DEPARTMENT OF EDUCATION

2022–23 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the **Combined 2022-23 WBWF and A&I Annual Summary & Progress Report**. Each Minnesota district or charter has received an individual link to this electronic form. You can copy your responses from this template into the form.

District or Charter Name: Innovation Science and Technology Academy

WBWF Contact: Dr. Omotoke Olatoye

Title: Director

Phone: 763-339-0642

Email: oolatoye@innovationsta.org

A&I Contact: Type response here

Title: Type response here

Phone: Type response here

Email: Type response her

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2022–23 school year (SY)?

___ Yes   __X No

What year of your Achievement & Integration plan are you reporting on?

___ Year 1 (3-year plan spans 2023–25 SY)

___ Year 3 (3-year plan spans 2021–23 SY)

Did you have a Racially Identifiable School (RIS) in the 2022–23 SY?

___ Yes   __X_ No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2022–23 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2022–23 SY. No charter schools should complete this section.

Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

2022-2023 Annual Report December

Our Mission

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.

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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.

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).

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.

I.   *SCHOOL ENROLLMENT*

In 2022-2023 there were 78 students enrolled at Innovation Academy Grade Level Enrollment

Grade Level	Number of Students	Number of Boys	Number of Girls
Pre-Kindergarten	15	9	6
Kindergarten	11	2	9
First Grade	11	6	5
Second Grade	15	9	6
Third Grade	12	4	8
Fourth Grade	3	3	0
Fifth Grade	5	4	1
Sixth Grade	5	4	1
Total	77	41	36

Enrollment by City
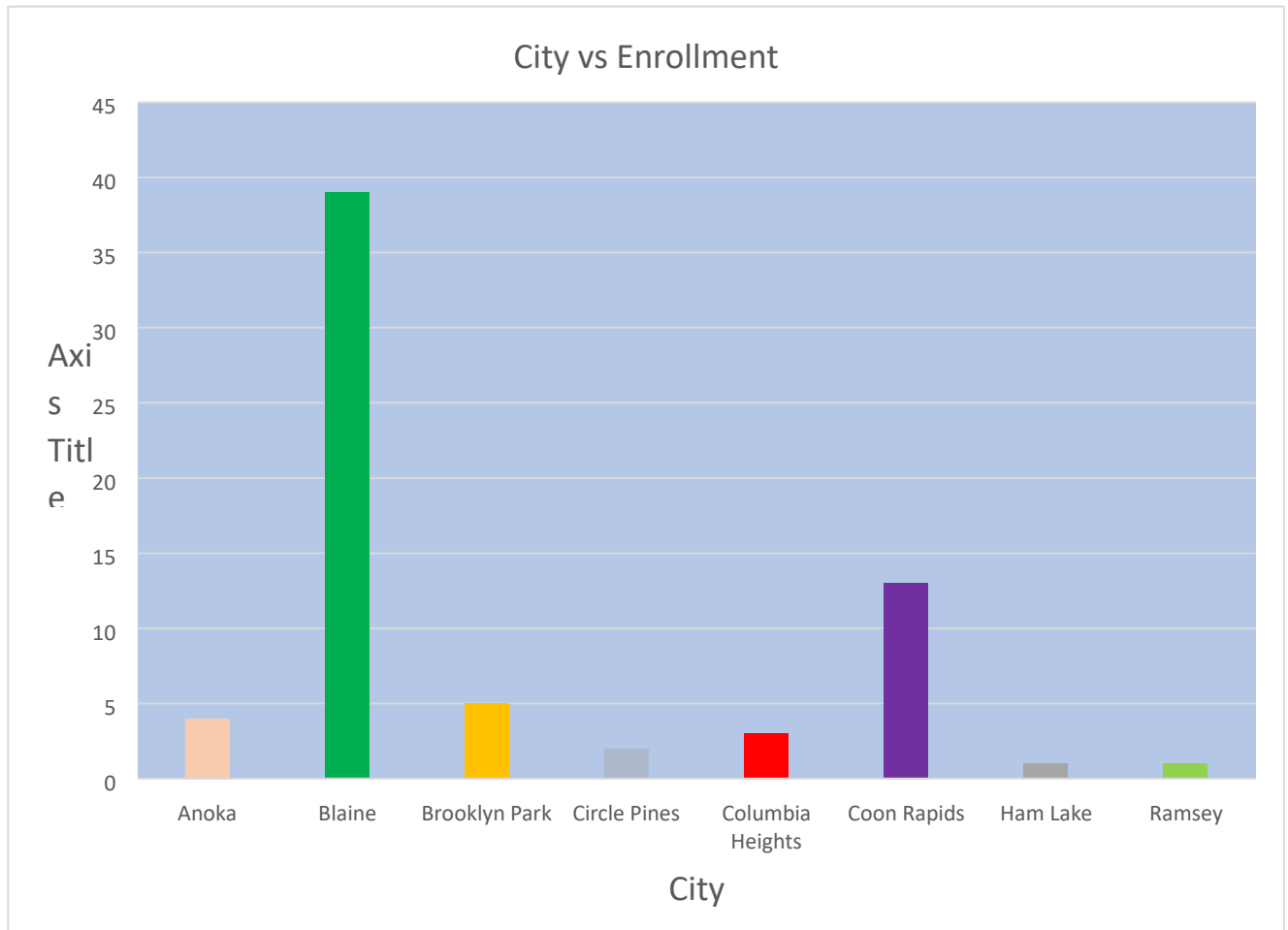
As the above chart indicates, the vast majority of our students reside in Blaine.

