

Annual Report and World's Best Workforce Summary



Discovery Public School of Faribault

Public Charter School District 4081-07

2023-2024

DISCOVERY
Public School
of Faribault

Discover your true potential

Contents

- SCHOOL INFORMATION.....3
 - SCHOOL MISSION STATEMENT 3
 - OUR VISION..... 3
 - AUTHORIZER INFORMATION 4
- IMPLEMENTATION OF STATUTORY PURPOSES5
- STUDENT ENROLLMENT AND DEMOGRAPHICS7
 - STUDENT ENROLLMENT 7
 - DEMOGRAPHICS..... 8
- STUDENT ATTENDANCE, RETENTION, AND MOBILITY..... 9
 - STUDENT ATTENDANCE..... 9
 - STUDENT RETENTION 10
 - STUDENT MOBILITY..... 10
- EDUCATIONAL APPROACH AND CURRICULUM 11
 - GRADUATION REQUIREMENTS 11
- INNOVATIVE PRACTICES AND IMPLEMENTATION 15
- ACADEMIC PERFORMANCE: GOALS AND BENCHMARKS 17
 - INDICATOR 1: MISSION RELATED OUTCOMES17
 - INDICATOR 2: ENGLISH LANGUAGE LEARNERS17
 - INDICATOR 3: READING GROWTH..... 18
 - INDICATOR 4: MATH GROWTH19
 - INDICATOR 5: READING PROFICIENCY20
 - INDICATOR 6: MATH PROFICIENCY.....21
 - INDICATOR 7: SCIENCE PROFICIENCY (AND GROWTH)22
 - INDICATOR 8: WRITING PROFICIENCY.....22
 - INDICATOR 9: POST-SECONDARY READINESS23
 - INDICATOR 10: ATTENDANCE.....24
 - FEDERAL AND STATE ACCOUNTABILITY24
 - ADDITIONAL ACADEMIC DATA.....25
- EDUCATIONAL EFFECTIVENESS: ASSESSMENT AND EVALUATION 26
- STUDENT AND PARENT SATISFACTION 29
 - 2023-24 PARENT SATISFACTION SURVEY.....29
 - SPRING 2023-24 PARENT SURVEY29
 - 2023-24 STUDENT SATISFACTION SURVEY.....30
- ENVIRONMENTAL EDUCATION 31
- GOVERNANCE AND MANAGEMENT 33
 - SCHOOL BOARD MEMBERSHIP33
 - SCHOOL BOARD TRAINING AND DEVELOPMENT.....34
 - MANAGEMENT.....36
 - DIRECTOR’S PROFESSIONAL DEVELOPMENT PLAN37

PROFESSIONAL DEVELOPMENT GOALS/AREAS OF FOCUS FOR 2023-24:.....	37
ACTIVITIES COMPLETED	37
PROFESSIONAL DEVELOPMENT GOALS/AREAS OF FOCUS FOR 2024-25:.....	37
INSTRUCTIONAL LEADER'S PROFESSIONAL DEVELOPMENT PLAN	38
PROFESSIONAL DEVELOPMENT GOALS/AREAS OF FOCUS FOR 2023-24:.....	38
ACTIVITIES COMPLETED/PROGRESS/RESULTS FOR 2023-24:.....	38
PROFESSIONAL DEVELOPMENT GOALS/AREAS OF FOCUS FOR 2024-25:.....	39
STAFFING AND LICENSURE	40
TEACHER RETENTION	41
OPERATIONAL PERFORMANCE.....	42
FINANCES.....	43
OVERVIEW	43
REVENUES	44
EXPENSES.....	44
NET SURPLUS OR DEFICIT AND FUND BALANCE	44
WORLD'S BEST WORKFORCE ANNUAL BUDGET	44
FUTURE PLANS	45

Board Approved: October 24, 2024

School Information

Discovery Public School of Faribault
126 8th Street NW
Faribault, MN 55021
507-331-5423 (office)
507-331-2618 (fax)
<https://isd4081.org>
discovery@isd4081.org
Dan Weisser, Executive Director
dweisser@isd4081.org

Discovery Public School of Faribault is a charter school in Faribault, MN serving students in grades 6-12.

School Mission Statement

The mission of Discovery Public School of Faribault is to meet the current and future needs of middle and high school students by providing a stable and consistent environment in which each student builds necessary social, academic, personal, and career skills for a satisfying and productive life.

Our Vision

The vision of Discovery Public School of Faribault is to provide students in grades 6-12 a learning environment and social structure that gives them the tools and knowledge necessary to lead satisfying and productive lives upon graduation.

To reach this vision, the school integrates the following methods in its instructional program:

- ◆ A variety of instructional strategies to engage students
- ◆ Small class sizes
- ◆ Student established short- and long-term goals
- ◆ Career assessment and exploration of post-secondary options
- ◆ Integration of technology in core classes

Discovery Public School of Faribault is a sixth through twelfth grade public school that provides a free educational alternative for students and parents in the Faribault community and beyond. It is operated independently from the Faribault School District and governed by a board of directors made up of parents, teachers, and community

members elected by the school community. School board meetings and elections are open to the public. School board meetings are held the third Thursday of each month, and elections are held during the month of May. For more information regarding meeting times or dates, and/or regarding school board vacancies and voting information, please contact the school at 507-331-5423 or visit our website at isd4081.org.

As a charter school, Discovery Public School of Faribault is open to all students who apply, according to our lottery policy. The school's current enrollment is approximately 50 students. Class sizes range from 15-20 students, with a 1 to 9 teacher to student ratio. It is our firm belief that all students can be successful, but many need smaller class sizes and more one-on-one attention to achieve their potential. A main area of concentration for the school is raising student attendance rates and preparing students for success after school – whether that is college or career.

Authorizer Information

Osprey Wilds Environmental Center (formerly The Audubon Center of the North Woods) has been authorizing Discovery Public School of Faribault since 2011. The school's current three-year contract with Osprey Wilds was extended by one year due to the COVID-19 pandemic. This extended contract ran from July of 2019 through June of 2024, and has been renewed for another five years as of June 2024.

The authorizing mission of Osprey Wilds 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.

Erin Anderson, Director of Charter School Authorizing
Osprey Wilds Environmental Center
Charter School Division
43 Main St. S.E., Suite 507
Minneapolis, MN 55414
(612) 331-4181
www.ospreywilds.org

Implementation of Statutory Purposes

The primary purpose of Discovery Public School of Faribault is to improve student learning and student achievement. At Discovery Public School we aim to have all students graduate with the following skills and attitudes:

- ◆ Proficiency in basic reading, writing, and math skills
- ◆ Knowledge, skills, and ability to be college and/or career ready
- ◆ Knowledge and skills to be productive citizens
- ◆ Proficiency in using technology
- ◆ A willingness to hold themselves accountable for their decisions
- ◆ Resilience and self-advocacy

A key strategy we use to increase the level of student engagement and learning is encouraging teachers to use a variety of instructional models. When each teacher has a unique approach, students get variety throughout the day, making each class novel when compared to all teachers implementing the same strategies. Teachers are also encouraged to differentiate instruction as much as possible. By focusing on the unique needs of the student in our instruction we can fill gaps in prior learning and ensure an equitable learning experience for all students, with the goal of closing the racial and economic achievement gap.

Another purpose we address is encouraging our teaching staff to use different and innovative teaching methods. At DPS, teachers use many innovative teaching methods. Teachers are encouraged to think outside the box and try new approaches in each subject. The school has been exploring different activities involving Environmental Education, such as a school-wide recycling, food waste, and composting program. We are also implementing more technology in the classroom. Students use Google Classroom for assignments in various classes. Math classes are taught with an integrated math curriculum and collaborative learning which has been shown to increase student learning. Math students also use online graphing tools and Khan Academy to be ready for a technological world. Science classes are taught using a project-based learning model. Our science classes have also begun raising trout for the Trout in the Schools program. This has been a successful collaboration, with students preparing the aquarium, caring for the hatchlings, and releasing them in a trout stream in the spring.

