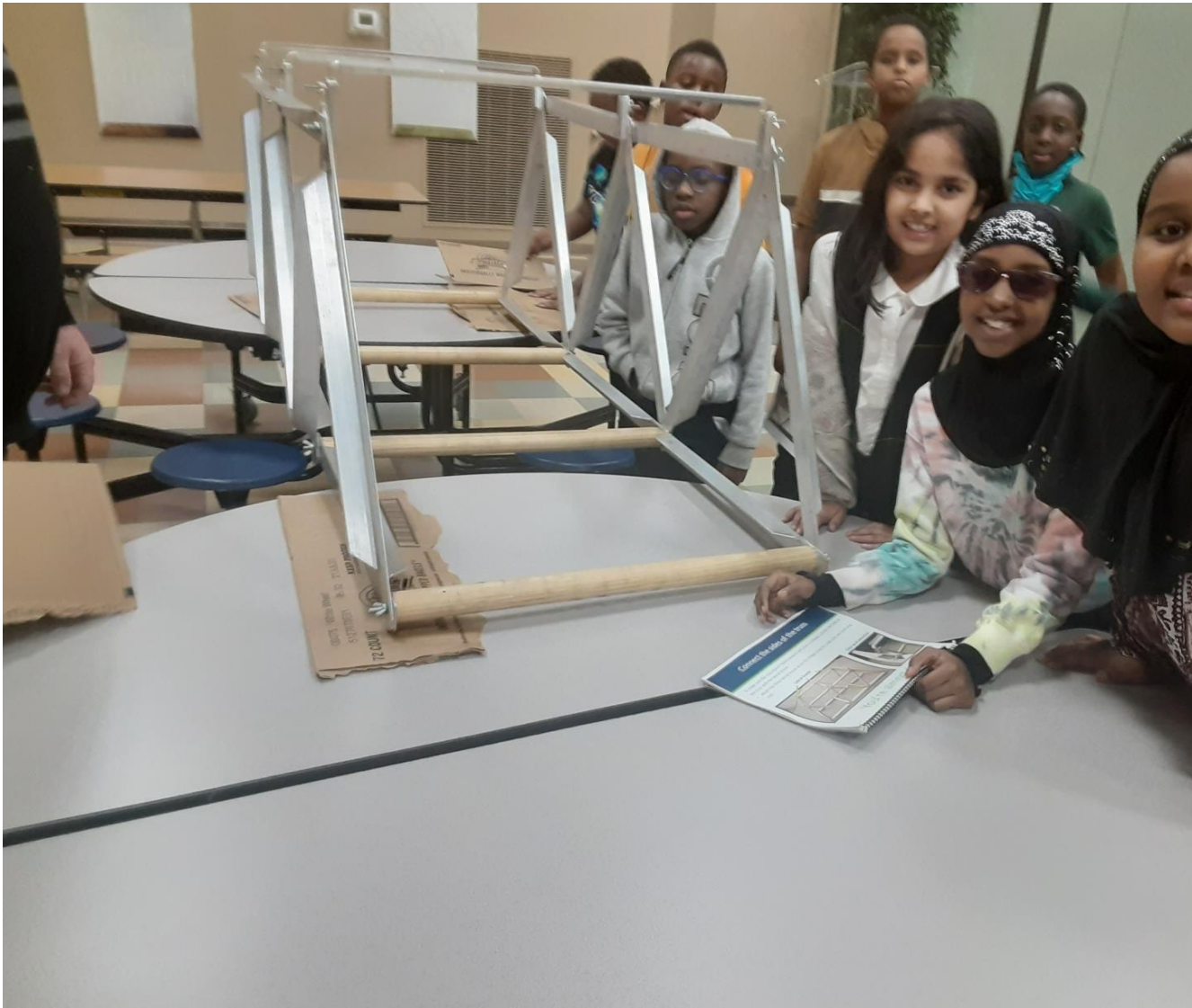


*INNOVATION SCIENCE AND
TECHNOLOGY ACADEMY*







2021-2022 Annual Report

December 2022

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.

TABLE OF CONTENTS

Introduction.....4

Authorizer Information.....4

I. School Enrollment.....5 **II.**

Student Attrition.....6

III. Governance and Management.....6

IV. Staffing.....8

V. Finances.....13

VI. Academic Performance14

IX. Future Plans.....27

X. Board Training.....30

XI. Board and Director’s Professional Development Plan...30

XII. Innovation Academy Testing Information by Grade Level.....31

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.

