



SKYLINE
Math and Science
Academy

Skyline Math and Science Academy
Minnesota Charter School #4255

Annual Report 2023

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Introduction and Statutory Purposes

Introduction

The purpose of this report is to summarize the progress and achievements of SMSA during the 2022-23 school year, SMSA's fifth 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. See <https://skylinemsa.org/skyline-annual-and-wbwf-reports/>. A copy of the report will be available with the Minnesota Guild once approved and will also be made available to staff and to parents of students enrolled at the school.

SMSA (SMSA), Minnesota Charter School District #4255, serves Kindergarten through sixth grade students from its location in south Minneapolis. Skyline has completed its first five 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.

SMSA, 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.

Statutory Purposes

SMSA meets the statutory purposes as stated in 124E.01 PURPOSE AND APPLICABILITY. The primary purpose of Skyline is to improve all pupil learning and all student achievement. SMSA (SMSA) meets the primary purpose of Minnesota charter schools, *to improve all pupil learning and all student achievement* 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.

Additional purposes include:

1. *Increase learning opportunities for all pupils:* SMSA provides a learning environment that will be equally tailored for all students. In order to increase learning opportunities for all students, SMSA enrolls students from underprivileged communities who are most likely to drop out before completing high school. SMSA attempts to hire teachers well rooted and experienced in their fields of study and at the same time passionate about bringing out the best qualities of young scholars.
2. *Encourage the use of different and innovative teaching methods:* SMSA trains its teachers multiple times throughout the year. SMSA will encourage teachers to use innovative teaching methods such as such as flipped classrooms, blended learning, and personalized learning.
3. *Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site:* SMSA gives teachers voice to advocate student learning, and to enjoy autonomy in their teaching and while proposing innovative ideas to the school management team.

Authorizer

The Minnesota Guild of Public Charter Schools is governed by a volunteer Board of Directors. They are charged to review, approve, or deny new charter school applications, renewal applications and termination recommendations; supervise the

Guild Executive Director and determine future staffing, fiscal and resource needs; and ensure the ongoing viability, compliance and sustainability of the Guild and its operations.

Vision: The Guild advances the original vision of the charter school model, in which teachers have the choice to professionally organize and work to create innovative, research-based schools that rely on teacher expertise to identify and use effective teaching strategies, promote engaged student learning, create professional autonomy, and ensure effective, shared responsibility for outcomes.

Mission: As a single purpose authorizer, the Guild will improve the educational achievement of Minnesota students by advocating a systemic approach to charter school formation and operation that promotes stakeholder accountability, autonomy, and competence. The Guild authorizes and monitors charter schools in accordance with Minnesota Statutes section 124E. The Guild's charter school portfolio encompasses a variety of school types and populations served by educational programs in Minnesota, with a specific interest in schools that serve students most affected by the achievement gap and low graduation rates.

Guild Priority: Teacher-Powered Schools

As a single-purpose charter school authorizer under Minnesota Statutes, section 124E.05, the Minnesota Guild may not limit its authorizing decisions to any single curriculum, learning program, or method. However, the Guild is committed to growing a portfolio of high-quality, innovative charter schools that promote, establish, and expand teacher-powered models and autonomies. The teacher-powered model includes 15 areas that provide teachers autonomy to make decisions impacting school and student success. These areas of autonomy include charter school board governance, making all decisions about the school's learning program, choosing the process and methods for teacher evaluation, and managing the allocation of the school's financial resources. Charter schools may implement one, or many, areas of autonomy to be considered a teacher-powered school. Visit the Teacher-Powered Schools Initiative web page for additional information and resources.

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(612) 564-5115
323 Washington Ave N
Minneapolis, MN 55401

Student Enrollment and Attrition

Skyline Math & Science Academy served approximately 200 grades K-6 students during its fourth year of operation, with 211 enrolled as of the last day of school. Enrollment in 2022-23 declined somewhat from the previous year but we remained stable during the year.

