



SKYLINE
Math and Science
Academy

Skyline Math and Science Academy
Minnesota Charter School #4255

Annual Report 2023

2600 26th Avenue South

Minneapolis, MN 55406

Phone: (612) 200-9916

Email: info@skylinemsa.org

Website: <https://skylinemsa.org/>

Submitted to:

Minnesota Guild

323 Washington Ave. N., Suite 200

Minneapolis, MN 55401

Table of Contents for the Combined WBWF and Annual Report on Prior Year Progress

- I. Introduction 2
- II. School Enrollment and Attrition.....5
- III. Governance and Management 6
- IV. Training Board Members Attended 7
- V. Professional Development Plan of Leadership9
- VI. Staffing11
- VII. Finances 12
- VIII. Curriculum and Effective Practices.....13
- IX. Academic Performance..... 16
- X. Improvement Plans.....23
- XI. Innovative Practices and Implementation 25
- XII. Future Plans 28
- XIII. World’s Best Workforce Summary.....29

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.

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 are eager to teach and nurture students regardless of their socio-economic status. Lastly, SMSA builds strong and positive relationships with students and their families. By implementing these three fundamental principles, SMSA believes that it will outperform other schools. In FY 23, Skyline specifically...

Additional purposes include:

- 1. Increase learning opportunities for all pupils:* Skyline Math and Science Academy will provide a learning environment that will be uniquely individualized and tailored for all students regardless of their socio-economic and educational background. Skyline Math and Science Academy believes every student can learn if the right mechanisms are in place and their needs are met. Skyline Math and Science Academy will increase learning opportunities for all students by hiring teachers who are well rooted and experienced in their fields. In addition, in FY 23, Skyline specifically integrated formative assessments of ongoing instruction with standard-based curriculum guides to ensure successful performance on standardized achievement tests.
- 2. Encourage the use of different and innovative teaching methods:* Skyline Math and Science Academy will provide training and support for its teachers to employ research based methods and strategies that are known to raise rigor in learning such as the Twenty First Century skills, and Robert Marzano's thirteen essential strategies for raising rigor in learning. In addition, in FY 23, Skyline specifically provided supplemental instruction, differentiated to meet individual students' needs, by utilizing technology based tools such as IXL, BrainPop, Raz Kids, and Moby Max.
- 3. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site:* Skyline Math and Science Academy will train, motivate and empower its teachers, as they are expected to be the primary source of students' achievement. There will be at least one teacher on the operational governing board, and representative teachers will serve on the school's leadership team alongside the Director, Dean of Students, and Assistant Director. In addition, in FY 23, Skyline teachers met

weekly in a Professional Learning Community (PLC) to analyze student data and plan strategies to support each other in helping all students to succeed. Skyline Math and Science Academy provided workshops for teachers focusing on positive relationships with students and their families, employing rigorous curriculum, and attaining great teaching through prevention and intervention techniques.

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.

James Zacchini
 Executive Director
 james.zacchini@guildschools.org
 (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 | -5.8% |

*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% |

Student Retention

| School Year | Total # of Students Eligible at End of Year to Return in Fall | Total # Students who Returned at Start of Next Year | Retention Rate (%) |
|-------------|---|---|--------------------|
| 2022-23 | 180 | 150 | 83.3% |

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 | Date First Seated | Term End Date | Email Address |
|--------------------------------|--------------------|-------------------|---------------|-----------------------------------|
| Yonis Abdi, Chair | Parent | 07-01-19 | 06-01-2024 | yonis.abdi@skylinemsa.org |
| Mohamed Muse | Community | 07-01-20 | 06-01-2024 | mohamud.muse@skylinemsa.org |
| Asad Muse, Vice-Chair | Community | 10-30-22 | 06-01-2024 | asad.muse@skylinemsa.org |
| Khalid Warsamee, Secretary | Teacher | 10-30-22 | 06-01-2025 | khalid.warsamee@skylinemsa.org |
| Noor Abdilah | Community | 04-01-19 | 06-01-2024 | noor.abdilahi@skylinemsa.org |
| Abdirahman Abdulle, Ex-Officio | Executive Director | | | abdirahman.abdulle@skylinemsa.org |

