

TECHNICAL ACADEMIES



OF

MINNESOTA

PUBLIC CHARTER SCHOOL DISTRICT 4217-07

SCHOOL YEAR 2021-2022

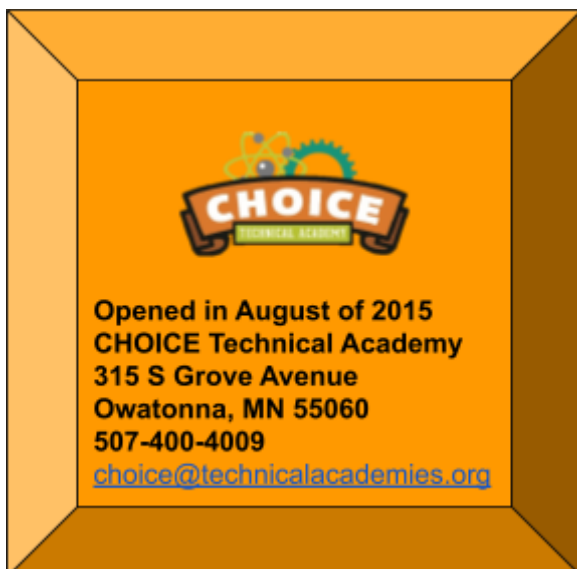
WORLD'S BEST WORKFORCE & ANNUAL REPORT

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School Information

District Office:
Technical Academies of Minnesota
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Technical Academies of Minnesota opened as a public charter school in 2014 and proudly serves students in grades 7th-12th.

TAM Mission - The mission of Technical Academies of Minnesota 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.

TAM Vision - Technical Academies of Minnesota is where every student learns, discovers, creates, and inspires to make the world a better place.

Core Values

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



I'm glad I came here. I'll miss it when I graduate this year. Thank You for everything!

Anonymous Student



Osprey Wilds

Environmental Learning Center

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

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

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

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ospreywilds.org/charter-school-division/

Statutory Purposes

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

Improve all pupil learning and all student achievement: Many of the students who come to either DREAM or CHOICE Technical Academy have had negative experiences in a traditional public school. Many of our students have been bullied, made to feel stupid, felt alone and felt like they didn’t fit in, or were pushed out of their previous school. 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. Our students and staff make the student and their family feel welcome immediately by introducing themselves and inviting the student to see a project on which they are working. 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 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. 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 yearly, a 15 day review meeting with new students, surveying our seniors upon graduation and 3 years post graduation. Our site committees regularly review data related to student learning and achievement and help students create individual goals on their personal learning plan that address improved achievement, wellness and any other areas of need. Our schools report directly to the TAM School Board monthly through site reports which includes this information.

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

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

Measure learning outcomes and create different and innovative forms of measure outcomes: TAM measures student learning outcomes through the administration of the NWEA MAP testing twice a year. This data is used to help students create projects which will enhance their learning outcomes. Besides using the NWEA, TAM also uses the Hope Survey which measures other outcomes related to learning such as belongingness, autonomy, goal orientation, academic press, engagement and hope. This past year, TAM created rubrics and a tool to measure student's life skills. The emphasis on life skills embedded in projects and monitored by students and staff aligns with both the mission and vision of TAM.

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

Create new professional opportunities for teachers, including the opportunity to

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

STUDENT ENROLLMENT AND DEMOGRAPHICS

TAM has experienced a steady increase in enrollment over the past 3 years. During the pandemic, TAM experienced a large influx of new students who were not being successful with the traditional school requirements during distance learning. TAM students are well versed in self-management skills and are able to work well independently. This type of learning is enticing to students who struggle with the structured format of traditional schools. More younger students are starting to enroll as 7th or 8th graders which allows these students the opportunity to receive the full experience at TAM and to begin doing project based learning at an earlier age. TAM completed a rebranding process two years ago which epitomizes the culture and climate of our school. The new brand is “You Belong!” The use of this branding throughout all the marketing and promotional materials sends a strong message to students who feel out of place or who have been bullied in their previous school. At TAM they have a safe place to belong! We believe this branding message is enticing to students who are looking to enroll in a school that fits their needs emotionally, socially and academically.

Number of DREAM Students Enrolled	2020-21	2021-22	2022-23 (est.)
7th Grade	9	12	15
8th Grade	9	14	15
9th Grade	24	11	10
10th Grade	19	17	20
11th Grade	20	23	20
12th Grade	20	19	20
Total	101	96	110
Total ADM (Average Daily Membership) for year	80.20	75.78	83.5

Number of CHOICE Students Enrolled	2020-21	2021-22	2022-23 (est.)
7th Grade	2	3	3
8th Grade	9	6	9
9th Grade	9	13	9
10th Grade	9	4	13
11th Grade	20	16	7
12th Grade	24	20	24
Total	73	62	65
Total ADM (Average Daily Membership) for year	57.85	49.19	60.89

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.

DREAM Demographic Trends	2020-21	2021-22	2022-23 (est.)
Total Enrollment	101	96	100
Special Education	25	23	30
English Learners	0	0	0
Free/Reduced Priced Lunch	49	55	65
Black, not of Hispanic Origin	0	2	3
Hispanic/Latino	28	32	41
Asian/Pacific Islander	0	1	0
American Indian/Alaskan Native	3	4	3
White, not of Hispanic Origin	48	40	42
Two or more races	22	19	14

CHOICE Demographic Trends	2020-21	2021-22	2022-23 (est.)
Total Enrollment	72	62	53
Special Education	18	19	20
English Learners	0	0	0
Free/Reduced Priced Lunch	33	31	39
Black, not of Hispanic Origin	1	1	1

Hispanic/Latino	0	0	1
Asian/Pacific Islander	0	0	0
American Indian/Alaskan Native	0	0	0
White, not of Hispanic Origin	58	42	38
Two or more races	13	19	13

STUDENT ATTENDANCE, ATTRITION AND MOBILITY

Many of our students come to us disengaged from learning, behind in credits, and fed up with the traditional school system. Their dislike for school is sometimes very evident. Once students feel welcomed and start to trust people again, they drop down their barriers and defenses and start showing up more consistently for school. The attendance rate has dropped significantly throughout the past three years. Up until the pandemic hit, and even through those first few months of distance learning, our students continued to show up for zoom meetings, google chats, etc. Eventually, we were back into in-person learning, yet several of our students continued to do distance learning last year.

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.

	2019-20	2020-21	2021-22
DREAM Student Attendance Rate	87.98%	86.21%	80.12%
CHOICE Student Attendance Rate	81.34%	79.99%	76.27%

Considering this was during the middle of a pandemic when many students were opting out for homeschooling or online learning, our retention rates are decent.

Percentage of DREAM students* who were continuously enrolled between October 1 of the 2020-2021 school year and October 1 of the 2021-22 school year.	81%
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Percentage of CHOICE students* who were continuously enrolled between October 1 of the 2020-2021 school year and October 1 of the 2021-22 school year.	67%
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Percentage of DREAM students* who continued enrollment in the school from Spring 2021 to October 1, 2021.	84%
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Percentage of CHOICE students* who continued enrollment in the school from Spring 2021 to October 1, 2021.	67%
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TAM has struggled with a revolving door concept of student mobility in the past but believe with our new onboarding process which includes personalized tours for prospective families, welcome meetings, and onboarding seminars for new students, more students are choosing to stay at TAM for their entire high school career. Our student mobility may be considered “highly mobile” for the years presented. It is worth noting that the majority of our transfers are “transfers in”, which shows that our ongoing marketing efforts were successful and many families choose our school over surrounding schools. For each year, we had a notable higher amount of transfers in versus transfers out.

DREAM	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
2018-19	4	59	17	13	30	50%
2019-20	8	64	11	11	22	34%
2020-21	16	77	12	14	26	33%
2021-22	14	72	18	9	27	37%

Percentage of DREAM students who were enrolled for 95% or more of the 2021-22 school year.	81%
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CHOICE	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
2018-19	0	41	14	3	17	48.78%
2019-20	4	58	19	9	28	48.28%
2020-21	6	53	9	4	13	24.5%
2021-22	3	43	13	2	15	34.88%

Percentage of CHOICE students who were enrolled for 95% or more of the 2021-22 school year.	93%
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Educational Approach & Curriculum

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

TAM offers an educational community where each student thrives, 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 exercises 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 style, and generate their personal pathway to achieving and exceeding state standards and graduation while creating individualized curriculum based on their personal interests and career aspirations. This highly personalized learning program leads to improved student achievement of challenging state standards at each of the school sites.



