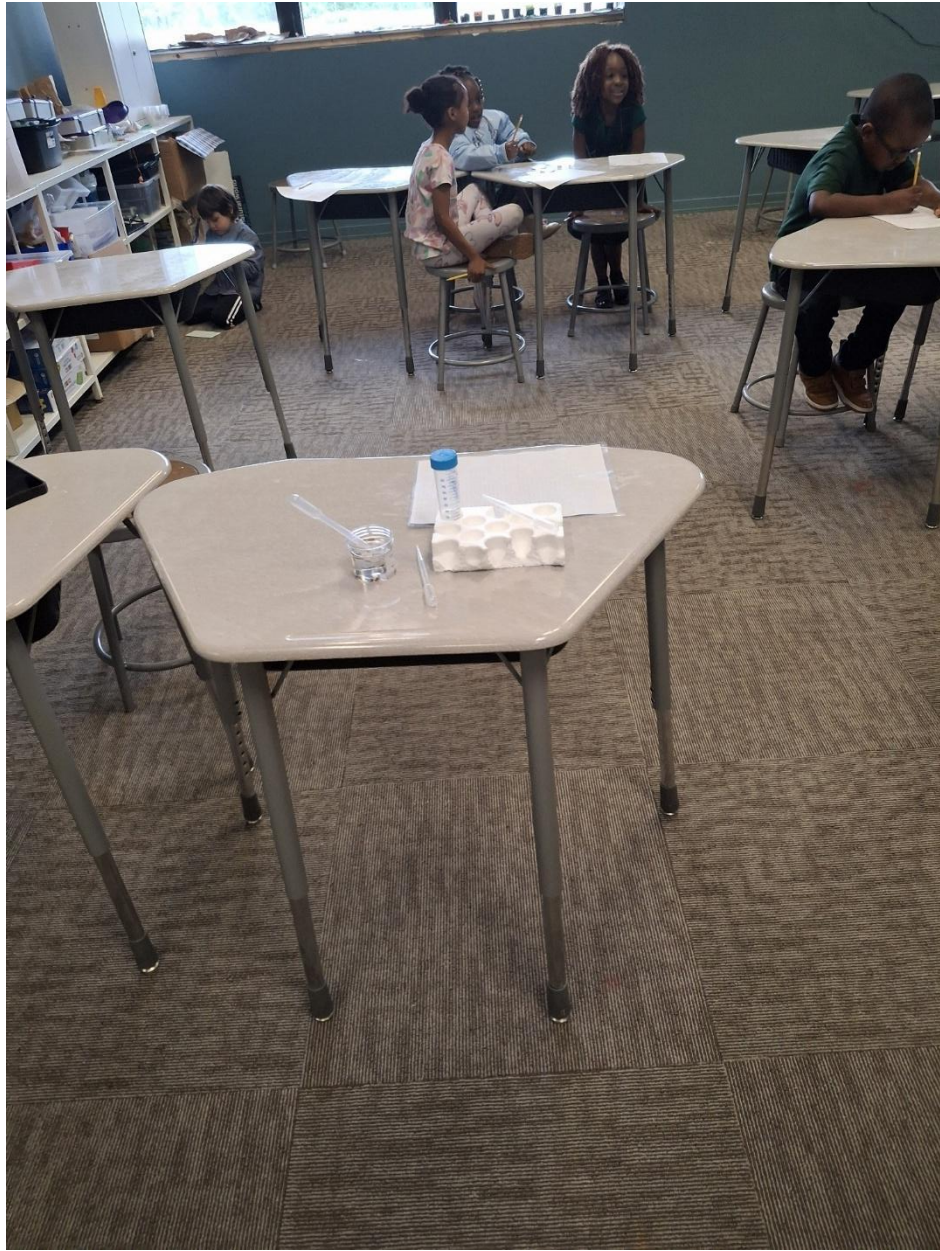


Comprehensive Achievement and Civic Readiness (CACR) Annual Summary Report

INNOVATION SCIENCE AND TECHNOLOGY ACADEMY









Comprehensive Achievement and Civic Readiness and FY 25 Annual Report to meet requirements.

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Innovation Science and Technology Academy Charter School will develop talented student innovators using a cutting-edge curriculum with the collaborative support of staff, parents, and community. The collaborative culture and healthy school climate will foster personalized learning and ignite the power of imagination and creativity in our students, who will grow to be critical thinkers, problem solvers, and agents of change.

New Charter School Opens in Coon Rapids -
YouTube https://m.youtube.com/watch?v=C_J0thuUhhk

I. INTRODUCTION

This annual report is presented in fulfillment of the requirement of public charter schools set forth by the Minnesota Department of Education. It is also intended to provide information to the staff and families of Innovation Science and Technology Academy, the Minnesota Department of Education, our authorizer Novation Education Opportunities (NEO), and the general public.

Individual student progress is measured and documented through formal and informal classroom assessments and used as a tool to develop instructional strategies. Achievement is reported through documentation provided by the NWEA Measures of Academic Progress (MAP) and Minnesota Comprehensive Assessments (MCAs).

Mission Statement

Innovation Academy is committed to providing a quality, STEM education, The staff in collaborative efforts with the parents/guardians work to develop student innovators who will grow to be future STEM professionals

Vision Statement

To develop globally conscious student innovators.

Purpose:

The statutory purpose is to develop globally conscious student inventors who will grow to be critical thinkers and problem solvers and change the world. The law provides that a *charter school's purpose* is to enhance students' learning opportunities and achievement, improve teaching opportunities and methods, or improve *school* accountability measures. Innovation is committed to an educational program that will grow our students academically, socially and emotional and thus improve their learning and achievement. Innovation will employ a highly qualified, diverse staff who have high estimates of student achievement through recruitment, training and ongoing systematic evaluation.

In implementing the purpose, Innovation Academy will leverage hands-on science activities to provide the students the opportunity to do, build, create and connect the learning to real world situations. At Innovation Academy, the instructional approach will be to merge direct instruction with personalized and hands-on learning. Students will be encouraged to take ownership of their learning in a teaching -learning environment that utilizes student self-assessment, goal setting, timely feedback, a multi-tiered system of support for continuous improvement and high expectations for all students.

