



**SKYLINE MATH AND  
SCIENCE ACADEMY**

# Annual REPORT

2023-2024



<https://skylinemsa.org/>



(612) 200-9916



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## School Information

### Contact Information

Skyline Math and Science Academy

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Minneapolis, MN 55406

Phone: (612) 200-9916

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### History

Year Opened 2018

### Grades Served

Kindergarten to 6<sup>TH</sup> Grade.

### Program Focus:

Rigorous curriculum, cultural pedagogy, positive relationships between students, families, and school

## Mission and Vision

### **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.



# Authorizer

**James Zacchini**  
**Executive Director**  
**james.zacchini@guildschools.org**  
**(612) 564-5115**  
**323 Washington Ave N**  
**Minneapolis, MN 55401**

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.



## Statutory Purposes

SMSA meets the statutory purposes as stated in 124E.01 PURPOSE AND APPLICABILITY. The primary purpose of Skyline is to improve the learning achievement, and success of all students. 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.

Additional purposes include:

1. *Increase quality learning opportunities for all students*: 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 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 a voice to advocate student learning, and to enjoy autonomy in their teaching and while proposing innovative ideas to the school management team.

# Student Enrollment & Demographics

## Dissemination of Information

Skyline Math and Science Academy uses several methods to share information and attract new students. We spread the word through various channels to ensure that prospective families have access to the information they need. Our school information is shared through word of mouth, community meetings, and parent information nights. Additionally, our school website and regular newsletters provide up-to-date information about our programs, events, and achievements.

Number of Students Enrolled	2021-22	2022-23	2023-24
Kindergarten	25	35	21
1st Grade	48	27	37
2nd Grade	33	28	32
3rd Grade	41	30	42
4th Grade	32	30	33
5th Grade	39	30	28
6th Grade	26	31	23
Total	233	211	216
Total ADM (Average Daily Membership) for year			215.23



## DEMOGRAPHICS

Demographic Trends	2023-24
Total Enrollment	215
Special Education	9
English Learners	168
Free/Reduced Priced Lunch	196
Black/African American	215
Hispanic/Latino	0
Asian/Pacific Islander	0
American Indian/Alaskan Native	0
White, Not of Hispanic Origin	0
Two or More Races	0

### Student Attendance, Attrition, and Enrollment Process

Brief narrative on attendance and attrition trends

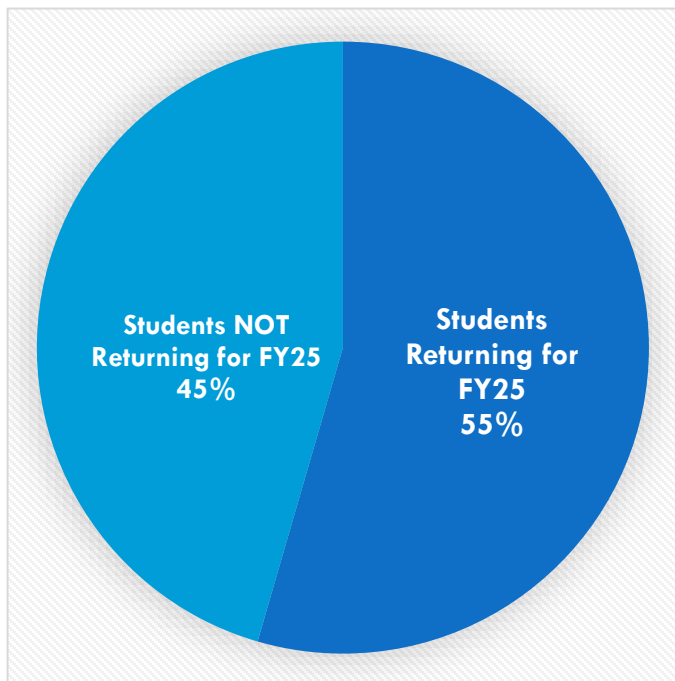
#### Student Attendance Rate

Year	Student Attendance Rate
2023-24	89.66%

## Student Attrition

Description	Number
Students who were in attendance on October 1, 2023	186
of those students remained until the end of the school year	181
Students who left the school after October 1, 2023	5
New students enrolled after October 1, 2023	38
Total students who were enrolled on June 1, 2024	220
Students who were enrolled on June 1, 2024 and re enrolled in September of 2024.	118

## Student Retention Rates



# of Students Eligible to Return for FY25	# of Students Returning for FY25	% of Students Returning FY25
220	118	55%

# Governance and Management

## Board of Directors

The Skyline Academy Board of Directors is responsible for the overall governance of the school. The School Board is the primary decision-making body on matters concerning the development and implementation of all school policies. The Board provides leadership for policy development, regularly reviews academic performance, evaluates the executive director, and monitors student, parent, and staff satisfaction. The following table lists the governing board for the 2023-24 school year.

Name	Seat Type	Role	Term Ends	Contact
Mohamud Muse	Community	Treasurer	6.1.2024 Resigned 2.24	mohamud.muse@skylinemsa.org
Noor Abdilahi	Community	Member	6.1.2024 Resigned 2.24	noor.abdilahi@skylinemsa.org
Yonis Abdi	Parent	Board Chair	6.1.2024	yonis.abdi@skylinemsa.org
Khalid Warsamec	Teacher	Secretary	6.1.2025	khalid.warsamec@skylinemsa.org
Asad Muse	Community	Vice-Chair	6.1.2024 Removed 1.30.24	asad.muse@skylinemsa.org
Abdirahim Haji	Community	Member	seated 1.30.24	abdirahim.haji@skylinemsa.org
Jibril Omar	Community	Member	seated 1.30.24	jibril.omar@skylinemsa.org
Ayan Mohamud	Community	Member	seated 1.30.24	ayan.mohamud@skylinemsa.org

## Board Training and Development

Possessing the necessary knowledge in key areas such as finance, policy, legal, personnel, and education is essential for a board to be effective. Therefore, Skyline Academy Board of Directors participate in training annually to ensure all members have the necessary knowledge to be informed and proficient members. Each year, all board members complete a self-evaluation to identify gaps in their knowledge of governance. A board development plan is then created and training is provided throughout the year based on the needs identified in the survey. The tables below indicate the initial training completed by new board members and the annual training completed by all board members during FY24.

### Initial Training

New Board Members	Met Requirement? Took the first training within 6 months of being seated and continued all 3 meetings within 12 months of being seated.		
New Board Member	Roles and Responsibilities	Financial Management	Employment Law
Jibril Omar	Evaluate Progress Towards Goals, March 25, 2024, MNCharterboard	Adopt a Budget June 24, 2024 MNCharterboard	Evaluating the School Leader, January 29, 2024, MNCharterBoard
Abdirahim Haji	Evaluate Progress Towards Goals, March 25, 2024, MNCharterboard	Adopt a Budget June 24, 2024 MNCharterboard	Evaluating the School Leader, January 29, 2024, MNCharterBoard
Ayan Mohamud	Evaluate Progress Towards Goals, March 25, 2024, MNCharterboard	Adopt a Budget June 24, 2024 MNCharterboard	Evaluating the School Leader, January 29, 2024, MNCharterBoard



Continuing Board Member	Met Requirement? Continuing Board members need to receive at least one training annually.
1. Yonis Abdi (Chair, Parent)	<ul style="list-style-type: none"> <li>• Adopting a World's Best Workforce Plan, September 25, 2023, MNCharterBoard</li> <li>• Approve the Annual Report and WBWF Summary Report, October 30, 2023, MNCharterBoard</li> <li>• Evaluating the School Leader, January 29, 2024, MNCharterBoard</li> <li>• Adopt a Budget, June 24, 2024, MNCharterboard</li> </ul>
2. Mohamud Muse (Treasurer, Community Member)	<ul style="list-style-type: none"> <li>• Adopting a World's Best Workforce Plan, September 25, 2023, MNCharterBoard</li> <li>• Approve the Annual Report and WBWF Summary Report, October 30, 2023, MNCharterBoard</li> <li>• Evaluating the School Leader, January 29, 2024, MNCharterBoard</li> </ul>
3. Noor Abdilahi (Community Member)	<ul style="list-style-type: none"> <li>• Adopting a World's Best Workforce Plan, September 25, 2023, MNCharterBoard</li> <li>• Approve the Annual Report and WBWF Summary Report, October 30, 2023, MNCharterBoard</li> <li>• Evaluating the School Leader, January 29, 2024, MNCharterBoard</li> </ul>
4. Khalid Warsamee (Secretary, Teacher)	<ul style="list-style-type: none"> <li>• Adopting a World's Best Workforce Plan, September 25, 2023, MNCharterBoard</li> <li>• Approve the Annual Report and WBWF Summary Report, October 30, 2023, MNCharterBoard</li> <li>• Evaluating the School Leader, January 29, 2024, MNEvaluate Progress Towards Goals, March 25, 2024, MNCharterboardCharterBoard</li> <li>• Adopt a Budget, June 24, 2024, MNCharterboard</li> </ul>

## **Board Election**

SMSA announced the upcoming election during the board meeting on January 29, 2024. At the subsequent meeting on March 25, 2024, all nominations were approved, and the nominees were shared with the community. The election took place on June 3, 2024, with all eligible voters encouraged to participate. Four seats were available for election. The board confirmed the election results at the meeting on June 24, 2024. The following individuals were elected to serve three-year terms starting July 1, 2024, and ending June 30, 2027:

- Yonis Abdi
- Ayan Mohamud
- Abdirahim Haji
- Jibril Omar

## **Professional Development of the School Leader**

This past year, Mr. Abdi, the Executive Director, engaged in comprehensive professional development to enhance his leadership skills and stay abreast of best practices in education. His training focused on key areas, including Family and Community Engagement, Crisis Prevention Intervention (CPI) and CPR Training, English Language Learner (ELL) Support and Instruction, Technology Integration and Digital Literacy, and Teacher Recruitment, Retention, and Professional Development.

