

2021-2022 Annual Report



Vision

To be an innovative, sustainable model of academic excellence for all students that creates well-rounded, lifelong learners and global citizens.

Mission

We provide accelerated and inclusive curricula and instruction in all subjects, with an emphasis on math and science.

Math and Science Academy

A Minnesota Public Charter School

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2021-2022 ANNUAL REPORT

**Submitted to:
Student Achievement Minnesota (SAM)
MSA's Authorizer
Liz Wynne**

**Submission date:
September 30th, 2022**



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Introduction

The Math and Science Academy (MSA) opened in the fall of the 1999-2000 school year and serves students grades six through twelve. MSA places tremendous value on a school design based on rigorous curriculum and collaboration between administration, teachers, students, and families. The curriculum emphasizes math and science with a balance of humanities. The MSA standard requires that students achieve beyond current state mandates and testing criteria. MSA students are required to complete a math program through calculus and a science program that includes biology, chemistry, physics, as well as one additional science course. Additionally, all students at MSA must take Social Studies and English every year, as well as Spanish through the 11th grade. MSA requires at least one year of high school fine arts, a half year of physical education, and health in the 9th grade. MSA also boasts a music program which includes choir, a string orchestra, and jazz band. In addition, MSA students can enhance their learning experience by participating in a variety of after school activities (see Appendix A).

It is the MSA's policy to provide an equal educational opportunity for all students. The Math and Science Academy does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. Thus far, after eighteen graduating classes, only ten seniors have failed to graduate on time.

The current strategic plan, including mission and vision were revised in the 2020-21 school year. A comprehensive strategic planning process began in September, 2021. The mission, vision and core values of MSA read as follows:

Vision

To be an innovative, sustainable model of academic excellence for all students that creates well-rounded, lifelong learners and global citizens.

Mission

We provide accelerated and inclusive curricula and instruction in all subjects, with an emphasis on math and science.

Our Core Values

- **Honesty:** MSA's community exhibits fairness, cooperation, integrity, and honesty. MSA students and staff take responsibility for their actions.
- **Community:** MSA maintains small class sizes and a small school feel.
- **Respect:** MSA's community respects others and their views, while fostering a safe environment where every voice is heard, and individuals are free to take risks.
- **Teamwork:** MSA encourages networking, collaboration, and open communication between all members of our community. MSA encourages students, their families, and staff to invest their time and resources to serve the MSA community.

- Excellence: MSA continuously evaluates and improves programs to ensure the highest quality in teaching and learning. MSA empowers students to develop independence through organization, time management, and self-discipline.

Governance

MSA is governed by a Board of Directors (BOD) that is comprised of a membership in accord with Minnesota statute and consists of four (4) licensed teachers who are employed by MSA at .5 FTE or above, three (3) parents (or legal guardians) of enrolled students, two (2) community members, and a non-voting student enrolled at MSA in grades 9-12. The Executive Director and Chief Financial Officer sit on the board as ex-officio, non-voting members. MSA BOD elections are normally held each year on the first Tuesday in April (The actual date is set by the BOD on the recommendation of the BOD Election Committee.). Board of Directors are elected for 3-year terms, with three terms expiring each year.

MSA Board Meetings are typically held on the third Monday of each month. The BOD routinely conducts workshops before the regular meetings to address the larger issues, thereby giving the community a chance to participate with respect to all issues brought before the board.

The 2020-2021 BOD members are listed below in order of officers and term expiration date.

Name	Board Position	Group	Date Seated	Term Expiration	State Required Board Training Completed
Dan Ellingson	Chair	Parent Member	Jun 2019	Jun 2022	Yes: 13-23
Maggie Burggraaff	Vice-Chair	Teacher Member	Jun 2020	Jun 2023	Yes: 17, 21, 23
Cody Schniepp	Treasurer	Community Member	Jun 2018	Jun 2022	Yes: 13-23
Jennifer Bartle	Secretary	Parent Member	Jun 2020	Jun 2023	Yes: 17, 19-23
Michelle Kurkoski		Teacher Member	Jun 2019	Jun 2022	Yes: 15-23
Jeff Eng		Community Member	Jun 2020	Jun 2023	Yes: 17, 20-23
Annie Cardenas		Teacher Member	Jun 2020	Jun 2023	Yes: 13,14,17-23
Sandi Overson		Teacher Member	Jun 2021	Jun 2024	Yes: 17,23
Erik Fair		Parent Member	Jun 2021	Jun 2024	Yes: 17, 23
Sydney Weschcke		Student Representative	Sept 2021	June 2022	N/A
Cecelia Dodge	Executive Director (Interim) Ex-Officio	School District	N/A	N/A	N/A
Jenny Abbs	CFO Ex-Officio	School District	N/A	NA	N/A

