



Technical Academies of Minnesota
Public Charter School District 4217-07
School Year 2023-2024

World's Best Workforce & Annual Report

Welcome to Technical Academies of Minnesota

At Technical Academies of Minnesota (TAM) we build healthy, purposeful relationships to create a safe haven where dreams and ambitions are actualized and hope is fostered. We maintain a democratic learning community in which 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 wish is to ignite the innate curiosity within students, guiding them to engage with their local and global communities so they will become lifelong leaders and learners.

We believe self-directed, personalized learning invites students to choose the ways they learn and demonstrate mastery which increases engagement and enhances their learning experiences. Through Project-Based Learning, students design rigorous projects which help them learn key academic content, meet the state standards, and practice 21st Century Skills such as problem-solving, critical thinking, creativity, innovation, communication, and collaboration. We advocate for social justice and equity for all and practice restorative justice as an effective alternative to punitive responses to wrongdoing.



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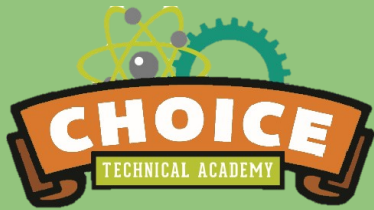
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SCHOOL INFORMATION

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Phone: 507-400-4009

Email: choice@technicalacademies.org



Opened in August 2015

Serving students in grades 7-12



Address:
DREAM Technical Academy
1705 16th Street NE
Willmar, MN 56201

Phone: 320-262-5640

Email: willmar@technicalacademies.org



Opened in August of 2014

Serving students in grades 7-12

OUR MISSION

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

OUR VISION

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

OUR CORE VALUES:

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



TAM officially started the relationship with Osprey Wilds as our authorizer on July 1, 2022. The current contract is for five years FY 23-27. Osprey Wilds, with its offering of alternative measures of success, helps showcase our students as more than a test score and shows that they are succeeding in different ways beyond the traditional measurements. TAM's mission, vision and values align nicely with Osprey Wilds. We have similar themes with regard to the importance of having connections or relationships, balance or wholeness, valuing uniqueness, diversity, caring about the earth and lifelong learning. We are excited to expand our opportunities in the area of environmental education and to incorporate those practices into our daily lives. Osprey Wilds supports us in our innovative approaches to education with our project-based education, focus on Restorative Justice, and healing centered practices.

Osprey Wilds Authorizing Mission:

To ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit-based decisions about its portfolio of charter schools.

Osprey Wild's Authorizing Vision:

To Authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.

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ospreywilds.org/charter-school-division/

IMPLEMENTATION OF PRIMARY AND ADDITIONAL STATUTORY PURPOSES

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

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

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

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

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

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

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

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

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

STUDENT ENROLLMENT AND DEMOGRAPHICS

TAM has had consistent enrollment numbers since its doors opened at both sites. This past spring TAM had the largest number of students graduating to date with 25 seniors receiving a diploma from DREAM and 11 from CHOICE. One parent told a staff member, “My child never would have graduated if it wasn’t for this school.” This is the sentiment of many students and parents, and this is why we are excited for every new tour and welcome meeting.

Student Enrollment

CHOICE Technical Academy				
Number of Students Enrolled	2021-2022	2022-2023	2023-2024	2024-2025 (est)
7th Grade	3	2	3	1
8th Grade	6	5	1	7
9th Grade	13	6	4	4
10th Grade	4	14	8	7
11th Grade	16	8	15	8
12th Grade	20	18	14	17
Total	62	53	45	44
Total ADM (Average Daily Membership)	49.19	51.77	42.23	44.28

“DREAM has always been the school for her and she has grown so much. She has been able to accomplish so much not only with credits, but exploration and within herself.”

A satisfied parent

DREAM Technical Academy				
Number of Students Enrolled	2021-2022	2022-2023	2023-2024	2024-2025 (est)
7th Grade	12	9	5	6
8th Grade	14	24	9	7
9th Grade	11	20	25	12
10th Grade	17	29	15	15
11th Grade	23	20	15	15
12th Grade	19	27	12	20
Total	96	129	81	75
Total ADM (Average Daily Membership) for year	75.78	92.75	77.50	74.76

Student Demographics

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



CHOICE Technical Academy				
Demographic Trends	2021-2022	2022-2023	2023-2024	2024-2025
Total Enrollment	62	51	50	45
Special Education	19	22	21	18

English Learners	0	0	0	1
Free/Reduced Priced Lunch	31	28	24	31
Black, not of Hispanic Origin	1	3	4	1
Hispanic/Latino	0	15	9	14
Asian/Pacific Islander	0	0	0	0
American Indian/Alaskan Native	0	2	0	0
White, not of Hispanic Origin	42	14	29	28
Two or more races	19	15	14	2

DREAM Technical Academy				
Demographic Trends	2021-2022	2022-2023	2023-2024	2024-2025
Total Enrollment	96	129	85	75
Special Education	23	32	28	29
English Learners	0	0	0	0
Free/Reduced Priced Lunch	55	75	60	57
Black, not of Hispanic Origin	2	6	4	6
Hispanic/Latino	32	53	27	23
Asian/Pacific Islander	1	1	1	0
American Indian/Alaskan Native	4	3	0	0
White, not of Hispanic Origin	40	66	50	52
Two or more races	19	7	10	21

STUDENT ATTENDANCE, ATTRITION AND MOBILITY

A variety of factors have impacted the attendance rate of our students, with the COVID-19 Pandemic being one of the most significant factors, and we continue to see the lingering effects in regards to attendance.

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

intervene with students who may be struggling by finding ways to support the students and get to the bottom of why they are avoiding school.

The DREAM site, in contrast, resides in Kandiyohi County which has significantly tightened its truancy consequences. After three missed days, our office manager sets up a meeting with the parents of the student to go over our attendance policy. After five days of unexcused attendance, we fill out the Kandiyohi County Truancy Referral form and email it to the truancy email. The Kandiyohi County truancy system has two dates each month to meet for a Truancy Intervention Meeting (TIM). We also send out a ten day doctor letter informing parents that their student has reached over ten total absences. The parent or guardian will be required to provide a doctor's note for any other absences otherwise it will be considered unexcused. We also have students who attend DREAM that do not reside in Kandiyohi County. Most of the surrounding counties do not have a truancy program or are less strict, but we hold the three day and ten day plan for them as well. In addition to the county action, DREAM has developed a DREAM Attendance Success Plan that will be implemented during the 24-25 school year to help increase attendance rates.

Student Attendance

	2020-2021	2021-2022	2022-2023	2023-2024
CHOICE Technical Academy Student Attendance Rate	79.99%	76.27%	83.12%	82.18%
DREAM Technical Academy Student Attendance Rate	86.21%	80.12%	83.15%	79.49%

Student Attrition

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

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

Percentage of students* who were continuously enrolled between October 1 of the 2022-2023 school year and October 1 of the 2023-24 school year.	CHOICE: 51% DREAM: 43%
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Percentage of students* who continued enrollment in the school from Spring 2023 to October 1, 2023.	CHOICE: 80% DREAM: 53%
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“He has shown numerous changes for the good academically and attitude is so much more happy and positive.” **A pleased parent**

Student Mobility

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

CHOICE						
Year	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
2019-2020	4	58	19	9	28	48.28%
2020-2021	6	53	9	4	13	24.5%
2021-2022	3	43	13	2	15	34.88%
2022-2023	6	55	15	9	24	42.63%
2023-2024	4	44	11	8	19	43.18%

DREAM						
Year	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
2019-2020	8	64	11	11	22	34%
2020-2021	16	77	12	14	26	33%
2021-2022	14	72	18	9	27	37%
2022-2023	16	95	23	24	47	49%
2023-2024	8	73	18	22	40	54%

Percentage of students who were enrolled for 95% or more of the 2023-2024 school year.	CHOICE: 51% DREAM: 45%
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EDUCATIONAL APPROACH AND CURRICULUM

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

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

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

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

"She has benefitted in so many ways and has had great opportunities."