Enrollment and Attrition Trends					
School Year	Day 1 Child Count	October 1 Child Count*	End of Year Child Count	Attrition from Oct 1 - End of Year	Percentage from Oct 1 - End of Year
2018-19	224	218	240	+22	+10%
2019-20	258	187	228	+41	+22%
2020-21	266	239	236	-3	-1%
2021-22	203	233	238	+5	+2%
2022-23	168	218	207	-12	93.66%

*Data based on Day 1, October 1 and End of Year enrollment as reported to the 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
2021-22	25	48	22	41	32	39	26	233
2022-23	35	27	28	30	30	30	31	211

Demographic Trends	2022-23
Total Enrollment	211
Special Education	4.83%
English Learners	89.86%

Free/Reduced Priced Lunch	92.75%
Black/African American	100%
Hispanic/Latino	0%
Asian/Pacific Islander	0%
American Indian/Alaskan Native	0%
White, Not of Hispanic Origin	0%
Two or More Races	0%

Governance and Management

Board of Directors

SMSA 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 2022-23 school year. The Board continued to meet remotely, via Google Meet throughout the year, for a second year running. Board training, addressing Board Governance and Personnel responsibilities of the Board, was provided by Designs for Learning. Board membership remained consistent throughout the school year.

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 2022-23.

Member Name	Role	Email Address
Yonis Abdi, Chair	Parent	yonis.abdi@skylinemsa.org
Mohamed Muse	Community	mohamud.muse@skylinemsa.org
Asad Muse, Vice-Chair	Community	asad.muse@skylinemsa.org

Khalid Warsamee, Secretary	Teacher	khalid.warsamee@skylinemsa.org
Noor Abdilah	Community	noor.abdilahi@skylinemsa.org
Abdirahman Abdulle, Ex-Officio	Executive Director	abdirahman.abdulle@skyline msa.org

Board Training

Initial Board Training Report

Board Member	Date First Seated	Governance Basic Training – Trainer & Date	Finance Basic Training – Trainer & Date	Employment Basic Training – Trainer & Date	Met Requirement?
Mohamud Muse	07-01-20	Designs for Learning, 03-2-22	Designs for Learning, 03-2-22	Designs for Learning, 03-2-22	Yes
Noor Abdilahi	04-01-29	Designs for Learning. 03-7-19	Designs for Learning. 03-7-19	Designs for Learning. 03-7-19	Yes
Khalid Warsamee	10-30-22	Designs for Learning, 03-15-23	Designs for Learning, 03-15-23	Designs for Learning, 03-15-23	Yes
Abdi Nor	07-01-20	Designs for Learning, 03-2-22	Designs for Learning, 03-2-22	Designs for Learning, 03-2-22	Yes
Asad Muse	10-30-22	Designs for Learning, 03-15-23	Designs for Learning, 03-15-23	Designs for Learning, 03-15-23	Yes
Yonis Abdi	07-01-19	Designs for Learning, 03-2-22	Designs for Learning, 03-2-22	Designs for Learning, 03-2-22	Yes

Ongoing (Annual) Board Training Report

Board Member	Ongoing Training Event – Topic, Trainer, Location	Date of Training	Met Requirement?
Mohamud Muse	School Finance, Personnel & Governance	02-15-2023	YES
Noor Abdilahi	School Finance, Personnel & Governance	02-15-2023	YES

Board Member	Ongoing Training Event – Topic, Trainer, Location	Date of Training	Met Requirement?
Khalid Warsamee	School Finance, Personnel & Governance	02-15-2023	YES
Abdi Nor	School Finance, Personnel & Governance	02-15-2023	YES
Asad Muse	School Finance, Personnel & Governance	02-15-2023	YES
Yonis Abdi	Finance, Governance, HR,	03-2-22	YES

Management

SMSA is led by its Director, Abdirahman Abdulle under the governing direction of the SMSA Board.

Key school leaders also included during 2022-23:

Ahmed Jama, Operations and Finance Officer

Abdullahi Ahmed, Dean of Students

Abshir Ahmed, School Food and Office Manager

Abdulkhaliq Ismail, Parent Liaison

Director's Professional Development Plan

Mr. Abdirahman Abdulle has developed this professional development plan, partially in response to the authorizer's recommendations and his own analysis of needs. The Plan was adopted at the February of 2023 Board Meeting.

Abdirahman Abdulle will take several courses through mncharterboard.com and other courses facilitated by Instructional Designs, Inc. (IDI)

MNcharterboard.com courses:

Adopt a World's Best Workforce Strategic Plan – learning how to develop an effective strategic plan to meet WBWF goals.

Approve a World's Best Workforce and Annual Report – learning how to facilitate the review and approval of the WBWF Summary Report and Annual Report.

Hold a Public World's Best Workforce Meeting – learning how to facilitate an annual meeting to examine the school's WBWF goals and performance; and gain community input.

Create a Board Development Plan – learning how to facilitate the Board’s work to develop goals for improvement.

Conduct a Board Election - learning more about how to conduct charter board elections in compliance with the law.