Another statutory purpose of Discovery Public School is to increase learning opportunities for students. DPS is constantly trying to create new learning opportunities for students. We offer independent study options to some of our most advanced

students to further challenge them. We have plans to explore new electives, and we are also encouraging students who are eligible to participate in PSEO to earn college credit while still in high school.

Student Enrollment and Demographics

Student Enrollment

Enrollment at DPS generally fluctuates between 50 and 65 students. Enrollment has dropped over the past few years, primarily due to the Covid-19 pandemic. Decreasing enrollment has been a trend across the country as parents are choosing options other than traditional public schools to provide an education for their children.

STUDENT ENROLLMENT BY GRADE	2020-21	2021-22	2022-23	2023-24
Grade 6	2	3	0	0
Grade 7	2	6	7	3
Grade 8	10	5	8	6
Grade 9	7	11	11	8
Grade 10	12	8	9	14
Grade 11	8	8	8	10
Grade 12	14	9	6	7
Total	55	50	49	48
Total ADM (average daily membership) for year	54.48	48.11	48.04	51.02

Demographics

The student population at Discovery Public School of Faribault remains relatively consistent. Our population is somewhat diverse. Approximately 31% of our students are from diverse backgrounds. We have a high percentage of students of low socio-economic status. Students who qualify for free or reduced lunches make up approximately 77% of our population. We also serve many students receiving special education services. These students make up about 50% of our student population.

STUDENT DEMOGRAPHICS	2020-21	2021-22	2022-23	2023-24
Total Enrollment	55	50	49	48
Male	38	34	33	33
Female	17	16	17	15
Special Education	21	22	25	23
English Language Learners	0	0	0	0
Free or Reduced Lunch	39	27	41	37
Black (not of Hispanic origin)	1	1	0	0
Hispanic/Latino	13	8	14	9
Asian/Pacific Islander	0	1	1	2
American Indian/Alaskan Native	0	0	0	0
White (not of Hispanic origin)	36	38	33	35
Two or more races	5	2	2	2

Student Attendance, Retention, and Mobility

Retaining students and keeping our enrollment as high as possible is an important goal of Discovery Public School. We aim to make Discovery a safe place so that students enjoy their time in school and experience academic success.

Student Attendance

Attendance is a challenge we face at Discovery Public School. Many of our students come to us with a history of poor attendance. It is our goal to help them improve attendance. Our staff provides more personal attention to attendance. Parents are called consistently when a student is absent in hopes that making the parent aware of the absence in a timely fashion will motivate both parent and students to attend school regularly.

MDE has moved away from the traditional attendance rate to consistent attendance to evaluate student attendance. Consistent Attendance is the percentage of students who were present at least 90% of their scheduled school days.

STUDENT CONSISTENT ATTENDANCE	2022-23	2023-24
Consistent Attendance <i>(percentage of students who were in attendance at least 90% of the days enrolled)</i>	39.47%	37.16%

To meet the attendance challenge, our school has a No Credit policy. If a student misses a class more than 7 times in one quarter, they receive No Credit (NC) as a grade for that class, if they had completed enough work to be passing the class despite the absences. Students may earn back the credit in those classes by improving their attendance the following quarter.

Due to the Covid-19 pandemic, we have been unable to fully implement our NC policy in recent years, as it could unfairly impact students who choose to quarantine. Last year we began to re-implement our NC policy, while making exceptions for students with known long-term illnesses. This year we continued to implement the policy with discretion.

Moving forward, we may adjust our No Credit policy to encourage students to miss fewer than seven days in a quarter. We are also working on building stronger relationships with students to improve attendance rates.

Student Retention

Retention of students from year to year is an important factor in education. At Discovery Public School, typically over 70% of students continue with us from year to year. We also have many students start at DPS in the spring and continue to the following year. Compared to last year, we noticed a slight decrease in student retention from spring to the following year and in the percentage of students who stayed with us from October 1, 2022 to October 1, 2023.

We have also noticed that students who initially transferred to Discovery because they struggled academically, but who have become good students in their time here, are leaving Discovery. These students have been transferring back to traditional high schools looking for more opportunities and elective options. We are proud of these students and sad to see them go.

STUDENT RETENTION	2022-23
Percentage of students who were continuously enrolled between October 1, 2022 and October 1, 2023	72.92%
Percentage of students who continued enrollment at DPS from Spring 2023 through October 1, 2023	84.09%

Student Mobility

We generally see relatively low student mobility. This year we started the year with relatively low enrollment, but gained several students over the course of the year. Student mobility at DPS has increased slightly over the past few years (the number of students enrolled for most of the year has decreased). Fortunately this year mobility was in our favor. Our ADM was larger than our student count at the beginning of the year.

School Year	Number of students enrolled ≥ 95% of school days	Number of students enrolled on October 1	Percent
2020-21	44	55	80.0%
2021-22	39	51	76.5%
2022-23	37	49	75.5%
2023-24	34	48	70.8%

Educational Approach and Curriculum

The vision of Discovery Public School is to meet the current and future needs of middle and high school students by providing a stable and consistent environment in which each student builds the necessary social, academic, personal, and career skills for a satisfying and productive life.

Students come to Discovery for a variety of reasons. The goal of the school is to help them graduate and prepare them for life after high school. We use several strategies to meet this goal. We are a small school, which is often the main reason a student begins at Discovery. Our smaller total population and small class sizes – fewer than 25 in any given classroom – provide a more stable environment for students. Many students come to us because they have been unsuccessful in a traditional public-school environment and are thus behind in credits. One of the first steps we take with a new student is to look over their transcript and then meet with the student to develop a graduation plan. Our flexibility in scheduling allows us to make changes or offer independent study courses to make sure each student can meet the graduation requirements as quickly as possible. We also meet with every current student multiple times a year to discuss their credits and set goals to keep them on track to graduate.

All teachers align their curriculum to the Minnesota State Academic Standards. All students must meet the graduation requirements set forth by the Minnesota Department of Education. Our graduation requirements are as follows:

Graduation Requirements

SUBJECT	CREDITS REQUIRED
English	4.0 credits
Social Studies	3.5 credits (including 0.5 in economics)
Science	3.0 credits (including at least 1 credit in biology)
Math	3.0 credits
Physical Education	1.0 credits
Health	0.5 credits
Fine Arts	1.0 credits
Elective	6.5 credits (extra subject credits are applied as elective credit)
Total	22.5 credits

In addition, all seniors take a Career Readiness class in which they explore potential careers and the pathways required, financial management, personal management, technology use, and create an annual yearbook. The Freshman Seminar class is similar to the Career Readiness class. Freshmen work with seniors on the yearbook and community service. They also work through all four School Connect modules. School Connect is a social-emotional learning curriculum that we were able to purchase with a grant from Faribault Youth Investment. Our first years of this class have been very successful. Our ninth-grade students tend to be on track to graduate at the end of the year, and they seem to be a little more focused on school than some of the other grades. This was our third year, and results were mixed. Some of the students took the class seriously and really excelled throughout the year, but a few of the students did not take the class seriously and struggled to stay on track.

Curriculum mapping and lesson planning are required of all teachers at DPS to ensure that each curriculum aligns to state standards. Teachers can use any format for their lesson planning, but must, at minimum, show a daily learning target and activities or assignments students will be expected to complete.



As much as possible, teachers are encouraged to use different and innovative teaching strategies to meet the standards in their subject area. Science is approached through an environmental lens to support our environmental goals and incorporates a large amount of hands-on and project-based learning. Mathematics is taught using an integrated curriculum and research-based methods to give students a deeper understanding of problem solving than many traditional curricula require. English is taught using a teacher-developed curriculum that is aligned to both MN State Standards and Common Core Standards. Social Studies is taught using many research projects to allow students to explore subjects through their personal interests. Accelerated students are usually challenged in the regular classroom but have also been allowed to work at an accelerated pace somewhat independently. Remediation is also included in the regular classroom when possible, or by including students in a lower grade-level class in addition to their regular grade level class in areas where remediation is necessary. Math Intervention and Reading Intervention classes have also been added for students with specific needs in those subjects.