Board Training Initial Board Training Report

Per MN statute, section 124E.07, all new board members are required to complete initial training within the first 6 months after being seated and complete the remaining training within 12 months after being seated. In FY23, we had 2 new members, Asad Muse and Khalid Warsamee, join the board. Both completed all 3 required training sessions within the guidelines set by the state. The table below shows the initial training that was completed by all board members.

| 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 |

| Board Member | Date First Seated | Governance Basic Training – Trainer & Date | Finance Basic Training – Trainer & Date | Employment Basic Training – Trainer & Date | Met Requirement? |
|---------------------|--------------------------|---|--|---|-------------------------|
| Noor Abdilahi | 04-01-29 | Designs for Learning. 03-7-19 | Designs for Learning. 03-7-19 | Designs for Learning. 03-7-19 | 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 |
| Yonis Abdi | 07-01-19 | 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 |
| Khalid Warsamee | 10-30-22 | Designs for Learning, 03-15-23 | Designs for Learning, 03-15-23 | Designs for Learning, 03-15-23 | Yes |

Ongoing (Annual) Board Training Report

| Board Member | Topic | Trainer/Location | Date of Training | Met Requirement? |
|---------------------|--|-------------------------|-------------------------|-------------------------|
| Mohamud Muse | School Finance, Personnel & Governance | Andrew Adelman/on-line | 02-15-2023 | Yes |
| Noor Abdilahi | School Finance, Personnel & Governance | Andrew Adelman/on-line | 02-15-2023 | Yes |
| Khalid Warsamee | School Finance, Personnel & Governance | Andrew Adelman/on-line | 02-15-2023 | Yes |
| Abdi Nor | School Finance, Personnel & Governance | Andrew Adelman/on-line | 02-15-2023 | Yes |
| Asad Muse | School Finance, Personnel & Governance | Andrew Adelman/on-line | 02-15-2023 | Yes |
| Yonis Abdi | School Finance, Personnel & Governance | Andrew Adelman/on-line | 02-15-2023 | Yes |

Management

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

FY23 Administrative Staff

Ahmed Jama, Operations and Finance Officer

Abdullahi Ahmed, Dean of Students

Omar Ali, Assistant Director/School Food and Office Manager

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.

Mr. Abdulle completed all courses facilitated by Instructional Designs, Inc. (IDI) in FY23. He is currently still completing the courses through mncharterboard.com.

FY24 Administrative Staff Professional Development

The following is a list of professional development sessions attended by the SMSA administrative staff. The topics below outline the training that Abdirahman Abdulle, Ahmed Jama, Abdullahi Ahmed, and Omar Ali received during FY23.

| Date | Focus |
|----------|--|
| 7/28/22 | MN Charter Leader Network Summer Retreat |
| 9/15/22 | Establishing Commitments, Setting Goals, Describing Evidence of Progress |
| 10/13/22 | Nurturing Positive Relationships |
| 11/17/22 | Meeting Foundational Needs |
| 12/15/22 | Embracing Positive Identity |
| 1/19/23 | Developing Learner Ownership and Agency |
| 2/16/23 | Seeking Real-World Relevance |
| 3/16/23 | Becoming Competency-Based |
| 4/20/23 | Learning Anytime and Anywhere |

