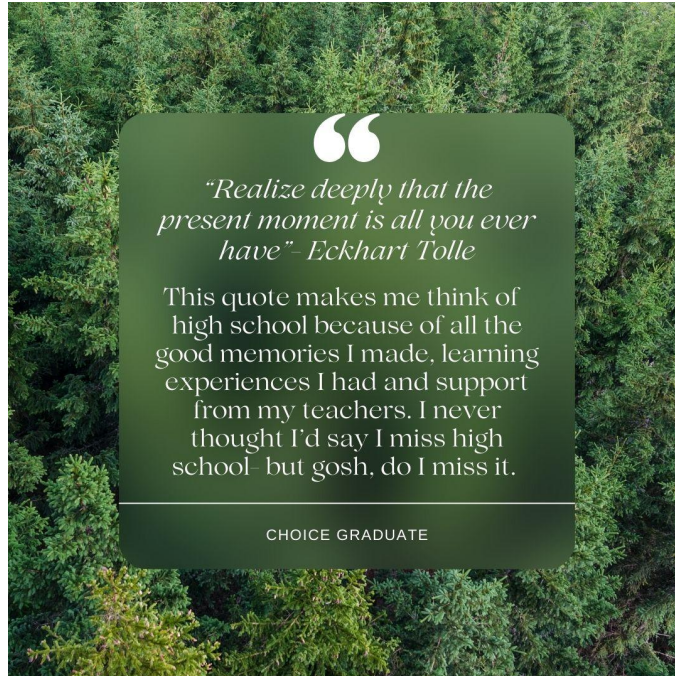**Key Measures & Results for this Goal:**
Measure 10.1 From FY20-23, the average of the school's annual consistent attendance rates is equal to or greater than that of the aggregate of alternative schools in the state.

Technical Academies of Minnesota	Consistent Attendance Rate
FY23	23.3%

Federal and State Accountability

World's Best Workforce:

- 3rd grade reading scores - N/A
- 8th grade math scores - CHOICE and DREAM hired a staff with specialization in math to implement a more structured math curriculum. DREAM staff provides direct instruction for students and works with them to complete assignments. CHOICE staff and a volunteer tutor, who is a retired math teacher, go through lessons daily with students in small groups. CHOICE has also purchased IXL to guide students through math who learn better online.
- Achievement gap data - TAM schools utilize NWEA, MCA, and HOPE survey results to identify student growth areas. This information is then aggregated to all staff, so it can be utilized in each student's personalized learning plan (PLP). The purpose of the PLP is to act as a scope and sequence for each student in their academic and personal learning for the year. The plan each student creates helps to drive the specific support that they need from the TAM staff. This plan is updated every six weeks to ensure the student is making progress. A variety of RTI tiered strategies are implemented with the student, based on their specific plan. The plan may include early identification of students who are struggling, providing services for identified students such as reading groups, hiring a licensed math instructor, and developing and assessing weekly SMART goals. The ongoing NWEA, MCA, and HOPE survey results, along with additional formative assessments by licensed staff, act as indicators of student success after the implementation of the strategies were put into place in the student's PLP.
- Graduation rates - TAM takes a proactive approach to identify at-risk students, who have the potential to fall behind and not graduate. The amount of credit each student earns is tracked by staff on a monthly basis. Students who fall behind the required credit amounts are identified and placed on a Student Assistance Plan. A team is formed to work with the students to create a plan on how to help the student catch up on credits and stay on track. This is offered to all student demographic groups. TAM offers support for students outside of the school day as well as throughout the summer if they need to catch up on credits or want to work ahead.
- Teacher equity data - CHOICE and DREAM are small charter schools in the smaller towns of Owatonna and Willmar, Minnesota. Because of this, our applicant pool for all positions is limited. CHOICE and DREAM regularly advertise all open positions on multiple sites and is an equal opportunity employer, however the candidate options are consistently low. TAM's educational structure is such that students are in advisories which include a licensed teacher, SPED teachers and paraprofessionals as needed. TAM was founded on the educational philosophy that student learning is a richer experience when they can explore questions without confining learning to one specific subject. Because of this, all staff members at TAM teach across the curriculum. Our effectiveness lies in our ability to spend 1:1 time with students, powered by the belief that growth takes place in asking the questions and learning how to find solutions. This benefits our students because among other things, they learn 21st Century skills in a student-centered learning environment.

"Realize deeply that the present moment is all you ever have"- Eckhart Tolle

This quote makes me think of high school because of all the good memories I made, learning experiences I had and support from my teachers. I never thought I'd say I miss high school- but gosh, do I miss it.

CHOICE GRADUATE

Educational Effectiveness: Assessment & Evaluation

At the start of the 2022-2023 school year, TAM began a comprehensive journey to evaluate the effectiveness of our assessment practices and our interpretation of data.

Identifying Areas of Need and Data Sources:
At the outset of the school year, TAM conducted a thorough analysis of its education program. Data from standardized tests, student performance records, and teacher formative assessments and observation were used to identify areas in need of improvement. The key areas identified were:

- Mathematics Proficiency: Data revealed that a significant percentage of students were not meeting state and local academic standards in mathematics,
- Reading Proficiency: Data also revealed a significant percentage of students lacking proficiency in state reading standards.
- Equity Gaps: There were noticeable disparities in academic achievement among student groups at TAM as there are significantly high numbers of minorities and economically disadvantaged students facing the greatest challenges.

Assessing Student Progress:
TAM adopted a robust process for evaluating each student's progress toward meeting state and local academic standards. This included regular formative assessments, benchmark testing, and ongoing teacher evaluation. We analyzed data from our standardized testing, specifically the Minnesota Comprehensive Assessment along with the Northwestern Evaluation Association Assessment. Data from these assessments were used to adapt instruction and tailor interventions for individual students as needed.