The Special Education Program plays a big part in the success of the school. The school employs one full-time special education teacher and three paraprofessionals. Due to a lack of applicants we continue to supplement our Special Education Program with a licensed teacher who works with students virtually through Teleteachers. This arrangement has worked well overall, and the virtual teacher we worked with was very effective and professional. Paraprofessionals work with students in the regular education classroom or in the special education resource room, depending on each student's needs. The most recent MDE Compliance Review determined that the school's current special education programs are conducted consistently with state and federal laws and rules.

The school did not have any English Language Learners during the 2023-24 school year but has a plan in place in the event an ELL student enrolls.

Discovery Public School offers two summer school sessions. These sessions are mainly in place to help students that are behind in credits, although summer school is available to all 9th through 12th grade students. Summer school is individualized to meet the credit recovery needs of students, to keep them on track to graduate.

The 2023-24 school year ran from August 29, 2023 to May 30, 2024. Our original calendar included 166 instructional days. Our daily schedule is from 8:15 am to 3:00 pm.

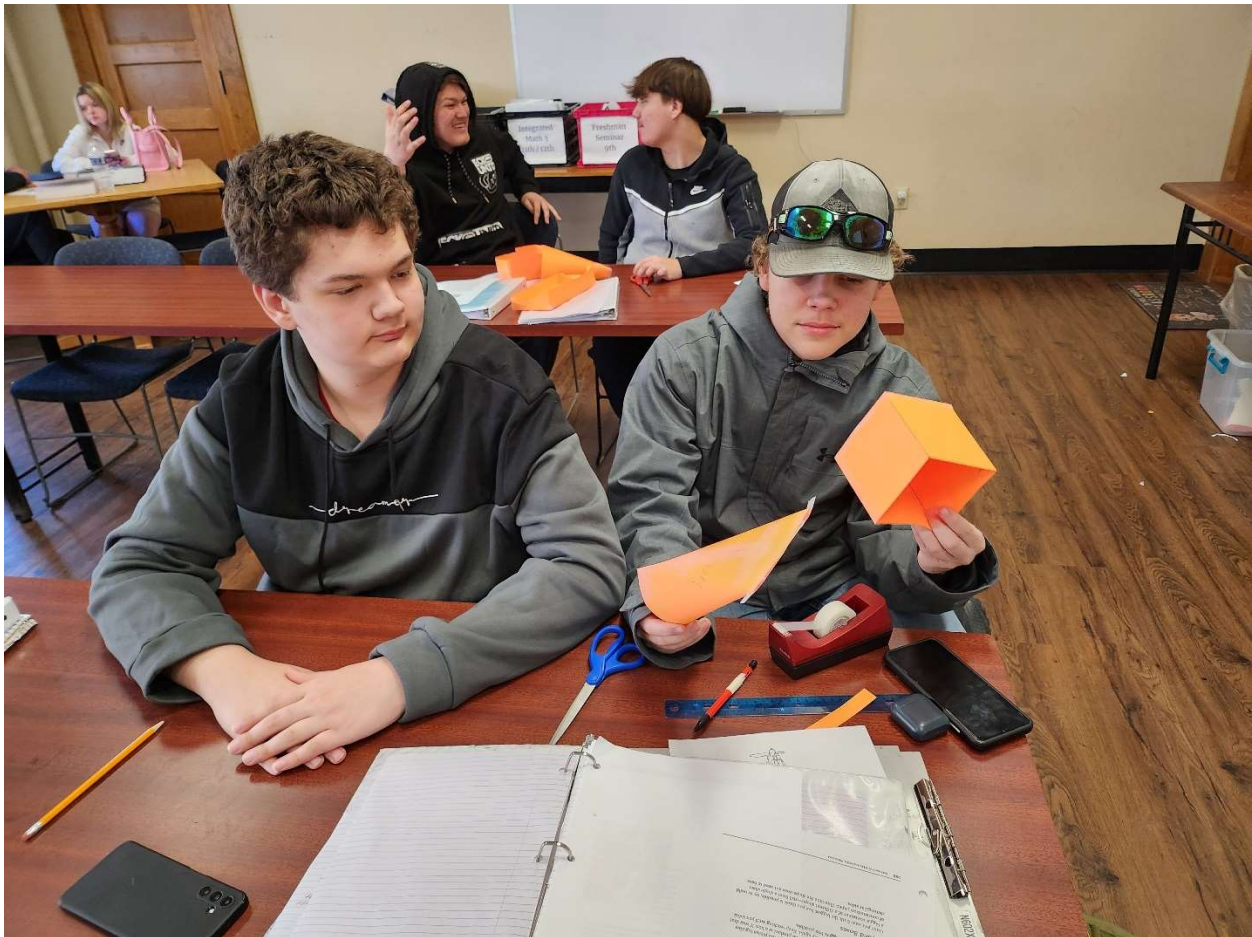
This year we offered three after-school options. Sports Club is one of our after-school activities for students. They meet once a week to socialize and participate in activities. Most of the activities are physical in nature, but occasionally they do quieter activities. This is a beneficial program for our population. Some of our students do not have a lot of time outside of school to spend with their friends. This gives them that opportunity,

and the opportunity to make new friends. Our second offering this year was Engineering Club. Students meet once a week to design and build a supermileage car. The students entered the car in the supermileage competition at Brainerd International Raceway in the spring. Our third after-school option was a Dungeons and Dragons club that met once per week. Students in this club had a lot of fun and built some strong relationships with each other and the teacher adviser.



Innovative Practices and Implementation

Discovery Public School is unique in that we can offer students a more personalized approach to learning. Our small size allows staff to get to know students better than at a larger school. Administration also knows students on a more personal level. Knowing students well allows us to better adapt instruction to meet their unique needs. In some cases this means adjusting the schedule of a student who needs more credits in a specific subject, encouraging students to take college level classes through the PSEO program, or adjusting daily lessons to meet the needs and interests of each student. Having access to technology increases this potential by providing varied options for students. Some students work better with technology, some work better with pencil and paper. Understanding our students and having this flexibility gives us an innovative approach to teaching.



In past years students have successfully completed college courses through the PSEO program. Many of these students would not have been offered this opportunity in a larger, traditional public school, but our staff recognized the potential of these students and encouraged them to enroll. Several seniors earned required credits through independent study courses that they were able to complete outside of the regular classroom. This year teachers used Chromebooks frequently in their classrooms to vary the lessons to meet a variety of learning styles.

Despite this flexibility, many students still struggle with attendance and motivation issues. To address these challenges, we offer a Freshman Seminar class that includes a Social Emotional Learning element to teach students the non-academic skills they need to be successful both in school and beyond. Our hope is that by helping students begin high school with the skills they need they will maintain their motivation to graduate all through high school. In addition to the Freshman Seminar class, we also offered additional pay to our Freshman Seminar and Career Readiness teachers to take the time to meet with students more frequently, especially through tenth and eleventh grade, to keep them on track between Freshman Seminar and Career Readiness, which is taken senior year.

The school's Strategic Plan includes a focus on academic proficiency and growth, supporting all students through graduation, preparing all students for college and/or career, improving attendance, increasing enrollment, and encouraging community partnerships.

Activities from this year that supported our Strategic Plan include:

- ◆ Continued focus on innovative teaching methods with increased use of technology to provide individualized practice and engaging lessons.
- ◆ Career Readiness and Freshman Seminar classes to support students in staying on track to graduate and prepare them for college and/or career.
- ◆ Mrs. Hansen and Ms. Luthe met with all students after NWEA testing to set individual goals for students, and continued to check in with them regularly about credits.
- ◆ Relationship building with students to improve school culture and attendance.

Academic Performance: Goals and Benchmarks

Meeting our academic goals is a priority at Discovery Public School of Faribault. The Covid-19 pandemic has had an impact on the academic proficiency of our students, but despite setbacks, our students appear to be gaining proficiency.

Academic growth in reading dropped significantly this year, but students in math and science have shown average growth. Students in math have also shown signs of closing the socio-economic achievement gap. Students who received free/reduced priced lunch have performed as well or better on math assessments than all students combined for the past few years.

Indicator 1: Mission Related Outcomes

Goal: Over the period of the contract, students at Discovery Public School (DPS) will demonstrate satisfactory progress toward graduation. This goal is measured by calculating each student's credits at the end of each year. Students who will be able to earn 22.5 credits by the end of senior year are counted as "on track."

