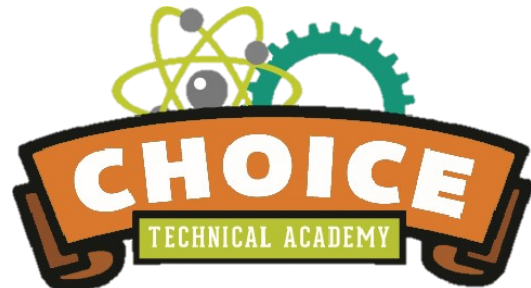


# Technical Academies of Minnesota

## Annual Report

2021



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

**A DREAM Parent**

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## Technical Academies of Minnesota Overview

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

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

Technical Academies of Minnesota consists of two sites:

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

*Contact Information:*

1705 16<sup>th</sup> Street NE

Willmar, MN 56201

320-262-5640

[www.dreamta.org](http://www.dreamta.org)

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

*Contact Information:*

315 South Grove Ave

Owatonna, MN 55060

507-400-4009

[www.technicalacademies.org/CHOICE](http://www.technicalacademies.org/CHOICE)

## I. Executive Summary

Welcome! This is the Technical Academies of Minnesota Annual Report for the 2020-2021 school year. This report encapsulates the most critical information related to Technical Academies of Minnesota, (TAM). TAM is a unique, innovative school district that consists of two schools located halfway across the state from each other. DREAM Technical Academy was the first TAM school to open. This happened in the fall of 2014. DREAM is located in Willmar, Minnesota on the beautiful, historic MinnWest Technology Campus. DREAM just completed their seventh year of operation. DREAM is an acronym which stands for **D**emocratic Society, **R**esponsible Citizens, **E**ngaged Learners, **A**gents of Change and **M**ulticultural Setting. CHOICE Technical Academy was the second TAM school to open in the fall of 2015. CHOICE is located in Owatonna on the beautiful, historic Pillsbury Campus. CHOICE just completed their sixth year of operation. CHOICE is an acronym which stands for **C**areer, **H**ands On, **O**pportunity, **I**ndividual, **C**ooperative, **E**xperience.

This report is in accordance with Minnesota Statute section 124E.16, subdivision 2, in which all charter schools submit an annual report which includes sections on school governance, school management, staffing, school admissions, academic program, school climate, school finances, innovative practices, program challenge, future plans and non-profit status. As indicated by Minnesota Statute 124E.10, subdivision 1, all charter schools must meet one of six defined purposes.

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

## II. Authorizer Information

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

## **IQS Values**

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

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

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

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

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

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

IQS is responsible for providing oversight of our school. Throughout the year IQS conducted multiple site visits as part of the oversight process. IQS can be reached at PO Box 580, Hutchinson, MN, 55350 or 612-234-0900. IQS website can be found at <https://iqsmn.org>

In December of 2020, TAM received a non renewal notice from IQS, we petitioned the IQS board of directors to give us another year's time to find a new authorizer and they agreed. TAM then began a search for a new authorizer, several were investigated and the process is ongoing.

## **III. School Governance**

### **Board Composition**

In the seventh year of operation, the TAM Board of Directors consists of seven members, including three licensed staff, two parents, and two community members. One community seat is vacant. The board meets monthly, on the second Tuesday of each month. As of July 1st, 2021, the Board included the following members during the 2020-2021 school year:

Garret Bitker- Chair since 11/2019 Board since 7/2019

Jim Barnes- Vice chair from 11/2019-parent from CHOICE Technical Academy/ June 2021 moved to Community member-

Kelly Enriquez- Treasurer- Board member since 11/2019

Marie Hoff- DREAM Community Member since 7/ 2019 term completed 10/2020

Jacklyn Skrukud- Recorder since 11/2019 term completed 10/2021

Joshua Naples DREAM Licensed Staff- member since 11/2019 resigned Aug 2021

Lynn Stiehm- DREAM Parent member since 2/2021

The TAM Board is responsible for oversight and direction for DREAM and CHOICE in setting and approving budgets, approving school calendars, and the approval of school policies and procedures. Board meeting agendas, prior minutes, and other relevant information are distributed to board members and people interested in attending via email and can be found on the district webpage. Board meetings must be attended via video conference for voting members, all board members may be in a public location that is posted at least 72 hours before the meeting at each school site, all attendees have the option of attending via video conference or phone conference, since the onset of COVID-19.

## IV. School Management

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

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

## Overview of DREAM School Management

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

**Marketing/Outreach:** Nikki, Josh, Chris, Sara, Ashley, Doug

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

and student recruitment. Broadcasting events and specific student achievements. Communicating with parents and students through facebook, dream drop, website, and other media in order to encourage open communication and engagement.

**Finance/Budget:** Nikki, Josh, Luz, Vanessa, Jaime, Missy

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

**Personnel:** Nikki, Josh, Luz, Vanessa, Jaime, Missy

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

**Curriculum:** Jaime, Randy, Missy, Doug, Lori

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

**School Climate and Culture:** Luz, Randy, Lori, Sara, Ashleigh

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

**Onboarding:** Tammie, Jaime, Ashley, Shane, Chris, Hailey

The Onboarding committee creates and coordinates the onboarding process of orienting and acclimating new students, parents/guardians, and staff to DREAM.

**Operations:** Tammie, Shane, Vanessa, Hailey, Ashleigh

The Operations Committee is responsible for the day to day operational functionality of the

facility, equipment, and vehicles.

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

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

**A DREAM Parent**

Starting staff year 2020-2021	File Folder # and position	Retained for 2021-2022	Number of Years at DREAM	Comments
<b>Doug Knick</b>	363523 General Education Advisor	yes	7	
<b>Tammie Knick</b>	375835 Social Worker	yes	7	
<b>Jaime Larson</b>	1004838 Title 1/Assessment Testing Coordinator	yes	7	
<b>Luz Juarez</b>	SPED Paraprofessional	yes	7	
<b>Randy Haakenson</b>	456394 SPED Paraprofessional	yes	2	General Education Advisor 2021-2022 school year
<b>Joshua Naples</b>	509069 General Education Advisor	no	2	Resigned August 2021
<b>Shane Saari</b>	SPED Paraprofessional	yes	2	SPED Advisor for the 2021-2022 school year

<b>Melissa Bodin</b>	494059 General Education Advisor	no	5	
<b>Nikki Erickson</b>	420156 SPED Advisor	no	2	
<b>Vanessa Henjum</b>	482430 General Education Advisor	no	5	
<b>Chris Sand</b>	SPED Paraprofessional	yes	4	Retired 11/2021
<b>New Staff for 2020-2021</b>				
<b>Sara Olson</b>	Office Manager	yes		
<b>Lori Sherod</b>	SPED Advisor	no		
<b>Ashley Refsland</b>	SPED Paraprofessional	yes		
<b>Hailey Wolf</b>	SPED Paraprofessional	yes		
<b>Ashleigh Parker</b>	SPED Paraprofessional	yes		

## Overview of CHOICE School Management

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

**Marketing/Outreach:** Courtney, Kelly, Jessy, Missy, Hannah, Janessa, Jessica, Ashley, Sam, Chelsey

The Marketing Committee will share our school's message and image with current and former students, families, businesses, and the surrounding community. Focuses are student retention and student recruitment. Another focus is broadcasting events and specific student achievements. The final focus is communicating with parents and students through facebook, dream drop, website, and other media in order to encourage open communication and engagement.