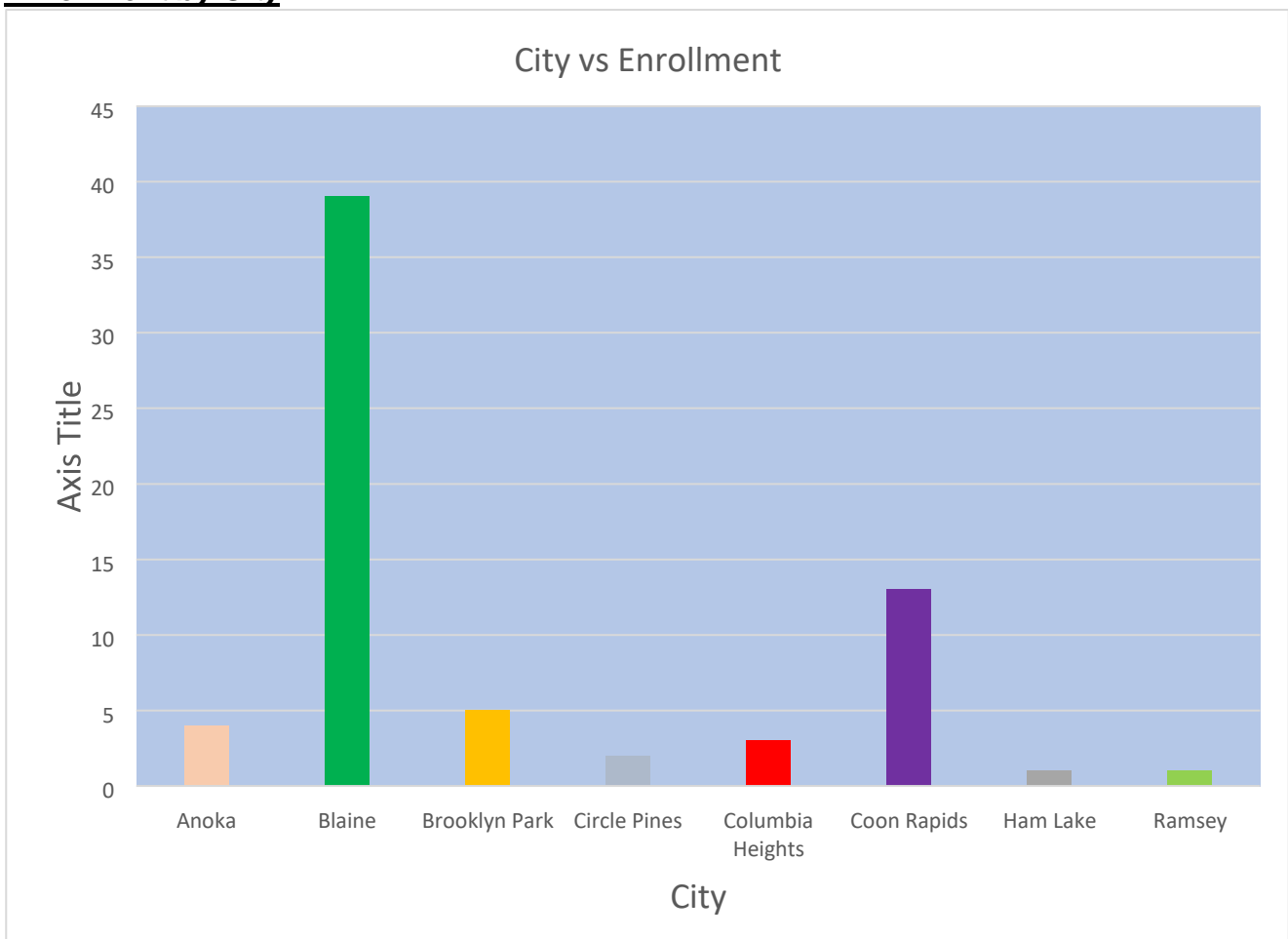
I. SCHOOL ENROLLMENT

In 2020-2021 there were 55 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>
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Pre-Kindergarten	11	5	6
Kindergarten	21	11	9
First Grade	19	12	7
Second Grade	9	6	3
Third Grade	7	6	1
Fourth Grade	6	4	2
Fifth Grade	6	6	0
Sixth Grade	1	0	1
Total	80	51	29