It should be noted that past school failures have set negative behavioral patterns for our students when it comes to formalized testing. In the past, truancy increased during the weeks of testing. One of our biggest goals was to ensure all students took the state tests and that they understood the importance of their engagement.

Disaggregating Data by Student Group:
To address the equity gaps, TAM disaggregated data by student group. This allowed for a detailed examination of the educational effectiveness of the school in relation to these groups. (for example by grade level, advisory, special ed students versus students in general education. Strategies were developed to target specific needs of these groups and provide additional support where necessary.

Reviewing and Evaluating Instruction and Curriculum:
TAM conducted a systematic review of its educational practices in order to identify strengths and weaknesses of both the assessment process and our educational programing. This evaluation encompassed strategies and best practices, student outcomes, and evaluation by a peer for each staff member 3 times annually. The aim was to ensure that instructional practices were aligned with research-based methods and that student outcomes on assessments and day to day projects showed necessary rigor.

Strategies for Improvement:
TAM has implemented several strategies to improve instruction, curriculum, and student achievement. These strategies include:
- Providing professional development opportunities for teachers to enhance their instructional skills.
- Continue to support personalized learning while mainstreaming expectations
- Offering additional support and resources for underperforming students.
- Encouraging a culture of collaboration among the staff, allowing them to share best practices and learn from one another.
- Continuing to demonstrate our value to each child, , and doing whatever necessary to establish connections so that each student begins to believe they are valued.

Strategies for Increasing Equitable Access to Effective and Diverse Teachers:
TAM actively works to increase equitable access to effective and diverse teachers by:
- Implementing specific recruitment efforts to attract diverse educators.
- Providing mentorship programs for new staff to improve their effectiveness.
- Offering professional development that addresses culturally responsive teaching.
- Establishing partnerships with local colleges and universities to cultivate a pipeline of diverse teaching candidates.
- We have found that the culture and style of educating at TAM, along with relationships in the community with people who have a similar vision and love for kids, is our best staff recruitment tool.

Technical Academies of Minnesota is committed to continually improving its education effectiveness practices, ensuring that every student has the opportunity to excel academically while addressing equity gaps and promoting the equitable distribution of effective staff.

|	Licensed Educators (% of total)	3+ Years' Experience (% of total)	Working in Area of Licensure (% of total)	Advanced Degrees (% of total)	Racially / Ethnically Diverse (% of total)
Teachers	100	75	80	40	0

Student and Parent Satisfaction

Annually we survey our students and parents and take the valuable feedback to heart, especially the suggestions for improvement. Overall, our students and parents are satisfied with the school's staff and operations. Scales are based on 1-5 with 1 = not satisfied and 5 = very satisfied. Here is a snapshot of student responses.

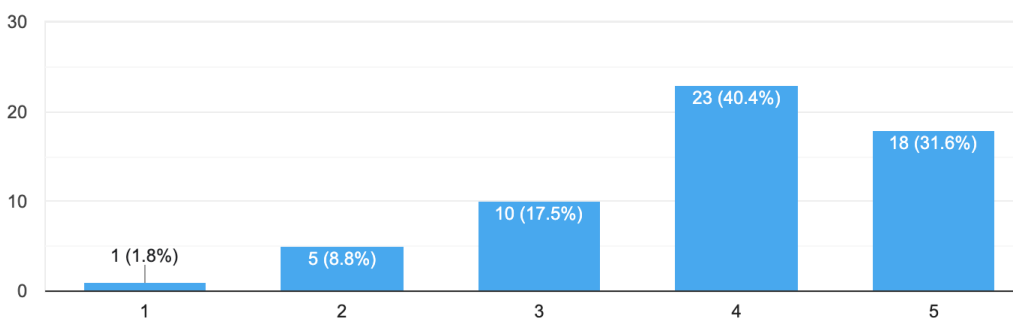Do you have a feeling of acceptance or belonging at DREAM? Copy
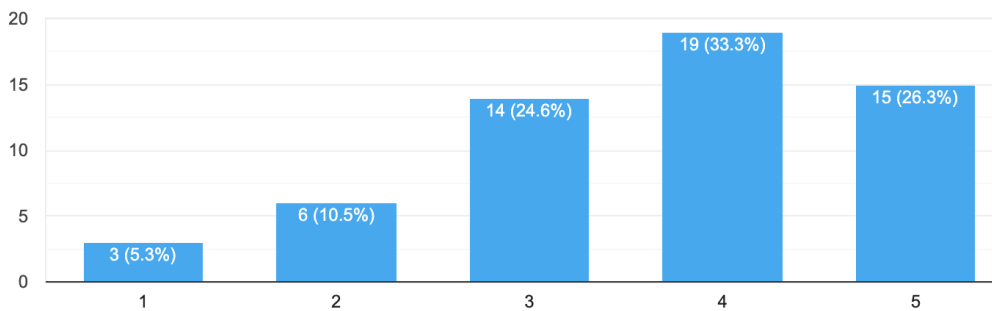
57 responses

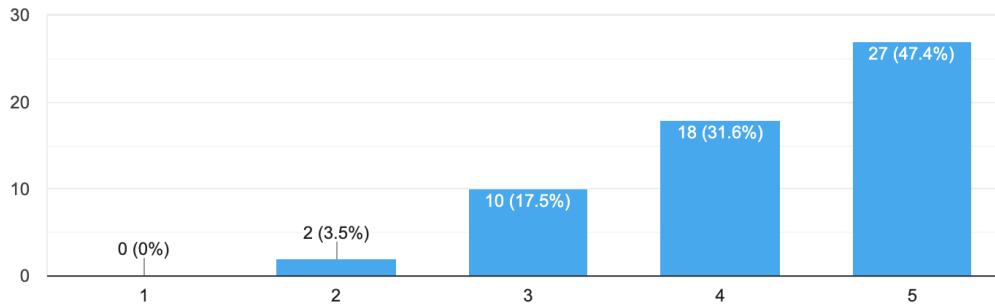How effective was your advisor in creating a safe learning environment? Copy