A grateful parent

Technical Academies of Minnesota's Four Foundational Pillars

Small Learning Community

Both TAM sites consist of small learning environments of no more than 150 students at each site divided into 4-6 advisory spaces where students become well known by staff and their peers. Here they are cared for so that not one single student ever falls between the cracks. Students are given individual time daily to meet with an advisory team member who supports their project design from start to finish.

Learning is not organized around a class schedule but rather is organized around individualized learning targets/state standards. This provides greater freedom for students to access technology, research and develop projects, engage in service-based learning, participate in work-based learning and PSEO, and collaborate with community partners.

Project-Based Learning

Project-Based Learning is driven by a constructivist pedagogy yet one that has a clear instructional focus. Students develop a series of projects that meet Minnesota Standards in a personal way. Each project is co-generated from student interest and advisor knowledge. Students utilize the state standards to direct their project design and implementation. The projects are tracked using Headrush, a project-based learning platform. All of this is carefully crafted into the student's personal learning plan which is individualized for each student. The plan is monitored regularly by staff but most often by students.

Authentic Assessments

Authentic Assessments offer multiple paths for demonstrating students' learning and performance on worthy, intellectual tasks. Authentic assessments are used to both track student work and also provide formative data which is used to improve instruction. In addition to authentic measures used for formative purposes, Technical Academies of Minnesota uses NWEA MAP as its primary tool for determining current students' level of attainment in reading and math. Since it is administered multiple times during the year, especially for students who are below targets for meeting proficiency levels, it too is formative in nature.

Staff-Led (Powered) School

Our Staff-Led school design gives staff a chance to demonstrate how they can lead the operations of the schools. Each staff member selects two committees in which the staff member feels they have gifts and talents to contribute. Committees include Personnel, Finance, Operations, Marketing, Curriculum and School Climate and Culture. Each committee has a mission statement and a list of tasks to be completed through out the year. Each committee meets weekly to address issues as they arise and to divide up the duties among the members that need to be completed during a specific time period.

Our Instructional Program and Curriculum

The instructional methodology utilizes differentiation to determine how to approach learning for each student in accordance with the information found in their personal learning plan. Each school has a curriculum committee that reviews Minnesota Department of Education standards and requirements, then integrates these standards with our “learning management platform” called Headrush. Headrush is a learning management platform built specifically for learner-centered schools and project-based programs. Staff update Headrush as needed to equip the application with current state-wide and school-wide standards. These standards apply to the main subject areas, and are used to track 21st Century skills development, the arts, and physical education. Students are engaged in learning, because they are free to choose projects that are relevant to their world.

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



Our Remediation and Acceleration Practices and Programming

TAM staff work on an individual basis with each student to allow for flexibility and individualization, which allows students to move in and out of academic and supportive services as needed. Much of our student population are identified as being “at risk” of not being successful in school. These supports coupled with the identified essential

learning targets at each grade level in each content area help to determine individual student needs. We are a school wide Title 1 district. Each school has a Title 1 coordinator who works with staff to establish and implement programming and resources to support students.

During the 2023-2024 school year our district was awarded the ADSIS - Alternative Delivery Specialized Instructional Support grant. As part of our remediation offered through the ADSIS grant, our schools administer a reading and math assessment for each student at the beginning of the school year. The students who are achieving at 20% or less will be included in the ADSIS interventions. IXL is used as an intervention for both reading and math and the lessons are tailored to the areas in which the students need growth. Students meet individually or in small groups with the ADSIS interventionists to complete lessons and assess learning.

TAM students also spend 30 minutes each day in a book club led by school staff to read novels, biographies, non-fiction, etc. and to work on specific reading strategies. TAM students will:

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

TAM students spend 40 minutes each day in a traditional math class. Our schools also administer a math assessment for every student at the beginning of the school year to determine growth over time. TAM students will:

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

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

Our Special Education Program

It's difficult to determine which students receive special education services at TAM. This is on purpose. We know when students reach high school, they don't necessarily want to be singled out or pulled out of the classroom setting. Therefore, our philosophy is to provide the appropriate special educational services directly while they are in their advisory space working on individual projects whenever this is possible, while working on their specific IEP goals. (For example, many of our students have writing and reading comprehension goals which lend themselves easily to getting specific service in their advisory while working on projects aimed at covering various learning targets. The same is true with goals in the areas of organization, social skills or self-regulation.) There are times where one-on- one or small group service is needed. If this is the case, students are serviced in one of the other rooms available for direct instruction. Our school is divided into advisory spaces similar to a classroom, and each advisory space has a team of adults working with students including 1 general education teacher and 1-3 special education paraprofessionals depending on the needs of the students in that space. We also have special education teachers that service students throughout the building during the day checking in with and providing services to students. In addition, we have two full time school social workers at each site every day who provide services to students individually or in small groups.

- a. **The School's Child Find Process** - Each school has a Student Assistance Team that meets weekly or as needed to discuss student concerns. If a student is discovered to be having difficulties either academically, socially or emotionally, we will complete the first step of our child find process which is to gather all the relevant data and information so we can create a plan to include at least two interventions we want to try with the student using strategies for these general education students that are research based, yet easily implemented. The interventions may include developing a section 504 accommodation plan, tutoring, support services, ADSIS services or a wide variety of regular education techniques to help the student succeed. The interventions will be implemented daily/weekly and progress will be monitored and documented. After a period of 8 weeks if the student is making progress, we will continue with the interventions. If the student is not making progress, we will meet as a team to determine our next steps which may include a special education evaluation.
- b. **The Methods and Strategies for Serving Students with Disabilities** - Specialized instructional strategies in reading, math, writing and social/emotional/ behavior are provided in a structured environment that supports and enhances a student's

learning potential. These services are provided by licensed general and special education teachers and a school social worker with the support of special education paraprofessionals. Other services such as special education director, occupational therapy, physical therapy, speech and language therapy, developmental physical education, deaf and hard of hearing or visually impaired, are contracted through third party services. We also collaborate with local agencies to provide vocational rehabilitation services, transition services or work-based learning opportunities.

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

Once an educational assessment has been completed and the student is found to have significant learning needs, an Individual Education Plan (IEP) is developed. The IEP identifies how the academic, behavioral and social deficits will be remediated so each student can become a successful grade level learner. In order to meet these goals students are provided individualized instruction and strategies in a variety of modalities. The special education staff, like general education staff, are continually assessing student learning via observation and data collection. Each student's progress is documented quarterly and yearly, and the IEP is revised to reflect the progress. The IEP also contains student accommodations which are determined by the IEP team. The goals of classroom accommodations are not to change the rigor of expectations regarding the standards. Ultimately our goal is that students have self awareness of what they need to be successful, and they have skills in self-advocacy so that they are ready for the college or work place environment.

Our English Learner Program

The identification for English Learner (EL) services begins with the registration process for every student. Students who are not identified, but demonstrate a need once in the classroom will also be considered for services based on EL identification criteria. Students will be considered for EL services based on the Minnesota Language Survey – parents will complete this form at the main office when registering their child at TAM. The office screens the surveys at registration. If the student first learned, speaks, understands, or has consistent interaction with a language other than English, or English and language(s) other than English, then the student is referred to the EL team for language proficiency screening. Further screening means the student is screened for English proficiency using ACCESS 2.0 for EL's scores if available from another district. A records review may also be included and completed by the EL team. At any time other measures may be used to complement the identification procedure including:

observations, teacher recommendations, parent recommendations, educational history, work samples, and consideration of home language literacy.

Summer Programming

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

How the School is Staffed to Meet its Educational Mission

During the 2023-2024 school year, TAM employed 35 staff members with a variety of degrees and backgrounds for a total of 156 years of teaching experience. We have 10 staff with Masters degrees in Education, Social Work, Special Education and we have 13 staff with Bachelor's degrees in Education, Phy Ed and Health, Social Work, Communication, Art, Elementary Education and Early Childhood Education. Several of our staff members have many years of coaching experience.