In effectively implementing the hands-on learning, Innovation Academy will adopt the following 7-steps that will improve students' literacy, math, science, technology and social skills.

1. Identifying- students work together to identify problems to explore related to science themes
2. Understanding- students examine the causes of the problems through research
3. Ideating- students devise plans for ways to work together solve the problems
4. Designing- students develop the plans that include identifying necessary

resources

5. Building- students enact the plan together to the extent possible and evaluate their solution

6. Testing- students discover if their plan is working as intended and re-visit the original plan

7. Communicating- students record and explain their solution through writing and presenting to others

Innovation Academy provides a Prekindergarten Instructional Program that integrates science, technology, engineering, and mathematics (STEM) programming featuring lab work and innovation projects to ignite a lifelong passion for STEM in the young innovators early.

The additional purposes of the school are to

- 1) Increase quality learning opportunities for all pupils.
- 2) Encourage the use of different and innovative teaching methods
- 3) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

In implementing the additional purposes, Innovation Academy adopts research-based curriculum and highly aligned curriculum including Open Up for ELA, Morphology for phonics, Dibels (mCLASS for Dibels assessment, Capti for ReadBasix assessment. Literacy cuts across all the content areas, Innovation Academy is committed to full compliance with MN Read Act. in fostering the literacy skills of our young innovators. Innovation Academy is data driven and never relents in its efforts to use data to make informed decisions and for continuous improvement.

Innovation Academy will leverage hands-on science activities to provide the students with the opportunity to do, build, create and connect the curriculum learning to real world situations. At Innovation Academy, the instructional approach will be to merge direct instruction with personalized and hands-on learning. Students will be encouraged to take ownership of their learning in a teaching -learning environment that utilizes student self-assessment, goal setting, timely feedback, a multi-tiered system of support for continuous improvement and high expectations for all students.

Innovation Academy uses Multi-Tier System of Support(MTSS) to provide students with the researched based interventions (Tier support) needed to meet the needs of our diverse learners. Three times per year, data will be utilized to reevaluate student placement. The intervention team, teachers, and administration will collaborate thrice yearly to examine the program and placements. Data collection and analysis occur once per week. Students will be provided with a minimum of 4X30-minute interventions per week according to their grade level & needs. The intervention team, teachers, and administration will collaborate thrice yearly to examine the program and placements. Data collection and analysis will occur weekly at our weekly PLCs. The Professional Learning Community (PLC) is about building the collective capacity to create a professional learning community within a school community that is focused on learning for all. Teachers bring student work, collect and analyze student data for continuous improvement.

Staff will be supported with focused professional development which includes required PDs for Capti testing and mCLASS Dibels. The administrators will ensure the supervision of the classes and provide feedback to teachers to maximize teaching and learning in the school. Assessments will be provided periodically to check for academic growth in our students. The assessments include NWEA, and teacher-made tests. Parent involvement is the key to student success. We have positive working relationships with our parents in best supporting our students. We need the support of our families in ensuring that students are engaged at school as well as extending the classroom learning home. Homework is one of the instructional strategies as we strive to close the achievement gap. Communication is a vital part of the process. There has to be constant communication between the teacher and the parent, to provide the support needed to accelerate student progress.

Special Education:

Innovation Academy will continue to provide specially designed instruction and related services to meet the needs of students eligible for special education services. We will continue to provide a Free and Appropriate Public Education (FAPE) through an eligible student's Individual Education Program (IEP).

The provision of special education and related services operates within the broader context of the general education curriculum and instruction. Though this situation has impacted the ability of local public agencies to fully implement the IEP, as written for some students. Now and during recovery, it is essential to provide FAPE and the provision for early intervention and special education services (IDEA) to the greatest extent possible. Parents of students with disabilities are a very important member, with a voice and are a decision maker, on the IEP team.

Maintain a focus on Social/Emotional Well-being:

In recovery efforts, now more than ever, it is evident that schools play a critical role in the overall whole-child development process and quality of life for families.

Section 504

Innovation Academy will continue to follow Section 504 in that we will provide appropriate accommodations through a 504 plan to students that have been deemed eligible. Now and during the recovery period it is essential that a Free and Appropriate Public Education (FAPE) is provided to meet the needs of the students.

Gifted

Innovation Academy recognizes the unique needs of our students in its Gifted program. The students Gifted Education Plan (GEP) will be implemented as, to the fullest extent possible.

English Language Learners (ELLs)

The equitable education of ELLs is safeguarded by various civil rights laws and policies, as well as by Every Student Succeeds Act (ESSA). Our school system is required to provide instructional assistance and services to enable ELs to attain English proficiency, develop high levels of academic language, and achieve at high levels in academic subjects. Our school system may need to be flexible and adapt their English Language Development (ELD) programs and service delivery models.

Strategies to Consider for Continuing English Language Development Services and Ensuring Access to General Education

- Provide small group and individual support based on each ELLs needs
- Use scaffolding instructional strategies
- Focus on developing productive language skills such as speaking and writing
- Use formative assessments to identify gap

Considerations for Outreach to Families of English Learners

- Provide documents to families of ELLs in an accessible format, including translated documents

- Build in time for translation in order to provide timely communication
- Consider personal check-ins with ELLs and families, using an interpreter if needed
- Explore strategies to increase the access and understanding of families to online instruction and resources
- Provide support for the social emotional needs of ELLs and families

Food Service

The Nutrition Program will follow all guidance from USDA, MDE and MDH, regarding safe operating and food service procedures. The Nutrition Program will adhere to current USDA school nutrition guidelines and practices.

Attendance:

Parents will be encouraged to ensure 100% attendance of our students because students cannot afford to be absent considering the instructional time lost to COVID-19 last year. Parents/guardians should follow screening guidelines and not send their children to school if they are sick. Family vacations and trips should be scheduled during our scheduled holidays and breaks (refer to the school calendar on the school website).

AUTHORIZER INFORMATION

Innovation Academy is pleased to have the opportunity to function under the authorization of NEO (Novation Education Opportunities). Contact information for NEO:

www.neoauthorizer.org

3432 Denmark Ave. #130

Eagan, MN 55123

612-889-2103

We submit this Annual Report to NEO with gratefulness and in anticipation of many productive years to come.

