
Comprehensive Achievement and Civic Readiness (CACR) Strategic Plan

2025-2026



Mission

STEAM Academy embraces a multidisciplinary curriculum with an emphasis on Science, Technology, Engineering, Arts, and Mathematics (STEAM) to provide a learning-for-understanding environment which values personal and community accountability, creativity, diversity, critical thinking, and multiculturalism. We believe that schools can prepare their students for greater understanding of profound issues through collaboration, critical thinking and problem solving. We believe this is possible when learning is done with purpose.

Vision

STEAM Academy's vision is to provide a student-centered learning environment where all of its students, families, and communities apply the civic skills needed to wisely meet the common good through personal and public education. Our school strives to answer the question, "Why do I need to know this" from diverse perspectives: culturally responsive, critical thinking, life-long learning, gender neutral, community informed, cross generational, and any other viewpoint that produces a greater public good.

CACR Purpose

The CACR Strategic Plan is a comprehensive, long-term strategic plan designed to support and improve teaching and learning that will illustrate how a district will execute its initiatives concerning the CACR goals. It includes clearly defined school site goals and benchmarks for instruction and student achievement.

CACR Strategic Plan Requirements

1. Clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2); Revised 5-17-21 2.
1. A process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students to participate in gifted and talented programs and accelerate their instruction, and adopt early-admission procedures consistent with section 120B.15, and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to comprehensive achievement and civic readiness;

CACR Strategic Plan Requirements Continued

3. A system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations, students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students, and teacher evaluations;
4. Strategies for improving instruction, curriculum, and student achievement; including the English and, where practicable, the native language development and the academic achievement of English learners;

CACR Strategic Plan Requirements Continued

5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
6. Education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness;
7. An annual budget for continuing to implement the district plan;

CACR Strategic Plan Requirements Continued

6. Identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.
9. A school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce.
10. In addition, the school board must make their annual report available to the public by posting it on their district's website.

CACR Strategic Plan Requirements Continued

11. Each school board shall establish a district advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and local academic standards;
12. A school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site, consistent with subdivision 2.

CACR Goals and Measurements:

We work very hard to align our goals to ensure our efforts are focused on student achievement. Goals come from multiple sources:

1. Contract Goals
2. School Improvement Plan Goals
3. Literacy Plan Goals
4. CACR Goals

Also, we try hard to make sure all staff understand these goals and work to help achieve these goals.

CACR Goals and Measurements:

Measures to determine school district progress in striving to create the world's best workforce; specifically progress towards:

- Closing the identified achievement gap(s) in the district
- All students ready for kindergarten
- All students attaining career and college readiness before graduating from high school
- All students graduating from high school
- All students are prepared to be lifelong learners

CACR Goals and Measurements: All Children Are Ready For School

Goal: At least 60% or more of kindergarten students will score at the proficient level as measured by the percent of kindergarten students who score 156.1 or more on the NWEA MAP Reading assessment.

Result: Not available for FY25.

Status:

CACR Goals and Measurements: All Children Are Ready For School

Goal: 60-75 percent of K-2 students are proficient AND/OR the percent of students proficient improves from the baseline year by 10-20 percentage

Results points. (Math)	Year	Proficient Students	Total Students Tested	STEAM Percent Proficient
	Baseline 2021-2022	6	18	33.33%
	2021-2022	6	18	33.33%
	2022-2023	3	36	8.33%
	2023-2024	11	14	78.57%
	2024-2025			
	2025-2026	N/A	N/A	N/A
	2021-2026	20	68	29.41%

Result: The school is currently on track to receive exemplary for this goal.

CACR Goals and Measurements: All Children Are Ready For School

Goal: 60-75 percent of K-2 students are proficient AND/OR the percent of students proficient improves from the baseline year by 10-20 percentage

Results points. (Reading)	Year	Proficient Students	Total Students Tested	STEAM Percent Proficient
	Baseline 2021-2022	5	17	29.41%
	2021-2022	5	17	29.41%
	2022-2023	5	34	14.71%
	2023-2024	9	14	64.29%
	2024-2025	21	47	44.68%
	2025-2026	N/A	N/A	N/A
	2021-2026	40	112	35.71%

Result: The school is currently on track to meet this goal.

