

Great Oaks Academy Annual Report 2021-2022



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I. Introduction

Great Oaks Academy is a tuition-free, Classical charter school built on the pillars of Rigor, Literature, Wonder, and Virtue. We are deeply committed to building a school with rigorous academics, high expectations, and a strong emphasis on developing character while encouraging each student's natural sense of wonder at the world.

The mission of Great Oaks Academy is to provide students with a classical, liberal arts education that is rigorous, literature-rich, wondrous, and virtuous.

The vision is to graduate young adults who:

- Are fully prepared for the rigors of college and career
- Value truth, beauty, and goodness
- Possess a lifelong passion for learning
- Are active participants in their communities
- Recognize the value of their contributions

THE FOUR PILLARS OF GREAT OAKS ACADEMY ARE RIGOR, VIRTUE, LITERATURE AND WONDER.

RIGOR

Rigor doesn't just mean 'hard', although our curriculum is challenging. It means meeting students where they are, recognizing and celebrating their potential, and challenging them to be and do things they didn't know they could achieve. It means helping each student become the best version of his or herself.

VIRTUE

What do we mean by virtue? We believe that character development is as important as academics. Education isn't just about what you know, it's about the person you become. We teach universal virtues like respect, perseverance, honor, and excellence to help our students become the best people they can be.

LITERATURE

Why literature? Because stories are memorable. They help us understand not just facts and cultures and different time periods, but they inspire us to develop character. The world of Classical literature is rich and diverse and filled with beautiful language, men and women of honor and distinction, heartache, victory, and joy. Great stories help us understand human nature, ourselves, and each other.

WONDER

Wonder is the innate sense in every child that school is a place of adventure and excitement, that learning is fun, and that the natural world is full of new things to explore. Our curriculum is designed to encourage this sense of wonder, with hands-on activities, immersive lessons, and plenty of time spent out of doors.

We are authorized by Novation Education Opportunities (NEO). Please contact Wendy Swanson-Choi, the Executive Director of NEO via email at executive.director.neo@gmail.com with any questions about the authorizer.

II. Student Enrollment 2021-22

Number of Students Enrolled	2021-22	2022-23	2023-24 (Est.)
Kindergarten	47	70	69
1st Grade	47	62	69
2nd Grade	24	52	69
3rd Grade	23	35	42
4th Grade	23	45	40
5th Grade	24	26	40
6th Grade	0	26	18
7th Grade	0	0	18
8th Grade	0	0	
Total	188	316	365

III. Attrition 2021-22

Great Oaks Academy began the 2020-2021 school year with 74 students. Of those students, 90% remained enrolled in the school the entire year, and 95% enrolled again the following year. In the 2021-2022 school year, Great Oaks Academy's enrollment was 188 students and of those students nearly 90% returned for the 2022-2023 school year.

IV. Governance and Management 2021-22

As a nonprofit, public charter school, Great Oaks Academy is led by a five-member Board of Directors. Our director acts as an ex-officio, non-voting member of the board. The roles and responsibilities of the Board of Directors include:

- Define and approve the mission and vision
- Hire, supervise, support, evaluate, and, if necessary, terminate the Director
- Ensure effective planning for enrollment, recruiting of staff, application for grants and fundraising
- Ensure financial management including effective use of internal controls, budget adoption, planning for the annual audit, and effective financial oversight
- Recruit of board member candidates
- Maintain good public standing in the community
- Maintain a good relationship with the authorizer
- Ensure the school meets its moral and legal obligations
- Assess Board performance and developing a board professional development plan
- Monitor the contract performance and renewal status of the school

Following is information on the Great Oaks Academy Board of Directors.

Name	Position	Seat	Qualifications	Areas of Expertise	Committee Service
Paul McGlynn	School Leader	Ex Officio	Principal License	Education Leadership	Finance Committee
Heith Wetzler	Board Chair	Teacher File Folder #489805	Masters in Instruction, Experience as ESL Teacher	Education Leadership	
Eric Rice	Board Vice Chair	Community Member	Business Owner	Business, Entrepreneurship, Management, Facility	
Briana Smith	Board Treasurer	Community Member	Private School Founder, Teacher	Business, Accounting, Teaching	Finance Committee
Zac Holm	Board Secretary	Community Member	Master's in special education	Teaching, Education Leadership	
Eileen Halligan	Board Member	Parent	Parent and Community Liaison	Parent and Community Relations, Enrollment, Marketing	

Great Oaks Academy contracts with Bergan KDV for financial services.

V. Training Board Members Attended in 2021-22

All board members completed training on several topics as follows.