57 responses

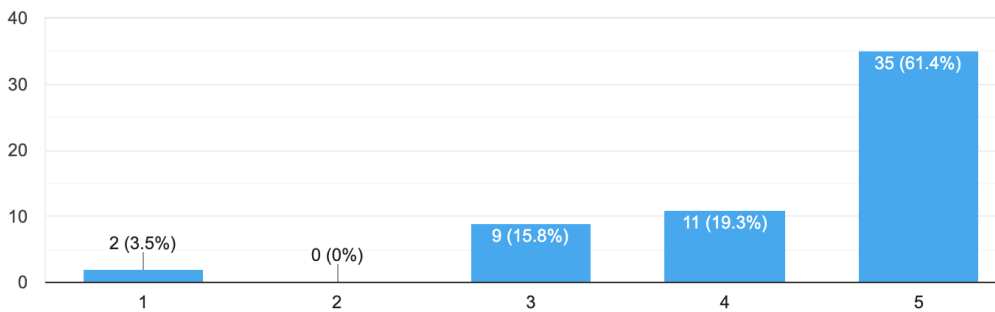Did your advisor make an effort to get to know every student in the advisory?

57 responses

Did you feel that your advisor was approachable, open to suggestions, or willing to be challenged?
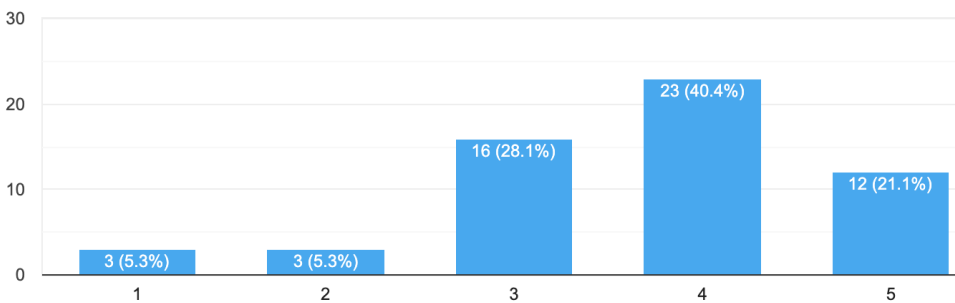
57 responses

How satisfied are you with your learning progress this school year?
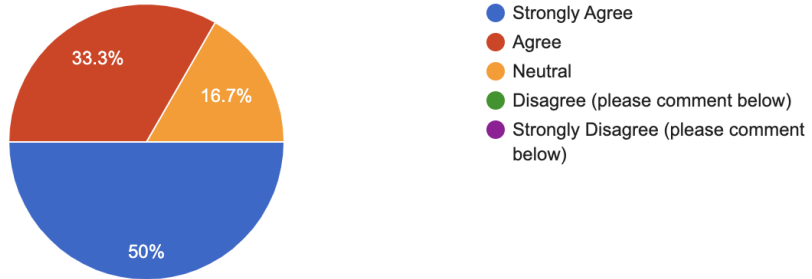
57 responses

Likewise, our parents were overall satisfied with our schools.

5. Staff members demonstrate respectful and receptive professionalism when communicating with/about my student(s).
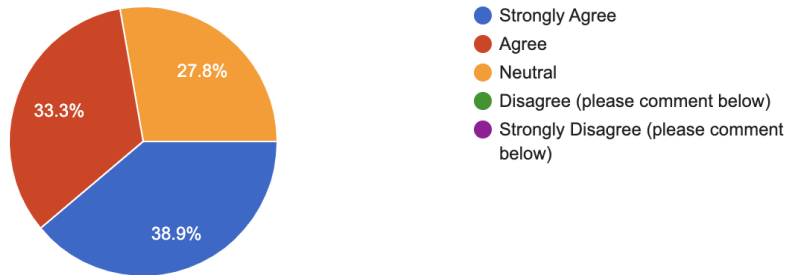
18 responses

- Strongly Agree
- Agree
- Neutral
- Disagree (please comment below)
- Strongly Disagree (please comment below)

33.3%
16.7%
50%

6. My student(s) feel(s) safe at DREAM.

Copy

18 responses

- Strongly Agree
- Agree
- Neutral
- Disagree (please comment below)
- Strongly Disagree (please comment below)

27.8%
33.3%
38.9%

10. How satisfied are you with your child's learning progress this school year?

Copy

18 responses

	1	2	3	4	5
	1 (5.6%)	0 (0%)	5 (27.8%)	7 (38.9%)	5 (27.8%)
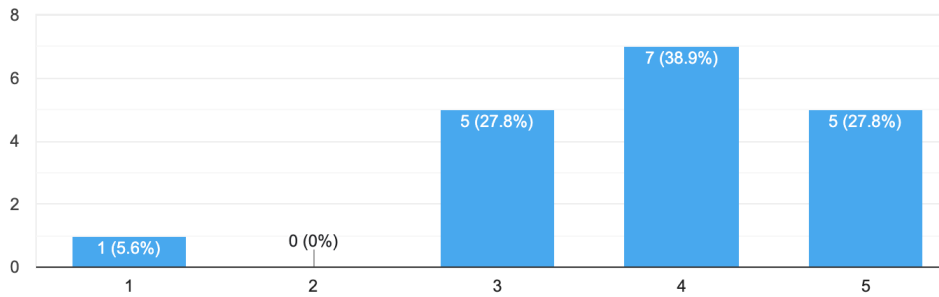
Environmental Education

The mission of TAM's authorizer, the Osprey Wilds Environmental Learning Center, is to instill a connection and commitment to the environment in people of all communities through experiential learning. Osprey Wilds defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate people who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate community. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills, and attitudes in order to create a healthy planet where all people live in balance with the Earth.