Develop and Use Policies – learning to develop and use policies that help a board communicate important laws and rules to ensure compliance and effective operation of the school.

Evaluate Progress Towards Goals – learning to set and monitor rigorous yet attainable contract goals and evaluate progress toward achieving them in accordance with the contract with the school’s authorizer.

IDI Courses

Becoming a Servant Leader – learning how to guide staff from a “servant’s” perspective focusing on the needs of staff and through supporting individuals by assuming the best of intentions.

Facilitating Board Leadership – learning how to facilitate and coach board members in providing more leadership through committee work and by asking the right questions.

Staffing

Staff for FY23

Name	File Folder Number	Assignment	Not returning FY24
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	

Name	File Folder Number	Assignment	Not returning FY24
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	
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	
Abdirisag Abdi		Paraprofessional	

Name	File Folder Number	Assignment	Not returning FY24
Abukar Abdi		Paraprofessional	
Mohamed Ali		Paraprofessional	
Barento Haji		Paraprofessional	
Niman Hassan		Paraprofessional	
Nimo Mohamed		Paraprofessional	

Staff Retention:

School Year	# Teachers Employed at End of School Year	# Teachers Returning at Start of Next School Year	Retention Rates
FY22	17	12	70.6%
FY23	17	12	70.6%

Finances

BergankDV provides financial management services for SMSA. The audit results were presented to SMSA board December 12, 2022. For questions regarding school finances and for complete financials for 2021-22 and/or an organizational budget for 2022-23, contact:

Nick Taintor or Rose Chin
 3800 American Blvd W, Suite 1000
 Minneapolis, MN 55431
www.bergankdv.com; ph (952) 563-6800

FY 23 Finances		
	General Fund	Food Service Fund
Total Revenues	\$4,812,571	\$267,1089
Total Expenditures	\$5,301,256	\$280,844

Net Income	(\$488,684)	(\$13,736)
Total Fund Balance	(\$128,978)	(\$13,736)

SMSA had total revenues during Fiscal 2022 of \$5,079,679, and total expenditures of \$5,582,100, concluding the year with net loss of \$502,421. As of 6/30/2022 the school had a Fund Balance of negative \$142,714 is 2.56% of expenditures.

Curriculum and Effective Practices

SMSA'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. SMSA 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 Wonders by McGraw Hill. This curriculum was selected for our ELA program due its robust emphasis on fundamental reading skills. The data from recent NWEA and MCA tests have indicated that our students are struggling with these skills. Furthermore, the curriculum incorporates explicit and systematic teaching of foundational skills and provides recommendations for differentiation which will help teachers meet the individual needs of our diverse population.

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. SMSA teachers aim to guide students to actively construct their knowledge of mathematical concepts while becoming proficient at performing math. The math program utilizes Reveal Math. Reveal Math was chosen as our curriculum as it closely aligns with our mission and has built in differentiation strategies and techniques that best serve our student population. The framework provides the same consistency and routines from lesson to lesson and unit to unit and grade to grade. It places a high focus on number routines, math language, and making sense of math. Furthermore, the lessons spark curiosity and allow for students to engage in problem-solving vs following step by step instructions. Students are encouraged to solve problems using a variety of tools, manipulatives, and strategies. They are encouraged to try new strategies if they make mistakes, and they are encouraged to talk about not only what they are doing but how they will do it. Finally, students are introduced to math vocabulary daily and throughout

the lessons they will be provided multiple opportunities to think about and use that vocabulary. This type of learning is especially helpful for our EL students.

Science: The goal of science instruction is to inspire thinking skills necessary for scientific inquiry and to introduce students to the wonder of science. SMSA seeks to instill in students positive attitudes towards science education and more confidence in their scientific abilities. SMSA 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. SMSA 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.

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

It is the intent of SMSA 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.

Supplemental Curriculum: As a STEM school, SMSA utilizes multiple technology programs to aid in the academic growth of our students. We use Mobymax and IXL to support students in the area of math. Both programs were chosen as they allow students to work on skills and concepts they have not yet mastered. It allows for teachers to differentiate the instruction for every child in their class and for students to gain practice and instruction on skills they need and at the appropriate level. In reading, we chose Raz Kids and A to Z Learning. Both provide online reading books, leveled stories, and quizzes. These tools have allowed our students to have access to hundreds of books while at school or at home, thus increasing the time they spend reading.