Name of Board Member/Leader	Training Topic	Description of Training	Date
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Paul McGlynn	<ul style="list-style-type: none"> -Evaluation of Leaders -Conflict of Interest -Board Election -Board Development -Board Minutes -Annual Report -WBWF -Finances -Audit -Private Data -Educational Leadership 	Board Training for Charter School Oversight	July 1, 2021- Current
Heith Wetzler	<ul style="list-style-type: none"> -Evaluation of Leaders -Conflict of Interest -Board Election -Board Development -Board Minutes -Annual Report -WBWF -Finances -Audit -Private Data -Educational Leadership 	Board Training for Charter School Oversight	July 1, 2021 - Current
Eric Rice	<ul style="list-style-type: none"> -Evaluation of Leaders -Conflict of Interest -Board Election -Board Development -Board Minutes -Annual Report -WBWF -Finances -Audit -Private Data -Educational Leadership 	Board Training for Charter School Oversight	July 1, 2021 - Current

Briana Smith	<ul style="list-style-type: none"> -Evaluation of Leaders -Conflict of Interest -Board Election -Board Development -Board Minutes -Annual Report -WBWF -Finances -Audit -Private Data -Educational Leadership 	Board Training for Charter School Oversight	July 1, 2021 - Current
Zac Holm	<ul style="list-style-type: none"> -Evaluation of Leaders -Conflict of Interest -Board Election -Board Development -Board Minutes -Annual Report -WBWF -Finances -Audit -Private Data -Educational Leadership 	Board Training for Charter School Oversight	July 1, 2021 - Current
Eileen Halligan	<ul style="list-style-type: none"> -Evaluation of Leaders -Conflict of Interest -Board Election -Board Development -Board Minutes -Annual Report -WBWF -Finances -Audit -Private Data -Educational Leadership 	Board Training for Charter School Oversight	July 1, 2021 - Current

VI. Professional Development Plan of the Board of Directors and School Leader 2021-22

- a. Great Oaks Academy Board has set a goal to develop a Board of Directors who are visible and active participants in the Great Oaks Academy community. The

Great Oaks Academy Board development plan is as follows. After a brief needs assessment, the Chair will recommend a motion to expand the Board by two members, for a total of seven Directors, as prescribed in our Charter. This expansion will allow for the further addition of new and more robust committees, including a Financial Committee, and Site Expansion Committee, a Policy Committee, and our World's Best Workforce Committee. When available, training sessions offered by Novation Education Opportunities will be included in Board Meeting agendas. New Board Members will complete the required training offered by Novation Education Opportunities through their online platform. The Board will also complete professional development on Classical Education theory and methodology, through a combination of online training and mini seminars as part of Board Meeting agendas, when appropriate. Finally, the Board will seek to foster formal relationships with the leadership of like-minded Classical Academies in an effort for mutual support and best practices.

- b. The Great Oaks Board sets the following goals for the development of the school leadership:

Great Oaks Academy
Executive Director Evaluation 2021-2022

Summary of Board Evaluations

Section I - Director's Leadership Towards Virtue

- A. Promoting the Academy
- B. Integrity in developing the Academy
- C. Cultivates a culture of excellence
- D. Drives academic excellence

Section II - Role Specific Competencies

- A. Develops, promotes, and leads the educational program.
- B. Develops and leads staff.
- C. Manages organizational structure and staff.
- D. Builds and maintains family satisfaction.
- E. Manages financial performance.
- F. Actively promotes the organization and ensures adequate resources.
- G. Ensures adequate facilities.
- H. Partners with the Board.
- I. Engages the Community.
- J. Overall effectiveness of leadership in improving the school

VII. Staffing 2021-22

Name	Position	File Folder if Applicable
Paul McGlynn	Principal/Director	383556
Kelly Boucher	Special Education Teacher	437371
Eileen Halligan	Gr. K Classroom Teacher	419024
Paige Schneider	Gr. K Classroom Teacher	489004
Daniel Vopal	Gr. 1 Classroom Teacher	1006406
Kelsey Schiroom	Gr 1 Classroom Teacher	1000508
Kaylene Kambeitz	Gr. 2 Classroom Teacher	1009595
Hannah Haslach	Gr. 3 Classroom Teacher	1011268
Britta Ernst	Gr. 4 Classroom Teacher	487411
Heith Wetzler	Gr. 5 Classroom Teacher/Academic Dean	
Stephanie Hoeft	Grade 5 Teacher	486690
Sara Adams	Administrative Assistant	
Laura Lewis	Speech/Lang. Clinician	
Natalie Garfield	Occupational Therapist	
Shauna Talley	Operations Director	
Cirsten Meyen	Special Education Paraprofessional	
Dallas Moeller	Paraprofessional	
Catie Creglow	Special Education Paraprofessional	
Courtney Meyen	Due Process Secretary	
Breanna O'Neill	Paraprofessional	
Emma Bartlett	Special Education Paraprofessional	
Tamera Pulver	Special Education Director	
School Psychologist	Jazlynn Paige	

Shelly Graf	Social Worker	
Sharon Lovegren	ASD Consultant	
Reno Mothes	DAPE	
Tina Jackson	Nurse Consultant	
Cindy Flodeen	Covid Mitigation Nurse	
Helen Blouin	Registered Nurse	

VIII. Finances 2021-22

The Academy Board of Directors and School Leadership Team worked very hard this past year in ensuring the school had adequate resources to serve the students while building a positive surplus.