WBWF Goal Areas Addressed by This Goal: This goal addresses the WBWF goal area that all students graduate.

Key Measures and 2023-24 Results

Measure 1.1 [CCR] – From FY24 to FY28, the aggregate percentage of students in grades 9-12 who will be on-track to graduate will be equal to or greater than 70%.

2023-24 Results: In FY24, out of 35 high school students (grades 9-12), 25 were on track to graduate on time (71.4%).

This measure dropped slightly this year. We had several students who were not committed to graduating from high school, and those students were not motivated to pass classes and stay on track even with personal attention from staff.

Indicator 2: English Language Learners

The school does not have a contractual goal in this indicator area as it does not serve a significant population of English Language Learners.

Indicator 3: Reading Growth

Goal: Over the period of the contract, students at DPS will demonstrate growth in reading as measured by state accountability tests and nationally normed assessments.

WBWF Goal Areas Addressed by This Goal: This goal addresses the WBWF goal area that all racial and economic achievement gaps between students are closed.

Key Measures and 2023-24 Results

Measure 3.1 [CCR]: In aggregate, from FY24 to FY28, 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 the state percentage.

2023-24 Results: The percentage of students whose achievement level improved was 0.0% (0/11 students).

Measure 3.2 [CCR]: In aggregate, from FY24 to FY28, 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 the state.

2023-24 Results: The percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide reading assessments was 72.7% (8/11 students).

Measure 3.3 [CCR]: From FY24 to FY28, the aggregate percentage of students in grades 6-12 who meet their fall to spring NWEA RIT expected growth target as measured by the NWEA MAP Reading assessment will be at least 50%.

2023-24 Results: The percentage of students who met their fall to spring NWEA RIT expected growth target in reading was 22.2% (8/36 students).

The reading scores we saw last spring were an anomaly. We saw students who were putting in effort, and who would typically show growth who did not meet their expected growth. Our English teacher plans to implement more independent reading as a counter measure to help ensure that students continue to grow in reading.

Indicator 4: Math Growth

Goal: Over the period of the contract, students at DPS will demonstrate growth in math as measured by state accountability tests and nationally normed assessments.

WBWF Goal Areas Addressed by This Goal: This goal addresses the WBWF goal area that all racial and economic achievement gaps between students are closed.

Key Measures and 2023-24 Results

Measure 4.1 [CCR]: In aggregate, from FY24 to FY28, 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 than the state.

2023-24 Results: The percentage of students whose achievement level improved was 0.0% (0/10 students).

Measure 4.2 ([CCR]: In aggregate, from FY24 to FY28, 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 than the state.

2023-24 Results: The percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide math assessments was 90.0% (9/10 students).

Measure 4.3 [CCR]: From FY24 to FY28, the aggregate percentage of students in grades 6-12 who meet their fall to spring NWEA RIT expected growth target as measured by the NWEA MAP Math assessment will be at least 50%.

2023-24 Results: The percentage of students who met their fall to spring NWEA RIT expected growth target in math was 56.8% (21/37 students).

Students have consistently shown greater than average growth over the past few years. We believe this is the effect of changing to an integrated math curriculum. Integrated math has been shown to improve outcomes for all students, including disabled students and students who struggle in a traditional math classroom.

Indicator 5: Reading Proficiency

Goal: Over the period of the contract, students at DPS will demonstrate proficiency in reading as measured by state accountability tests.

WBWF Goal Areas Addressed by This Goal: This goal addresses the WBWF goal area that all racial and economic achievement gaps between students are closed.

Key Measures and 2023-24 Results

Measure 5.1 [CCR]: From FY24 to FY28, the school's aggregate proficiency index score for students in grades 6-8 & 10 will be greater than the aggregate average of alternative schools in Minnesota for the same grades.

2023-24 Results: The aggregate proficiency index for students in grades 6-8 & 10 for state reading assessments was 28.0.*

Measure 5.2 [AGC]: From FY24 to FY28, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch group will be greater than that of alternative schools in Minnesota for the same group and the same grades (6-8 & 10).

2023-24 Results: The aggregate proficiency index for students who received free or reduced priced lunch in grades 6-8 & 10 on state reading assessments was 26.5.*

Reading proficiency for students receiving free or reduced priced lunch has been comparable to reading proficiency for all students for the past few years.

Measure 5.3 [AGC]: From FY24 to FY28, the school's aggregate proficiency index score for students in the Special Education group will be greater than that of alternative schools for the same group and the same grades (6-8 & 10).

2023-24 Results: The proficiency index for students who received special education services in grades 6-8 & 10 on state reading assessments was 25.0.*

Reading proficiency for students receiving special education services has been increasing over the past few years. Proficiency for this group of students is approaching that for all students combined. We feel we are making progress in this area.

*The proficiency index is a percentage calculation based on the number of students scoring in each of four achievement levels: exceeds, meets, partially meets, and does not meet expectations. Each student who meets or exceeds counts 1 point, each student who partially meets counts 0.5, and each student who does not meet counts 0. Points are totaled, divided by the total number of students assessed, and represented as percentage.

Indicator 6: Math Proficiency

Goal: Over the period of the contract, students at DPS will demonstrate proficiency in math as measured by state accountability tests.

WBWF Goal Areas Addressed by This Goal: This goal addresses the WBWF goal area that all racial and economic achievement gaps between students are closed.

Math proficiency has increased since the pandemic. This year our proficiency rate more than doubled last year's rate and nearly reached our pre-pandemic proficiency rate.

Key Measures and 2023-24 Results

Measure 6.1 [CCR]: From FY24 to FY28, the school's aggregate proficiency index score for students in grades 6-8 & 10 will be greater than the aggregate average of alternative schools in Minnesota for the same grades.

2023-24 Results: The proficiency index for students in grades 6-8 & 11 for state math assessments was 10.4.*

Measure 6.2 [AGC]: From FY24 to FY28, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch group will be greater than that of alternative schools in Minnesota for the same group and the same grades (6-8 & 11).

2023-24 Results: The proficiency index for students receiving free or reduced priced lunch in grades 6-8 & 11 for state math assessments was 10.0.*

Students receiving free or reduced priced lunch have demonstrated proficiency in math that is consistent with all students combined. This shows that our integrated math curriculum is working well to support all students in learning mathematics and close the achievement gap.

Measure 6.3 [AGC]: From FY24 to FY28, the school's aggregate proficiency index score for students in the Special Education group will be greater than that of alternative schools for the same group and the same grades (6-8 & 11).

2023-24 Results: The proficiency index for students receiving special education services in grades 6-8 & 11 for state math assessments was 4.5.*

Students receiving special education services are still not demonstrating proficiency in math as frequently as all students combined. We find that the struggles they have in the classroom, whether behavioral or academic, make it difficult for them to achieve proficiency as measure by the MCAs. We have seen strong growth in math from several students in this population, but unfortunately not enough for them to reach full proficiency.

*The proficiency index is a percentage calculation based on the number of students scoring in each of four achievement levels: exceeds, meets, partially meets, and does not meet expectations..

Indicator 7: Science Proficiency (and Growth)

Goal: Over the period of the contract, students at DPS will demonstrate proficiency in science as measured by state accountability tests and growth in science as measured by nationally normed assessments.

WBWF Goal Areas Addressed by This Goal: This goal addresses the WBWF goal area that all racial and economic achievement gaps between students are closed.

Key Measures and 2023-24 Results

Measure 7.1 [CCR]: From FY24 to FY28, the school's aggregate proficiency index score for students in grades 6-8 & HS will be greater than the aggregate average of alternative schools in Minnesota for the same grades.

2023-24 Results: The proficiency index for students in grades 8 & 10 for state science assessments was 25.0.*

Measure 7.2 [CCR]: From FY24 to FY28, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch group will be greater than that of alternative schools in Minnesota for the same group and the same grades (6-8 & 11).