## **Parent Satisfaction**

To gain deeper insights into our families' perspectives and better address their needs, we conduct an annual family survey. The results from our FY24 survey were very positive:

- 85.71% of families expressed satisfaction with the quality of education their children are receiving at SMSA, indicating they either agreed or strongly agreed with this statement.
- An equal percentage (85.71%) of families agreed or strongly agreed that SMSA provides a safe learning environment for their children.

# Staffing

## Non-Licensed Staff for FY24

Name	Assignment	Not returning FY25
Ayube Mohamed	EA	Yes
Amal Hussein	EA	Yes
Abdullahi	Paraprofessional	Yes
Mohamed Hassan	Office	Yes
Abdulkadir Omar	Office	Yes
Sahro Aden	Food	Yes
Fatuma Said	Paraprofessional	Yes

## Licensed Staff for FY24

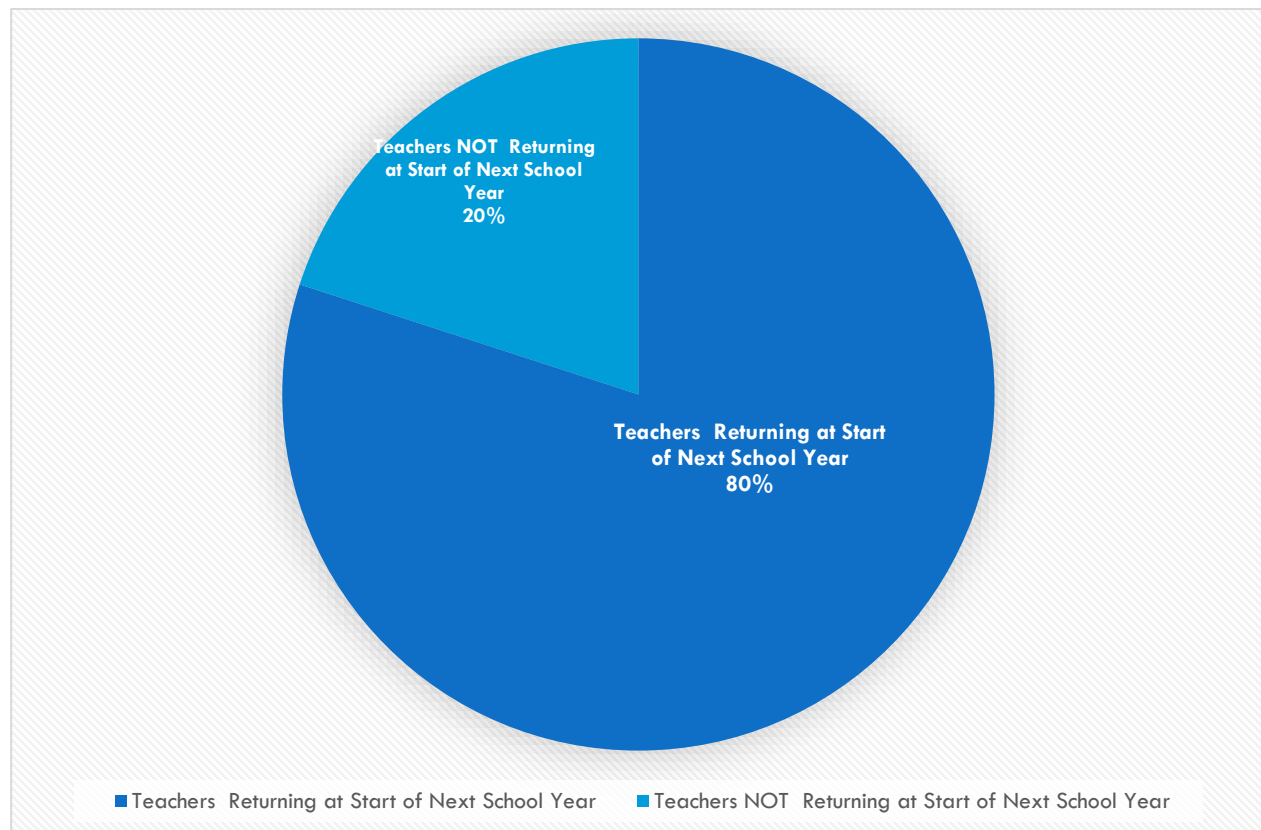
Name	File Folder Number	Assignment	Not returning FY25
Abdirahman Abdulle	477470	Principal	Yes
Saed Warsame	1036060	5th Grade	Yes
Sadiyo Abdi	1021750	Kindergarten	Yes
Dhaha Nur	1037304	1st Grade	No
Nimo Afyare	1019822	2nd Grade	Yes
Khalid Warsame	1021789	6th Grade	Yes
James Filter	334383	Sped	Yes
Abdinasser Ahmed	498984	ELL	Yes
Ayan Ahmed	1032998	3rd Grade	No
Steve Wicht	486942	ELL	Yes



## Staff Retention:

SMSA's goal is to retain a majority of its employees. To obtain this goal, we have created a supportive school culture where our teachers feel valued, respected, and connected. We encourage teachers to collaborate with one another and to learn from each other. We provide support for our teachers that include professional development, mental health resources, and a stable work life balance. The table below shows that 80.0% of teachers returned to SMSA for the 2024-25 school year.

School Year	# Teachers Employed at End of School Year	# Teachers Returning at Start of Next School Year	Retention Rates
FY24	10	8	80.0%



# Professional Development

In order to support continued teacher learning and to build a deep understanding of best teaching practices, SMSA offers various professional development opportunities throughout the year. Our goal is to ensure our teachers feel supported in their jobs as this leads to job satisfaction and ultimately teacher retention.

## School-Wide Professional Development Workshops

SMSA provides professional development throughout the year to support teachers and support staff in a variety of areas. Each August, staff meet for 2 weeks to participate in intensive workshops that focus on providing best strategies and practices for teaching our students. 8 more additional professional training sessions are offered throughout the year focusing on literacy and instruction. All professional development is guided by the immediate instructional needs as identified through the various assessments and observation tools utilized by SMSA.

## Professional Learning Communities (PLC)

The purpose of PLCs is to improve student learning by promoting collaboration. Working together, teachers analyze data and develop strategies and interventions to help students master standards and skills. Each PLC is focused on identifying what students are doing well, areas for improvement, developing strategies for improvement, and developing an action plan. All SMSA teachers participate in weekly PLC meetings.

## Instructional Coach

The Instructional Coach at SMSA supports teachers with literacy instruction by collaborating to identify areas for growth, providing feedback on instructional practices, and offering resources/strategies. The Instructional Coach observes classroom instruction, models lessons, and helps teachers analyze data to inform instructional decisions. The Instructional Coach's main goal is to help teachers improve their instructional practices so that all students are making academic growth and meeting academic standards.

## Individual Growth Plan (IGP)

As part of the teacher evaluation system, each teacher is required to complete an Individual Growth Plan (IGP). The IGP is a personalized, teacher-driven goal that aims to improve teacher effectiveness in the classroom. In collaboration with the evaluator, and in alignment with the school's contractual goals, each teacher commits to setting at least one goal for the school year. Throughout the year, the evaluator and teacher meet to discuss and reflect on the progress of the goal(s). This consistent monitoring, discussion, support, and reflection provides teachers the opportunity to identify both their strengths and their areas for improvement, and to take ownership of their own professional growth.

