



**GREAT OAKS**  
**A C A D E M Y**

# Great Oaks Academy Annual Report 2023-2024



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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](mailto:executive.director.neo@gmail.com) with any questions about the authorizer.

## II. Enrollment 2023-24

	Actual 2023-24
Enrollment Projections	
Number Students Grade K	72
Number Students Grade 1	73
Number Students Grade 2	72
Number Students Grade 3	72
Number Students Grade 4	48
Number Students Grade 5	48
Number Students Grade 6	24
Number Students Grade 7	24

Number Students Grade 8	0
Number Students Grade 9	0
Total Number of Students	433

III. Attrition 2023-24

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. In the 2023-2024 school year nearly 90% of all students returned to Great Oaks Academy.

IV. Governance and Management 2023-2024

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
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Paul McGlynn	School Leader	Ex Officio	Principal License	Education Leadership	Finance Committee
Eric Rice	Board Vice Chair	Community Member	Business Owner	Business Owner	CACR Committee and Election Committee
Mollie Warren	Board Secretary	Parent	Business Owner, Legal Knowledge	Business, Entrepreneurship,	Fundraising Committee and Policy Committee
Robert Carpentier	Board Member at Large	Teacher	Licensed Teacher	Education	
Madeline Steinhoff	Board Treasurer	Teacher	Licensed Teacher	Education	Finance Committee
Cinta Schmitz	Board Secretary	Parent	Parent and Community Liaison	Parent and Community Relations, Enrollment, Marketing	Policy Committee and Elections
Erik Queen	Board Chair	Parent	Parent and Community Liaison	Teacher, Pastor, Theologian	
John Guist	Board Member at Large	Community Member	Farmington Community Member	Pastor, Community Organizer	Fundraising Committee

David Barr	Board Vice Chair	Community Member	Farmington Community Member	Accounting	Elections Committee
Natalie Kasper	Board Member at Large	Parent	Education Advocate	Organization	Policy Committee

Great Oaks Academy contracts with Creative Planning for financial services.

V. Training Board Members Attended in 2023-24

All board members completed training on several topics as follows.

Name of Board Member/Leader	Training Topic	Description of Training	Date
Paul McGlynn	-Evaluation of Leaders -Conflict of Interest -Board Election -Board Development -Board Minutes -Annual Report -CACR -Finances -Audit -Private Data -Educational Leadership	Board Training for Charter School Oversight	July 1, 2021- Current

Erik Queen	<ul style="list-style-type: none"> <li>-Classical Education</li> <li>-Authorizer Contract</li> <li>-Board Communication Procedures</li> <li>-Board Governance/Code of Conduct</li> <li>-Bylaws</li> <li>-Election Procedures</li> </ul>	Board Training for Charter School Oversight	July 1, 2023 – June 20, 2024
Eric Rice	<ul style="list-style-type: none"> <li>Classical Education</li> <li>-Authorizer Contract</li> <li>-Board Communication Procedures</li> <li>-Board Governance/Code of Conduct</li> <li>-Bylaws</li> <li>-Election Procedures</li> </ul>	Board Training for Charter School Oversight	July 1, 2023 – June 20, 2024
David Barr	<ul style="list-style-type: none"> <li>-Authorizer Contract</li> <li>-Roberts Rule of Order</li> </ul>	Board Training for Charter School Oversight	July 1, 2023 – October, 2023



Cinta Schmitz	-Classical Education -Charter Law	Board Training for Charter School Oversight	July 1, 2023 – October, 2023
Natalie Kasper	-Classical Education -Board Organization -New Legislative Changes/Charter Law	Board Training for Charter School Oversight	July 1, 2023 – October, 2023
John Guist	-Evaluation of Leaders -Conflict of Interest -Board Election -Board Development -Board Minutes -Annual Report -CACR -Finances -Audit -Private Data -Educational Leadership	Board Training for Charter School Oversight	7/1/2023-6/30/2024

Mollie Warren	<ul style="list-style-type: none"> <li>-Evaluation of Leaders</li> <li>-Conflict of Interest</li> <li>-Board Election</li> <li>-Board Development</li> <li>-Board Minutes</li> <li>-Annual Report</li> <li>-CACR</li> <li>-Finances</li> <li>-Audit</li> <li>-Private Data</li> <li>-Educational Leadership</li> </ul>	Board Training for Charter School Oversight	12/1/2023-6/30/2024
Robert Carpentier	<ul style="list-style-type: none"> <li>-Evaluation of Leaders</li> <li>-Conflict of Interest</li> <li>-Board Election</li> <li>-Board Development</li> <li>-Board Minutes</li> <li>-Annual Report</li> <li>-CACR</li> <li>-Finances</li> <li>-Audit</li> <li>-Private Data</li> <li>-Educational Leadership</li> </ul>	Board Training for Charter School Oversight	12/1/2023-6/30/2024
Madeline Steinhoff	<ul style="list-style-type: none"> <li>-Evaluation of Leaders</li> <li>-Conflict of Interest</li> <li>-Board Election</li> <li>-Board Development</li> <li>-Board Minutes</li> <li>-Annual Report</li> <li>-CACR</li> <li>-Finances</li> <li>-Audit</li> <li>-Private Data</li> <li>-Educational Leadership</li> </ul>	Board Training for Charter School Oversight	7/1/2023-6/30/2024