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	
	Generationgenius.com , Getstem-mn.com , Mnmas.org , Mncompass.org , Minnesotaastempartnership.org , Theworks.org , Sciencefromscientists.org					
8		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	

Academic Performance

Performance and Assessment Goals

SMSA'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.

SMSA'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, SMSA administered the NWEA Measures of Academic Progress (MAP) assessment in reading and mathematics in the fall of 2022 and spring of 2023.

The Performance and Assessment section of SMSA's contract with the authorizer specifies seven goals. The goals are stated below, along with a summary of data pertaining to the goals from 2022-23. The 2022-23 school year is the first year of its renewed contract with the Guild.

The first six goals refer to the academic performance of our students as measured on the MCAs and NWEA. The last goal is a financial goal which is determined by our fund balance noted in our annual audit.

Assessment: MN Comprehensive Assessment MCA *Student Achievement Level*				
Goal 1 (WBWF), All third-graders can read at grade level. Using the MDE Report Card results for <i>*Student Achievement Level*</i> , third grade students will increase the 'exceeded' and 'met' categories annually by 5% points (20% points in total) from FY24 to FY27.				
Baseline—TBD with the final MCA's in the fall of 2023.	FY2024 Baseline plus 5 percentage points	FY2025 Baseline plus 10 percentage points	FY2066 Baseline plus 15 percentage points	FY2027 Baseline plus 20 percentage points
8.7%				

Assessment: Minnesota Comprehensive Assessment— Academic Achievement Rate, Reading				
Goal #2 (WBWF), All racial and economic achievement gaps between students are closed. From a FY 23 baseline, students in grades 3-6 will increase their composite score 20 percentage points from FY23-FY27 or 5% points annually.				
FY 23 Baseline	FY24	FY25	FY26	FY27
Baseline—TBD with the final MCA's	FY2024 Baseline plus 5 percentage points	FY2025 Baseline plus 10 percentage points	FY2066 Baseline plus 15 percentage points	FY2027 Baseline plus 20 percentage points

13.8%				
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School comment:	FY23 is the baseline data.
Guild comment:	The school does not have any discernible achievement gaps as almost 100% of the students are FRL/African American with a low special education population. In comparing EL to the state and MPS, Skyline is above MSP and close to the state rate. Therefore, Skyline is using themselves as the measure to increase reading, which will assist in maintaining no achievement gaps.

Assessment: Minnesota Comprehensive Assessment— Academic Achievement Rate, Math				
Goal #3: From a FY 23 baseline, students in grades 3-6 students will increase their composite score 20 percentage points from FY23-FY27 or 5% points annually.				
FY 23 Baseline	FY24	FY25	FY26	FY27
Baseline—TBD with the final MCA's	FY2024 Baseline plus 5 percentage points	FY2025 Baseline plus 10 percentage points	FY2066 Baseline plus 15 percentage points	FY2027 Baseline plus 20 percentage points
2.0%				

Assessment: NWEA Math Growth				
Goal #4: (WBWF): All students are ready for career and college. From a FY 23 baseline, students in grades K-6 students will increase their composite score 20 percentage points from FY23-FY27 or 5% points annually.				
FY 23 Baseline	FY24	FY25	FY26	FY27
TBD with the final NWEA results	FY2024 Baseline plus 5 percentage points	FY2025 Baseline plus 10 percentage points	FY2066 Baseline plus 15 percentage points	FY2027 Baseline plus 20 percentage points
5%				

School Comment:	FY23 is the baseline data.
Guild Comment:	Math with the related skills such as problem solving/decision is a critical skill for students being career and college ready.

Assessment: NWEA Reading Growth				
Goal #5: From a FY 23 baseline, students in grades K-6 students will increase their composite score 20 percentage points from FY23-FY27 or 5% points annually.				
FY 23 Baseline	FY24	FY25	FY26	FY27
TBD with the final NWEA results	FY2024 Baseline plus 5 percentage points	FY2025 Baseline plus 10 percentage points	FY2066 Baseline plus 15 percentage points	FY2027 Baseline plus 20 percentage points
17%				

Assessment: Minnesota Comprehensive Assessment— Academic Achievement Rate, Science				
Goal #6: Mission Goal – STEM. From a FY 23 baseline, students in grade 5 will increase their composite score 20 percentage points from FY23-FY27 or 5% points annually.				
FY 23 Baseline	FY24	FY25	FY26	FY27
Baseline—TBD with the final MCA's	FY2024 Baseline plus 5 percentage points	FY2025 Baseline plus 10 percentage points	FY2066 Baseline plus 15 percentage points	FY2027 Baseline plus 20 percentage points
0.0%				

School Comment:	FY23 is the baseline data.
Guild Comment:	As a STEM school [per the school mission and vision] Skyline is increasing their science performance.