**Finance/Budget:** Courtney, Kelly, Dawn, Ashley, Janessa, Chelsey

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

**Operations/ Facilities/Tech/Transportation:** Garret, Dawn, Sam, Jessy, Ashley, Courtney, Hannah

The mission of this Committee is to provide a safe and healthy work and learning environment for all employees and students. The school will provide appropriate safeguards, personal protection, training and support to protect employee and student safety and health. CHOICE employees will be trained to work safely and will be required to comply with all safety rules and standards. This committee will also maintain the van and do the necessary upkeep.

Transportation ensures that CHOICE is in compliance with MN State Laws for transporting students. The committee trains all staff that transport students on a yearly basis, performs background checks, and pulls driver records. It also comes up with driver routes for each student that needs to be picked up, and makes sure that all the paperwork required through MDE/MN State Law is filled out each day, and that daily inspections of the van are done each day. The Transportation committee completes that Daily Transportation Report and the Pupil Transportation Report each year.

**Personnel:** Courtney, Dawn, Jessy, Janessa, Ashley, Kelly, Chelsey

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

**Academic Excellence:** Garret, Kelly, Janessa, Missy, Dawn, Scott, Sam

The mission of the Curriculum committee is to provide leadership, guidance, and oversight of the academic curriculum, which includes purpose and policies, to ensure compliance with Minnesota State Graduation Standards and CHOICE Technical Academy's graduation



requirements. To accomplish this objective the committee will work to ensure that the curriculum is sound, comprehensive, innovative, and responsive to the evolving needs of the students as well as the businesses, and local communities.

**Culture and Climate:** Jaedyn, Jessy, Ashley, Sam, Janessa, Vanessa

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

Starting staff year 2020-2021	File Folder # and position	Retained for 2021-2022	Number of years at CHOICE	Comments
Kelly Enriquez	436120 sped advisor	yes	2	
Dawn Nuss	361173 sped advisor	yes	2	
Garret Bitker	372807 advisor	yes	2	
Melissa Donner	1002560 advisor	yes	5	
Janessa Jandt	0515228 advisor	no	4	resigned august 2021
Jessica Gagnier	social worker	yes	2	
Samantha Bultsma	title I	yes	6	
Chelsey Nelson	office manager	yes	1.5	
Courtney Leyden	sped para	yes	5	
Vanessa Bartoch	gen ed para	no	2	resigned December 2020
Ashley Gardner	sped para	yes	2.5	
Yessica Rogers	sped para	no	2	resigned august 2021

Scott Strusz	math tutor	yes	2	
	<b>New staff for year 2020-2021</b>			
Jaedyn Boire	SPED Para	yes		
Hannah Nelson	SPED Para	yes		

**V. 2021 Graduating Seniors**  
**DREAM Technical Academy 2021 Graduating Class**

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



Student's Name	Senior Project Title
Elise Anderson	Life Project IEP
Jose Camacho	Operation Rise and Shine
Bre Evans	Emotional Support Animals
Hannah Evans	Veterinary Technician
Juan Gonzalez	The Alamo
Arianna Jenniges	Mental Health Disorders and the Effects on the Brain
Jasmine Quimby	My Life Project
Angela Reyes	Life Project IEP
Madeline Skrukrud	Late School Start
Lindsey Smith	What is Psychology
Amber Ward	Life Project IEP
Harley Christensen	Career Project
Carter Clark	Career Paths
Vincent Larsen	Life Project IEP
Bligh Lippert	Building Credit
Casey Mason	Life Project IEP
Naomi Sherod	Gene Mutation

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

**A DREAM Student**

## CHOICE Technical Academy 2021 Graduating Class

CHOICE students completed a life transition plan as their senior project for the 2020-2021



school year.

Student's Name	Senior Project
Jamar Allen	-Exempt-
Brianna Attenberger	Human Trafficking
Olivia Barnes	Website Building
Jonathan Bennett	Personality Musings
Marcellus Bridgeman	Minibike
Hailey Carrier	Social Media & Mental Health
Kyle Dagit	Afghanistan

Stephen Mobley	Dangers of Vaping
Katelynn Roberts	The Holocaust
Hannah Royer	Farrowing Barnes
Karter Rummler	Attachment Theory
Nephtali Valenciana	-Exempt-

## VI. School Admissions, Enrollment, and Attendance

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

### **DREAM Technical Academy**

Attendance percentage for the 20-21 school year was 85.42%

GRADE	8/31/2020 enrollment	Added students	Dropped students
7th	3	6	1
8th	7	2	1
9th	15	9	8
10th	12	6	3
11th	17	4	3
12th	18	2	3 (2 were due to graduating early)
<b>Total</b>	72	29	19

<b>GENDER</b>	<b>8/31/2020 enrollment</b>	<b>Added students</b>	<b>Dropped students</b>
<b>Males</b>	41	14	8
<b>Females</b>	31	15	11
<b>Total</b>	72	29	19

<b>Ethnicity</b>	<b>8/31/2020 enrollment</b>	<b>Added students</b>	<b>Dropped students</b>
<b>American Indian</b>	2	0	0
<b>Asian or Pacific Islander</b>	0	0	0
<b>Hispanic</b>	19	0	3
<b>Black, not of Hispanic origin</b>	2	0	2
<b>White, not of Hispanic origin</b>	49	29	14
<b>Total</b>	72	29	19

## **CHOICE Technical Academy**

Attendance percentage for the 20-21 school year was 79.99%

<b>Grade</b>	<b>9/3/20 enrollment</b>	<b>Added students</b>	<b>Dropped students</b>
<b>7th</b>	0	2	1
<b>8th</b>	5	5	0
<b>9th</b>	8	4	2
<b>10th</b>	7	2	2

<b>11th</b>	13	8	0
<b>12th</b>	17	11	9
<b>Total</b>	50	32	14

<b>Gender</b>	<b>9/3/20 enrollment</b>	<b>Added students</b>	<b>Dropped students</b>
<b>Male</b>	22	19	10
<b>Female</b>	28	13	4
<b>Total</b>	50	32	14

<b>Ethnicity</b>	<b>9/3/20 enrollment</b>	<b>Added students</b>	<b>Dropped students</b>
<b>African American</b>	3	5	2
<b>Hispanic</b>	9	3	1
<b>Caucasian</b>	38	24	11
<b>Chinese</b>	0	0	0
<b>Total</b>	50	32	14

One dropped student was due to a code 8 - early graduation.

## VII. Academic Program Goals and Results

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

### **DREAM Goals and Results**

#### **Reading Goal:**

55% of the students who attend 90% of the time will partially meet, meet or exceed on the MCA Reading Assessment.



