



GREAT OAKS
A C A D E M Y

Great Oaks Academy Annual Report 2022-2023



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GREAT OAKS

ACADEMY

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 himself 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,

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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. Enrollment 2022-23

Actual
2022-23

<u>Enrollment</u>	
<u>Projections</u>	Grade K
Number Students	25

Number Students Grade K 72
Number Students Grade 1 72
Number Students Grade 2 48
Number Students Grade 3 48
Number Students Grade 4 48
Number Students Grade 5 24
Number Students Grade 6 24
Number Students Grade 7 0
Number Students Grade 8 0
Number Students Grade 9 0

Total Number of Students 336

III. Attrition 2022-23

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 in the 21-22 year. In the 21-22 school year, Great Oaks Academy had a full enrollment of 192 students and of those students nearly 90% returned for the 22-23 school year.

IV. Governance and Management 2022-23

As a nonprofit, public charter school, Great Oaks Academy is led by a seven-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

The 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
Eric Rice	Board Chair	Parent	Business Owner	Education Leadership	World's Best Workforce Committee
Natalie Kasper	Board Vice Chair	Parent	Substitute Teacher, Youth Ministry	Education, Networking	Policy Committee
Breanna ONeil	Board Treasurer	Teacher	Teacher	Teaching	Finance Committee
Zac Holm	Board Secretary	Community Member	Master's in special education	Teaching, Education Leadership	
Cinta Schmitz	Board Member	Teacher	Parent and Community Liaison	Parent and Community Relations	Policy Committee, Election Committee
Erik Queen	Board Member	Parent	Parent and Community Liaison	Teacher, Pastor, Theologian	Finance Committee, Election Committee
Dallas Moeller	Board Member	Teacher	Educational Studies	Teacher, Police Officer, Community Organizer	Fundraising Committee, Election Committee

All board members completed training on several topics as follows.

Name of Board Member/Leader	Training Topic Description of Training	Date
Paul McGlynn	<ul style="list-style-type: none"> -Evaluation of Leaders MN Charter Board -Conflict of Interest Training for -Board Election Charter School -Board Development Oversight -Board Minutes -Annual Report -WBWF -Finances -Audit -Private Data -Educational Leadership 	July 1, 2021- Current
Erik Queen	<ul style="list-style-type: none"> -Evaluation of Leaders MN Charter Board -Conflict of Interest Training for -Board Election Charter School -Board Development Oversight -Board Minutes -Annual Report -WBWF -Finances -Audit -Private Data -Educational Leadership 	10/17/2022-6/30/2023
Eric Rice	<ul style="list-style-type: none"> -Evaluation of Leaders MN Charter Board -Conflict of Interest Training for -Board Election Charter School -Board Development Oversight -Board Minutes -Annual Report -WBWF -Finances 	11/16/2020 – 6/30/2023

	<ul style="list-style-type: none"> -Audit -Private Data -Educational Leadership 	
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Breanna O'Neil	<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 	<p>MN Charter Board</p> <p>Training for Charter School Oversight</p> <p>7/18/2022 – 6/30/2023</p>
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Zac Holm	<ul style="list-style-type: none"> -Evaluation of Leaders MN Charter Board -Conflict of Interest Training for -Board Election Charter School -Board Development Oversight -Board Minutes -Annual Report -WBWF -Finances 	1/21/2019– 6/30/2023
Natalie Kasper	<ul style="list-style-type: none"> -Audit -Private Data -Educational Leadership -Evaluation of Leaders MN Charter Board -Conflict of Interest Training for -Board Election Charter School -Board Development Oversight -Board Minutes -Annual Report -WBWF -Finances -Audit -Private Data -Educational Leadership 	7/18/2022– 6/30/2023

Cinta Schmitz	<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 	<p style="text-align: center;">MN Charter Board Training for Charter School Oversight</p> <p style="text-align: right;">1/16/2023- 6/30/23</p>
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Dallas Moeller -Evaluation of
Leaders
-Conflict of Interest
-Board Election
-Board

Development
-Board Minutes
-Annual Report
-WBWF
-Finances
-Audit
-Private Data
-Educational