Staffing

Staff for FY23

| Name | File Folder Number | Assignment | Not returning FY24 |
|--------------------|--------------------|---|--------------------|
| Abdirahman Abdulle | 477470 | Director | |
| Ahmed Jama | | Operations and Finance Officer | |
| Abdullahi Ahmed | | Dean of Students | |
| Omar Ali | | Assistant Director/School Food/Office Manager | |
| Abdulkhaliq Ismail | | Parent Liaison | |
| Sadio Abdi | | Teacher, Kindergarten | |

| Name | File Folder Number | Assignment | Not returning FY24 |
|---------------------|---------------------------|-------------------------|---------------------------|
| Zamzam Ahmed | 499299 | Teacher, First Grade | |
| Nahili Ahmed | 1002792 | Teacher, First Grade | |
| Nimo Afyare | 1019822 | Teacher, Second Grade | |
| Maryn Warsame | | Teacher, Third Grade | |
| Kendra Solander | 1000306 | Teacher, Third Grade | X |
| Faduma Adeed | 503677 | Teacher, Fourth Grade | |
| Victoria Geske | 508881 | Teacher, Fourth Grade | X |
| Diane Benz | 369051 | Teacher, Fifth Grade | X |
| Khalid Warsame | 021789 | Teacher, Sixth Grade | |
| Sharon Nelson | 354414 | Teacher, Special Ed. | X |
| Fatiya Robe | 511003 | Teacher, ELL | X |
| Barbara Hanlon | 313184 | Teacher, ELL | X |
| Yusuf Abdi | 465225 | Teacher, World Language | |
| Abdullahi Abdullahi | 1021819 | Physical Education | |
| Benjamin Beckman | 427315 | Physical Education | X |
| Manuel Ortega | | Custodian | |
| Abdirisq Abdi | | Paraprofessional | X |
| Abukar Abdi | | Paraprofessional | X |
| Mohamed Ali | | Paraprofessional | |
| Barento Haji | | Paraprofessional | X |
| Niman Hassan | | Paraprofessional | X |
| 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 | 16 | 9 | 56.3% |

Finances

BerganKDV provides financial management services for SMSA. The audit results were presented to the SMSA board November 17, 2023. For questions regarding school finances and for complete financials for 2022-23 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 | \$4,521,948 | \$286,722 |
| Total Expenditures | \$4,355,417 | \$265,883 |
| Net Income | \$166,531 | \$20,839 |
| Total Fund Balance | \$37,553 | \$7,103 |

SMSA had total revenues during Fiscal 2023 of \$4,521,948, and total expenditures of \$4,355,417. As of 6/30/2023 the school had a Fund Balance of \$44,656 which is 1.03% 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 | |
| 8 | Generationgenius.com , Getstem-mn.com , Mnmas.org , Mncompass.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 | |

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.

| | | | | | |
|-------------------------------------|--|--------|--------|--------|--------|
| Goal 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. | | | | |
| Contract Year | FY2019 | FY2020 | FY2021 | FY2022 | FY2023 |
| Goal Percentage | | | | | |
| Annual % (Increase/ decrease) | | | | | |
| Goal (Met/Not Met) | | | | | |
| School Comment | | | | | |
| Guild Comment | This goal is N/A as MDE is no longer calculating the Z Score. | | | | |
| Goal 2 | Academic Achievement - <u>Reading</u> Proficiency In cross-cohort | | | | |

| | | | | | |
|------------------------------|---|-----------|-----------|---|---|
| | performance, students who are continuously enrolled (1 October) will exceed MCA proficiency rates in reference to comparable schools. Year 1: same%; Year 2: 5%; Year 3: 7%; Year 4: 10%; Year 5: 12%. | | | | |
| Contract Year | FY2019 | FY2020 | FY2021 | FYF2022 | FY2023 |
| Goal Percentage | | 5% | 7% | 10% | 12% |
| Annual % (Increase/decrease) | <u>All Students</u> Skyline Academy 20% Nellie Stone Johnson Elementary 18.89% Dugsi/Midway Star Academy 21.74% | N/A COVID | N/A COVID | <u>All Students</u> Skyline Academy 25.81% Nellie Stone Johnson Elementary 17.86% Dugsi/Midway Star Academy 20.13% | <u>All Students</u> Skyline: 13.8% Nellie Stone Johnson Elementary: 13.3% Dugsi/Midway Star Academy: 35.2% |
| Goal (Met/Not Met) | Not Met | | | Not Met (Skyline to meet goal would be 27.7%) | Not Met |
| School Comment | The school's reading proficiency rate decreased by 12.0%, yet our students continued to perform at a higher proficiency rate each year than Nellie Stone Johnson Elementary. | | | | |