2023-24 Results: The proficiency index for students receiving free or reduced priced lunch in grades 8 & 10 for state science assessments was 23.5.*

Measure 7.3 [CCR]: From FY24 to FY28, the aggregate percentage of students in grades 6-12 who meet their fall to spring NWEA RIT expected growth target as measured by the NWEA MAP Science assessment will be at least 50%.

2023-24 Results: The percentage of students who met their fall to spring NWEA RIT expected growth target in science was 48.6% (18/37 students).

*The proficiency index is a percentage calculation based on the number of students scoring in each of four achievement levels: exceeds, meets, partially meets, and does not meet expectations. Each student who meets or exceeds counts 1 point, each student who partially meets counts 0.5, and each student who does not meet counts 0. Points are totaled, divided by the total number of students assessed, and represented as percentage.

Indicator 8: Writing Proficiency

Goal: Over the period of the contract, students at DPS will demonstrate proficiency in writing as measured by the 2010 MCA GRAD Writing Rubric.

WBWF Goal Areas Addressed by This Goal: This goal addresses the WBWF goal area that all racial and economic achievement gaps between students are closed.

Key Measures and 2023-24 Results

Measure 8.1 [CCR]: From FY24 to FY28, the aggregate percentage of students in grades 6-12 who achieve a score of at least 3.0 on a five-paragraph essay as measured by the MCA GRAD Writing Rubric will be at least 80%.

2023-24 Results: Of students in grades 6-12, 88.6% (39/44 students) scored at least a 3.0 on a five-paragraph essay.

Indicator 9: Post-Secondary Readiness

Goal: Over the period of the contract, students at DPS will demonstrate readiness for post-secondary success.

WBWF Goal Areas Addressed by This Goal: This goal addresses the WBWF goal area that all students are career- and college-ready before graduating from high school.

Key Measures and 2023-24 Results

Measure 9.1 [GRAD]: From FY24 to FY28, the aggregate 6-year graduation rate will be at least 67.0%.

2023-24 Results: Graduation rates lag by one year. The six-year graduation rate for FY23 was 36.4% (4/11 students).

Our six year graduation rate continues to suffer from the consequences of the Covid-19 pandemic. The cohort that we are reporting on for FY24 are the students who were expected to originally graduate in 2021, one year after the pandemic. Many students across the country were dropping out of school at that time. We expect our graduation rates to improve over the next few years as the effect of the pandemic are minimized.

Measure 9.2 [CCR]: From FY24 to FY28, the aggregate percentage of 12th graders who score at least 70 out of 100 on the school-developed rubric for their Life Plan project will be at least 70%.

2023-24 Results: Out of 5 seniors completing a full year at DPS, 5 of them (100.0%) scored 70% or greater on their Life Plan Project.

Measure 9.3 [CCR]: From FY24 to FY28, the aggregate percentage of 12th graders who earn a Job Skills Certificate will be at least 80%.

2023-24 Result: Out of 5 seniors completing a full year at DPS, 5 of them (100.0%) earned a Job Skills Certificate.

Indicator 10: Attendance

Goal: Over the period of the contract, students at DPS will attend the school at high rates.

WBWF Goal Areas Addressed by This Goal: This goal addresses two WBWF goal areas, that all students graduate from high school and that all students are career- and college-ready before graduating from high school.

Key Measures and 2023-24 Results

Measure 10.1 From FY24-28, 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.

2023-24 Result: Our Consistent Attendance rate for FY23 was 37.5. These results are lagged by one year.

Federal and State Accountability

The World's Best Workforce areas that apply to DPS are Close the Achievement Gap, College and Career Readiness, and All Students graduate. All of our contract goals are designed to meet at least one of these areas. Strategies we use to meet our goals in these areas include a Freshman Seminar class which includes a Social Emotional Learning Curriculum to improve students' motivation to complete school and their academic skills, and a Career Readiness Class in which students explore career options and complete a Job Skills Certificate to prepare them with the skills they need in both college and career. Teachers are encouraged to use a student-centered approach to teaching that will support all learners, including those from diverse backgrounds. We also meet with each student multiple times a year to discuss credits and set academic goals.

Both our Career Readiness class and our Freshman Seminar class have been successful, with most of our students successfully completing the required components. After completing the first year of Freshman Seminar, 100% of our 9th grade students were on track to graduate. We continue to struggle with attendance and motivating students to learn and graduate, although our consistent attendance rates have improved slightly over the past year, increasing from 40.8% last year to 42.6% this year.

All students are taught by the same teachers at Discovery, as we have only one teacher for each subject. Students are not tracked into different levels of classes, so all students receive the same access to high quality teachers.

High Quality Charter School Status: Discovery Public School of Faribault has not been identified as a High Quality Charter School.

ESSA Identification: Discovery Public School of Faribault has been identified for support under ESSA.

Additional Academic Data

Our school has many success stories that are not evidenced in the academic data provided above. On a daily basis we see students succeed where they have failed at previous schools. Many of our students develop skills at Discovery and then take those skills on to a larger school before they graduate. Students who remain at Discovery frequently participate in the PSEO program, earning college credit before they graduate. Much of the success we observe is not easily quantified or tracked. We get excited when a student applies math learned in a previous math class to solve a problem, or when a student who struggles with behavior stays out of the office for two weeks straight. We especially know our success with these students when they tell us they think we are awesome teachers. Our alumni and current families frequently recommend Discovery to those they know. To us, that is why our school is needed in this community.



Educational Effectiveness: Assessment and Evaluation

At Discovery Public School, we strive to educate our students effectively and equitably. Our small size gives us a distinct advantage in understanding the needs of each individual student. Many of the students that come to Discovery are academically behind because they have failed classes at their previous school. We begin by looking over each incoming student's transcripts to determine a plan to get them back on track, both academically and credit-wise.

Students' progress toward meeting state academic standards is evaluated through standardized testing, including the MCAs and NWEA MAP Growth assessments. Students take the NWEA assessments in the fall and again in the spring to determine their growth over the course of the year. Students also take MCAs in the spring, as required by the state of Minnesota.

Student data is disaggregated into three categories: all students combined, students eligible for free or reduced lunch, and students receiving special education services. Data on these groups is presented as part of our contractual goals with our authorizer. Average progress across these groups should be comparable to show our school's educational effectiveness for each of these groups. Recent data at DPS shows that these groups are performing at comparable levels, so we feel we are addressing the achievement gap well.

Discovery does not have a gifted and talented program. Our school population is more similar to an ALC, so most of our students come to us because they were struggling in school. We do have students who need more challenges in the classroom. We provide them with differentiated learning and encourage these students to participate in PSEO to further challenge them.

Student progress toward proficiency as well as toward graduation are the primary data we use to evaluate the effectiveness of our instructional program. Teachers are also observed and evaluated by our director as part of our program. We use all of this data to inform our board and the community about our effectiveness.

Another part of our program is that students are college and career ready. To evaluate our effectiveness in this area, we report on our 6-year graduation rate and our senior College and Career Readiness class. Seniors in this class develop a Life Plan Project and also earn a Job Skills Certificate. These projects as well as our academic proficiency levels help us evaluate.

Our school board reviews our Strategic Plan annually and evaluates our director. During this review, the board is presented with feedback on our director from staff, parents, and students. Our director evaluates teachers annually and provides feedback on areas of improvement. We are aware that our teaching staff is not as diverse as our student population. We struggle to find qualified teachers of any ethnicity when we have an open position. We strive to at least provide qualified teachers who are a good fit when working with our population of students.

Teachers are encouraged to use a variety of instructional methods, both to engage students in classwork and to fill gaps in learning due to previously missed academic opportunities. Teachers often use hands-on learning and differentiate for students who are at different levels. For students who remain with us or enter in the fall, we use NWEA assessments to determine each student's educational needs. For students who arrive mid-year, teachers assess students' prior learning in the classroom setting. Lessons are designed with the students' needs in mind. Teachers meet weekly and collaborate even more frequently to support each other. Freshman Seminar and Career Readiness classes are frequently taught collaboratively as the two groups complete many projects together.