Leadership
 MN Charter Board Training for
 Charter School Oversight
 8/22//2022-
 6/30/2023

VI. Professional Development Plan of the Board of Directors and School Leader 2022-23

- a. The 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:

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Great Oaks Academy

Executive Director Evaluation 2022-2023

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

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 VII. Staffing 2022-23

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Name	Position File Folder if Applicable
Paul McGlynn	Principal/Director
Heith Wetzler	Academic Director
Margie Wesling	Operations Director
Kelly Boucher	Special Education Teacher
Ann Artley	Gr. K Classroom Teacher

Madeline Carpenter	Gr. K Classroom Teacher
Sydney Bourdeaux	Gr. K Classroom Teacher
Danielle Renfors	Gr 1 Classroom Teacher
Breanna O'Neil	Gr. 1 Classroom Teacher
Abigail Bolig	Gr. 1 Classroom Teacher
Kaylene Sanchez	Gr. 2 Classroom Teacher
Angie Gareis	Gr. 2 Classroom Teacher
Olivia Pezzillo	Gr. 3 Classroom Teacher
Lilyanne McAmis	Gr. 3 Classroom Teacher
Lindsey Adams	Gr. 4 Classroom Teacher
Bethany Koch	Gr. 4 Classroom Teacher
Roth Munson	Gr. 5 Classroom Teacher
Megan Pielhop	Gr. 6 Classroom Teacher
Sara Adams	Administrative Assistant
Laura Lewis	Speech/Lang. Clinician
Natalie Garfield	Occupational Therapist
Cirsten Meyen	Special Education Paraprofessional
Dallas Moeller	Special Education Paraprofessional
Catie Creglow	Paraprofessional
Courtney Meyen	Special Education Paraprofessional
	Due Process Secretary
Emma Bartlett	Paraprofessional
Ellen Grossman	Special Education Director
Jazzlyn Paige	School Psychologist

Shelly Graf	School Psychologist
Sharon Lovegren	Social Worker
Reno Mothes	ASD Consultant
Tina Jackson	DAPE
Bernie Mertes	Nurse Consultant
Elsa Friche	Special Education Paraprofessional

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Brook Tarrant	Special Education Paraprofessional
Anna Paplin	Special Education Paraprofessional
Dorothy White	Special Education Paraprofessional
Kate Maahs	Special Education Paraprofessional
Margaret Gilman	Special Education Paraprofessional
Tracy Barry	Special Education Paraprofessional
Katie Mader	Librarian
Reilly Carey Morgan DeWeis	Special Education <u>Paraprofessional</u> Special Education Paraprofessional
Rachel Freier Heather Groh-Kearns Cirsten Meyen	Special Education <u>Paraprofessional</u> Special Education Paraprofessional

Heidi Reynolds Latin Teacher

Katie Rubrecht Special Education Teacher

Vivani Zorrilla Special Education

Paraprofessional

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VIII. Finances 2022-23

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 left the Academy with very positive financial results.

The Academy ended its third operational year serving 336 students during the 2022-2023 fiscal year. The financial results were very strong ending the 2022-2023 fiscal year with a total cumulative fund balance surplus of \$876,777.00 or 27% of total annual expenditures.

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

Great Oaks Academy contracts with Bergan KDV for financial services.

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IX. Academic Performance 2022-23

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. Academic Goals Progress.

- By the end of FY 2025, Great Oaks School will increase the proficiency rate of its K-2 students in the NWEA MAP for Primary Math to over 75%, as evidenced by at least 75% of students meeting or exceeding the benchmark score, thereby moving the school's performance rating from 'Satisfactory' to 'Exemplary'.
- In the 2020-2021 academic year, out of 61 students tested, 40 students were proficient in the NWEA MAP for Primary Math Targets (Grade K-2), yielding a proficiency percentage of 65.57%. - For the 2021-2022 academic year, there was an improvement, with 58 out of 78 students meeting the proficiency standard, resulting in a proficiency rate of 74.36%.
- The subsequent year, 2022-2023, saw a further increase, with 146 out of 192 students being proficient. This translates to a proficiency rate of 76.04%, which is a continued improvement and places the school

within the "Satisfactory" performance rating according to the framework. o Over the combined five-year period from 2020 to 2025, 244 out of 331 students tested were proficient, with an average proficiency rate of 73.72%.

