STEAM Academy's

Annual and World's Best Work Force Summary report

2022-2023

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 and during 2022-2023 STEAM Academy was located at 951 5th St. E St. Paul MN 55106. The phone number is: 651-236-8280. Most of our students lived in the city of St. Paul. The school's website is ww.steamacademymn.org. The school's Executive Director was Hassan Hassan, hassanhassan@steamacademymn.org and the school's Board President is Sarah Chebli, schebli@steamacademymn.org.

Authorizer Information

STEAM Academy's authorizer is Novation 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 2022-2023 the school demographics were 100% Black, 0% White, 0% Asian, American Indian 0%, Hispanic 0% STEAM was 97% free and reduced price lunch and 88% English Language Learner. The table below describes the number of students budgeted versus actually enrolled:

Grade	Budgeted Enrollment	Actual Enrollment
K	18	14
1	15	11
2	10	7
3	10	9
4	10	11
5	10	7
6	10	6

- 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 71 enrolled students, increasing our enrollment, however since not all of them started from the beginning of the school year the average ADM is 65.
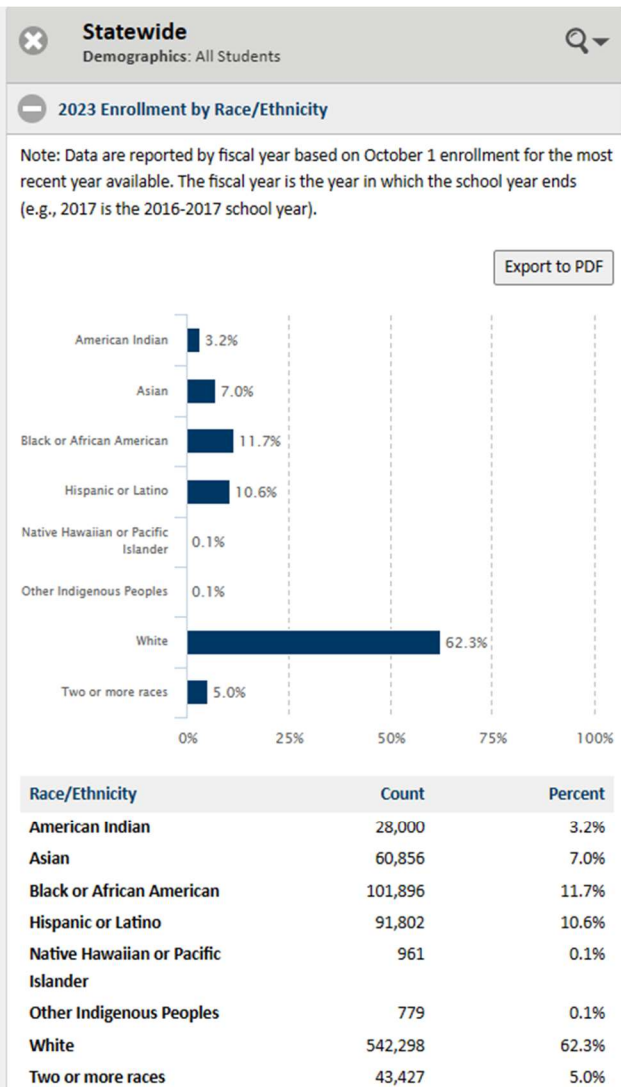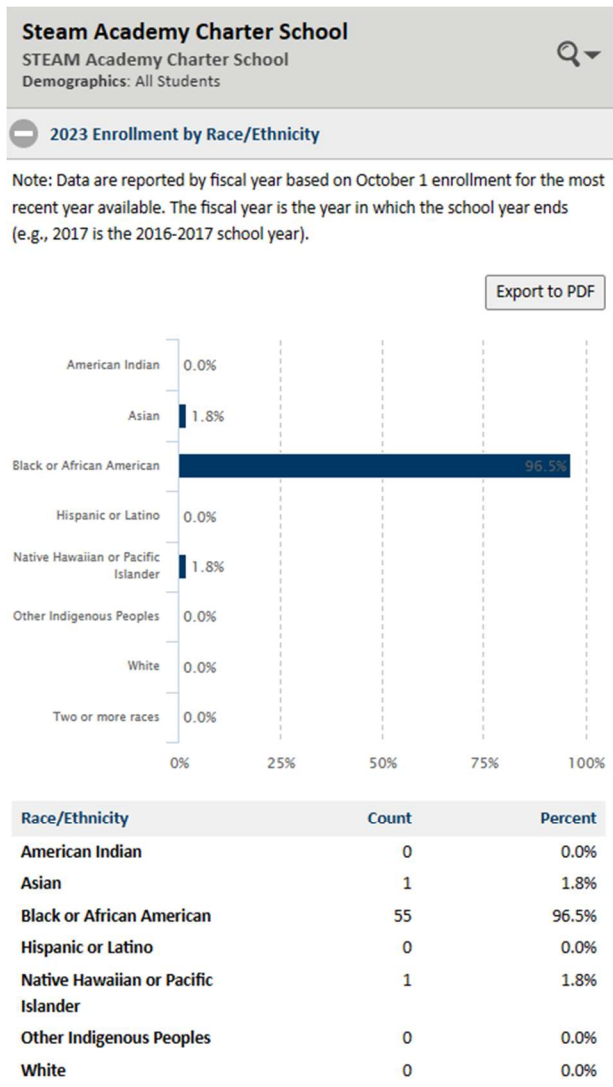- This was the second year for STEAM Academy.