VI. Professional Development Plan of the Board of Directors and School Leader 2023-24

- 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 Comprehensive Achievement and Civic Readiness Plan 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 Academy Board sets the following goals for the development of the school leadership:
  - i. Meet and work with other directors of classical education schools to gain wisdom, experience and guidance for running a classical charter school.
  - ii. Attend leadership workshops that are aimed at charter schools and particularly classical charter schools.
  - iii. Consistently meet with the board chair to discuss ongoing development and improvement of the school and professionally.
  - iv. Work with the charter authorizer to maintain a financially healthy, educationally productive and highly effective charter school that abides by all state and local education policies and procedures.
  - v. Communicate consistently and effectively with parents/families, staff and the overall community towards creating a successful and highly effective charter school.
  - vi. Be involved with the local activities and events around the school neighborhood to continue a positive relationship with the surrounding communities.

**Great Oaks Academy  
Executive Director Evaluation 2023-2024**

*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

**Section III -Assessment of Board Performance**

The board conducted a self-assessment to identify areas of strength and weakness within the board. Following the assessment, the following areas of strength:

- A. Active participation in committee and task force work
- B. Effective communication and discussion on topics of consideration
- C. Clear understanding of board officer roles and responsibilities
- D. Understanding of board governance vs management
- E. Knowledge of responsibility in the area of Conflict of Interest
- F. Knowledge of Bylaws
- G. Knowledge of School's Mission and Vision

The following were identified areas for improvement

- A. Knowledge of resources and procedure for fundraising/investments in the school
- B. Knowledge of State laws pertaining to the following
  - a. Employment Law
  - b. MN Fair Pupil Dismissal Act
  - c. MN Public School Fee Law
- C. Procedure for awareness of legislative changes

VII. Staffing 2023-24

<b>Name</b>	<b>Position</b>	<b>File Folder if Applicable</b>
Paul McGlynn	Principal/Director	
Heith Wetzler	Academic Director	
Kristin Grosse	Assistant Academic Director	
Margie Wesling	Operations Director	
Kelly Boucher	Special Education Teacher	
Evan Koch	Special Education Teacher	
Katie Ruprecht	Special Education Teacher	
Andrea Caturia	Special Education Teacher	
Ann Artley	Gr. K Classroom Teacher	
Madeline Steinhoff	Gr. K Classroom Teacher	
Sydney Bourdeaux	Gr. K Classroom Teacher	
Danielle Renfors	Gr 1 Classroom Teacher	
Breanna O'Neill	Gr. 1 Classroom Teacher	
Abigail Bollig	Gr. 1 Classroom Teacher	
Kaylene Sanchez	Gr. 2 Classroom Teacher	
Angie Gareis	Gr. 2 Classroom Teacher	
Dallas Moeller/Roth Munson	Gr. 2 Classroom Teachers	
Olivia Pezzillo	Gr. 3 Classroom Teacher	

Lilyanne McAmis	Gr. 3 Classroom Teacher	
Rachel Freier	Gr. 3 Classroom Teacher	
Bethany Koch	Gr. 4 Classroom Teacher	
Elizabeth Crawford	Gr. 4 Classroom Teacher	
Alicia Oldre	Gr. 5 Classroom Teacher	
Anna Hruby	Gr. 5 Classroom Teacher	
Megann Pielhop	Gr. 6 Classroom Teacher	
Robert Carpentier	Gr. 7 Classroom Teacher	
Grant Oldre	Paraprofessional	
Kaitlin Cole	Music Teacher	
Bruce Flees	Physical Education Teacher	
Heidi Reynolds	Latin Teacher	
Katie Mader	Librarian	
Catie Creglow	Administrative Assistant	
Chloe Otness	Interventionist	
Karrie McKernon	Speech/Lang. Clinician	
Natalie Garfield	Occupational Therapist	
Courtney Meyen	Due Process Secretary	
Ellen Grossman	Special Education Director	
Bri Holtorf	School Psychologist	
Sharon Lovegren	Social Worker	
Reno Mothes	ASD Consultant	
Kayla Schulz	DAPE	
Bernie Mertes	Registered Nurse	
Elsa Friche	Special Education Paraprofessional	
Lisa Bellflower	Special Education Paraprofessional	

Jamie Foster	Special Education Paraprofessional	
Brooke Tarrant	Special Education Paraprofessional	
Ashley Ekenberg	Special Education Paraprofessional	
Dorothy White	Special Education Paraprofessional	
Kate Maahs	Special Education Paraprofessional	
Margaret Gilman	Special Education Paraprofessional	
Abshira Muse	Special Education Paraprofessional	
Ashley Miskowic	Special Education Paraprofessional	
Jessica Werner	Special Education Paraprofessional	
Tracy Barry	Food Service Manager	
Jessica Stallings	Kitchen Assistant	

### VIII. Finances 2023-2024

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 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 fourth operational year serving 433 students during the 2023-2024 fiscal year. The financial results were very strong ending the 2023-2024 fiscal year with a total cumulative fund balance surplus of \$1,136,839 or 24% of total annual expenditures.

This is quite exceptional for a charter school to be able to build a reserve quickly after their first 3 years while meeting the academic standards for this past school year as well.