The level of oversight and best practices were followed very closely including monthly finance committee meetings and monthly board meetings where the budget and finances were reviewed. These efforts led the Academy with very positive financial results.

The Academy recently ended the second operational year serving 190 students during the 2021-2022 fiscal year. The financial results were very strong ending the 2021-2022 fiscal year with a total cumulative fund balance of \$568,252, or 26.4% of total annual expenditures.

This is quite exceptional for a charter school to be able to build a reserve quickly after only their second year while meeting the academic standards for this past school year as well.

IX. Academic Performance 2021-22

Based on all test results available during the period that the school has been in operation, Great Oaks Academy met or exceeded the following goals for academic performance under the primary purpose of charter schools, which is to improve all pupil learning and all student achievement.

- More than 60% of kindergarten students scored proficient in Math as measured by NWEA MAP for Primary. 65.57% of all kindergarten students (40 out of 61) scored proficient.

- The school's proficiency rate in Math was greater than 10 percentage points above the state average. 65.10% of all students scored proficient in Math at Great Oaks Academy compared to 44.20% in the state.
- The school's proficiency rate exceeded the state average in Reading. 66.70% of all students also scored proficient in Reading at Great Oaks Academy compared to 52.50% in the state.
- The school's proficiency rate in Math is greater than 10 percentage points above the resident district (Farmington) average. 65.10% of all students scored proficient in Math at Great Oaks Academy compared to 42.60% in the Farmington public school district.
- The school's proficiency rate exceeded the resident district (Farmington) average in Reading. 66.70% of all students also scored proficient in Reading at Great Oaks Academy compared to 52.30% in the Farmington public school district.
- Due to restrictions on reporting data of group size smaller than ten students, no other academic performance data can be reported for Great Oaks Academy.

X. Innovative Practices and Implementation

The Mission of Great Oaks Academy is to train the minds and improve the hearts of our students through a classical, liberal arts education, with instruction that is rigorous, literature-rich, wondrous, and virtuous in an engaging and disciplined environment.

Rigor, Literature, Wonder and Virtue as organizing principles will foster knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

- Rigor: Calling out students' best in academic achievement, behavior, and attitude, and challenging them to reach their highest potential.
- Literature: Fostering a love of truth, beauty, and goodness.
- Wonder: Igniting a sense of wonder about the world.
- Virtue: Instilling in students a sense of virtue and ethical thinking.

The vision of Great Oaks Academy is to graduate young adults who:

- Are fully prepared for the rigors of college and career
- Value truth, beauty, and virtuous
- Possess a lifelong passion for learning
- Are active participants in their communities
- Recognize the value of their contributions to the world

Educational Philosophy and Instructional Approach

Classical education employs innovative teaching methods, including the use of the Socratic discussion,

teaching from Great Books and primary texts, and organizing curriculum using the chronological teaching of history in lieu of social study thematic units. Great Oaks Academy will enhance these teaching methods by integrating them with history, science, art, music, and language arts.

This immersive and interactive experience will give students opportunities to explore history and science through the arts, music, great literature, hands-on projects, and writing assignments, and to see how science has developed over the centuries. Great Oaks Academy will emphasize math, reading and writing by employing the most effective curriculum, a separate grammar program beginning in first grade, and a language arts and literacy focus in every content area. The memorization of math facts, grammar rules, historical dates, scientific data and poetry will be an integral part of the curriculum in the early grades, to form a solid foundation for the upper grades.

XI. Future Plans/World's Best Workforce Plan

Plans include enrolling students on the waiting list to meet the demand for the program and growing the program by adding one grade level each year.