Assessment: End of year financial audit					
Goal #7: Finance. Skyline's fund balance will be between 20-25% by FY27.					
FY23	FY24	FY25	FY26	FY27	FY28
Baseline 3.3%	3.3%	5%	6.7%	13%	21.2%

School Comments	The school is currently at 2.56% of expenditures.
Guild Comments	The percentages in this goal are consistent with the Performance Improvement Plan.

Improvement Plans

Skyline uses multiple measures to determine school district progress in striving to create the world's best workforce; specifically progress towards these 4 WBWF and also includes clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups

- o closing the identified achievement gap(s) in the district
- o all students ready for kindergarten
- o all students in third grade achieving grade level literacy
- o all students attaining career and college readiness before graduating from high school

Skyline Math and Science Academy's Performance Framework includes all of that.

In addition, our Title One Schoolwide Plan and Literacy Plan also specifically includes measures for developing a well rounded literacy program that includes opportunities for whole group reading to establish common themes and content with whole class participation, small group reading that provide skills and strategies geared toward student comfort level, writing that is focused on grammar and usage, and the infusion of speaking, presenting, and media literacy into the curriculum. Additionally, teachers will use read-alouds to introduce and discuss high quality literature including poetry and non-fiction.

SMSA enrolls students from underprivileged communities who are most likely to drop out before completing high school. SMSA's goal is to provide a learning environment that is equally tailored, increasing learning opportunities for all students. SMSA attempts to hire teachers well rooted and experienced in their fields of study and at the same time passionate about bringing out the best qualities of young scholars.

Skyline Math and Science Academy assesses and evaluates each student's progress toward meeting state and local academic standards and identifies the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce.

Skyline, as part of its ongoing school improvement process, examines multiple sources of data, curriculum, and assessment. Teachers, administrators, and support staff meet and analyze data from MCAs, NWEA, and the core curriculum. Following are the reading and math assessments used and when they are administered:

- Formative and summative assessments are provided for each unit in the Wonders Literacy curriculum and in the Reveal Math curriculum to track achievement.
- Minnesota Reading Corps Literacy Tutors provide research-based prescribed literacy interventions to students Kindergarten through grade 3 who are below proficiency in reading. Tutors conduct weekly progress monitoring to ensure their students are on track to read at grade level by the end of third grade.
- Benchmark assessment results are analyzed at PLC meetings on a regular basis. Teachers develop targeted interventions to help students that are not meeting grade level standards in reading and math. Teachers use this formative data to identify students who are not meeting a specific benchmark and collaboratively plan for remediation as well as identify those students who meet the grade level benchmark and need enrichment.
- MCA (Minnesota Comprehensive Assessments) are state mandated tests in Reading, Math and Science, used to meet federal and legislative requirements. The tests are administered each spring to measure student performance related to Minnesota state standards that specify what students should know and be able to do.

Skyline has developed a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations and teacher evaluations.

Data from the NWEA fall assessments are analyzed by teachers, and students are matched with appropriate instruction of Tier interventions according to Response to Intervention (RtI) model. Additionally, bi-weekly benchmark assessment results will be analyzed at PLC meetings where teachers will develop targeted lessons and interventions that have a clear and measurable objective and assessment. They will use the data from the meetings to identify students needing extra support and assistance. They will work collaboratively to create lessons, review data, and share strategies with the goal of improving student learning. NWEA results will be analyzed and used to determine if students are making adequate progress and to identify any student that may qualify for interventions.

All teachers will be observed by evaluators and/or coaches throughout the year. Post-observations will occur where teachers will have an opportunity to reflect and create goals for improving student learning. Evaluators and coaches will use a checklist to track and ensure that the core curriculum is being implemented, strategies taught are being utilized, and teachers are following their literacy plans. Regular checks of PLC agendas and minutes as well as observations of these meetings will occur to ensure that appropriate topics are being discussed and data analysis meetings are effective.

Curriculum Mapping: Curriculum mapping supports teacher quality, performance, and effectiveness by providing a clear framework for instruction, promoting collaboration and reflection, facilitating differentiation, and enabling teachers to make data-informed instructional decisions. It helps teachers to understand the scope and sequence of the curriculum, ensuring that instructional content aligns with learning objectives and standards. It enables teachers to focus on essential concepts and skills, preventing instructional time from being wasted on irrelevant or redundant content. Furthermore, it ensures that assessments are aligned with objectives allowing teachers to track student progress effectively and adjust their instruction based on assessment results, leading to improved teacher quality and student outcomes.