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

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

Graduation and Credit Requirements for 9th-12th Grade

Subject Area	DREAM Credit Requirement	CHOICE Credit Requirement
Language Arts - Language	1	1
Language Arts - Writing	1	1
Language Arts - Reading Literature	1	1
Language Arts - Speaking/Listening	1	1

Math - Geometry	1	1
Math - Algebra 2	1	1
Math - Personal Finance	1	1
Science - Biology	1	1
Science - Physics &/or Chemistry	1 or.5 each	1 or.5 each
Science - Earth and Space Science	1	1
Social Studies - Civics/Government	0.5	0.5
Social Studies - Economics	0.5	0.5
Social Studies - Geography	0.5	0.5
Social Studies - US History	1	1
Social Studies - World History	1	1
Arts	2	1
Physical Education	1	1
Personal Health	0.5	0.5
Electives	8.5	7
Junior Project	1.5	1
Senior Project	3	1
Independent Reading	2	1
Advisory (CHOICE Only)	-	4
Environmental Learning (CHOICE Only)	-	1
Career Exploration (CHOICE Only)	-	1
Total Credits	32	32

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

- 1 Project Showcase for each year enrolled
- 1 Service Learning Project for each year enrolled (DREAM)

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

- Complete a work experience program and enter the workplace with the skills necessary to obtain a liveable wage job; and/or,
- Complete Or More “industry-recognized certifications” as determined by the student passing an industry developed assessment; and/or,
- Complete an occupational area training at a technical college such as carpentry, cosmetology, heavy machinery, etc; and/or,
- Complete one or more years of postsecondary education and on track to complete an AA degree while at the Academy or within one year of graduation from the Academy; and/or,
- Complete one or more years of postsecondary education and be admitted to a four-year university; and/or,
- Be accepted into the United States Military Services with a career plan.



DREAM Technical Academy School Calendar and Daily Schedule

Students Daily Schedule

Monday, Tuesday, Thursday, and Friday schedule:

7:55-8:30 Advisory

8:30-9:00 Reading

9:00-12:00 project or math time

12:00-12:30 lunch

12:30-2:45 project or math time

Wednesday schedule: - no scheduled math classes due to it being an Experience Day

7:55-8:30 Advisory

8:30-9:00 Reading

9:00 - 12:00 schedule will vary depending on the outing/experiences planned for the day

12:00-12:30 Lunch time

12:30-2:45 schedule will vary depending on the outing/experiences planned for the day

2023-2024 DREAM Technical Academy Calendar

August 16-17 New Staff Orientation 8am-4pm
 August 18 New Student Orientation 8:30am-12:00pm
 August 21-24 Staff Development 7:30am-3:30pm
 August 22 Registration Night for all students and families at 5:00pm
 August 28 First Day of School

AUGUST 2023						
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January 1 No School - Winter Break
 January 2 School Resumes
 January 12 End of First Semester
 January 15 No School
 January 19 No School - Staff Development

September 4 No School - Labor Day

SEPTEMBER 2023						
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February 12 No School Staff Development
 February 15 Presentation Night 4-7pm
 February 19 No School - Presidents Day

October 19-20 No School - Fall Break
 October 18 No School - Staff Development

OCTOBER 2023						
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March 11 No School - Staff Development
 March 18-22 No School - Spring Break
 March 29 - No School - Easter Break

November 6-10 Parent/Guardian Week
 November 22 No School - Staff Development
 November 23-24 No School - Thanksgiving

NOVEMBER 2023						
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April 8 No School - Staff Development
 April 27 Prom

December 22-29 No School - Winter Break

DECEMBER 2023						
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May 6 & 7 Senior Presentation Night 5:30-8:30pm
 May 22 Last Day of School
 May 23-24 No School - Staff Development
 May 25 Graduation at 11:00am

Our school day runs from 7:55am-2:45pm

Our school is open from 7:15am-3:30pm

Student Contact Days 168
 Staff Days 180

Yellow = Staff Development Days
Green = No School
Orange = Important Days
Blue = Start or End Days



“They like going to school. They are more engaged in their learning and their mental health is so much better.” A satisfied parent

CHOICE Technical Academy School Calendar and Daily Schedule

8:00-8:30: Advisory (Student Council every Monday)

8:30-9:00: Book Club

9:00-11:00: Math/ Project Work Time

11:00-11:30: Elective Workshop/Project Work Time

11:30-12:00 Lunch

12:00-12:30 Outdoor activity/Yoga/Physical Education

12:30-1:15 PBL Science

1:15-2:00 PBL Social Studies

2:00-2:45 PBL Language Arts

2:45-3:00 Advisory

CHOICE Technical Academy																																																														
2023 - 2024 School Calendar																																																														
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 District Closed	 Soft Start	School Day: 8:00am - 3:00pm (20 min lunch)	
 Staff Development	 End of Quarter	Total Staff Days: 178	Student Days: 157
 Start of New Quarter	 Graduation Ceremony	Total Student Instructional Hours: 1,046	

**** Jan 18th, May 7th, 8th, and 23rd will be presentation nights. 26 excess hours available. Half days not added in yet.

INNOVATIVE PRACTICES AND IMPLEMENTATION

This year TAM finished its 10th year of operation as an educational institution committed to fostering innovation, critical thinking, and hands-on learning. With a strong mission to prepare students for success in a rapidly changing world, TAM has consistently pushed the boundaries of traditional education to create a unique and engaging learning environment.

Another unique feature of TAM is using a project-based learning model. The school encourages students to apply their knowledge to real-world problems, fostering creativity, and problem-solving skills. This approach aligns with the school's mission to produce graduates who are adaptable and innovative.

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

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

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

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

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

ACADEMIC PERFORMANCE: GOALS AND BENCHMARKS

Switching to Osprey Wilds as our authorizer is one of the best things that ever happened for our district. Osprey Wilds has rigorous expectations yet understands that students are more than a test score. Our students continue to struggle with taking tests, this is the reason many of them leave traditional school in search of something more engaging. The “unschooling” process every student goes through when they come to TAM takes time and many of the students are coming to us already behind in credits and disengaged from their learning. The first and most important task when a student comes to TAM is for staff to build a trusting relationship with the student. Without this relationship, students will continue to flounder and not make progress.

Additionally, the time we spend on assessing where a student is academically when they come to TAM is an important determinant of what they are able to do on the standardized tests.

Progress on Osprey Wilds Contractual Academic Goals and WBWF Alignment

Several of our Contractual Academic Goal outcomes increased over the 2023-2024 school year. The outcomes in two out of three of our mission related goals exceed our target goal, including proficiency/growth levels on the Life Skills Assessment and the Hope Survey. Our NWEA RIT growth goals also exceeded our target goal, with nearly 70% of students meeting their growth goal for reading, and 78.4% for math. For the past two years in a row, 100% of our students who graduated met their career and college readiness goals. Additionally, both our four-year and seven-year graduation rates increased over the 2023-2024 school year.



Indicator 1: Mission Related Outcomes
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Goal:

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

WBWF Goal Areas Addressed by this Goal:

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

Results: 89.1% of our students showed growth and/or were proficient in 10 out of the 20 statements on the Life Skills Survey during the 2023-2024 school year.

2023-2024 Life Skills Survey Results	
Total Students Measured	Total Students who were proficient and/or showed growth
101	90 (89.1%)

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

Results: We met this goal for the 2023-2025 School Year. As seen on the graph below, our district grew in all but one area (Efficacy), and our overall Hope Score also increased.