## IX. Academic Performance 2023-2024

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 75% of kindergarten to 2<sup>nd</sup> grade students scored proficient in Math as measured by NWEA MAP for Primary. 81.64% of all kindergarten to 2<sup>nd</sup> grade students (169 out of 207) scored proficient.
- The school's proficiency rate in Math was greater than 10 percentage points above the state average. 61.95% of all students scored proficient in Math at Great Oaks Academy compared to 48.77% in the state.
- The school's proficiency rate exceeded the state average in Reading. 59.22% of all students also scored proficient in Reading at Great Oaks Academy compared to 51.20% in the state.
- The school's proficiency rate in Math is greater than 10 percentage points above the resident district (Farmington) average. 61.95% of all students scored proficient in Math at Great Oaks Academy compared to 42.87% in the Farmington public school district.
- The school's proficiency rate exceeded the resident district (Farmington) average in Reading. 59.22% of all students also scored proficient in Reading at Great Oaks Academy compared to 48.51% 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. Efforts to Equitably Distribute Diverse, Effective, and In-field Teacher

Great Oaks Academy is a public charter school that opens its teacher employment opportunities to all appropriately licensed persons that fit the necessary skill set for the employed position. We hire teachers based on the criteria of which candidate best serves the students in pursuit of academic excellence, positive character development, and, as well, a candidate who promotes discipline and compassion in educating young people.

XII. Documentation of Diverse Outreach to School Community

Great Oaks Academy is a public, charter school. Our outreach and enrollment process is open to all families within the diverse communities we serve. We use social media, limited mail advertising, face to face community events and monthly school tours as a means for outreach into all our surrounding communities.

### XIII. Future

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

#### Projected Enrollment

	<i>Working Projected</i>				
	<u>2021-2022</u>	<u>2022-2</u> <u>023</u>	<u>2023-2</u> <u>024</u>	<u>2024-2</u> <u>025</u>	<u>2025-2</u> <u>026</u>
<b><u>Enrollment Projections</u></b>					
<b>Number Students Grade K</b>	48	48	48	48	
<b>Number Students Grade K</b>	48	72	72	72	72
<b>Number Students Grade 1</b>	24	72	72	72	72
<b>Number Students Grade 2</b>	24	48	72	72	72
<b>Number Students Grade 3</b>	24	48	72	72	72
<b>Number Students Grade 4</b>	24	48	48	72	72
<b>Number Students Grade 5</b>	24	24	48	48	72
<b>Number Students Grade 6</b>	0	24	24	48	96
<b>Number Students Grade 7</b>	0	0	24	24	72
<b>Number Students Grade 8</b>	0	0	0	24	48
<b>Number Students Grade</b>	0	0	0	0	48

**Total Number of  
Students**

<b>168</b>	<b>336</b>	<b>432</b>	<b>504</b>	<b>696</b>
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## **COMPREHENSIVE ACHIEVEMENT AND CIVIC READINESS PLAN**

**"Comprehensive Achievement and Civic Readiness Plan" 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 Comprehensive Achievement and Civic Readiness Plan 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 Comprehensive Achievement and Civic Readiness Plan 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)

**Below is the evaluation of progress toward CACR goals:**

Performance Outcomes

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

**NWEA MAP for Primary Math Targets (Grades K-2)**

- **Specific:** Increase the percentage of K-2 students who are proficient in math.
- **Measurable:** Proficiency rates measured by the NWEA MAP assessment.
- **Achievable:** The target sets clear thresholds for performance:
  - *Exemplary:* More than 75% proficiency.
  - *Satisfactory:* 60-75% proficiency.
  - *Not Satisfactory:* Less than 60% proficiency.
- **Relevant:** This goal focuses on ensuring that early literacy and numeracy skills are in place, essential for future academic success.
- **Time-Bound:** This goal covers the period from FY 2020 to FY 2025, and will incorporate Pre-K once the program is operational.

The combined average proficiency for the years 2020-2025 (up to 2023-2024) is **76.33%**. These average places the school in the **Exemplary** category, exceeding the 75% proficiency benchmark for exemplary performance. The school has shown

consistent improvement in the percentage of students proficient in math, with significant increases year-over-year, culminating in an 80.37% proficiency rate in 2023-2024.

### **NWEA MAP for Primary Reading Targets (Grades K-2)**

- **Specific:** Increase the percentage of K-2 students who are proficient in reading.
- **Measurable:** Proficiency rates measured by the NWEA MAP assessment.
- **Achievable:** The goal is defined by specific performance categories:
  - *Exemplary:* More than 75% proficiency.
  - *Satisfactory:* 60-75% proficiency.
  - *Not Satisfactory:* Less than 60% proficiency.
- **Relevant:** This goal aligns with the need to establish strong literacy skills early in students' academic careers, critical for their future academic success.
- **Time-Bound:** Covers the period from FY 2020 to FY 2025, and will also incorporate Pre-K once the program is operational.

The school's combined average proficiency rate from 2020 to 2025 (up to 2023-2024) is **68.42%**. This places the school in the **Satisfactory** category, as it meets the 60-75% proficiency benchmark.