Improving proficiency rates is an ongoing challenge at Discovery with so many students who are behind academically when they start. We have examined our curriculum in math and English to address this need. In English we have implemented Read 180 in our Reading Intervention class, which includes most of our middle school students. Read 180 is a research-based curriculum designed to improve students' reading skills. In math, an integrated mathematics curriculum was implemented at the high school level. Integrated mathematics programs are designed to improve students' problem-

solving skills. Research has shown that for students who are behind academically, integrated mathematics improves student learning better than traditional high school math pathways. Integrated mathematics programs have also been shown to improve learning in diverse populations, especially those whose needs are not met in a traditional math course.

Technology use has also been encouraged to personalize learning for students. Teachers use it to individualize learning to fill academic gaps, to engage students with interactive lessons, and as an assessment tool. Technology is also used in the classroom to ensure students leave DPS with proficiency in using technology. Seniors are required to demonstrate proficiency in technology as part of their Job Skills Certificate in College and Career Readiness.

Equitable access to the most effective teachers on our staff is not an issue in school as small as Discovery. All of our students have the same teacher for each subject. The only exception is for some students with Individualized Education Plans who are required to get extra support in core subjects from the qualified Special Education teachers on our staff.

	Licensed	3+ Years Experience	Working in Licensure Area	Advanced Degrees	Racially/ Ethnically Diverse
Teachers	100%	100%	71%	17%	0%
Administration	0%	100%	0%	0%	0%

When hiring new teachers, we seek the most qualified applicants to interview. We also seek teachers who are comfortable working with our population of students and are a good fit in our program. Our current staff is a very good fit with our students. Building a more diverse staff has been a challenge as we get very few applicants for any open positions. We feel the consistency of our current staff is a strength, as well.

Student and Parent Satisfaction

Each year, parents and students complete School Satisfaction Surveys. Parents are invited to complete the survey during Fall and Spring Parent/Teacher Conferences. Students normally complete a survey at the end of the year. Unfortunately we were very busy with testing and end of year activities and neglected to give students this year's survey.

2023-24 Parent Satisfaction Survey

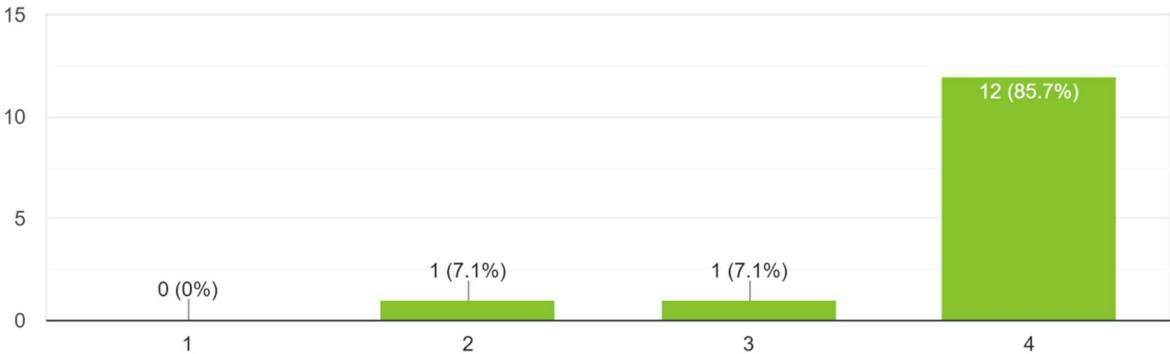
- ◆ 93% (13/14) of parents say that this school is a good place for their child to learn (3 or 4 on a 4-point scale)
- ◆ 100% of parents say that they feel like their child is safe at this school (14/14)

All parents who completed the survey are satisfied with their student's academic progress (3 or 4 on a 4-point scale). Additionally, satisfaction with their student's academic progress increased from fall to spring.

Spring 2023-24 Parent Survey

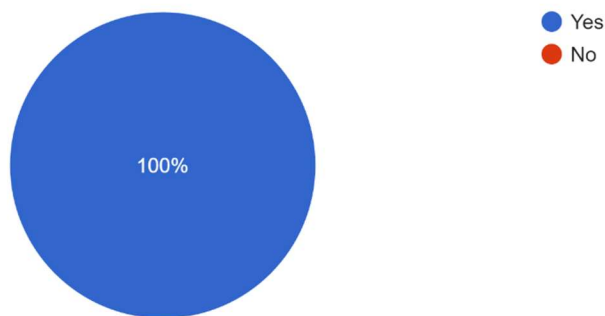
Overall, do you feel that Discovery Public School of Faribault is a good place for your child to receive an education?

14 responses



Do you feel that Discovery is a safe place for your child to attend school?

14 responses

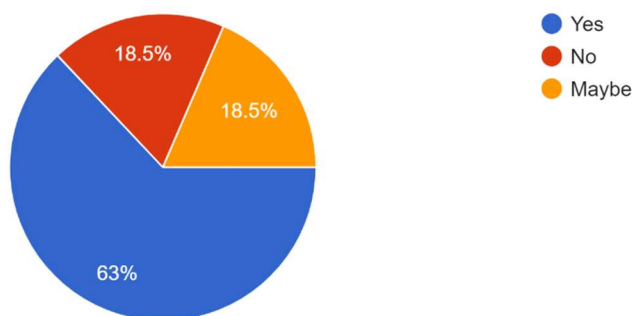


2023-24 Student Satisfaction Survey

In the spring of 2024, students completed their Student Satisfaction Survey. Results were disappointing this year, showing that only 63% (17/27) of students feel that Discovery Public School of Faribault is a good place to receive an education. Many of the students in the survey were frustrated by the behavior of a handful of students this year.

Do you feel that Discovery Public School of Faribault is a good place to receive an education?

27 responses



Students were also asked about our school's strengths and weaknesses. The majority of students felt that our strengths are small class sizes and great teachers. They felt that our greatest weaknesses were not enough elective options and not liking the other students. Many students reported bullying as well. We have worked to address this, and many of the students involved have transferred to other schools.

Environmental Education

The mission of Discovery Public School of Faribault's authorizer, Osprey Wilds Environmental 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.

Environmental Education is a strong focus at Discovery Public School. We try to encourage environmental literacy in all classes. As a school we encourage recycling in every classroom and throughout the school. Students also maintain a food waste program that includes composting food waste from our lunch program that can be composted. This year students planted a school garden in the spring. Juniors and seniors wrote emails to their representatives as part of an action project on environmental issues.

This year students made maple syrup as part of their Biology class. Students enjoyed learning about the process of tapping the maple trees in front of our building, collecting the sap, and cooking it down to make syrup.



They celebrated by making pancakes to try out their syrup. Making pancakes was also a life skill learned for many of our students.

All of our students participated in the Trout in the Classroom program this year. The chemistry class was in charge of preparing the aquarium for the trout eggs that we received in January. Students in other classes helped with hatching and raising the trout until they were large enough to release. The entire school then delivered the trout to Whitewater State Park in April to release the trout into an established trout stream. We plan to continue this program for as long as we can.

Students spent many hours exploring the Straight River Trail. They observed and studied the life cycles and food chains of various species. They are beginning to understand the impact of invasive species and human activities on the natural environment. In Physical Education, students also frequently participate outdoors. When they go for walks, they pick up any trash they notice.

Seniors and freshmen are expected to participate in our Adopt-a-Highway program as part of their Career Readiness and Freshman Seminar classes. By cleaning up the highway, they gain an appreciation for taking care of the environment and have a personal experience to show that individuals can work collectively to make a difference.



Governance and Management

School Board Membership

The primary focus of the School Board is to provide oversight, to be strategic in planning and decision making, and to provide the necessary resources to help the school achieve its mission and prepare students to be successful in life. The school board works closely with Creative Planning to make sure the school stays in good financial shape. The board also works with our authorizer, Osprey Wilds Environmental Center, to be sure it meets all contractual and legal requirements.

