



SKYLINE

Math and Science
Academy

Skyline Math and Science Academy

Annual Report 2021

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Minnesota Guild

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Skyline Math and Science Academy, Minnesota Charter School District #4255, serves Kindergarten through sixth grade students from its location in south Minneapolis. Skyline has completed its first three years of operations and is pleased to present this annual report, to our Authorizer, stakeholders and the general public!

Mission

Our mission is to provide a high-quality academic environment in a twenty first century school setting which creates and improves student learning, closes the achievement gap and partners directly with students and their families.

Vision

Our vision is to create learning opportunities and to bridge the gap for underprivileged students regardless of their socio-economic differences. Our ultimate objective is to produce students who are educated, prepared and who can contribute to American society and become global citizens.

This report addresses the Annual Report elements required by statute:

Minnesota Statutes, section 124E.16, Subdivision 2: "A charter school must publish an annual report approved by the board of directors. The annual report must at least include information on:"

1. School enrollment,
2. Student attrition,
3. Governance and management (includes Board training),
4. Staffing,
5. Finances,
6. Academic performance,
7. Innovative practices and implementation, and
8. Future plans.

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Introduction

Skyline Math and Science Academy, a public charter elementary school in Minneapolis, seeks to put into practice the latest research on successful twenty first century schools: a rigorous curriculum, an effective cultural pedagogy, and forming solid and positive relationships with students and their parents.

Skyline Math and Science Academy (SMSA) meets the primary purpose of Minnesota charter schools by preparing all children, regardless of their socio-economic or cultural backgrounds, to achieve and excel in their grade levels and beyond and to build the social and emotional competencies necessary to be successful learners in twenty first century and to become positive contributors to their families and communities. SMSA meets the needs of its students

by comprehensively and cohesively implementing a rigorous curriculum that is research based and known to deliver results. In addition, SMSA seeks to hire teachers who are highly effective and who eager to teach and nurture students regardless of their socio-economic status. Lastly, SMSA builds strong and positive relationship with students and their families. By implementing these three fundamental principles, SMSA believes that it will outperform other schools.

Skyline Math and Science Academy, like all public schools in Minnesota, was required to shift its educational program to a distance-learning mode in March 2020, in response to the COVID-19 pandemic. Skyline Academy staff worked together to create and implement a Distance Learning Plan that addressed the shift to distance learning, continuing communication with families, and food programming for families. Specifically, SMSA's Distance Learning Plan included:

- Parent conference-calls to inform families of the changes in school programming, and to encourage parents to continue working with students in support of their learning (weekly texts and calls to parents continued throughout 2020-21, with "Parent Academy" meetings held most months, via Zoom and then transitioning back to in-person when schooling returned to on-site mode in February)
- Distribution of computers to students for home use
- Twice-weekly drop-off of learning materials to students' homes (assignments picked up at the same time by bus drivers)
- Twice-weekly delivery of food to students' homes
- Daily student meetings utilizing Google Classroom; daily attendance expected of all students, with a phone call from a staff member if a students was not present by 11am
- Expanded use of MobyMax online curriculum to support students learning

For the last two months of the 2019-20 school year, SMSA students learned at home. For fall 2020, Skyline began the year operating mainly by distance learning with an optional hybrid program for grades K-2 students. Also, staff were required to work out of the school building. Another change for the fall of 2020 was the addition of Learning A-Z and Wonders to the educational program as important curriculum resources, along with IXL and Mobymax. However, in mid-November, in response to rising numbers of COVID cases in Hennepin County, the school shifted to 100% distance learning, and staff were given the option of working from home.

Schooling continued via distance learning through January and into February. At Skyline's February Board meeting the school director presented the Skyline Reopening Plan, including re-opening the school to grades K-2 students starting February 16, to be followed by offering hybrid learning for the remaining grades. The plan was approved and followed, with K-2 returning to in-person learning and hybrid learning established for grades 3-6.

The upper grades operated with two cohorts, each of which was on-site two days, the “A” cohort Mondays and Wednesday and the “B” cohort Tuesdays and Thursdays. Fridays were held aside for distance learning for all students, and used by staff for building cleaning. Skyline operated this way through the spring of 2021, and returned to in person learning for all students fall 2021.