The Four Foundational Pillars implemented by TAM as developed by Edvisions

Small Learning Community of no more than 150 students at each site divided into 4-6 advisory spaces where students become well known by staff and their peers. Here they are cared for so that not one single student ever falls between the cracks. Student's are given individual time daily to meet with an advisory team member who supports their project design from start to finish. Learning is not organized around a class schedule but rather is organized around individualized learning targets/graduation 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 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 offer multiple paths for demonstrating student's 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, TAM 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 design gives staff a chance to demonstrate how they can lead the operations of the schools. Each staff member selects two committees in which the staff member feels they have gifts and talents to contribute. Committees include Personnel, Finance, Operations, Marketing, Curriculum and School Climate and Culture. Each committee has a mission statement and a list of tasks to be completed throughout the year. Each committee meets weekly to address issues as they arise and to divide up the duties among the members that need to be completed during a specific time period.



The Instructional Program and Curriculum

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

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, online instruction through the use of Khan Academy, online tutoring using the Yup Math program, and math projects. 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.

Remediation and Acceleration Practices or Programming

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

As part of our remediation offered through Title 1 services, our schools administer a reading assessment for each student at the beginning of the school year and at the end of each semester, and on an as-needed basis determined by the Title I staff and Curriculum Committee.

TAM students spend 30 minutes each day in a sustained silent reading program reading various forms of assigned text, including utilizing Newsela, to work on specific reading strategies. This can be accompanied by 15 minutes of guided discussion. TAM students will:

- keep a reading journal
- comprehend what they are reading

- use context clues to decode difficult words
- increase their vocabulary
- read and comprehend informational text for their projects
- reflect either orally or in writing about their reading and learning
- use auditory, visual, and kinesthetic approaches to tap into different learning styles to reach more students than the traditional direct-instruction or paper and pencil drill and practice forms of instruction
- take field trips and internet field trips to explore, investigate, problem solve, interact, reflect, reason, communicate, and learn many reading and language concepts

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

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

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

The Special Education Program

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

- a. The School's Child Find Process - Each school has a Student Assistance Team that meets weekly or as needed to discuss student concerns. If a student is discovered to be having difficulties either academically, socially or emotionally, we will complete the first step of our child find process which is to gather all the relevant data and information so we can create a plan to include at least two interventions we want to try with the student using general education strategies and alternatives in the classroom setting. The interventions may include developing a section 504 accommodation plan, tutoring, support services, Title 1 services or a wide variety of regular education techniques to help the student succeed. The interventions will be implemented daily/weekly and progress will be monitored and documented. After a period of 8 weeks if the student is making progress, we will continue with the interventions. If the student is not making progress, we will meet as a team to determine our next steps which may include a special education evaluation.
- b. The Methods and Strategies for Serving Students with Disabilities - Specialized instructional strategies in reading, math, writing and social/emotional/ behavior are provided in a structured environment that supports and enhances a student's learning potential. These services are provided by licensed general and special education teachers and the school social worker with the support of special education paraprofessionals. Other services such as special education director, occupational therapy, physical therapy, speech and language therapy, developmental physical education, deaf and hard of hearing or visually impaired, are contracted through third party services. We also collaborate with local agencies to provide vocational rehabilitation services, transition services or work-based learning opportunities.

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

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

The English Learner Program

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

After School and/or Summer Programs

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

How the School is Staffed to Meet its Educational Mission

During the 2021-2022 school year, TAM employed 33 staff members with a variety of degrees and backgrounds for a total of 189 years of teaching experience. We have 1 staff with a Doctorate degree in Curriculum and Instruction, we have 8 staff with Masters degrees in Education, Business, Research Administration, Social Work, Special Education and we have 11 staff with Bachelor's degrees in Education, Art, English Anthropology and Organizational Studies, Early Childhood Education, Psychology, Spanish, History, Psychology, Therapeutic Recreation, and Biology. Several of our staff members have many years of coaching experience.

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

TAM hosts annual training on trauma-informed, healing centered and restorative justice practices as these are foundational to our educational program. TAM has an onboarding process for new staff that is hands-on to walk through all the different

platforms and resources utilized by the schools. TAM utilizes EdCraft online project-based learning modules to train our staff in the PBL process. TAM has a mentor program for each new staff member. The mentor process involves meeting at least monthly with a seasoned mentor to discuss monthly topics relevant to the school year. We retain our staff through building relationships, providing ongoing support, team building activities to create a caring school culture where everyone feels like they belong.

Graduation and Credit Requirements for 9th-12th grade

Subject Area	Credit Amount Required to complete high school plan (32 credits)
Language Arts	4
Math - Geometry	1
Math - Algebra 2	1
Math - Personal Finance	1
Science - Biology	1
Science - Physics &/or Chemistry	1 or .5 in each
Science - Additional science course	1
Social Studies - Civics/Government	0.5
Social Studies - Economics	0.5
Social Studies - Geography	0.5
Social Studies - US History	1
Social Studies - World History	1
Electives - Arts	2
Electives - Physical Education	1
Electives - Personal Health	0.5
Electives	8.5
Junior Project	1.5
Senior Project	3
Independent Reading	0.5/yr minimum (2 credits if enrolled)

	9th-12th grade)
Total Credits	32

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

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

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

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

Choice Technical Academy 2022-2023

2022-2023 CALENDAR



August 19 New Student Orientation 8am-12pm August 22-25 Staff Workshop Days August 29 Registration Night at 5pm August 29 1st Day of School	<table border="1"> <tr><th colspan="7">AUGUST 2022</th></tr> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td></td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </table>	AUGUST 2022							S	M	T	W	Th	F	S								1	2	3	4	5	6		7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<table border="1"> <tr><th colspan="7">FEBRUARY 2023</th></tr> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td></td><td></td><td></td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td></td><td></td><td></td><td></td></tr> </table>	FEBRUARY 2023							S	M	T	W	Th	F	S								1	2	3	4				5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28					February 17 Staff Workshop Day No school for students February 20 Presidents Day No school Staff or Students
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Graduation Ceremony	Staff Day	No School (Staff or Student)	Soft Start Days
	Block Start	Block End	Last Day Of School
			Weekend / Summer

Innovative Practices & Implementation

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

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

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

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

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

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

We've also taken steps to change how we evaluate our success as a school. The Hope Survey asks students questions with regards to their perceptions on autonomy, engagement, belongingness, and self-efficacy. This unique tool enables us to assess our school environment through the eyes of our students. There is a correlation between the more "Hope" a student has, the more successful he/she will be later in life.

Key Successes from the Past School Year

1. During the first week of school, students and staff participated in opening week activities with a fun-day at Robbins Island Park. Activities included a picnic lunch,

canoeing, art and painting for the survey of hope, kickball, volleyball, and several minute-to-win games.

2. Every Wednesday we have Experience Learning Day. Students have the opportunity to have experiences outside the school setting with community experts or we bring in community experts to school to work on projects with students. Some of the experiences included:
 - a. Gardening - teaming up with MNYou Youth Garden, which operates a plot of land and the greenhouse on the MinnWest Technology Campus in Willmar.
 - b. Canoeing: students were responsible for learning how to load and unload the canoes as well as for learning the basics of paddling.
 - c. Delta Equine Center - with the assistance of horses, students explored the topic of social and emotional learning.
 - d. Minneapolis Institute of Art: Students explored a Supernatural Art exhibit and then ate at Cuzzy's, a haunted restaurant in Minneapolis.
 - e. Minnesota Zoo - students noted the kinds of animals they saw and reflected upon their favorite animals, unique exhibits they had never seen, and what they had learned through observation.
 - f. Twins Baseball Game - students reflected on the game and learned how a baseball game is scored, what physical, mental, and emotional qualities it took to be a good baseball player, and the history of baseball including how the rules of the game had changed over the years and why baseball is called the Great American Pastime.
 - g. The Science Museum of Minnesota - students participated in many of the hands-on learning activities while at the science museum, describing their learning experiences.
 - h. Prairie Woods Environmental Learning Center -students participated in Rock Climbing, Ziplining, team building activities, and initiative games. Students reflected on their time spent doing activities, learning things about themselves from participating in the outdoor experiential activities and the importance of teamwork.
3. Osprey Wilds Environmental Learning Center - students had a three day/two night experience learning about nature, animals, survival, challenging themselves on the high ropes course, teamwork and cooperation.
4. Service Learning Day - students participated in a school-wide service learning day volunteering at a variety of local organizations including:
 - a. Salvation Army coat drive
 - b. Prairie Woods Environmental Learning Center clean up
 - c. Adopt a Highway trash clean up
 - d. Food Shelf

- e. Helped to clean up the Barn Theater
 - f. Served at the Animal Shelter
 - g. Community Christmas Lights Display set up
 - h. Meals on Wheels
5. Fine Arts Night: DREAM had multiple students feature their talents at Fine Arts Night that was held at Ridgewater College in Willmar, Mn. Students and staff shared everything from written word, songs, instrumental performances, comedy and dance.
 6. Summer Camp Art: Students were taught a variety of techniques through activities led by the instructor and through self exploration. Students also created items using a variety of art materials and learned how they best mix and work together. Advanced students were encouraged to take the information learned to complete independent art projects with advisor guidance during this time as well. Major themes included beginning painting, ceramics, cultural arts, and multimedia.
 7. Book Art - students had a month long experience working with a local artist in their studio on paper making, book art, and multimedia art.

