



STEAM ACADEMY'S
ANNUAL AND WORLD'S BEST WORK FORCE
SUMMARY REPORT OF CURRICULUM, INSTRUCTION &
STUDENT ACHIEVEMENT
2021-2022
DECEMBER 2022

It is the central mission and vision of STEAM Academy that all students who attend our school are prepared to become the best citizen for their community. We pride ourselves on being a school where all students can learn, achieve and practice being able to communicate and successfully work not only in a pluralistic American but also abroad. The goal of the state's WBWF plan is to assure that every student has access to high quality teachers, is career and college ready, has access to close gaps in their achievement, and has the literacy skills to read well by 3rd grade and to graduate. STEAM Academy embraces these mandates because we know that ultimately it is about making students lifelong goals and dreams a reality by preparing them for the future ahead.

School Information

STEAM Academy, ISD#2470 serves students in grades K-6. We are located at 951 5th st E St. Paul MN 55106. The phone number is 651-236-8280. Most of our students live in the city of St. Paul. The school's website is ww.steamacademymn.org. The school's Executive Director is Amina Adan, aadan@steamacademymn.org and the school's Board President is Sarah Chebli, schebli@steamacademymn.org.

Authorizer Information

STEAM Academy's authorizer is Novational Education Opportunities (NEO). NEO's mission is to oversee innovative charter schools through consistent, ongoing and robust evaluation to achieve significant and measurable student growth for the benefit of our schools and community. The support and guidance provided by NEO has helped

STEAM to develop into a successful charter school where students are prepared both academically and socially for high school and beyond. More information about NEO can be found at www.neoauthorizer.org

Enrollment

In 2021-2022 the school demographics were 90% Black, 10% White, 0% Asian, American Indian 0%, Hispanic 0% STEAM was 87% free and reduced price lunch and 76% English Language Learner. The table below describes the number of students budgeted versus actually enrolled:

Grade	Budgeted Enrollment	Actual Enrollment
K	10	15
1	10	11
2	10	8
3	10	9
4	10	11
5	10	10

- Based on “intent to return forms” 91% of families plan on returning for the 2022-2023 school year. Some of the reasons for not returning include: moving overseas, home schooling, and going to different schools.
- We ended the school year with 64 enrolled students, increasing our enrollment by 4 students.
- This was the first year for STEAM Academy.