The following chart provides demographic trends at Innovation Academy.

2022-2023

	2022-2023
Total Enrollment	77
Male	41
Female	36
Special Education	5
African American	67
Hispanic	0
Asian/Pacific Islander	5
White	5
American Indian	0
F/R Lunch	63
English learner	55

II.   STUDENT ATTRITION

We began the school year with an enrollment of 60 students. The year ended with 77 students. Over time, we have experienced very little fluctuation in our enrollment during the course of the school year.

III.   GOVERNANCE AND MANAGEMENT

School Management

The Administrative Team includes only the Director due to our financial constraints. 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. Five parent representatives
2. One teacher representative
3. One community representative
4. One Ex-Officio member: building administrator
5. 7 voting members total

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.

2022-2023 Board of Directors

Name	Board Position (ex: Chair, Vice Chair, Treasurer)	Parent/Rep/ Teacher/ Community Member	Term Start Date	Term End Date	Email Address
Elizabeth Jingwa	Chair	Parent	7/1/2020	6/30/202 2	ejingwa@innova tionsta.org
Yien Douth	Community Member	Parent	7/1/2020	6/30/202 3	ydouth@innovati onsta.org

				6/30/202 3	
Khalid Ansari	Community Member	Parent	7/1/2020		kansari@innovationsta.org
Abdi Ahmed	Secretary	Teacher	12/13/201 9	6/30/202 2	aahmed@innovationsta.org
Adebimpe Diji	Community Member	Community Member	12/13/201 9	6/30/202 2	adiji@innovation sta.org
Miranda Adio	Treasurer	Parent	7/1/2020	6/30/202 2	madio@innovati onsta.org
Shukri Ahmed	Community Member	Parent	7/1/2020	6/30/202 3	sahmed@innovationsta.org

IV.   IV.   *STAFFING*

STAFFING

First and Last Name	Position	Valid MN License	Folder Number	Exp Date	Scope	Email
Dr. Omotoke Olatoye	Principal	Principal-K12	434156	June 2022 & 2023	Professional Admin/Tier 4	oolatoye@innovationsta
Ariel Lawrence	KG	. K-6 Elementary Education	1019083	June 2025	Tier 3	alawrence@innovations
Asfiya Shahab	1st	B-Grade 3	101880	June 2023	Tier 1	ashahab@innovationsta
Susan Rauchbauer	2nd/Lead Teacher/Sped	1-6-Tier 4 Elementary Education	374721	June 2027	Tier 4	srauchbauer @innovatio ta.org
Pamela Madison	Sped Teacher/3rd & 4th grade	1-6 Elementary Education; K-12 Emotional Behavior Disorder	303862	June 2025	Tier 4	pmadeson@innovations

Abdinasser Ahmed	ESL & Social Studies/3rd & 4th grade	K-12 ESL; 512 Social Studies	498984	June 2023	Tier 2	aahmed@innovationsta.org
Lovelyn Toussaint	5th & 6th	K-6 Elementary Education	516526	June 2023	Tier 1	ltoussaint@innovations...
Terrann Nash	5th & 6th	K-6 Elementary Education	501564	June 2023	Tier 1	
		NON_CERTIFIED STAFF				
Crysal Benson	Educational Assistant	NA	NA	NA	NA	cbenson@innovationst...
Sadiya Rani	Educational Assistant	NA	NA	NA	NA	srani@innovationsta.org
Amina Hussein	PreK Support/Lunch Support	NA	NA	NA	NA	ahussein@innovationsta...
Muna Yusuf	Lunch Support	NA	NA	NA	NA	myusuf@innovationsta.o...

Licensed teacher percentage turnover rate: 2022-2023 Innovation Academy retained 80% of all licensed teachers.