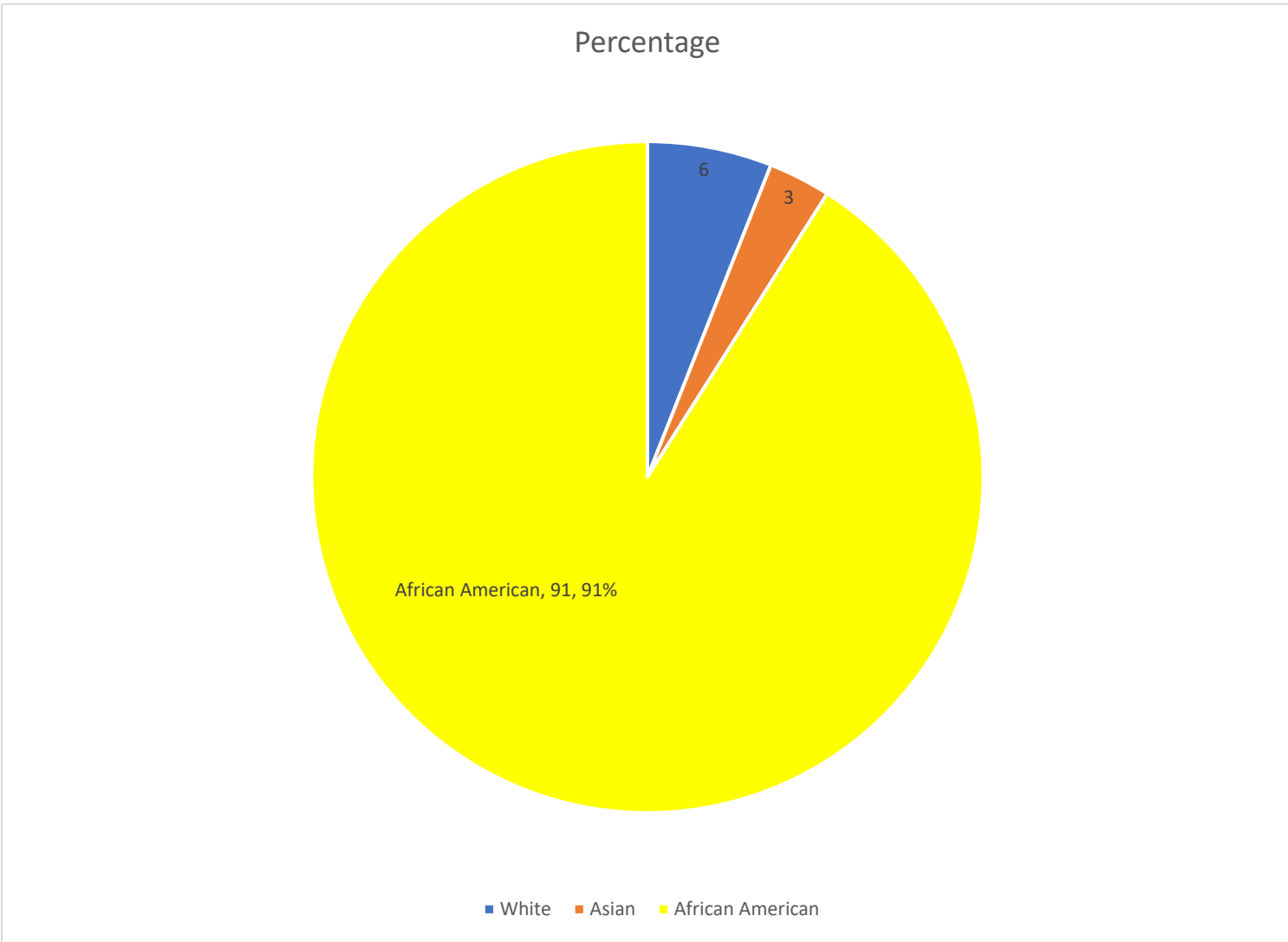
Enrollment by City



As the above chart indicates, the vast majority of our students reside in Blaine. The following chart provides demographic trends at Innovation Academy.

	2020-2021
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Total Enrollment	80
Male	51
Female	29
	5
Special Education	
African American	73
Hispanic	0
Asian/Pacific Islander	2
White	5
American Indian	0
F/R Lunch	65
	62
English learner	



II. STUDENT ATTRITION

We began the school year with an enrollment of 55 students. The year ended with 80 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. 3 parent representatives
2. One teacher representative
3. 3 community representatives
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.