The purpose of this report is to summarize the progress and achievements of SMSA during the 2020-21 school year, SMSA’s third year of operations. This annual report serves to meet the requirements of the Minnesota Department of Education as they pertain to charter schools, as well as those of SMSA’s contract with its authorizer, the Minnesota Guild of Public Charter Schools.

The annual report will be posted on the school’s website once approved by the board of directors. A copy of the report will be charter with the Minnesota Guild once approved and will also be made available to staff and to parents of students enrolled at the school.

School Governance and Management

Skyline Math and Science Academy is governed by a five-person board of directors. The Board of directors guides the school’s mission, vision and philosophy. The board sets policies regarding finances, enrollment, program evaluation, and other operational aspects. The board’s policies have two purposes: to provide direction to the school staff in implementing the school’s goals, and to ensure the school meets legal requirements and obligations of the charter contract.

In general, the board meets once per month; there were nine meetings during the 2020-21 school year. The Board continued to meet remotely, via Google Meet, throughout the year. Board training, addressing Board Governance and Personnel responsibilities of the Board, was provided by Designs for Learning. Training via Zoom was attended on Feb. 22, 2021, by Yonis Abdi, Abdilahi Noor, Sharon Nelson, and Abdirahman Abdulle. Board elections were held at the end of the 2020-21 school year, for all board positions. This met requirements of the Minnesota charter school statute, the 2020-21 school year being SMSA’s third year of operation. The Board election process and an election policy were reviewed by the Board and approved at its meeting on June 1, 2021.

Contact information for Board members is available to school stakeholders and the public on the school’s website, along with Minutes of previous meetings and Agendas for upcoming meetings. See <https://skylinemsa.org/board-of-directors/>.

The table below lists all members who served on the SMSA board during 2020-21.

Member Name	Role	Email Address
Yonis Abdi, Chair	Community	yonis.abdi@skylinemsa.org
Mustafa Hassan, Secretary	Parent	Mustafa.hassan@skylinemsa.org
Mohamed Muse, Treasurer	Community	mohamud.muse@skylinemsa.org
Sharon Nelson	Teacher, file folder #354414	sharon.nelson@skylinemsa.org
Abdilahi Noor	Community	abdi.noor@skylinemsa.org

Skyline Math and Science Academy is led by its Director, Abdirahman Abdulle. Administration during 2020-21 also included:

- Ahmed Jama, Operations and Finance Officer
- Abdullahi Ahmed, Dean of Students
- Abshir Ahmed, School Food and Office Manager
- Abdulkhaliq Ismail, Parent Liaison

Faculty

The table below lists all Skyline Math and Science Academy staff members from 2020-21.

Name	File Folder Number	Assignment	Not returning 2021-22
Abdirahman Abdulle		Director	
Ahmed Jama		Operations and Finance Officer	
Abdullahi Ahmed		Dean of Students	
Chelsea Pelzer	501853	2nd Grade/Lead Teacher	X
Abshir Ahmed		School Food/Office Manager	
Abdulkhaliq Ismail		Parent Liaison	
Dani Seeger	1000684	Teacher, Kindergarten	
Zamzam Ahmed	499299	Teacher, First Grade	
Nahili Ahmed	1002792	Teacher, First Grade	
Margaret Richter	479663	Teacher, Second Grade	X
Anna Deherder	494686	Teacher, Third Grade	
Kendra Solander	1000306	Teacher, Third Grade	X
Faduma Adeed	503677	Teacher, Fourth Grade	
Victoria Geske	508881	Teacher, Fourth Grade	
Bill Harmon	202564	Teacher, Fifth Grade	
Diane Benz	369051	Teacher, Sixth Grade	X
Sharon Nelson	354414	Teacher, Special Ed.	
Fatiya Robe	511003	Teacher, ELL	

Name	File Folder Number	Assignment	Not returning 2021-22
Barbara Hanlon	313184	Teacher, ELL	
Yusuf Abdi	465225	Teacher, World Language	
Natalie Barnard	471903	Physical Education	X
Benjamin Beckman	427315	Physical Education	
Manuel Ortega		Custodian	
Abdirisq Abdi		Paraprofessional	
Abukar Abdi		Paraprofessional	
Mohamed Ali		Paraprofessional	
Barento Haji		Paraprofessional	
Niman Hassan		Paraprofessional	
Nimo Mohamed		Paraprofessional	