Projected Enrollment

Enrollment Projections	2021-22	2022-23	2023-24	2024-25	2025-2026
Kindergarten	48	70	69	72	72
1st Grade	48	62	69	72	72
2nd Grade	24	52	69	72	72
3rd Grade	24	35	42	69	72
4th Grade	24	45	40	46	69
5th Grade	24	26	40	46	42
6th Grade	0	26	18	46	40
7th Grade	0	0	18	20	40
8th Grade	0	0	0	20	18
9th Grade	0	0	0	0	18
Total	192	316	365	463	515

WORLD'S BEST WORKFORCE PLAN

Mission and Vision

The Mission of Great Oaks Academy is to train the minds and improve the hearts of our students through a classical, liberal arts education, with instruction that is rigorous, literature-rich, wondrous, and virtuous in an engaging and disciplined environment. Rigor, Literature, Wonder and Virtue as organizing principles will foster knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

- Rigor: Calling out students' best in academic achievement, behavior, and attitude, and challenging them to reach their highest potential.
- Literature: Fostering a love of truth, beauty, and goodness.
- Wonder: Igniting a sense of wonder about the world.
- Virtue: Instilling in students a sense of virtue and ethical thinking.

The vision of Great Oaks Academy is to graduate young adults who:

- Are fully prepared for the rigors of college and career
- Value truth, beauty, and virtue
- Have discovered their individual talents
- Possess a lifelong passion for learning
- Are active participants in their communities
- Recognize the value of their contributions to the world

"World's Best Workforce" means striving to do the following:

1. Have all students meet school readiness goals.
2. Have all third grade students achieve grade-level literacy.
3. Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers.
4. Have all students graduate from high school.
5. Have all students attain college and career preparedness.

The School Board is to develop a plan to support and improve teaching and learning that is aligned to the World's Best Workforce and includes the following:

- Clearly defined student achievement goals and benchmarks.
- Process to evaluate each student's progress toward meeting the state and local academic standards.
- A system to review and evaluate the effectiveness of instruction and curriculum.
- Practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that support teacher quality, performance and effectiveness.
- Evidence-based strategies for improving curriculum, instruction and student achievement.
- An annual budget for continuation of GOA plan implementation.

Recommended Plan Components

- Agreement between director and school board on a teacher evaluation system.
- A rubric that defines the effectiveness of instruction.
- Description of the professional standards the district used in the development of the system.
- Description of the form of teacher collaboration i.e. professional learning teams, peer coaching, principal feedback and reflection on instruction,
- Description of opportunities for evaluation feedback on instruction from summative evaluators.
- Description of the plan for program improvement.

Success in reaching the World's Best Workforce goals will be measured by the following:

- Student performance on the NWEA MAP and MCA's for both math and Reading
- Reduction of the academic achievement gap by student subgroup
- College and career readiness under section 120B.30, subdivision 1 and 120B.35, subdivision 3, paragraph (b), clause (2)

Below is the performance framework for evaluating of progress toward WBWF goals:

Performance Outcomes

Academic and Nonacademic Goals that are included in the Charter Contract between the new charter school and its authorizer.

Novation Education Opportunities- Great Oaks Academy Performance Framework					
Contract: July 1, 2018- June 30, 2024 (School is operational in FY19)					
Baseline: 2019-2020					
These are the Academic Performance Indicators. They are 60.5% of the points possible.					
I. All Children are Ready for School					
I.A Early Literacy and Early Numeracy Goals					
Performance Rating	NWEA MAP for Primary Math Targets (Grades K-2)			Point Value	Points Earned
Exemplary	At least 75 percent or more of K-2 students are proficient.			2	1
Satisfactory	60-74 percent of K-2 students are proficient in the combined FY 2020-FY 2025.			1	
Not Satisfactory	Less than 60 percent of K-2 students are proficient.			0	
Results	Year	Proficient Students	Total Students Tested	Great Oaks Percent Proficient	
	2020-2021	40	61	65.57%	
	2021-2022	58	78	74.36%	
	2022-2023				
	2023-2024				
	2024-2025				
	2020-2025	98	139	70.50%	
Performance Rating	NWEA MAP for Primary Reading Targets (Grades K-2)			Point Value	Points Earned
Exemplary	At least 75 percent or more of K-2 students are proficient.			2	
Satisfactory	60-74 percent of K-2 students are proficient in the combined FY 2020-FY 2025.			1	

0

Not Satisfactory	Less than 60 percent of K-2 students are proficient.			0	
Results	Year	Proficient Students	Total Students Tested	Great Oaks Percent Proficient	
	2020-2021	32	66	48.48%	
	2021-2022	54	78	69.23%	
	2022-2023				
	2023-2024				
	2024-2025				
	2020-2025	86	144	59.72%	

II. All Students Graduate from High School (As Measured On-Track by Grade Level Proficiency)					
II.A Attain Grade-level Proficiency- All Students State Comparison					
Performance Rating	MCA-Math (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	2
Satisfactory	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
Results	Year	Proficient Students	Total Students Tested	Great Oaks Percent Proficient	State Percent Proficient
	Baseline				
	2020-2021	13	23	56.52%	44.20%
	2020-2021*	13	23	56.52%	44.20%
	2021-2022	42	64	65.63%	46.49%
	2022-2023				
	2023-2024				
	2024-2025				
	2020-2025	42	42	65.63%	46.49%

*In terms of FY2021, as you may be aware, North Star accountability calculations were not run for that year due to the COVID-19 related waiver which Minnesota received from the federal government, the school can determine whether or not they would like to include 2020-2021 in the cumulative total.