- By the end of FY 2025, Great Oaks School aims to elevate the proficiency rate in the NWEA MAP for Primary Reading for K-2 students to more than 75%, thereby elevating the school's performance from 'Satisfactory' to 'Exemplary' as per the state's educational standards. This will be measured by the percentage of K-2 students meeting or surpassing the established proficiency benchmark on the NWEA MAP assessment.

- In the 2020-2021 academic year, 32 out of 66 students tested were proficient, resulting in a proficiency rate of 48.48% for primary reading.

- o The following year, 2021-2022, showed substantial improvement, with a proficiency rate of 69.23% (54 out of 78 students).

- o The proficiency rate experienced another increase in 2022-2023 to 67.71% with 130 out of 192 students meeting the proficiency benchmark. o Over the five-year period from 2020 to 2025, the school's combined average NWEA MAP proficiency for primary reading targets is 64.29%. ● By the end of FY 2024, Great Oaks School will achieve an exemplary level of math proficiency for students in grades 3-8 by increasing the proficiency rate to be greater than 10 percentage points above the state average. The target is to exceed a proficiency rate of 64.06%, as measured by the MCA-Math Goals, with continuous annual improvement from the baseline year of 2020-2021. o The baseline year of 2020-2021 set the school's proficiency rate at 56.52% with 13 out of 23 students being proficient in MCA-Math.

- o There was no change in the proficiency rate in the following year 2021-2022, remaining at 56.52%. o A significant improvement was seen in 2022-2023, where the proficiency rate increased to 63.28% with 81 out of 128 students meeting the proficiency standard.

- o By 2023-2024, the proficiency rate further increased to 64.06%, with 123 out of 192 students being proficient. o The school's combined proficiency rate over the specified period is 64.06%, which is 15.49 percentage points higher than the state's combined proficiency rate of 48.57%. This is a significant improvement from the baseline year's proficiency rate, showing an increase of 6.76 percentage points.

- Great Oaks School will strive to reach an exemplary level of reading proficiency for students in grades 3-8 by achieving a proficiency rate that is greater than 10 percentage points above the state average by

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the end of 2024. This will be measured using the MCA-Reading Goals, with a target to surpass the current combined proficiency rate of 64.06% and continue to show annual improvement from the 2020-2021 baseline.

- o Starting from a baseline in the 2020-2021 academic year, 13 out of 23 students were proficient in MCA-Reading at Great Oaks School, marking a proficiency rate of 56.52%.

- o In the 2021-2022 academic year, there was an increase, with 43 out of 64 students demonstrating proficiency, which brought the rate up to 67.19%.

- o The year 2022-2023 saw a slight decrease in the proficiency rate to 62.50%, with 80 out of 128 students being proficient.

- o By 2023-2024, the data shows a combined proficiency rate of 64.06% for the period of 2020-2024, with 123 out of 192 students being proficient.

- o The school's combined proficiency rate of 64.06% is 12.24 percentage points higher than the state's combined rate of 51.82%.

- o The improvement from the baseline year's rate of 56.52% to the latest recorded rate of 62.50% indicates an increase of 5.98 percentage points.

- By the conclusion of the 2023-2024 academic year, Great Oaks School will solidify its status as an

exemplary educational institution by achieving and maintaining a math proficiency rate for grades 3-8 that is more than 10 percentage points above the resident district average. This will be assessed by comparing the school's proficiency rate against the resident district's combined proficiency rate, with a target to continue outperforming the district's rate of 45.62% by a significant margin.