Key Challenges from Past School Year and the plan to Address Challenges

At TAM, we welcome diverse human potential and gifts! We believe students should be able to access the intended learning at an appropriate pace, determined primarily by the student. We also believe the learning space must be flexible to allow for students to be working on different learning activities at the same time.

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

TAM will continue to implement processes for determining student level of performance as they enter school and throughout their time here at TAM. To address school literacy, a variety of strategies have been initiated. Students are assessed to determine their reading level, which assists advisors in recommending challenging, but accessible, reading material to students. Students have independent reading time and advisors work with the students to focus on specific reading strategies. Advisors present students with different articles based on the learning spaces and have discussions. Advisors also use Newsela as a resource for reading time. Students look at current events and journal for reflection. During the 2021-2022 school year we prepped our staff to implement small reading groups of 4-5 students and one staff member, using novels and incorporating reading strategies into discussions. Our students are coming to us behind and missing foundational pieces in their education that continues to perpetuate

the gap. We are working on implementing reading instructional strategies in order to address and meet students' personal instructional needs. In order to help our staff accurately provide student support, our curriculum committees gave resources, strategies, and training as needed. We embed those reading skills into a variety of projects. Students and Advisors are also using NWEA results to help target skill practice where students are deficient.

TAM continues to use Khan Academy for the math curriculum. As is the case with reading, all students complete an individualized math assessment during the first week of school. The math teacher works alongside the students in each class period as they progress through their math course. The math teacher focuses on the following:

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

We have been more intentional with improving personalized learning plans. All students have a personalized learning plan that has been created with them that addresses not only their credits that they are needing to complete in order to graduate, but also discusses their individual strengths and weaknesses and goals for the future. Through this process, we are able to work with our students to identify their areas of deficiencies in content areas and build an individualized plan to address and build those content areas.

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

Data will be gathered from students over a five-year period to determine the level of enrollment at post-secondary institutions and attainment of certifications and credentials. Data from matched samples of students from other schools in Minnesota will be gathered to serve as a comparison. We have a staff member at each site who helps students enroll in classes at the local community college. We are implementing a career and technical education curriculum. As part of the Career and Technical Education at TAM, students were offered a CTE related activity each month. The 8th grade students participate in the 8th grade project, where they explore different careers, research one career that interests them, and write a paper about the job and why they would like the job as a career. As part of CTE, students connected with different employers at their worksite, visited nearby colleges, met employers who came to TAM, and attended a manufacturing job fair. TAM will show an increase in the number

of students enrolled in post-secondary and certification programs until a statewide average is met or surpassed.

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

TAM launched attendance initiatives for the 2021-2022 school year. It was our intention to assist students in preparing for the workforce and that they are ready and able to be a valuable asset to their future employer. We desired that our students learned to be a reliable individual. We believe that instilling these valuable skills in our students will make them better employees and clients for area businesses and organizations. We are always exploring ways to communicate with parents/guardians monthly with attendance reports, so parents/guardians were able to monitor how their student's attendance or lack thereof, adds up over time, in addition to the daily contact that is typically made when a student is absent. We also worked on ways to educate students and parents/guardians on how critical attendance is and the research that supports being in school every day equates a better chance of graduating .

The Covid 19 pandemic interrupted the school year around the globe in 2020-2021. COVID presented the greatest challenge to delivering quality instruction from the point when schools were closed and lock downs put in place as well as the greatest challenge to measuring student progress given the cancellation of local and statewide tests.

Distance Learning, although more minimal, provided many challenges and opportunities for growth. First of all, access to technology was a barrier for some families. All families have been provided with chromebook devices and in some cases internet access through hot spots so they can access online learning. We are doing our best to level and dispel these disparities.

Highlights of the School's Strategic Plan

TAM created a new Strategic plan in 2021-2022 which represents what we hope to achieve within the next 5 years. One of our highlights was developing a new TAM mission and vision statement that more thoroughly aligns with what our schools have become and what we hope for the future.

One of the new goals was created for Academic Excellence where every student will reach their full potential and discover the pathways for lifelong success. The goal includes exploring WBWF goals, improving math and reading skills, and providing assessments for life skills.

We created a focus area where students and staff will have a well-rounded and balanced lifestyle. Annually, we will develop and maintain strong, authentic relationships

within the school and with a wide representation of community organizations in order to provide students with meaningful, relevant opportunities for real-world learning experiences both inside and outside of the school walls. On a continuing basis, we will maintain and evaluate to ensure school communities will be safe and welcoming. Staff will also develop a wellness goal each year.

Another focus area addressed strategies in outreach and engagement whereby enrollment will increase through telling our school's story. The strategy involved scheduling marketing events for the school year that will be evaluated annually. We would also evaluate family engagement and look at hope survey results to help enable school improvement. We would further encourage that DREAM and CHOICE work together in accomplishing our goals.

We established student-directed value statements and practices that included a focus on personal learning plans. Students would engage in authentic, meaningful learning opportunities. Through project-based learning, students acquire a deeper knowledge by actively exploring real-world challenges and problems, understanding their role as patrons in a global society and strive to contribute to the betterment of their world.

We established 21st Century skill values that included meaningful learning and honing life skills, equipping students with opportunities to develop the attitudes, skills, and knowledge to understand and participate in a globally connected world, encouraging students to understand what it takes to be a good citizen, teaching each them to be effective communicators as well as self-aware, self-manage, responsible decision-makers, and develop strong relationship skills.

We set up the groundwork for Authentic Assessment by engaging students in demonstrating skills and concepts. We further ask students to focus on analytical skills, synthesizing information, integrating learning, working collaboratively, and using critical thinking skills.

We practice the value of equity. Social justice and equity begins with ourselves, our families, and our communities. We create a safe space on school grounds and advocate for greater social justice movements. We encourage a strong, democratic learning community, where students are accepted for who they are as individuals, and for their passions, interests, and talents. We practice restorative justice as a solution-based rather than problem-based process which gives voice to people and focuses on healing and reconciliation.

We embrace ourselves as healing-centered where all students, parents, caregivers, staff, and community members feel valued, welcomed, and physically, psychologically, and emotionally safe. We are proactive and supportive, cultivating social and emotional skills with effective coping strategies in overcoming any adversity and creating a hopeful future. We build healthy and purposeful relationships which are paramount to creating a safe, supportive, and nurturing community.

We maintain a staff-led structure while creating equitable, high quality, culturally affirming, student-directed learning environments. We embrace a deep partnership with students, families, and community members. We participate in various school committees where staff feels invested. Committees provide a clear and equitable avenue for staff to have collective autonomy in decision-making. Every staff voice is honored and uplifted to guide our work. We operate under a flat hierarchy and expect each member to themselves accountable.

Academic Performance: Goals & Benchmarks

PROGRESS ON OSPREY WILDS CONTRACTUAL ACADEMIC GOALS & WBWF ALIGNMENT

Our contract with Osprey Wilds started on July 1, 2022. Therefore, we may not have data to share in each of the 10 indicator areas yet but we will provide whatever relevant data is available in each area from the 2021-2022 school year.

World's Best Workforce (WBWF) Goal Areas:

- **Ready for Kindergarten [R4K]:** N/A
- **Reading Well by 3rd Grade [RG3]:** N/A
- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
- **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.
- **Graduate from High School [GRAD]:** All students graduate from high school.

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:

All students will have a Personal Learning Plan which includes their post-secondary plan and preparation. Students are required to complete this plan within their first two weeks of school. The plan will be revisited throughout the school year and revised as needed.

Key Measures & Results for 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%.*

In 2021-2022 students showed growth as measured by (Almost Always or Always) in all

but two of the 20 areas on the Life Skills Assessment.

Lifeskills Area	Fall	Spring	Change in %
1	68.8	76.8	increased by 8%
2	52.5	72.1	increased by 19.6%
3	31.2	39.6	increased by 8.4%
4	36.1	58.1	increased by 22%
5	36.1	55.8	increased by 19.7%
6	42.7	42.2	decreased by .5%
7	47.5	46.6	decreased by .9%
8	36	53.3	increased by 17.3%
9	57.4	74.5	increased by 16.9%
10	32.8	44.2	increased by 11.4%
11	50.8	67.5	increased by 16.7%
12	44.2	65.1	increased by 20.9%
13	21.3	41.9	increased by 20.6%
14	30.7	48.9	increased by 18.2%
15	39.4	46.5	increased by 7.1%
16	34.4	51.2	increased by 16.8%
17	29.5	32.5	increased by 3%
18	16	37.9	increased by 21.9%
19	13.8	21.6	increased by 7.8%
20	23.7	25.6	increased by 1.9%

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

DREAM students improved in all areas on the Hope Survey. The biggest area of improvement was Autonomy. DREAM students improved their overall Hope Score by 9.5% Even during a pandemic, our students remained hopeful!