II. STUDENT ENROLLMENT

In 2024-2025 there were 115 students enrolled at Innovation Academy Grade Level Enrollment

| <i>Grade Level</i> | <i>Number of Students</i> | <i>Number of Boys</i> | <i>Number of Girls</i> |
|--------------------|---------------------------|-----------------------|------------------------|
| Pre-Kindergarten | 15 | 5 | 10 |
| Kindergarten | 18 | 9 | 9 |
| First Grade | 6 | 4 | 2 |
| Second Grade | 11 | 4 | 7 |
| Third Grade | 14 | 9 | 5 |
| Fourth Grade | 12 | 8 | 4 |
| Fifth Grade | 15 | 10 | 5 |
| Sixth Grade | 9 | 5 | 4 |
| Seventh Grade | 9 | 7 | 2 |
| Eight Grade | 6 | 2 | 4 |
| Total | 115 | 63 | 52 |

The following chart provides demographic trends at Innovation Academy.

2024-2025

| | <i>2024-2025</i> |
|-------------------------------|------------------|
| <i>Total Enrollment</i> | 115 |
| <i>Male</i> | 63 |
| <i>Female</i> | 52 |
| <i>Special Education</i> | 10 |
| <i>African American</i> | 107 |
| <i>Hispanic</i> | 0 |
| <i>Asian/Pacific Islander</i> | 1 |

| | |
|------------------------|----|
| <i>White</i> | 3 |
| <i>American Indian</i> | 0 |
| <i>F/R Lunch</i> | 85 |
| <i>English learner</i> | 40 |

III. STUDENT ATTRITION

We began the school year with an enrollment of 75 students. The year ended with 115 students. Over time, we have experienced an upward trend in our enrollment during the course of the school year.

IV. GOVERNANCE AND MANAGEMENT

School Management

The Administrative Team includes the Director and Assistant Director. A system of checks and balances has been established for the financial accountability of the school.

Innovation Academy School's Board of Directors was established on December 13, 2019, when MDE approved the school as a charter school.

The Board of Directors' primary responsibility is to provide supervision of the school's Director and their decisions focus on all dimensions of the school's operation, including, but not limited to:

1. School philosophy, goals and objectives
2. School policy
3. Budget
4. Curriculum and instructional direction
5. Staffing
6. Long range planning
7. Communication (home, community, authorizer)
8. School enrollment and organization

The Innovation Academy Board of Directors consists of the following voting members:

1. 2 parent representatives
2. One teacher representative
3. 2 community representative
4. One Ex-Officio member: building administrator
5. 5 voting members total

Results of Annual Assessment of Board Performance

The results of Annual Assessment using Board Development Plan tool show that the board met more than 90% of the development plan for the year.

The members of the Board of Directors serve three-year renewable terms, with board elections taking place in July. A representative may serve two consecutive terms, after which there must be a one-year hiatus before serving on the Board of Directors again. The Board of Directors meets the second Wednesday of the month. Special meeting days and times, as determined by the Board of Directors, are publicly posted and announced to parents, staff, and community.

2024-2025 Board of Directors

| Name | Board Position (ex: Chair, Vice Chair, Treasurer) | Parent/Rep/Teacher/Community Member | Term Start Date | Term End Date | Email Address |
|------------------|---|-------------------------------------|-----------------|---------------|--|
| Frederick Kechia | Chair | Community Member | 7/1/2023 | 6/30/2026 | fkechia@innovationsta.org |
| Yien Douth | Community Member | Parent | 7/1/2023 | 6/30/2026 | ydouth@innovationsta.org |
| Khalid Ansari | Community Member | Parent | 7/1/2023 | 6/30/2026 | kansari@innovationsta.org |
| Adebimpe Diji | Community Member | Community Member | 07/01/2023 | 6/30/2026 | adiji@innovationsta.org |

| | | | | | |
|--------------|------------------|------------------|----------|-----------|--|
| Shukri Ahmed | Community Member | Community Member | 7/1/2023 | 6/30/2026 | sahmed@innovationsta.org |
|--------------|------------------|------------------|----------|-----------|--|

| First and Last Name | Position | Valid MN License | Folde r Number | Exp Date | Scope | Email |
|-----------------------|---|---|----------------|------------------|----------------------------|--|
| Dr. Omotoke Olatoye | Principal/ Director | Principal-K12 | 434156 | June 2022 & 2023 | Professi onal Admin/Tier 4 | oolatoye@innovationsta.org |
| Ms. Elizabeth Jingwa | Assistant Director | | | | | ejingwa@innovationsta.org |
| Ms. Oluwatobi Olatoye | PreK & KG | B-Grade 3 | 1037886 | June 2025 | Tier 1 | oluolatoye@innovationsta.org |
| Ms. Maricris Hisanza | 1 st & 2 nd | Elementary Education | 1038208 | June 2029 | Tier 4 | mhisanza@innovationsta.org |
| Ms. Maricris Hisanza | 3 rd | Elementary Education K-6 | 1038208 | June 2029 | Tier 4 | mhisanza@innovationsta.org |
| Dr. Frederick Kechia | 4 th and 5 th | Elementary Education K-6 Science 5-8 | 1034616 | June 2025 | Tier 1 | fkechia@innovationsta.org |
| Dr. Asfiya Shahab | Sped Teacher | Sped License B-Grade 3 | 1018801 | June 2025 | Tier 1 | ashahab@innovationsta.org |
| Fatoumata Dibba | Sped Teacher | Sped License | 1031878 | June 2024 | Tier 1 | fdibba@innovationsta.org |
| Samir Khan | 6 th -8 th Math Teacher | Math-5-12 | 1039136 | June 2024 | Tier 1 | skhan@innovationsta.org |
| Paul Vallentos | 5 th -8 th ELA Teacher | ELA 5-12 | 1036609 | June 2029 | Tier 4 | pvallentos@innovationsta.org |
| Amina Hussein | Education al | NA | NA | NA | NA | ahussein@innovationsta.org |