1 Completed Charter School Finance Training August 17, 2014.

10 Completed Charter School Board Training: Governance – September, 12, 2018.

11 Completed Charter Training: Board Governance, Financial Matters, Employment Matters – January 16, 2019.

12 Completed Charter Training: Board Governance, Financial Matters, Employment Matters – August 6, 2019.

13 Completed Charter School Board Training: Employment – October 22, 2019.

14 Completed Charter School Board Training: School Finance – October 31, 2019.

- 15 Completed Charter Training: Employment in Charter Schools – November 20, 2019.
- 16 Completed Charter Training: Board Governance, Financial Matters, Employment Matters – January 15, 2020.
- 17 Completed Charter School Board Training: School Finance – January 22, 2020.
- 18 Completed Charter School Board Training: Governance – February 11, 2020
- 19 Completed School Finances, Course 200, June 23, 2020
- 20 Employment in Charter Schools, Course 300, June 24, 2020
- 21 Completed School Governance course 100, August 19 or September 16, 2020.
- 22 Completed Charter School Board Training: Governance - September 6, 2021
- 23 Completed Charter School Board Training: Data Privacy Training - September 20, 2021

2020-21 MSA School Management & Administrative Team

Cecelia Dodge	Interim Executive Director	
Lela Olson	Assistant Director, Middle School	
Kate Hinton	Assistant Director, High School	
Steve Hoemann	Assistant Principal	
Jenny Abbs	Financial Manager, Contracted	BerganKDV
Joell Pundsack	MARSS/Student Data Coordinator	
Brittany Schmidtknecht	Business Assistant	
Emma Tiedeman	Executive Assistant	
Amanda Stout	Middle School Office Manager	
Caitlin Bond	High School Office Manager	
Emily Graveen	High School Academic Counselor	
Isaac Johnson	Middle School Counselor	
Justin Gehring	Technology Coordinator, Contracted	JRS Computing

School Director Biography

Cecelia Dodge was hired as the interim Executive Director for the 2021-22 school year. The Assistant Directors were hired in the summer of 2021. Kate Hinton was hired as the Assistant Director of the High School and Lela Olson as the Assistant Director of the Middle School.

Teaching Staff Information

At the beginning of the 2020-2021 school year, 100% of the MSA teaching staff were recognized as highly qualified and fully licensed, however, there was one teacher with an Out of Field Placement.

2021-2022 MSA Teachers

Full Name	Role	License FFN	Licenses Held
Jeana Albers	Biology 9-12	474829	Science 5-8, Life Science 9-12
Lisa Anderson	Social Studies 9-12, Freshman Seminar	369704	Social Studies 7-12
Markell Anderson	Spanish 9-12	486511	Spanish K-12
Jenna Babb	Spanish 8-12	482486	Spanish K-12
Jacob Bukkila	Physics 9-12, Science 6-8	500998	Science 5-8, Physics 9-12
Maggie Burggraaff	English 9-12	376388	Reading K-12, English/Language Arts 7-12
Annie Cardenas	Chemistry 9-12	430525	Science 5-8, Chemistry 9-12
Mike Fillbrandt	English 6, Study Skills	455271	Communication Arts/Literature 5-12, Dance and Theatre K-12
Tamara Flowers	Special Education	510148	K-12 Academic and Behavioral Strategist
Amanda Froberg	Mathematics 6-8	510118	Science 5-8, Chemistry 9-12, OFP Mathematics 5-12
Emily Graveen	Counselor 9-12	494671	School Counselor K-12
Mark Greseth	Science 6-8	488183	Science 5-8, Life Science 9-12
Sarah Harms	Mathematics 7 and 8	1009623	Math K-6 and 5-8
Aron Hellner	Physical Education 8-9, Health 9	509550	Science 5-8, Social Studies 5-8, OFP Health 5-12 and Physical Education K-12
Jessica Heydt	Social Studies 8-11	453570	Social Studies 5-12
Jennifer Heydt-Nelson	Art 9-12	413292	Visual Arts K-12