## EL and SPED Teacher Support

English Language (EL) and Special Education (SPED) teachers offer supplementary assistance to students who meet the criteria for these services. Currently, SMSA employs 2 EL teachers and 1 SPED teacher. Individualized programs and services are tailored to each student's unique requirements and are developed in accordance with their Language Instruction English Program (LIEP) or Individual Education Plan (IEP). Furthermore, EL and SPED teachers collaborate with classroom teachers by suggesting techniques and tools that can help support students in the mainstream educational environment. Through a collaborative effort, the classroom teacher, EL teacher, and SPED teacher work together to ensure that every student receives the essential support needed for academic improvement.



# Finances

For questions regarding school finances and for complete financials for 2023-24 and/or an organizational budget for 2024-25, contact:

**Name:** Ukee Dozier

**Position:** Consulting Business Manager – School Management Services

**Contact info**

**Phone:** 612-802-6919

**Email:** [UDozier@schoolmanagementservices.org](mailto:UDozier@schoolmanagementservices.org)

School Management Services provides accounting services for Skyline Math and Science Academy.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education.

FY24 Finances	Fund 1	Fund 2
Total Revenues	\$3,970,998.68	\$256,947.29
Total Expenditures	\$4,362,906.70	\$235,277.60
Net Income	\$-391,908.02	\$21,669.69
Total Fund Balance	\$-419,740.41	\$28,772.73

## Overview

School Management Services transitioned in to take over business services for Skyline in January 2024. The original adopted budget projected an end of year surplus, however, wasn't a representation of the true financial picture. In the early goings of the transition, it was recognized that the expense activity to date was trending at a pace projecting to exceed the FY24 adopted budget. Expense adjustments through mid-year staff and non-labor reductions were done to reduce the projected deficit spend.

Enrollment also was a bit off target, ending with a -15 ADM variance from projections. Original ADM Projection: 230 – End of Year Unaudited ADM:

## **Revenues**

Total Fund 1 unaudited revenue totals \$3.97 million. State basic aid, excluding SPED and Lease Aid, makes up \$2.83m or 71% of total revenue. State Special Education Aid makes up the second largest categorical aid at \$652k or 16%, while Lease Aid is third at \$268k or 7% of total revenue. The final two categories of revenue are Federal at \$194k or 5%, and Local revenue which makes up 1% of total revenue at \$24.5k.

Total Fund 2 unaudited revenue totals \$257 thousand. Revenue received in FY24 consisted of only State and Federal sources. Federal made up 98% of total revenue received at \$252k while State sources made up the remaining 2% at \$5k.

## **Expenses**

Total Fund 1 unaudited expenditure totals \$4.36 million. Salaries and Benefits total \$2.55 million or 59% of the total cost in FY24. This cost is made up of licensed, support and administrative staff labor costs. Other traditional costs of labor like business services, technology, and some SPED related curriculum are all contracted expenditures which are accounted for within the Purchased Service object series. Purchase services is the second largest category of expense at 26% or \$1.1m. Of this amount, \$424k is tied to contracted services as mentioned above. Capital expenditures is the third largest expense totaling \$517k or 12%, which is mostly related to the building lease cost of \$501k. Supplies and Materials, Debt, and other expenses round out the remaining at \$177k or 3% of total cost.

Total Fund 2 unaudited expenditure totals \$235 thousand. Salaries and Benefits make up only 20% of total expenditures at \$47k. The remaining 80% of expenditures tied to food and supplies which accounts for \$188k of total costs within Fund 2 child nutrition.

## **Net Surplus or Deficit and Fund Balance**

Skyline Math and Science Academy has a board approved fund balance policy of 20-25% The Fund 1 fund balance at the beginning of FY24 is \$37,533 while the Fund 2 beginning fund balance is \$7,103. The FY24 financial picture has led to a significant decrease of fund balance in Fund 1 with an increase in fund balance in Fund 2. The FY25 budget planning process consisted of significant reductions and cost control measures to increase the general fund, fund balance through a budgeting 175k budgeted surplus with additional unplanned expense contingency. The school also has expectations of increasing enrollment through a state approved online curriculum in FY25. This enrollment increase is already being recognized in early October MARSS enrollment numbers. The expectation for FY25 is to decrease the fund balance deficit by more than 50% by the end of FY25, with a positive end of year fund balance projection in FY26.

# Educational Approach and Curriculum

SMSA's program and instruction model are an evidence-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.

## 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.

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 EL 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.

# Innovative Practices and Implementation

At SMSA, we have the following innovative practices in place to improve the educational program for all students:

## **Data Driven Instruction**

PLCs meet weekly. During these weekly PLC meetings, teachers look at grade level and classroom assessment data to identify specific standards and objectives where students are struggling and excelling. This information is then used to develop strategies for improving student learning. Together, administration and staff, review the data from NWEA and MCA to see how our students are performing. NWEA data is used to track student growth and to identify specific skills students may be struggling with. MCA data is used to compare our students' learning to that of the state and Minneapolis. Results from all assessments are used to guide us on the next steps we need to take to improve student learning.

## **Job Embedded Professional Development**

We provide PD days throughout the school year. All staff begin in August, 2 weeks prior to students starting, to engage in PD sessions that are grounded in best practices and strategies. We also offer 8 more schoolwide PD sessions that are focused on literacy and math instruction, and EL development. An instructional coach provides follow-up coaching sessions and feedback throughout the year to help teachers grow and improve in their practice. PLCs are another time for teachers to engage with colleagues and learn about effective strategies and lessons from their peers. Each teacher also develops an individual growth plan (IGP) annually. The

## **Multi-Tiered System of Support**

SMSA implements evidence-based interventions based on a multi-tiered system of support. This MTSS system gives ALL students equal opportunity and access to grade level content during whole group instruction while still addressing specific need areas during small group instruction. The MTSS consists of three tiers: Tier 1 provides high-quality classroom instruction and periodic screening, Tier 2 offers small-group interventions for students needing additional support, and Tier 3 provides intensive individual or small-group interventions for students with significant skill deficits. Progress is closely monitored through weekly assessments and periodic screenings, with data informing personalized plans and intervention adjustments. Students can exit interventions when they demonstrate grade-level proficiency or consistent progress, ensuring targeted support to maximize student learning.

# Academic Performance

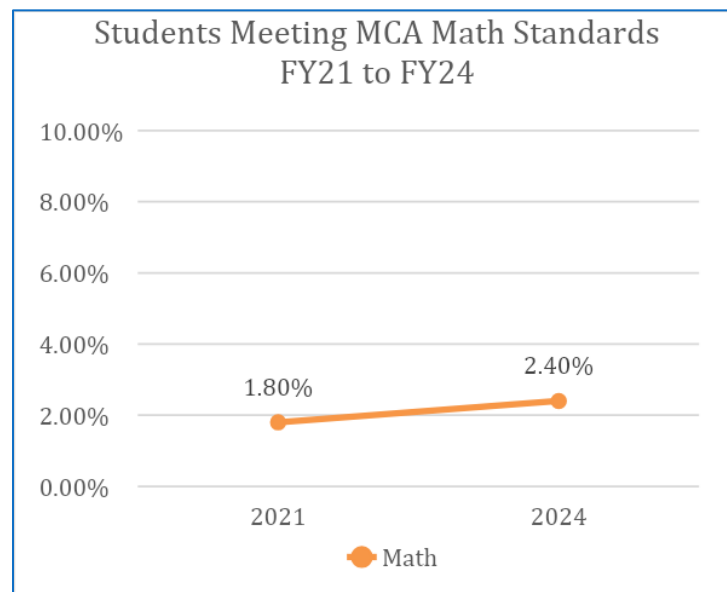
In 2023-2024, Skyline Math and Science Academy used assessments to compare proficiency to other schools and to determine students' achievement level, college readiness, and individual growth. The assessments include:

- MCA
- NWEA
- ACCESS

In addition to these nationally normed assessments, SMSA monitored student learning through weekly assessments aligned with the core curriculum. MobyMax and IXL provided additional data points that helped teachers develop lesson plans and interventions based on students' needs. The information that follows provides a summary of SMSA's academic performance for the 2023-24 school year.

## MCA

SMSA looks at data over time to ensure our students are continuously progressing and improving in academic achievement. Our students have made slight progress in Math from 2021 to 2024. Additionally, in FY21, less than 5% of students were proficient in Science. In FY24, that percentage doubled to 10.5%.



*Chart 1:* The percentage of Skyline students who met MCA Math Standards has increased from 1.8% in FY2021 to 2.4% in FY2024.