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

**Mathematics Goal:**

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

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

**Reading Results:**

**26%** of the students who attend 90% of the time will partially meet, meet or exceed on the MCA Reading Assessment

2020-2021 Results for students (7th-10th grade) who attended DREAM for at least 90% of the school year:

\*Due to COVID 19 there were some students who did distance learning and opted not to test

Grade	Students Tested	Students Opted Out of Testing	Does Not Meet MCA	Partially Meets MCA	Meets MCA	Exceeds MCA
7th	5	0	0	0	0	0
8th	6	0	3	1	2	0
10th	8	4	2	2	0	0

**32%** of 7th-10th grade students will achieve their projected RIT growth goal from fall to spring, as measured by the NWEA MAP Reading Assessment.

2020-2021 results for students 7th-10th grade who met their project RIT growth:

\*Due to COVID 19 there were some students who did distance learning and opted not to test

Grade	Students Tested	Achieved Projected RIT Growth
7th	5	1



<b>8th</b>	6	2
<b>9th</b>	14	2
<b>10th</b>	12	2

**Math Results:**

**28%** of students attending 90% of the time will partially meet, meet, or exceed on the MCA Math Assessment.

2020-2021 Results for students (7th-11th grade) who attended DREAM for at least 90% of the school year:

\*Due to COVID 19 there were some students who did distance learning and opted not to test

<b>Grade</b>	<b>Students Tested</b>	<b>Students Opted out of testing</b>	<b>Does Not Meet MCA</b>	<b>Partially Meets MCA</b>	<b>Meets MCA</b>	<b>Exceeds MCA</b>
<b>7th</b>	5	0	0	0	0	0
<b>8th</b>	6	0	0	2	0	0
<b>11th</b>	14	3	6	4	1	0

**40%** of 7th-10th grade students will achieve their projected RIT growth goal from fall to spring as measured by the NWEA MAP math assessment.

2020-2021 results for students 7th-10th grade who achieved their project growth:

\*Due to COVID 19 there were some students who did distance learning and opted not to test

<b>Grade</b>	<b>Students Tested</b>	<b>Achieved Projected RIT Growth</b>
<b>7th</b>	5	2
<b>8th</b>	6	1

<b>9th</b>	14	2
<b>10th</b>	12	3

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

## CHOICE Goals and Results

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

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

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

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

### Reading Results:

65% of students who attended CHOICE at least 90% of the time either achieved their NWEA growth goal OR met or exceeded MCA proficiency in reading.

2020 - 2021 Results for students who attended CHOICE for at least 90% of the school year:

<b>Grade</b>	<b>Students Tested</b>	<b>Students Opted Out</b>	<b>Does Not Meet MCA</b>	<b>Partially Meets MCA</b>	<b>Meets MCA</b>	<b>Exceeds MCA</b>
<b>7th</b>	1		mca results	pending		
<b>8th</b>	5	1	mca results	pending		
<b>9th</b>	1		mca results	pending		

<b>10th</b>	6	3	mca results	pending		
<b>11th</b>	N/A	2	mca results	pending		

**Math Results:**

38% of students who attended CHOICE at least 90% of the time met or exceeded MCA proficiency in math.

2020 - 2021 Results for students who attended CHOICE for at least 90% of the school year:

<b>Grade</b>	<b>Students Tested</b>	<b>Students Opted Out</b>	<b>Does Not Meet MCA</b>	<b>Partially Meets MCA</b>	<b>Meets MCA</b>	<b>Exceeds MCA</b>
<b>7th</b>	1	0	mca results	pending		
<b>8th</b>	4	1	mca results	pending		
<b>9th</b>	0	0	0	0	0	0
<b>10th</b>	0	0	0	0	0	0
<b>11th</b>	10	2	mca results	pending		

**Science Results:** 0% of students who have completed the life science standards and have attended 90% of the time will meet MCA proficiency. Test was not administered due to COVID.

<b>Grade</b>	<b>Students Tested</b>	<b>Students Opted Out</b>	<b>Does Not Meet MCA</b>	<b>Partially Meets MCA</b>	<b>Meets MCA</b>	<b>Exceeds MCA</b>
<b>7th</b>	NA	NA	NA	NA	NA	NA
<b>8th</b>	3	1	mca results	pending		
<b>9th</b>	2	0	mca results	pending		
<b>10th</b>	8	2	mca results	pending		

## Post-Secondary Preparation Goals

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

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

## DREAM Results

6 of our graduates have attended DREAM since 10th grade. Of those 6 graduates, 83% or 5 students met this requirement by either attending PSEO, occupational training through vocational rehabilitation or work experience.

\*2 students worked part time jobs and due to the pandemic DREAM is accepting that as work experience even though it was not a part of WBL.

## CHOICE Results

5 of our graduates have attended CHOICE since 10th grade. Of those 5 graduates, 100% or 5 students met this requirement by either attending PSEO, occupational training through vocational rehabilitation or work experience.

4 of 5 students earned PSEO credits.

1 student graduated from High School with an Associates Degree

10 students completed work experience credit.

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

**A DREAM Parent**

## HOPE Survey Description

The Hope Survey is used to measure Hope for our students. During the 2020-2021 academic year, a new Hope Survey platform was designed. In May of 2021 TAM students took the survey via the beta testing platform. With the platform changing there is also a new scoring scale. The scoring scales have been recalculated to using a scale of 0-8.

### Six pillars of Hope:

**Autonomy** - The independence you feel when making decisions and the influence you have in determining how things are done.

**Belongingness** - The trust, encouragement, and resources you have when performing your day to day work.

**Goal Orientation** - The ability to find the pathways and motivation to achieve your desired goals.

**Engagement** - The emotional connection you have to your work, the people you work with, your organization and your community.

**Hope** - Your motivational state when defining successful pathways and seeing what's possible for your future.

**Efficacy** - Your ability and empowerment to achieve desired results by yourself or with a group.

## DREAM Results

DREAM's Hope Scores from the beta testing for Spring 2021 are as follows:

Overall Hope: 5.63

Overall Autonomy: 5.94

Overall Belongingness: 5.69

Overall Goal Orientation: 6.36

Overall Engagement: 5.41

Overall Hope: 5.10

Overall Efficacy: 5.30

## CHOICE Results

CHOICE's HOPE Scores from the beta testing for Spring 2021 are as follows:

Overall Hope: 6.33

Overall Autonomy: 6.68

Overall Belongingness: 6.73

Overall Goal Orientating: 6.78

Overall Engagement: 6.3

Overall Hope: 5.33

Overall Efficacy: 6.19

## **VIII. Innovative Practices and Implementation**

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

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

these practices to help students define their goals and attain tools, experiences, and the persistence needed to achieve them.

Two of the fundamental means through which we help students do that is through small advisories and student-led projects. Students are a part of a community called an advisory, of approximately 15-20 students. The small advisory allows for more time with the advisor one-on-one as well as a learning community of students interested in the success of everyone. Advisors and students work together to develop a learning community that strives for excellence, academic rigor, and collaboration. This requires students to be invested in not only their success but to see the importance and interconnectedness of everyone's success. This is far different from other schools, even society, but helps to create accountability and respect between students, staff and the community. Additionally, students work with their advisors to generate personal learning plans, which include progress towards state standards, post-secondary plans and goals, and their progress towards those post-secondary goals.