TAM is creating a solid foundation of authentic, data-driven, environmental literacy education, however, it is not without its heart. In addition to offering activities and study-points for environmental education, we look at the Social and Emotional Learning benefits of Environmental Education as well. With guidance from Osprey Wilds we have developed learning strategies that meet objectives from all five areas of environmental interaction: awareness, knowledge, skills, attitudes, and action. The activities are challenging enough to honor student's academic growth, and a good introduction to the real science and understanding necessary to understand the complex weave of facts and data. To prepare, TAM teachers from both sites participated in summer professional development in 2023 with Climate Generation and the Teach Science programs.

Due to our PBL nature and the general interest in our young people about the environment, environmental education is a powerful avenue for student success as well as future opportunity. We use both pre and post surveys to measure growth, and

prioritize individual and group reflection. As students begin to see the connections between human activities and environmental health, they will be nurtured to express proactive and reactionary goals for better balance of living.

Participating with partners around the state and with our local Department of Natural Resources, we aim to provide fun, engaging, but ultimately, relevant strategies to encourage all students to attain a high level of environmental literacy.

It is our hope that we can enhance our brand to include more aspects of environmental literacy, from onsite recycling and composting, to energy audits, and social media Call to Action campaigns, PBL and Environmental Learning has the potential to motivate students outside their areas of comfort into new ventures that open-minds and broaden perspectives.

Governance & Management

BOARD OF DIRECTORS:

The role of the TAM Board is to hold the staff accountable for meeting goals, but staff can choose how to meet the goals in the areas in which they have autonomy. The governing board is partially composed of teachers, parents and community members. The TAM Board has three committees on which the members serve the district - Academic Excellence, Governance and Finance. The TAM Board reviews data provided by the schools monthly related to the Osprey Wilds' performance framework. Each school also provides a detailed site report each month to keep the board abreast of activities related to student learning, committee action, professional development, and demographic information.

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address
Jim Barnes	Board Chair	Community Member	09/27/22	10/25/22	2024	boardchair@technicalacademies.org
Ashley Lucas	Board Vice Chair	Teacher Member	06/28/22	06/28/22	2023	alucas@technicalacademies.org
Dawn Nuss	Treasurer	Teacher Member	08/23/22	09/27/22	2023	dnuss@technicalacademies.org

Rochelle Scultz	Member	Parent Member	08/23/22	09/27/22	2023	rshultz@technicalacademies.org
Shanna Hofland	Member	Parent Member	06/06/23	06/06/23	2024	Shofland@technicalacademies.org
Jill Blomker	Member	Teacher Member	06/23/23	06/23/23	2024	Jblomker@technicalacademies.org
Lynn Stiehm	Member	Community Member	02/23/21	02/23/21	5/15/2023	Lstiehmr@technicalacademies.org
Jo Ann Monson	Member	Parent Member	05/24/22	06/28/22	6/6/23	Jmonson@technicalacademies.org
Karen Kortgard	Member	Teacher Member	11/22/22	12/27/22	6/1/23	Kkortgard@technicalacademies.org

Board Training and Development

Initial Training:

TAM Board members are required to start the initial training within 6 months of joining the board. Thereafter, board members must participate in the annual training as provided by Osprey Wilds.

Initial Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Jim Barnes	10/25/2022	2/7/2023 Osprey Wilds - Erin Anderson	2/7/2023 Osprey Wilds - Erin Anderson	2/7/2023 N.A.C.S.A, David Greenberg
Ashley Lucas	6/28/22	3/5/23 Osprey Wilds	3/5/23 Osprey Wilds	11/22/22 BerganKDV Travis Berends
Dawn Nuss	4/26/22	8/2/22 Osprey Wilds - Erin Anderson	8/2/22 Osprey Wilds - Nalani McCutcheon	8/2/22 N.A.C.S.A., *David Greenberg*
Rochelle Shultz	09/27/22	8/2/22 Osprey Wilds - Erin Anderson	8/2/22 Osprey Wilds - Nalani McCutcheon	8/2/22 N.A.C.S.A., *David Greenberg*
Shanna Hofland	6/6/23	Not started yet		
Jill Blomker	6/6/23	Not started yet		
Lynn Stiehm	2/23/21	8/2/22 Osprey Wilds	8/2/22 Osprey Wilds	6/22/21 MACS
Jo Ann Monson	6/28/22	11/10/22 MN Charter School Training	10/11/22 MN Charter School Training	3/8/23 Osprey Wilds
Karen Kortgard	12/27/22	2/7/23 Osprey Wilds	?	11/22/22 BerganKDV
Bridgett Ouren	10/26/21	?	?	11/15/22 Osprey Wilds

Annual Training:

Annual Training – FY23			
Board Member Name	**What Boards Needs to Know About Open Meeting Law** *Erin Anderson, Director of Charter School Authorizing, Osprey Wilds* **Tuesday, August 2, 1:30-2:30 PM**	**What Boards Need to Know About Charter School Financial Management, Part 1** *David Greenberg, National Association of Charter School Authorizers* **Tuesday, August 2, 4:00-5:30 PM**	**What Boards Need to Know About Charter School Financial Management, Part 2** *David Greenberg, National Association of Charter School Authorizers* **Tuesday, September 13	4:00-5:30 PMr**
Rochelle Schultz	YES	YES	NO
Ashley Lucas	YES 3/5/23	YES 3/5/23	YES 3/5/23
Dawn Nuss	YES	YES	NO
Jill Blomker	NO	NO	NO
Shanna Hofland	NO	NO	NO
Jim Barnes	YES 2/7/23	YES 2/7/23	NO
Bridgett Ouren	NO	NO	YES 11/15/22
Lynn Stiehm	YES	YES	YES
Jo Ann Monson	NO	YES 3/8/22	NO
Karen Kortgard	YES	YES	NO