Isaac Johnson	Middle School Counselor	513246	School Counselor K-12
David Johnston	Special Education	504253	K-12 Academic and Behavioral Strategist
Michelle Kurkoski	Social Studies 9-12	416675	Social Studies 5-12
Noah Langseth	Mathematics 9-12, Computer Science	460701	Mathematics 5-12
Kassie Larson	Spanish 6-8	451897	Spanish K-12
Isaac Leonhardi	Mathematics 9-12	505802	Mathematics 5-12
Karina Lozano	English 7-10	514040	Communication Arts/Literature 5-12
Stephanie Luedtke	Choir Director/Music Teacher	1006658	Instrumental and Classical Music K-12
Alyssa Metcalf	Social Studies 6-12	1010656	Social Studies 5-12
Lucy Nordstrom	Social Studies 7-12, Yearbook	507352	Social Studies 5-12
Kerry O'Keefe	Art 6-8	482091	Visual Arts K-12
Sandra Overson	Mathematics 9-12	318581	Mathematics 7-12
Tresa Reuter	Spanish	513073	Spanish K-12
Michelle Richards	English 7, Poetry	403184	English/Language Arts 7-12
Tara Richert	Physical Education 6-7, Health 7	475492	Physical Education K-12, Health 5-12
Adam Schaak	Mathematics 6	501868	Elementary Education K-6 Out of Field Permission 5-12 Mathematics
Amy Seif	English 10-12	362359	English/Language Arts 7-12 and Middle School

Wendell Sletten	Band/Orchestra 6-12	461546	Instrumental and Classroom Music K-12
Cheryle (Teresa) Ward	English 8, English Language Learning 6-12	446450	ESL K-12, Reading K-12, Communication Arts/Literature 5-12

Non-Licensed Support Staff

Name	Area of Assignment
Charles Akyigyina	Special Education Assistant
Erin Brault	Special Education Assistant
Jon-Christopher Catudio	Study Hall Monitor
Debra Fleischhacker	Special Education Assistant
Mike Palony	Special Education Assistant
April McClernan	Special Education Assistant
Marissa Ward	Special Education Assistant
Deborah Webster	Special Education Assistant

School Enrollment Procedures

General Statement of Enrollment

It is the Math and Science Academy's policy to provide equal educational opportunity for all students. The Math and Science Academy does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age.

Admission Requirements

The policy of the Math and Science Academy is to enroll a student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils will be accepted by lot. The Math and Science Academy gives preference for enrollment to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's teachers before accepting other pupils by lot. The Math and Science Academy does not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.

Admission Policies & Procedures

Math and Science Academy establishes the following Admissions and Lottery Policy.

Policy Statement: Admission to Math & Science Academy is open to all students, without regard to ability, race, religion, or any other factors. Enrollment will be influenced by the capacity of the program, class, grade level, or building.