As well as small advisories, student-led projects are used to engage and challenge students as they explore different content and knowledge areas. Project-based learning provides for a differentiated education which can account for student interest and ability and challenge the student to move beyond where they currently stand to a new understanding of a particular topic, question or issue. Taking away teacher driven lessons provides our students the opportunity to take responsibility for their learning. Teacher driven projects serve as an intermediary step for those students not yet prepared to take responsibility for their own learning. By working one-on-one with their advisor and exploring topics they're interested in, students go from passive learner to engaged learner and teacher.

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

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

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

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

## DREAM Innovation Efforts

DREAM Technical Academy students had the opportunity to participate in a variety of learning experiences throughout the 2020-2021 school year. A few of the highlights included:

**Gardening:** Several of our students are teaming up with MNYou Youth Garden, which operates a plot of land and the greenhouse in Willmar. By working with MNYou, youth have the opportunity to develop entrepreneurial skills from working closely with mentors from local businesses on how to sell and market their products.

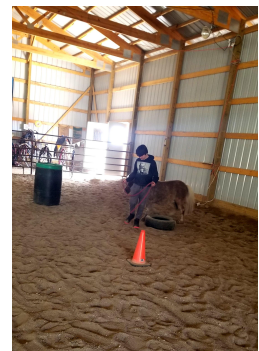


**Canoeing:** Students had several opportunities to canoe throughout the 20-21 school year. Students were responsible for learning how to load and unload the canoes as well as for learning the basics of paddling. Oftentimes, students are apprehensive about canoeing for the first time but almost always, they have a good time and gain confidence in their skills.



### Social-Emotional Exploration: Delta Equine Center

In the spring of 2021, students visited the Delta Equine Center. With the assistance of horses, students explored the topic of social and emotional learning. Students completed a number of activities that challenged them to consider relationships, personal values, and the purpose of community.





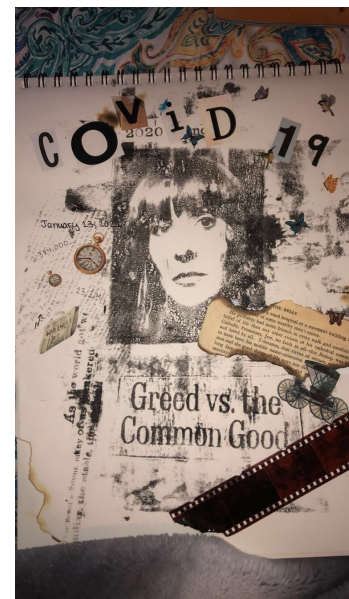
**Trout in the Classroom:**

This grant provided consistent opportunities for DREAM students to connect with their natural environment through field days, classroom activities, and caring for their own trout from eggs to fingerlings from December to May. Students completed the experience with a field trip to release the trout into the wild.



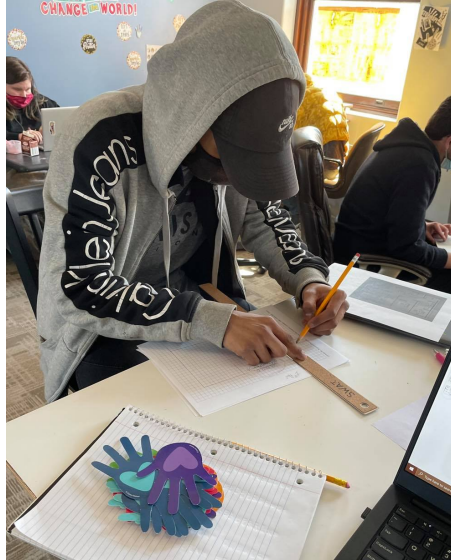
**Project Based Learning in Action:**

DREAM students were busy creating art throughout the 20-21 school year. Some students worked with a local artist to learn about multimedia techniques.



**Electrical Properties:**





Math Concepts:

### **D.R.E.A.M an Acronym:**

Throughout the 20-21 school year, students explored the acronym of DREAM and what each letter meant. The final product was displayed at the local establishment, The Barn Theatre. An event was created called “Pieces of Us” to engage the community in conversation about DREAM and what the school represents.



### **Earth Day:**

DREAMers engaged in roadside cleanup. We were fortunate to recently apply for and adopt a highway very close to the school. See our new sign on Lakeland drive!



**Twins Game:**

Students had the opportunity to go to a Twins game and enjoy the game and food in one of the reserved boxes.



**Walk for a Purpose:**

Students and staff logged miles with Pacer to raise bullying awareness. In addition, students helped to keep the campus clean.



**DREAM Out in the Community:**

Prairie Woods Environmental Learning Center:  
Fat tire biking



Mr. B's Chocolate Tour:  
Science of making chocolate



Ridgewater College:



### **Ziplining: Kerfoot Canopy Tours**

Students were able to go ziplining and try other challenges offered.





**Summer 2021 Learning Experiences:**

Some students decided to extend their learning into the summer. There were a variety of different learning experiences that took place.

Students went hiking at Robbin's Island, visited and had a tour of the Kandiyohi County Historical Society Museum, schoolhouse, Sperry House, and the train. Went fat tire biking at Prairie Woods Environmental Learning Center and went panning for gemstones at the West Central Rock Hounds in the Uptown Mall.



The Quarry Park and Nature Reserve in St. Cloud, lunch, and then Summerland Park



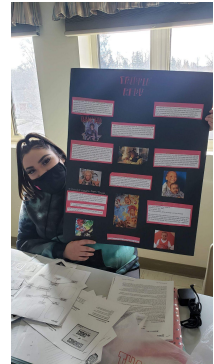
Green Lake with Let's Go Fishing



## CHOICE Innovation Efforts

CHOICE Technical Academy students had the opportunity to participate in a variety of learning experiences throughout the 2020-2021 school year. A few of the highlights included:

**Presentation Night:** CHOICE hosts Presentation Night for students to present their projects to their family, friends and the community. Students display one of their projects and discuss them with those who attend. Community members are also invited to attend. This year it was held virtually due to Covid.



**College Visits:** Virtual- Toured South Central College virtually.

<https://360.mnhometours.com/tours/FceScToWSg>

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

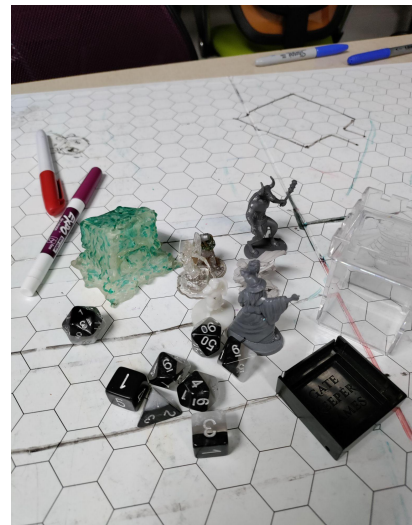


**Osprey Wilds Trip:** Juniors and Seniors traveled to Osprey Wilds Environmental Learning Center for 3 days.



**Community Outreach:** Food packing, cleaning up Village of Yesteryear

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





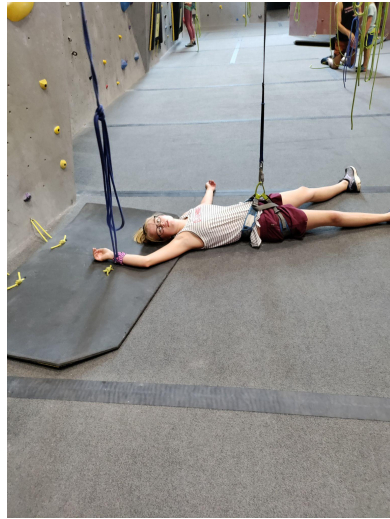
**Dungeons & Dragons:** Students learn role playing games and statistics & probability.