2021-2022 Board of Directors

Name	Board Position Ex: Chair, Vice Chair, Treasurer	Parent Rep/Teacher/Com m.Mem	Term Start Date	Term End Date	email	Phone Number
Elizabeth Jingwa	Chair	Parent	7/1/2020	6/30/2023	elizleke@yahoo.com	763-923- 9369
Yien Douth	Community Member	Parent	7/1/2020	6/30/2023	nyaniak@yahoo.com	414-554- 2675
Khalid Ansari	Community Member	Community Member	7/1/2020	6/30/2023	mdkhalidansari@gmail.com	408-364- 6484
Abdi Ahmed	Secretary	Teacher	12/13/2019	6/30/2022	aahmed@innovations.ta.org	720-224- 6768
Adebimpe Diji	Community Member	Community Member	12/13/2019	6/30/2022	debim70@yahoo.com	651-239- 0754
Miranda Adio	Treasurer	Parent	7/1/2020	6/30/2023	laam2004@yahoo.com	763-657- 9743

Chimi Njipwo	Community Member	Parent	7/1/2020	6/30/2023	luciechimi@yahoo.fr	651-200- 8424
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IV. STAFFING

First and Last Name	Position	
Dr. Omotoke Olatoye	Principal	
Juliette Pouliot	4 th & 5 th & 6 th Grade	
Susan Rauchbauer	1 st & 3 rd Grade	
Abdinasser Ahmed	ESL & Social Studies	
Hawa Muse	PreK	B-Gr
Samantha Pohlen	2 nd grade	B-Grade 3 Early Childhood Educa
Heather Pierson	Kindergarten	K-6 Elementary Education
Pamela Madison	Special Education	1-6 -Tier 4 Elementary Education
Monira Syeda	Spanish	K-12 Spanish
Amina O Hussein	Paraprofessional/Lunch Support	N/A
Abigail Babalola	Educational Assistant/Lunch Assistant	N/A
Sarah Jones	Educational Assistant/Lunch Assistant	N/A
Alvin Tale Flomo	School Custodian	N/A
Asfiya Shahab	Lab Assistant/Office Manager	N/A

Licensed teacher percentage turnover rate: 2020-2021 Innovation Academy retained 70% of all licensed teachers.

Staff Development

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.

Date	Time (minutes)	Hours	Topic	Area for Relicensure
08/18/2020	30	0.5	Cultural Continuum	Cultural Competency
08/18/2020	240	4	NGSS, Inquiry, STEM	Accomodation, Modification, and Adaptation of Curriculum, Materials & Instruction
08/18/2020	60	1	SpEd efinitions and service	Accomodation, Modification, and Adaptation of Curriculum, Materials & Instruction
08/19/2020	270	4.5	Reading Preparation and grade level Standards, Subject Integration of writing, reading and speaking	Accomodation, Modification, and Adaptation of Curriculum, Materials & Instruction
08/20/2020	180	3	Integration of math standards into science and engineering	Accomodation, Modification, and Adaptation of Curriculum, Materials & Instruction

8/21/2020	180	3	ELA Standards and teaching reading through Learn Zillion	Reading Preparation
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08/21/2020	90	1.5	PBIS – Matrix and examples	Positive Behavior Intervention
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08/24/2020	210	3.5	Math Curriculum – aligning with standards, curriculum differentiation	Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction
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08/25/2020	120	2	Math Curriculum and Distant Learning, Digital curriculum for differentiation	Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction
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08/26/2020	330	5.5	Math Curriculum: Assessment to determine student needs and strengths. Assessment should guide instruction.	Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction
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08/26/2020	60	1	EL - service and identification	English Language Learner
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08/28/2020	180	3	Digital tools to reach all learners. Instructing in hybrid or DL through digital platforms, the power of feedback to students.	Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction
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08/31/2020	120	2	Social Studies curriculum professional development, differentiated instruction	Accomodation, Modification, and Adaptation of Curriculum, Materials & Instruction
09/01/2020	180	3	Teaching reading through content areas of science and social studies to	Accomodation, Modification, and Adaptation of

			meet differentiated learning needs.	Curriculum, Materials & Instruction
10/30/2020	60	1	NWEA - digging into scores	Accomodation, Modification, and Adaptation of Curriculum, Materials & Instruction
12/4/2020	120	2	NWEA Virtual Applying Reports - Module 1: Connecting Scores to Skills	Accomodation, Modification, and Adaptation of Curriculum, Materials & Instruction
12/11/2020	120	2	NWEA Virtual Applying Reports - Module 2: Student Growth and Goal Setting	Accomodation, Modification, and Adaptation of Curriculum, Materials & Instruction
02/16/2021	30	0.5	Foundation of Reading	Accomodation, Modification, and Adaptation of Curriculum, Materials & Instruction