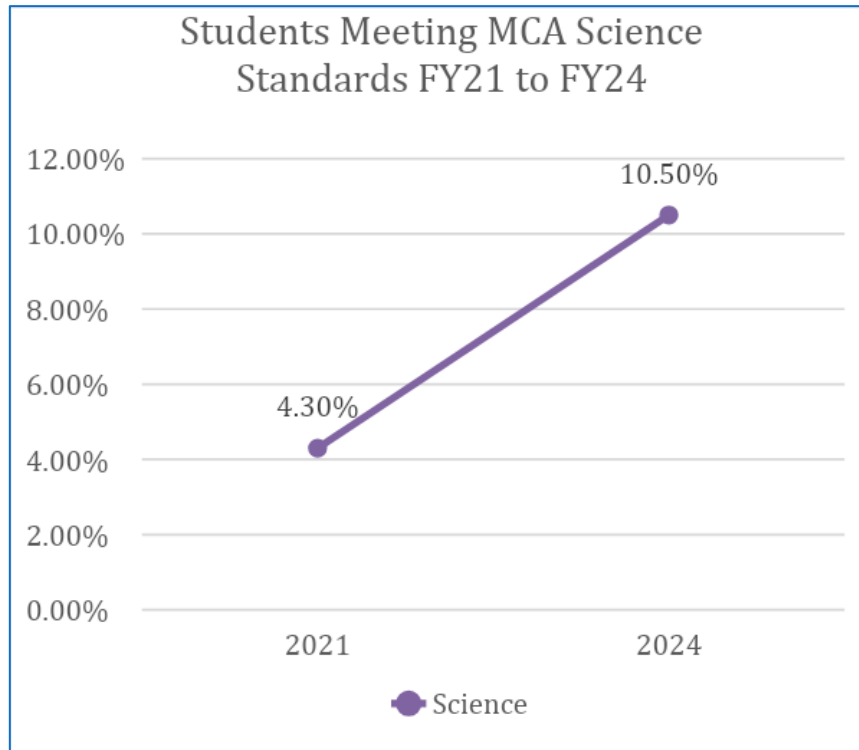
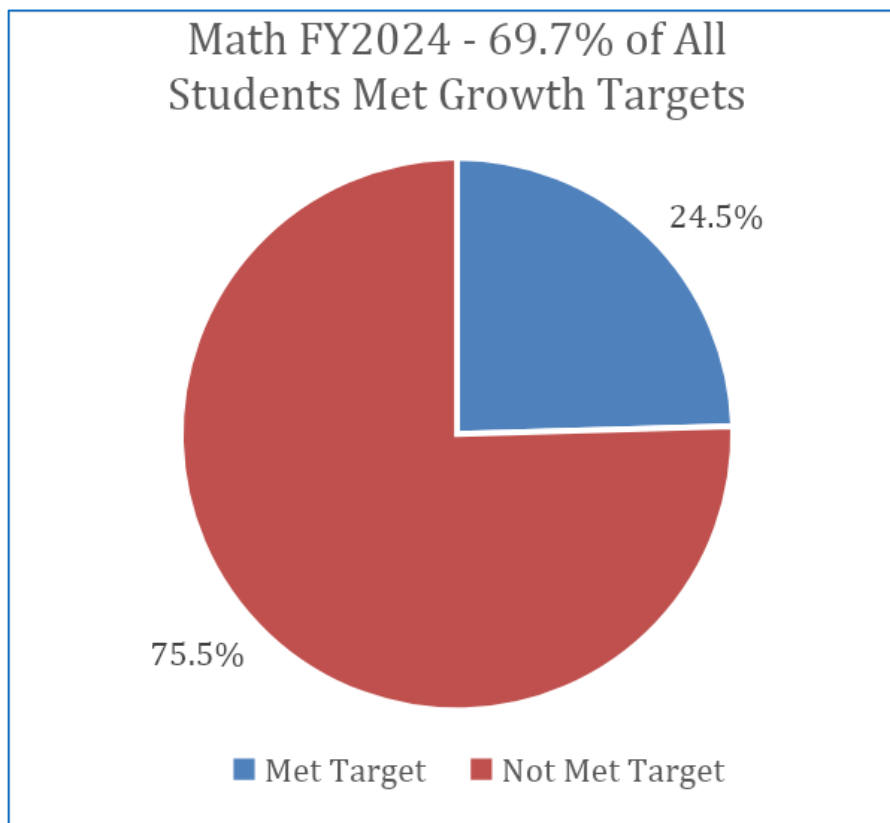


Chart 2: The percentage of Skyline students who met MCA Science Standards has increased significantly from 4.3% in FY2022, to 10.5% in FY2024.

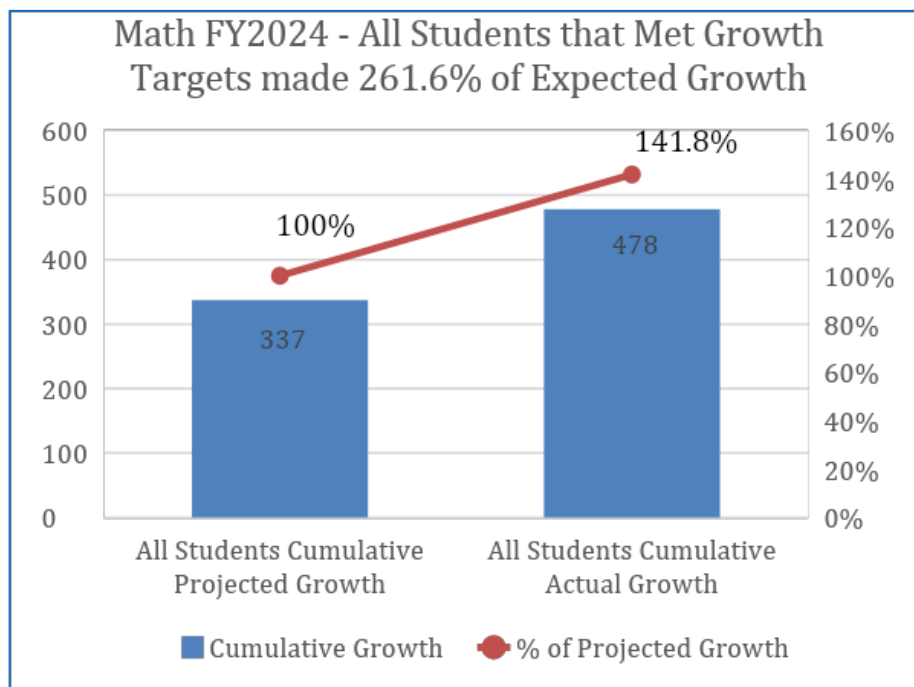
## NWEA

The Measures of Academic Progress (MAP) assessment, developed by NWEA, measures student achievement in core subjects like mathematics, reading, and language usage. As part of SMSA's evaluation process, students participate in this assessment twice annually, once in the fall and again in the spring. The primary objective is to track student progress throughout the year, enabling teachers to tailor instruction to meet individual students' needs.

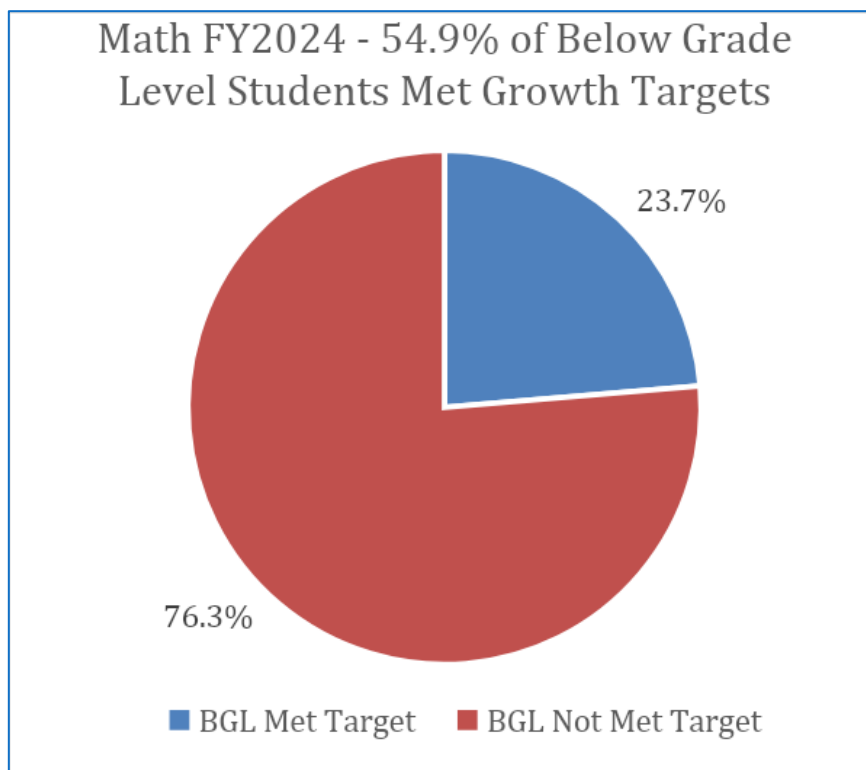
The NWEA assessment also provides a national comparative analysis, benchmarking SMSA's students in math and reading against peers nationwide. By comparing student growth to peers in similar grades and circumstances, the system generates percentile rankings. A key performance indicator is when over 50% of a school's students achieve their Growth Targets, signifying performance above the national average. This benchmark allows Skyline Math and Science Academy to evaluate its effectiveness in driving student achievement, comparing to schools across the country.