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 preforming 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

2022-2023	65

Our student demographics consists of color and minority students, here is a report from MDE Report card compared to Statewide student demographics.

Steam Academy Charter School
STEAM Academy Charter School
Demographics: All Students

2023 Enrollment by Race/Ethnicity

Note: Data are reported by fiscal year based on October 1 enrollment for the most recent year available. The fiscal year is the year in which the school year ends (e.g., 2017 is the 2016-2017 school year).

Export to PDF

Race/Ethnicity	Count	Percent
American Indian	0	0.0%
Asian	1	1.8%
Black or African American	55	96.5%
Hispanic or Latino	0	0.0%
Native Hawaiian or Pacific Islander	1	1.8%
Other Indigenous Peoples	0	0.0%
White	0	0.0%

Statewide
Demographics: All Students

2023 Enrollment by Race/Ethnicity

Note: Data are reported by fiscal year based on October 1 enrollment for the most recent year available. The fiscal year is the year in which the school year ends (e.g., 2017 is the 2016-2017 school year).

Export to PDF

Race/Ethnicity	Count	Percent
American Indian	28,000	3.2%
Asian	60,856	7.0%
Black or African American	101,896	11.7%
Hispanic or Latino	91,802	10.6%
Native Hawaiian or Pacific Islander	961	0.1%
Other Indigenous Peoples	779	0.1%
White	542,298	62.3%
Two or more races	43,427	5.0%

Governance and Management

The school was in its 2nd year of operations and had consistent board membership. The 2022-2023 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 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	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

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.

Staffing

During the 2022-2023 school year, the school had five licensed teachers, one para / cultural liaison, four sped paraprofessionals, one cultural liaison, one office manager, and an executive director. All teachers held a valid Minnesota license in the area(s) for which they taught.

Staff Member	Position
Ms. Naimo Ali	KG, 1st & 2nd
Ms. Makia Jama	Title
Ms. Sophia Mahmoud	3rd & 4th
Ms. Idil Mohamed	5th & 6th / ELL
Mr. Mohamed Mohamed	SPED Teacher
Mr. Said Aden	Para
Mr. Abdinoor Hassan	Cultural Liaison
Ms. Jamila Mohamed	SPED Para
Ms. Hani Mohamed	Sped Para
Ms. Mariam Hussein	Sped Para
Ms. Khadro Jama	Sped Para
Ms. Maryam Abdi	Office Manager

Professional Development

Teachers and Directors

This educational approach at STEAM appears to be a comprehensive and well-structured system for teacher development and student learning, integrating key practices and methodologies to enhance educational outcomes. Here's an analysis of the key elements:

1. **Unpacking Benchmarks/Standard Analysis**: This involves teachers dissecting educational standards into actionable objectives for each lesson. It ensures that teachers understand what students need to know and can do by lesson's end. Collaborative work in identifying crucial aspects of benchmarks across grades helps in creating consistent and manageable objectives, as well as assessment questions.

2. **Backwards Design**: Building on unpacking benchmarks, this method involves teachers developing their pacing guides and assessments first, based on standards. By analyzing various test specifications, learning continuums, and internal assessments, teachers create high-quality assessments and align lesson plans accordingly. This approach ensures that teaching is goal-oriented and assessment-driven.

3. **Gradual Release Model**: Applied in all subject areas, this model includes steps like modeling, guided practice, independent practice, and exit slips. It ensures high rigor and accountability in classrooms, promoting student independence and mastery over time.

4. **Professional Learning Communities (PLCs) and Data Analysis**: Teachers engage in PLC meetings and Data Day meetings, focusing on best teaching practices, lesson and data analysis, and planning for student needs based on data. The agenda also includes reviewing quiz data, planning for reteaching or extension activities, and discussing feedback from observations and coaching.

5. **Observations and Peer Coaching**: Regular informal observations and structured peer coaching sessions are designed to align with teachers' professional learning goals, offering tailored coaching to enhance student achievement and classroom management.