Hope Survey Area	Fall	Spring	Growth Measurement
Autonomy	6.285	6.29	.005
Engagement	5.65	6.16	0.51
Belongingness	5.285	5.795	0.51
Goal Orientation	6.095	6.13	0.035
Efficacy	5.475	5.425	-0.05
Overall Score	4.84	5.16	0.32



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

Results: Each student is expected to create and work towards three goals each school year as part of their Personal Learning Plan (PLP), which include an Academic Goal, an Environmental Goal, and a Wellness Goal.

During the 2023-2024 school year, 87.4% of students met at least 67% (or 2 out of 3) of their PLP goals. This number is just below our goal of 90%, however the aggregate percentage of students meeting this goal between the 2022-23 & 2023-24 school year is 92%.

Indicator 2: English Language Learners

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

WBWF Goal Areas Addressed by this Goal:

Measure 2.1 [CCR]: From FY23 to FY25, the aggregate percentage of English Learners meeting target on the ACCESS test grades 7-12 will be equal to or greater than that of the state percentage of English Learners meeting target for the same grades.

Measure 2.2 [CCR]: From FY23 to FY25, the average progress toward target for English Learners grades 7-12 on the ACCESS test will be equal to or greater than the state average progress toward target for the same grades.

Outcome for Indicator 2: Neither site had English Language Learners during the 2023-2024 School Year

Indicator 3: Reading Growth

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

and nationally normed assessments.

WBWF Goal Areas Addressed by this Goal:

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

Results: The data for this measure is not yet available for the 2023/2024 School Year on the Minnesota Report Card for our district, nor is it available for the Willmar Public School District or Owatonna Public School District.

Data for the 2022-2023 School Year is available:

Technical Academies of MN	0%
Owatonna Public Schools	20%
Willmar Public Schools	21%

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

Results: The data for this measure is not yet available for the 2023/2024 School Year on the Minnesota Report Card for our district, nor is it available for the Willmar Public School District or Owatonna Public School District.

Data for the 2022-2023 School Year is available:

Technical Academies of MN	71%
Owatonna Public Schools	37%
Willmar Public Schools	43%

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

Results:

Technical Academies of Minnesota	Number of students meeting growth target	Number of students not meeting growth target	Total number of students	Percentage of students meeting growth target

FY23	46	19	65	71%
FY24	30	13	43	69.8%
Aggregate	76	32	108	70%

Indicator 4: Math Growth

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

WBWF Goal Areas Addressed by this Goal:

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

Results: The data for this measure is not yet available for the 2023/2024 School Year on the Minnesota Report Card for our district, nor is it available for the Willmar Public School District or Owatonna Public School District.

Data for the 2022-2023 School Year is available:

Technical Academies of Minnesota	0%
Owatonna Public Schools	18%
Willmar Public Schools	19%

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

Results: The data for this measure is not yet available for the 2023/2024 School Year on the Minnesota Report Card for our district, nor is it available for the Willmar Public School District or Owatonna Public School District.

Data for the 2022-2023 School Year is available:

Technical Academies of Minnesota	91%
Owatonna Public Schools	41%

Willmar Public Schools	39%
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Measure 4.3 [CCR] –: From FY23 to FY25, the aggregate percentage of students in grades 7-11 who meet their fall to spring, fall to fall, or spring to spring NWEA RIT expected growth target will be at least 65%.

Results:

Technical Academies of Minnesota	Number of students meeting growth target	Number of students not meeting growth target	Total number of students	Percentage of students meeting growth target
FY23	41	21	62	66%
FY24	40	10	51	78.4%
Aggregate	81	31	113	72%

Indicator 5: Reading Proficiency

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

WBWF Goal Areas Addressed by this Goal:

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

Results:

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	1	11	5	10	27	53.7
FY24	2	5	3	7	17	50.0
Aggregate	3	16	8	17	44	52.3

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

Results:

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

FY24	0	0	4	7	11	18.2
Aggregate	1	1	7	11	20	27.5

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

Results:

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	2	12	5	22	41	40.2
FY24	2	5	7	14	28	37.5
Aggregate	4	17	12	36	69	39.1

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

Results:

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	2	7	4	16	29	37.9
FY24	1	2	5	12	20	27.5
Aggregate	3	9	9	28	49	33.7

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

Results:

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	1	4	2	10	17	35.3
FY24	0	3	3	10	16	28.1
Aggregate	1	7	5	20	33	31.8

Indicator 6: Math Proficiency

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

WBWF Goal Areas Addressed by this Goal:

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

Results:

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	0	0	6	17	23	13.0
FY24	0	1	2	14	17	11.8
Aggregate	0	1	8	31	40	12.5

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

Results:

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	0	1	0	3	4	25.0
FY24	0	0	1	7	8	6.3
Aggregate	0	1	1	10	12	12.5

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

Results:

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	0	1	6	24	31	12.9
FY24	0	1	3	25	29	8.6
Aggregate	0	2	9	49	60	10.8

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

Results:

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	0	1	3	20	24	10.4
FY24	0	1	1	20	22	6.8
Aggregate	0	2	4	40	46	8.7

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

Results:

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	0	0	1	9	10	5.0
FY24	0	1	0	14	15	6.7
Aggregate	0	1	1	23	25	6.0

Indicator 7: Science Proficiency (and Growth)

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

WBWF Goal Areas Addressed by this Goal:

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

Results:

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

FY24	0	1	3	4	8	31.3
Aggregate	0	4	9	13	26	32.7

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

Results:

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	0	1	1	3	5	30.0
FY24	0	0	2	6	8	12.5
Aggregate	0	1	3	9	13	19.2

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

Results:

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	0	4	7	13	24	31.3
FY24	0	1	5	10	16	21.9
Aggregate	0	5	12	23	40	27.5

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

Results:

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	0	2	5	8	15	30.0
FY24	0	1	3	8	12	20.8
Aggregate	0	3	8	16	27	25.9

Measure 7.5 [AGC]: From FY23 to FY25, the school's aggregate proficiency index score on the MCA math assessment for students (grades 8, HS) in the Special Education group in grades 8 and HS will be greater than that of the aggregate of alternative schools in Minnesota for the same grades (grades 8, HS).

Results:

Technical Academies of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	0	2	1	1	4	62.5
FY24	0	0	1	4	5	10.0
Aggregate	0	2	2	5	9	33.3

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

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

WBWF Goal Areas Addressed by this Goal: *None*

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

Indicator 9: Post Secondary Readiness

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

WBWF Goal Areas Addressed by this Goal:

Measure 9.1 [GRAD]: From FY23 to FY25, the aggregate 4-year graduation rate will be at least 75.0%.

Results:

Technical Academies of Minnesota	Graduated	Total	Graduation Rate
FY23	20	46	43%
FY24	27	51	52.9%
Aggregate	47	97	48%

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

Results:

Technical Academies of Minnesota	Graduated	Total	Graduation Rate
FY23	25	34	74%
FY24	26	28	92.9%
Aggregate	51	62	82%

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

Results: (see table 9.2 above for comparisons)

Alternative Schools in the State of Minnesota	Graduated	Total	Graduation Rate
FY23	4277	6856	62%

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

“My Advisor is doing great. She helped me to graduate. I will be forever grateful.” **A satisfied student**

Results:

Technical Academies of Minnesota	Number of graduates demonstrating career and/or college readiness by completing their Senior Project and a Graduation Checklist	Number of Graduates	Percent of graduates demonstrating career and/or college readiness by completing their Senior Project and a Graduation Checklist
FY23	30	30	100%
FY24	31	31	100%
Aggregate	61	61	100%

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

Results:

Technical Academies of Minnesota	Number of graduating students who have been continually enrolled since their 10th grade year at TAM meeting at least 1 Career Readiness Experience	Number of Graduates	Percent of graduating students who have been continually enrolled since their 10th grade year at TAM meeting at least 1 Career Readiness Experience
FY23	8	8	100%
FY24	26	27	96%
Aggregate	34	35	97%

"I think the staff are very good at what they do. Very respectable."