The school showed a significant increase in proficiency from 48.48% in 2020-2021 to 69.23% in 2021-2022, and further improvement in 2023-2024 reaching 74.88%, very close to the *Exemplary* category. Although the overall combined average remains in the satisfactory range, the year-over-year progress reflects the school's ongoing efforts toward improving reading proficiency.

### **MCA-Math Goals (Grades 3-8) - State Proficiency Comparison**

- **Specific:** The goal is to increase math proficiency rates in Grades 3-8, measured through comparison with the state average on the MCA (Minnesota Comprehensive Assessments).
- **Measurable:** The school's proficiency rates compared to the state average, with categories defined as:
  - *Exemplary:* Proficiency rate more than 10 percentage points above the state average.
  - *Satisfactory:* Proficiency rate up to 10 percentage points above the state average or an improvement by at least 10 percentage points from the baseline year.
  - *Not Satisfactory:* Proficiency rate does not exceed the state average or fails to improve by 10 percentage points.

- **Achievable:** Targets clear improvement in comparison to state averages and previous proficiency levels.
- **Relevant:** This goal is relevant as it aligns with statewide academic standards and measures the school's performance in comparison with other schools in the state.
- **Time-Bound:** The goal is measured over the course of multiple academic years, from 2020-2024.

The school's combined proficiency rate for 2020-2024 is **62.97%**, which is **12.40 percentage points higher** than the state's combined average proficiency rate of **50.57%**. This demonstrates significant success in the school's efforts to achieve proficiency in math for students in Grades 3-8, consistently performing above the state average.

From the baseline year of 2020-2021, where the school had a proficiency rate of **56.52%**, the school improved to **61.95%** in 2023-2024. This marks an increase of **5.43 percentage points**. Although the school has not yet achieved an improvement of 10 percentage points from the baseline, it has consistently performed well above the state average, earning an **Exemplary** rating for its results over the period.

### **MCA-Reading Goals (Grades 3-8) - State Proficiency Comparison**

- **Specific:** The goal is to increase reading proficiency rates in Grades 3-8, measured by comparison with the state average on the MCA (Minnesota Comprehensive Assessments).
- **Measurable:** The school's proficiency rates compared to the state average, with categories defined as:
  - *Exemplary:* Proficiency rate more than 10 percentage points above the state average.
  - *Satisfactory:* Proficiency rate up to 10 percentage points above the state average or an improvement of at least 10 percentage points from the baseline year.
  - *Not Satisfactory:* Proficiency rate does not exceed the state average or improve by at least 10 percentage points.
- **Achievable:** The target is based on clear comparative data with state averages and previous proficiency levels.
- **Relevant:** This goal focuses on improving reading proficiency, a critical aspect of academic success.
- **Time-Bound:** The goal is measured from 2020 to 2024, with annual progress reviewed.

The school's combined proficiency rate for 2020-2024 is **61.56%**, which is **9.48 percentage points higher** than the state's combined average proficiency rate of **52.08%**. This places the school in the **Satisfactory** category, as it exceeds the state average, though the improvement from the baseline year falls short of 10 percentage points.

From the baseline year of 2020-2021, the school's proficiency rate increased from **56.52%** to **59.22%** in 2023-2024, marking an improvement of **2.70 percentage points**. While the improvement is notable, it does not yet meet the target of a 10 percentage point increase from the baseline year.



### **MCA-Math Goals (Grades 3-8) - Resident District Comparison**

- **Specific:** Increase math proficiency rates in Grades 3-8 compared to the resident district's average proficiency rate (Farmington District).
- **Measurable:** Proficiency rates compared to the resident district, with categories defined as:
  - *Exemplary:* The school's proficiency rate is greater than 10 percentage points above the resident district average.
  - *Satisfactory:* The school's proficiency rate exceeds the resident district average by up to 10 percentage points.
  - *Not Satisfactory:* The school's proficiency rate does not exceed the resident district average.
- **Achievable:** The goal is measurable against the performance of the local district, providing a realistic and clear benchmark.
- **Relevant:** This goal ensures the school's students perform better than or at least comparable to students in the local public school district.
- **Time-Bound:** This goal covers academic years from 2020 to 2024.

The school's combined proficiency rate for 2020-2024 is **62.97%**, which is **16.48 percentage points higher** than the Farmington District's combined proficiency rate of **46.49%**. This places the school in the **Exemplary** category for meeting and exceeding the goal of outperforming the resident district by more than 10 percentage points.

From 2020-2021 to 2023-2024, the school's proficiency rates have consistently surpassed the Farmington District's rates. The margin of difference remains significant throughout the years, with the school performing between 10% and 20% higher in math proficiency compared to the district.

## MCA-Reading Goals (Grades 3-8) - Resident District Comparison

- **Specific:** Increase reading proficiency rates in Grades 3-8 compared to the resident district's average proficiency rate (Farmington District).
- **Measurable:** Proficiency rates compared to the resident district, with categories defined as:
  - *Exemplary:* The school's proficiency rate is greater than 10 percentage points above the resident district average.
  - *Satisfactory:* The school's proficiency rate exceeds the resident district average by up to 10 percentage points.
  - *Not Satisfactory:* The school's proficiency rate does not exceed the resident district average.
- **Achievable:** The goal is based on improving reading outcomes in comparison with the local district's performance.
- **Relevant:** The goal is aligned with improving literacy, which is crucial for overall academic success.
- **Time-Bound:** This goal covers academic years from 2020 to 2024.