Annual Training – FY23			
Board Member Name	**What Boards Need to Know About Charter School Financial Audits** *David Greenberg, National Association of Charter School Authorizers* **Tuesday, November 15	4:00-5:30 PM**	**Safeguarding Personal Data - MN Charter Board Training**	**What Boards Need to Know About Their Roles & Responsibilities** *Erin Anderson, Director of Charter School Authorizing, Osprey Wilds* **Tuesday, August 2, 9:30-10:30 AM**
Rochelle Schultz	NO	YES	YES
Ashley Lucas	YES	YES	YES
Dawn Nuss	NO	YES	YES
Jill Blomker	NO	YES	NO
Shanna Hofland	NO	NO	NO
Jim Barnes	YES 2/7/23	YES	YES 2/7/23
Bridgett Ouren	NO	NO was no longer on the board	NO
Lynn Stiehm	NO	NO was no longer on the board	YES
Jo Ann Monson	NO	NO was no longer on the board	NO

		NO was no longer on the board	YES 2/7/22
Karen Kortgard	NO		

Annual Training – FY23			
Board Member Name	**What Boards Need to Know About the Charter School Contract** *Erin Anderson, Director of Charter School Authorizing, Osprey Wilds* **Tuesday, August 2, 8:00-9:00 AM**	**What Boards Need to Know About Their Roles & Responsibilities** *Erin Anderson, Director of Charter School Authorizing, Osprey Wilds* **Tuesday, August 2, 9:30-10:30 AM**	**What Boards Need to Know About Charter School Employment Policies & Practices** *Nalani McCutcheon, Associate Director of Charter School Authorizing, Osprey Wilds* **Tuesday, August 2, 11:00 AM-12:00 PM**
Rochelle Schultz	YES	YES	YES
Ashley Lucas	YES	YES	YES
Dawn Nuss	YES	YES	YES
Jill Blomker	YES	YES	YES
Shanna Hofland	NO	NO	NO
Jim Barnes	YES	YES	YES
Bridgett Ouren	NO	NO	NO
Lynn Stiehm	YES	YES	YES
Jo Ann Monson	NO	NO	NO
Karen Kortgard	NO	NO	NO

MANAGEMENT:

TAM is a Teacher-Powered school or "Staff-Powered" as we like to include all of our staff in the management of our schools. In the unique staff-powered schools initiative, all staff are considered leaders and have an equal opportunity to take ownership of the schools operations by serving on at least two committees. We utilize the 15 areas of teacher autonomy by Teacher Powered Schools (see fig. 1) and the Teacher-Powered Practices (see fig. 2) to help guide us through our innovative programming, governance, and school management process. Each member has a voice and we follow the fist-to-three voting process for our decision making.

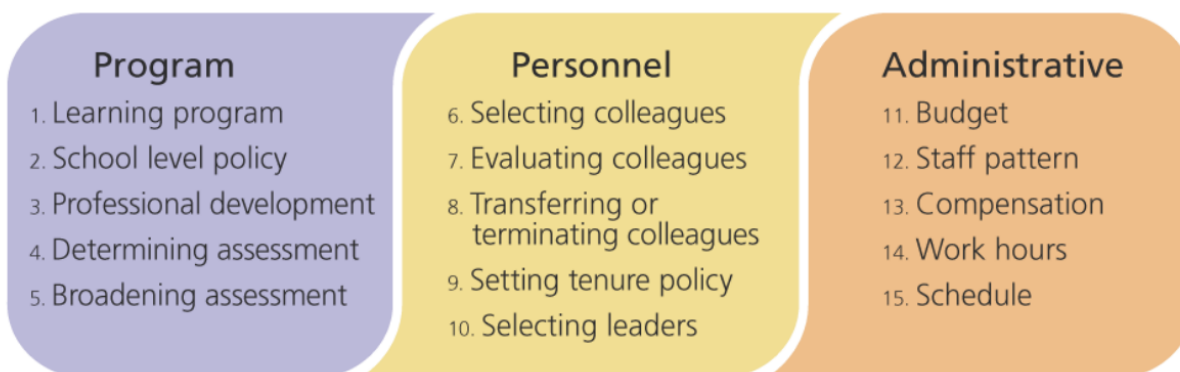Figure 1. Areas of Autonomy from Teacher-Powered Schools

Figure 2. Teacher-Powered Practices from Teacher-Powered Schools

As a staff-led school district, TAM has established a list and description of committees in which the staff participate to help 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 require each staff member to join at least two committees. Each committee is responsible for certain tasks and to make decisions for the good of the school. The committees include: Marketing, Operation, Personnel, Curriculum, Climate and Culture, and Finance. Committees meet weekly to complete tasks assigned to the committee, to discuss relevant issues related to committee work, and to discuss and create new possibilities for TAM. Committees use a Tracking Sheet to document activities and for accountability purposes. Committees continually communicate to all staff members and report activities and recommendations weekly at staff meetings. When decisions are made, they are then reported directly to the school board each month for input and/or to be voted upon.

TAM contracts with BerganKDV, to provide financial services including, bill paying, payroll, MDE data reporting management for SERVS and UFARS, Lease Aid Application, Auditing, Budgeting, and monthly financial reports.

Past successes include:

- TAM completed their 9th year of operation as a charter school.
- Staff from both sites worked together to apply for and were awarded the ADSIS grant and the Stronger Connections Grant.
- Our marketing efforts paid off by increasing student enrollment.
- The Curriculum Committees worked with each senior to ensure they had everything completed in order to graduate as part of the largest graduating class ever, 30 students!
- Several of our staff were able to attend the Teacher-Powered Schools conference that was held in Minnesota.

Past challenges include:

- Securing enough licensed staff and non-licensed staff who have the same vision and dream for TAM.
- Figuring out a way to evaluate the school management system since we don't have a director. Currently we are using the Teacher-Powered Schools survey annually to evaluate the staff-powered model of governance. We also use the Culture Triage Survey and a staff survey to gather feedback with regards to all operations of the school.