BOARD MEMBERSHIP IN FY24

Name	Position	Affiliation	Most Current Date Elected	Most Current Date Seated	Term End Date	Email Address
Russ Kennedy	Chairperson	Community Member	May 2022	June 16, 2022	May 2025	cenneidighinc@gmail.com
Jim Severson	Vice Chair	Community Member	May 2024	June 17, 2021	May 2027	jseverson@isd4081.org
Sam Macklay	Secretary/ Treasurer	Community Member	May 2024	June 17, 2021	May 2027	smacklay@msn.com
Sharon Hansen	Member	Teacher #466610	May 2024	June 17, 2021	May 2027	shansen@isd4081.org
Cody Hanson	Member	Teacher #468908	May 2023	June 15, 2023	May 2026	chanson@isd4081.org
KariAnn Schmidt	Member	Parent	May 2022	June 16, 2022	Mar 21, 2024*	Kariann_schmidt@yahoo.com
Ally Luthe	Member	Teacher #508014	Appointed March 21 2024*	April 18, 2024	May 2025	aluthe@isd4081.org
Sarah Hammer	Member	Parent	May 2023	June 15, 2023	May 2026	Sarah.hammer71@gmail.com

Dan Weisser	Ex-Officio	Ex-Officio (Director)	N/A	September 2018	N/A	dweisser@isd4081.org
--------------------	------------	-----------------------	-----	----------------	-----	----------------------

*Resigned from school board on March 21, 2024. Ally Luthe was appointed to fill the position.

School Board Training and Development

The DPS School board is committed to effectiveness in our oversight of Discovery Public School. The board is diligent about ensuring that all School Board members complete the required annual training in board operations. We also try to include some board training at each meeting to continue our development as a board. The table below documents the initial training dates for each board member in the areas of Board’s Role and Responsibilities, Employment Policies and Practices, and Financial Management. The next table documents the annual training received in FY24.

INITIAL BOARD MEMBER TRAINING

Board Member Name	Original Date Seated	Board’s Role & Responsibilities	Employment Policies & Practices	Financial Management
Russ Kennedy	1/2005	6/19/2010	6/19/2010	6/19/2010
Jim Severson	9/2018	6/19/2010	6/19/2010	6/19/2010
Sam (Steven) Macklay	10/2011	10/1/2011	10/1/2011	10/1/2011
Sharon Hansen	8/2018	8/7/2018	8/7/2018	8/7/2018
Cody Hanson	4/2019	8/6/2019	8/6/2019	8/6/2019
KariAnn Schmidt	1/2020	1/2021	1/2021	1/2021
Sarah Hammer	6/2022	8/2/2022	8/2/2022	8/2/2022
Ally Luthe	4/2024	7/12/2024	7/12/2024	7/12/2024

ANNUAL BOARD TRAINING FOR FY24

Training Title/Presenter/Date	Russ Kennedy	Jim Severson	Sam Macklay	Sarah Hammer	Sharon Hansen	Cody Hanson	KariAnn Schmidt	Ally Luthe	Dan Weisser
OW Sounding Board: Conflicts of Interest July 13, 2023	Y	Y	Y	Y	Y	Y	Y	N/A	Y
OW Sounding Board: MN Government Data Practices Act. October 12, 2023	Y	Y	Y	Y	Y	Y	N	N/A	Y
OW Sounding Board: Financial Oversight: Five Key Questions for Minnesota Charter School Boards to Answer at Every Meeting. December 14, 2023	Y	Y	Y	Y	Y	Y	N	N/A	Y
OW Sounding Board: Staff Retention January 18, 2024	Y	Y	N	N	Y	Y	N	N/A	Y
Finance Training (Travis Berends – Creative Planning) April 18, 2024	Y	Y	N	N	Y	Y	N/A	Y	Y

Management

Discovery Public School of Faribault is managed by an Executive Director, Dan Weisser and an Instructional Leader, Sharon Hansen. Our management team has remained stable over the past six years. Our school board oversees the director’s progress annually at our annual meeting. Our instructional leader is evaluated by our director.

The biggest challenge we faced this year was student behavior issues. After two years of going back and forth between in-person and distance learning, students have really struggled with classroom behavior and adhering to expectations. We did our best to address these issues with understanding. The ninth-grade students seemed to have fewer behavior problems compared to other grade levels. We hope that is a direct result of the social-emotional curriculum that is included in the Freshman Seminar class.

ADMINISTRATION IN FY24

Leader	Title	Roles/Responsibilities	Qualifications
Dan Weisser	Executive Director	<p>Communicate with school board and attend all meetings</p> <p>Manages all personnel, including conducting teacher evaluations and regular staff meetings</p> <p>Oversees all school finances</p> <p>Communicates with parents and community</p>	<p>Licensed teacher</p> <p>12 years experience as assistant director, plus instructional leader experience</p> <p>6 years experience in director role</p>
Sharon Hansen	Instructional Leader	<p>Conducts informal teacher observations</p> <p>Oversees curriculum mapping for all classes</p> <p>Conducts PLC meetings with staff</p> <p>Mentors teachers</p>	<p>Licensed teacher</p> <p>6 years experience in instructional leader role</p>

Director's Professional Development Plan

Dan Weisser, Executive Director

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

As Director at DPS, I planned to continue to try and build more connections between the school and the community. The school has a good relationship with South Central College and we take field trips there. We also regularly take students to the Straight River trail to clean up trash. DPS will continue to Coop with Bethlehem Academy for Sports.

I have worked with our Authorizer, Osprey Wilds, to meet our contract goals to the best of my ability. Our current point of contact is Pat Hartman, and we talk as needed. We have had several visits and Board Observations. Toward the end of the 2023-2024 school year we entered into a 5 year contract renewal with Osprey Wilds. Our school board was very pleased with being offered the longest possible contract available.

I have worked hard to try and increase and maintain our student enrollment. Enrollment is stable, but not as high as we would like. We will continue to try and grow our enrollment moving forward. We did advertise on Facebook, and will continue to do so periodically. We also recently printed yard signs, and have distributed them to parents and community members to advertise our school.

Activities Completed

- ◆ School Staff Health and Safety Training August 2023
- ◆ Introduction to Science of Reading November 2023
- ◆ The Impact of Relationships on Student Behavior November 2023
- ◆ Mandated Reporter Training September 22, 2023

Professional Development Goals/Areas of Focus for 2024-25:

As Director at DPS, I plan to continue to try and build more connections between the school and the community. The school has a good relationship with South Central College and we take field trips there. We also regularly take students to the Straight River trail to clean up trash. DPS will continue to Coop with Bethlehem Academy for Sports. I will also be coaching football at Bethlehem Academy during the 2024 football season while we continue to Coop with them. During the 2023-2024 school year we also partnered with River Bend Nature Center to create a Haunted Trail Community event. It was very successful and we had over 400 people attend, we are planning to continue this event moving forward.

Instructional Leader's Professional Development Plan

Sharon Hansen, Instructional Leader

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

This year one of my goals is to work with staff to update/develop curriculum maps for each course they teach. My goal was meet with them individually to evaluate curriculum choices to ensure that students are taught with the most effective lessons and materials.

To more fully implement our SEL curriculum, I planned to develop a Freshman Seminar course to use the full SEL curriculum in a class required for all ninth grade students. I believe this will have a greater impact than a once-weekly class as we have done in the past.

A third goal I had was to work with our director more closely on our leadership skills and participate in leadership training with him. I will take on more leadership in our PLC meetings and try to work more closely with staff in a leadership capacity. As part of this goal, I will address the use of NWEA data to inform classroom decisions.

Activities Completed/Progress/Results for 2023-24:

We made solid progress on developing curriculum maps this year. I did not meet with staff as much as I hoped to, but most of them completed curriculum maps for the classes they taught this year. This will be a high priority next year as our teaching staff teach different classes on alternating years.

I continued the Freshman Seminar class this year, and it continues to be a success. I was able to implement the School Connect curriculum (our social emotional learning curriculum) into the class. Students also developed plans for college and or career, many became interested in PSEO as a future option. Most of our ninth grade students were on track to graduate at the end of the year. The ninth grade group for the third year of Freshman Seminar was challenging, but they pushed me to refine the class even more to meet the needs of different students.