Staff Development

Date	Time (minutes)	Hours	Topic	Area for Relicensure
08/16/2022	30	0.5	Cultural Continuum	Cultural Competency

08/16/2022	240	4	NGSS, Inquiry, STEM	Accommodations, Modification, and Adaptation of Curriculum, Materials & Instruction
8/18/2023	180	3	ELA Standards and teaching reading Through Into Reading	Reading Preparation
8/19/2022	270	4.5	Reading Preparation and grade level Standards, Subject Integration of writing, reading and speaking	Accommodation, Modification, and Adaptation of Curriculum, Materials & Instruction

08/20/2020	90	1.5	PBIS - Matrix and examples	Positive Behavior Intervention
08/23/2022	120	2	Math Curriculum and Distant Learning, Digital curriculum for differentiation	Accommodation, Modification, and Adaptation of Curriculum, Materials & Instruction
08/23/2022	330	5.5	Math Curriculum: Assessment to	Accommodation, Modification, and

			determine student needs and strengths. Assessment should guide instruction.	Adaptation of Curriculum, Materials & Instruction
08/24/2022	210	3.5	Math Curriculum - alignment with standards, curriculum differentiation	Accommodation, Modification, and Adaptation of Curriculum, Materials & Instruction
08/24/2022	120	2	Social Studies curriculum professional development, differentiated instruction	Accommodation , Modification, and Adaptation of Curriculum, Materials & Instruction
08/25/2022	60	1	EL - service and identification	English Language Learner
08/25/2022	120	2	Science curriculum professional development, differentiated instruction	Accommodation , Modification, and Adaptation of Curriculum, Materials & Instruction

Date				
08/26/2022	180	3	Digital tools to reach all learners. Instructing in hybrid or DL through digital platforms, the power of feedback to students.	Accommodation, Modification, and Adaptation of Curriculum, Materials & Instruction
08/27/2022	60	1	SpEd definitions and service	Accommodation, Modification, and Adaptation of Curriculum, Materials & Instruction

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 2021-2022, The Anton Group served as our business manager. The Board was able to make informed fiscal decisions because of the guidance provided by him. Our budget was greatly impacted by the challenges of low enrollment due to COVID-19. Payroll was also managed by The Anton Group while the insurance coverage was managed by Krause Anderson Insurance.

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.

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

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

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

Provide the direct website link to the A&I materials: Type response here

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. *Report on this measure for the 2022–23 SY.*

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

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

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2022-23 SY: May 25, 2023

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year.
Report on your membership list.

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2022-23 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Dr. Omotoke Olatoye	Executive Director	
Ms. Elizabeth Jingwa	Board Chair, Parent	
Mr. Yien Douth	Board Member, Parent	
Ms. Amina Hussein	Paraprofessional, Parent	
Ms. Miranda Adio	Board Member, Parent	

Mr. Khalid Ansari	Parent	
Mr. Abdinasser Ahmed	Board Secretary, Teacher	
Ms. Honorine Anyu	Parent	
Ms. Taylor Brazil,	Parent	

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2022-23 school year. Report on your equitable access to excellent and diverse educators for the start of the 2022-23 school year.

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low-income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term "equitable access gap" refers to the difference between the rate(s) at which students from low-income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the "achievement gap" (how groups of students perform academically); rather, "equitable access gap" is about which student groups have privileged or limited access to experienced, in-field and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level. Districts/charters may also use other indicators of "effectiveness" such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below.

Describe your process for ensuring students of color, American Indian students and students from low-income families have equitable access to experienced, in-field, and effective teachers.

- How did the district examine equitable access data?
- What data did you look at?
- How frequently do you review the data?
- Who was included in conversations to review equitable access data?

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.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

For this 2022-23 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.
X   District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

__X   District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

All Students Ready for School

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

Goal	Result	Goal Status
Provide the established SMART goal for the 2022–23 SY. NWEA MAP for Primary Math Targets (K) 60-74% of K students meet the K learning targets in the combined FY 2021-FY 2024. NWEA MAP for Primary Reading Targets (K) 60-74% of K students meet the K learning targets in the combined FY 2021-FY 2024.	Provide the result for the 2022–23 SY that directly ties back to the established goal. The 2023 percent of Kindergarten students meeting math targets is 88.89%. The 2023 percent of Kindergarten students meeting reading targets is 77.78%.	*Check one of the following:* __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)

Repeat table for additional school readiness goals as appropriate.