Staffing

TAM attempts to recruit and hire fully licensed educators by advertising job openings with Indeed, EdPost, Frontline, Minnesota Association of Charter Schools, in local newspapers, and on social media. TAM has contacted colleges directly looking for recent or upcoming graduates who may be interested in teaching at the school. With both DREAM and CHOICE being located in rural Minnesota, the pool of candidates has been slim to nothing at times for open teaching positions. Our best recruits for non licensed staff have come from group home settings or word of mouth from TAM students, families, or staff.

TAM hires staff who understand the needs of the whole child, who like to think outside the box, who consider themselves lifelong learners, who want to work in an innovative environment where they can make a difference in the lives of young people, who want to be a part of the leadership team that is responsible for establishing the direction of the school and its philosophy.

CHOICE Technical Academy 2022-23 Licensed Teaching Staff				
Name	File #	License and Assignment (subject/grades)	2023-24 Status*	Comments

Breanna Scheer	417658	Tier 4 Teaching License Social Studies, Grades 5-12	R	Innovated Program Permission - Experiential Program
Melissa Donner	1002560	Tier 2 Teaching License: Communications/Literature, Grades 5-12	R	Out of Field Permission: Visual Arts K-12
Light Love	1013595	Life Science	NR	
Hannah Nelson	1008701	Tier 3 Teaching License: Elementary Education	R	Innovative Program Permission: Experiential Learning, 7th-12th
Dawn Nuss	361173	Tier 4 License: Special Education: EBD, SLD	R	Also has a Tier 4 work-based learning

* R = Returning, NR = Not Returning

DREAM Technical Academy 2022-23 Licensed Teaching Staff				
Name	**File #**	**License and Assignment (subject/grades)**	**2023-24 Status***	**Comments**
Aaron Ruter	1021872	Tier 1 Communication Arts/Literature(7-12)	R	
Ali LaVine	487585	Tier 4 Elementary Education (K-6)	NR	Innovative Program Permission: Experiential Learning, 7th-12th
Dawn Bergh	380209	Tier 4 Elementary Education (1-6)	R	5-12 Mathematics Out of Field Permission
Doug Knick	363523	Tier 4 Social Studies (7-12)	R	Innovative Program Permission: Experiential Learning, 7th-12th
Austin Linbo	512193	Tier 2 Communication Arts/Literature(5-12)	NR	Out of Field Position for Mathematics (5-12)
Jill Blomker	300527	Tier 4 Elementary Education, Learning Disabilities, Mild to Moderate Mentally Handicapped (k-12)	R	
Shane Saari	1011940	Tier 1 Academic and Behavioral Strategist (K-12)	R	
Rayn Hedlund	1019087	Tier 2 Social Studies (5-12)	NR	
Randy Haakenson	456394	Tier 2 Social Studies (5-12)	NR	
Karen Kortgard	419155	Tier 4 EBD, LD, ASD, DD (k-12)	NR	

Professional Development Goals/Areas of Focus for 2022-23:

Professional development activities happen at least once a month throughout the school year. Some topics covered this year include:

- Headrush

- Data Practices & Policies
- Restorative Justice
- Suicide Prevention
- Assessing Student Work
- Service Learning
- NWEA
- Mandated Reporter
- Bloodborne Pathogen training
- Child Protection Training
- McKinney Vento Homelessness Training
- Title IX Training
- Crisis Prevention and Intervention
- Project, Pedagogy and Play Conference
- Teacher-Powered Schools Conference

Professional Development Goals/Areas of Focus for 2023-24:

- Social Emotional Learning
- Reading
- Utilizing NWEA data for improved student outcomes

Teacher Retention:

Being a teacher in a staff-powered, student-directed, project-based learning environment is not easy. There is more work to be done by everyone but the payoff is autonomy, which is worth every minute of the extra work we "get to do."

CHOICE Teacher Retention	
Percentage of Licensed Teachers from 2022-23 not returning in 2023-24 (non-returning teachers/total teachers from 2022-23 x 100)	20% Not Returning

DREAM Teacher Retention	
Percentage of Licensed Teachers from 2022-23 not returning in 2023-24 (non-returning teachers/total teachers from 2022-23 x 100)	50% Not Returning

2022-23 Other Licensed (non-teaching) Staff - CHOICE				
Name	File #	License and Assignment	2023-24 Status*	Comments
Jessica Gagnier	1002803	Tier 4 School Social Worker (Pre K-12)	R	

2022-23 Other Licensed (non-teaching) Staff - DREAM				
Name	File #	License and Assignment	2023-24 Status*	Comments
Tammie Knick	375835	Tier 4 School Social Worker (Pre K-12)	R	

2022-23 Non-Licensed Staff - CHOICE			
Name	Assignment	2023-24 Status*	Comments

Courtney Leyden	Human Resources	R	
Chelsey Nelson	Paraprofessional	R	
Ashley Gardner	Paraprofessional	R	
Emily Schumacher	Paraprofessional	R	
Scott Strusz	Math Paraprofessional	R	
Tabatha Katzung	Paraprofessional	R	
Karen Adame	Office Manager	R	
Jeanne Jensrud	Paraprofessional	NR	
Nicole Johnson	Paraprofessional	NR	

2022-23 Non-Licensed Staff - DREAM			
Name	**Assignment**	**2023-24 Status***	**Comments**
Braden Sargent	Paraprofessional	R	
Hailey Wolf	Paraprofessional	R	
Ashleigh Parker	Paraprofessional	NR	
Jada Kizer	Paraprofessional	R	
Jennifer Romero-Ponce	Paraprofessional	R	
Luz Juarez	Paraprofessional	R	
Jessica Bonnema	Paraprofessional	NR	
Tia Valdez	Paraprofessional	R	
Tori Hagen	Office Manager	R	
Jessie Camarillo	Paraprofessional	R	
JoLyn Lindquist	Paraprofessional	NR	
Rebecca Iverson	Paraprofessional	NR	
Eric Leist	Paraprofessional	NR	
Melissa McMorris	Paraprofessional	NR	
Autumn Picciano	Title 1/Assessment & College and Career Coordinator	NR	
Bridget Evens	Paraprofessional	NR	

Operational Performance

Health and Safety at the School:

For the health or our students we installed water-bottle filling stations at all the drinking fountains this year plus provided students with a water bottle at the beginning of the school year. We stressed the importance of hydration for physical and mental well being. We also installed new camera systems at our front door and throughout the school as well as purchased cameras for our school vans.