Of seventeen teachers employed at Skyline Math and Science Academy during 2020-21, 12 returned for 2021-22, a retention rate of 71%. This is a much lower retention rate than the previous year; there was only one teacher employed at the end of the 2019-20 school year who did not return for 2020-21. The lower retention rate seems to be due to stress related to the pandemic and shift to distance learning, which were challenging for Skyline MSA as for most schools.

Professional Development including Director’s P.D. Plan

Skyline Math and Science Academy provided two weeks of professional development for staff in August 2020, before the school opened, and provided several days during the school year. Topics covered during August included Accommodating and Modifying for Sped. Students; Harassment in the Workplace, Data Privacy, Mandatory Reporting, OSHA Compliance, and Bloodborne Pathogens; Food/Nutrition Training: Procedures and Rules; Personalizing Math Instruction: Leveraging Open Resources and Trusting Relationships; Identifying ELL Students and SIOP Lesson Planning; STEM: Makerspace, Coding, Robotics; Resources Binder and PBIS Implementation; Design Thinking and Personalized Learning; K-8 Launch Wit & Wisdom (for K-6 only); K-8 Module & Lesson Study (for K-6 only); Cultural Competency: Understanding Student Culture; CPI Training; and CPR Training.

Equity training was provided for all staff by an external consultant in December 2020 and January 2021, and there was training on the ENVoY classroom management system, again for all staff, in March.

Skyline Math and Science Academy (SMSA) has at present just one staff member in a full time supervisory/instructional leadership role, School Director Abdirahman Abdulle. Mr. Abdulle is

enrolled in the principal licensure program at St. Cloud State University, with an expected completion timeframe of spring 2022. Also during 2020-21 Mr. Abdulle continued to participate in the Charter Leader Network facilitated by the Minnesota Dept. of Education, as well as attending all professional development at the school.

Mr. Abdulle took the following courses in Leadership Development from St. Cloud State during 2020-21:

- Field Experience: Principal K-12; and Portfolio Review
- Quantitative and Qualitative Research Methods
- Seminar in Ethical Leadership
- Introduction to School Law
- Human Resource Development
- Educational Achievement, Student Learning, and Program Development

The MN Dept. of Education facilitates a Charter Leader Network to support charter school leaders, with monthly meetings via Zoom, and topics relevant to charter school leadership. Mr. Abdulle continued to attend these sessions throughout 2020-21, and participated in a charter school directors’ cohort facilitated by the MN Association of Charter Schools, which also met monthly.

Student Information, Enrollment and Attrition

Skyline Math & Science Academy served approximately 200 grades K-6 students during its second year of operation, with 228 enrolled as of the last day of school. Enrollment in 2020-21 declined somewhat after the first day but remained stable through the school year from October 1 on, with Average Daily Membership of 238.39 for the year.

One hundred per-cent of our students were ethnically categorized as Black or African American. As of October 1, over 90% were eligible for Free or Reduced Price school meals, and 72% were identified as English Learners.

Enrollment and Attrition Trends*					
School Year	Day 1 Child Count	October 1 Child Count	End of Year Child Count	Attrition from Oct 1 - EoY	Percentage from Oct 1 - EoY
2018-19	224	218	240	+22	+10%
2019-20	258	187	228	+41	+22%
2020-21	266	239	236	-3	-1%

*Data based on Day 1, October 1 and End of Year enrollment as reported to Minnesota Department of Education.

Grade Level Enrollment (Oct. 1)								
School Year	K	1	2	3	4	5	6	Total
2018-19	56	26	42	25	27	28	14	218
2019-20	27	37	28	35	20	24	16	187
2020-21	50	30	36	33	42	28	20	239

School Goals & Academic Performance

Academic Approach

Skyline Math and Science Academy’s program and instruction model are a research-based curriculum that aims to create a high-quality academic environment in which all students can thrive. Here is a summary of Skyline’s approach in the core academic areas.