The school's combined proficiency rate for 2020-2024 is **61.56%**, which is **11.29 percentage points higher** than the Farmington District's combined proficiency rate of **50.27%**. This places the school in the **Exemplary** category for consistently surpassing the resident district's reading proficiency by more than 10 percentage points over the four-year period.

Throughout the years, the school consistently maintained proficiency rates significantly above the Farmington District's performance. The school's proficiency rates peaked in 2021-2022 at **67.19%**, which was nearly 15 percentage points higher than the district, and have remained exemplary even as rates adjusted in the following years.

## MCA-Math Goals (Grades 3-8) - FRP (Free and Reduced Price Lunch) Focus Group State Comparison

- **Specific:** Increase math proficiency rates among students in the FRP focus group (students qualifying for free and reduced-price lunch) in Grades 3-8, as compared to the state average for this group.
- **Measurable:** Proficiency rates compared to the state average for the FRP group, with categories defined as:
  - *Exemplary:* The school's proficiency rate is greater than 10 percentage points above the state average.
  - *Satisfactory:* The school's proficiency rate exceeds the state average by up to 10 percentage points or the school improves its proficiency rate by at least 10 percentage points from the baseline year.
  - *Not Satisfactory:* The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points from the baseline year.
- **Achievable:** The goal focuses on closing achievement gaps in comparison with state averages for the focus group.
- **Relevant:** The goal addresses equity by ensuring that students in lower socioeconomic groups achieve academic success comparable to or better than their statewide peers.
- **Time-Bound:** The goal is evaluated over the academic years from 2020 to 2024.

The school's combined proficiency rate for 2020-2024 is 54.43%, which is 23.95 percentage points higher than the state's combined proficiency rate for the FRP group of 30.48%. This places the school in the Exemplary category, as it has consistently performed significantly above the state average for this focus group.

However, the school's proficiency rate decreased from 66.67% in the baseline year (2020-2021) to 51.16% in 2023-2024, representing a decrease of 15.51 percentage points. Despite this decline, the school continues to perform well above the state average, and its proficiency rates remain competitive, ensuring that students in the FRP focus group are achieving better outcomes than their peers statewide.

## MCA-Reading Goals (Grades 3-8) - FRP Focus Group State Comparison

- **Specific:** Increase reading proficiency rates among students in the FRP (Free and Reduced Price Lunch) focus group (Grades 3-8), as compared to the state average for this group.
- **Measurable:** Proficiency rates compared to the state average for the FRP group, with categories defined as:
  - *Exemplary:* The school's proficiency rate is greater than 10 percentage points above the state average.
  - *Satisfactory:* The school's proficiency rate exceeds the state average by up to 10 percentage points or the school improves its proficiency rate by at least 10 percentage points from the baseline year.
  - *Not Satisfactory:* The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points from the baseline year.
- **Achievable:** The goal is focused on closing achievement gaps for students in the FRP focus group.
- **Relevant:** The goal aligns with efforts to ensure equitable education for economically disadvantaged students.
- **Time-Bound:** This goal covers academic years from 2020 to 2024.

The school's combined proficiency rate for 2020-2024 is **50.00%**, which is **15.66 percentage points higher** than the state's combined proficiency rate for the FRP group of **34.34%**. This places the school in the **Exemplary** category for performing significantly above the state average for this focus group.

However, the school's proficiency rate has decreased from **66.67%** in the baseline year to **50.00%** in 2023-2024, representing a decrease of **16.67 percentage points**. While this decline is concerning, the school still maintains a performance level well above the state average, demonstrating a commitment to supporting FRP students in achieving higher literacy rates compared to their statewide peers.

## MCA-Math Goals (Grades 3-8) - FRP Focus Group Resident District (Farmington) Comparison

- **Specific:** Increase math proficiency rates among students in the FRP (Free and Reduced Price Lunch) focus group (Grades 3-8), as compared to the Farmington District's average proficiency rate for the same group.
- **Measurable:** Proficiency rates compared to the resident district's average for the FRP group, with categories defined as:
  - *Exemplary:* The school's proficiency rate is greater than 10 percentage points above the resident district average.
  - *Satisfactory:* The school's proficiency rate exceeds the resident district average by up to 10 percentage points.
  - *Not Satisfactory:* The school's proficiency rate does not exceed the resident district average.
- **Achievable:** The goal is realistic and compares the school's performance to the local district, providing a measurable benchmark.
- **Relevant:** The goal focuses on improving math proficiency for students from lower socioeconomic backgrounds, closing achievement gaps.
- **Time-Bound:** This goal is evaluated over the academic years from 2020 to 2024.

The school's combined proficiency rate for 2020-2024 is **54.43%**, which is **23.54 percentage points higher** than the Farmington District's combined proficiency rate for the FRP focus group of **30.89%**. This places the school in the **Exemplary** category, as the school has consistently performed well above the resident district's proficiency rates for the FRP group.

Although the school's proficiency rate has decreased from **66.67%** in 2021-2022 to **51.16%** in 2023-2024, the school continues to significantly outperform the Farmington District. The margin of proficiency remains large, with Great Oaks showing a solid advantage of over 20 percentage points compared to the local district's performance for this focus group.