Performance Rating	MCA- Reading (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	2
Satisfactory	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
Results	Year	Proficient Students	Total Students Tested	Great Oaks Percent Proficient	State Percent Proficient
	Baseline 2020-2021	13	23	56.52%	52.50%
	2020-2021*	13	23	56.52%	52.50%
	2021-2022	43	64	67.19%	51.14%
	2022-2023				
	2023-2024				
	2024-2025				
	2020-2025	43	64	67.19%	51.14%

II.B Attain Grade-level Proficiency- All Students Resident District (Farmington) Comparison					
Performance Rating	MCA-Math (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	2
Satisfactory	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Total Students Tested	Great Oaks Percent Proficient	Farmington Percent Proficient
	2020-2021*	13	23	56.52%	42.60%
	2021-2022	42	64	65.63%	45.17%
	2022-2023				
	2023-2024				
	2024-2025				
	2020-2025	42	64	65.63%	45.17%
Performance Rating	MCA- Reading (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	2
Satisfactory	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Total Students Tested	Great Oaks Percent Proficient	Farmington Percent Proficient
	2020-2021*	13	23	56.52%	52.30%
	2021-2022	43	64	67.19%	50.26%
	2022-2023				
	2023-2024				
	2024-2025				
	2020-2025	43	64	67.19%	50.26%

III. Close the Achievement Gaps Among all Groups (As Measured by On-Track Grade Level Focus Proficiency)
III.A Attain Grade-level Proficiency- FRP Focus Group State Comparison
III.B Attain Grade-level Proficiency- FRP Focus Group Resident District (Farmington) Comparison
III.C Attain Grade-level Proficiency- EL Focus Group State Comparison
III.D Attain Grade-level Proficiency- EL Focus Group Resident District (Farmington) Comparison
III.E Attain Grade-level Proficiency- SPED Focus Group State Comparison
III.F Attain Grade-level Proficiency- SPED Focus Group Resident District (Burnsville) Comparison

*Data for these measures cannot be reported as the cell size is too small (less than 10 total students tested during the contract term thus far).

IV. All Students Graduate from High School (as Measured by Growth)					
IV.A Meet or Exceed National Growth Norms- Students Below Grade Level					
Performance Rating	NWEA MAP Fall-Spring Growth- Math (Grades 3-8)			Point Value	Points Earned
Exemplary	Students scoring below grade level in the fall will on average make at least 150% of their annual projected growth.			2	
Satisfactory	Students scoring below grade level in the fall will on average make 120-149% of their annual projected growth.			1	
Not Satisfactory	Students scoring below grade level in the fall will on average make less than 120% of their annual projected growth.			0	
Results	Year	Average observed growth	Average projected growth	Percent of Growth	Number of Students Participating in Testing
	2020-2021*	CTSTR	CTSTR	CTSTR	CTSTR
	2021-2022	164	168	97.62%	15
	2022-2023				
	2023-2024				
	2024-2025				
	2020-2025	164	168	97.62%	15

Performance Rating	NWEA MAP Fall-Spring Growth- Reading (Grades 3-8)			Point Value	Points Earned
Exemplary	Students scoring below grade level in the fall will on average make at least 150% of their annual growth target.			2	1
Satisfactory	Students scoring below grade level in the fall will on average make 120-149% of their annual projected growth.			1	
Not Satisfactory	Students scoring below grade level in the fall will on average make less than 120% of their annual projected growth.			0	
Results	Year	Average observed growth	Average projected growth	Percent of Growth	Number of Students Participating in Testing
	2020-2021*	CTSTR	CTSTR	CTSTR	CTSTR
	2021-2022	214	173	123.70%	17
	2022-2023				
	2023-2024				
	2024-2025				
	2020-2025	214	173	123.70%	17

IV.B Meet or Exceed National Growth Norms- Students at or Above Grade Level					
Performance Rating	NWEA MAP Fall-Spring Growth- Math (Grades 3-8)			Point Value	Points Earned
Exemplary	Students scoring at or above grade level in the fall will on average make at least 120% of their annual projected growth.			2	0
Satisfactory	Students scoring at or above grade level in the fall will on average make 100-119% of their annual projected growth.			1	
Not Satisfactory	Students scoring at or above grade level in the fall will on average make less than 100% of their annual projected growth.			0	
Results	Year	Average observed growth	Average projected growth	Percent of Growth	Number of Students Participating in Testing
	2020-2021*	CTSTR	CTSTR	CTSTR	CTSTR
	2021-2022	417	539	77.37%	49
	2022-2023				
	2023-2024				
	2024-2025				
	2020-2025	417	539	77.37%	49