DREAM Spring 2021	DREAM Spring 2022
Overall Score 5.63	Overall Score 6.16
Autonomy Score 5.14	Autonomy Score 6.80
Belongingness Score 5.69	Belongingness Score 6.34
Goal Orientation Score 6.36	Goal Orientation Score 6.75

Engagement 5.41	Engagement 5.89
Hope 5.1	Hope 5.11
Efficacy 5.3	Efficacy 6.09

CHOICE students improved in 4 of the 6 areas on the Hope Survey. The biggest area of improvement was Autonomy.

CHOICE Spring 2021	CHOICE Spring 2022
Overall Score 6.67	Overall Score 6.4
Autonomy 6.04	Autonomy 6.44
Belongingness 7.07	Belongingness 6.49
Goal Orientation 6.9	Goal Orientation 6.81
Engagement 6.47	Engagement 6.69
Hope 5.45	Hope 5.73
Efficacy 6.19	Efficacy 6.28

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

Every student who enrolls in TAM is required to complete their Personal Learning Plan within the first 2 weeks of enrollment.

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.

Key Measures & Results for this Goal:

Measure 2.1 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.

During the 2021-2022, TAM did not have any students who participated in the ACCESS assessment.

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

During the 2021-2022, TAM did not have any students who participated in the ACCESS assessment.

Percentage of students making progress towards English Language Proficiency	School
2021-22	N/A

The average progress students made towards their individual targets	School
2021-22	N/A

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.*

Key Measures & Results for this Goal:

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

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

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

Based on the NWEA assessments completed in fall and spring at both sites, 30% of students between grades 7 through 10 show reading growth between fall and spring.

Indicator 4: Math Growth

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

Key Measures & Results for this Goal:

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

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

Measure 4.3 *From FY23 to FY25, the aggregate percentage of students in grades 7-11*

who meet their fall to spring, fall to fall, or spring to spring NWEA RIT expected growth target will be at least 65%.

Based on the NWEA assessments completed in fall and spring at both sites, 30% of students between grades 7 through 10 show math growth between fall and spring.

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.*

Key Measures & Results for this Goal:

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

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

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

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

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

A total of 51% of students at TAM partially met, met or exceeded the proficiency level on the MCA assessment for reading.

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.*

Key Measures & Results for this Goal:

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

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

Measure 6.3 *From FY23 to FY25, the school's aggregate proficiency index score on MCA math assessment for students in grades 7-8 and 10 will be greater than that of the*

aggregate of alternative schools in Minnesota for the same grades (7-8 & 11).

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

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

A total of 33% of students at TAM partially met, met or exceeded the proficiency level on the MCA math assessment.

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.

Key Measures & Results for this Goal:

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

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

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

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

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

During the 2021-2022 school year, both sites continued to have impacts from COVID-19 which affected both attendance and many students were distance learning. It was very difficult to complete testing as many students who were distance learning opted out. We also had students' parents opt them out per their IEP. The high schoolers also opted out with plans to take them another year. Due to these reasons, we did not have significant data to share for the science section of the MCAs.

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.*

Key Measures & Results for this Goal:

TAM does not currently have any key measures that we wish to include in this area.

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:

1. Advisory topics will follow an outline of college and career ready topics.
2. On-site generated Four-year graduation rate:
 - 95% of students continuously enrolled for four years
 - 85% of students continuously enrolled for three years
 - 70% of students continuously enrolled for two years
 - 50% of students continuously enrolled for one year

Key Measures & Results for this Goal:

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

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

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

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

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

DREAM Graduates - DREAM had 21 seniors for the 2021-2022 academic year. 13 seniors were enrolled for the entire 2021-2022 academic year.

- 7 seniors enrolled for part of the 2021-2022 academic year.
- 4 seniors unenrolled during the 2021-2022 academic year.
- 1 senior completed credits and technically graduated early in May 2022
- Of the 17 remaining seniors, all of them graduated.
- 17/21 = 81% Or 17/17 = 100%
- Seniors attending DREAM for only 1 year = 5
- Seniors attending DREAM for 2 years = 3
- Seniors attending DREAM for 3 years = 3
- Seniors attending DREAM for 4 years or more = 6
- 5 out of 9 seniors or 56%, who continually were enrolled at DREAM since 10th grade met at least one of the extra requirements for graduation which includes:
 - a. Complete a work experience program and enter the workplace with the skills necessary to obtain a liveable wage job; and/or,
 - b. Complete one or more “industry-recognized certificates” as determined by the student passing an industry developed assessment; and/or,
 - c. Complete an occupational area training at a technical college such as carpentry, cosmetology, heavy machinery, etc; and/or,
 - d. Complete one or more years of postsecondary education and on track to complete an AA degree while at the Academy or within one year of graduation from the Academy; and/or,
 - e. Complete one or more years of postsecondary education and be admitted to a four-year university; and/or,
 - f. Be accepted into the United States Military Services with a career plan.

This was a tough year with us doing distance learning for part of the year and some students did distance learning all year long. We hope to get back on track with this commitment next year. We didn't have any students doing work based learning since we didn't have a licensed staff in this area.

CHOICE Graduates - We met the graduation rate. 100% students enrolled at CHOICE for 4 years graduated, 67% of 3rd year students graduated, 100% of 2 year graduated, and 25% of first year students graduated.

CHOICE had 9 seniors participate in a Work Based Learning program, 100% of seniors completed a career exploration project either their Junior or Senior year as it is a graduation requirement, and 5 Seniors completed a PSEO course.

Indicator 10: Attendance

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

Key Measures & Results for this Goal:

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

TAM attendance rates were shared previously in this report.

Federal and State Accountability

Summary of World's Best Workforce (WBWF) Data

- *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 utilize lessons in Khan Academy and do direct instruction and guidance as students work through their assigned math course. CHOICE staff and a volunteer tutor, who is a retired math teacher, go through lessons daily with students in small groups. CHOICE has also purchased IXL to guide students through math who learn better online.
- *Achievement gap data* - TAM schools utilize NWEA, MCA, and HOPE survey results to identify student growth areas. This information is then aggregated to all staff, so it can be utilized in each student's personalized learning plan (PLP). The purpose of the PLP is to act as a scope and sequence for each student in their academic and personal learning for the year. The plan each student creates helps to drive the specific support that they need from the TAM staff. This plan is updated every six weeks to ensure the student is making progress. A variety of RTI tiered strategies are implemented with the student, based on their specific plan. The plan may include early identification of students who are struggling, providing services for identified students such as reading groups, hiring a licensed math instructor, and developing and assessing weekly SMART goals. The ongoing NWEA, MCA, and HOPE survey results, along with additional formative assessments by licensed staff, act as indicators of student success after the implementation of the strategies were put into place in the student's PLP.
- *Graduation rates* - TAM takes a proactive approach to identify at-risk students, who have the potential to fall behind and not graduate. The amount of credit each student earns is tracked by staff on a monthly basis. Students who fall behind the required credit amounts are identified and placed on student assistance. 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.

High Quality Charter School Status - We have not been identified as a High Quality Charter School by MDE nor have we applied for a Federal Charter School Program grant for expansion or replication.

ESSA Identification - N/A

Educational Effectiveness: Assessment & Evaluation

At the end of the 2021-22 academic year it was determined that students were consistently demonstrating implementation of learning targets - state standards - within the projects, as well as using rubrics to define the focus of the project and provide a framework for assessing the project, both summative and formative. At the same time it was determined that an area for growth was students embedding the 21st Century skills in projects and thereby developing the skills and attributes that accompany each skill. A pre and post assessment was developed and implemented during the 2021-2022 academic year to measure student literacy of each 21st Century skill and demonstrate the ability to use the skills as engaged citizens. Staff received training during professional development in August on the purpose and value of the 21st Century skills, how to administer the pre/post assessment, and how to assist students in the selection of the skill that best aligns with their project.

The evaluation and assessment of student progress occurred in multiple forms. It should be noted that this process started with students completing the personalized learning plan which was reviewed and discussed in conjunction with the advisor and when appropriate with the SPED advisor. Because students worked with the same advisor the entire academic year, the advisor, together with the student, identified areas for growth and assessed if growth was demonstrated in projects and to what degrees. The evaluation of growth areas included data from NWEA. Assessment of instruction and curriculum was measured using NWEA, MCAs, Hope Survey, and Life Skills.

Staff rubrics were a method used to review the effectiveness of instruction and the overall curriculum. Beyond scoring staff as proficient or in need of growth, staff were required to develop and implement a plan to reach a level of proficiency in any and all areas below proficient. The staff who scored proficient or above in all areas were required to develop and implement a plan to become elementary in at least two areas.

Recognizing the academic success is about more than individual projects, or academic labors, professional development continues to educate staff on emotional social health and wellbeing. Staff participated in monthly grant funded wellness program sponsored by the YMCA and Woodland Center that addressed wellness and then brought each montly topic to the students.