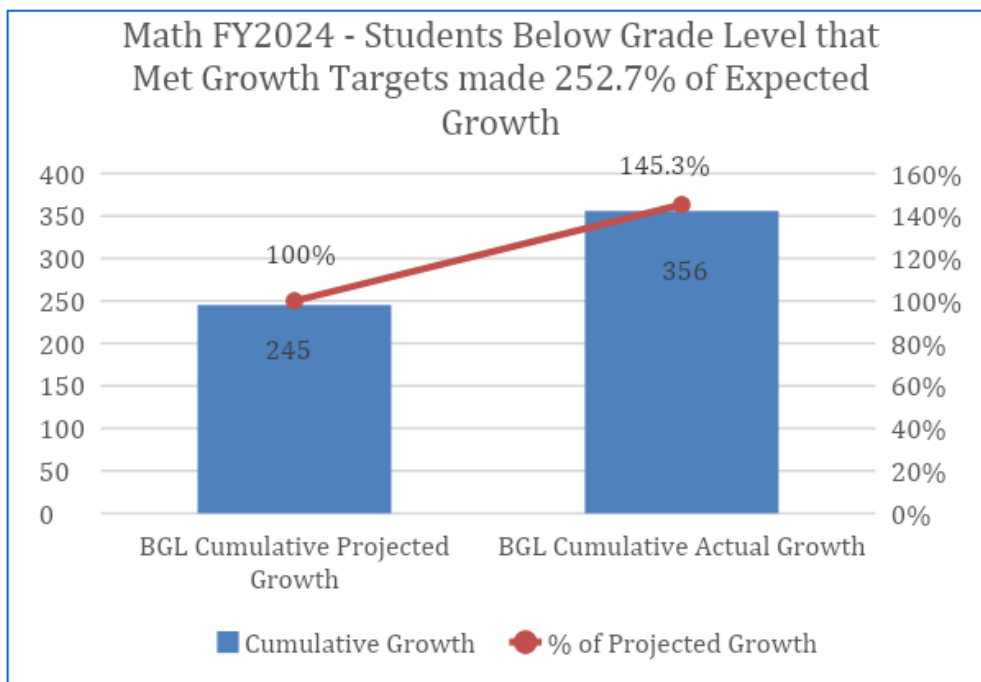
**Chart 3:** 24.5% of all Skyline students (27/110 students) met or exceeded their growth target in Math from Fall 2023 – Spring 2024. This is significantly below the 50% national average.



**Chart 4:** Of the Students who made their growth targets they collectively made 141.8% of the expected growth in Math from Fall 2023 to Spring 2024. This is significantly above the 100% national average level.



**Chart 5:** 23.7% of the students that were Below Grade Level (22/93) met or exceeded their growth target in Math from Fall 2023 – Spring 2024! This result is significantly below the national average



**Chart 6:** The Below Grade Level students who made their growth targets collectively made 145.3% of the expected growth in Math from Fall 2023 to Spring 2024. This again is significantly above the 100% national average level.

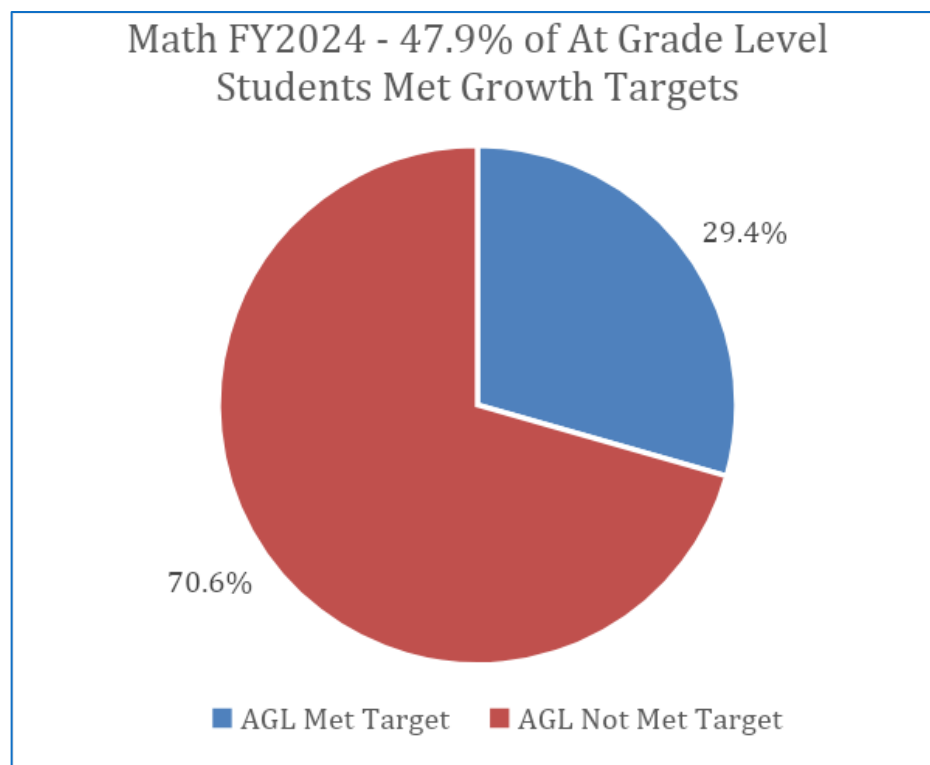


Chart 7: 29.4% of the students that were At Grade Level (5/17) met or exceeded their growth target in Math from Fall 2023 – Spring 2024. This result is significantly below the 50% national average.