- o In the academic year 2020-2021, Great Oaks School had a math proficiency rate of 56.52% with 13 out of 23 students tested being proficient, exceeding the resident district average of 42.60%.
- o The 2021-2022 school year saw an improvement at Great Oaks with a proficiency rate of 65.63% (42 out of 64 students), again surpassing the district average of 45.17%.
- o During 2022-2023, the school maintained its lead with a proficiency rate of 63.28% (81 out of 128 students), compared to the district's 46.07%.
- o Across the span of 2020-2024, Great Oaks School achieved a combined proficiency rate of 64.06%, which is 18.44 percentage points higher than the resident district's combined proficiency rate of 45.62%.
- Great Oaks School is committed to elevating the reading proficiency rate for students in grades 3-8 to be greater than 10 percentage points above the resident district average by the end of the 2023-2024 academic year. This target will be measured by comparing the school's proficiency rate against Farmington's combined proficiency rate, with an objective to sustain and build upon the current combined proficiency rate of 64.06%.
- o During the 2020-2021 academic year, Great Oaks School's reading proficiency rate was 56.52% with 13 out of 23 students tested being proficient, which was higher than Farmington's rate of 52.30%.
- o In the 2021-2022 year, the proficiency rate at Great Oaks rose to 67.19% with 43 out of 64 students proficient, exceeding Farmington's rate of 50.26%.
- o For the 2022-2023 school year, Great Oaks had a proficiency rate of 62.50% with 80 out of 128 students proficient, which continued to surpass Farmington's rate of 50.98%.
- o The cumulative data from 2020 to 2024 shows that Great Oaks School has a combined proficiency rate of 64.06%, which is 13.44 percentage points above Farmington's combined rate of 50.62%.
- Great Oaks School is committed to sustaining and enhancing the math proficiency rates for the FRP (Free-Reduced Price) Focus Group within grades 3-8 to remain above the state's average by at least 10 percentage points through to the end of the 2023-2024 academic year. The goal is to exceed a combined proficiency rate of 59.52%, which is currently 31.61 percentage points above the state's combined proficiency rate for the same demographic.
- o The data provided indicates a baseline year proficiency rate of 66.67% for the FRP Focus Group at Great Oaks School, which is not available for the state average.

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- o In the 2021-2022 academic year, the proficiency rate for Great Oaks School remained at 66.67%.
- o There was a drop in proficiency to 50.00% in the 2022-2023 year, but it still exceeded the state's rate of 24.41% for that year.
- o For the 2023-2024 academic year, the proficiency rate at Great Oaks School improved to 60.00%, which is above the state's rate of 31.42%.
- o Over the period of 2020-2024, Great Oaks School has achieved a combined proficiency rate of 59.52%, which is substantially higher than the state's combined proficiency rate of 27.91%.
- o The school's proficiency rate has decreased by 6.67 percentage points from the baseline year rate of 66.67% to 60.00%.
- Great Oaks School will commit to improving and maintaining the reading proficiency rates for the FRP Focus Group in grades 3-8. By the conclusion of the 2023-2024 academic year, the target is to surpass the baseline proficiency rate of 66.67% and consistently exceed the state's average by more than 10 percentage points, aiming to reverse the decline seen in 2021-2022 and build back to a rate that reflects substantial annual growth.
- o The baseline reading proficiency rate for the FRP Focus Group at Great Oaks School in the 2020-2021 academic year was a high of 66.67%.
- o In 2021-2022, there was a notable decrease in proficiency to

33.33%, which was just above the state's rate of 31.27%.

o The following year, 2022-2023, showed improvement with a proficiency rate of 53.33%, again outpacing the state's rate of 35.31%. o Over the span from 2020 to 2024, the school's combined proficiency rate for the FRP Focus Group is 52.38%, which is 19.09 percentage points higher than the state's combined rate of 33.29% for the same group.

o Despite the fluctuations, from the initial baseline year's rate of 66.67%, the latest recorded rate represents a decrease of 13.34 percentage points, ending at 53.33%.

- By the end of the 2023-2024 school year, Great Oaks School will enhance the math proficiency of the FRP Focus Group in grades 3-8 to exceed the resident district's average by more than 10 percentage points. The objective is to build upon the current combined proficiency rate of 59.52%, aiming for continuous improvement and striving to achieve an exemplary status by significantly surpassing the resident district's average.

o For the academic years from 2020-2024, Great Oaks School's FRP Focus Group had a combined math proficiency rate of 59.52%. o This rate is 29.63 percentage points higher than the resident district's combined proficiency rate of 29.89% for the same period.

o In the 2022-2023 academic year, Great Oaks School recorded a proficiency rate of 60.00%, which continues to notably exceed the resident district's rate of 28.89% for that year.