6. **Principal (Director) Involvement and Evaluation**: The inclusion of principals in professional development and formal evaluations signifies a top-down commitment to educational excellence and continuous improvement.

7. **Ongoing Professional Development**: The schedule includes sessions on best instructional practices and behavior management systems, as well as specific training for standardized tests. These sessions cater to both academic and practical aspects of teaching.

8. **Technology Integration**: The curriculum effectively incorporates technology, providing access to current data and materials, facilitating global collaboration, and offering opportunities for students to express understanding through research and multimedia projects.

This system reflects a holistic and dynamic approach to education, prioritizing both teacher development and student learning, and integrating technology and data-driven strategies to meet educational objectives.
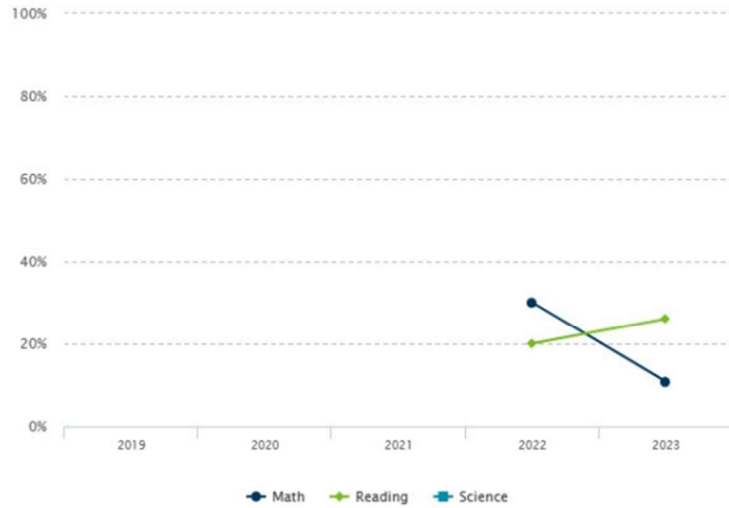
Academic Achievement

MCA testing:

Our second-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 and free and reduced numbers. 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.

Minnesota Report Card
My School: What can I learn about my school and its students?

DEPARTMENT
OF EDUCATION

Steam Academy Charter School STEAM Academy Charter School
Demographics: All Students

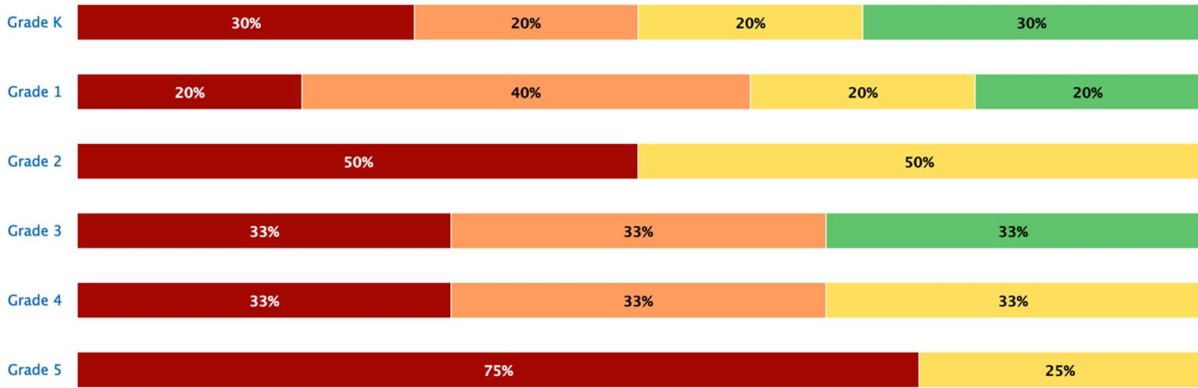**The number of students meeting standards in math, reading, and science over time**

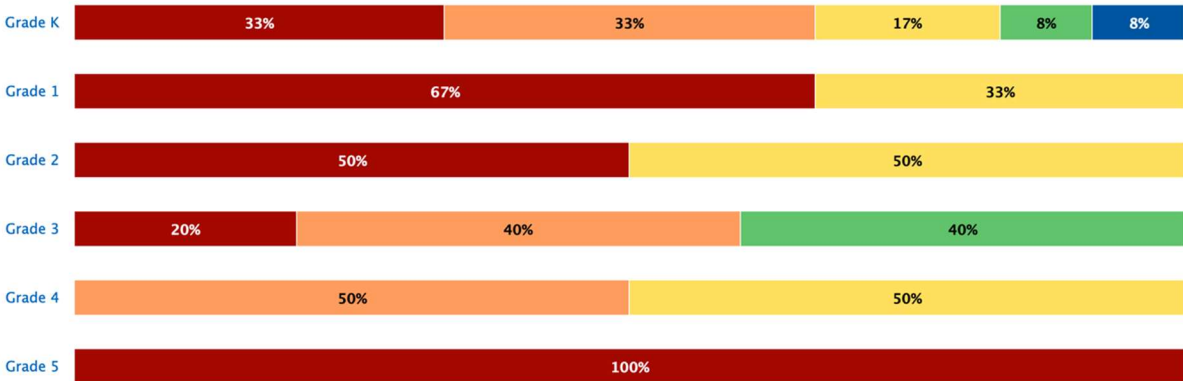| Subject	2019	2020	2021	2022	2023
Math	N/A (N/A)	N/A (N/A)	N/A (N/A)	30.0% (3)	10.7% (3)
Reading	N/A (N/A)	N/A (N/A)	N/A (N/A)	20.0% (2)	26.1% (6)
Science	N/A (N/A)	N/A (N/A)	N/A (N/A)	CTSTR (CTSTR)	CTSTR (CTSTR)