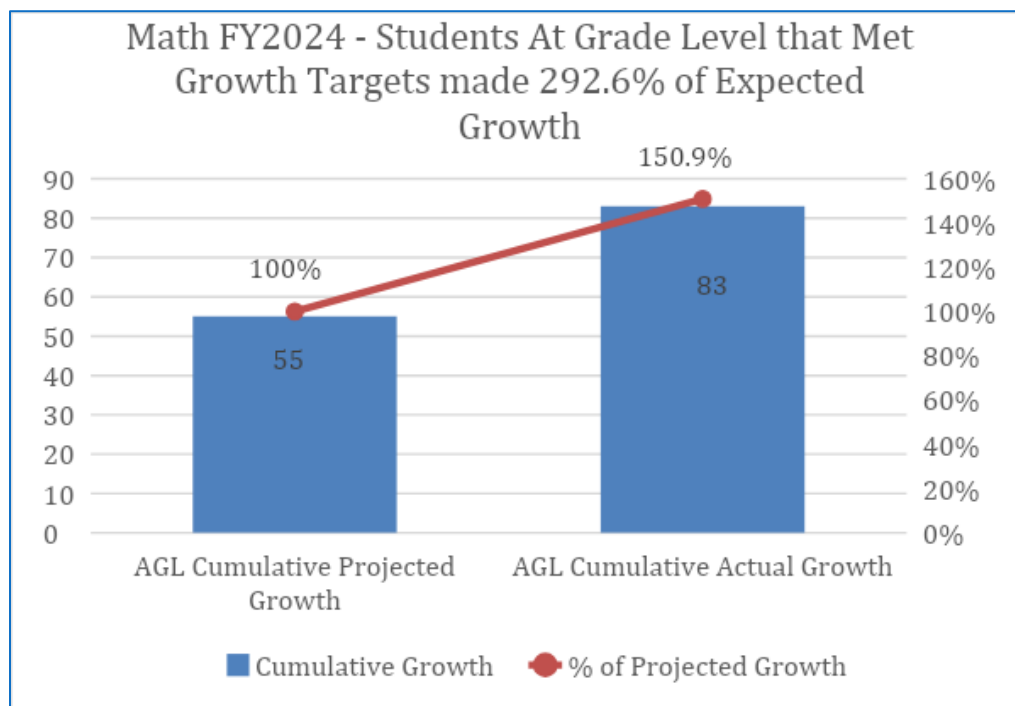
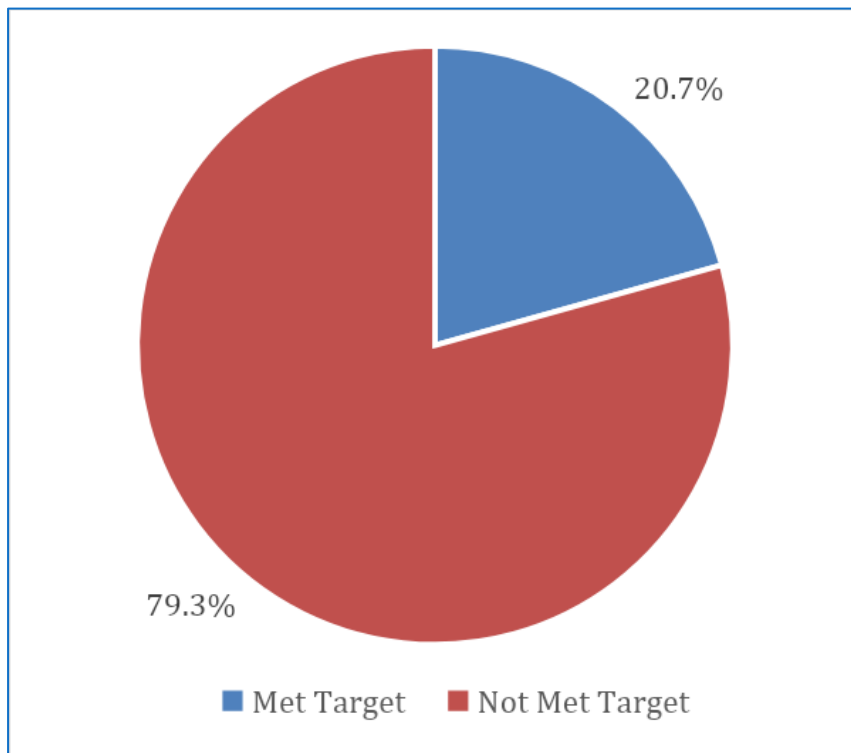
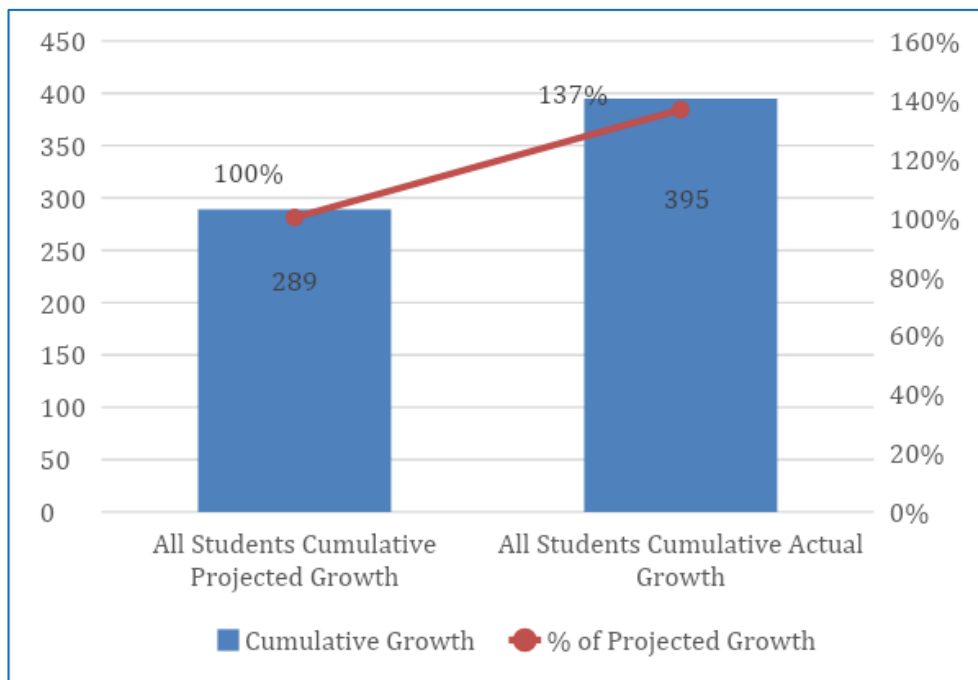


Chart 8: Looking closer, the At Grade Level Students who met their Growth Targets made 151.0% of Expected Growth. This is substantially better than the 100% national average (projected) growth.





**Chart 9:** 20.7% (24/116) of All Students met or exceeded their growth target in Reading from Fall 2023 – Spring 2024. This is significantly below the 50% national average.



**Chart 10:** The Students who made their growth targets collectively made 136.7% of the expected growth in Math from Fall 2023 to Spring 2024. This is significantly above the 100% national average level.

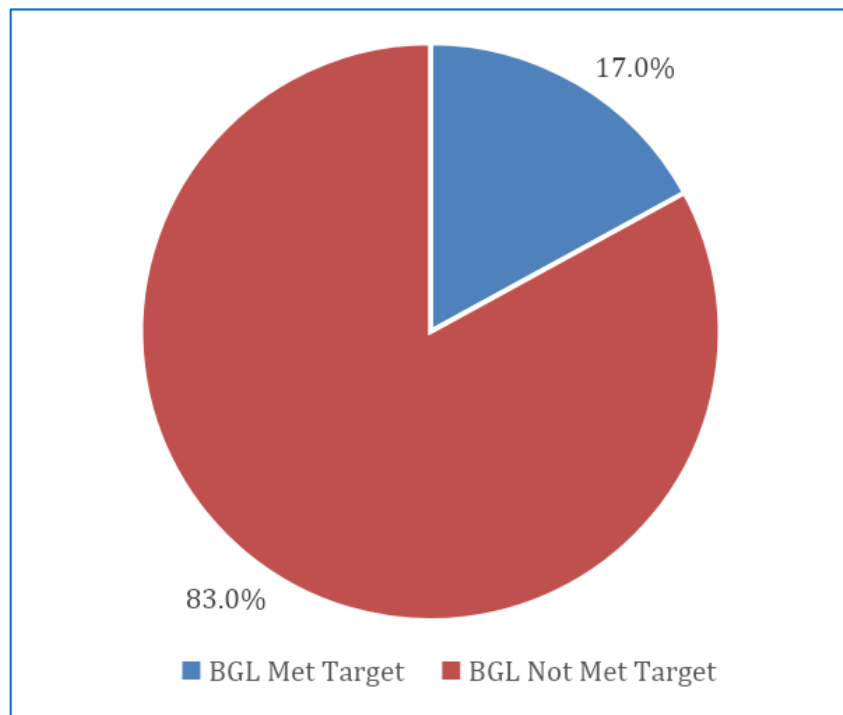


Chart 11: 17.0% (16/94) of the students that were Below Grade Level met or exceeded their growth target in Reading from Fall 2023 – Spring 2024. This result is significantly below the national average.