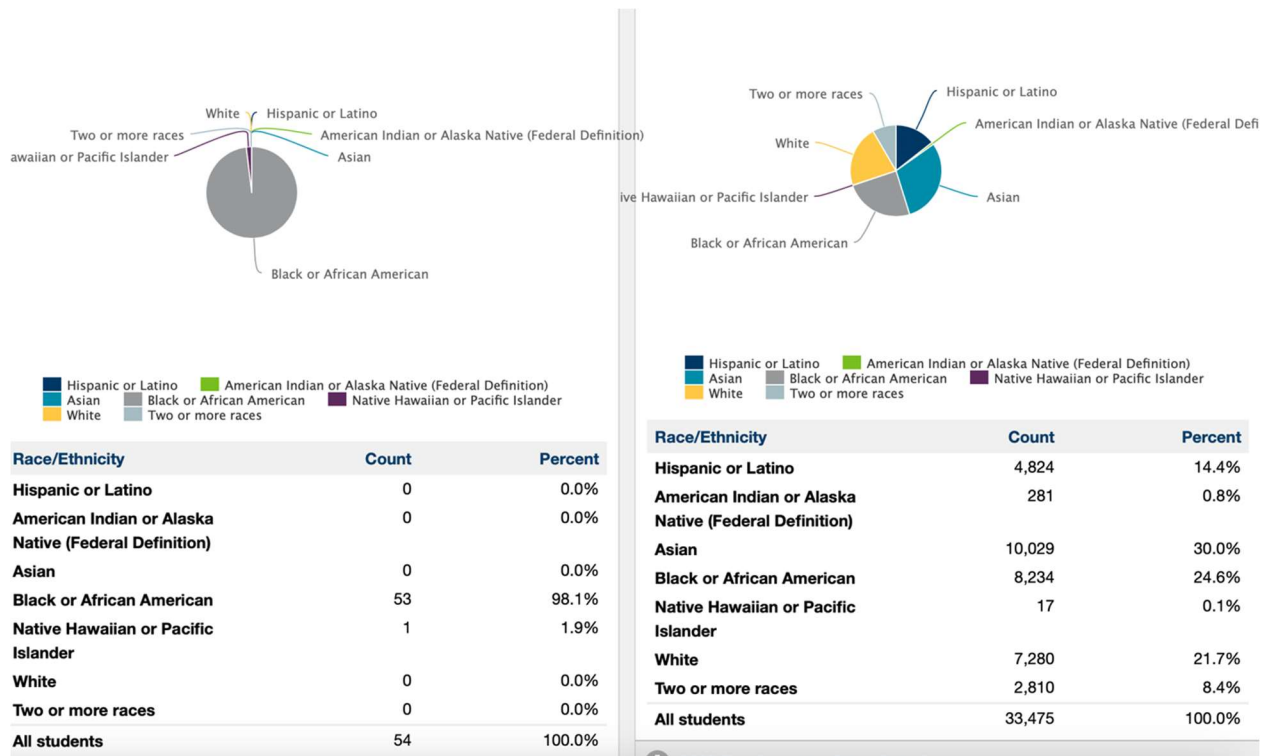
Student Attrition

We have worked very hard to attract new students and keep current students. Providing bus routes and stops that are convenient for families has aided in this effort. We realize that being a high performing charters school with strong academic achievement scores is also the key to growing the enrollment of our school. Our school is working on making the students academics growth make the true reason for our school to be a choice for families.

End of the year enrollment numbers for the first years of operation at STEAM

2021-2022	64
-----------	----

Our student graphic was students of color and minority students, here is a report from MDE Report card compared to Saint Paul Public Schools.



Governance and Management

The school was in its 1st year of operations and had consistent board membership. The 2021-2022 board consisted of founding members with a wide range of expertise in school leadership, finance, governance, and instruction.

This year, the board focused its training topics on board governance, the state’s academic evaluation plan, and budgeting.

STEAM Academy is a data driven and 100% standard-based school. STEAM Academy Board expects the Executive Director to execute school’s policies, manage all day-to-day operations, staffing, parent relations, enrollment, instruction, transportation, relations and compliancy with department of education and school authorizer, and facility management. The Executive Director also oversees the educational program, including but not limited to: instruction, curriculum, teacher evaluation and development and student discipline.

STEAM Academy Board Members

Name	Board Position	Board Seat	Email Address	Term
Hamada Aboubakr	Vice Chair	Parent/Community Member	aboub006@umn.edu	01/02/2019-06/30/2024
Mahdi Nur	Treasurer	Community Member	mnur@voamn.org	11/22/2019-06/30/2024
Makia Jama	Member	Teacher #1004572 Expires 2024	mjama@steamacademymn	01/28/2022-06/30/2024
Sarah Chelbi	Board Chair	Community Member	schebli@steamacademymn.org	12/23/2020-06/30/2024
Maryam Arab	Secretary	Community Member	maryam.arab30@gmail.com	01/28/2022-06/30/2024

Staffing

During the 2021-2022 school year, the school had thirteen licensed teachers, one assistant teacher, one paraprofessional, one office manager, an education director, and an executive director. All teachers held a valid Minnesota license in the area(s) for which they taught.

Staff Member	Position
<u>Mr. Mark Hanson</u>	<u>3rd-5th</u>
<u>Ms., Makia Jama</u>	<u>1st-2nd grade</u>
<u>Ms. Warsan Abdi</u>	<u>KG</u>
<u>Ms. Amina Adan</u>	<u>Special Education / ELL</u>
<u>Mr. Said Aden</u>	<u>Sped Para/ Cultural Liason</u>
<u>Ms. Fadli Mohamed</u>	<u>Office Manager</u>

Professional Development

Teachers and Directors

During pre-service professional development, all teachers receive training on the following topics: unpacking benchmarks/standard analysis, backwards design, and the gradual release model. These three practices are crucial to academic success at STEAM and are reviewed periodically during in-service training as a whole group, during data analysis meetings, and in our observation cycles. Here is a synopsis of our practices:

- Unpacking benchmarks involves teachers breaking down the standard into manageable objectives based on what students need to know and be able to do by the end of each lesson. Teachers work together to identify the most important parts of each benchmark by grade, examine the vertical alignment of the standards across grade levels, and create manageable objectives and assessment questions based on the benchmarks.
- The backwards design sessions build off of the work done with unpacking the benchmarks and has teachers generate their pacing guides (unit plans based on the standards) and assessments first. They examine MCA test specs, NWEA learning continuums, item samplers, and STEAM's internal assessments from previous years. Once they have written high quality assessments, they learn to align lesson plans to those assessments.
- The gradual release model is enforced in every subject area in the school, including our specialist and intervention/related service teachers. Following the practice of modeling, guided practice, independent practice, and an exit slip (mini-quiz) ensures accountability in each classroom of high rigor and high student output.

Teachers participate in PLC meetings throughout the term as well as in a Data Day meeting at the end of each term. The agenda for these meetings mainly includes best practice teaching strategies, data, lesson reviewing quiz data and planning for reteach or extension activities and discussing informal observation/coaching feedback and implementation. We utilize the Mobymax learning gap curriculum to test students at the beginning of the year and continue throughout the year to have individualized learning plans for students.

Teachers receive at least two informal observations per month and participate in three rounds of peer coaching and formal observations throughout the year. The purpose of each of these types of observation is to align to the teachers' professional learning goals and provide specific coaching to the individual teacher in order to improve student academic achievement and classroom management.

Principals (Directors) also participated in variety of Professional developments throughout the year and received formal evaluations as well. An ongoing professional

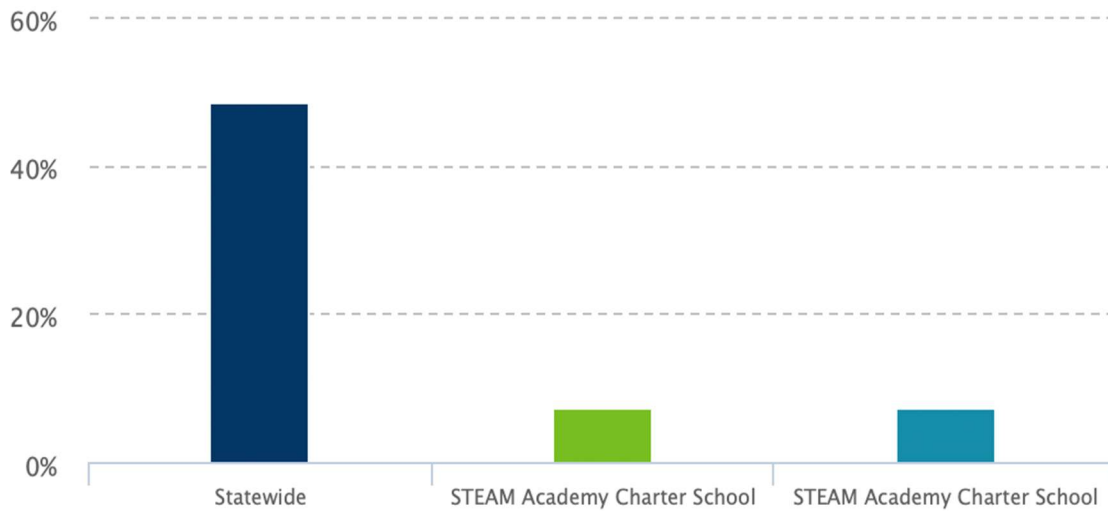
development schedule for the remainder of the school year includes roughly two academic sessions focusing best practices in instruction. We will continue to have professional development on behavior management systems sessions in addition to other more informal meetings that occur. Specific sessions around NWEA and MCA prep are held during each round of testing, and our authorizer also presents our contract/academic goals to the whole staff at least once per year.

STEAM effectively integrated the technology into the curriculum. The technology was used to extend learning in powerful ways. The technology provided students and teachers with: Access to up-to-date data and materials, ways to collaborate with students, teachers, and experts around the world, opportunities for expressing understanding via research and multimedia and training for publishing and presenting their new knowledge.