| | | | | | | |
|-----------------------|---|----|----|----|----|-----------------------------|
| | Assistant/ Paraprofessional | | | | | |
| Patience Banhin | Educational Assistant | NA | NA | NA | NA | pbanhin@innovationsta.org |
| Hibaaq Barkad | Educational Assistant/ Paraprofessional | NA | NA | NA | NA | hbarkad@innovationsta.org |
| Khojestah Alokozay | Educational Assistant | NA | NA | NA | NA | kalokozay@innovationsta.org |

| | | | | | | |
|-----------------|--------------------------|----|----|----|----|--------------------------|
| Fatima Syeda | Educational Assistant | NA | NA | NA | NA | fsyeda@innovationsta.org |
|-----------------|--------------------------|----|----|----|----|--------------------------|

| | | | | | | |
|-------------------------|--------------------------|----|----|----|----|-------------------------------|
| Sergio Del- Castillo | Educational Assistant | NA | NA | NA | NA | sdelastillo@innovationsta.org |
|-------------------------|--------------------------|----|----|----|----|-------------------------------|

Licensed teacher percentage turnover rate: 2024-2025 Innovation Academy retained 70% of all licensed teachers.

Staff Development

| Date | Time (minutes) | Hours | Topic | Area for Relicensure |
|------------------------|-----------------------|--------------|---|---|
| August 16 | 30 | 0.5 | Cultural Continuum | Cultural Competency |
| | 90 | 1.5 | Worlds Best Work Force | Cultural Competency |
| August 17 | | | PLC | |
| | 180 | 3 | ELA Standards and teaching reading HMH | Reading Preparation |
| August 19, 2021 | 90 | 1.5 | PBIS - Matrix and examples | Positive Behavior Intervention |
| 08-23-23 | 330 | 5.5 | Math Curriculum - aligning with standards, curriculum differentiation | Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction |
| 08-24-21 | 120 | 2 | Social Studies curriculum professional development, differentiated instruction | Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction |
| August 25. 2021 | 240 | 4 | NGSS, Inquiry, STEM | Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction |
| | 60 | 1 | EL - service and identification | English Language Learner |
| August 26 | 90 | 1.5 | Nutrition Director | |
| | | | Special Education and identification | |
| 08-03-21 | 180 | 3 | Integration of math standards into science and engineering | Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction |

| | | | | |
|-------------------|-----------|------------|---|---|
| | 120 | 2 | Math Curriculum: Assessment to determine student needs and strengths. Assessment should guide instruction. | Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction |
| 09-30-23 | 60 | 1 | NWEA - digging into scores | Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction |
| 10-07-23 | 60 | 1 | NWEA Virtual Applying Reports - Module 2: Student Growth and Goal Setting | Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction |
| 10-14-23 | 60 | | Reviewing test results and formative assessment. Developing model lessons for student sucess. | |
| 10-28-23 | 60 | 1 | RTI Training and instructional strategies | Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction |
| 11-3-23 | 60 | | Interventions and data analysis | |
| 11-11-23 | 60 | | Homework data and analysis | |
| 11-17-23 | 30 | 0.5 | NWEA data : discuss plans for improving winter scores and disussing student goals. | Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction |
| 12/08/2023 | 60 | 1 | Language of Math | Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction |

| | | | | |
|-------------------|------------|------------|---|---|
| 12/15/2023 | 30 | 0.5 | ReadWorks/Phonics | Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction |
| 01/12/2024 | 60 | 1 | Language of Math | Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction |
| 01/19/2024 | 30 | 0.5 | Math Concepts | Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction |
| 01/26/2024 | | | Reading Comprehension: Putting the Pieces together | Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction |
| 02/02/2024 | 180 | 3 | Cultural Competency and PBIS | Cultural Competency |
| 02/09/2024 | 60 | 1 | Design Thinking | Cultural Competency |
| 02/16/2023 | 360 | 6 | Design for Learning Spring Special Ed Training | Cultural Competency |
| 03-01-24 | 60 | 1 | NWEA data anaylis | Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction |
| 03-08-24 | 60 | 1 | PBIS classroom management data | Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction |
| 04-05-24 | 60 | 1 | Revising modelled lesson plans | Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction |

| | | | | |
|-----------------|-----------|----------|--|---|
| 04-12-24 | 60 | 1 | Looking at Learning Disabilities | Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction |
| 04-19-24 | 60 | 1 | Analysing formative assessments in Math | Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction |
| 05-03-24 | 60 | 1 | Cutural Awareness | Cultural Competency |
| 05-10-24 | 60 | 1 | Cutural Awareness | Cultural Competency |
| 05-17-24 | 60 | 1 | Cutural Awareness | Cultural Competency |

The School Staff Development Committee is charged with structuring professional development intending to improve instruction and ultimately student achievement. Groups of teachers within a Professional Learning Community (PLC) at each school will develop a **PLC Goal**, and individual teachers will create a personalized **Individual Growth Goal** based on student achievement. The Job Embedded professional developed uses data to inform decisions and continuous improvement.

Board and Director Professional Development

- 1) Work collaboratively with all the stakeholders in developing student innovators.
- 2) Work together to improve student learning and student achievement.
- 3) Stay in compliance with the guidelines from CDC, MDH, MDE, State and Federal insuring that
- 4) Maintain effective communication with all the stakeholders.
- 5) Stay committed to the STEM program starting from PreK.
- 6) Close the achievement gap in the diverse workforce in STEM related careers.

The Director and charter school board participated in the following PD for the 2020-2021 school year:

| Topic | Category of Training |
|--|-----------------------------------|
| Fair and Open Hiring | Employment Policies and Practices |
| Create a Board Development Plan | Board Role and Responsibilities |
| Revision of the Bylaws to foster the understanding of the board roles and responsibilities | Board Role and Responsibilities |
| Evaluating the School Leader | Employment Policies and Practices |
| World's Best Workforce reporting and committee work | Board Role and Responsibilities |
| Fundraising and Recruitment | Board Role and Responsibilities |
| Reading financial reports | Financial Management |
| Developing and understanding the annual budget | Financial Management |
| Contracting with Staff and Landlord | Employment Policies and Practices |
| Revising and overseeing the budget | Financial Management |

V. FINANCES

In 2024-2025, The School Management Services (SMS) served as our business manager. The Board was able to make informed fiscal decisions because of the guidance provided by the business firm. Our budget was greatly impacted by the challenges of bus transportation funds and contracted teachers’ costs. Payroll was also managed by SMS while insurance coverage was managed by Western World.