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. Due to small group size, the state assessment results cannot be reported. However, overall, 8 out of 9 students exceeded (88.89%) their growth targets in mathematics, and 7 out of 9 students (77.78%) exceeded their growth targets in reading, as measured by the NWEA MAP testing administered in fall and spring of 2022-23. Average growth based on norms prior to the pandemic is 50% according to NWEA. Therefore, Innovation Academy exceeded the national school growth average in math.

All Students in Third Grade Achieving Grade-Level Literacy.

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

Goal	Result	Goal Status
Provide the established SMART goal for the 2022–23 SY. The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency	Provide the result for the 2022–23 SY that directly ties back to the established goal. In the spring of 2022, 41.7% of our third graders who were enrolled the full year were proficient in the	*Check one of the following:* __X_ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal)

Goal	Result	Goal Status
rate by at least 10 percentage points from the baseline year.	state assessment, the Minnesota Comprehensive Assessment in Reading.	___ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

Repeat table for additional third-grade literacy goals as appropriate.

We used the MCA-III 22-23 testing data to identify student needs. In the spring of 2023, 41.7% of our third graders who were enrolled the full year were proficient in the state assessment, the Minnesota Comprehensive Assessment in Reading. We utilized Reading Corps Tutor and Title I services for our elementary students to enhance their reading skills and math skills.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Provide the established SMART goal for the 2022–23 SY. The school's proficiency rate exceeds the state average AND/OR school improves the proficiency rate for students receiving free reduced-price 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.	Provide the result for the 2022–23 SY that directly ties back to the established goal. The school's 2023 proficiency rate for students receiving reduced-price meals completing the MCA Math is 21.1%. The school's 2023 proficiency rate for students receiving reduced-price meals completing the MCA Reading is 40.00%. The school's 2022 proficiency rate for students who are English learners completing the MCA Math is 10%. The school's 2022 proficiency rate for students who are English learners completing the MCA Reading is 20%.	***Check one of the following:*** _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)

Goal	Result	Goal Status
	The school's 2022 proficiency rate for students receiving special education services cannot be reported as the cell size is too small (under 10).	

Repeat table for additional achievement gap goals as appropriate.

MCA data- The school's 2023 proficiency rate for students receiving reduced-price meals completing the MCA Math is 21.1%. The school's 2023 proficiency rate for students receiving reduced-price meals completing the MCA Reading is 40.00%. The school's 2023 proficiency rate for students who are English Learners completing the MCA Math is 10%. The school's 2023 proficiency rate for students who are English Learners completing the MCA Math is 10%. The school's 2023 proficiency rate for students receiving special education services and who are English learners cannot be reported as the cell size is too small (under 10).

What strategies are in place to support this goal area?

Innovation Academy will implement research-based interventions and RTI (response to intervention). These include summer learning and enrichment, and extended school day. We need the support of our families in ensuring that students are engaged at school and extending the classroom learning home. Homework will be one of the instructional strategies as we strive to close the achievement gap that had been widen 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.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2022–23 SY. NWEA MAP Math 60-74% of students below grade level will meet the numeracy targets identified to ensure students become proficient in math.	Provide the result for the 2022–23 SY that directly ties back to the established goal. The school's 2020-2025 combined average NWEA MAP for students below grade level for math proficiency is 72.22%. The school's	***Check one of the following:*** _X__ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal)

Goal	Result	Goal Status
60-74% of students at or above grade level will meet the numeracy targets identified to ensure students maintain and improve in math proficiency. NWEA MAP Reading 60-74% of students below grade level will meet the literacy targets identified to ensure students become proficient in reading. 60-74% of students at or above grade level will meet the literacy targets identified to ensure students maintain and improve as proficient readers.	2020-2025 combined average NWEA MAP for students at or above grade level for math proficiency is 71.43%. The school's 2020-2025 combined average NWEA MAP for students below grade level for reading proficiency is 75.00%. The school's 2020-2025 combined average NWEA MAP for students at or above grade level for reading proficiency is 85.71%.	___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

Repeat table for additional career and college readiness goals as appropriate.

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. Due to small group size, the state assessment results cannot be reported. However, overall, 8 out of 9 students exceeded (88.89%) their growth targets in mathematics, and 7 out of 9 students (77.78%) exceeded their growth targets in reading, as measured by the NWEA MAP testing administered in fall and spring of 2022-23. Average growth based on norms prior to the pandemic is 50% according to NWEA. Therefore, Innovation Academy exceeded the national school growth average in math.

IX. FUTURE PLANS

Interventions:

Innovation Academy will implement research-based interventions and RTI (response to intervention). These include summer learning and enrichment, and extended school day. We need the support of our families in ensuring that students are engaged at school and extending the classroom learning home. Homework will be one of the instructional strategies as we strive to close the achievement gap that had been widen 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.