02/22/2021	60	1	Language of Math	Accomodation, Modification, and Adaptation of Curriculum, Materials & Instruction
03/04/2021	30	0.5	ReadWorks/Phonics	Accomodation, Modification, and Adaptation of Curriculum, Materials & Instruction
03/08/2021	60	1	Language of Math	Accomodation, Modification, and Adaptation of Curriculum, Materials & Instruction
03/17/2021	30	0.5	Math Concepts	Accomodation, Modification, and Adaptation of Curriculum, Materials & Instruction
03/27/2021			Reading Comprehension: Putting the Pieces together	Accomodation, Modification, and Adaptation of Curriculum, Materials & Instruction
04/04/2021	180	3	Cultural Competency and PBIS	Cultural Competency
05/14/2021	60	1	Design Thinking	Cultural Competency
06/06/2021	360	6	Design for Learning Spring Special Ed Training	Cultural Competency

Date	Time (minutes)	Hours	Topic	Area for Relicensure
16-Aug	30	0.5	Cultural Continuum	Cultural Competency
	90	1.5	Worlds Best Work Force	Cultural Competency
17-Aug			PLC	
	180	3	ELA Standards and teaching reading HMH	Reading Preparation
#####	90	1.5	PBIS - Matrix and examples	Positive Behavior Intervention
8/23/2021	330	5.5	Math Curriculum - aligning with standards, curriculum differentiation	Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction
8/24/2021	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
26-Aug	90	1.5	Nutrition Director	
			Special Education and identification	
8/3/2021	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
9/17/2021	60	1	NWEA - digging into scores	Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction
9/24/2021	60	1	NWEA Virtual Applying Reports - Module 1: Connecting Scores to Skills	Accomodation, Modification, and Adaptation of Curriclum, Materials & Instruction

	60	1	NWEA Virtual Applying Reports - Module 2: Student Growth and Goal Setting	Accomodation, Modification, and Adaptation of Curriculum, Materials & Instruction
#####	60	1	Health and Safety Training	
04-3--22	60	1	IXL Training	Accomodation, Modification, and Adaptation of Curriculum, Materials & Instruction
05--20-22	30	0.5	NWEA data	Accomodation, Modification, and Adaptation of Curriculum, Materials & Instruction

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 serves 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.

VI. ACADEMIC PROGRESS

WORLD'S BEST WORKFORCE SUMMARY REPORT-2021-2022



2021-22 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 2020-21 WBWF and A&I Annual Summary & Progress Report**. You can copy your responses from this template into the electronic form.

District or Charter Name: Innovation Science & Technology Academy

Grades Served: PreK-6

WBWF Contact: Dr. Omotoke Olatoye

Phone: 763-339-0642

Title: Executive Director

Email: olatoye@innovationsta.org

A&I Contact: N/A

Phone: N/A

Title: N/A

Email: N/A

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020-21 school year (SY)?

Yes 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 2020-21 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 2020-21 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

MDE understands this past school year (2021-22) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

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.

<http://innovationsta.org/academics>

- Provide the direct website link to the A&I materials.

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2021-22 school year.

Due to pandemic, the Annual Public Meeting was held on May 26th of FY 22..

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 2021-22 school year.

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 2021-22 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. Amanda Hoyhtya	Parent, Volunteer Coordinator	
Ms. Amina Hussein	Paraprofessional, Parent	
Ms. Nasro Mohamed	Parent	
Mr. Saleban Omar	Parent	
Mr. Abdinasser Ahmed	Board Secretary, Teacher	
Ms. Juliette Pouliot	Teacher	
Ms. Miranda Adio	Board Member, Parent	
Mr. Khalid Ansari	Board Member	
Ms. Honorine Anyu	Parent	
Ms. Chimi Lucie	Parent	
Ms. Taylor Brazil,	Parent	

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 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 the 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?

Type response here

95% of our students are students of color. Two additional teachers of color would increase our licensed staff to 70% staff of color because some classes are combined. The additional teachers would be 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?

Limit response to 200 words.

Type response here

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 2021-22 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

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.

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

Goals and Results

X Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures. Please fill out the table below with your specific SMART goals.