Transportation:

DREAM owns two Type III vans that transported 18-27 students throughout the year. Both vans have been inspected by the State of MN (May of each year). A dozen of our students ride public transportation provided by Central Community Transit. In the event of a larger off campus event requiring a large bus, we contract out with a reputable local bus company.

CHOICE owns two Type III School Buses for the 2021-2022 school year. One of the vehicles (a Ford Transit 10 passenger van) was purchased during Spring of 2022. Both vans passed inspection in May of 2022. We use the vans to transport some students to and from home, however we also contract with the Owatonna Bus Company for a few of our students who need transportation. In addition, we use the vans to transport students for field trips or other out of the building experiences. Each of our staff members who drove students has been properly trained on conducting daily van inspections and safe van driving, passed a written and physical driving exam, and completed all other legal requirements.

Facilities:

DREAM is located in one of the 25 beautiful, historic buildings located on the Minnwest Technology Campus in Willmar. The campus had previously been a state hospital facility before being renovated to our specifications for the school. DREAM has three floors, two of which are used for advisory spaces and the other has multipurpose rooms used for math, science, art, physical education, library, kitchenette, and more.

CHOICE is located in the heart of Owatonna on the campus historically known as "Pillsbury Baptist Bible College" (now named "Camp Pillsbury"). We currently have one large main level in which holds all three of our student advisories, two resource rooms, an art room, a sun room, and a "big room" in which we use to host all school meetings or do group activities.

Food Service Programs:

There is no current food service program at either DREAM or CHOICE. Students and staff can either bring their own food or order out as needed. Each advisory space has a refrigerator and microwaves. However, due to the pandemic, DREAM was able to participate in the food service distribution program through Willmar Public Schools. Each day, one of our staff members would pick up free bagged breakfast and lunches for our students which could be warmed up later as needed. CHOICE has been working hard to ensure that all of our students are fed. We have been partnering with Trinity Lutheran Church to get boxes of food for our students to have both in school, and out of school. CHOICE staff hand deliver the out of school boxes once a week.

Due Process and Special Education Administration:

Tammy Pulver, special education director for TAM, is responsible for program development, coordination, and evaluation; inservice training; and general special

education supervision and administration. Tammy Pulver may be reached at 612-356-6593 or tapulver@comcast.net

Due Process Assurances available to parents: TAM has appropriate and proper due process procedures in place to assure effective and efficient results of child study procedures and methods of providing special education services for the identified pupils, including alternative dispute resolution and due process hearings. A description of these processes are as follows:

(1) Prior written notice to a) inform the parent that except for the initial placement of a child in special education, the school district will proceed with its proposal for the child's placement or for providing special education services unless the child's parent notifies the district of an objection within 14 days of when the district sends the prior written notice to the parent; and b) state that a parent who objects to a proposal or refusal in the prior written notice may request a conciliation conference or another alternative dispute resolution procedure.

(2) TAM will not proceed with the initial evaluation of a child, the initial placement of a child in a special education program, or the initial provision of special education services for a child without the prior written consent of the child's parent. A district may not override the written refusal of a parent to consent to an initial evaluation or re-evaluation.

(3) A parent, after consulting with health care, education, or other professional providers, may agree or disagree to provide the parent's child with sympathomimetic medications unless medical, dental, mental and other health services are necessary, in the professional's judgment, that the risk to the minor's life or health is of such a nature that treatment should be given without delay and the requirement of consent would result in delay or denial of treatment.

(4) Parties are encouraged to resolve disputes over the identification, evaluation, educational placement, manifestation determination, interim alternative educational placement, or the provision of a free appropriate public education to a child with a disability through conciliation, mediation, facilitated team meetings, or another alternative process. All dispute resolution options are voluntary on the part of the parent and must not be used to deny or delay the right to a due process hearing. All dispute resolution processes are provided at no cost to the parent.

(5) Conciliation Conference: a parent has the opportunity to meet with appropriate district staff in at least one conciliation conference if the parent objects to any proposal of which the parent receives prior written notice. TAM holds a conciliation conference within ten calendar days from the date the district receives a parent's objection to a proposal or refusal in the prior written notice. All discussions held during a conciliation conference are confidential and are not admissible in a due process hearing. Within five school days after the final

conciliation conference, the district must prepare and provide to the parent a conciliation conference memorandum that describes the district's final proposed offer of service. This memorandum is admissible in evidence in any subsequent proceeding.

(6) In addition to offering at least one conciliation conference, TAM informs parents of other dispute resolution processes, including at least mediation and facilitated team meetings. The fact that an alternative dispute resolution process was used is admissible in evidence at any subsequent proceeding. State provided mediators and team meeting facilitators shall not be subpoenaed to testify at a due process hearing or civil action under special education law nor are any records of mediators or state provided team meeting facilitators accessible to the parties.

(7) Descriptions of the mediation process, facilitated team meetings, state complaints, and impartial due process hearings may be found in TAM Procedural Safeguard Notice **TAM District TSES**

Student Discipline Data:

TAM believes in using a Restorative Justice philosophy and approach every day with our students and families. TAM staff are dedicated to the realization of a democratic society that is diverse, inclusive, and equitable and that values the worth of all humans. TAM provides education for students, staff, and parents about concepts, theories, and methods related to social justice and to integrate ethical practices for solving social inequities. When issues arise at TAM, a restorative approach is used for resolution which includes having reflection time for students who have caused harm, reflection re-entry meetings with parents/guardians, pre-circle meetings, and restorative circles with all parties involved to discuss what happened, why it happened, what can we do to prevent it from happening again, and then most importantly, how can we restore the trust, the relationship and repair the harm that was caused.