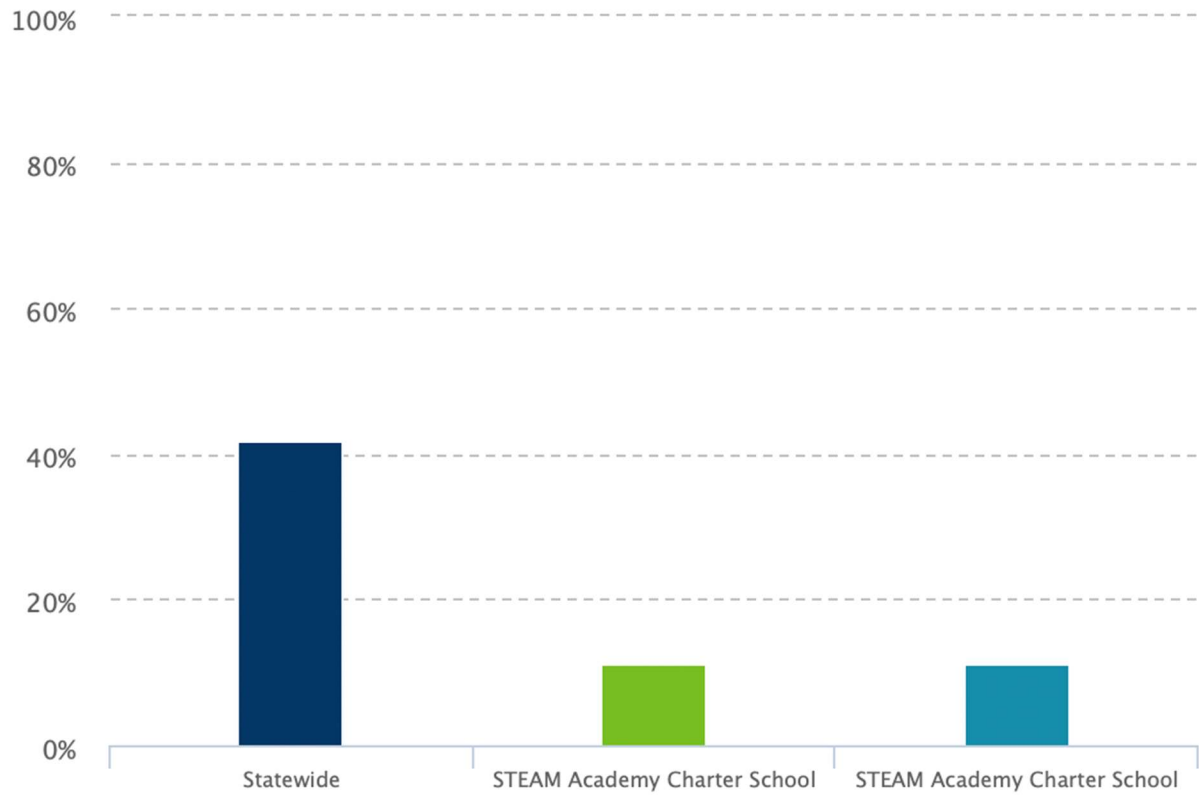
Academic Achievement

MCA testing:

Our first year test scores illustrate that Reading is more of a challenge for our students than math. This tracks with our earlier observation that Reading is a struggle due to the high EL population at our school. While the overall percentage of students “On Track for Success” is low the percentage of students making a medium amount of growth is fairly robust. We find this encouraging because while our students may not have made the state’s standard for growth they started the year very low and have made good progress.