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 2021–22 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 2021–22 SY that directly ties back to the established goal. The 2022 percent of Kindergarten students meeting math targets is 66.67%. The 2022 percent of Kindergarten students meeting reading targets is 44.44%.	Check one of the following: <input checked="" type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multiyear goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

N/A

Narrative is required. 200-word limit.

- 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?

Type response here

We utilized Reading Corps Tutor and Title I services for our kindergarteners to close the gap that occurred during distance learning. Studies show that the younger the students, the more the negative impact of COVID-19 on their learning. Our students would have performed at proficiency level, but for the loss of valuable learning during distance learning. Attendance was greatly impacted because some students had to be home for being symptomatic.

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, 13 out of 18 students (72%) exceeded their growth targets in mathematics, and 7 out of 17 students (41%) exceeded their growth targets in reading, as measured by the NWEA MAP testing administered in fall and spring of 2020-21. Average growth based on norms prior to the pandemic is 50% according to NWEA. Therefore, even though the pandemic has made inperson and distance instruction challenging, Innovation Academy exceeded the national school growth average in math in the very first year of operations.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
Provide the established SMART goal for the 2021–22 SY. The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.	Provide the result for the 2021–22 SY that directly ties back to the established goal. In the spring of 2021, 25% of our third graders who were enrolled the full year were proficient in the state assessment, the Minnesota Comprehensive Assessment in Reading.	<i>Check one of the following:</i> <input checked="" type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multiyear goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

In the fall, COVID-19 did require adjustments to our strategies. Our students including the kindergarteners spent most of the time doing school from home. Other challenges ranged from family illness to students having to quarantine due to exposure to COVID-19. Countless times students were sent home during hybrid learning for being symptomatic. Most of our families were less well equipped to help their kids with school. Apparently, most of our students struggled with the demands and expectations of online school. Many opportunities were canceled in the shift to distance learning. However, every student was assigned a Chromebook and textbooks.

Narrative is required. 200-word limit.

- 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?

We used the MCA-III 21-22 testing data to identify student needs. Provide the result for the 2021–22 SY that directly ties back to the established goal.

In the spring of 2021, 25% 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 in order to close the gap that occurred during distance learning. Our students would have performed at “exceeds” level, but for the loss of valuable learning during distance learning due to COVID-19. Occasionally, some students had to be home for being symptomatic.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 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.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal. The school's 2022 proficiency rate for students receiving reduced-price meals completing the MCA Math is 40.00%. The school's 2022 proficiency rate for students receiving reduced-price meals completing the MCA Reading is 50.00%. The school's 2022 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).</p>	<p>Check one of the following: <input checked="" type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multiyear goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

In the fall, COVID-19 did require adjustments to our strategies. Our students including the kindergarteners spent most of the time doing school from home. Other challenges ranged from family illness to students having to quarantine due to exposure to COVID-19. Countless times students were sent home during hybrid learning for being symptomatic. Most of our families were less well equipped to help their kids with school. Apparently, most of our students struggled with the demands and expectations of online school. Many opportunities were canceled in the shift to distance learning. However, every student was assigned a Chromebook and textbooks.

Narrative is required. 200-word limit.

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.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

MCA data- The school's 2022 proficiency rate for students receiving reduced-price meals completing the MCA Math is 40.00%.

The school's 2022 proficiency rate for students receiving reduced-price meals completing the MCA Reading is 50.00%.

The school's 2022 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.

Type response here

All Students Career and College Ready

Goal	Result	Goal Status
<p>. Provide the established SMART goal for the 2021–22 SY. NWEA MAP Math 60-74% of students below grade level will meet the numeracy targets identified to ensure students become proficient in math. 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.</p>	<p>Provide the result for the 2021–22 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 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%.</p>	<p>Check one of the following: <input checked="" type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multiyear goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

In the fall, COVID-19 did require adjustments to our strategies. Our students including the kindergarteners spent most of the time doing school from home. Other challenges ranged from family illness to students having to quarantine due to exposure to COVID-19. Countless times students were sent home during hybrid learning for being symptomatic. Most of our families were less well equipped to help their kids with school. Apparently, most of our students struggled with the demands and expectations of online school. Many opportunities were canceled in the shift to distance learning. However, every student was assigned a Chromebook and textbooks.

Narrative is required. 200-word limit.

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.

- 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?