**Supermileage:** Students built a car to get the best fuel mileage possible. A grant was received from the Gene Haas Foundation to allow us to purchase supplies and materials.





Rock Climbing: Outdoor education Summer 2021



Habitat for Humanity: Student and staff worked on a Habitat for Humanity Build in Owatonna:



Tubing at Buck Hill:  
students went tubing at Buck Hill for exercise and fun!



## **IX. Finances**

The overall financial picture for the Technical Academies of Minnesota Charter School at the end of FY21 can be stated as healthy with a control on revenues and expenditures resulting in a healthy fund balance for each site and the district.

Oversight and monitoring of the school's financial position occur monthly at the meeting of the TAM School Board who receive financial reports consisting of a YTD profit and loss, a budget versus actual, a projected cash-flow report, and a balance sheet. DREAM and CHOICE also review the financial reports at their monthly Advisory Council meetings. CHOICE Finance Committee meets Monday afternoons at 3:15pm. CHOICE has established a purchase request process and form that is filled out prior to purchase for approval. The DREAM Finance Committee meets on Monday mornings at 7:15am. The committee members approve purchases, review the budget, establish payroll, and purchase supplies as needed.

The board approved an adopted FY20 budget for DREAM, CHOICE and the District before June 30th, 2020, and modified the budget mid-year. The school has met and continues to meet all guidelines and deadlines related to state reporting including an annual audit of the school and its financial position. Areas of concern are consistently monitored and procedures put in place to remove potential risks. The school district remains financially stable and healthy, and has set itself up for future growth and sustainability. TAM was Awarded MDE Financial Award recipient for 2020.

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

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

### **DREAM Narrative**

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

– Margaret Mead

At DREAM Technical Academy we welcome diverse human potential and gifts! We believe students should be able to access the intended learning at an appropriate pace, determined

primarily by the student. We also believe the learning space must be flexible to allow for students to be working on different learning activities at the same time.

As DTA starts its eighth year of operation, the academic learning environment faces some challenges in regards to meeting our goals of creating students who are prepared for their post-secondary plans, are self-directed and goal-oriented, and interested in exploring their passions while impacting their communities. Defining and implementing academic opportunities and achievements during a pandemic, labeled as challenging would be an understatement. These challenges include our below average reading and math scores. The increased social and emotional needs of our students adds to the challenge of maintaining a highly rigorous learning environment.

DTA will continue to implement processes for determining student level of performance as they enter school and throughout their time here at DTA. To address school literacy, a variety of strategies have been initiated. Students are assessed to determine their reading level, which assists advisors in recommending challenging, but accessible, reading material to students. Students have independent reading time and advisors work with the students to focus on specific reading strategies. Advisors present students with different articles based on the learning spaces and have discussions. Advisors also utilize Newsela as a resource for reading time. They look at current events and also have students' journals for reflection. During the 2021-2022 school year we have been prepping our staff to implement small reading groups of 4-5 students and other staff members, using novels and incorporating reading strategies into discussions. In addition, we have identified students who will participate in a 12 week reading course entitled "Cracking the Code," to assist them in developing strong literacy skills.

DTA now having a math advisor will provide a math curriculum that meets on a regular basis. As is the case with reading, all students complete an individualized math assessment during the first month of school to determine proper placement in the math curriculum. The curriculum being followed is called Illustrative Math. DTA secured the access to Yup, which is a math tutoring program designed to assist students with math concepts.

DTA continues to work to raise the percentage of students enrolled in post-secondary institutions, earning certifications or credentials for an industry or occupation, or exploring careers through internships and work experience programs. We joined efforts with Central Minnesota Jobs and Training to provide students with a customer service certification test. In addition to that, CMJTS also worked with students on site to work on career exploration.

Data will be gathered from students over a five-year period to determine the level of enrollment at post-secondary institutions and attainment of certifications and credentials. Data from matched samples of students from other schools in Minnesota will be gathered to serve as a

comparison. To further assist in this, we have a staff member who helps students enroll in classes at the local community college. Another member of our staff is a licensed in Career and Technical Education that has been trained in MCIS and assists other staff in implementing career and technical education curriculum. As part of the Career and Technical Education at DTA, students were offered a CTE related activity each month. The 8th grade students participated in the 8th grade project, where they had the opportunity to explore different careers, research one career that interests them, and write a paper about the job and why they would want to do it.

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

Consistent with our new motto “You Belong,” the 2021-2022 academic school year will offer an emphasis on wellness. This program is a consortium between DTA, Woodland Centers and the YMCA. Monthly wellness themes are explored and experienced by staff who are then responsible to implement with students.

## CHOICE Narrative

Covid continues to be a great challenge to all schools as it has had a profound impact on our student productivity.

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

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

our students and their activities on social media to improve public perception. This increased our numbers significantly, and is something CHOICE will continue to do in the future.

Going into the 2021-2022 school year, we plan to better utilize our student council in an effort to give our student body more of a voice in our community, as well as increase our Hope and build on our culture. We are hoping to do more volunteer and fundraising events with the Student Council. We also plan to continue being an open, welcoming community for all and ensure that our students feel secure in their education. Staff will continue to offer seminars and book groups to assist the general population of students in staying on track to meet their goals.

## **XI. Non-Profit Status**

TAM is an active nonprofit as confirmed by Appendix D.

## **XII. Appendices**

### Appendix A – Enrollment Forms

### DREAM Student Enrollment Form



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

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

#### Parent/Guardian Information

Name \_\_\_\_\_

Name \_\_\_\_\_

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

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

Address \_\_\_\_\_

Address \_\_\_\_\_

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

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

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

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

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

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

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

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

Email \_\_\_\_\_

Email \_\_\_\_\_

Name \_\_\_\_\_  
 Relationship to child(ren) \_\_\_\_\_  
 Address \_\_\_\_\_  
 City, State, Zip \_\_\_\_\_  
 Home # \_\_\_\_\_  
 Cell# \_\_\_\_\_  
 Work# \_\_\_\_\_  
 Email \_\_\_\_\_

Name \_\_\_\_\_  
 Relationship to child(ren) \_\_\_\_\_  
 Address \_\_\_\_\_  
 City, State, Zip \_\_\_\_\_  
 Home # \_\_\_\_\_  
 Cell # \_\_\_\_\_  
 Work # \_\_\_\_\_  
 Email \_\_\_\_\_

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

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

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

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

If yes, when did the evaluation occur? \_\_\_\_\_

Where is the information available? \_\_\_\_\_

Please check here is your student is a military-connected youth: \_\_\_\_

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

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

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

---

---

Emergency contacts **besides** parents/guardians:

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

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

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

How will your child(ren) get to school?