	Statewide	STEAM Academy Charter School	STEAM Academy Charter School
Reading achievement rate	48.6%	7.4%	7.4%
Count at grade level	213,515	2	2
Total	439,054	27	27

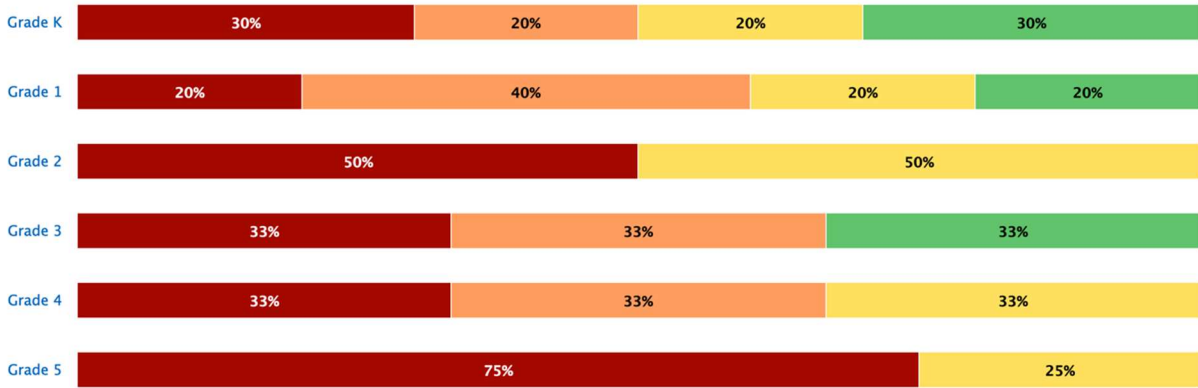


	Statewide	STEAM Academy Charter School	STEAM Academy Charter School
Math achievement rate	41.7%	11.1%	11.1%
Count at grade level	181,589	3	3
Total	435,192	27	27

NWEA Spring 2022 report

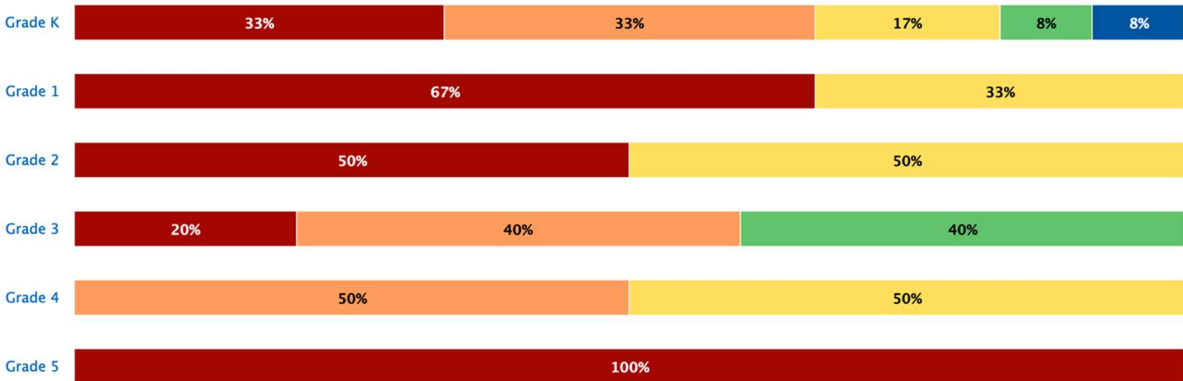
STEAM Academy

School Achievement: Math K-12



STEAM Academy

School Achievement: Reading

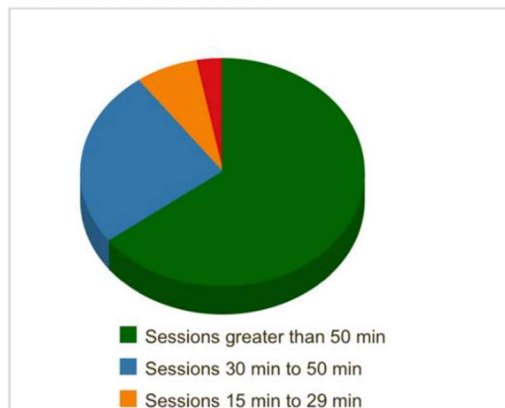


Mobymax usage:

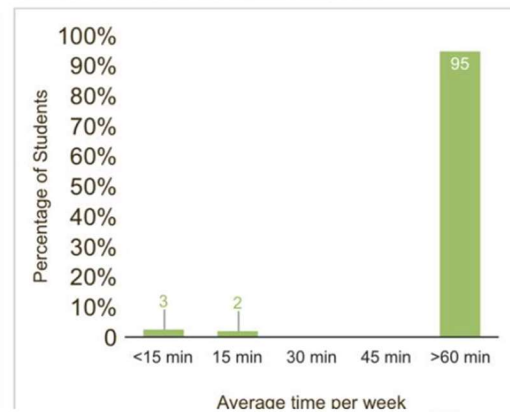
Classroom Statistics

Students registered	66 students	Subject Modules	28 subjects
Active students	59 students	Standards completed	1,341 standard
		Tests completed	22 tests
		Lessons completed	3,611 lessons
		Problems completed	225,140 problems

Student Average Daily Time



Weekly Time Spent by Active Students



Innovative Practices

STEAM's innovative practice is to stay mission focused and driven to implement what was agreed to in the school's contract with its authorizer. That consists of school safety, providing all students with strong academic standard based program, and teaching good manners to students.

STEAM has developed a strong school culture by implementing the following components:

- A schoolwide set of routines and rituals
- A common schoolwide discipline plan
- Student and Staff core values
- Behavior and academic awards for students
- Monthly school assemblies

Academic Programming in Accordance with the World' Best Workforce Plan

To be in compliance with the state's World's Best Work Force, we will meet the following requirements for the 2022-2023 school year.

Area 1: All children are ready for school

Our kindergarten program is academically sound and prepares young students for first grade by emphasizing academic growth in reading and math. Our team of specialists in ELL, Reading Intervention and Special Education provide extra support for students who qualify. Our Title 1 intervention teacher is working with kindergarten students who are reading below their peers and using the NWEA system to progress monitor their growth. This layer of intervention means that if students come into our kindergarten performing below their peers, they often catch up by the end of the year.

Our goals in this area are:

Long-term goal: By June 30, 2024, at least 60% or more of kindergarten students will score at the proficient level as measured by the percent of kindergarten students who score 158.1 or more on the NWEA MAP for Primary Reading and Math assessment.

Annual goal: Each year, at least 60% or more of kindergarten students will score at the proficient level as measured by the percent of kindergarten students who score 158.1 or more on the NWEA MAP for Primary Reading and Math assessment.

Area 2: All students reading at third grade level by the end of third grade.

STEAM Academy plans to use the schools NWEA scores and AIMSWEB testing to get 70% the students to be able to read 3rd grade in end of 3rd grade. These students are receiving approximately 80-90 minutes of reading intervention instruction a week. Parents are informed of their students' progress a regular basis and are given support to help with literacy skills at home.

Our goal in this area is:

The school's combined FY2022 SY 2023 proficiency rate exceeds the state combined FY 2022- FY2023 proficiency rate and/or the school improves its proficiency rate from the baseline year of FY 2022 by at least 10% points

Area 3: All racial and economic gaps are closed within the school and community.

STEAM is 100% minority students so we plan to have progress MCA report 2023 to show the progress made and to compare with another school in the area and with similar racial and economic student percentage. These best practice strategies will help

all students achieve more, but especially students who are learning English as a second or even third language. Teachers participated in a day long training at the beginning of the school year on increasing literacy for these students. Our other major focus group we are working to close the gap for is our Free and reduced lunch population. Academic resources are provided to parents to help them work on skills at home. Mobymax is to online learning tools that students can access at home.

Area 4: All students are career and college ready.

STEAM Academy is a STEM and Arts school, our elementary students use Huffington Mifflin Harcourt Into reading curriculum which utilizes science readings in the students learning. We plan to have 10-20 hours of career exploration in classrooms through inviting community professionals and to have classroom deep dive explorations.

Parent Survey

Parents are very happy with the education and environment of STEAM Academy. They feel STEAM Academy is a welcoming, positive environment for families and students. School Administration and teachers are perceived as being available and receptive to parents. Areas identified for improvement are parent communication, student behavior and accommodating student needs. Suggested improvements to the school are better transportation and the addition of Somali Language classes.

Collaborative Professional Culture

Our teachers participate in PLC meetings to analysis data and reflect on problems of practice. During these meetings we fine tune assessments, lesson plans and learning activities with colleagues from other grade level bands in an attempt to do vertical planning so that teachers are aware of the skills and standards of the grades above and below the ones they teach.