Performance Rating	NWEA MAP Fall-Spring Growth- Reading (Grades 3-8)			Point Value	Points Earned
Exemplary	Students scoring at or above grade level in the fall will on average make at least 120% of their annual projected growth.			2	0
Satisfactory	Students scoring at or above grade level in the fall will on average make 100-119% of their annual projected growth.			1	
Not Satisfactory	Students scoring at or above grade level in the fall will on average make less than 100% of their annual projected growth.			0	
Results	Year	Average observed growth	Average projected growth	Percent of Growth	Number of Students Participating in Testing
	2020-2021*	CTSTR	CTSTR	CTSTR	CTSTR
	2021-2022	235	311	75.56%	47
	2022-2023				
	2023-2024				
	2024-2025				
	2020-2025	235	311	75.56%	47

These are the Climate Performance Indicators. They are 11.6% of the points possible.				
V. The School Conditions Promote a Climate of Engagement				
V.A Attendance Rates				
Performance Rating	Attendance Rate (Grades 6-8)		Point Value	Points Earned
Exemplary	More than 95 percent attendance rate.		2	1
Satisfactory	90-95 percent attendance rate.		1	
Not Satisfactory	Below 90 percent attendance rate.		0	
Results	Year	Attendance Rate		
	2020-2021	95.90%		
	2021-2022	92.28%		
	2022-2023			
	2023-2024			
	2024-2025			
	2020-2025	94.09%		

V.B Parent Engagement			
Performance Rating	Parent Event Attendance (Grades 6-8)	Point Value	Points Earned
Exemplary	At least 90 percent of parents or guardians attend all parent conferences.	2	1
Satisfactory	80-89 percent of parents or guardians attend all parent conferences.	1	
Not Satisfactory	Less than 80 percent of parents attend all parent conferences.	0	
Results	Year	Parent Conference Attendance Percent	
	2020-2021	90.00%	
	2021-2022	87.70%	
	2022-2023		
	2023-2024		
	2024-2025		
	2020-2025	88.85%	

V.C Parent Satisfaction					
Performance Rating	5-Point Parent Satisfaction Survey			Point Value	Points Earned
Exemplary	More than 80 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.			2	2
Satisfactory	60-80 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.			1	
Not Satisfactory	Less than 60 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.			0	
Results	Year	Number of Parents Agreeing or Strongly Agreeing	Total Number of Parents	Parent Satisfaction Survey Percent	Percent Participation of Parent Respondents
	2020-2021	41	43	95.35%	47.78%
	2021-2022	44	52	84.62%	52.00%
	2022-2023				
	2023-2024				
	2024-2025				
	2020-2025	85	95	89.47%	50.00%

V.D Mobility					
Performance Rating	Mobility (Grades K-8)			Point Value	Points Earned
Exemplary	Fewer than 10 percent of students transfer out of school after October 1.			2	2
Satisfactory	10 - 15 percent of students transfer out of school after October 1.			1	
Not Satisfactory	More than 15 percent of students transfer out of school after October 1.			0	
Results	Year	Students Transferring After October 1	Total Students Enrolled October 1	Mobility Percent	
	2020-2021	4	100	4.00%	
	2021-2022				
	2022-2023				
	2023-2024				
	2024-2025				
	2020-2025	4	100	4.00%	

V.E Student Engagement					
Performance Rating	Student Engagement (Grades 3-8)			Point Value	Points Earned
Exemplary	100% of the students complete a project that integrates history, literature and the arts.			2	2
Satisfactory	90-99% of the students complete a project that integrates history, literature and the arts.			1	
Not Satisfactory	Less than 90% of the students complete a project that integrates history, literature and the arts.			0	
Results	Year	Students Completing the Project	Total Students	Percent of Students Completing the Project	
	2020-2021	96	96	100.00%	
	2021-2022	196	196	100.00%	
	2022-2023				
	2023-2024				
	2024-2025				
	2020-2025	292	292	100.00%	

These are the Operational Performance Indicators.
They are 11.6% of the total Performance Framework points possible.

VI. School is Compliant with Contract and Statute			
VI.A Compliance			
Performance Rating	Compliance	Point Value	Points Earned
Exemplary	No infractions.	10	10
Satisfactory	No more than three infractions AND any infraction is resolved by assigned deadline.	5	
Not Satisfactory	More than three infractions or infractions not resolved by assigned deadline.	0	

These are the Finance Performance Indicators.
They are 16.3% of the total Performance Framework points.