| | | | | | |
|-----------------|---|--------|--------|--------|--------|
| Goal 3 | Academic Achievement - <u>Mathematics</u> Proficiency In cross-cohort performance, students who are continuously enrolled (1 October) will exceed MCA proficiency rates in reference to comparable schools. Year 1: same%; Year 2: 5%; Year 3: 7%; Year 4: 10%; Year 5: 12%. | | | | |
| Contract Year | FY2019 | FY2020 | FY2021 | FY2022 | FY2023 |
| Goal Percentage | | 5% | 7% | 10% | 12% |

| | | | | | |
|-------------------------------------|---|-----------|-----------|--|--|
| Annual % (Increase/ decrease) | <u>All Students</u> Skyline Academy 6.7% Nellie Stone Johnson Elementary 27.2% Dugsi/Midway Star Academy 18.8% | N/A COVID | N/A COVID | <u>All Students</u> Skyline Academy 8.9% Nellie Stone Johnson Elementary 8.6% Dugsi/Midway Star Academy 15.1% | <u>All Students</u> Skyline: 3.2 % Nellie Stone Johnson Elementary 8.9% Dugsi/Midway Star Academy: 33.7% |
| Goal (Met/Not Met) | Not Met | | | Not Met (Skyline to meet goal would be 18.6%) | Not Met |
| School Comment | Skyline's math proficiency rate decreased by 5.7%. | | | | |

| | | | | | |
|-------------------------------------|---|-----------|-----------|---|-------------------------|
| Goal 4 | Academic Achievement - <u>Science Proficiency</u> In cross-cohort performance, students who are continuously enrolled (1 October) will exceed MCA proficiency rates in reference to comparable schools. Year 1: same%; Year 2: 5%; Year 3: 7%; Year 4: 10%; Year 5: 12%. | | | | |
| Contract Year | FY2019 | FY2020 | FY2021 | FY2022 | FY2023 |
| Goal Percentage | <i>Target: Same</i> <u>All Students</u> Skyline Academy 0% Nellie Stone Johnson Elementary 33.3% Dugsi/Midway Star Academy 18.8% | N/A COVID | N/A COVID | <i>Target: +10%</i> <u>All Students</u> Skyline Academy 12.5% Nellie Stone Johnson Elementary 16.1% Dugsi/Midway Star Academy 18.2% | <i>Target: +12%</i> |
| Annual % (Increase/ decrease) | Baseline | NA | NA | Skyline Academy | Skyline: 0.0% |

| | | | | | |
|--------------------|--|--|--|---|--|
| decrease) | | | | +12.5% Nellie Stone Johnson Elementary -17.2% Dugsi/Midway Star Academy -0.7% | Nellie Stone Johnson Elementary: 11.1% Dugsi/Midway Star Academy: 13.7% |
| Goal (Met/Not Met) | Not Met | | | Not Met (Skyline to meet goal would be 28.1%) | Not Met |
| School Comment | Skyline's science proficiency rate decreased by 12.5%. | | | | |

| | | | | | |
|------------------------------|--|-----------------------|------------------------|------------------------|------------------------|
| Goal 5 | Attendance The School will have a measurable goal of 95% average daily attendance every year. | | | | |
| Contract Year | FY2019 | FY2020 | FY2021 | FY2022 | FY2023 |
| Goal Percentage | 95% Skyline: 99.86% | 95% Skyline: 94.5% | 95% Skyline: 95.12% | 95% Skyline: 95.95% | 95% Skyline: 94.82% |
| Annual % (Increase/decrease) | Baseline | -0.5% | 0.62% | +0.83% | -1.13% |
| Goal (Met/Not Met) | | Not Met | Met | Met | Not Met |
| School Comment | The school's goal of 95% average daily attendance was just missed by 0.18 percentage points. | | | | |