- Great Oaks School is determined to significantly enhance the reading proficiency of the FRP Focus Group students in grades 3-8. By the end of the 2023-2024 academic year, the goal is to maintain a reading proficiency rate that is more than 10 percentage points above the resident district's average. The school will aim to build on the current combined proficiency rate of 52.38% and aspire to reach exemplary status by further exceeding the resident district's rate, which stands at 36.88%. o Over the course of the years 2020-2024, Great Oaks School's combined proficiency rate for the FRP Focus Group in reading is 52.38%.

o This rate is 15.50 percentage points higher than Farmington's combined proficiency rate of 36.88% for the same demographic group.

o In the 2022-2023 academic year, the proficiency rate at Great Oaks for the FRP Focus Group was 53.33%, demonstrating a performance that exceeds Farmington's proficiency rate of 36.70% for that year.

- Great Oaks School will endeavor to improve the math proficiency of our SPED Focus Group students in grades 3-8. By the end of the 2023-2024 academic year, the goal is to surpass the state's average

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proficiency rate by at least 10 percentage points, aiming to build upon the current combined proficiency rate of 33.33% and achieve a substantial year-over-year improvement.

o The combined proficiency rate for the SPED Focus Group at Great Oaks School from 2020 to 2024 is 33.33%. o This rate is 5.93 percentage points higher than the state's combined proficiency rate of 27.40% for the SPED Focus Group over the same period.

o There was a dip in the year 2021-2022, where the proficiency rate dropped to 20.00%, below the state's rate of 24.85% for that year.

o However, by the 2023-2024 academic year, the school's proficiency rate increased to 37.50%, which is a notable improvement from the baseline year's rate of 33.33% and is higher than the state's rate of 29.95% for the same year.

- Great Oaks School is committed to elevating the reading proficiency of our SPED Focus Group students in grades 3-8. By the end of the 2023-2024 academic year, the school aims to not only meet but exceed the state's average proficiency rate by improving upon the current combined proficiency rate of 25.00%. The goal is to realize an upward trend from the baseline year's rate of 33.33%, ultimately achieving a significant year-over-year increase in proficiency.

- o The combined reading proficiency rate for the SPED Focus Group at Great Oaks School from 2020 to 2024 is 25.00%.
- o This rate is slightly lower than the state's combined proficiency rate of 26.78% for the SPED Focus Group, by a margin of 1.78 percentage points.
- o There was a decrease in proficiency in the year 2021-2022 to 20.00%, which was below the state's rate of 25.57%.
- o In the 2022-2023 academic year, the proficiency rate improved to 37.50%, which exceeded the state's rate of 27.99% for that year.
- o However, the overall combined rate for 2020-2024 remained at 25.00%, indicating that while there were instances of outperforming the state average, consistent improvement over the baseline has yet to be achieved.
- Great Oaks School will strive to surpass the resident district's average proficiency rate in math for the SPED Focus Group students in grades 3-8. By the end of the 2023-2024 academic year, the goal is to achieve and maintain a proficiency rate that is at least 10 percentage points higher than the resident district's average. The school aims to improve upon the current combined proficiency rate of 33.33% and continue to make year-over-year progress.
- o From 2020-2024, Great Oaks School's SPED Focus Group has a combined math proficiency rate of 33.33%.
- o This rate is 3.87 percentage points higher than Farmington's combined proficiency rate of 29.46% for the same group.
- o There was an improvement in the year 2022-2023 where the proficiency rate at Great Oaks increased to 37.50%, which is above the district's rate of 30.56% for that year.
- By the end of the 2024-2025 academic year, the school aims to sustain and improve the current level of growth in math proficiency among students scoring below grade level. The objective is to exceed the average projected growth rate of 110.85% seen from 2020-2025, ensuring that students achieve growth that surpasses 120% of their annual projected growth according to NWEA MAP Growth standards.
- o Over the period from 2021-2022 to 2024-2025, the school observed an average growth in math proficiency of 623 points against an average projected growth of 562 points, which calculates to an actual percent growth of 110.85%.
- o This growth rate indicates that on average, students scoring below grade level in math have exceeded their projected growth targets.