Type response here

We used the MCA-III 21-22 testing data to identify student needs. The school's 2020-2025 combined average NWEA MAP for students below grade level for math proficiency is 72.22%. The school's 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%. We utilized Reading Corps Tutor and Title I services for our elementary students in order to close the gap that occurred during distance learning. Our students would have performed at "exceeds" level, but for the loss of valuable learning during distance learning due to COVID-19. Occasionally, some students had to be home for being symptomatic.

IX. FUTURE PLANS

INNOVATION SCIENCE AND TECHNOLOGY ACADEMY

RECOVERY PLAN

Last year, 2020/2021 was a year like no other. It was very challenging for us as a school and all the schools in the nation during the pandemic. Amid the pandemic, teachers and students missed a lot of instruction. Considering this, we believe we have a huge task ahead of us as a school system. Innovation Academy is committed to its mission and vision of developing student innovators. As such, regardless of the pandemic, we must recover from this year academically. This task will require the collaborative efforts of all the stakeholders (teachers, students, parents/guardians, board, and director). Our primary goal is to improve student learning and student achievement. We are planning a normal school year, and all want students and educators to feel comfortable and safe returning to school environments. We will remain safe and follow health guidelines.

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).

X. BOARD TRAINING

Date of Board Meeting	Topic	Category of Training	Attendance
August 9, 2020	Fair and Open Hiring	Employment Policies and Practices	Angela Phillips Sara White Adebimpe Diji Peace Sinyigaya Kim Johnson Abdi Naasir Ahmed Delphine Ndikum

January 12, 2020	Create a Board Development Plan	Board Role and Responsibilities	Esther Vang, Kim Johnson, Sara White, Angela Phillips
January 13, 2021	Revision of the Bylaws to foster the	Board Role and Responsibilities	Anna Young Khambay Sinvongsay Abdinasser Ahmed
	understanding of the board roles and responsibilities		Yien Douth Miranda Adio Elizabeth Jingwa
February 10, 2021	Evaluating the School Leader	Employment Policies and Practices	Anna Young Abdinasser Ahmed Khalid Ansari Adebimpe Diji Miranda Adio Elizabeth Jingwa
March 10, 2021	World's Best Workforce reporting and committee work	Board Role and Responsibilities	Anna Young Abdinasser Ahmed Elizabeth Jingwa Yien Douth
April 14, 2021	Fundraising and Recruitment	Board Role and Responsibilities	Anna Young Adebimpe Diji Miranda Adio Abdinasser Ahmed Khalid Ansari Yien Douth
May 12, 2021	Reading financial reports	Financial Management	Anna Young Adebimpe Diji Elizabeth Jingwa Yien Douth
June 9, 2021	Developing and understanding the annual budget	Financial Management	Anna Young Abdinasser Ahmed Elizabeth Jingwa Miranda Adio

XI. BOARD AND DIRECTOR'S PROFESSIONAL DEVELOPMENT PLAN

- 7) Work collaboratively with all the stakeholders in developing student innovators.
- 8) Work together to improve student learning and student achievement.
- 9) Stay in compliance with the guidelines from CDC, MDH, MDE, State and Federal insuring that
- 10) Maintain effective communication with all the stakeholders.
- 11) Stay committed to the STEM program starting from PreK.

12) Close the achievement gap in the diverse workforce in STEM related careers.

INNOVATION ACADEMY TESTING INFORMATION BY GRADE LEVEL

TESTING CALENDAR BY GRADE

GRADE KINDERGARTEN

Common Test Name	Formal Test Name	Test Subject	Purpose	When
ACCESS FOR ELL'S (WIDA)	Assessing Comprehension & Communication in English State-to-State for ELLs	Oral Reading Fluency	Results of these tests assist parents, teachers and administrators to know students English proficiency levels, set learning goals and determine the Annual Measurable Achievement Objective (AMAO) calculations for Title III	Early Spring
MAP	Measures of Academic Progress (MAP) developed by Northwest Evaluation Association (NWEA)	Reading and Math	Measures each child's growth and general knowledge in reading and math skills. These tests track the progress, or growth, in basic skills. They let teachers know where student's strengths are and if help is needed in specific areas.	Spring

GRADE 1

Common Test Name	Formal Test Name	Test Subject	Purpose	When
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ACCESS FOR ELL'S (WIDA)	Assessing Comprehension & Communication in English State-to-State for ELLs	Oral Reading Fluency	Results of these tests assist parents, teachers and administrators to know students English proficiency levels, set learning goals and determine the Annual Measurable Achievement Objective (AMAO) calculations for	Early Spring
			Title III	