VII. School is Financially Solvent/Sustainable

VII.A Finance Awards

Performance Rating	Awards	Point Value	Points Earned
Exemplary	NEO Stewardship Award in Finance Recipient	2	1
Satisfactory	MDE Finance Award Recipient	1	
Not Satisfactory	Not an MDE or NEO Finance Award Recipient	0	

VII.B Fund Balance

Performance Rating	Fund Balance			Point Value	Points Earned
Exemplary	Reserve is at least three months' expenditures (20%) as measured by end of year reserve (fund balance).			10	5
Satisfactory	Reserve is enough to cover one full payroll as measured by end of year reserve (fund balance).			5	
Not Satisfactory	Reserve is less than one full payroll as measured by end of year reserve (fund balance).			0	
Results	Fund Balance	Expenditures	SOD Calculation		
	\$327,523	\$2,069,148	15.83%		

VII.C Financial Audit

Performance Rating	Financial Audit	Point Value	Points Earned
Exemplary	No findings cited in the audit.	2	2
Satisfactory	No more than one finding (nonmaterial) cited in the audit.	1	
Not Satisfactory	More than one finding cited in the audit.	0	

Contract Renewal and Intervention			
Each school must earn 50-70% of points possible overall and in each area to be eligible for a three-year contract renewal.			
Each school must earn more than 70% of points possible overall and at least 50% of points possible in each area to be eligible for a five-year contract renewal.			
Schools that earn less than 50% of the points possible overall or in any one area are a candidate for a nonrenewal in their final contract year or intervention in the other contract years.			
Summary and Analysis			
Academic Performance Points Earned			10
Academic Performance Total Points Possible			44
Academic Performance Percent of Points Earned			22.73%
Academic Performance Percent of Total Framework Points			56.41%
Climate Performance Points Earned			8
Climate Performance Total Points Possible			10
Climate Performance Percent of Points Earned			80.00%
Climate Performance Percent of Total Framework Points			12.73%
Operations Performance Points Earned			10
Operations Performance Total Points Possible			10
Operations Performance Percent of Points Earned			100.00%
Operations Performance Percent of Total Framework Points			12.73%

Finance Performance Points Earned	8
Finance Performance Total Points Possible	14
Finance Performance Percent of Points Earned	57.14%
Finance Performance Percent of Total Framework Points	17.82%
Performance Framework Points Earned	36
Performance Framework Total Points Possible	78
Performance Framework Percent of Total Points	46.15%

Great Oaks Academy (Great Oaks) will fulfill the statutory purposes of improving all pupil learning, all student achievement, and meeting or exceeding the outcomes adopted by the commissioner for public school students by following the model of Classical education proven effective in several high performing public schools in Minnesota. Additionally, Great Oaks will encourage the use of different and innovative teaching methods.

Grade Levels and Total Number of Students to be Served and Intended Location

The school intends, at full enrollment, to serve students in grades pre-kindergarten through twelve in Farmington, MN and its surrounding area. The school will be fully enrolled in year eight, with 672 students.

Meaning Behind the School's Name

Like the oak tree which starts as an unassuming acorn, we believe each of our students contains the potential to grow, with the proper nurturing and guidance, into a great oak: strong, well-rooted, healthy, and able to provide shelter to others.

Educational Philosophy and Instructional Approach

Classical education employs innovative teaching methods, including the use of the Socratic discussion, teaching from Great Books and primary texts, and organizing curriculum using the chronological teaching of history in lieu of social study thematic units. Great Oaks Academy will enhance these teaching methods by integrating them with history, science, art, music, and language arts. This immersive and interactive experience will give students opportunities to explore history and science through the arts, music, great literature, hands-on projects, and writing assignments, and to see how science has developed over the centuries. Great Oaks Academy will emphasize math, reading and writing by employing the most effective curriculum, a separate grammar program beginning in first grade, and a language arts and literacy focus in every content area. The memorization of math facts, grammar rules,

historical dates, scientific data, and poetry will be an integral part of the curriculum in the early grades, to form a solid foundation for the upper grades.