To ensure the financial strength and stability of the school, the Board will endeavor to maintain an unrestricted fund balance as of June 30th each year of 5%-9% of the district’s general fund unrestricted operating expenditure budget. When the unrestricted fund balance is projected to decrease below 5% of the general fund operating expenditures budget, the district shall initiate one or more of the following measures to ensure that the year-end general fund unrestricted fund balance for the budget year in question does not fall below 5%. 1. Reduce expenditures through implementation of cost containment measures. 2. Seek opportunities to increase revenue. Consider fee increases where appropriate. Examine options to increase enrollment. 3. If permitted by state law, request from voters’ additional revenue through an increase in the operating referendum or other financial options.

Review of Goals, Outcomes and Strategies from the Previous Year

All Students Ready for School

| Goal | Result | Goal Status |
|--|---|---|
| <p>Provide the established SMART goal for the 2024–25 SY.</p> <p>NWEA MAP for Primary Math Targets (K) 60-74% of K students meet the K learning targets in the combined FY 2021-FY 2025.</p> <p>NWEA MAP for Primary Reading Targets (K) 60-74% of K students meet the K learning targets in the combined FY 2021-FY 2024.</p> | <p>Provide the result for the 2024–25 SY that directly ties back to the established goal.</p> <p>The 2025 percent of Kindergarten students meeting math targets is 54.55%</p> <p>The 2025 percent of Kindergarten students meeting reading targets is 52.94%.</p> | <p>Check one of the following:</p> <p><input checked="" 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> |

The state’s standard academic achievement was measured using MCA Testing. In the collection and analysis of the NWEA MAP testing, the RIT Norms-National Growth Norms, was used. Innovation Academy is committed to using standard based curriculum and assessment in meeting our students needs and improving their learning.

Close the Achievement Gap(s) Between Student Groups

| Goal | Result | Goal Status |
|--|--|---|
| <p>Provide the established SMART goal for the 2024–25 SY.</p> <p>The school's proficiency rate exceeds the state average AND/OR school improves the proficiency rate for students receiving free reduced-price</p> | <p>Provide the result for the 2024–25 SY that directly ties back to the established goal.</p> <p>The school's 2025 proficiency rate for students receiving reduced-price meals completing the MCA Math is 25.0%.</p> | <p>Check one of the following:</p> <p><input checked="" 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> |

| Goal | Result | Goal Status |
|---|---|---|
| lunches, special education services, and English learners by at least 10 percentage points from the baseline year in the area of MCA - Reading and Math for grades 3-8 during the contract term of 2020-2025. | <p>The school's 2025 proficiency rate for students receiving reduced-price meals completing the MCA Reading is 25.5%.</p> <p>The school's 2025 proficiency rate for students who are English learners completing the MCA Math is 31.3%.</p> <p>The school's 2024 proficiency rate for students who are English learners completing the MCA Reading is 25%.</p> <p>The school's 2025 proficiency rate for students receiving special education services completing the MCA Math is 18.2%</p> <p>The school's 2025 proficiency rate for students receiving special education services completing the MCA Reading is 27.3%</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> |

MCA data- The school's 2025 proficiency rate for students receiving reduced-price meals completing the MCA Math is 25.00%. The school's 2025 proficiency rate for students receiving reduced-price meals completing the MCA Reading is 27.3%. The school's 2025 proficiency rate for students who are English Learners completing the MCA Math is 31.3%. The school's 2025 proficiency rate for students who are English Learners completing the MCA Reading is 25%. The school's 2025 proficiency rate for students receiving special education services completing the MCA Reading is 27.3%.

All Students Career and College-Ready by Graduation

| Goal | Result | Goal Status |
|---|--|---|
| <p>Provide the established SMART goal for the 2024–25 SY.</p> <p>NWEA MAP Math 60-74% of students below grade level will meet the numeracy targets identified to ensure students become proficient in math.</p> <p>60-74% of students at or above grade level will meet the numeracy targets identified to ensure students maintain and improve in math proficiency.</p> <p>NWEA MAP Reading 60-74% of students below grade level will meet the literacy targets identified to ensure students become proficient in reading.</p> <p>60-74% of students at or above grade level will meet the literacy targets identified to ensure students maintain and improve as proficient readers.</p> | <p>Provide the result for the 2024–25 SY that directly ties back to the established goal.</p> <p>The school's 2020-2025 combined average NWEA MAP for students below grade level for math proficiency is 80%.</p> <p>The school's 2020-2025 combined average NWEA MAP for students at or above grade level for math proficiency is 85%.</p> <p>The school's 2020-2025 combined average NWEA MAP for students below grade level for reading proficiency is 88.57%. The school's 2020-2025 combined average NWEA MAP for students at or above grade level for reading proficiency is 70.59%.</p> | <p>Check one of the following:</p> <p><input checked="" 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> |

Innovative Practices and Implementation

MTSS (Multi-Tiered System of Supports) is a systematic approach designed to support student learning by continuously collecting data and implementing differentiated interventions. MTSS helps identify students who need additional support and provide targeted solutions to ensure academic success. ReadBasix will classify students into the following MTSS groups:

Improvement Plans

MTSS (Multi-Tiered System of Supports) will be implemented effectively. This is a systematic approach designed to support student learning by continuously collecting data and implementing differentiated interventions. The Multi-Tiered System of Supports has a proven record of helping to identify students who need additional support and providing targeted solutions to ensure academic success. ReadBasix will be used to classify students into various MTSS groups.

Innovation Academy adopts research-based curriculum and highly aligned curriculum including Open Up for ELA, Morphology for phonics, Dibels (mCLASS for Dibels assessment, Capti for ReadBasix assessment. Literacy cuts across all the content areas, Innovation Academy is committed to full compliance with MN Read Act. in fostering the literacy skills of our young innovators. Innovation Academy is data driven and never relents in its efforts to use data to make informed decisions and for continuous improvement.