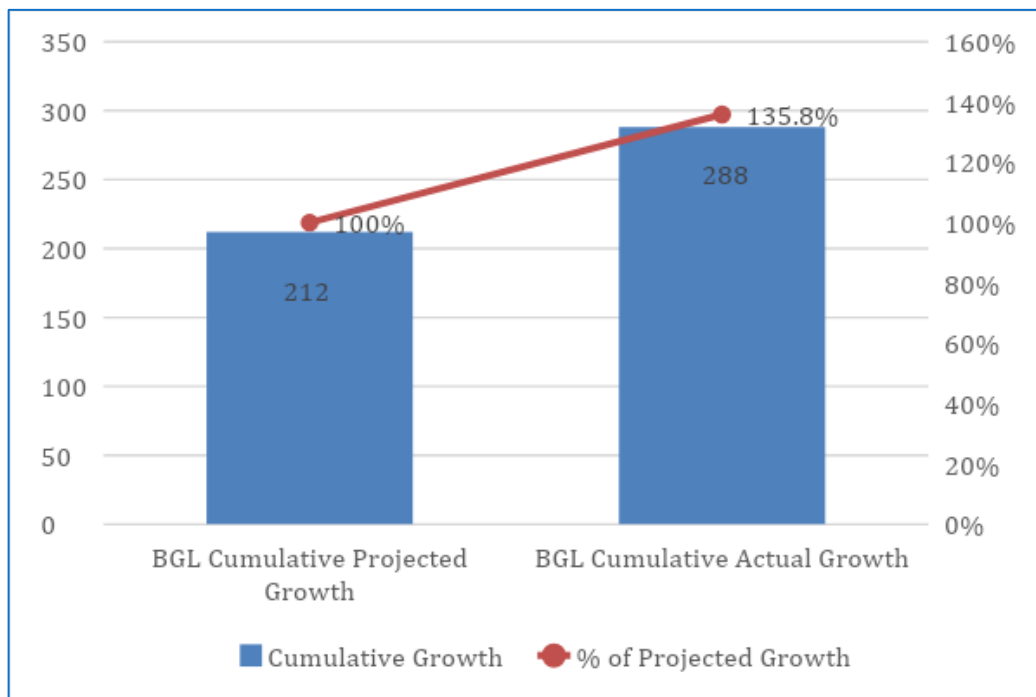
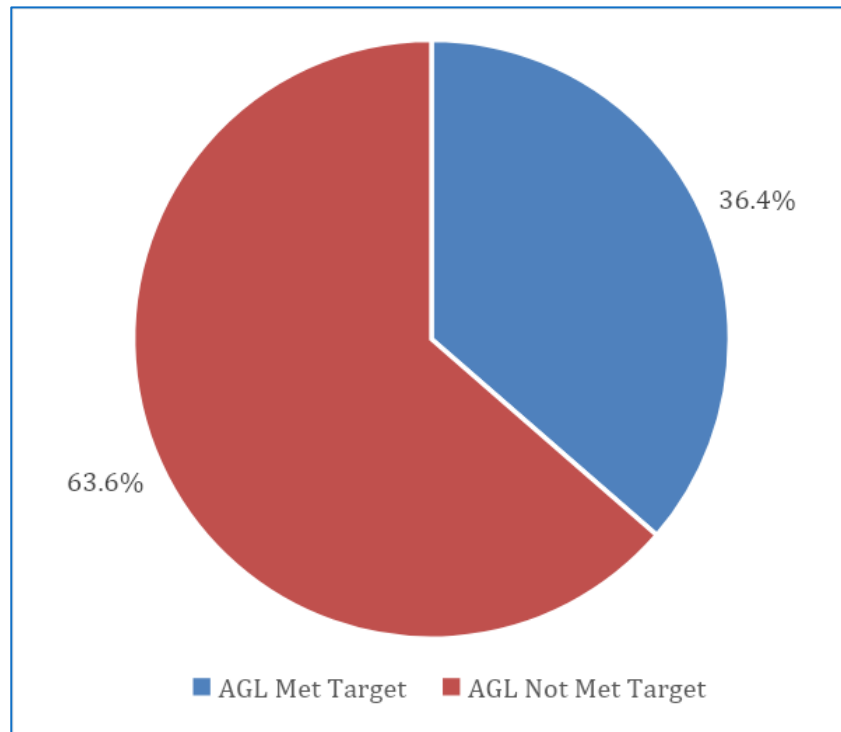
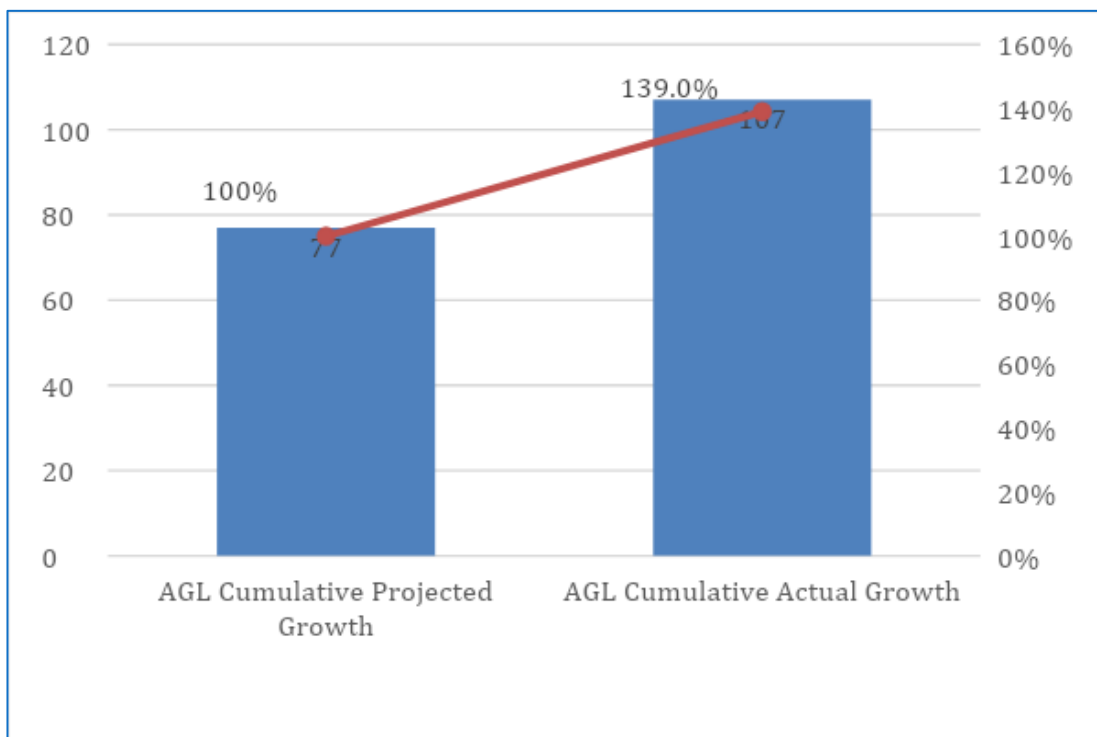


Chart 12: These same Below Grade Level students collectively made 135.8% of the growth that was expected in Reading from Fall 2023 to Spring 2024. This is significantly above the 100% national average (Projected) level.



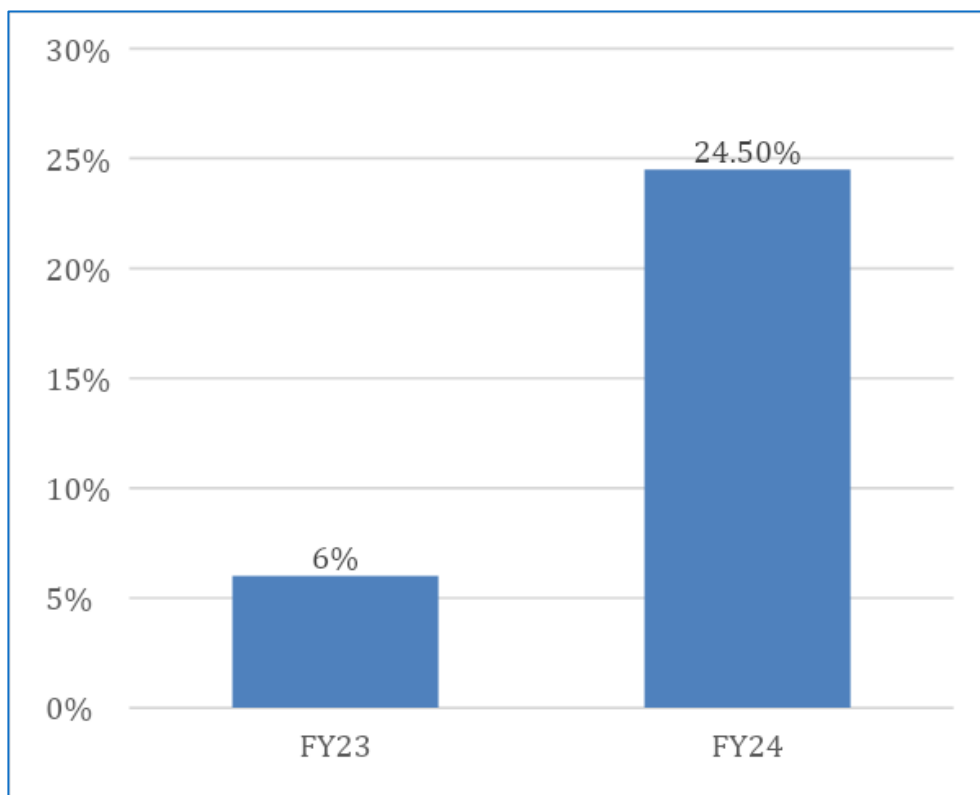
*Chart 13:* 36.4% (8/22) of the At Grade Level students met or exceeded their growth target in Math from Fall 2023 – Spring 2024. This result is significantly below the national average.



*Chart 14:* The same At Grade Level students who made their growth targets collectively made 139.0% of the growth expected in Reading from Fall 2023 to Spring 2024. This is substantially above the 100% national (Projected) average.

## Contract Goals

Authorizers and schools work together to develop a performance contract. This contract is used as a guide to ensure the school is maintaining high standards for school performance in the areas of academics, climate, operations, and finance. Authorizers and schools work together to determine the percentage of goals that need to be met in order to gain contract renewal. SMSA is in its first year of its 3 year contract. Below are some highlights from the contract. See Appendix A for a summary of all agreed upon academic goals with the Guild.