CACR Goals and Measurements: All Students are Ready for Career and College

Goal: The school's proficiency rate exceeds the resident district average by up to 10 percentage points. (MCA Math)

Year	Proficient Students	Total Students Tested	STEAM Percent Proficient	St Paul Percent Proficient
2021-2022	CSTSR	CSTSR	37.50%	32.53%
2022-2023	CSTSR	CSTSR	9.09%	30.26%
2023-2024	CSTSR	CSTSR	20.00%	33.58%
2024-2025				
2021-2025	8	45	17.78%	31.96%

Result: The school is not on track to meet this goal.

CACR Goals and Measurements:

All Students are Ready for Career and College

Goal: The school's proficiency rate exceeds the resident district average by up to 10 percentage points. (MCA Reading)

Year	Proficient Students	Total Students Tested	STEAM Percent Proficient	St Paul Percent Proficient
2021-2022	CSTSR	CSTSR	25.00%	35.12%
2022-2023	CSTSR	CSTSR	23.53%	35.44%
2023-2024	CSTSR	CSTSR	13.33%	34.82%
2024-2025				
2021-2025	8	40	20.00%	35.15%

Result: The school is not on track to meet this goal.

CACR Goals and Measurements: All Racial and Economic Achievement Gaps Between Students are Closed

Goal: The school's proficiency rate exceeds the resident district average by up to 10 percentage points. (FRP, Math)

Year	Proficient Students	Total Students Tested	STEAM Percent Proficient	St Paul Percent Proficient
2021-2022	CSTSR	CSTSR	16.67%	18.90%
2022-2023	CSTSR	CSTSR	5.88%	18.40%
2023-2024	CSTSR	CSTSR	20.00%	20.54%
2024-2025				
2021-2025	5	38	13.16%	19.21%

Result: The school is not on track to meet this goal.

CACR Goals and Measurements: All Racial and Economic Achievement Gaps Between Students are Closed

Goal: The school's proficiency rate exceeds the resident district average by up to 10 percentage points. (FRP, Reading)

Year	Proficient Students	Total Students Tested	STEAM Percent Proficient	St Paul Percent Proficient
2021-2022	CSTSR	CSTSR	16.67%	21.61%
2022-2023	CSTSR	CSTSR	21.43%	22.72%
2023-2024	CSTSR	CSTSR	13.33%	21.69%
2024-2025				
2021-2025	6	35	17.14%	22.08%

Result: The school is not on track to meet this goal.

CACR Goals and Measurements: All Students Are Prepared to be Lifelong Learners

Goal: At least 50% of all students are proficient in math and reading, and performing at a 10% higher rate than statewide.

Year	STEAM % Proficient Reading	Statewide % Proficient Reading	STEAM % Proficient Math	Statewide % Proficient Math
2023-24	10.0%	47.8%	15.0%	42.8%
2024-25				
Result:.				

CACR Goals and Measurements: All Students Graduate From High School

Goal: Students scoring below grade level in the fall will on average make 120– 149% of their annual projected growth (NWEA Reading)

Result:

# of Students Below Grade Level (Grades 4-6)	Projected Growth	Observed Growth	% of Annual Projected Growth Met
12	111	65	58.6%

Status: Goal not met

CACR Goals and Measurements: All Students Graduate From High School

Goal: Students scoring below grade level in the fall will on average make 120– 149% of their annual projected growth (NWEA Math)

Result:

# of Students Below Grade Level (Grades K-6)	Projected Growth	Observed Growth	% of Annual Projected Growth Met
28	363	457	125.9%

Status: Goal met

Measures to Assess Progress Towards Standards: Reading and Math Assessments

Area	Assessments Used	Grades	Test Administration
Reading	<ul style="list-style-type: none"> • FastBridge • NWEA • MCA-III • Classroom Assessments • MobyMax 	<ul style="list-style-type: none"> • K-3 • 4-6 • 3-6 • K-6 • K-6 	<ul style="list-style-type: none"> • Fall, Winter, Spring • Fall, Winter, Spring • Spring • Weekly • Weekly
Math	<ul style="list-style-type: none"> • FastBridge • NWEA • MCA-III • Classroom Assessments • MobyMax 	<ul style="list-style-type: none"> • K-3 • 4-6 • 3-6 • K-6 • K-6 	<ul style="list-style-type: none"> • Fall, Winter, Spring • Fall, Winter, Spring • Spring • Weekly • Weekly