Plans to Improve Pupil Learning and Student Achievement and Meet or Exceed the Outcomes

Adopted by the Commissioner for Public School Students

Reading Well by Third Grade

Great Oaks Academy is dedicated to ensuring that all students are reading proficiently by third grade, thus paving the way for graduation from high school and success in career and college. In order to accomplish this, Great Oaks will employ several research-based methods to ensure the success of our students:

- Language arts skills will be emphasized across all content areas. Our weekly schedule includes 15 hours of core instruction, a period covering history, science, language arts, math, music and art based on student needs. In addition to 45 minutes per day of specific skills instruction in handwriting, spelling, grammar, writing, and reading skills such as decoding and fluency, the core period will use reading and writing assignments as a key element of the history, math and science curriculum. More time will also be scheduled for reading instruction. Built into our school week are four 45-minute blocks of time specifically for literature and reading instruction, bringing our total time for Language Arts instruction to a minimum of 12.5 hours per week: 7.5 hours of direct instruction and 5 hours of integrated studies. An example of the integration of instruction in these different subjects would be students practicing listening, speaking, reading and writing skills in the context of math word problems that involve an application in science such as measuring how much additional rain water fell.
- Reading Mastery, a research-proven curriculum, will be used to develop fluent, independent and highly-skilled readers. In addition to its multi-strand approach, which engages students of every learning style, McGraw-Hill's analyses of the program found it met 95% of ELA standards in the CCSS. The curriculum has been reviewed by Institute of Education Services and was found to have potentially positive effects on the reading achievement of English Language Learners, and the curriculum is also available in Spanish, so that our Spanish-speaking students can develop decoding and comprehension while gaining English fluency.
- Time-tested but unique strategies, such as copywork, narration and dictation will be used to develop reading, writing, listening skills and comprehension. Copywork, narration and dictation benefit students by separating the two elements of writing: the formation of ideas and transference of those ideas into words, and the mechanics of writing the words on the page. By developing the two skills separately and then merging them, students gain confidence and instructors can identify which specific areas are weak and need developing. This method is championed by Susan Wise Bauer, respected author and curriculum developer, as well as the Circe Institute and the Charlotte Mason Method, leaders in the field of Classical Education.
- Classroom teachers and a reading specialist will be available during our extracurricular block for additional help for students who struggle.
- The culture of the school will emphasize the value of literature, therefore students will learn to love reading and will be recognized and rewarded for their achievements in that area.

Meeting High Standards in All Content Areas

In order to meet and exceed state academic standards, Great Oaks Academy plans to give students access to high-quality content and instruction in the following ways:

- Utilizing a rigorous curriculum which meets or exceeds state standards in every content area.

- Scheduling an extended year which provides 285 instructional hours above the state minimum for middle and high school students and 325 additional instructional hours for elementary school students.
- Teaching deeper knowledge in fewer areas and allowing more time for instruction in each unit to encourage mastery.
- Using art and music to support and extend science and history.
- Regularly monitoring and evaluating student progress

Support Teaching for Better Schools

Great Oaks Academy will support teaching for better schools by establishing a robust professional development system and evaluating teacher performance in a structured and encouraging way. As noted in the Federal Priorities section, we will aid our teachers in being successful in these innovative teaching methods by providing 28 full days of professional development: 20 before the beginning of the school year for training and eight throughout the year for reinforcement and encouragement. Because teachers who are confident in the use of Classical pedagogy and method are more likely to use them successfully, teaching staff will be enrolled in several professional development programs in addition to on-site training done by the director and staff. These include:

- Classical Academic Press's ClassicalU, an online, mastery-based teacher training program for Classical educators.
- Instructor accreditation through the Institute for Excellence in Writing.
- Staff development and school implementation support for Singapore math through Singapore Math Support.
- Great Oaks will achieve instructional excellence through teacher evaluation and a peer review process including reflective coaching on instructional best practices. The system will be characterized by formal evaluations three times annually, ongoing informal observations and feedback, individualized Professional Growth Plans and an open collaboration among peers. Formal evaluations will be given three times annually and will require teachers to self-score according to guidelines which meet state requirements for teacher evaluation. Self-scores will be compared to evaluator scores and steps will be identified to improve teacher performance. The teacher and evaluator together will identify measurable goals to be reached by the next formal evaluation period. These goals will be evaluated during informal observations which occur weekly, and feedback will be given by the director and, later, the dean, to provide teachers with live guidance. Observations will be scheduled to allow the director to observe varied parts of the school day, and the director will make an effort to understand the classroom dynamics at play during the observation period. Every teacher will write a Professional Growth Plan at the beginning of the school year, identifying at least one SMART goal to be achieved by the end of the year. Action steps will be identified that will improve teacher competency, and progress in those steps will be both self-monitored and evaluated by the director during formal evaluations.
- Weekly meetings will be held during which all teachers can share their progress toward their SMART goals and express concerns. Collaboration with peers will give teachers insight into the implementation of educational best practices in real classrooms. An encouraging, positive culture of mutual support will give teachers the freedom to ask for and receive help from one another, the Director, and outside resources if necessary.