	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%	67%	87%	60%	6%
Admin Staff	N/A	N/A	N/A	N/A	N/A

Student & Parent/Guardian Satisfaction

Every spring our students and parents/guardians are asked to complete a survey which asks questions pertaining to safety, satisfaction, acceptance/belongingness, and more. DREAM and CHOICE used a different survey format to assess these areas. Next year the schools will use the same survey so we have similar reporting for the results.

“This school changed me, and I wouldn’t leave even if I could. Thank y’all for everything y’all have done for me.”

“I’m glad I came here. I’ll miss it when I graduate this year. Thank You for everything!”

“I think you guys are doing a really great job here, you’ve changed a lot of students lives myself included and i would recommend this school to anybody that isn’t happy with standard schooling 10/10 :)”

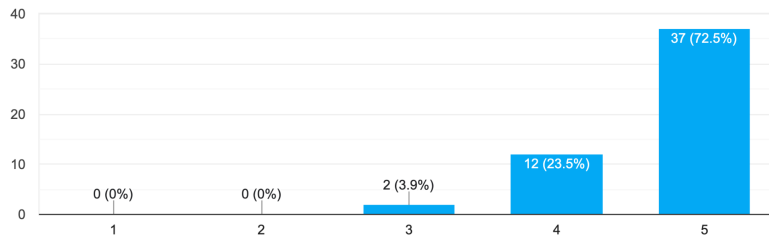
Anonymous student’s comments on the Student Survey

DREAM Student Survey - 64% of DREAM students completed the Student Survey. Overall, DREAM students gave mostly positive feedback. Our staff reviews the results during our last days of professional development at the end of the school year. We look for feedback that can help provide us with direction on areas for improvement. Students have commented on how difficult it can be as a new student and needing more direction. As a result, we now have a structured onboarding process for new students including tutorials for project based learning and how to use Headrush for project development. Below are a few of the survey results:

On a scale of 1-5 with 1 being not effective at all and 5 being very effective, our student average was 4.69 =93% of our students feeling safe.

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

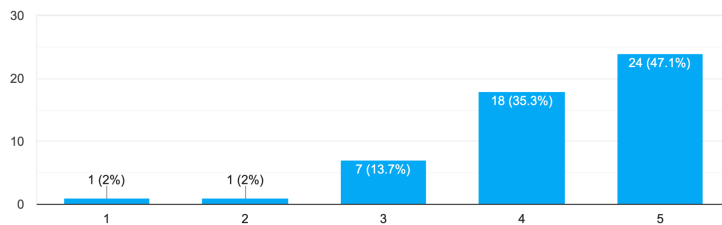
51 responses



On a scale of 1-5 with 1 being I have a low feeling of acceptance/belonging and 5 being I have a high feeling of acceptance/belonging, our student average was 4.24 = 85% of our students feeling acceptance or belongingness.

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

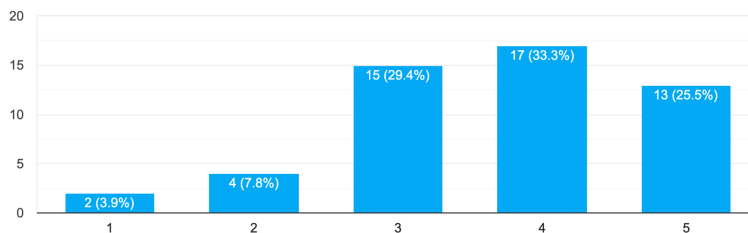
51 responses



On a scale of 1-5 with 1 being not satisfied at all and 5 being extremely satisfied, our student average was 3.69 = 74% of our students are satisfied with their learning progress.

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

51 responses



“I believe Dream is a wonderful opportunity for kids who struggle in traditional school. When sitting in the classroom for six hours a day doesn’t work, this does. The kids are allowed to be human. They’re allowed to speak and work at their own pace and not have anxiety about strict deadlines.”

“It’s a great option for kids that have a hard time adapting to the traditional learning system.”

“For students who aren’t neurotypical, Dream is a home.”

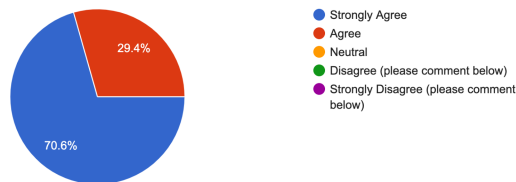
Anonymous parents/guardians comments on the Parent/Guardian Survey

DREAM Parent/Guardian Survey - 25% of DREAM parents/guardians completed the Parent/Guardian Survey. Overall, DREAM parents/guardians gave positive feedback. Our staff reviews the results during our last days of professional development at the end of the school year. We look for feedback that can help provide us with direction on areas for improvement. Parents/guardians have suggested better communication regarding their child's academic progress. As a result, we now send how semester progress reports and we offer a parent/guardian week where we invite families to come spend time with their child and learn about their projects and have a mini conference with the advisor.

Below are a few of the survey results:

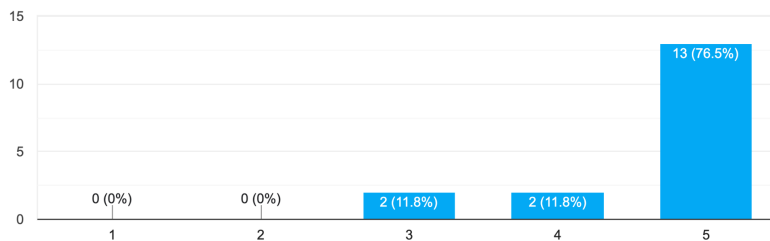
On a scale of 1-5 with 1 being not satisfied at all and 5 being very satisfied, our parent average was 4.71 = 94%

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



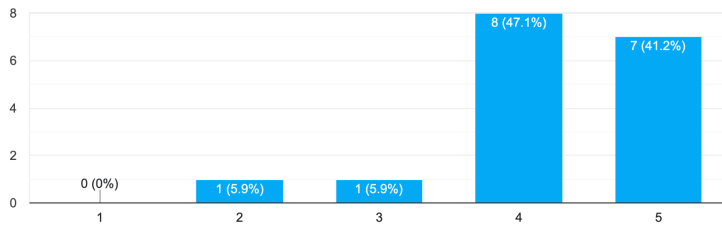
On a scale of 1-5 with 1 being I have a low feeling of acceptance/belong and 5 being I have a high feeling of acceptance/belonging, our student average was 4.65 = 93%

9. Do you feel that your student(s) have a feeling of acceptance or belonging at DREAM?
17 responses



On a scale of 1-5 with 1 being not satisfied at all and 5 being extremely satisfied, our student average was 4.24 = 85%

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



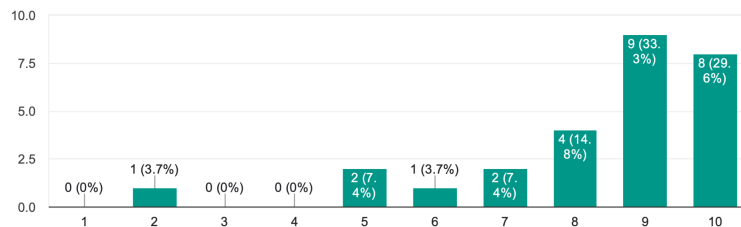
CHOICE created a survey for both students and parents/guardians that we will continue to conduct each Spring.

For students, data was collected in the following areas:

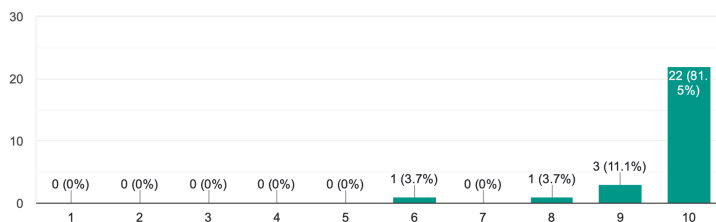
- feeling supported when it comes to their education growth,
- feeling accepted for who they are while at school,
- feeling safe at school
- an open ended area for students to express specific concerns, comments, or ideas.

The direct results are posted below:

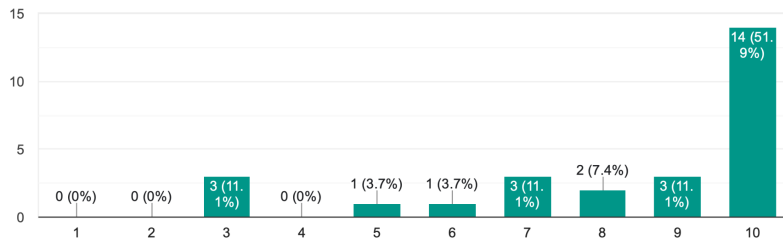
On a scale of 1 to 10, do you feel supported at our school when it comes to educational growth?
27 responses



On a scale of 1 to 10, do you feel that you are accepted for who you are at CHOICE?
27 responses



On a scale of 1 to 10, do you feel safe coming to school at CHOICE?
27 responses



Upon analyzing this data, we found the majority of students are satisfied with all three areas, however a few students did rate low for each area.