NWEA Spring 2023 report

School Achievement: Math K-12

Grade K	30%	20%	20%	30%
Grade 1	20%	40%	20%	20%
Grade 2	50%		50%	
Grade 3	33%	33%	33%	
Grade 4	33%	33%	33%	
Grade 5	75%		25%	

STEAM Academy

School Achievement: Reading

Grade K	33%	33%	17%	8%	8%
Grade 1	67%		33%		
Grade 2	50%		50%		
Grade 3	20%	40%	40%		
Grade 4	50%		50%		
Grade 5	100%				

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

- Sessions greater than 50 min
- Sessions 30 min to 50 min
- Sessions 15 min to 29 min
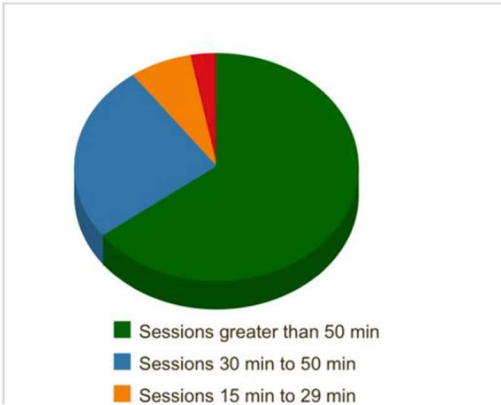
Weekly Time Spent by Active Students
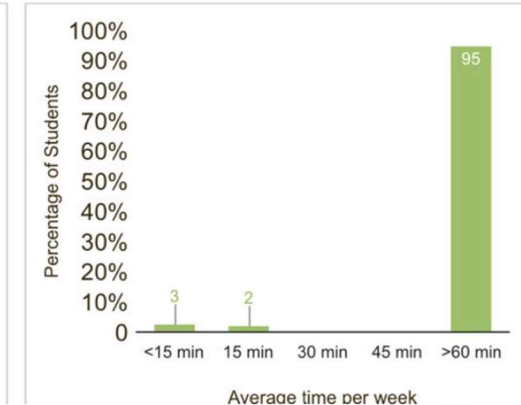
Innovative Practices

STEAM's approach to maintaining its mission focus and fulfilling its contractual obligations with its authorizer is commendable. The school's commitment to safety, academic excellence, and teaching good manners is effectively supported by its robust school culture, characterized by several key components:

1. **School wide Routines and Rituals**: Establishing consistent routines and rituals across the school ensures a structured environment. This not only aids in maintaining order but also helps in creating a sense of community and belonging among students.
2. **Common School Wide Discipline Plan**: A unified discipline plan across the school promotes consistency in managing student behavior. This approach is crucial for setting clear expectations for students and staff, thereby fostering a safe and respectful learning environment.
3. **Student and Staff Core Values**: Core values serve as the guiding principles for both students and staff. These values likely play a significant role in shaping behaviors, decision-making, and overall school ethos. They also provide a common language and framework for understanding expectations and responsibilities within the school community.
4. **Behavior and Academic Awards for Students**: Recognizing and rewarding positive behavior and academic achievements can be highly motivating for students. Awards serve as tangible acknowledgments of their efforts and successes, encouraging them to continue striving for excellence.
5. **Monthly School Assemblies**: Regular assemblies provide opportunities for the entire school community to come together, fostering a sense of unity. These assemblies can be used to celebrate achievements, address the school

community, reinforce core values, and maintain the focus on the school's mission.

These components collectively contribute to creating a strong, cohesive, and focused school culture at STEAM. Such an environment not only supports the academic and personal growth of students but also aligns with the school's commitment to fulfilling its mission and contractual obligations. This holistic approach to education, emphasizing both academic rigor and character development, is key to fostering a positive and productive learning environment.

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 2023-2024 school year.

Area 1: <u>All children are ready for school</u>

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. Out 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 preforming 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.