Innovative Practices and Implementation

Skyline utilizes various strategies for improving instruction, curriculum, and student achievement. We have described below our education effectiveness practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness.

To achieve its vision, and meet the goals and purposes of the school, SMSA 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. SMSA 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 SMSA 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 SMSA 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 Curriculum and Effective Practices 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 SMSA 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.

SMSA 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, SMSA 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.

During the 2022-23 school year, SMSA partnered with tutors from St. Thomas University. 4 days a week, students had an opportunity to receive extra assistance, either in small groups or through one-on-one sessions with tutors, to improve their understanding of challenging skills and concepts.

Finally, forming strong and positive relationships with students and their parents is a big part of the program at SMSA. 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 2022-23, 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

Curriculum Mapping

With the adoption of new curriculum, Skyline Math and Science Academy plans to ensure the curriculum is rigorously aligned to Minnesota State Academic Standards, objectives, assessments, and other resources. To facilitate this alignment teachers will participate in curriculum mapping training over the summer to deepen their understanding of the purpose and process.

SMSA teachers partake in curriculum mapping as it ensures the curriculum is aligned with learning objectives, standards, and assessments, ensuring that classroom instruction closely corresponds with students' intended learning outcomes. It also allows for collaboration and transparency as teachers and administrators gain a clear picture of the skills and concepts across the grade levels. Moreover, the curriculum map serves as a guide for identifying any gaps, misalignments, redundancies, and any areas that may need additional support or improvement.

During the curriculum mapping process, teachers initially focus on understanding the academic standard. They unpack the standards ensuring they know and can articulate what students really need to learn by the end of the year. The focus then shifts to aligning assessments with the standard/objective and identifying activities and resources needed to effectively teach the skill/concept.

Overall, curriculum mapping is a continuous process where teachers review and refine the curriculum drawing insights from student data, teacher feedback, and current educational resources. This process helps us to provide the best possible learning experience for our students.

Teacher Evaluations

For FY24 we are introducing a new teacher evaluation plan and process. The new plan draws inspiration from the Charlotte Danielson plan which assesses teachers in 4 domains: planning and preparation, instruction, assessment, and professionalism. The purpose of the evaluations is to identify teachers who need more support, and to help teachers to grow to become better teachers. Each teacher will be formally observed and

evaluated three times a year. After each observation, teachers will meet with the evaluator to reflect on the lesson, note areas of success, and address areas that need improvement. The evaluator and the teacher will work together to develop a professional growth plan that includes goals and strategies/supports needed to meet those goals. A tracking sheet will be utilized and monitored by the evaluator to identify teachers that need support, teachers that have demonstrated leadership and mentorship abilities, and topics for future professional development sessions.

Cultural Competency

Cultural competency is vital in education to appreciate diverse cultures. Skyline has achieved this by hiring staff that reflects the population of the students and families we serve. We have chosen curriculum that embraces diversity, we ensure that we have hired qualified staff, we offer support where needed, and we acknowledge and celebrate our students' first language, traditions, and celebrations. We continuously strive for growth while setting attainable goals, collaborate, share, and embrace vulnerability.

World's Best Workforce Summary

Goal	Result	Status
All Students Ready for School		
All Students in Third Grade Achieving Grade-Level Literacy Using the MDE Report Card results for <i>*Student Achievement Level*</i> , third grade students will increase the 'exceeded' and 'met' categories annually by 5% points (20% points in total) from FY24 to FY27.	8.7% of third graders demonstrated proficiency on the MCA Reading assessment.	On Track: multi-year goal
Close the Achievement Gap(s) Between Student Groups All racial and economic achievement gaps between students are closed. From a FY 23 baseline, all students in grades 3-6 will increase their composite	13.8% of all students demonstrated proficiency on the MCA Reading assessment.	On Track: multi-year goal

score 20 percentage points from FY23-FY27 or 5% points annually as demonstrated on MCA Reading assessment.		
All Students Career- and College-Ready by Graduation All students are ready for career and college. From a FY 23 baseline, students in grades K-6 students will increase their composite score 20 percentage points from FY23-FY27 or 5% points annually as demonstrated on the NWEA Math assessment.	5% of all students demonstrated grade level proficiency on the spring 2023 NWEA Math assessment.	On Track: multi-year goal