Measures to Assess Progress Towards Standards: Evaluate Instruction

Area	Description	Administered
Teacher Evaluations	<p>The Teacher Evaluation Plan is built upon three foundations:</p> <ol style="list-style-type: none"> 1. Teacher improvement through coaching, evaluation and feedback, 2. Job imbedded professional development, and 3. student proficiency and growth 	2 times a year
PLC	PLC groups will be banded as K-2, 3-5, and 6-8. Teams discuss data, interventions, and progress.	Bi-Weekly
Observations /Peer Coaching	Designed to align with teachers' professional learning goals, offering tailored coaching to enhance student achievement and classroom management.	Weekly

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

While STEAM Academy does not currently offer a Gifted and Talented Program, we accelerate student learning through the following:

- During bi-weekly PLC, teachers analyze data from MCA, NWEA, FastBridge, and classroom assessments.
- Students who consistently demonstrate the ability to work well above grade level on multiple assessments are identified as needing enrichment.
- Daily enrichment work is provided to these students through Moby Max, ensuring students are being challenged in both reading and math based on their proficiency levels.

Strengths of Instructional Program

- Targeted interventions, such as small-group instruction and adaptive technology tools, contributed to measurable gains on NWEA assessments.
- The introduction of phonics-based curricula and enhanced teacher training in reading strategies supported growth in literacy outcomes.
- STEAM-focused projects integrated with literacy goals encouraged higher engagement and understanding of core concepts in our middle grades.

Areas for Improvement in the Instructional Program

- Achievement gaps persist among underrepresented student groups, such as English Language Learners (ELL) and students from low-income backgrounds.
- Need for increased focus on inquiry-based learning and hands-on STEM activities in upper grades.

System to Review the Effectiveness of Instruction and Curriculum

1. Use of multiple data points such as FastBridge, NWEA, MCA, classroom assessments, and MobyMax to measure student progress and identify gaps in learning.
2. Teachers regularly work in teams to review data, identify gaps in student learning, and plan for targeted interventions.
3. Teachers regularly assess students using formative and summative assessments, analyze the results, and reteach skills as needed.
4. Administration routinely observes and evaluates teachers and provides actionable feedback to improve teaching practices.
5. Administration regularly reviews student achievement data and teacher evaluation data and uses the information to plan targeted professional development.

Strategies for Improving Instruction, Curriculum, and Student Achievement

- Targeted professional development for teachers will ensure culturally responsive teaching methods are employed.
- Plans include expanding maker spaces and integrating robotics into the curriculum to boost engagement and performance in science.
- Frequent assessments and data analysis enabled timely interventions and personalized learning plans for students.

Strategies for Improving Instruction, Curriculum, and Student Achievement Continued

- Parent workshops and student-led conferences fostered a stronger partnership between families and educators.
- Expanded STEM programs, including robotics and coding challenges, significantly contributed to higher student motivation and achievement.
- In-school and out-of-school field trips to offer students real-world exposure to STEM applications, connected learning experiences with practical experiences, and engaging students in learning activities.

Strategies for Improving the English Language Development of Multilingual Learners

- The ELL teacher pulls small groups multiple times each week for group instruction aligned to WIDA ELD standards.
- PD is provided monthly to all staff on best instructional strategies for teaching ML students.
- Turn and Talk, Sentence Frames/Starters/, Scaffolded lessons, Structured Note-Taking, Structured Writing, Interactive classroom discussions, and I do/We Do/You do strategies are embedded into all classroom lessons.

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

- STEAM Academy is a public charter school that hires appropriately licensed teachers who best meet the needs of our K-6 students.
- We select candidates who demonstrate the skills to support academic excellence, positive character development, discipline, and compassion.
- We have a Bilingual/Bicultural Staff. That includes teachers, paraprofessionals, and office staff.
- We hire international teachers through the Teacher Exchange Program.