MAP	Measures of Academic and Math knowledge in Northwest Evaluation Association know where	Reading growth and general progress in reading basic skills. They let	Measures each child's general Progress (MAP) developed by and math tests track the progress, or growth, in (NWEA) teachers student's strengths are and if help is needed in specific areas.	Fall & Spring
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GRADE 2

Common Test Name	Formal Test Name	Test Subject	Purpose	When
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ACCESS FOR ELL'S (WIDA)	Assessing Comprehension & and Communication in English State-toState for ELLs	Oral Reading Fluency	Results of these tests assist parents, teachers and administrators to know students English proficiency levels, set learning goals and determine the Annual Measurable Achievement Objective (AMAO) calculations for Title III	Early Spring
MAP	Measures of Academic Progress (MAP) developed by Northwest Evaluation Association (NWEA)	Reading and Math	Measures each child's growth and general knowledge in reading and math skills. These tests track the progress, or growth, in basic skills. They let teachers know where student's strengths are and if help is needed in specific areas.	Fall & Spring

GRADE 3

Common Test Name	Formal Test Name	Test Subject	Purpose	When
ACCESS FOR ELL'S (WIDA)	Assessing Comprehension & Communication in English State-to-State for ELLs	Oral Reading Fluency	Results of these tests assist parents, teachers and administrators to know students English proficiency levels, set learning goals and determine the Annual Measurable Achievement Objective (AMAO) calculations for Title III	Early Spring
MAP	Measures of Academic Progress (MAP) developed by Northwest Evaluation Association (NWEA)	Reading and Math	Measures each child's growth and general knowledge in reading and math skills. These tests track the progress, or growth, in basic skills. They let teachers know where student's strengths are and if help is needed in specific areas.	Fall & Spring

MCA-III	Minnesota Comprehensive Assessment III (MCAIII) Required by State of Minnesota	Reading & Math	The state tests in reading and math meet the requirements of the federal No Child Left Behind (NCLB) Act. These tests are given every year to measure student performance on the Minnesota standards in reading and math. The reading and math tests are also used to determine whether schools and districts have made Adequate Yearly Progress (AYP)	Spring
			toward all students being proficient for NCLB.	

GRADE 4

Common Test Name	Formal Test Name	Test Subject	Purpose	When
ACCESS FOR ELL'S (WIDA)	Assessing Comprehension & Communication in English State-toState for ELLs	Oral Reading Fluency	Results of these tests assist parents, teachers and administrators to know students English proficiency levels, set learning goals and determine the Annual Measurable Achievement Objective (AMAO) calculations for Title III	Early Spring

MAP	Measures of Academic Progress (MAP) developed by Northwest Evaluation Association (NWEA)	Reading and Math	Measures each child's growth and general knowledge in reading and math skills. These tests track the progress, or growth, in basic skills. They let teachers know where student's strengths are and if help is needed in specific areas.	Fall & Spring
MCA-III	Minnesota Comprehensive Assessment III (MCAIII) Required by State of Minnesota	Reading & Math	The state tests in reading and math meet the requirements of the federal No Child Left Behind (NCLB) Act. These tests are given every year to measure student performance on the Minnesota standards in reading and math. The reading and math tests are also used to determine whether schools and districts have made Adequate Yearly Progress (AYP) toward all students being proficient for NCLB.	Spring

GRADE 5

Common Test Name	Formal Test Name	Test Subject	Purpose	When
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ACCESS FOR ELL'S (WIDA)	Assessing Comprehension & Communication in English State-to-State for ELLs	Oral Reading Fluency	Results of these tests assist parents, teachers and administrators to know students English proficiency levels, set learning goals and determine the Annual Measurable Achievement Objective (AMAO) calculations for Title III	Early Spring
MAP	Measures of Academic Progress (MAP) developed by Northwest Evaluation Association (NWEA)	Reading and Math	Measures each child's growth and general knowledge in reading and math skills. These tests track the progress, or growth, in basic skills. They let teachers know where student's strengths	Fall & Spring
			are and if help is needed in specific areas.	

MCA-III	Minnesota Comprehensive Assessment III (MCAIII) Required by State of Minnesota	Reading , Math & Science	The state tests in reading and math meet the requirements of the federal No Child Left Behind (NCLB) Act. These tests are given every year to measure student performance on the Minnesota standards in reading math and science. The reading and math tests are also used to determine whether schools and districts have made Adequate Yearly Progress (AYP) toward all students being proficient for NCLB.	Spring
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