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- o Specifically, in the 2022-2023 academic year, the students' growth was exceptionally high, at 116.50% of the projected growth, with 459 points of observed growth against a projection of 394 points.
- o Throughout this period, the number of students participating in testing increased, indicating that the school was successful in not only including more students in its growth measurement but also in supporting their above-expected progress.
- By the end of the 2024-2025 school year, the school is committed to further increasing the reading growth of students who are below grade level. The goal is to consistently achieve and exceed 120% of their annual projected growth according to NWEA MAP Growth norms. With a combined average observed growth rate of 115.91% from 2020-2025, the school aims to maintain this level of performance and strive to reach an exemplary growth rate of over 150%.
- o Over the five-year period from 2020 to 2025, the school's combined average observed growth for reading was 714 points against a projected growth of 616 points, resulting in an average percent growth of 115.91%.
- o This performance indicates that students below grade level in reading are, on average, surpassing their projected growth expectations.

- o The number of students participating in testing has increased over the years, showing a broader inclusion in the growth assessment.
- o Although the school did not meet the criteria for an "Exemplary" rating, which would require growth over 150%, the school's performance is solidly within the "Satisfactory" range and approaching "Exemplary."
 - By the conclusion of the 2024-2025 academic year, the school targets to exceed the NWEA MAP national norms for growth in math among students scoring at or above grade level. The aim is to have these students achieve an average observed growth rate surpassing 120% of their annual projected growth, building upon the combined average growth rate of 108.24% recorded from 2020 to 2025.
 - o For the combined years of 2020-2025, the school's observed average growth for math among students at or above grade level is 1628 points, which is above the average projected growth of 1504 points, resulting in 108.24% of the projected growth.
 - o This average indicates that the school has been performing slightly above the expected growth standards for students at or above grade level in math.
 - o In the 2022-2023 academic year, the students' observed growth was particularly notable at 125.49% of the projected growth, significantly exceeding the expected benchmarks.
 - o The number of students tested increased over the years, which could suggest improved engagement and the successful inclusion of more students in the testing process.
 - By the end of the 2024-2025 academic year, the school aims to consistently achieve and exceed 100% of the annual projected growth for students scoring at or above grade level in reading. The goal is to surpass the school's current combined average growth rate of 84.26% for the years 2020-2025, ultimately reaching the exemplary standard of more than 120% growth.
 - From 2020 to 2025, the school's combined average observed growth for students at or above grade level in reading was 792 points against an average projected growth of 940 points, representing 84.26% of the projected growth.
 - This figure indicates that, on average, the students have not met the projected growth targets, with a performance falling under the "Not Satisfactory" category as per the provided rating system.
 - In the 2021-2022 school year, students achieved 75.56% of their projected growth, and in the 2022-2023 year, they reached 100% of the projected growth.
 - The number of students included in the testing has increased over this time frame, suggesting a scaling up of assessment participation.

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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.

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

***Working
Projected***

<u>2025-20</u>	<u>Enrollment</u>	<u>2023-2 024</u>
<u>26</u>	<u>2021-2022 2022-20 232024-20 25</u>	
	48 48 48 48	

Projections

Number Students Grade K

Number Students Grade K 48 72 72 72 72 Number Students Grade 1 24 72 72 72 72
 Number Students Grade 2 24 48 72 72 72 Number Students Grade 3 24 48 72 72 72
 Number Students Grade 4 24 48 48 72 72 Number Students Grade 5 24 24 48 48 72
 Number Students Grade 6 0 24 24 48 48 Number Students Grade 7 0 0 24 24 48
 Number Students Grade 8 0 0 0 24 24 Number Students Grade 9 0 0 0 24

Total Number of Students 168 336 432 504 576

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.
- 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 effectiveness of instruction.
- Description of the professional standards the district used in the development of the system. 22

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- 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 MCAs 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)

Performance Outcomes

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

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 for 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

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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. 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 rainwater 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 copy work, narration and dictation will be used to develop reading, writing, listening skills and comprehension. Copy work, 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

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

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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 try 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.