We discovered we have been most successful in the area of students feeling accepted for who they are. Our lowest ranking score for the was a 6 out of 10, and over 80% of students rated this area with a 10/10. This tells us that our school is performing well in the area of student belongingness.

In regards to feeling supported in their educational growth, the majority of students indicated that they feel supported, however a few students gave us a lower rating in this area. To improve this area, we will be implementing training on using Standardized test data to support students educational growth, as well as ongoing training for supporting student growth in a variety of methods related to Project Based Learning.

Our biggest area of concern would be in the area of student safety perception. 51.4% of students rated feeling safe as a 10/10, however the remainder of the results were spread across the board. Our lowest rating regarding feeling safe was 3/10, and 11% of our students chose this option. Although a majority of our students feel safe, we find it of the utmost importance to ensure every student attending our school feels that they are safe while they are here.

We plan on using this data to enforce enhanced safety and security measures (for example, having the front doors locked during the school day), giving ongoing training for our staff regarding safety, trauma informed responses, and crisis intervention, and frequent discussions with our students in regards to creating a safe environment.

For parents/guardians we surveyed the following areas:

- Overall satisfaction
- Feeling that their students academic growth is supported
- Level of comfortability regarding student safety and well being while attending

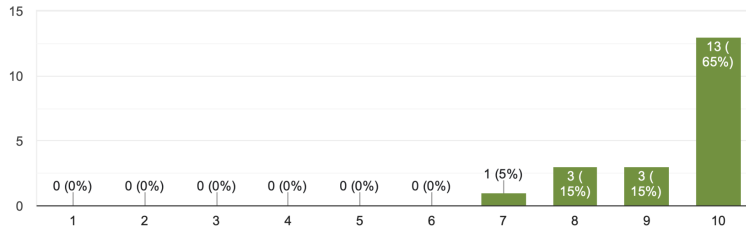
school

- Effectiveness of maintaining an inclusive and welcoming environment
- An open ended area for feedback regarding specific concerns, ideas, or comments

Here are the direct results:

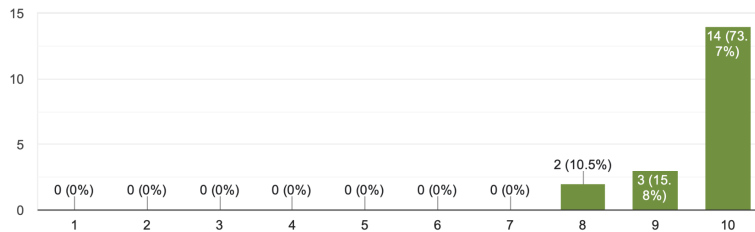
Overall, how satisfied are you with our school as a parent or guardian of a student attending CHOICE?

20 responses



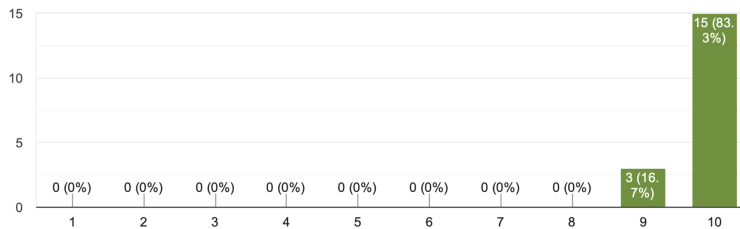
Do you feel that CHOICE supports your students academic growth when it comes to meeting their educational goals?

19 responses

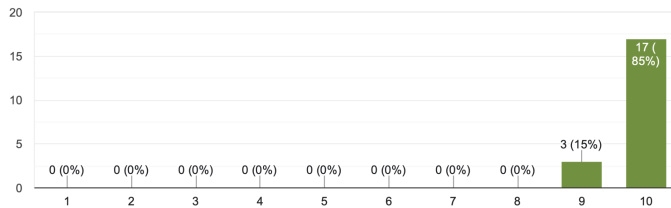


At CHOICE, student safety is our top priority. Please rate how comfortable you feel sending your child to our school when it comes to safety and well being.

18 responses



We strive to ensure that all students feel welcome and accepted into the CHOICE community.
 Please rate below how effective you feel CHOICE h...lusive and welcoming environment for your child.
 20 responses



Overall we rated very high in all areas that were surveyed for Parents/Guardians. We will continue to evaluate and reassess these areas on a regular basis to ensure we are maintaining high levels of Parent/Guardian satisfaction.

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 citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate citizenry. 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.

Since this is our first year with Osprey Wilds as our authorizer, we do not have any data to share for this report. TAM’s goal is to promote students’ environmental action skills; these experiences will serve to integrate aspects of the environment into the students’ learning day thereby, bringing all courses alive, developing students’ ability to handle environmental problems in their surroundings, and enabling them to foster a sense of belonging and participation within their schools and communities. This learning process will be appropriate to the age and class level and acknowledges that learners have their own learning styles.

DREAM will be partnering with Prairie Woods Environmental Learning Center (PWELC) located just 15 minutes north of Willmar through a local co-op opportunity. Through the co-op, our staff will be trained to help facilitate environmental learning opportunities on site at PWELC which will greatly reduce the cost for programming for our school. We will work collaboratively with PWELC staff to develop and implement programs related to water and soil conservation, bird, insect and mammal habitation, prairie and grassland restoration, orienteering and survival and much more.

CHOICE will have a Nature Classroom, community garden, compost area with worm bed, greenhouse, and experiential opportunities outside of the school with local environmentally focused groups and participation in community sponsored sustainability efforts.

TAM's goals fully align with the goals and mission that Osprey Wilds represent, and by embodying the same goals, we will strive to accomplish conservation and sustainability efforts, while building a strong foundation of basic skills in our students. We can fill a need for underserved families of the local community and create opportunities to develop a valued presence and voice. We can provide all stakeholders associated with TAM a location and sense of community to acquire the knowledge and skills necessary to develop attitudes, values, behaviors dedicated to educating, protecting, and improving the environment.

Governance & Management

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

Board Responsibilities include:

- Recruit parents and community members to serve on Board of Directors
- Monitor and approve the budget for the entire district including the individual sites
- Governance -regulate the basics of how schools should operate
- Set expectations for the future of district, in line with the affidavit
- Create a district strategic plan
- Serve as goodwill ambassadors for the district
- Help with the startup of additional schools
- Hold staff accountable for school/student success by reviewing reports, policies, budgets and then asking questions
- Responsible for auditing schools to ensure Minnesota State Statutes are being followed
- District policy creation and oversight with the support of staff

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address
Lynn Steim	Member	Community Member	2/23/21	2/23/21	2022	verafigner45@gmail.com
JoAnn Monson	Member	DREAM Parent	5/24/22	6/28/22	2022	jmonson65@gmail.com
Ashley Lucas	Vice Chair	DREAM Teacher	6/28/22	7/26/22	2023	alucas@technicalacademies.org
Tammie Knick	Board Chair	TAM Wide Teacher	6/28/22	7/26/22	2023	tknick@technicalacademies.org
Bridgett Ouren	Recorder	Community Member	10/26/21	10/26/21	2023	bridgett6006@gmail.com
Dawn Nuss	Treasurer	CHOICE Teacher	4/26/22	4/26/22	2023	dnuss@technicalacademies.org
Carol Benson	Member	Community Member	11/23/21	11/23/21	6/28/22	No longer on the board
Austin Linbo	Vice Chair	DREAM Teacher	9/28/21	9/28/21	6/28/22	No longer on the board
Garret Bitker	Board Chair	CHOICE Teacher	7/6/19	7/06/19	5/24/22	No longer on the board
Nina Larson	Member	CHOICE Parent	11/23/21	11/23/21	8/23/2022	No longer on the board
Kelly Enriquez	Treasurer	CHOICE Teacher	10/8/19	10/8/19	4/26/22	No longer on the board

Every TAM Board member shall attend annual training throughout the member's term. All new board members shall attend initial training on the board's role and responsibilities, employment policies and practices, and financial management. A new board member who does not begin the required initial training within six months after being seated and completes that training within 12 months after being seated is automatically ineligible to continue to serve as a board member.