Practices that Embed High Quality Instruction

- Unpacking Benchmarks/Standard Analysis: Teachers break down standards into clear, actionable lesson objectives to ensure they know exactly what students should learn and be able to do by the end of each lesson.
- Backwards Design: Teachers start by creating pacing guides and assessments based on standards, using test specs, learning continuums, and internal assessments to develop high-quality assessments and align lesson plans.
- Gradual Release Model: In every subject, teachers use a gradual release approach—modeling, guided practice, independent practice, and exit slips—to maintain rigor and accountability, while building student independence and mastery.

Practices that Embed High Quality Instruction

- Hands-on, collaborative, real-world problems and application
- Explicit and daily vocabulary lesson and practice
- Emphasis on high-engagement activities
- Promote conceptual vs procedural learning
- Focus on building strong foundational reading and math skills
- Daily math fact and fluency routines.
- Daily spiral review/repeated practice of previously learned concepts or prerequisite skills
- Math talks daily for 5-10 minutes

Practices that Embed Rigorous Curriculum: Literacy

- HMH Into Reading: Our core curriculum, grounded in the science of reading.
- Supplemental resources include:
 - MobyMax: Technology program that provides individualized learning plans.
 - UFLI: Provides explicit, systematic instruction in foundational reading skills, including phonemic awareness, phonics, and word recognition.
 - Open Up Resources: Provides research-based Pre-K-12 curricula and materials to support every student and create learning experiences that celebrate and empower all students.

Practices that Embed Rigorous Curriculum: Math

Origo Math: Our core curriculum that teaches math concepts by building understanding through language and discourse.

Supplemental Resources Include:

- MobyMax: Technology program that provides individualized learning plans.
- Supplemental Resources from Origo: Intervention, enrichment, SPED, and ML learners

Practices that Embed Rigorous Curriculum: Science

Students integrated STEM with other disciplines, such as art and social studies, by creating models for sustainable cities, merging engineering, urban planning, and environmental science.

Practices that Integrate Technology

STEAM Academy implemented MobyMax to support students with:

- **Individualized Instruction:** Students received tailored lessons in math, science, and literacy based on their unique needs and learning pace.
- **Real-Time Feedback:** Teachers used MobyMax's data analytics to monitor student progress and provide targeted interventions, ensuring all students stayed on track to meet learning goals.
- **Engagement Tools:** Gamified learning activities within MobyMax kept students motivated and engaged while building foundational skills.

Practices that Integrate a Collaborative Professional Culture

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. This collaborative time also includes reviewing quiz data, planning for reteaching or extension activities, and discussing feedback from observations and coaching.

Diverse Resources: Reflecting Minnesota's Cultural Landscape in K-12 Education

- Core curriculum highlights diverse cultures.
- Cultural Days: Opportunities for students, staff, and family to share foods, dress, celebrations, and backgrounds.
- Classroom Libraries: Planning to purchase multicultural books that include pictures and subjects of various cultural groups.
- Post welcome signs in the various languages spoken at the school.
- Photographs and posters hung on walls represent diverse cultures.
- Flags from around the world are displayed throughout the building.
- History and science lessons incorporate content about

District Advisory and School Site Teams

Team Member Name	Role
Magdy Rabeaa	Principal
Dan Zacharda	Instructional Coach
Santa Fe	Teacher – Classroom
Ola Abdulfatah	Teacher – Academic Intervention
Saynab Farah	Special Education Representative
Ola Abdulfatah	Multilingual (EL) Learning Representative
Amir Mohammed	Parent/Family of student at risk of not meeting standards
Mahdi Nur	Member of community being served
Sudi Mohamud	Family/Cultural Liaison
N/A	Social Worker/Counselor
Saynab Farah	Behavior Specialist
Luli Axhijaj	Assessment/Data Coordinator
Jessica Lozano	Instructional Paraprofessional

Budget

- The Board of Directors monitors the school's finances on a regular basis.
- The school currently has a 20% fund balance, which puts the school in a strong financial position to support the resources and programs needed to improve overall student achievement.
- We earned the Stewardship Award from NEO in regards to finances in FY24.
- We had a clean audit with 0 findings in internal controls and findings in FY24.