Language Arts / Literacy: The goal of literacy instruction is to help children gain skills in all domains of language development, including reading, writing, listening and speaking. Skyline Math and Science Academy encourages students to become lifelong readers who are able to comprehend information presented in both academic and everyday life. Curriculum resources utilized in the language arts program include Harcourt Journeys for Guided Reading; Reading and Responding; Reading and Writing; and Fountas & Pinnell’s books for guided independent reading activities; and 6+1 Trait Writing to build writing skills.

Math: The goal of math instruction is to provide foundational math knowledge for everyday life and to develop a solid platform for higher-order math learning. Skyline Math and Science Academy teachers aim to guide students to actively construct their knowledge of mathematical concepts while becoming proficient at performing math. The math program utilizes Eureka Math, delivered in hard-copy and online. Math instruction also includes Singapore Math Common Core Education; Math Skills Development; Problem-Solving and Brief Constructed Responses; and Games and Manipulatives which enable teachers to present mathematical concepts to children orally, visually, and kinesthetically.

Science: The goal of science instruction is to inspire thinking skills necessary for scientific inquiry and to introduce students to the wonder of science. Skyline Math and Science Academy seeks to instill in students positive attitudes towards science education and more confidence in their scientific abilities. Skyline Math and Science Academy uses PhD Science, a program from Great Minds, a “three-dimensional” model which aims to inspire all students to wonder and learn about the world. This is a program well-suited to a school with a STEM focus; here is how the publisher describes the program:

PhD Science is based on the Next Generation Science Standards and *A Framework for K–12 Education*. The curriculum was created to help teachers address the pedagogical shift required to incorporate three-dimensional teaching and learning in the classroom. *PhD Science* wasn't retrofitted to meet new expectations in science. It was written from the start to help students uncover Disciplinary Core Ideas by engaging in the Science and Engineering Practices, and use the lens of Cross-Cutting Concepts to make sense of phenomena.

Social Studies: The goal of the social studies curriculum is to engage students in learning about government, economics, culture, and geography from past, present, and future aspects of society. Skyline Math and Science Academy will support all students in being responsible citizens of their community. Elements of SMSA's social studies program include: Harcourt Social Studies Curriculum (States and Regions and Making a New Nation) for themes, skills, and lesson plans and hands-on activities and technology exploration; Northern Lights, a program created by the Minnesota Historical Society which meets Minnesota social studies standards; and IXL, an online resource for supplemental content and for assessment.

English Learners: Once a student has been identified as an English Learner he/she is placed in an appropriate language instruction educational program. Such a program includes standards-based English Language Development instruction that is aligned with the grade-level content area standards in order to support growth in the four language domains and full proficiency in social, instructional and academic language across the content areas. The Wonders curriculum, online and in hard-copy, is used as a resource for EL instruction.

It is the intent of Skyline Math and Science Academy to avoid, to the greatest extent possible, isolating English Learners for any substantial part of the school day. Professional Development in EL helps teachers recognize students' diverse needs in cross-cultural settings and helps ensure that they can meet the linguistic needs of EL students by maximizing strengths in their native language to cultivate English language development, including oral academic language, and build academic literacy. SMSA teachers are training in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships. SMSA serves a population made up primarily of LEP students; therefore, effectively serving these students is the job of all instructional staff. EL teachers support the regular classroom teachers, and provide pull-out services when needed, but most of the instruction of English learners takes place in regular classrooms.

The below table summarizes the curricula in use at SMSA.