Innovation Academy will leverage hands-on science activities to provide the students with the opportunity to do, build, create and connect the curriculum learning to real world situations. At Innovation Academy, the instructional approach will be to merge direct instruction with personalized and hands-on learning. Students will be encouraged to take ownership of their learning in a teaching-learning environment that utilizes student self-assessment, goal setting, timely feedback, a multi-tiered system of support for continuous improvement and high expectations for all students.

The support of our families in ensuring that students are engaged at school and extending the classroom learning home cannot be overemphasized. We are committed to fostering positive working relationships with our families! Homework will be one of the instructional strategies as we strive to close the achievement gap that had been widened by COVID-19. Tutoring services will be offered as much as possible. Staff will be supported with focused professional development and the administrator will ensure the supervision of the classes and provide feedback to teachers to maximize teaching and learning in the school. Assessments will be provided periodically to check for academic growth in our students. The assessments include NWEA, and teacher-made tests.

Efforts to Equitably Distribute Diverse, Effective, and In-field Teachers

Innovation Academy will review staff qualifications, certifications, and teaching experience to determine that all students and sub-groups within the school have access to “highly” qualified instructors. The school’s staff development will focus upon instructional skills, lesson plan review, and instructional strategies. The executive director will conduct yearly evaluations and review professional goal plans to measure teacher skill level. Teacher will work within existing grade level and school-wide PLCs to implement “best practice” teaching strategies for all staff members and use the peer review process for instructional feedback to teachers. As reported on the Minnesota Report Card, 100% of the teachers are licensed in the area in which they teach, 80% are experienced and 30% hold advanced degrees.

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers? What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

Innovation Academy will continue to ensure that all students have equitable access to experienced, in-field, and effective teachers. We will do this through systematic review of teaching staff and continue to pursue teaching candidates that are experienced, in-field, and effective.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated

that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district.

We believe that if students are taught by teachers who are culturally diverse and/or implement culturally responsive teaching strategies, they will be more likely to embrace the profession and will consider teaching as a career. In an effort to increase racial and ethnic diverse teachers, Innovation Academy continues to partner with Black Educators' Alliance in recruiting teachers of color.

Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

90% of our students are students of color with 90% staff of color because some classes are combined. The teachers are reflective of our student of color population.

What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

Innovation Academy believes that if students are taught by teachers who are culturally diverse and/or implement culturally responsive teaching strategies, they will be more likely to embrace the profession and will consider teaching as a career. In an effort to increase racial and ethnic diverse teachers, we will continue to partner with Black Educators Alliance. The root cause contributing to the lack of student access to teachers of color and American Indian teachers is a lack of teaching candidates matching this profile. Innovation Academy will continue to actively seek out teachers of color and American Indian teachers as a part of the hiring process. Innovation Academy will provide the help and support necessary to retain all experienced, in field, and effective teachers. Our goal is to use this partnership to recruit 2 additional teachers of color.

Dissemination Information About the School's Offerings and Enrollment Procedures

Innovation Academy is committed to maintaining a racially and economically diverse student population reflective of the community we serve. Innovation Academy will institute a recruitment program designed to educate and inform potential students and their families about its instructional program and to ensure that all families are given an equal opportunity to enroll their children at the school.

The recruitment program will include the development of promotional materials, such as brochures, flyers, souvenir pens, school banner, snacks, juice/water, school website, parent letter, enrollment application, advertisements and media in English, Hmong, Spanish, Somali and other languages identified in the community.

- Attendance and participation at local events and activities to promote the school and to meet prospective students and their families.
- Distribution of promotional material to local businesses, libraries, religious organizations, and going door to door in the community.
- Cultivation of a media presence by inviting local television and print media to visit the school and learn about the instructional program.
- Weekend parent-child "Learning Experiences" organized by Innovation Academy to familiarize prospective students and their families with the culture and learning in the school. For example, we will have "Family Code Night" where our families learn to code.
- Open house and school tour visits on a regular, on-going basis to offer opportunities for prospective students and their families to learn more about the curriculum;

Innovation Academy will document its outreach efforts and results and utilize this information to refine its outreach efforts to achieve racial, socio-economic and ethnic balance of its student population.

Future Plans

The statutory purpose is to develop globally conscious student inventors who will grow to be critical thinkers and problem solvers and change the world. The law provides that a *charter school's purpose* is to enhance students' learning opportunities and achievement, improve teaching opportunities and methods, or improve *school* accountability measures.

Innovation is committed to an educational program that will grow our students academically, socially and emotional and thus improve their learning and achievement. Innovation will employ highly qualified, diverse staff who have high estimates of student achievement through recruitment, training and ongoing systematic evaluation.

- Grade Levels and total number of students to be served:

Pre-K -8, and the projected enrollment in the 6th year of operation will be 130.

GOALS AND BENCHMARKS FOR 2024-2025

- u All students are ready for Kindergarten.

- u • All racial and economic achievement gaps between students are closed.

- u • All students are ready for career and college.

- u • All students graduate from high school.

Process to Evaluate Progress Toward Standards

Innovation Academy is committed to providing a quality, STEM education, The staff in collaborative efforts with the parents/guardians work to develop student innovators who will grow to be future STEM professionals

Individual student progress is measured and documented through formal and informal classroom assessments and used as a tool to develop instructional strategies. Achievement is reported through documentation provided by the NWEA Measures of Academic Progress (MAP) and Minnesota Comprehensive Assessments (MCAs).

Process to Identify Students for Gifted/Talented Programs and Accelerate their Learning

Gifted program- Each student will be assessed with a variety of different measures. They will be assessed with CoGat, classroom performance, teacher recommendation, art abilities, parent and student reflections. Each student will have a Personalized Learner Profile that will work on enhancing their gifts and talents. Student will be taught in many different ways using a variety of curriculum. Project Based Learning, Will and Mary, Scaffolding, Khan Academy, Breakoutedu, and other online courses. There will be a team of stakeholders that will help distinguish the criteria for the program for students to receive services.