- (1) Each school year, the Board of Directors:
 - a. Initiates around January 1st the open enrollment period applicable to the following school year's admissions.
 - b. Posts on the Math and Science Academy website around January 1st:
 - (i) Math and Science Academy's enrollment application applicable to the following school year, and the Admissions and Lottery Policy.
- (2) Establishes and publishes at the February board meeting, the available enrollment by grade applicable to the following school year.
Prior to the beginning of the open enrollment period, the school provides notice of the open enrollment period to parents and teachers so that siblings of currently admitted students and children of teachers may apply.
- (3) Prior to the beginning of the open enrollment period, the school asks families to complete an "Intent to Return" form.
- (4) Each enrollment application received is date-stamped and also either time-stamped or sequentially stamped by number designating the order in which applications were received for each such date.
- (5) All applications received during the open enrollment period are automatically accepted for enrollment (i.e. admitted) unless more applications are received than the available enrollment established by the Board for the applicable grade(s). In this situation, all submitted applications for such grade(s) are placed in the lottery; however, siblings of currently admitted students and children of teachers employed in school have preference.
- (6) Siblings who apply or currently admitted students are automatically admitted unless the number of sibling applications exceeds the available enrollment established by the Board for the applicable grade(s). If the number of sibling applications exceeds available enrollment in any grade, a sibling lottery is held for each such grade. Siblings are admitted to the school in order in which they are drawn in that lottery. If all available enrollment in a grade is filled by siblings, the sibling lottery continues and establishes the sibling waiting list, which has preference over both the teacher-children waiting list and the general waiting list.
- (7) Children of teachers employed at the school who apply before the expiration of the open enrollment period, are automatically admitted provided that all siblings (of already admitted students) who applied are admitted, and provided there is available enrollment as determined by the Board for the applicable grade(s). If the number of children of teachers exceeds the available enrollment established by the Board for any grade (and after all siblings of admitted students who applied are admitted), a teacher-children lottery is held. Children of teachers are admitted to the school in order in which they are drawn in the lottery. If all available enrollment in a grade is

filled by children of teachers, the teacher-children lottery continues to establish the teacher-children waiting list for each such grade.

- (8) If the number of applications received during the open enrollment period exceeds available enrollment established by the Board for any grade (and after siblings of admitted students) who submitted applications are already admitted or establish a sibling waiting list, and after all children of teachers employed at the school who applied are already admitted or establish a teacher-children waiting list), the school conducts a general lottery. All applications for each such grade(s) (excluding applications from siblings of already admitted students and excluding applications from children of teachers employed at the school) received before the expiration of the enrollment period are included in the general lottery. Students are admitted to the school in order in which they are drawn in the lottery, as long as there is available enrollment as determined by the Board for the applicable grade(s). If all available enrollment in any grade is filled, the lottery continues and establishes the general waiting list for each such grade in the order drawn, until all applications are drawn. If a student is admitted through the general lottery and that student has one or more siblings in other grades also subject to a lottery, those siblings are automatically admitted as long as available enrollment as determined by the Board remains in the applicable grade(s).
- (9) Applicants are automatically admitted as long as there is available enrollment as established by the Board in the applicable grade and siblings continue to have preference, in the order received. If, or once, there is no available enrollment in any grade, applications are added to the applicable waiting list for each such grade, in the order received.
- (10) The school conducts all lotteries through a method of random selection.

General Admission Procedures

Order of Admission: Siblings of Already Admitted Students, then Children of Teachers Employed at the School, then General Admissions.

Waiting list does not carry over from year to year: Each waiting list is valid only for the school year for which it is drawn and does not carry over to subsequent years.

Multiple births (twins, triplets, etc.): Each student seeking admission completes an application (i.e. not one application for the family). In a lottery situation, each student receives an individual number/lot in the lottery.

Lottery Grade Order: Applicable lotteries occur from lowest grade to highest grade.

Race/Ethnicity Reporting: If parent, guardian, or student self-identification methods are not possible, or the family declines to answer the questions, the Director or designee will utilize the best information they possess to determine the students race/ethnicity for reporting purposes, as required by Minn. Statute 120 B.35.

Foreign Exchange Student Admission Procedures

Admissions Statement: Admission to Math & Science Academy is open to all foreign exchange students, without regard to race, or religion. Exchange student admission will be influenced by the capacity of the program, class, grade level, and building capacities.

Eligibility Determination: When MSA has a vacancy in grades 10 through 12 after following all of its general admission procedures, it may fill any remaining vacancies with an exchange student who meets the following requirements.

- (1) The foreign exchange pupil must meet the program requirements for the J-visa student cultural exchange program and;
- (2) The foreign exchange pupil must be a participant in a cultural exchange program registered with the Office of the Secretary of State under Minnesota State Statute 5A.02.