	CURRICULUM	GRADE	SUBJECT	DELIVERY	ACCOMMODATIONS	PARTNERSHIPS
1	Eureka Math	K-6	Math	Hard Copy, Online	ELL	Science From the Scientists, The Works Museum, The Children's Museum, Minneapolis Foundation,
2	Wonders	K-6	ELA	Hard Copy, Online	ELL	
3	PhD Science	K-6	Science	Hard Copy	ELL	
4	Mobymax	K-6	Math, Reading, SS, Science	Online	ELL	
5	IXL	K-6	Math, Reading, SS, Science	Online	ELL	
6	Raz Kids	K-6	Math, Reading, SS, Science	Online	ELL	
7	A-Z Learning	K-6	Math, Reading, SS, Science	Hard Copy, Online	ELL	
8	Generationgenius.com , Getstem-mn.com , Minmas.org , Mincompass.org , Minnesotastempartnership.org , Theworks.org , Sciencefromscientists.org .	K-6	STEM	Hard Copy, Online	ELL	
9	EnVoY: The Catalyst Approach	K-6	Behavior Management	Hard Copy	ELL	
10	3Rs: Respect, Responsibility, Readiness	K-6	Social Emotional Learning	Hard Copy	ELL	
11	Sonday System: Multi Sensory Reading	K-6	Special Education	Hard Copy	ELL	
12	World Language	K-6	Arabic, Somali	Hard Copy	ELL	
13	Interventions	K-6	Reading, Math, ELL	Hard Copy	ELL	

Performance and Assessment Goals

Skyline Math and Science Academy's contract with our authorizer provides that:

The School shall evaluate students' work based on the assessment strategies identified in its Application.

The Guild will monitor student academic performance and the academic culture, which provides the basis for high academic performance. The Guild will monitor academic achievement by reviewing student testing and achievement. School students will take the Minnesota Comprehensive Assessment tests and any other testing required by Applicable Law.

Skyline Math and Science Academy's Application (Goals and Student Performance section) specified the following:

The School shall evaluate students' work based on the assessment strategies identified in its Application.

The Guild will monitor student academic performance and the academic culture, which provides the basis for high academic performance. The Guild will monitor academic achievement by reviewing student testing and achievement. School students will take the Minnesota Comprehensive Assessment tests and any other testing required by Applicable Law.

In addition to the ACCESS and Minnesota Comprehensive Assessments, Skyline Math and Science Academy administered the NWEA Measures of Academic Progress (MAP) assessment in reading and mathematics in the fall. Spring 2020 testing was canceled due to the COVID-19 pandemic and shift to distance learning, but resumed in the fall of 2020, and was completed

both fall and spring of the 2020-21 school year, in spite of disruptions stemming from the pandemic and the school's transition to distance and then hybrid learning.

The Performance and Assessment section of Skyline MSA's contract with the authorizer specifies seven goals. The goals are stated below, along with a summary of progress to date, to the extent data is available. The 2020-21 school year was the second-to-last year of Skyline MSA's contract with its authorizer; the goals will be revisited and revised in the spring of 2022, for the updated contract to take effect the 2022-23 school year.

The first four goals refer to the Minnesota Comprehensive Assessments (MCA's), the fifth relates to student attendance, and the last two call for measuring levels of satisfaction and confidence of teachers and of parents.

Goal No. 1: Academic Growth

The School will show positive student growth measured by state accountability measures; the School will show a Growth Z Score of '0' at the end of the first year and post a positive Z Score in all subsequent years during the contract period.

Progress to date: Not applicable; z-scores are no longer reported by MDE.

However, Skyline Math and Science Academy is able to point to data from two other sources, which indicate academic growth in both Reading and Mathematics. Measures of Academic Progress (MAP) assessments were administered during 2020-21, and data is also available from the MobyMax online adaptive learning program:

Measures of Academic Progress (MAP) Test Results

In spite of disruptions in learning during 2020-21 due to the pandemic and shift to distance learning, most students showed some progress on the NWEA Measures of Academic Progress during 2020-21. Skyline MSA sought to test all students, in all grades, with spring testing running concurrently with the MCA's for grades 3-6. Students tested in-person though often learning remotely, necessitating trips to the school specifically for testing purposes. Fall 2020 / spring 2021 MAP results in Mathematics and Reading showed the following:

- Mathematics: 125 of the 167 students who tested in both fall and spring, improved their RIT score (31 met or exceeded projected growth)
- Reading: 144 of the 188 students tested both seasons, improved their RIT score (75 met or exceeded projected growth)

In reference to the 2020-21 MAP data, there is also evidence from a successful pilot program implemented in a fourth-grade classroom. Beginning in the spring of 2021, SMSA's fourth grade teacher incorporated several innovative approaches which the school is now seeking to use as a

template for 2021-22: full utilization of tools available in existing programs such as MobyMax; regular weekend test prep; and intensive parental communication/partnership. In this fourth-grade classroom pre-post MAP test results from 2020-21 showed:

- 10 of 18 students met or exceeded projected MAP growth in Math; of the eight students who did not meet projected growth in Math, five had spring scores that put them within the standard error of observed growth
- 16 of 19 students met or exceeded projected growth in Reading

MobyMax 2020-21 Data

Beginning during 2019-20 and throughout the 2020-21 school year, SMSA has used the online MobyMax program. MobyMax is an adaptive online program that provides for differentiated learning, at an appropriate level for each student, to close learning gaps (see www.mobymax.com). All students are expected to utilize MobyMax, such that results documented via this program are representative of the school as a whole. MobyMax School Usage data in Mathematics and in Languages from the 2020-21 school year shows average Total Grade Increase of 1.3 for SMSA students, for both subjects. Total Grade Increase is based on actual student work and progress shown in the system month by month; hence this measure indicates average progress of 1.3 years.

Goal No. 2: Academic Achievement - Reading Proficiency

In cross-cohort performance, students who are continuously enrolled (1 October) will exceed MCA Reading proficiency rates in reference to comparable schools. Year 1: same%; Year 2: 5%; Year 3: 7%; Year 4: 10%; Year 5: 12%.

Progress to date: Not applicable for 2020-21 due to MN's waiver of accountability requirements. MCA's were administered in the spring of 2021 but given disruptions to the learning environment stemming from the COVID pandemic, results may not be accurately representative of students' abilities.

Goal No. 3: Academic Achievement - Mathematics Proficiency

In cross-cohort performance, students who are continuously enrolled (1 October) will exceed MCA Mathematics proficiency rates in reference to comparable schools. Year 1: same%; Year 2: 5%; Year 3: 7%; Year 4: 10%; Year 5: 12%.

Progress to date: Not applicable for 2020-21 due to MN's waiver of accountability requirements.

Goal No. 4: Academic Achievement- Proficiency, Science

In cross-cohort performance, students who are continuously enrolled (1 October) will exceed MCA Science proficiency rates in reference to comparable schools. Year 1: same%; Year 2: 5%; Year 3: 7%; Year 4: 10%; Year 5: 12%.

Progress to date: Not applicable for 2020-21 due to MN’s waiver of accountability requirements.

Goal No. 5: Attendance

The School will have a measurable goal of 95% average daily attendance every year.

Progress to date: Average Daily Attendance for 2020-21 was 94.94%.

Goal No. 6: Teacher Satisfaction and Confidence

90% of teachers will indicate that they “agree” or “strongly agree” that the school fosters a professional environment that encourages innovation and creativity in special reference to professional autonomy and collaboration.

Progress to date:

Skyline Math and Science Academy teachers were asked to complete surveys in November 2020, and most teachers did so (a total of 23 surveys were completed). While these surveys did not directly ask about the extent to which the environment at the school encourages innovation and creativity, they did ask about several elements of with workplace setting from the teachers’ perspective. While results were not as positive as expected, it is worth keeping in mind that this survey was conducted during an unusually challenging year, for all educators as schools struggled to operate effectively in spite of the continuing COVID pandemic.

Responses to the November teacher survey included:

- I believe that Skyline Math and Science Academy emphasizes teaching lessons in ways relevant to students. Agree / Strongly agree: 15/23 or 65%
- This school fosters a professional environment that encourages innovation and creativity among teachers. Agree / Strongly agree: 17/23 or 74%
- This school is a supportive and inviting place for staff to work. Agree / Strongly agree: 13/23 or 57%
- This school promotes trust and collegiality among staff. Agree / Strongly agree: 14/23 or 61%
- This school promotes personnel participation in decision-making that affects school practices and policies. Agree / Strongly agree: 17/23 or 74%

Goal No. 7: Parent/Guardian Satisfaction and Confidence

90% of parent/guardians will indicate that they “agree” or “strongly agree” (using a Likert scale survey model) that the school fosters strong communication between the school and home regarding student achievement and well being.