| | |
|---------------|---|
| Goal 6 | Teacher Satisfaction and Confidence 90% of teachers will indicate that |
|---------------|---|

| | | | | | |
|-------------------------------------|---|-----------------------------|-----------------------------|--|--|
| | they “agree” or “strongly agree” (using a Likert scale survey model) that the School fosters a professional environment that encourages innovation and creativity in special reference to professional autonomy and collaboration. | | | | |
| Contract Year | FY2019 | FY2020 | FY2021 | FY2022 | FY2023 |
| Goal Percentage | 90% | 90% | 90% | 90% | 90% |
| Annual % (Increase/ decrease) | Teachers were not surveyed in FY2019 | Teachers were not surveyed. | Teachers were not surveyed. | The FY2022 teacher survey wasn't given. Teachers will be surveyed in the Spring of 2023. | The FY2023 teacher survey wasn't given. Teachers will be surveyed in the Spring of 2024. |
| Goal (Met/Not Met) | Not Met | Not Met | Not Met | Not Met | Not Met |
| School Comment | | | | | |

| | | | | | |
|-------------------------------------|---|---------------|-------------------------|---------------------------|---------------|
| Goal 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 the student achievement and well being. | | | | |
| Contract Year | FY2019 | FY2020 | FY2021 | FY2022 | FYF2023 |
| Goal Percentage | 90% | 90% | 90% | 90% | 90% |
| Annual % (Increase/ decrease) | Not surveyed. | Not surveyed. | 50 parents surveyed but | Survey was not completed. | The parent/gu |

| | | | | | |
|--------------------|---------|---------|------------------------------------|---------|--|
| decrease) | | | the goal's question was not asked. | | ardian satisfaction survey was not given in FY23. Families will be surveyed in Spring of 2024. |
| Goal (Met/Not Met) | Not Met | Not Met | Not Met | Not Met | Not Met |
| School Comment | | | | | |

| | | | | | |
|------------------------------|--|--------|--------|--------|---------|
| Goal 8 | Skyline Math & Science Academy will perform 5% or better in the NWEA/MAP comparable to schools similar to its student populations | | | | |
| Contract Year | FY2023 | FY2024 | FY2025 | FY2026 | FYF2027 |
| Goal Percentage | 90% | 90% | 90% | 90% | 90% |
| Annual % (Increase/decrease) | | | | | |
| Goal (Met/Not Met) | | | | | |
| School Comment | N/A NWEA does not provide this information for other schools. | | | | |

| | | |
|--------------------------------|-----------|--------|
| FY19 | Statewide | School |
| Average Progress Toward Target | 61.4% | 48.9% |

| | | |
|-----------------------------------|------------|------------|
| Percentage of EL's Meeting Target | 40.1% | 26.1% |
| FY20 | Statewide | School |
| Average Progress Toward Target | N/A--COVID | N/A--COVID |
| Percentage of EL's Meeting Target | N/A--COVID | N/A--COVID |
| FY21 | Statewide | School |
| Average Progress Toward Target | N/A--COVID | N/A--COVID |
| Percentage of EL's Meeting Target | N/A--COVID | N/A--COVID |
| FY22 | Statewide | School |
| Average Progress Toward Target | 53.1% | 56.2% |
| Percentage of EL's Meeting Target | 27.9% | 27.3% |
| FY23 | Statewide | School |
| Average Progress Toward Target | 47.3% | 47.8% |
| Percentage of EL's Meeting Target | 28.9% | 15.0% |

Improvement Plans

Skyline uses multiple measures to determine school district progress in striving to create the world's best workforce; specifically progress towards these 6 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

World's Best Workforce

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website. [Annual Reports – Skyline Math and Science Academy \(skylinemsa.org\)](#)

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders: N/A

Provide the direct website link to the A&I materials: N/A

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. *The annual meeting was held November 29, 2022.*