I completed the following activities:

- ◆ Summer Climate Institute: July 17-21st, 2023
- ◆ Cultural Competency: August 23, 2023
- ◆ Mandated Reporter Training: September 22, 2023
- ◆ Introduction to the Science of Reading: November 3, 2023

- ◆ The Impact of Relationships on Student Behavior: November 3, 2023
- ◆ Accommodating All Learners: May 11, 2024
- ◆ Cognitive Skills – Understanding Learning Challenges: May 18, 2024
- ◆ Student Centered Learning: May 18, 2024
- ◆ Suicide Prevention: May 18, 2024
- ◆ Classroom Collaboration: May 19, 2024
- ◆ School Board Member

Professional Development Goals/Areas of Focus for 2024-25:

Next year I plan to continue to develop the Freshman Seminar class to maximize it's effectiveness on students. I also plan to meet with students more frequently to keep them on track to graduate and succeed in high school.

I will continue to work with staff to update/develop curriculum maps for each course they teach. My goal is to meet with staff individually to evaluate curriculum choices to ensure that students are taught with the most effective lessons and materials.

I will also continue to support our advertising efforts to increase enrollment by posting to social media regularly to develop our image in the community.

Staffing and Licensure

In addition to the Director, Discovery employs five general education teachers, one full time special education teacher, three paraprofessionals, and an office manager. This allows Discovery to achieve its mission of keeping class sizes small and providing students with individual instruction. Class sizes, on average, are between 12 and 20 students. Special Education students receive paraprofessional assistance in general education classes, or they have the option to work in the Resource Room, depending on their Individual Education Plan. When hiring new staff, Discovery looks for applicants who will be a good fit for the school and our students. We want staff who are professional, qualified, caring, patient, experienced, and who have an interest in teaching at Discovery and working with students who are behind academically or who have other needs that require a different approach. Discovery’s staff is composed of people who truly have a desire to see students succeed, both in school and after they graduate.

2023-24 LICENSED TEACHING STAFF

Name	File Folder #	Assignment	Years Employed	Returning for 2022-23?
Sharon Hansen	466610	Instructional Leader/ Math Teacher	7	Yes
Cody Hanson	468908	Physical Education/ Health/Art	7	Yes
Alexandra Luthe	508014	Social Studies Teacher/ Senior Adviser	6	Yes
Garret Bitker	372807	Science Teacher	2	Yes
Pamela Hanson	364758	English Teacher	5	Yes
Maria Palmer	513737	Special Education Teacher	4	Yes
Percentage of Licensed Teachers from 2023-24 not returning in 2024-25 (non-returning teachers/total teachers from 2023-24 x 100)				0.0%

2022-23 TEACHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Professional Development Activity/ Presenter	Date
School Health and Safety Training/ Navigate Care Consulting	August 21, 2023
Cultural Competency/ Rod Haenke	August 23, 2023
Mandated Reporter Training/ Sharon Hansen	September 22, 2023
Introduction to the Science of Reading/ Jennifer Bordonaro/SE Metro Regional Center of Excellence	November 3, 2023
The Impact of Relationships on Student Behavior /SE Metro Regional Center of Excellence	November 3, 2023

Teacher Retention

The teacher turnover rate has been very low, especially through the pandemic. We have a team of teachers and paraprofessionals that work well together and work well with our students. All of our staff this year stayed with us into 2024-25

2022-23 NON-LICENSED STAFF

Name	Assignment	Years Employed	Returning for 2024-25?
Karen Natole	Office Manager	10	Yes
Sonia Flores	Paraprofessional	10	Yes
Yvonne Ackmann	Paraprofessional	12	Yes
Madison VanErp	Paraprofessional	3	Yes

Operational Performance

Overall operations at the school are performing well. The school continues to work with Faribault Public Schools for lunch and breakfast. The school continues to work with Faribault Transportation Bus Company for transportation of students.

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to health and safety. The school has a clear focus on safety in the school, including a no tolerance policy regarding bullying. New cameras and a secure entrance were installed in 2018 to monitor the entrance and hallway spaces. The student handbook outlines Discovery's policies and procedures related to medications. Medication is administered by the office manager, Karen Natole. A nurse has been contracted to work with our office manager on health-related issues, including diabetes management.

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation. Student transportation is provided by the Faribault Transportation Bus Company.

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the admission and enrollment rights of students, including, but not limited to, policies and practices related to admissions, lottery, waiting lists, and fair and open recruitment. The school publishes on its website a Student Admissions and Lottery Policy. This policy outlines a fair and open enrollment process as well as lottery procedures consistent with state statute.

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the due process, privacy, and civil rights of students. The Discovery Public School Student Handbook outlines student rights and responsibilities, including policies and practices indicated above to ensure due process and privacy. The handbook is available on the school's website, as is a grievance policy and other policies related to student rights.

Finances

Accounting services for Discovery Public School are provided by Creative Planning. For questions regarding school finances and for complete financials for 2023-24 and/or organizational budget for 2023-24, contact:

Travis Berends, Controller
Creative Planning, 5454 W 110th Street, Overland Park, KS 66211
952.563.6849
travis.berends@creativeplanning.com

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 no later than December 31, 2024.

FY24 FINANCES

	Fund 1	Fund 2	Total all funds
Total Revenues	\$994,513	\$28,708	\$1,023,221
Total Expenditures	\$1,001,892	\$28,679	\$1,030,571
Net Income	(\$7,379)	\$29	\$(7,350)
Total Fund Balance	\$212,936	\$383	\$213,319

Overview

DPS had a revised budget with a projected surplus of approximately \$14,198 for FY24. Audited numbers show a deficit of approximately \$7,350, slightly poorer than projections. DPS had stable enrollment, ending FY24 with an ADM of approximately 50 compared to last year at about 48. DPS does continue to receive extra Covid stimulus funds from the Federal government, similar too last year. These funds have mostly been expended in FY24.

Revenues

State funding decreased for FY24 to 2.0% over the prior year. FY25 is projected to be 2.0% and then tied to inflation with a maximum increase of 3.0%. State funding continues to be a primary source of funding for the district. Other allocations include Federal Title and Special Education grant awards.

Expenses

Payroll, benefits, and special education continue to be the largest expenses that the school has incurred this year and projects to continue into future years. Facility expenses remain a large portion as well, but revenues received from the State in the form of Lease Aid reduces this expense by 90%.

DPS did participate in the Food Service program again in FY24, requiring a transfer from the general fund in the amount of \$4,022.

Net Surplus or Deficit and Fund Balance

The projected net deficit is approximately \$7,350 for FY24. This result is slightly poorer than the projected surplus of about \$14,198. The projected balance out through FY26 shows a fund balance percentage greater than 20%. Some ongoing concerns for FY24 as we go into FY24 are that inflation and costs are continuing to increase. Staffing demands are putting pressure on wage growth. Salary growth by teachers across the state may increase faster than state aid projections, which will make it challenging for a small school like DPS to offer competitive wages and employ highly qualified teachers. Covid relief funds have been exhausted and the funding will no longer be available in following years.

World's Best Workforce Annual Budget

The school allocated \$4000 from General Education toward their World's Best Workforce plan. Most of this money was spent on stipends for the teachers of Freshman Seminar and Career Readiness to provide more support to students outside of class to set goals, track progress, and encourage them to succeed. A small portion was spent on supporting students with workbooks and planners, and to provide transportation to college visits and community service activities.

Future Plans

Going forward, Discovery Public School of Faribault will continue to improve our school culture and the academic proficiency of our students. We have made great progress in developing our educational program, and students typically show growth in academic achievement. We have also begun a student council at DPS, to encourage students to work together and develop ways to improve the student experience.

The addition of our Freshman Seminar class to target our ninth-grade students as they are entering high school has also been a success. This class includes social-emotional learning, career research, discussions on the importance of earning credits and graduating, and more school involvement and decision making, with the goal of increasing student motivation through high school and decrease the number of older students that give up and drop out. We plan to continue this class given the apparent success after our first three years of implementation.

Going forward we plan to purchase more Chromebooks to replace our current models as they become outdated, with the goal of maintaining a 1 to 1 ratio of students to Chromebooks, which gives us the ability to have all students using technology at the same time.



We also have plans to increase our social media presence to encourage more students to enroll at Discovery. We are highlighting student success and activities as frequently as possible to show the community that we are improving and providing a much needed alternative for education in Faribault.