Progress to date: Parents were not surveyed during 2020-21; surveys will resume in 2021-22. SMSA continued to communicate with parents via weekly updates via text and phone (voicemails updating parents on happenings at the school), and monthly “Parent Academy” meetings. Most parents showed their satisfaction and confidence in the school by keeping their students enrolled at Skyline in spite of the many other public school options which are available to families in the Twin Cities.

Finances

For questions regarding school finances and for complete financials for 2020-21 and/or an organizational budget for 2021-22, contact:

Joe Aliperto
Dieci School Finance
2151 Hamline Ave N, Suite 212; Roseville, MN 55113
651 636-6358 / joe@diecisf.com

Information presented below is derived from final audit figures. The full financial audit will be completed and presented to Minnesota Department of Education and the Minnesota Guild no later than December 31, 2021.

FY 21 Finances		
	General Fund	Food Service Fund
Total Revenues	\$4,090,928	\$351,056
Total Expenditures	\$4,086,046	\$351,056
Net Income	\$4,882	\$0
Total Fund Balance	\$249,800	

Skyline Math and Science Academy had total revenues during Fiscal 2021 of \$4,441,984, and total expenditures of \$4,437,102, concluding the year with a net income of \$4,882. As of 6/30/2021 the school had a Fund Balance of \$4,882 which is 6.11% of expenditures.

Innovative Practices

To achieve its vision, and meet the goals and purposes of the school, Skyline Math and Science Academy aims to provide to students, regardless of their socio-economic or cultural backgrounds, a rigorous and high-impact educational and social program necessary to achieve at their grade levels and beyond and to build the social and emotional competencies necessary to be successful learners and positive contributors to their families and communities. Skyline Math and Science Academy is founded on a research-based educational model grounded by three principles of change: ensuring the implementation of rigorous curriculum; quality teachers; and strong, positive engagement with students' families. The effective implementation of these principles, along with a Science, Technology, Engineering and Math (STEM) focus, helps disadvantaged students succeed academically.

In particular there are three proven instructional strategies Skyline Math and Science Academy seeks to implement: Direct instruction, blended learning, and personalized learning.

Direct Instruction: Since most of the students that SMSA serves are behind academically, it is imperative for them to have direct small group or one to one learning sessions when students are in classrooms. Students learn a huge amount of content knowledge when they are given the opportunity to learn and digest information by the teacher. Every morning, students at SMSA get direct instruction time in math and ELA by highly qualified content teachers.

Blended learning: We live in a technology era. Research has shown that learning happens when it becomes repetitive. Teachers record their teaching inside or outside the classroom, for sharing with students so that students have the chance to watch teacher videos at home before they even come to school. In the classroom, teachers ask questions and check for comprehension. In this way, teachers can identify students who aren't initially mastering the concepts being taught. They then have time to help those students immediately. Blended learning brings together the best of technology-based learning and face-to-face instruction. Students can work on their online lessons anytime with educators who carefully track their progress. This blend of traditional and online methods provides students the real-time guidance they need to succeed. According to the U.S. Department of Education, Evaluation of Evidence-Based Practices in Online Learning, published in June 2009, students in blended learning environments achieve at higher levels than students either in fully online or purely face-to-face learning situations.

Personalized Learning: An educated person in the 21st century needs a broad base of academic and technological skills to function and flourish in post-secondary education and in society. A relevant education that best prepares Americans for the global economy is one that emphasizes the importance of instilling curiosity, love of learning, discernment, creativity, and

interdisciplinary thinking. The learning program at Skyline Math and Science Academy is comprehensive for all our learners regardless of their culture, background and native language. The learning program encompasses student needs in all areas. SMSA implements a portion of its program via personalized learning whereby students learn content online using technology. Students are able to use personalized learning platforms such as MobyMax to self monitor and self study. Students learn the responsibility of owning their learning in this way. Students are able to move forward once they accomplish certain tasks. The personalized learning system opens the next lesson upon the completion of the previous section. On the back end, administration and teachers are able to see how students are performing, via daily reports on student progress.

The Skyline curriculum is briefly described above, in the Academic Approach section. We conclude this section of the report with a brief discussion of the role of technology, the role of teachers, and parent engagement.