## MCA-Reading Goals (Grades 3-8) - FRP Focus Group Resident District (Farmington) Comparison

- **Specific:** Increase reading proficiency rates among students in the FRP (Free and Reduced Price Lunch) focus group (Grades 3-8), as compared to the Farmington District's average proficiency rate for the same group.
- **Measurable:** Proficiency rates compared to the resident district's average for the FRP group, with categories defined as:
  - *Exemplary:* The school's proficiency rate is greater than 10 percentage points above the resident district average.
  - *Satisfactory:* The school's proficiency rate exceeds the resident district average by up to 10 percentage points.
  - *Not Satisfactory:* The school's proficiency rate does not exceed the resident district average.
- **Achievable:** The goal is realistic and compares the school's performance to the local district, providing a measurable benchmark.
- **Relevant:** The goal focuses on improving reading proficiency for students from lower socioeconomic backgrounds, closing achievement gaps.
- **Time-Bound:** This goal is evaluated over the academic years from 2020 to 2024.

The school's combined proficiency rate for 2020-2024 is **50.00%**, which is **14.46 percentage points higher** than the Farmington District's combined proficiency rate for the FRP focus group of **35.54%**. This places the school in the **Exemplary** category, as it has consistently performed well above the resident district's proficiency rates for the FRP group.

Throughout the period, the school's proficiency rates have consistently outpaced the Farmington District. Even though the school experienced a decline in 2023-2024, its performance remains substantially above the local district's rates for FRP students.

### MCA-Math Goals (Grades 3-8) - SPED Focus Group State Comparison

- **Specific:** Increase math proficiency rates among students in the SPED (Special Education) focus group (Grades 3-8), as compared to the state average proficiency rate for this group.
- **Measurable:** Proficiency rates compared to the state average for the SPED group, with categories defined as:
  - *Exemplary:* The school's proficiency rate is greater than 10 percentage points above the state average.
  - *Satisfactory:* The school's proficiency rate exceeds the state average by up to 10 percentage points, or the school improves its proficiency rate by at least 10 percentage points from the baseline year.
  - *Not Satisfactory:* The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points from the baseline year.
- **Achievable:** The goal is focused on addressing achievement gaps in math for students receiving special education services.
- **Relevant:** The goal aligns with the need to ensure that SPED students achieve academically at levels comparable to or exceeding the state average.
- **Time-Bound:** This goal is evaluated over the academic years from 2020 to 2024.

The school's combined proficiency rate for 2020-2024 is **33.33%**, which is **3.83 percentage points higher** than the state's combined proficiency rate for the SPED focus group of **29.50%**. This places the school in the **Satisfactory** category, as it has consistently performed slightly above the state average for this focus group.

While the school demonstrated some fluctuation in proficiency rates, ranging from a low of **20.00%** in 2021-2022 to a high of **37.50%** in 2022-2023, the overall combined rate remains above the state average. However, the school did not see an improvement from its baseline rate of **33.33%**, indicating that more targeted efforts may be necessary to drive further progress.

## MCA-Reading Goals (Grades 3-8) - SPED Focus Group State Comparison

- **Specific:** Increase reading proficiency rates among students in the SPED (Special Education) focus group (Grades 3-8), as compared to the state average proficiency rate for this group.
- **Measurable:** Proficiency rates compared to the state average for the SPED group, with categories defined as:
  - *Exemplary:* The school's proficiency rate is greater than 10 percentage points above the state average.
  - *Satisfactory:* The school's proficiency rate exceeds the state average by up to 10 percentage points, or the school improves its proficiency rate by at least 10 percentage points from the baseline year.
  - *Not Satisfactory:* The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points from the baseline year.
- **Achievable:** The goal focuses on addressing achievement gaps in reading for students receiving special education services.
- **Relevant:** The goal aligns with the need to ensure that SPED students achieve academically at levels comparable to or exceeding the state average.
- **Time-Bound:** This goal is evaluated over the academic years from 2020 to 2024.

The school's combined proficiency rate for 2020-2024 is **32.61%**, which is **5.10 percentage points higher** than the state's combined proficiency rate for the SPED focus group of **27.51%**. This places the school in the **Satisfactory** category, as it has performed above the state average for this group, though it has not exceeded the state by a large margin or improved significantly.

Although the school's proficiency rate increased slightly from **33.33%** in the baseline year to **36.00%** in 2023-2024, representing an increase of **2.67 percentage points**, it did not achieve the desired 10-percentage-point improvement. Despite this, the school remains above the state average and continues to perform better than the state for SPED students.



## MCA-Math Goals (Grades 3-8) - SPED Focus Group Resident District (Farmington) Comparison

- **Specific:** Increase math proficiency rates among students in the SPED (Special Education) focus group (Grades 3-8), as compared to the Farmington District's average proficiency rate for the same group.
- **Measurable:** Proficiency rates compared to the resident district's average for the SPED group, with categories defined as:
  - *Exemplary:* The school's proficiency rate is greater than 10 percentage points above the resident district average.
  - *Satisfactory:* The school's proficiency rate exceeds the resident district average by up to 10 percentage points.
  - *Not Satisfactory:* The school's proficiency rate does not exceed the resident district average.
- **Achievable:** This goal is realistic and measures the school's performance against the local district, providing a clear benchmark.
- **Relevant:** The goal focuses on closing the achievement gap in math for students receiving special education services.
- **Time-Bound:** This goal is evaluated over the academic years from 2020 to 2024.