A grateful student



Indicator 10: Attendance

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

WBWF Goal Areas Addressed by this Goal:

Measure 10.1 : From FY20-23, the average of the school's annual consistent attendance rates is equal to or greater than that of the aggregate of alternative schools in the state.

Results:

Technical Academies of Minnesota	Count Consistently Attending	Total	Annual Consistent Attendance Rate
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FY22	27	116	23%
FY23	34	131	26.0%
Average	61	247	25%

Federal and State Accountability

World's Best Workforce:

- 3rd grade reading scores - N/A
- 8th grade math scores - CHOICE and DREAM hired a staff with specialization in math to implement a more structured math curriculum. DREAM staff provides direct instruction for students and works with them to complete assignments. At least one paraprofessional attends each math class. CHOICE staff and a volunteer tutor, who is a retired math teacher, go through lessons daily with students in small groups. CHOICE and DREAM have also purchased IXL which is easily implemented in math class or in the advisory for extra math practice the student may need.
- Achievement gap data - TAM schools utilize NWEA, MCA, and HOPE survey results to identify student growth areas. This information is then aggregated to all staff, so it can be utilized in each student's personalized learning plan (PLP). The purpose of the PLP is to act as a scope and sequence for each student in their academic and personal learning for the year. The plan each student creates helps to drive the specific support that they need from the TAM staff. This plan is updated every six weeks to ensure the student is making progress. A variety of Multi Tiered Systems of Support strategies are implemented with the student, based on their specific plan. The plan may include early identification of students who are struggling, providing services for identified students such as reading groups, hiring a licensed math instructor, and developing and assessing weekly SMART goals. The ongoing NWEA, MCA, and HOPE survey results, along with additional formative assessments by licensed staff, act as indicators of student success after the implementation of the strategies were put into place in the student's PLP.
- Graduation rates - TAM takes a proactive approach to identify at-risk students, who have the potential to fall behind and not graduate. The amount of credit each student earns is tracked by staff on a monthly basis. Students who fall behind the required credit amounts are identified and placed on a Student Assistance Plan. A team is formed to work with the students to create a plan on how to help the student catch up on credits and stay on track. This is offered to all student demographic groups. TAM offers support for students outside of the school day as well as throughout the summer if they need to catch up on credits or want to work ahead.
- Teacher equity data - CHOICE and DREAM are small charter schools in the smaller towns of Owatonna and Willmar, Minnesota. Because of this, our applicant pool for all positions is limited. CHOICE and DREAM regularly advertise all open positions on multiple sites and is an equal opportunity employer, however the candidate options are consistently low. TAM's educational structure is such that students are in advisories which include a licensed teacher, SPED teachers and paraprofessionals as needed.

TAM was founded on the educational philosophy that student learning is a richer experience when they can explore questions without confining learning to one specific subject. Because of this, all staff members at TAM teach across the curriculum. Our effectiveness lies in our ability to spend 1:1 time with students, powered by the belief that growth takes place in asking the questions and learning how to find solutions. This benefits our students because among other things, they learn 21st Century skills in a student-centered learning environment.

“It has given him confidence, and allows him to advocate for himself and he has become self-aware.”
A happy parent

EDUCATIONAL EFFECTIVENESS PRACTICES

At the start of the 2023-2024 school year, TAM began a comprehensive journey to evaluate the effectiveness of our assessment practices and our interpretation of data.

Identifying Areas of Need and Data Sources:

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

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

Assessing Student Progress:

TAM adopted a robust process for evaluating each student's progress toward meeting state and local academic standards. This included regular formative assessments, benchmark testing, and ongoing teacher evaluation. We analyzed data from our standardized testing, specifically the Minnesota Comprehensive Assessment along with the Northwestern Evaluation Association Assessment. Data from these assessments were used to adapt instruction and tailor interventions for individual students as needed. It should be noted that past school failures have set negative behavioral patterns for our students when it comes to formalized testing. In the past, truancy increased during the weeks of testing. One of our biggest goals was to ensure all students took the state tests and that they understood the importance of their engagement. We are happy to report that this is something that is readily improving, as students seem more engaged in the test-taking process, and we have significantly higher percentages of students taking them.

Disaggregating Data by Student Group:

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

Reviewing and Evaluating Instruction and Curriculum:

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

Strategies for Improvement:

TAM has implemented several strategies to improve instruction, curriculum, and student achievement. These strategies include:

- Providing professional development opportunities for teachers to enhance their instructional skills.
- Continue to support personalized learning while mainstreaming expectations
- Offering additional support and resources for underperforming students.
- Encouraging a culture of collaboration among the staff, allowing them to share best practices and learn from one another.
- Continuing to demonstrate our belief in each child, and doing whatever necessary to establish connections so that each student begins to believe they are valued and gifted.

Strategies for Increasing Equitable Access to Effective and Diverse Teachers:

TAM actively works to increase equitable access to effective and diverse teachers by:

- Implementing specific recruitment efforts to attract diverse educators.
- Providing mentorship programs for new staff to improve their effectiveness.
- Offering professional development that addresses culturally responsive teaching.
- Establishing partnerships with local colleges and universities to cultivate a pipeline of diverse teaching candidates.
- We have found that the culture and style of educating at TAM, along with relationships in the community with people who have a similar vision and love for kids, is our best staff recruitment tool.

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

DREAM Technical Academy					
	Licensed Educators (% of total)	3+ Years' Experience (% of total)	Working in Area of Licensure (% of total)	Advanced Degrees (% of total)	Racially / Ethnically Diverse (% of total)
Teachers	100%	76%	82%	45%	19%
Admin Staff	N/A	N/A	N/A	N/A	N/A

CHOICE Technical Academy					
	Licensed Educators (% of total)	3+ Years' Experience (% of total)	Working in Area of Licensure (% of total)	Advanced Degrees (% of total)	Racially / Ethnically Diverse (% of total)
Teachers	71%	80%	80%	20%	0%
Admin Staff	29%	100%	100%	100%	50%

CHOICE had a total of seven Licensed Staff members during the 2023-2024 school year. This includes staff with a teaching license, and two staff with a School Social Work license.

DREAM had a total of eleven Licensed Staff members during the 2023-2024 school year. This includes staff with a teaching license and two staff with a School Social Work license.

STUDENT AND PARENT SATISFACTION

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

Student Responses

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

Not effective at all - 1 2 3 4 5 - Very effective

1	2	3	4	5
0%	2.2%	31.1%	40%	26.7%

Do you have a feeling of acceptance or belonging at school?

I have a low feeling of acceptance - 1 2 3 4 5 - I have a high feeling or acceptance or belonging at school

1	2	3	4	5
6.7%	6.7%	20%	51.1%	15.6%

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

Not satisfied at all - 1 2 3 4 5 - Extremely satisfied

1	2	3	4	5
2.2%	8.9%	44.4%	22.2%	22.2%

Parent Responses

My student felt safe at school.

Strongly disagree - 1 2 3 4 5 - Strongly agree

1	2	3	4	5
0%	14.3%	0%	57.1%	28.6%

Do you feel that your student has a feeling of acceptance or belonging at school?

They have a low feeling of acceptance and belonging - 1 2 3 4 5 - They have a high feeling of acceptance and belonging

1	2	3	4	5
14.3%	0%	0%	14.3%	71.4%

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

Extremely dissatisfied - 1 2 3 4 5 - Extremely satisfied

1	2	3	4	5
0%	14.3%	28.6%	28.6%	28.6%

ENVIRONMENTAL EDUCATION

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

requires sufficient awareness, knowledge, skills, and attitudes in order to create a healthy planet where all people live in balance with the Earth.

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

Due to our PBL nature and the general interest in our young people about the environment, environmental education is a powerful avenue for student success as well as future opportunity. We use both pre and post surveys to measure growth, and prioritize individual and group reflection. As students begin to see the connections between human activities and environmental health, they will be nurtured to express proactive and reactionary goals for better balance of living.