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

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

\_\_\_ friend \_\_\_ family member \_\_\_ newspaper ad \_\_\_ postcard \_\_\_ internet other: \_\_\_\_\_

## CHOICE Student Enrollment Form

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

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

### Apply To Choice

Student Name \_\_\_\_\_

Current Grade \_\_\_\_\_

Current/Previous school attended

---

Current/Previous school address

---

---

Parents/Guardians \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

Zip \_\_\_\_\_

Home Phone \_\_\_\_\_

Cell Phone \_\_\_\_\_

Email Address \_\_\_\_\_

---

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

Name/Grade

---

Please mail or drop off completed registration form to the school office:

CHOICE Technical Academy

PO Box 636

Owatonna, MN 55060

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

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

Please Note:

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



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

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

## Equal Opportunity Policy

*Technical Academies of Minnesota*

*Adopted: Orig. 6/22/2013*

*Revised: 3/1/2018 Revised 8/25/2020*

### **102 EQUAL EDUCATIONAL OPPORTUNITY**

#### **I. PURPOSE**

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

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

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

discuss it with the appropriate District official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to Convener.

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

*Cross References:* MSBA/MASA Model Policy 402 (Disability Nondiscrimination)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

### *Technical Academies of Minnesota*

*Adopted: Original: 6/23/13*

*Revised: 12/12/15, 5/22/18*

*Revised: 8/25/2020*

## **517 ENROLLMENT POLICY**

### **I. PURPOSE**

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

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

Formal guidelines are necessary to allow the District to function and provide a quality learning environment for students. Parents/guardians must submit enrollment applications to the school by April 15th to have their student be considered for enrollment in the coming school year. The capacity limit at each school location is 150 students. If the capacity limit is reached, a lottery will be initiated for applications in excess of 150.

### **III. LOTTERY PROCESS**

#### **A. General**

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

#### B. Enrollment Eligibility

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

#### C. Enrollment Preferences

1. Siblings will be given first priority (ahead of children of staff) provided there is an opening in the grade to which they are applying. Siblings who submit applications after the lottery will be placed at the top of the waitlist (ahead of children of staff).
2. Prospective students who are children of District staff will receive second enrollment preference provided there is an opening in the grade or program to which they are applying. If District staff members are hired after the lottery, those District staff members' children will be placed first on the waiting list (behind siblings), in the order in which the parents were hired.
3. Siblings refers to those prospective students who have siblings currently enrolled at a District school in the academic year in which the lottery is being conducted.
4. Any child of a family unit related biologically, by marriage or adoption to one or both parents.
5. Any child in 'long-term' placement within a foster-care situation with the family of a current student. NOTE: parents must provide the District documentation from their case manager, a judge, or the court.
6. If the family of a current District student plans to be a host family to a foreign exchange student, that student will be considered a sibling (see above). NOTE: A student will be considered "enrolled" at the District after completion of the enrollment paperwork.

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

The District staff will propose and the School Board will determine the number of openings in each grade 7-12, for the next school year by the February board meeting of the application year. This number will take into account the need to over-enroll grade

levels, depending on the projected number of students who will either not return or who will not accept the enrollment offer. This will be based on past data as well as current trends in enrollment. After the siblings of current students are admitted, if there are still spaces, move on to children of District staff. If there are more siblings than there are openings in a particular grade, then a lottery must be held amongst the siblings. After the siblings are admitted, if there are still spaces, move on to children of staff. If there are more children of staff than there are openings in a particular grade or program, then a lottery must be held amongst the children of District staff. If there are more children of District staff members than there are openings in a particular grade or program, a lottery must be held amongst the children of District staff. For each grade, the number of siblings and children of District staff members in the prospective student pool will be subtracted from the number of total students to be accepted. This is the number of openings that will be filled through the lottery process. The appropriate number of applicants from each grade will then be randomly drawn until the enrollment goals are reached.

#### E. Lottery Procedure

The lottery will begin by assigning a number to each of the student applications submitted. These numbers will be put into a container. The numbers will be pulled out one at a time until all the open spots are filled and then numbers will continue to be drawn for the waiting list. The District will send “acceptance” letters to all prospective applicants; send “waiting list” letters to the remaining applicants including enrollment agreements or waiting list forms as appropriate. Families will have two weeks from the email/ mailing date to return the enclosed enrollment agreement accepting their enrollment. Once the process is completed, the results will be printed (and saved as a PDF) and an affidavit certifying compliance with this policy and applicable state law will be signed by the two District staff members conducting the lottery. All other witnesses will be asked to sign a form indicating they witnessed the lottery. A copy of this policy will be attached to the spreadsheets, signed affidavit, and witness form to complete the documentation, which will be filed at the school. Following the lottery, those students who have not been admitted will be placed on the waiting list and will be admitted as space permits. The steps outlined below will be followed to ensure the procedure is equitable to all applicants.

#### F. Waiting List

##### 1. Underlying Considerations

The goal of the waiting list is to have a list of students from which to pull to maintain maximum class sizes for the next academic year. All students on the

waiting list will know their waiting list number and the updated list will be posted online so students know which number has been enrolled at the District.

## 2. Waiting List Procedures

All students will be assigned a waiting list number during the lottery procedures. Letters to those students on the waiting list will be sent at the same time as acceptance letters. The waiting list is maintained by the Office Manager and updated throughout the year as students are enrolled off of the list. The waiting list will be posted on the website (with no identifying information) and updated monthly. Families may request to be removed from the waiting list at any point. If a sibling of a currently enrolled student, or the student of a new District staff member, submits an application after the lottery, that student will move to the top of the waiting list (behind any other siblings or District staff children currently on the waiting list). NOTE: The waiting list for the District is intended for the sole purpose of enrollment and distribution of information deemed appropriate by the District to be of interest to those parties. The District will not sell, distribute, or otherwise disseminate waiting list information. The District will not use this list for solicitation purposes other than to gather interest and involvement in those things related to enrollment, expansion, or related interests at the District. The waiting list will be published online- organized per grade level and identified by student number.

### G. Enrollment of New Students after the Lottery

Openings will be filled on a grade level basis unless the total school enrollment falls below the budgeted number of students.

### H. Confirmation of Opening

The Office Manager will notify families when a position is open once the school receives confirmation that a family is turning down an enrollment offer, receives a withdrawal form or confirmed enrollment from another school.

### I. Contact Next on Waiting List

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

### J. Accepting a Position Mid-Year

When accepting a position mid-year, the following must be discussed with the parent:

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

#### K. Re-enrollment after Long-Term Leave

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

##### 1. Long-term leave and re-enrollment procedures

All students are unenrolled from the District after not attending school for fifteen consecutive days. To qualify for re-enrollment eligibility, parents or guardians must request long-term leave from the Office Manager at least 30 days before the start of the long-term leave, giving the beginning and end dates of the student's leave from the District, as well as the reason and documentation for the long-term leave. Families who follow this procedure will be immediately enrolled upon return. In the case of hospitalization, treatment, or a court order program, the 30-day notification may be waived, and the end date remains flexible.