The school's combined proficiency rate for 2020-2024 is **33.33%**, which is **1.84 percentage points higher** than the Farmington District's combined proficiency rate for the SPED focus group of **31.49%**. This places the school in the **Satisfactory** category, as the school has performed slightly above the resident district's proficiency rates for this focus group but not significantly higher.

While the school outperformed the Farmington District in 2022-2023, achieving **37.50%** proficiency compared to **30.56%** in the district, the overall proficiency rates fluctuated across the years. Despite the fluctuations, the school consistently outperformed the resident district but not by a large enough margin to earn an exemplary rating.

### **NWEA MAP Fall-Spring Growth - Math Targets (Grades 3-8)**

- **Specific:** Increase the fall-to-spring math growth rates for students scoring at or above grade level in Grades 3-8, as measured by the NWEA MAP assessment.
- **Measurable:** Growth rates are measured against the annual projected growth provided by the NWEA, with performance categories defined as:
  - *Exemplary:* Students scoring at or above grade level in the fall will on average make more than 120% of their annual projected growth.
  - *Satisfactory:* Students scoring at or above grade level in the fall will on average make 100-120% of their annual projected growth.
  - *Not Satisfactory:* Students scoring at or above grade level in the fall will on average make less than 100% of their annual projected growth.
- **Achievable:** The goal focuses on exceeding expected growth rates, using the NWEA MAP's national norms for projected growth.
- **Relevant:** This goal addresses the need for students already at or above grade level to continue growing academically beyond expectations.
- **Time-Bound:** The goal is measured over the academic years from 2020 to 2025.

The school's combined average observed growth for the period from 2020-2025 is **110.61%** of the projected growth, based on the NWEA MAP data. This places the school in the **Satisfactory** category, as students scoring at or above grade level made between 100% and 120% of their projected growth on average.

### Attendance Rate Goals (Grades K-8)

- **Specific:** Increase and maintain student attendance rates in Grades K-8 to promote a positive school climate and engagement.
- **Measurable:** Attendance rates are measured annually with performance categorized as:
  - *Exemplary:* At least 95% attendance rate.
  - *Satisfactory:* 90-95% attendance rate.
  - *Not Satisfactory:* Below 90% attendance rate.
- **Achievable:** The goal targets maintaining a high level of student attendance to promote a climate conducive to learning and engagement.
- **Relevant:** Attendance is a key indicator of student engagement, directly impacting academic success and school climate.
- **Time-Bound:** The goal is tracked over the academic years from 2020 to 2025.

The school's combined average attendance rate for the 2020-2025 period is **93.98%**, placing it in the **Satisfactory** category. This means that the school has consistently maintained attendance rates between 90% and 95%, meeting expectations but not reaching the exemplary 95% threshold consistently.

In the 2020-2021 academic year, the school achieved an **Exemplary** rating with a **95.90%** attendance rate. However, in the subsequent years (2021-2024), the school's attendance rates ranged from **92.28%** to **93.97%**, slightly below the exemplary target but still within the satisfactory range.

### Parent Event Attendance Goals (Grades K-8)

- **Specific:** Ensure that parents or guardians attend all parent conferences for students in Grades K-8.
- **Measurable:** Attendance rates are measured annually with performance categorized as:
  - *Exemplary:* More than 90% of parents or guardians attend all parent conferences.
  - *Satisfactory:* 80-90% of parents or guardians attend all parent conferences.
  - *Not Satisfactory:* Less than 80% of parents or guardians attend all parent conferences.
- **Achievable:** The goal is set to promote parent engagement, focusing on their participation in school conferences.
- **Relevant:** Parent engagement in student conferences is essential to academic success and school-family collaboration.
- **Time-Bound:** The goal is measured over the academic years from 2020 to 2025.

The school's combined average parent event attendance rate for 2020-2025 is **99.88%**, placing the school solidly in the **Exemplary** category. Over the reporting period, the school consistently achieved parent conference attendance rates of **100%**, with only a slight drop to **99.54%** in 2023-2024.

The data shows that the school has excelled in engaging parents in their children's academic progress, maintaining very high levels of parent participation at conferences. This reflects a strong school-family partnership and reinforces the importance of parent involvement in student success.

### 5-Point Parent Satisfaction Survey Goals (Grades K-8)

- **Specific:** Increase and maintain parent satisfaction with the school, as measured by a 5-point scale survey where parents agree (4) or strongly agree (5) that they are satisfied with the school.
- **Measurable:** Parent satisfaction is measured annually with performance categorized as:
  - *Exemplary:* More than 80% of parents agree (4) or strongly agree (5) that they are satisfied with the school.
  - *Satisfactory:* 60-80% of parents agree (4) or strongly agree (5) that they are satisfied with the school.
  - *Not Satisfactory:* Less than 60% of parents agree (4) or strongly agree (5) that they are satisfied with the school.
- **Achievable:** The goal targets maintaining a high level of parent satisfaction to foster a positive school climate.
- **Relevant:** Parent satisfaction is crucial for building strong school-community relationships and ensuring parent engagement in student learning.
- **Time-Bound:** The goal is measured over the academic years from 2020 to 2025.