Initial Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Carol Benson	11/23/21	Did not complete and resigned	Did not complete	Did not complete
Austin Linbo	9/28/21	2/8/22 Osprey Wilds	2/8/22 Osprey Wilds	
Nina Larson	11/23/21	Did not complete and resigned	Did not complete	Did not complete
Tammie Knick	6/28/22	8/2/22 Osprey Wilds	8/2/22 Osprey Wilds	8/2/22 Osprey Wilds
Garret Bitker	7/6/19	10/14/19 IQS	1/20/20 IQS	1/20/20 IQS
Kelly Enriquez	10/8/19	10/14/19 IQS	10/14/19 IQS	10/14/19 IQS
Ashley Lucas	6/28/22	Has not started	Has not started	Has not started
Bridgett Ouren	10/26/21	10/31/21 IQS	2/22/22 Osprey Wilds	8/2/22 Osprey Wilds
Lynn Stiehm	2/23/21	6/22/21 MACS	6/22/21 MACS	6/22/21 MACS
Dawn Nuss	4/26/22	8/2/22 Osprey Wilds	8/2/22 Osprey Wilds	8/2/22 Osprey Wilds
JoAnn Monson	5/24/22	Has not started	Has not started	Has not started

Annual Training – FY22			
Board Member Name	Date of Training	Training Title or Topic	Presenter or Trainer
Carol Benson		Did not attend	
Austin Linbo	2/8/22	Charter School Roles, Employment Policies and Practices, Understanding the Authorizer, Open Meetings Laws	Osprey Wilds
Nina Larson		Did not attend	
Tammie Knick	8/2/22	Finance, Governance, Employee Practices	Osprey Wilds
Garret Bitker	8/3/21	Board's Role and Responsibilities, Employment policies and practices, Financial	IQS

Kelly Enriquez	8/3/21	Board's Role and Responsibilities, Employment policies and practices, Financial	IQS
Ashley Lucas		Has not started yet	
Bridgett Ouren	10/31/21	Finances, Governance, Employee	MACS
Lynn Stiehm	6/22/21	Finances A Public Trust	MACS
Dawn Nuss	8/2/22	Finance, Governance, Employee Practices	Osprey Wilds
JoAnn Monson		Has not attended yet	

TAM is part of the staff-led schools initiative in which all staff are considered leaders and have an equal opportunity to take ownership of the schools operations. As a staff-led school district, TAM has established a list and description of committees in which the staff participate to help manage the school. To follow the model of staff autonomy, each staff member should be involved in making every decision. However, to divide up responsibilities and to focus on our individual strengths, we require each staff member to join at least two committees. Each committee is responsible for certain tasks and to make decisions for the good of the school. The committees include: Marketing, 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 Tracking Sheet to document activities and for accountability purposes.

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

TAM experienced a turnover in school leaders at the end of 2021 and 2022. In 2021, two staff, who had gone on to pursue further education, left to become administrators. In 2022, two staff who had been with the organization since it started, left, one retired and one went on to pursue a career in counseling. Having long time leaders leave the school left a void that was difficult to fill.

During the summer of 2022, TAM Board members and staff developed a formal review process the TAM Board will use to evaluate the school's management. The process involved creating a new policy for evaluating school management. The purpose of this policy is to provide an accountability system for evaluating the staff-powered structure which is collaboratively designed and implemented by the school staff. The school staff shall annually assess the staff-powered structure to determine the strengths and weaknesses of the practices and each autonomy area.

1. The school staff shall use the Teacher-Powered Team Survey to provide feedback and to understand which aspects of the staff-powered structure are working well and which ones could be improved upon.
 - a. The survey assesses three areas: decision making, the 9 staff-powered practices, and the 15 areas of staff-powered autonomy.
2. The data will be shared with our authorizer and school board to improve communication regarding the staff-powered governance model.
3. The school board shall annually review the results of the survey and determine if each school site is functioning well as a staff-powered structure. If the school board determines the staff-powered structure is not working, the board members shall work with the school sites to set goals for improvement in areas that show weakness or dissatisfaction among staff.

Staffing

TAM attempts to recruit and hire fully licensed educators by advertising job openings with Indeed, EdPost, 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 it's philosophy.

DREAM 2021-22 Licensed Teaching Staff					
Name	File #	License and Assignment subject/grades	Years of Service	2022-23 Status*	Comments
Doug Knick	363523	Tier 4 Social Students 7-12 General Education Advisor	8	R part-time	Doug retired at the end of the 2021-2022 school year but then came back part time for the 2022-2023 school year Doug has an Innovative Program Permission
Jaime Larson	100483	Tier 1 Social	8	NR	Jaime furthered her

		Studies and Work Based Learning K-12 Title 1/Assessment Coordinator			education while at DREAM and left to become a full time counselor and now provides services to some of the DREAM students and families
Randy Haakenson	456394	Tier 2 Social Studies 5-12 General Education Advisor	3	R	Randy was a teacher for 30 years in Arkansas and has a Tier 2 license in MN
Shane Saari	1011940	Tier 1 Academic and Behavioral Strategist K-12 Special Education Advisor	3	R	
Mandi Coleman	514787	Tier 1 Academic and Behavioral Strategist K-12 Special Education Advisor	1	NR	Resigned Jan 2022
Kaitlyn Rice	1005695	Tier 1 Social Studies 5-12 Tier 1 Academic and Behavioral Strategist K-12 General Education Advisor	1	NR	In Jan 2022, Katie switched from being a General Education Advisor to be a Special Education Advisor
Forrest Rice	1002550	Tier 2 Communications 5-12 General Education Advisor	1	NR	Forrest resigned in Jan 2022
Austin Linbo	512193	Tier 2 Communication Arts/Literature 5-12 Math Advisor	1	R	
Ashley Lucas	1014780	Tier 3 Visual Arts K-12 General Education Advisor	1	R	Ashley has an Innovative Program Permission

CHOICE 2021-22 Licensed Teaching Staff

Name	File #	License and Assignment subject/grades	Years of Service	2022-23 Status*	Comments
Garret Bitker	372807	Tier 4 Science/Physical Science/Chemistry 5-12 General Education Advisor	3	NR	Garret has an Innovative Program Permission Resigned in 5/2022
Kelly Enriquez	436120	Tier 4 Learning Disabilities, Developmental Disabilities K-12 Special Education Advisor	3	NR	Resigned in 5/2022
Melissa Donner	1002560	Tier 2 Communication Arts/Literature 5-12 General Education Advisor	6	R	
Hannah Nelson	1008701	Tier 3 Early Childhood Education B-Grade 3 and Elementary Education K-6 General Education Advisor	1	R	Out of field permission
Light Love	1013595	Tier 1 Life Science 7-12 General Education Advisor	1	R	
Dawn Nuss	361173	Tier 4 Emotional Behavioral Disabilities, Learning Disabilities	3	R	

		K-12 Tier 4 Work Based Learning 9-12 Special Education Advisor			
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2021-22 Teacher Professional Development Activities:

We recognized a need for the TAM staff to be consistent with how we utilize project based learning in our schools, therefore, all the TAM staff completed the CRAFT ED Project Based Learning Modules during the summer of 2021 as part of our professional development training.

Additional trainings for TAM staff included:

- NWEA results and implementation into projects provided by Jaime Larson- staff were instructed on how to read the NWEA results and then use the results to imbed the deficient areas into projects that students were working on throughout the year.
- Restorative Justice Circle Training provided by Living Justice Press and Kandiyohi County Restorative Justice Program staff
- Mandated Reporter Training provided by County Supervisors for Child Protection
- Data Privacy Practice Laws Training provided by attorney James Martin
- Health and Wellness PD provided monthly by Woodland Centers Mental Health Staff and YMCA staff
- Robert's Rules of Order provided by Doug Knick
- What's Your Why provided by Betsy Bonnema
- Trauma Informed Educare provided by Tammy Pulver
- Hope Survey - what to do with the results training provide by Steve Rippe
- Blood Borne Pathogens and Right to Know provided by online videos
- Non-Violent Crisis Intervention
- CPR/First Aid

Teacher Retention:

Like other public schools, TAM has struggled with teacher retention for the past few years. COVID impacted not only students but staff, mentally and emotionally. Teacher burnout is real and COVID amplified the impact. TAM struggles to find tier 4 teachers who are willing to come to rural Minnesota to teach. Some of the best teachers we have had at TAM have gone back to school and completed doctorate programs to become school administrators thereby leaving TAM to pursue administration positions.