##### 2. Open Enrollment Spots

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

##### 3. Conditions and Limits on Long-Term Leave

Students may not miss more than the equivalent of one year. The days on leave must be consecutive. No more than 2 students at any grade level or advisory will be granted a long-term leave at any one time. Only the first students to request long-term leave and meet all conditions listed in the policy will be granted

long-term leave. This may not include students needing to take a long-term leave to enter a treatment facility, receive medical care, or participate in a court ordered program.

L. Student Withdrawal

When a student withdraws from the District, a Withdrawal Form should be completed and returned by a parent to the Office Manager.

M. Enrollment Documentation

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

N. Non-Discrimination

It is the policy of the School Board to comply with federal and state laws prohibiting discrimination to the end that no person protected by such law shall, on the grounds of race, color, nationality, ethnic origin, religion, gender, marital status, sexual orientation, status with regard to public assistance, age, or disability (hereinafter "protected class status") be excluded from participation in, be denied of, or be otherwise subjected to discrimination under any educational program, in employment, or recruitment, consideration, or selection, whether full time or part time under any educational program, employment or activity operated by the District.

O. Dual Enrollment

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



## Appendix C – Staff Evaluation and Rubrics

### Staff Evaluation

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

#### Summative Data used for staff evaluation

There are three components of the summative data.

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

#### School Culture Triage Survey

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

##### Professional Collaboration

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

##### Affiliative Collegiality

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

##### Self-Determination/Efficacy

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

### **Scoring the School Culture Triage Survey**

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

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

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

60–75 Monitor and maintain making positive adjustments.

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

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

## **2. Parent/Guardian and Student Surveys**

### **2020-2021 PARENT/GUARDIAN SURVEY**

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

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

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

## **2020-2021 STUDENT SURVEY**

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

### 3. Teacher Self Evaluation

#### TEACHER SELF EVALUATION

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

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

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

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

### PERSONNEL REPRESENTATIVES

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

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

### Professional Growth Goals

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

#### Goal Worksheet

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

Name:



School Year:

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

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

**INDIVIDUAL GOAL #1**

---

DISTRICT GOAL:

SITE GOAL:

INDIVIDUAL GOAL STATEMENT:

Check all that apply:

This goal is a SMART GOAL.

I intend to utilize this goal to meet the 20% individual goal requirement of evidence of student learning for my summative evaluation.

**INDIVIDUAL GOAL #2**

---

DISTRICT GOAL:

SITE GOAL:

INDIVIDUAL GOAL STATEMENT:

Check all that apply:

This goal is a SMART GOAL.

I intend to utilize this goal to meet the 20% individual goal requirement of evidence of student learning for my summative evaluation.

**INDIVIDUAL GOAL #3**

---

DISTRICT GOAL:

SITE GOAL:

INDIVIDUAL GOAL STATEMENT:

Check all that apply:

This goal is a SMART GOAL.

I intend to utilize this goal to meet the 20% individual goal requirement of evidence of student learning for my summative evaluation.

\*\*If no Individual goal you identified aligns to your individual goal evidence of student learning, how will you provide evidence for that component of your summative evaluation?

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

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

## TAM

# Teacher/Advisor Development Evaluation, And Peer Support Model

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

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

#### Summative Evaluation

There are three components of the summative evaluation, represented by the triangle in the middle of Figure 1. They are 1) professional practice, 2) student engagement, and 3) evidence

of student learning. Figure 1 illustrates the three components and how they relate to one another, to teacher professional development and learning, and to district priorities.

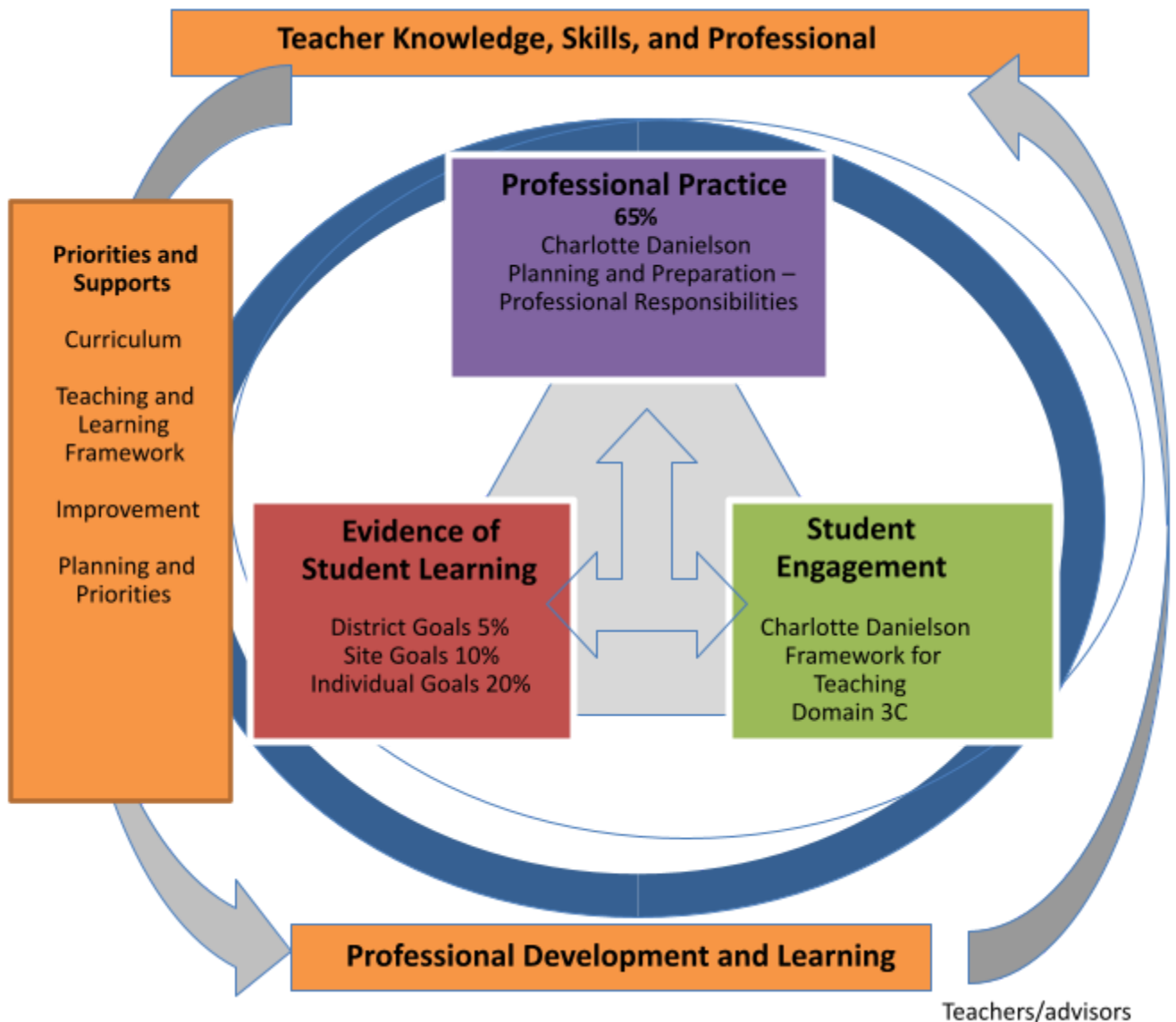


Figure 1 approach their work with knowledge, skills, and professional responsibilities. Teacher practices include planning, instruction, environment, and professionalism. Teacher practices have influence on and are influenced by student learning and achievement. We also

know that engaged students have greater achievement and vice versa, thus there is a mutual relationship between student outcomes (learning and achievement) and teacher practice.