System to Review the Effectiveness of Instruction and Curriculum

ACCOUNTABILITY GOALS and OUTCOMES

A. The measurable academic achievement goals that focus on improved achievement are provided as follows:

| | School Performance | Exemplary | |
|--|---|-----------|--|
| Ready for First and Second | NWEA MAP for Primary Reading and Math Targets (grade K) | Exemplary | 75 percent or more of kindergarten students are proficient |
| | NWEA MAP for Primary Reading and Math Targets (grade 1) | Exemplary | 75 percent or more of first-grade students are proficient |
| | MCA Reading Targets (grades 3-8) | | The school's proficiency rate is greater than 10 percentage points above the state average |
| | MCA Math Targets (grades 3-8) | | The school's proficiency rate is greater than 10 percentage points above the state average |
| B. Grade-level Proficiency- All Student Group Resident District (St Paul) Comparison | MCA Reading Targets (Grades 3-8) | | The school's proficiency rate is greater than 10 percentage points above the resident district average |
| | MCA Math Targets (Grades 3-8) | | The school's proficiency rate is greater than 10 percentage points above the resident district average |
| Grade-level Proficiency- EL Focus Group State Comparison | MCA Reading Targets (Grades 3-8) | | The school's proficiency rate is greater than 10 percentage points above the resident district average |
| | MCA Math Targets (Grades 3-8) | | The school's proficiency rate is greater than 10 percentage points above the resident district average |
| | MCA Science Targets (Grade 5) | | The school's proficiency rate is greater than 10 percentage points above the resident district average |

| | | | |
|--|--|--|--|
| | MCA Science Targets (Grade 8) | | The school's proficiency rate is greater than 10 percentage points above the resident district average |
| | | | The school's proficiency rate is greater than 10 percentage points above the resident district average |
| III.D. Grade-level Proficiency- EL Focus Group Resident District Comparison | MCA Reading Targets (Grades 3-8) | | The school improves proficiency rate by at least 10% points. |
| | MCA Math Targets (Grades 3-8) | | The school's proficiency rate by at least 10% points. |
| Attendance Rate | Attendance Rate Targets (grades K-8) | | At least 95 percent attendance rate |
| Parent Satisfaction | 5-Point Parent Satisfaction Survey (grades K-8) | | 90 percent or more of parents agree (4) or strongly agree (5) that they are satisfied with the school |
| Mobility/Retention | Mobility Targets (grades K-8) | | Fewer than 10% of students transfer out of school after October 1 based on most recent MDE Mobility Report data available at the MDE Data and Analytics site |
| I. The School is Compliant with Contract and Statute. Compliance | Compliance (for duration of contract period) | | |
| I. School is Financially Solvent/Sustainable. II. Finance Awards | Awards | | NEO Stewardship Award in Finance Recipient |
| Fund Balance | Financial Audit | | No findings cited in the audit |
| Fund Balance | | | Reserve is at least three months' expenditures (20%) |

| | | | |
|---------------------|--|--|--|
| Fund Balance | | | Reserve is at least three months' expenditures (20%) |
| Fund Balance | | | Reserve is at least three months' expenditures (20%) |

Every Student Succeeds Act describes a continuous cycle of reporting student data, issuing school classifications, and using collected data to inform local interventions and supports.

· Presented goals address the expectations of a high- quality charter school (academic proficiency, academic growth and /or graduation rate) as shown in the table above and described below:

1. The school will establish a system to review and improve instruction, curriculum and assessment which will include input by students, parents/guardians and local community members.
2. The school board will establish the school improvement goals which provide broad direction for the school.
3. The improvement goals will be reviewed annually and approved by the school board. The school board will adopt the goals based on the recommendations of the World’s Best Workforce.

4. The School Board will also establish a fund balance policy which assists the school in determining an appropriate level of annual spending.

5. Monitors the policies and finance for compliance and progress toward district end. The executive director and board agree in advance as to what data and information will be required for the monitoring process, financial report and commit that agreement in writing.

6. In order to assure a high-quality job performance, written evaluations of all staff shall be done annually. Such evaluations shall reflect an employee's job performance as measured by specific performance indicators communicated to the employee. The individual performance indicators shall be based on responsibilities contained in the job description for the position occupied by the employee.

7. The performance evaluation shall be discussed with the employee, a copy shall be provided to the employee, and a copy shall be placed in the employee's permanent personnel file.

8. The school will be accountable to the public and the state through annual reporting.

· System for Reviewing All Instruction and Curriculum.

1. The charter school will use the curriculum and program review cycles as defined by Policy 603(Curriculum and Program Review and Development) to analyze the district's progress toward implementation of the state standards.

2. Review the school instructional and curriculum plan, including the implementation of state standards; identifying annual instruction and curriculum improvement goals for recommendation to the school board.

3. Implementation of the school system accountability and continuous improvement process and program evaluation.

4. Making recommendations regarding the development of the "World's Best Workforce Report."

5. Monitoring the charter school student achievement levels, especially as they relate to meeting Minnesota's ESSA goals in the five areas:

a. Academic Achievement b. Academic Progress c. Graduation Rate d. Progress Toward English Language Proficiency e. School Quality/Student Success.

6. A committee of professional staff shall develop a plan for assessment of student progress and the State Standards, as well as program evaluation data for use by the committee to review: instruction and curriculum; cultural competencies, including cultural awareness and cross-cultural communication; and student achievement at the school site.

All the above goals and activities as explained, address the expectations of a high-quality charter school (academic proficiency, academic growth and or graduation rate).

System to Provide Student Access to Effective Teachers Who Reflect the Diversity of Enrolled Students

Innovation Academy will review staff qualifications, certifications, and teaching experience to determine that all students and sub-groups within the school have access to “highly” qualified instructors. The school’s staff development will focus upon instructional skills, lesson plan review, and instructional strategies. The executive director will conduct yearly evaluations and review professional goal plans to measure teacher skill level. Teacher will work within existing grade level and school-wide PLCs to implement “best practice” teaching strategies for all staff members and use the peer review process for instructional feedback to teachers. As reported on the Minnesota Report Card, 100% of the teachers are licensed in the area in which they teach, 80% are experienced and 30% hold advanced degrees.

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We believe that if students are taught by teachers who are culturally diverse and/or implement culturally responsive teaching strategies, they will be more likely to embrace the profession and will consider teaching as a career. In an effort to increase racial and ethnic diverse teachers, Innovation Academy continues to partner with Black Educators’ Alliance in recruiting teachers of color.