Percentage of Licensed Teachers from 2021-22 not returning in 2022-23	40%
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2021-22 Other DREAM Licensed (non-teaching) Staff				
Name	License and Assignment	Years of Service	2022-23 Status*	Comments
Tammie Knick	375835 Tier 4 School Social Worker K-12	8	R	

2021-22 Other CHOICE Licensed (non-teaching) Staff				
Name	License and Assignment	Years of Service	2022-23 Status *	Comments
Jessica Gagnier	1002803 Tier 4 School Social Worker K-12	3	R	

2021-22 DREAM Non-Licensed Staff				
Name	Assignment	Years of Service	2022-23 Status*	Comments
Tori Hagen	Office Manager	1	R	
Autumn Picciano	SPED Para	1	R	
Chris Sand	SPED Para	5	NR	Retired 11/2021
Sara Olson	Office Manager	2	NR	Resigned 4/2022
Ashley Refsland	SPED Para	2	NR	Resigned 5/2022
Hailey Wolf	SPED Para	2	R	
Ashleigh Parker	SPED Para	2	R	
Luz Juarez	SPED Para	8	R	

2021-22 CHOICE Non-Licensed Staff				
Name	Assignment	Years of Service	2022-23 Status*	Comments
Courtney Leyden	SPED Para	6	R	
Ashley Gardner	Office Manager	4	R	
Karen Adame	SPED Para	1	R	
Samantha Bultsma	SPED Para	7	R	

Scott Strusz	SPED Para Math Tutor	3	R	
Chelsey Nelson	Part-time Office Manager	3	R	
Jeanne Jensrud	SPED Para	1	R	
Olivia Barnes	SPED Para	1	NR	Resigned 5/2022 to pursue further education
Joshua Vanyo	SPED Para	1	R	
Jaedyn Boire	SPED Para	1	NR	

* R = Returning, NR = Not Returning

Operational Performance

Health and Safety at the School

At the start of the 2021-2022 school year, while all surrounding schools lifted the mask wearing mandate, TAM decided to place the well being of our students and staff first by continuing to mandate mask wearing at both schools. Students and staff gratefully complied and as a result, we did not have one instance of COVID transmission occur within our schools. TAM also continued to follow other COVID policies that had been developed such as cleaning and disinfecting, wellness room procedures, handwashing and sanitizing, social distancing and separation of advisories, transportation restrictions, etc. It wasn't until March 2022 that TAM decided to relax the mask wearing mandate. DREAM wrote and received a Health and Wellness grant which provided monthly training by local mental health and fitness experts on a variety of topics for staff and students including movement, water intake, sleep, mindfulness, gratitude, nutrition and stress reduction.

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). In the event of a larger off campus event requiring a large bus, we contract out with a reputable local bus company.

CHOICE owns two Type III School Buses for the 2021-2022 school year. One of the vehicles (a Ford Transit 10 passenger van) was purchased during Spring of 2022. Both vans passed inspection in May of 2022. We use the vans to transport some students to and from home, however we also contract with the Owatonna Bus Company for a few of

our students who need transportation. In addition, we use the vans to transport students for field trips or other out of the building experiences. Each of our staff members who drove students has been properly trained on conducting daily van inspections and safe van driving, passed a written and physical driving exam, and completed all other legal requirements.

Facilities

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

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

Food Service Programs

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

Due Process and Special Education Administration

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

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

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

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

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

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

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

(6) In addition to offering at least one conciliation conference, TAM informs parents of other dispute resolution processes, including at least mediation and facilitated team meetings. The fact that an alternative dispute resolution process was used is admissible in evidence at any subsequent proceeding. State

provided mediators and team meeting facilitators shall not be subpoenaed to testify at a due process hearing or civil action under special education law nor are any records of mediators or state provided team meeting facilitators accessible to the parties.

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

Student Discipline Data

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

DREAM had 13 incidents that involved students having some reflection time outside of school prior to coming back to school. Of the 13 incidents, only one was serious enough to involve law enforcement. CHOICE had 6 incidents that involved students having some reflection time outside of school before coming back to resolve their issues. No law enforcement was involved.

Parent/Guardian Engagement

Parent/guardian engagement starts on day 1 at TAM. Parents/Guardians are expected to participate in a personal tour of the school with their student which allows time for questions and sharing of pertinent information. After a student enrolls at TAM, parents/guardians and student are invited to a Welcome Meeting where an informal discussion is held to gather information regarding the students strengths, growth areas, family dynamics, trauma history, etc. As part of the TAM student registration packet, parents/guardians are asked to complete a Power Hour Volunteer Form which solicits parent engagement for various activities throughout the school year including prom, graduation, field trips, fundraisers, marketing events, etc.

Parents/Guardians are encouraged to visit their student at school anytime throughout the school day. During the fall TAM offers student-led conferences and a Parent/Guardian Week where parents or guardians are invited to school to visit their student's advisory, to see their student's project, to meet with the advisory team, or to just have lunch with their student. TAM has local Parent Advisory Councils at each site

that meets a few times a year to discuss school operations, management, academics, WBWF, Special Education, etc.

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

Community Engagement

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

Hiring Practices

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

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

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

Finances

For questions regarding school finances and for complete financials for 2021-22 and/or an organizational budget for 2022-23, contact:

Name: Dawn Nuss

Position: Board Treasurer

Contact info: dnuss@technicalacademies.org

Phone: 507-400-4009

BerganKDV provides accounting services for Technical Academies of Minnesota.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Osprey Wilds Environmental Learning Center no later than December 31, 2022.

FY22 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	\$2,279,526	N/A - no food service program	N/A - no extra curricular program
Total Expenditures	\$2,203,138		
Net Income	\$76,388		
Total Fund Balance	\$1,225,673		

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. During distance learning we had more students enrolling than ever before at that time of the year. Students who were struggling with traditional school during COVID found the learning at TAM to be more flexible, yet challenging as they learned to develop independent work skills and time management skills under the guidance of the TAM staff from a distance.

Revenues

TAM's total revenue for 2021-2022 was \$2,279,526. The majority of these revenues were acquired through State Aid and Federal Aids for General Education or Special Education, as well as Building Lease Aid, and Federal Title One & Two program aid, We also received significant revenue from ESSER funds and other CARES grants, as well as a PPP loan, which was forgiven. TAM also received several small local grants from community organizations to support specific student learning and programming activities.

Expenses

Total expenditures for this year were \$2,203,138. 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.

Net Surplus or Deficit and Fund Balance

Our net income for this year was a surplus of \$76,388. Our overall fund balance percentage for the year was 55.6%. We were originally facing a deficit on our revised

budget for year end of \$35,000, however we were able to turn it around by the end of the year. Having a surplus helps our district to maintain a healthy and conservative fund balance and provides us with flexibility in the instance that we would face significant unexpected expenses.

World's Best Workforce Annual Budget

Our goal is to have 2% of our annual original budget allocated to WBWF each year. Our original proposed budget in regards to State General Education Funding for the 2021-2022 school year was: \$1,080,149. Two percent of this equates to a total of \$21,802.98. 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 trainings, and the implementation of other programs that help us meet our goals in regards to WBWF.

Future Plans

TAM has no plans for expansion at this time. However, both sites have been looking for alternative locations for the schools to accommodate the types of spaces needed for our students to be able to do more hands-on learning. DREAM has been working with a local real estate agent through the site Operations Committee to identify and coordinate efforts to secure a more usable and higher visible location. Unfortunately, due to our size (square footage) requirement, many of the facilities we have looked at would require considerable modifications to meet MN State Codes for school structures. With only being able to rent at this time, our options are limited. CHOICE has two more years on the lease for our current building. We have been looking at local properties to find a better option for our students. Unfortunately, we have not been successful with finding a site that will fit our needs better. There are very few options in our area, and even fewer that would meet the state code requirements. We are planning to continue exploring options.

Program changes - No program changes occurred.

Technology updates - TAM was grateful for the ESSER funding we received during COVID which allowed us to update our student and staff computers, some of which were 8 years old. The upgraded technology afforded our students the ability to continue their project work within the confines of their home while distance learning and our staff to connect with and work alongside students through various means of technology.

Safe Learning Plan Description and Reflection on Implementation

TAM is extremely lucky to have an experienced former military personnel and policy writer on staff and as a result of COVID, this staff person immediately went to work and

developed COVID policies and procedures for TAM that put students and staff needs first at every juncture and at the forefront of every decision. TAM had strict policies with regards to mask mandates, cleaning protocol, COVID screening, and contact tracing. This diligence paid off with regards to the health and safety of our TAM students and staff. Not once during COVID, did any of the contact tracing lead back to our schools. If students or staff became sick, it was as a direct result of outside the school influences. Throughout the 2021-22 Academic Year, only a small number of students and staff were out with COVID at any one time. There were no major outbreaks.

Aside from the outlining current CDC and MN State guidelines, TAM incorporated current guidance into implementing the plan at the school. In the event of an outbreak, we would coordinate efforts with appropriate medical and state resources to ensure a safe path forward.

TAM students become independent learners as they are onboarded into our project based learning methodology and educational platform for learning. Having this independent attitude and learning style served them well during times of distance learning as students worked from home and the TAM staff provided guidance from the sidelines via zoom, email, text, phone calls or distance home visits. The TAM Safe Learning Plan amplified the independence and effectively afforded our students the opportunity to continue their independent learning while at home. The enrollment at TAM actually increased during distance learning. We believe TAM students told their friends about TAM distance learning and as a result, we had a large influx of students enrolling during distance learning or immediately after distance learning. Many of these new students fell behind during distance learning and came to TAM with an open mind and a strong desire to catch up on credits. Several of our students did only distance learning last year and were still able to keep up with their credits and even graduate.

Mental health and well being was a priority last year as a grant was secured to pay for community experts to educate our staff and students on the importance of taking care of your mental health through healthy daily practices.

Through COVID we learned that our staff, students and families were supportive of our decisions and followed suit by respectfully adhering to the mask mandate and utilizing the decision tree that we developed to help make decisions when to send students to school or not or whether staff would come to work.