Technology, the “T” in STEM, is a key part of the program at this school. Exposing students to new innovations in technology ensures that they will leave Skyline Math and Science Academy with a foundational understanding of technology innovation and usage. Using technology in a classroom immerses students in interactive simulations and illustrations which enhance student comprehension in a way verbal explanation cannot; for students with a language barrier, this approach allows them to learn their subject matter and their new language without getting left behind.

Skyline Math and Science Academy aims to nurture, empower, and expect effective teacher-child interactions as a primary means to ensure student achievement. Efforts to do this begin with ensuring a rigorous hiring process for teaching staff; and by providing ongoing professional development for all teaching staff once hired. Through these strategies, Skyline Math and Science Academy will ensure that our teachers have the skills and experience needed to efficiently and effectively carry out the planned teaching/learning program model and promote the academic and social success of all students.

Finally, forming strong and positive relationships with students and their parents is a big part of the program at Skyline Math and Science Academy. When the school and the parents have strong and positive relationships, the school will be a welcoming place and a safe environment for students to learn and grow. Strong, positive engagement with students’ families is essential to the school-family partnership. Skyline Academy for Math and Science seeks to provide this through workshops for parents, involvement of community leaders and activists, and providing prevention and intervention services to support students and their families. Weekly texts and phone calls with voicemail updating parents continued throughout 2020-21, and there were “Parent Academy” meetings monthly most months, held remotely at first then transitioning

back to in-person when the school resumed in-person schooling in February. At these events, the school brought in professionals from the community such as social workers or mental health professionals, to talk with parents about student health and other issues of concern.

Future Plans

Skyline Math and Science Academy got a good start in 2018-19, and has continued refining its program during the two years since, including dealing with the challenge of COVID and the shift to distance learning from spring 2020 through February/March 2021.

We note also that Skyline Math and Science Academy is located in the heart of south Minneapolis, an area which has been severely impacted by the murder of George Floyd in May 2020 and subsequent civil unrest. The school site, at 26th Street and 26th Avenue, is less than a mile from the former Third Precinct police station and other damaged and defunct structures at Lake Street and Minnehaha Ave. While SMSA was fortunate in that its building was not damaged, the civil unrest and property damage affected the neighborhoods surrounding the school, where many students and staff live. Recovery is still underway, as of fall/winter 2021.

Skyline MSA is seeking to establish itself as a community-hub in this particularly hard-hit section of the Twin Cities. This effort included building a new publicly-available playground during the summer of 2021, including a garden with seating available, which is frequented by the public during the warmer months.

The school is currently operating at capacity at its facility in south Minneapolis, having significantly expanded enrollment compared to a year prior. A STEM class was established for all grades, to better address the school's math and science focus, and a new teaching position established to focus on STEM. Resources utilized include:

- Generation Genius Online Science Videos and Lessons
- Get STEM of Minnesota (<https://getstem-mn.com/>)
- Minnesota Academy of Science (<https://www.mnmas.org/>)
- Minnesota Compass (<http://www.mncompass.org/>)
- The Minnesota STEM Partnership; (<https://minnesotastempartnership.org/>)
- The Works, a science, technology and engineering-focused museum in Bloomington

Another new development in fall 2020 was the establishment of the Girls on the Run program for mentoring girls and encouraging them to be physically active.

For the future, Skyline MSA plans to continue refining its program to meet the needs of all students. To meet the needs of the communities Skyline serves, school leadership is exploring

the possibility of expanding, to add grade levels 7-8 and potentially a full secondary-school program. Another area for development is building partnerships with major Twin Cities companies for students to do visits and potentially job shadowing, to learn about STEM careers.

An equity and inclusion officer was added to Skyline MSA's staff for 2021-22, and for 2021-22 the school hopes to add a full time licensed school social worker / counselor. Purpose of the social worker / counselor position would be to work with students and staff to address behavior management issues and stress levels, and help cultivate a positive school climate. SMSA sought to hire for this position, but available candidates and the school's budget have not permitted filling the position, as of December 2021.

Finally, we note that Skyline MSA hopes to expand in the future, to serve grades 7-12, and has begun working with our Authorizer to make this happen. The plan to expand grades served is in response to community need, and demand from families who want their students to be able to remain in the school through high school graduation.