The school's combined average parent satisfaction rate for 2020-2025 is **92.55%**, placing the school solidly in the **Exemplary** category. Over the reporting period, parent satisfaction rates consistently exceeded 80%, with three years (2020-2021, 2022-2023, 2023-2024) showing satisfaction rates above 95%.

In 2021-2022, the satisfaction rate dropped to **84.62%**, which still falls within the exemplary range. The participation rates ranged from **47.78%** to **81.32%**, with higher engagement in 2022-2023, when more than 80% of parents participated in the survey.

### **Mobility Goals (Grades K-8)**

- **Specific:** Limit the number of students transferring out of school after October 1 to ensure stability and engagement.
- **Measurable:** Mobility rates are tracked annually, with performance categorized as:
  - *Exemplary:* Fewer than 10% of students transfer out after October 1.
  - *Satisfactory:* 10-15% of students transfer out after October 1.
  - *Not Satisfactory:* More than 15% of students transfer out after October 1.
- **Achievable:** The goal focuses on retaining students throughout the school year, promoting consistency in education.
- **Relevant:** Reducing student mobility is important for maintaining a stable learning environment and fostering a sense of community.
- **Time-Bound:** The goal is measured over the academic years from 2020 to 2025.

The school's combined average mobility rate for 2020-2025 is **7.23%**, placing the school in the **Exemplary** category. Over the reporting period, the school consistently maintained low mobility rates, with fewer than 10% of students transferring out of the school after October 1 each year.

The mobility rates ranged from **4.00%** in 2020-2021 to **8.84%** in 2023-2024, well below the 10% threshold required for exemplary performance. This indicates that the school successfully retains students, contributing to a stable learning environment.

## Finance Awards

- **Specific:** Earn recognition for financial stewardship and reporting through external awards, specifically the NEO Stewardship Award in Finance or the MDE (Minnesota Department of Education) Finance Award.
- **Measurable:** Performance is evaluated based on receiving either of the following awards:
  - *Exemplary:* NEO Stewardship Award in Finance Recipient.
  - *Satisfactory:* MDE Finance Award Recipient.
  - *Not Satisfactory:* Not a recipient of either the MDE or NEO Finance Awards.
- **Achievable:** The goal focuses on maintaining high standards in financial reporting and stewardship.
- **Relevant:** Financial health and responsible stewardship are critical to the sustainability and credibility of the school.
- **Time-Bound:** The goal is measured based on financial performance for the fiscal year (FY), with recognition awarded in the following fiscal year.

The school has demonstrated **Exemplary** performance by earning both the FY24 MDE Finance Award and the FY24 NEO Stewardship Award in Finance. These awards recognize the school's responsible financial management and adherence to reporting standards. The achievement of both awards highlights the school's commitment to maintaining strong financial practices, ensuring transparency, and demonstrating effective use of resources.

## Fund Balance Goals

- **Specific:** Maintain a reserve fund balance that ensures financial stability and can cover at least three months' expenditures.
- **Measurable:** Fund balance is measured annually with performance categorized as:
  - *Exemplary:* Reserve is at least three months' expenditures (20%) as measured by the end-of-year reserves.
  - *Satisfactory:* Reserve is enough to cover one full payroll as measured by the end-of-year reserves.
  - *Not Satisfactory:* Reserve is less than one full payroll as measured by the end-of-year reserves.
- **Achievable:** The goal focuses on maintaining a solid financial reserve to support ongoing operations and ensure financial solvency.
- **Relevant:** A healthy fund balance is critical to ensuring the school can meet its financial obligations and operate without financial distress.
- **Time-Bound:** The goal is evaluated based on the fiscal year-end fund balance.

The school has built a fund balance of **26.48%** in 2022-2023, which exceeds the 20% threshold required for **Exemplary** status. This fund balance reflects the school's ability to maintain more than three months' worth of expenditures in reserves, ensuring that the school has a strong financial cushion to cover operating expenses. Achieving this level of reserve ensures the school can meet any unexpected financial challenges without compromising payroll or other critical expenses.



## Financial Audit Goals

- **Specific:** Ensure the school passes its financial audit with minimal or no findings.
- **Measurable:** The financial audit is evaluated annually, with performance categorized as:
  - *Exemplary:* No findings cited in the audit.
  - *Satisfactory:* No more than one finding (nonmaterial) cited in the audit.
  - *Not Satisfactory:* More than one finding cited in the audit.
- **Achievable:** The goal is focused on maintaining clean financial records and demonstrating full compliance with financial regulations.
- **Relevant:** A clean financial audit is essential for maintaining the trust of stakeholders, demonstrating financial transparency, and ensuring continued financial health.
- **Time-Bound:** The goal is measured based on the annual audit for each fiscal year.

The school has achieved **Exemplary** performance by having no audit findings in FY23. This indicates that the school's financial practices are fully compliant with legal and regulatory standards, and that the school has maintained accurate and transparent financial records. Achieving a clean audit demonstrates a strong internal financial control system and effective financial management.

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 in Eagan, MN. The school will be fully enrolled in year 11, with approximately 1200 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.

### **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. 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

### **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.