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

A few environmental literacy results include:

- 90.75% of students increased their ability to identify signs of animals and describe animals and their lives.
- 87% of students increased their understanding and appreciation of local diversity and its importance.
- 72.25% of students increased their knowledge about pollution and how it affects the environment.

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



GOVERNANCE AND MANAGEMENT

Board of Directors

The role of the TAM Board is to hold the staff accountable for meeting the contractual goals with our authorizer and to govern the operations and management of the schools. The TAM board is partially composed of teachers, parents and community members. The TAM Board has three committees on which the members serve the district: Academic Excellence, Governance and Finance. The TAM Board reviews data provided by the schools monthly related to finances, the district Strategic Plan, academic performance, environmental education, student/parent/staff satisfaction, and other items from the Osprey Wilds' performance framework. Each school also provides a detailed site report each month to keep the board abreast of activities related to student learning, committee action, professional development, and demographic information.

TAM Board Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address
Jim Barnes	Board Chair	Community Member	9/27/22	10/25/22	2024	boardchair@technicalacademies.org
Ashley Lucas	Board Vice Chair	Teacher Member	6/28/22	6/28/22	2023	alucas@technicalacademies.org
Dawn Nuss	Treasurer	Teacher Member	8/23/22	9/27/22	2024	dnuss@technicalacademies.org
Rochelle Schultz	Member	Parent Member	8/23/22	9/27/22	2023	rschultz@technicalacademies.org
Carolyn Holm	Member	Community Member	8/29/23	9/26/23	2023	cholm@technicalacademies.org

Deanna Schiesser	Member	Community Member	4/2/24	4/2/24	2025	dschiesser@technicalacademies.org
Jill Blomker	Member	Teacher Member	6/23/23	06/23/23	2024	jblomker@technicalacademies.org
Shanna Hofland	Member	Parent Member	6/6/23	6/6/23	2024	shofland@technicalacademies.org
Sam Morin	Member	Parent Member	4/2/24	4/2/24	2024	smorin@technicalacademies.org
Mark Meier	Member	Teacher Member	10/24/23	10/24/23	2025	mmeier@technicalacademies.org
Leann Houle	Member	Parent Member	9/26/23	10/24/23	2025	lhoule@technicalacademies.org
Bre Scheer	Member	Teacher Member	10/24/23	11/28/23	2025	bscheer@technicalacademies.org

Board Training and Development

TAM is committed to having a board that is knowledgeable about the expectations of the roles and responsibilities of being a board member, the training that is required to be a board member, and the policies and procedures relevant to the TAM Board.

Initial Training

Prior to beginning their term, a new board member must complete training on a charter school board's role and responsibilities, open meeting law, and data practices law.

Initial Training				
TAM Board Member Name	Original Date Seated	Board's Role & Responsibilities	Open Meeting Law	Data Practices Law
Jim Barnes	10/25/2022	8/1/24 Osprey Wilds	8/1/24 Osprey Wilds	7/23/23 MN Charter Board
Ashley Lucas	6/28/22	3/5/2023 Osprey Wilds	3/5/23 Osprey Wilds	6/26/23 MN Charter Board
Dawn Nuss	4/26/22	8/2/22 Osprey Wilds	8/2/22 Osprey Wilds	6/22/23 MN Charter Board
Jill Blomker	6/6/23	7/30/24 Osprey Wilds	7/30/24 Osprey Wilds	6/19/23 MN Charter Board
Rochelle Schultz	9/27/22	8/2/22 Osprey Wilds	8/2/22 Osprey Wilds	6/12/23 MN Charter Board
Carolyn Holm	9/26/23	Left board before completing training		
Bre Scheer	11/28/23	8/1/23 Osprey Wilds	8/1/23 Osprey Wilds	
Mark Meier	10/24/23	2/6/24 Osprey Wilds	2/7/24 Osprey Wilds	8/28/24 MN Charter Board

Leann Houle	10/24/23	Left board before completing training 5/2024		
Shanna Hofland	6/6/23	Didn't complete the training		
Deanna Schiesser	4/2/24	Left board on 6/30/24 hired at DREAM		
Sam Morin	4/2/24	Left the board 7/2024		

Annual Training

A new board member must complete training on employment policies and practices, public school funding and financial management, and the board's roles and responsibilities regarding student success, achievement, and performance within 12 months of being seated on the board.

Annual Training – FY24			
Board Member Name	Employment Policies and Practices	Public School Funding and Financial Management	Board's Roles and Responsibilities Regarding Student Success, Achievement, and Performance
Rochelle Schultz	8/2/22 Osprey Wilds	8/2/22 Osprey Wilds	
Ashley Lucas	3/5/2023 Osprey Wilds	3/5/2023 Osprey Wilds	
Dawn Nuss	8/2/22 Osprey Wilds	5/28/24 Creative Planning	
Jill Blomker	7/30/24 Osprey Wilds	5/28/24 Creative Planning	OW Sounding Board: What boards need to know about academics
Shanna Hofland	Didn't complete the training		
Jim Barnes	8/1/24 Osprey Wilds	5/28/24 Creative Planning	OW Sounding Board: What boards need to know about academics
Carolyn Holm	Left the board before completing any training		
Bre Scheer	8/1/23 Osprey Wilds	8/1/23 Osprey Wilds	
Mark Meier	2/6/24 Osprey Wilds	7/30/34 Osprey Wilds	OW Sounding Board: What boards need to know about academics
Leann Houle	Left the board before completing the training 5/2024		

Deanna Schiesser		5/28/24 Creative Planning	
Sam Morin	Left the board 7/2024		

MANAGEMENT

TAM is part of the Teacher-Powered Schools (Staff-Powered) initiative but all staff are considered leaders and have an equal opportunity to take ownership of the schools operations. As a staff-powered school district, TAM has established a list and description of committees in which the staff participate to help manage the school. To follow the model of staff autonomy, each staff member should be involved in making every decision. However, to divide up responsibilities and to focus on our individual strengths, we require each staff member to join at least one committee. Each committee is responsible for certain tasks and to make decisions for the good of the school. The committees include: Marketing, Operations, Personnel, Curriculum, Climate and Culture, and Finance. Committees meet weekly to complete tasks assigned to the committee, to discuss relevant issues related to committee work, and to discuss and create new possibilities for TAM. Committees use a Committee Tracking Sheet to document activities and for accountability purposes. Program and site evaluations include:

- A review of the School Culture Triage Survey results at each site in January and July
- A review of each site's committee tracking spreadsheets for the year in July
- A review of the Staff Satisfaction Survey results at each site in July
- A review of the Teacher-Powered School Survey results at each site in July
- A review of the Environmental Learning Plan results at each site quarterly.
- A review of the Academic Performance Credit Report after each semester
- A review of the authorizer's contractual goals quarterly.
- A review of the Strategic Plan and reporting of data collection in June and September
- TAM Board evaluation and self-reflection