Innovation Academy believes that if students are taught by teachers who are culturally diverse and/or implement culturally responsive teaching strategies, they will be more likely to embrace the profession and will consider teaching as a career. In an effort to increase racial and ethnic diverse teachers, we will continue to partner with Black Educators Alliance. The root cause contributing to the lack of student access to teachers of color and American Indian teachers is a lack of teaching candidates matching this profile. Innovation Academy will continue to actively seek out teachers of color and American Indian teachers as a part of the hiring process. Innovation Academy will provide the help and support necessary to retain all experienced, in field, and effective teachers. Our goal is to use this partnership to recruit 2 additional teachers of color.

Strategies for Improving the English Language Development of Multilingual Learners (also referenced as English Language Learners)

The equitable education of ELLs is safeguarded by various civil rights laws and policies, as well as by Every Student Succeeds Act (ESSA). Our school system is required to provide instructional assistance and services to enable ELs to attain English proficiency, develop high levels of academic language, and achieve at high levels in academic subjects. Our school system may need to be flexible and adapt their English Language Development (ELD) programs and service delivery models.

Strategies to Consider for Continuing English Language Development Services and Ensuring Access to General Education

- Provide small group and individual support based on each ELLs needs
- Use scaffolding instructional strategies
- Focus on developing productive language skills such as speaking and writing
- Use formative assessments to identify gap

Considerations for Outreach to Families of English Learners

- Provide documents to families of ELLs in an accessible format, including translated documents
- Build in time for translation in order to provide timely communication

- Consider personal check-ins with ELLs and families, using an interpreter if needed
- Explore strategies to increase the access and understanding of families to online instruction and resources
- Provide support for the social emotional needs of ELLs and families

Practices that Integrate High Quality Instruction, Rigorous Curriculum, Technology, and a Collaborative Professional Culture

In improving productivity, our charter school proposes strategies to improve productivity, specifically as a sub grant applicant, articulates intentional strategies designed to significantly increase efficiency in the use of time, staff, money or other resources to address:

· Improvement of all pupil learning and all student achievement as included in the state purposes for charter schools. Innovation strategies for improving all pupil learning and all student achievement is as follows: Our developing team saw a need and designed a high-quality charter school to meet the needs. The primary goal of Innovation is to develop talented student inventors, 21st century skilled students, problem solvers, better thinkers who will thrive and achieve in the technologically challenged world. Our charter school values success for all and thus committed to setting high expectations for our students, challenging academic standards for core subjects, assess students annually on their proficiency according to these standards commonly through standardized tests. We will employ a highly qualified and diverse staff through recruitment, training and ongoing systematic evaluation.

· Increase learning opportunities for pupils as follows: Our charter school is dedicated to serving each and every student fairly and appropriately by following the federal mandates. These mandates include individuals with Disabilities Education Improvement Act (IDEA) and the McKinney-Vento Homeless Assistance Act. These mandates are rooted in the equal protection clauses of the constitution. Our educational program is designed to foster academic rigor, high expectations for all students. The educational activities will make our students better thinkers and problem solvers. Innovation is committed to not only starting a high-quality charter school, but sustaining it. The goal of the hiring process and recruitment will be to hire quality and qualified teachers who have high expectations for ALL the students, and in addition, promote equal opportunities. The educational program will improve student learning, close the achievement gap, educate English language learners, improve high school graduation, and adopt the new federal bill, Every Student Succeeds Act (ESSA).

- Encourage the use of different and innovative teaching methods as follows:

Innovation will implement blended learning of teacher-led whole class, and small group instruction with technology enabled resources for personalized learning. Other teaching methods that will characterize our student learning include, hands-on activities, use of fabrication lab, classroom talk, reciprocal-teaching, fuse studio, engineering, technology, and project-based learning, vocabulary instruction, high expectations for all students, discussion, creativity and Innovation. We will teach skills and techniques they can take beyond the classroom.

Furthermore, Innovation will foster the five tips for transdisciplinary project-based learning as follows:

- a) Partner with businesses and other organizations to incorporate state standards used in their work.
- b) Choose topics that reflect current industry needs or relevant issues.
- c) Base projects directly on state benchmarks as well as career-readiness standards for engineering and technology.
- d) Design projects organized around a theme that incorporates multiple subject areas.

e) Allow flexible schedules so projects can be planned and executed collaboratively across subject areas.

The workforce is in high demand of STEM professionals. Our students will become great thinkers and problem solvers. Where others see problems, our students will see solutions. All the time will be invested in providing an emotionally safe learning environment where students are engaged, creative and innovative. The money will be used to grow our students academically and socially through the provision of quality teachers, qualified staff, adequate facilities, and modern technology. Innovation will provide emotional and behavioral support. In order for students to be able to learn effectively, they must feel safe and supported. Our high-quality charter school will implement several programs to provide students and families with the tools they need to be successful in the school.

- Measure learning outcomes and create different and innovative forms of measuring outcomes as follows:

In measuring the outcomes, Innovation will use formative assessments, summative assessments, performance-based assessments, project, and in addition, adopt the screening measures: Access, and Northwest Evaluation Association (NWEA) and standardized tests to identify students who are at risk in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension., math, reading, science, and social studies. In all the subject areas, Innovation Intervention/Enrichment Process will follow the cycle below:

- Innovation will establish new forms of accountability for the school as follows:
 1. The school will establish a system to review and improve instruction, curriculum and assessment which will include input by students, parents/guardians and local community members.
 2. The school will be accountable to the public and the state through annual reporting.
 3. The school board will establish the school improvement goals which provide broad direction for the school.

4. The improvement goals will be reviewed annually and approved by the school board. The school board will adopt the goals based on the recommendations of the World's Best Workforce Committee (the committee).

5. The executive director will constantly supervise teaching and learning in the classes, do walkthroughs, observations and annual performance evaluation and provide feedback to teachers to improve student learning and student achievement.

- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site as follows:

Professional opportunities for teachers, including the opportunity to be responsible for learning program at the school site will be job embedded, focused and data driven as discussed in the educational program of this paper.