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.

Role of the family in the teaching/learning process:

Parents of students with disabilities are a very important member, with a voice and are a decision maker, on the IEP team. 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.

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.

Average Time	Content	3rd	4th	5th	6th	Purpose / Rationale	Test Format	Results

							Purpose	Format	Reporting
MAP District Required	Approx. 45 min./test **Fall/Winter/Spring**	Reading	x	x	x	x	Formative data used to improve instruction. RIT score used in class placement.	Computer-based, adaptive test.	Nationally normed with same-age peers. Available upon request from case manager / advisor. Reported at IEP meetings.
		Math	x	x	x	x			
	Fall/Winter/Spring **Fall/Winter/Spring**	Science			x				
MCA / MTAS State Required	3rd grade-2-3hrs 4th grade-2-3hrs 5th grade-2-3hrs 6th grade-2-3hrs	Reading	x	x		x	Summative assessment measures achievement on the Minnesota Academic Standards and measures academic progress of students over time. Minnesota Statutes, section 120B.30 and ESEA.	MCA: computer-based test with technology enhanced items. Math & Reading MCAs are adaptive tests. Science MCAs are linear tests. MTAS: manipulative-based test, administered 1:1.	Report distributed to families in the fall.
	3rd grade-2-3hrs 4th grade-2-3hrs 5th grade-2-3hrs 6th grade-2-3hrs	Math	x	x					
	5th grade-2-3hrs	Science			X				
ACCESS / Alt. ACCESS Required ONLY for those who qualify (ELL)	ACCESS: 170 min. Alt. ACCESS: 80 min.	Reading, Writing, Listening, Speaking	x	x	x	x	To measure progress for English language learners (ELLs). English learners who receive special	ACCESS is computer-based. Alternate ACCESS is administered 1:1.	Each student receives a language proficiency score from 1–6. Report distributed

							education services and meet the participation guidelines may take the Alternate ACCESS for ELLs.		to families in the fall.

2022–23 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans (Minn. Stat. § 124D.862, subd. 8).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals was on track or has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2022–23 A&I plan goals for each of those schools were on track or have been met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

This progress report has two parts:

1. **Achievement and Integration**: Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2022–23 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2022–23 SY.

*Please use this template as an internal tool to gather information. Responses should be submitted electronically in the Combined 2022–23 WBWF and A&I Annual Summary & Progress Report. You can copy your responses from this template into the electronic form.

District and Contact Information

District Name: Type response here

A and I Contact: Type response here

Title: Type response here

Phone: Type response here

Email: Type response here

Complete the tables below if you are reporting on year 1 of your 3-year plan (July 1, 2023–June 30, 2025). *If you are reporting on year 3 of your 3-year plan (July 1, 2020–June 30, 2023), please complete the tables below the Racially Identifiable Schools section.*

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022–23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: ____ Achievement Goal ____ Integration Goal ____ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	**Check one of the following:** ____ On Track ____ Not on Track ____ Goal Met
How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below. • *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?* • *What strategies are in place to support this goal area?* • *How well are you implementing your strategies?* • *How do you know whether it is or is not helping you make progress toward your goal?* Type response here				

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	Check **one** of the following: ___ On Track ___ Not on Track ___ Goal Met

How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Type response here

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	Check **one** of the following: ___ On Track ___ Not on Track ___ Goal Met

How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Type response here

Please note: If you have more than three goals, copy and paste additional A&I Goal tables below.

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2022–23 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

If your district's A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Name: Enter school name here

Achievement and Integration RIS Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	Check **one** of the following: ___ On Track ___ Not on Track ___ Goal Met
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How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
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Please note: If you have more than three goals for this RIS, copy and paste additional A&I Goal tables below.

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with your partnering RIS site(s) and non-RIS site(s) during the 2022–23 school year. Also, consider ways that your A&I plan strategies have increased integration within your RIS site(s). *Only 1 RIS integration narrative is needed regardless of the number of RIS sites.*

Type response here

Complete the tables below if you are reporting on year 3 of your 3-year plan (July 1, 2020–June 30, 2023). *If you are reporting on year 1 of your 3-year plan (July 1, 2022–June 30, 2025), please complete the tables directly below the WBWF section.*

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022–23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 school year that directly ties back to the established goal.	**Check one of the following:** ___ Goal Met ___ Goal Not Met
How do you know if you did/did not meet your goal? Please provide additional details including the information requested below. • *What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?* • *What strategies were in place to support this goal area?* • *How well did you implement your strategies?* • *How do you know whether your strategies did or did not help you make progress toward your goal?* Type response here				

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
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How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

- *What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?*
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Type response here