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2022-23 SY: N/A

Goals and Results

All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

| Goal | Result | Goal Status |
|---|---|---|
| <p>Provide the established SMART goal for the 2022–23 SY.</p> <p>50% of Kindergarten students will meet their target growth score as indicated on the Spring 2023 NWEA Math assessment.</p> | <p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>1 out of 12 (8.33%) Kindergarten students met their target growth score.</p> | <p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> |

All Students Ready for School

| Goal | Result | Goal Status |
|--|---|---|
| <p>Provide the established SMART goal for the 2022–23 SY.</p> <p>50% of Kindergarten students will meet their target growth score as indicated on the Spring 2023 NWEA Reading assessment.</p> | <p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>1 out of 17 (5.88%) Kindergarten students met their target growth score.</p> | <p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> |

All Students in Third Grade Achieving Grade-Level Literacy.

Note: Due to legislative changes, Third Grade Literacy will not be a WBWF goal area beginning with the 2023-24 school year.

| Goal | Result | Goal Status |
|--|---|---|
| <p>Provide the established SMART goal for the 2022–23 SY.</p> <p>Third Grade Achievement Reading: 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%.</p> <p><i>Comparable school is Nellie Stone Johnson (NSJ) and Dugsi/Midway Star (DMS)</i></p> | <p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>2019: 8.7% (SMSA) 23.4%(NSJ) 23.1% (DMS)</p> <p>2020: N/A</p> <p>2021: N/A</p> <p>2022: 15.4% (SMSA) 3.1%(NSJ) 23.5% (DMS)</p> <p>2023: 10.0% (SMSA) 10.7%(NSJ) 43.3%(DMS)</p> | <p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> |

| Goal | Result | Goal Status |
|--|---|---|
| <p>Provide the established SMART goal for the 2022–23 SY.</p> <p><i>At least 50% of third grade students will achieve their NWEA MAP Reading Growth Targets.</i></p> | <p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>2 out of 16 or 12.5% of third grade students met their NWEA MAP reading growth target.</p> | <p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> |

Close the Achievement Gap(s) Between Student Groups

| Goal | Result | Goal Status |
|---|--|---|
| <p>Provide the established SMART goal for the 2022–23 SY.</p> <p>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%.</p> <p><i>Comparable school is Nellie Stone Johnson (NSJ) and Dugsi/Midway Star (DMS)</i></p> | <p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>% of all students demonstrated proficiency on the MCA Reading assessment per year:</p> <p>2019: 20%(SMSA) 18.89% (NSJ) 21.7% (DMS)</p> <p>2020: N/A</p> <p>2021: N/A</p> <p>2022:25.81%(SMSA) 17.86%(NSJ) 20.1% (DMS)</p> <p>2023: 13.8%(SMSA) 13.3%(NSJ) 35.2%(DMS)</p> <p>While Skyline did not meet the target goals for either year, we note that Skyline’s proficiency rate was higher each year than the comparable school.</p> | <p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> |

| Goal | Result | Goal Status |
|---|--|---|
| <p>Provide the established SMART goal for the 2022–23 SY.</p> <p>Academic Achievement - Math Proficiency: In cross-cohort performance, students who are continuously enrolled (1 October) will exceed MCA Math proficiency rates in reference to comparable schools. Year 1: same%; Year 2: +5%; Year 3: +7%; Year 4: +10%; Year 5: +12%.</p> <p><i>Comparable school is Nellie Stone Johnson (NSJ) and Dugsi/Midway Star (DMS)</i></p> | <p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>% of all students demonstrated grade level proficiency on the spring MCA Math assessment.</p> <p>2019: 6.7% (SMSA) 27.2% (NSJ) 18.8%(DMS) 2020: N/A 2021: N/A</p> <p>2022: 8.9% (SMSA) 8.6% (NSJ) 15.1% (DMS)</p> <p>2023: 5%(SMSA) 8.9% (NSJ) 33.7%(DMS)</p> | <p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> |

All Students Graduate

| Goal | Result | Goal Status |
|--|---|--|
| <p>Provide the established SMART goal for the 2022–23 SY.</p> <p>N/A</p> | <p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> | <p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> |