Figure 1. Areas of Autonomy from Teacher-Powered Schools

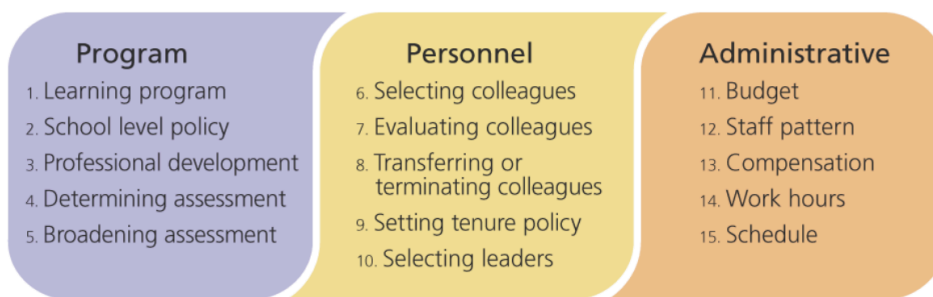
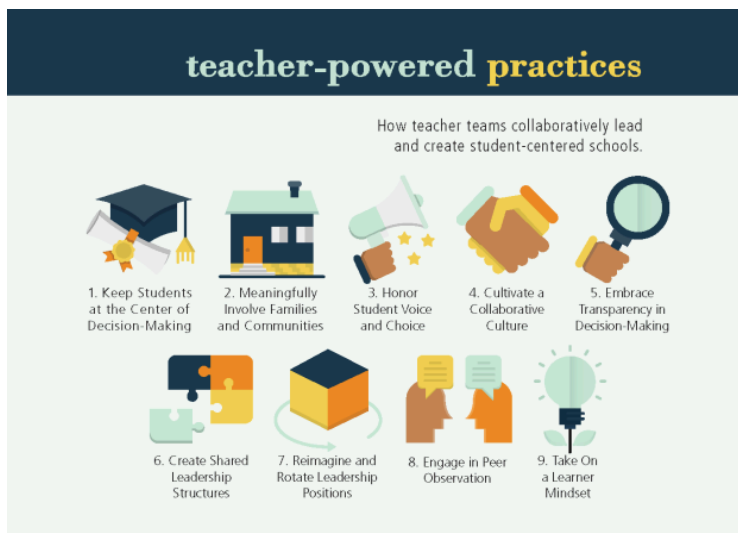


Figure 2. Teacher-Powered Practices from Teacher-Powered Schools



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

Past successes include:

- Completed our 10th year of operation
- Site committees meeting together periodically to share resources and to align our programming and practices
- Both schools went to Osprey Wilds and did programming together
- Osprey Wilds extended our contract for two more years due to high scores on the Academic Goals report
- Having a high fund balance
- DREAM was able to acquire two trailer loads full of free items from a charter school in the cities that was closing
- DREAM purchased technology equipment that allows our students to record podcasts
- We were selected for a competitive grant, Stronger Connections, that awarded us with significant funding that we have been able to use to foster safe and welcoming learning environments.

Past challenges include:

- Finding committed board members who stay for the full term
- Having Tier 4 teachers apply for positions
- Attendance of students
- Student Standardized testing scores

STAFFING

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

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

Staffing Tables: * R = Returning, NR = Not Returning

CHOICE Technical Academy 2023-24 Licensed Teaching Staff				
Name	File #	License and Assignment (subject/grades)	2023-24 Status	Comments
Breanna Scheer	417658	Tier 4 Social Studies (5-12)	NR	7-12 Innovative Program Permission
Melissa Donner	1002560	Tier 2 Communications/ Literature (5-12)	R	Out of Field Permission: Visual Arts K-12
Hannah Nelson	1008701	Tier 3 Elementary Education (K-6)	R	7-12 Innovative Program Permission
Dawn Nuss	361173	Tier 4 Special Education EBD and SLD (K-12)	R	Also has a Tier 4 work-based learning
Ryan Saufferer	1033218	Tier 1 Social Studies (5-12)	NR	

DREAM Technical Academy 2023-2024 Licensed Teaching Staff				
Name	File #	License and Assignment (subject/grades)	2023-24 Status	Comments
Aaron Ruter	1021872	Tier 1 Communication Arts/Literature (7-12)	R	
Dawn Bergh	380209	Tier 4 Elementary Education (1-6)	R	5-12 Mathematics Out of Field Permission

Doug Knick	363523	Tier 4 Social Studies (7-12)	NR	7-12 Innovative Program Permission
Jill Blomker	300527	Tier 4 Elementary Education, Learning Disabilities, Mild to Moderate Mentally Handicapped (K-12)	R	
Shane Saari	1011940	Tier 1 Academic and Behavioral Strategist (K-12)	R	
Amelia Salazar	1032173	Tier 1 - applied but was forfeited due to leaving DREAM	NR	Was hired as Title 1/Assessment Coordinator but left after a few months
Mary Malam	285952	Tier 4 - Phy Ed, Health (7-12)	R	7-12 Innovative Program Permission
Mark Meier	358258	Tier 4 - Social Studies (7-12)	R	Started out as Title 1/Assessment Coordinator but switched to Sped OFP
Jared Mixon	1023990	Tier 4 - Mathematics (5-12) and Physics (9-12)	NR	7-12 Innovative Program Permission
Aida Bautista	1002116	Tier 2 Academic and Behavioral Strategist (K-12)	R	
Autumn Dreier	1029182	Tier 1 Social Studies (5-12) Work Based Learning (9-12)	NR	
Ashley Lucas	1014780	Tier 3 Visual Arts (K-12)	R	7-12 Innovative Program Permission

2023-2024 Teacher Professional Development Activities

DREAM had at least one Professional Development Day each month throughout the school year. Training topics included:

- NWEA assessment data and how to incorporate the growth areas into projects
- Headrush - developing quality projects, rubric and assessment protocol
- Mandated Reporter
- Restorative Justice
- Narcan/Naloxone
- Trauma Informed
- Professional Boundaries
- Reading Preparation and Interventions
- Educator Fatigue
- Data Privacy and Practices
- Drug Trends
- Moving Mountains - Social Emotional Learning

Starting the 2023-2024 school year, CHOICE site scheduled Staff Professional Development Days every other Friday throughout the school year. We had struggled

previous years with finding enough time to collaborate with one another, as well as schedule staff training and team building activities. We were able to achieve this by extending our student contact minutes each day and adding a few additional student days to the calendar. This helped us to achieve our training and staff development goals, and we will continue to do this in future years. Our trainings for 2023-2024 included:

- Mandated Reporter Training
- Restorative Justice Trainings
- HOPE training with Steven Rippe
- Data Privacy and Practices Training
- Cultural Competency with Tamara Pulver
- Mental Illness and Suicide Prevention with Tamara Pulver
- Reading Preparation: Screening and Intervention (READ Act training)
- Special Education: Adaptations, Modifications, and Accommodations training
- Reducing Behavior Problems in the Classroom (Trauma Informed Training)
- Positive Behavioral Interventions & Supports

Teacher Retention

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

CHOICE Teacher Retention	
Percentage of Licensed Teachers from 2023-2024 not returning in 2024-2025	40%

DREAM Teacher Retention	
Percentage of Licensed Teachers from 2023-2024 not returning in 2024-2025	33%

District Teacher Retention	
Percentage of Licensed Teachers from 2023-2024 not returning in 2024-2025	35%

2023-2024 Other Licensed (non-teaching) Staff - CHOICE				
Name	File #	License and Assignment	2023-24 Status*	Comments
Jessica Gagnier	1002803	Tier 4 School Social Worker (Pre K-12)	R	
Janessa Jandt	515228	Tier 3 School Social Worker (Pre K-12)	R	(SEL) Coordinator

2023-2024 Other Licensed (non-teaching) Staff - DREAM

Name	File #	License and Assignment	2023-24 Status*	Comments
Tammie Knick	375835	Tier 4 School Social Worker (Pre K-12)	R	
Siomar Garcia	1027417	Tier 3 School Social Worker (Pre K-12)	R	

2023-24 Non-Licensed Staff - CHOICE

Name	Assignment	2023-24 Status	Comments
Courtney Leyden	Human Resources	R	Will obtain Bachelors in HR Management Fall of 24'
Chelsey Nelson	Paraprofessional	R	
Ashley Gardner	Paraprofessional	R	
Emily Schumacher	Behavior Interventionist	R	Has a bachelor's degree as well as a sub-license
Scott Strusz	Math Paraprofessional	R	Retired Tier 4 Science/Math teacher, seeking re-licensure
Tabatha Gutierrez	Paraprofessional	R	Enrolled in a fast-track program to earn SpEd Teaching License
Karen Adame	Office Manager	R	
Sasha Katzung	Paraprofessional	R	Enrolled in a fast-track program to earn Teaching License
Alicia Esquivel	Paraprofessional	R	

2023-24 Non-Licensed Staff - DREAM

Name	Assignment	2023-24 Status*	Comments
Braden Sargent	Paraprofessional	R	
Hailey Wolf	Paraprofessional	NR	
Isabelle Keller	Paraprofessional	R	In a teacher education program
Jada Kizer	Paraprofessional	NR	
Jennifer Romero-Ponce	Paraprofessional	R	
Luz Juarez	Paraprofessional	R	
Matthew Cates	Paraprofessional	NR	In a social work education program
Tia Valdez	Paraprofessional	NR	
Tori Hagen	Office Manager	R	
Jessie Camarillo	Paraprofessional	NR	
Renee Villarreal	Paraprofessional	R	

Operational Performance

Health and Safety at the School

Both CHOICE and DREAM have camera systems in our commons area and front entry area.