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

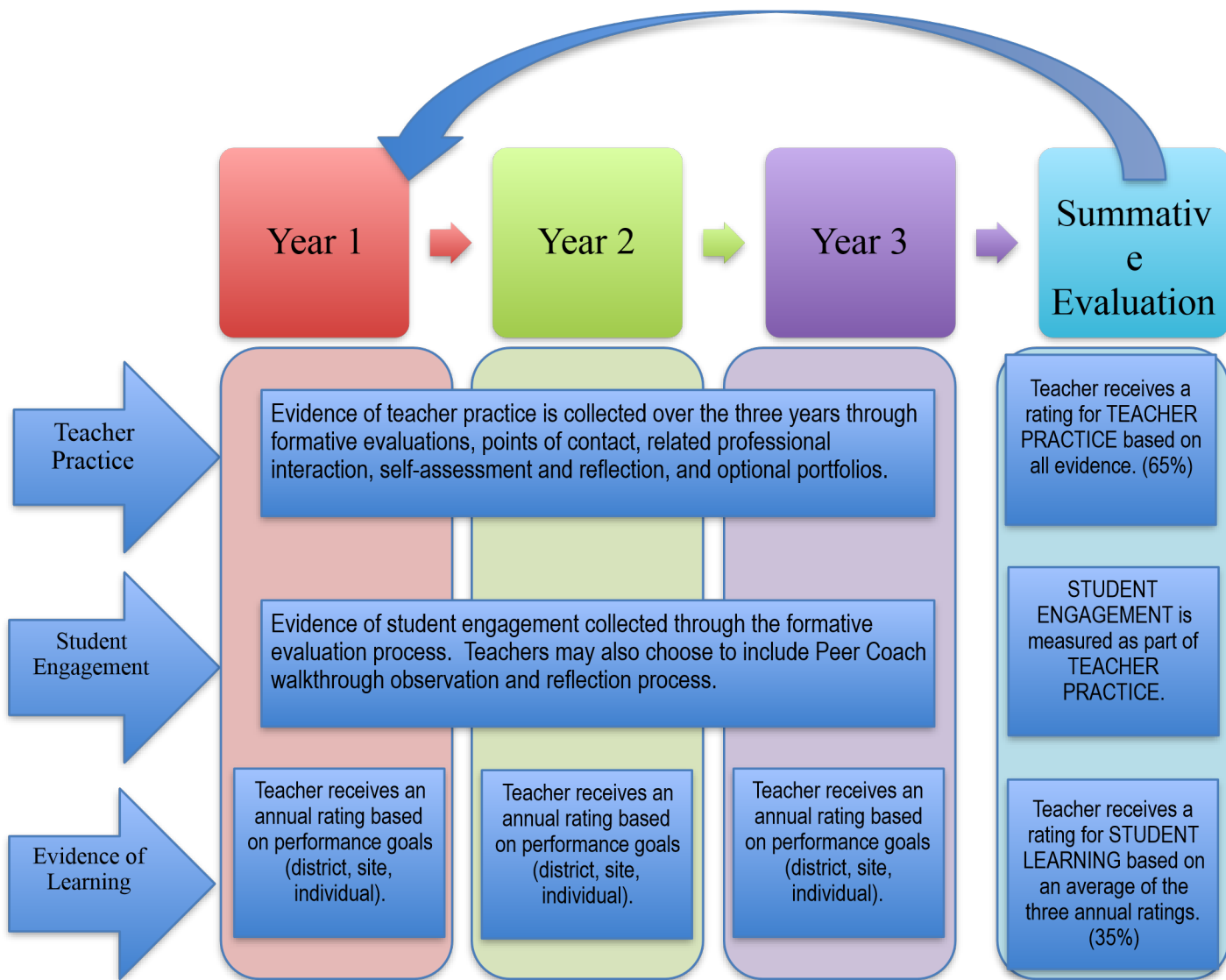
Professional practice, student engagement, and student learning and achievement are the major components of the TAM's Teacher Development, Evaluation and Peer Support model. Evaluators measure teacher practice and student outcomes in order to help teachers improve in their profession and overall effectiveness.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

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

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

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

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



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

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

**COMPONENT ONE: TEACHER PRACTICE**

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

**DOMAIN 1: PLANNING AND PREPARATION**

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

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

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



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

## DOMAIN 2: THE ADVISORY ENVIRONMENT

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

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

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

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

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

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

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

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

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

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

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

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



## COMPONENT TWO: STUDENT ENGAGEMENT

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

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

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

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

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

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

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

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

### **PEER REVIEW PROCESS**

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

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

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

### PROFESSIONAL PORTFOLIO ALIGNMENT

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

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

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

**TEACHER/ADVISOR IMPROVEMENT PROCESS**

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

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

**PROFESSIONAL DEVELOPMENT**

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

**TAM EFFECTIVE TEACHING PROCESS**

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

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

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

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

Name:

Building:

School Year:

Teaching Assignment:

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

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

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

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

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

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

**2020-2021 Individual Learning Plan Goals**

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

DISTRICT GOAL:

CURRENT YEAR SITE GOAL:

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

YEAR 1 INDIVIDUAL GOAL STATEMENT:

YEAR 2 INDIVIDUAL GOAL STATEMENT:

YEAR 3 INDIVIDUAL GOAL STATEMENT:

## GOAL WORKSHEET

### Section 2: Annual Individual Goals

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

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

### INDIVIDUAL GOAL #1

DISTRICT GOAL:

SITE GOAL:

INDIVIDUAL GOAL STATEMENT:

Check all that apply:

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

### INDIVIDUAL GOAL #2

DISTRICT GOAL:



SITE GOAL:

INDIVIDUAL GOAL STATEMENT:

Check all that apply:

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

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

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

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

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

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

### ACTION PLAN FOR GOALS

#### PGDP Goal:

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

#### Goal 1 (Individual Goal):

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

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

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

**District Goal:**

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

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

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

Goals			
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**Individual Content Goal:**

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

**Final Summative Evaluation Score Determination**

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

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

**CORRECTIVE ACTION PLAN**

Staff Member's Name:

Date of Evaluation(s):

School:

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

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

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

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Teacher/Advisor Signature

Date

Personnel Committee

Date

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

**Distribution:**

Original	-Personnel File
Copy	-Staff Member
Copy	-Evaluator

## Appendix D – Verification of Non-Profit Status



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

Date: **MAY 20 2013**

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

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

Dear Applicant:

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

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

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

Sincerely,

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

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

## Appendix E – FY 20 Board Meetings

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

<https://drive.google.com/drive/folders/1UoDluOZaVWqQ5IxzAeBLS4GIJ5m0dnC1?usp=sharing>