DREAM had 23 incidents that involved students having some reflection time outside of school prior to coming back to school. Of the 23 incidents, only one was serious enough to involve law enforcement. CHOICE had 7 incidents that involved students having some reflection time outside of school before coming back to resolve their issues. One incident involved law enforcement.

Parent/Guardian Engagement:

Parent/guardian engagement starts on day one at TAM. Parents/Guardians are expected to participate in a personal tour of the school with their student which allows time for questions and sharing of pertinent information. After a student enrolls at TAM, parents/guardians and student are invited to a Welcome Meeting where an informal discussion is held to gather information regarding the students strengths, growth areas, family dynamics, trauma history, etc. As part of the TAM student registration packet,

parents/guardians are asked to complete a Power Hour Volunteer Form which solicits parent engagement for various activities throughout the school year including prom, graduation, field trips, fundraisers, marketing events, etc.

Parents/Guardians are encouraged to visit their student at school anytime throughout the school day. During the fall TAM offers student-led conferences and a Parent/Guardian Week where parents or guardians are invited to school to visit their student's advisory, to see their student's project, to meet with the advisory team, or to just have lunch with their student. TAM has local Parent Advisory Councils at each site that meets a few times a year to discuss school operations, management, academics, WBWF, Special Education, etc.

In addition, TAM offers student project showcase nights periodically throughout the school year. Students are able to showcase their project through a display or presentation format. Community and family members are invited to attend.

Community Engagement:

TAM offers students the opportunity to be involved in and engaged with the community each week on Wednesday throughout the school year. Every Wednesday offers a new opportunity for the community to be engaged with our students and vice versa. Some examples of community engagement include students working alongside community leaders to help set up the holiday light display at Robbins Island in Willmar, Adopt a Highway trash pick up, volunteering at the MNYou Youth Garden greenhouse weekly, volunteering bi-weekly at the Food Shelf, partnering with our library for arts, games, adventures and more, volunteering at the Barn Theatre, Humane Society, Habitat for Humanity, and Prairie Woods Environmental Learning Center. All of these opportunities provide a chance for community members to engage with our students and to help them learn about the importance of civic engagement and community involvement.

Hiring Practices:

Prior to interviewing potential candidates for positions within TAM, candidates are asked to spend a few hours at the school visiting with students and staff and observing the school day. Candidates are also provided with a brief overview of TAM history, mission and vision, values and goals and staff expectations with regards to being a staff led school. TAM seeks to hire candidates whose values and skills align with and can contribute to the TAM organization.

Background Check Policies and/or Process for Staff, Board, and Volunteers:

Any staff member, board member, or volunteer must have a background check completed before they start employment, join the board, or volunteer in any capacity within the school or at school functions or field trips

Finances

For questions regarding school finances and for complete financials for 2022-23 and/or an organizational budget for 2023-24, contact:

Name: Travis Berends
Position: Controller
Contact info: BerganKDV
Phone: 952-563-6849
Email Travis.Berends@bergankdv.com

BerganKDV provides accounting services for Technical Academies of Minnesota. Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Osprey Wilds Environmental Learning Center no later than December 31, 2023.

FY23 Finances	
Total Revenues	$2,771,752
Total Expenditures	$2,632,211
Net Income	$139,541
Total Fund Balance	$1,365,211

Overview:
TAM has been fiscally responsible since day one and has maintained a healthy fund balance every year. TAM has staff who enjoy writing and are successful and obtaining grants to help subsidize activities, field trips, and other learning opportunities for students and staff. Our goal is to always have at least a 25% fund balance.

Revenues:
TAM's total revenue for 2022-2023 was $2,771,752. The majority of these revenues were acquired through State Aid and Federal Aids for General Education or Special Education, as well as Building Lease Aid, and Federal Title One & Two program aid, We also received significant revenue from ESSER funds and other CARES grants.TAM also received several small local grants from community organizations to support specific student learning and programming activities.

Expenses:
Total expenditures for this year were $2,632,211. Significant areas of spending were in staff salaries and benefits, building leases, school vehicles/student transportation, technology (such as purchasing new chromebooks for our students), contracted services, dues and memberships, field trips, and instructional and non instructional supplies. Our goal is to have 2% of our annual original budget allocated to WBWF each

year. We used these funds to implement strategies and initiatives to help us meet our WBWF goals. These include setting up field trips and work-based learning experiences, hiring/retaining the necessary amount of staff to keep a low student to teacher ratio, staff development and training, and the implementation of other programs that help us meet our goals in regards to WBWF.

Future Plans

We continue to make mental health a priority by adding an SEL coordinator at the CHOICE site and another School Social Worker at the DREAM site to help mitigate lingering effects from COVID. The 2022-23 school year was the first year all students were back in person learning. While transitioning from distance learning, there was a rise in need for mental health support. We are expanding our mental health support with an SEL program funded through the Stronger Connections grant we received this year. We also received the Alternative Delivery of Specialized Instructional Services (ADSIS) grant which will provide individualized support for students with reading, math and behavioral issues. Along with this support, we will also be purchasing curriculum, sensory tools, and other resources to implement social emotional learning at TAM.

Both sites are looking for new locations and continue to search for building opportunities. This is limited as to what is available in our area, but we will continue to search.

CHOICE had an opportunity to purchase smartboards, modular furniture for shared spaces, whiteboards, projectors, and desks from an auction. We are going to create more effective spaces in our building using our new items.

DREAM continues to look for another van to purchase so we can provide our own transportation to students rather than paying the community transit program.

We continue to search for grants to support building a STEM lab to expand the learning opportunities for our students. We are considering the Smart Lab program if we find the funding.