Both sites also completed all of the required school drills during the 2023-2024 school year.

We keep our entrances locked throughout the school day as a safety precaution. All visitors must sign in and be approved to visit prior to coming into our buildings.

Transportation

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

CHOICE owns two Type III School Buses for the 2023-2024 school year. Both vans passed inspection in May of 2024. For student transportation to and from school, students are either transported in one of our schools vans, or transported by the Owatonna Bus Company. We also use the vans to transport students for field trips or other out of the building experiences. Some of our school wide field trips require a larger bus, so we also utilize Owatonna Bus Company for this service when needed.

For both sites, staff members who drive students are trained and evaluated annually on conducting daily van safety inspections and safe van driving. As required by Minnesota State Statutes, all staff who transport students have their driving record pulled annually.

Facilities

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

CHOICE is located in the heart of Owatonna on the campus historically known as "Pillsbury Baptist Bible College" (now named "Camp Pillsbury"). We currently have one large main level which holds all of our student advisories, a resource room, art room, math room, and a sun room (which is used for various functions, such as student council). We also have a room for students to each lunch in. Additionally, we have a

space that is used as a library, as well as several offices which are used by various staff or used for storage.

Food Service Programs

In 2023-2024 neither site had a food service program, however both sites have been working towards establishing a program. As of Spring 2024, DREAM was set to start their food service program for the 2024/25 school year (and officially started in Fall of 2024). CHOICE is currently still searching for a vendor and hoping to roll out a food service program in the near future.

Due Process and Special Education Administration

Tammy Pulver, special education director for TAM, is responsible for program development, coordination, and evaluation; inservice training; and general special education supervision and administration. Tammy Pulver may be reached at 612-356-6593 or tapulver@comcast.net

Due Process Assurances available to parents: TAM has appropriate and proper due process procedures in place to assure effective and efficient results of child study procedures and methods of providing special education services for the identified pupils, including alternative dispute resolution and due process hearings. For more information visit our website to see the Total Special Education System document.

Student Discipline Data

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

DREAM had 23 incidents that involved students having some reflection time outside of school prior to coming back to school. Of the 23 incidents, only one was serious enough to involve law enforcement. CHOICE had 11 incidents that involved students having some reflection time outside of school before coming back to resolve their issues, and no incidents required the involvement of law enforcement.

Parent/Guardian Engagement

Parent/guardian engagement starts on day one at TAM. Parents/Guardians are expected to participate in a personal tour of the school with their student which allows

time for questions and sharing of pertinent information. After a student enrolls at TAM, parents/guardians and student are invited to a Welcome Meeting where an informal discussion is held to gather information regarding the students strengths, growth areas, family dynamics, trauma history, etc. As part of the TAM student registration packet, we also ask that our families complete a Power Hour Volunteer Form which solicits parent engagement for various activities throughout the school year including prom, graduation, field trips, fundraisers, marketing events, etc.

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

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

Community Engagement

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

Hiring Practices

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

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

Any staff member, board member, or volunteer must have a background check completed before they start employment, join the board, or volunteer in any capacity

within the school or at school functions or field trips. Staff background checks are renewed every five years.

FINANCES

For questions regarding school finances and for complete financials for 2023-24 and/or an organizational budget for 2024-25, contact:

Name: Travis Berends
 Position: Controller
 Contact info: Creative Planning
 Phone: 952-563-6849
 Email Travis.Berends@creativeplanning.com

Creative Planning provides accounting services for Technical Academies of Minnesota. Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Osprey Wilds Environmental Learning Center no later than December 31, 2024.

Technical Academies of MN - FY 2024 Finances	
Total Revenues	\$3,209,903
Total Expenses	\$3,134,513
Net Income	\$55,390
Total Fund Balance	\$1,453,893

Overview

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

Revenues

TAM's total revenue for 2023-2024 was \$3,209,903. The majority of these revenues were acquired through State Aid and Federal Aids for General Education or Special Education, as well as Building Lease Aid, and Federal Title One & Two program aid, and our ADSIS program. TAM also received several small local grants from community organizations to support specific student learning and programming activities. Additionally, we applied for, and were selected for Stronger Connections Grant, which is a competitive grant that awards schools funding to be used towards creating safe, gun-free and violence free schools.

Expenses

Total expenditures for this year were \$3,134,513 . Significant areas of spending were in staff salaries and benefits, building leases, school vehicles/student transportation, technology (such as purchasing new chromebooks for our students), contracted services, dues and memberships, field trips, and instructional and non instructional supplies. Our goal is to have 2% of our annual original budget allocated to WBWF each year. We used these funds to implement strategies and initiatives to help us meet our WBWF goals. These include setting up field trips and work-based learning experiences, hiring/retaining the necessary amount of staff to keep a low student to teacher ratio, staff development and training, and the implementation of other programs that help us meet our goals in regards to WBWF.

FUTURE PLANS

As a district, CHOICE and DREAM staff have been working to find creative ways for both students and staff to engage in experiences that join both schools together. Given the long distance between our site locations, it can be difficult to achieve in person collaboration between the two sites. However, during the 2023-2024 School Year, we achieved several in-person experiences. Our students and staff had the opportunity to engage with one another during our district-wide 3 day field trip to Osprey Wilds. This was an incredible experience for our students, and we plan to do this annually. During the school year, CHOICE also hosted staff from DREAM who came for a day-long visit to meet our students and see what a day at CHOICE looks like.

The CHOICE site is currently in the process of moving to a new location and is currently working closely with a real estate agent and property owner of a prospective property that we feel will be a great fit for our school.

The DREAM site set up a STEM room with many free items acquired from a charter school that closed. They also purchased a Glow Forge and will be providing instructions to the staff and students on how to operate the machine.

At TAM, we strive to ensure the mental health and well being of both staff and students are priority. During the summer of 2023, we applied for and selected for the Stronger Connections grant which provided our district with significant funding to use towards violence and bullying prevention in our schools and communities. These funds allow space in our budget to hire additional mental health support. During the 23-24 school year, CHOICE site was able to utilize these funds to hire a highly qualified Social-Emotional Coordinator, and DREAM site was able to hire a second school social worker. The grant will continue to help with the costs of these additional staff during upcoming years. The grant also covers funding for supplies, field trips, staff training, and other expenditures that can be used to help us foster an environment that is safe and welcoming for all.

Starting in Fall of 2023, we also began our ADSIS program. The Alternative Delivery of Specialized Instructional Services (ADSIS) grant has allowed us to implement individualized support for students with reading, math and behavioral issues. In 2024, we plan to revise our ADSIS goals to better align with our school needs. As a result of our ADSIS program, we did observe a positive impact during the 23' school year, however we plan to put a stronger focus on this program so that we utilize this funding to the fullest extent.

At both TAM sites, we strive to ensure that all of our staff are highly qualified. We encourage all of our staff members to continue to expand their knowledge and develop their professional skills. CHOICE currently has two support staff that are enrolled in a fast-track teacher licensure program, and both of these staff members plan to serve our schools as licensed teachers upon graduation. DREAM currently has two staff members who applied for a were selected to take part in a pilot program for Special Education licensing so they can become Tier 4 teachers.