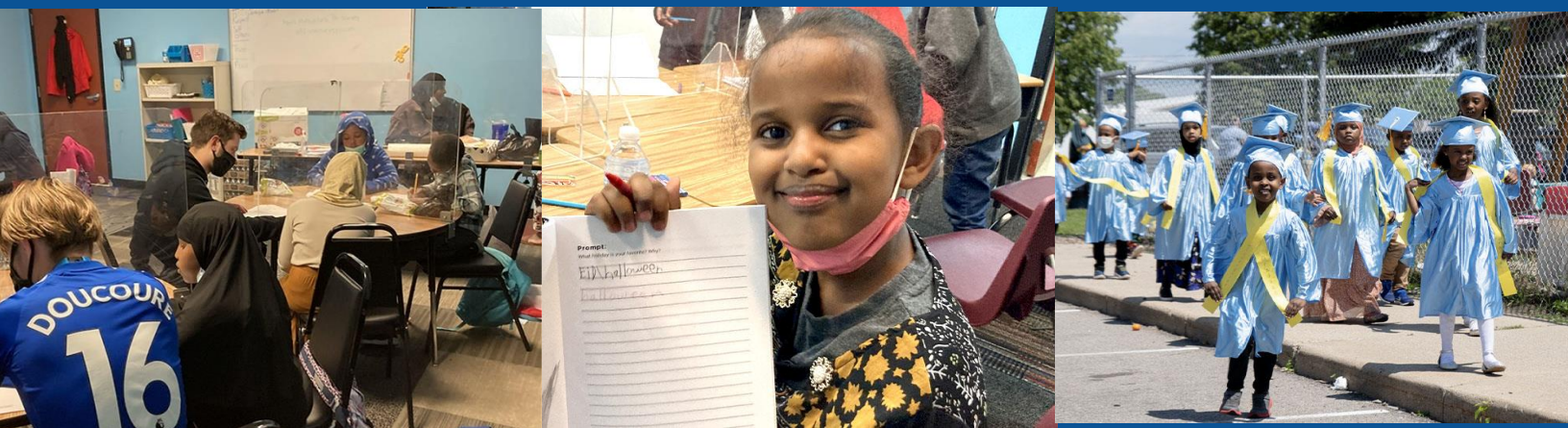
*Chart 15:* The percentage of Skyline Students who met their NWEA Math Growth Targets increased from 6.0% in FY23 to 24.5% in FY24. This is a significant increase of 18.5% points.

## WBWF Summary

Passed in 2013 under Minnesota statutes, section 120B.11, the development and implementation of World's Best Workforce (WBWF) is meant to ensure that school districts and charter schools in Minnesota enhance student achievement. As a result, school boards that govern districts and charter schools are required to develop a comprehensive, long term strategic plan that supports and improves teaching and learning. All strategic plans must address the following WBWF goals:

- All children are ready for school
- All racial and economic achievement gaps between students are closed
- All students are ready for career and college
- All students graduate from high school (For schools serving grades 9-12)

Each district and charter school creates its own plan to prepare all students for school and align a standards-based curriculum with classroom instruction, so that students are career and college ready at graduation. In FY24, SMSA drafted 6 WBWF goals to monitor and evaluate our students' academic achievement levels. See appendix B for the school's full WBWF summary report.



## Future Plans

In FY25, we are pleased to announce that we will be adding an online program for students in grades 4-6! Gathering feedback from the school community, an online learning option had been expressed. Utilizing a Skyline teacher, our online families are able to access the same educational programs as our in-person students. As we pilot the program this year, we will monitor student progress and make adjustments before expanding the program to additional grade levels in future years.

In addition, all SMSA classroom teachers, EL teachers, and SPED teachers will participate in MDE approved literacy training provided by CAREIALL: Advancing Language and Literacy – Center for Applied Research and Educational Improvement (CAREI University of Minnesota). Teachers will participate in about 60 hours of training this coming school year to gain a better understanding of the latest evidence-based practices in literacy instruction. Furthermore, we adopted a new universal screener, Dibels mCLASS, which measures foundational skills as well as characteristics of dyslexia. This new tool will be used to help identify students that may need additional support in reading as well as provide targeted interventions to SMSA students.

As we look ahead and prepare additional future plans, we'd like to grow our campus to serve students through 12th grade by the year 2026. We also have plans to introduce a Parent Counseling program, offering much needed support to families. Additionally, we will introduce on-campus tutoring programs to provide targeted academic assistance. We are also committed to enhancing our support services for at-risk and homeless students, ensuring they receive the resources needed to succeed. These plans and efforts for future programs have been carefully planned and designed to help all students thrive academically, socially, and emotionally, and reach their full potential.

## Appendix A

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 *Student Achievement Level*, third grade students will increase the 'exceeded' and 'met' categories annually by 5% points (20% points in total) from FY24 to FY27.				
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
8.7%	3.6%			

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
baseline is 13.8% (BLA) baseline is 4.8% for EL 12.5% (FRP)	Black: 9.0% EL: 9.2% FRP: 8.7%			



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	FY2026 Baseline plus 15 percentage points	FY2027 Baseline plus 20 percentage points
baseline is 3.2%	2.4%			

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
6%	24.5%			

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
23%	20.7%			

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%	10.5%			

## Appendix B

### WBWF Summary Report

The World's Best Workforce (WBWF) was developed in 2013 (Minnesota Statutes 2023, section 120B.11) to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning support. School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plans that address the following four WBWF goals:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

School districts and charter schools are also required to report on the progress made towards these goals. Below you will find the WBWF summary that documents SMSA's goals and our results.

### 2023–24 Comprehensive Achievement and Civil Readiness (CACR) Annual Summary Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the Minnesota Education Grant System (MEGS). You can copy your responses from this template into MEGS.

If your district or charter does not utilize ESEA funds and complete ESEA reporting within MEGS, please submit an electronic copy of this form to

District or Charter Name: Skyline Math and Science Academy

WBWF Contact: Abdirahman Abdulle

Title: Executive Director

Phone: 612.200.9916

Email: [abdirahman.abdulle@skylinemsa.org](mailto:abdirahman.abdulle@skylinemsa.org)

## Annual Report

CACR 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.

Provide the direct website link to the district's CACR annual report. If a link is not available, describe how the district disseminates the report to stakeholders: SMSA holds an annual meeting public every year to review goals and outcomes from the previous year as well as communicate the plan for continuous improvement for the upcoming year. The annual report is also posted on the school's website.

## Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. *Report on this measure for the 2023-24 SY.*

CACR 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.

Provide the date of the school board annual public meeting to review progress on the CACR plan for the 2023-24 SY: January 29, 2024

## All Students Ready for School

Goal	Result	Goal Status
Provide the established SMART goal for the 2023-24 SY. 50% of Kindergarten students will meet grade level standards as indicated on Spring Reading NWEA.	Provide the result for the 2023-24 SY that directly ties back to the established goal. 28.60% of Kindergarten students met grade level standards as indicated on Spring Reading NWEA.	<i>Check one of the following:</i> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

### All Students Ready for School

Goal	Result	Goal Status
Provide the established SMART goal for the 2023-24 SY. 50% of Kindergarten students will meet grade level standards as indicated on Spring Math NWEA.	Provide the result for the 2023-24 SY that directly ties back to the established goal. 21.40% of Kindergarten students met grade level standards as indicated on Spring Math NWEA.	<i>Check one of the following:</i> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

### Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Provide the established SMART goal for the 2023-24 SY. From a FY23 baseline, students in grades 3-6 will increase their composite score 20 percentage points from FY23-FY27 or 5% annually on Math MCAs	Provide the result for the 2023-24 SY that directly ties back to the established goal. Math proficiency scores decreased by 0.2% from FY23 to FY 24. FY23 :2.0% FY24: 1.8%	<i>Check one of the following:</i> <input type="checkbox"/> On Track (multi-year goal) <input checked="" type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

### Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Provide the established SMART goal for the 2023-24 SY. From a FY23 baseline, students in grades 3-6 will increase their composite score 20 percentage points from FY23-FY27 or 5% annually on Reading MCAs	Provide the result for the 2023-24 SY that directly ties back to the established goal. Reading proficiency rates decreased by 3.6% from FY23 to FY24. FY23: 12.6% FY24: 9.0%	<i>Check one of the following:</i> ___ On Track (multi-year goal) _X_ Not On Track (multi-year goal) ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

### All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2023-24 SY. 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 on the Math NWEA assessment.	Provide the result for the 2023-24 SY that directly ties back to the established goal. The percentage of students meeting their growth target on the Math NWEA assessment increased by 18.5%. FY23: 6% FY25: 24.5%	<i>Check one of the following:</i> __X_ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

### All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2023-24 SY.</p> <p>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 on the Reading NWEA assessment.</p>	<p>Provide the result for the 2023-24 SY that directly ties back to the established goal.</p> <p>The percentage of students meeting their growth target on the Reading NWEA assessment decreased by 2.3%.</p> <p>FY23: 23.0%</p> <p>FY24: 20.7%</p>	<p><i>Check one of the following:</i></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>