15 Consecutive School Day Absences Procedures:

When a student has 15 consecutive school day absences during the regular school year, regardless if they are excused or unexcused, without receiving instruction in the home or hospital shall be dropped from the roll and classified as withdrawn pursuant with Minn. Stat. § 126C.05, Subd. 8. When this situation arises, MSA will follow the following procedures:

- (1) Prior to the 15th consecutive absence, the school will notify the parent/guardian of the student to determine if the student intends on returning to MSA.
- (2) Once the 15th consecutive school day absence has occurred during the regular school year, regardless if they are excused or unexcused the school will determine if the student has formally withdrawn or has been expelled in accordance with the Pupil Fair Dismissal Act.2654

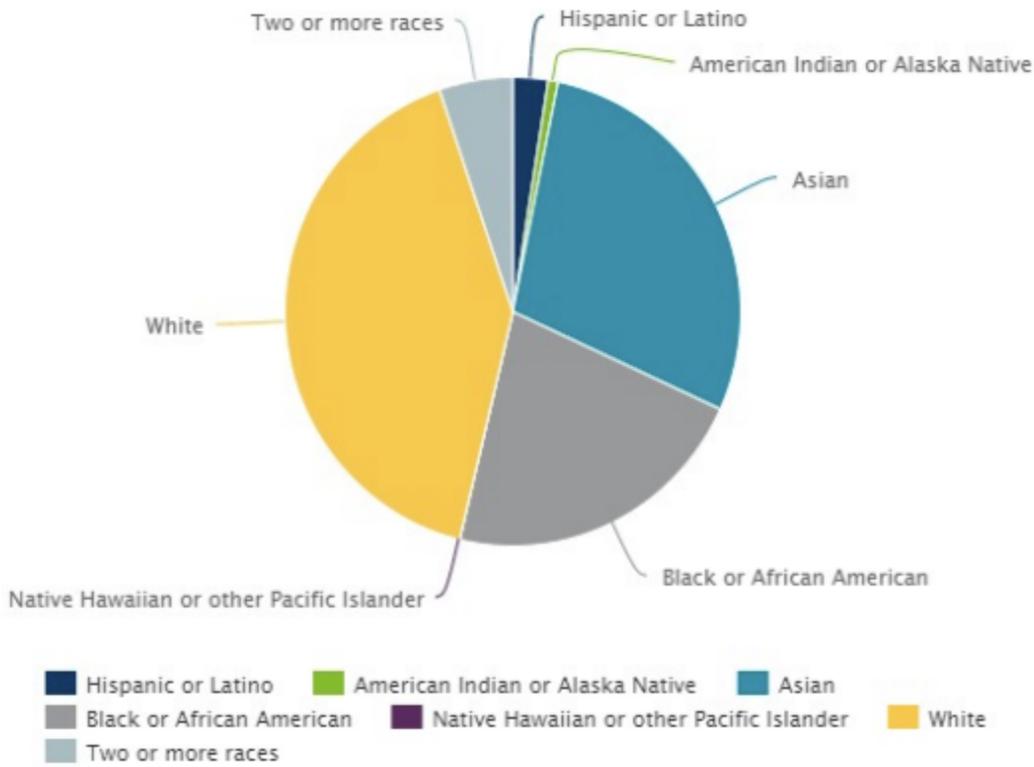
Student Demographics

All student demographic information is taken from the [Minnesota Report Card](#).
Student Demographics by Race/Ethnicity

Student Demographics

All student demographic information is taken from the Minnesota Report Card.

Student Demographics by Race/Ethnicity



Enrollment by Race/Ethnicity

Student population:	553	
American Indian/Alaska Native:	4	0.7%
Asian:	158	28.6%
Hispanic:	14	2.5%
Black/African American:	121	21.9%
White:	227	41.0%
Two or more races:	29	5.2%

Enrollment by Special Population

English Learner:	10	1.8%
Special Education:	36	6.5%
Free/Reduced-Price Meals:	23	4.2%

MSA has seen a large rise in its diversity over the past several years. While the number of white students has decreased over the past five years, the number of its Asian and black populations have steadily increased over the same period. MSA has gone from a white student population of 71% in 2012 to its current level of 41% in 2021-22.

Student population for the past five years:

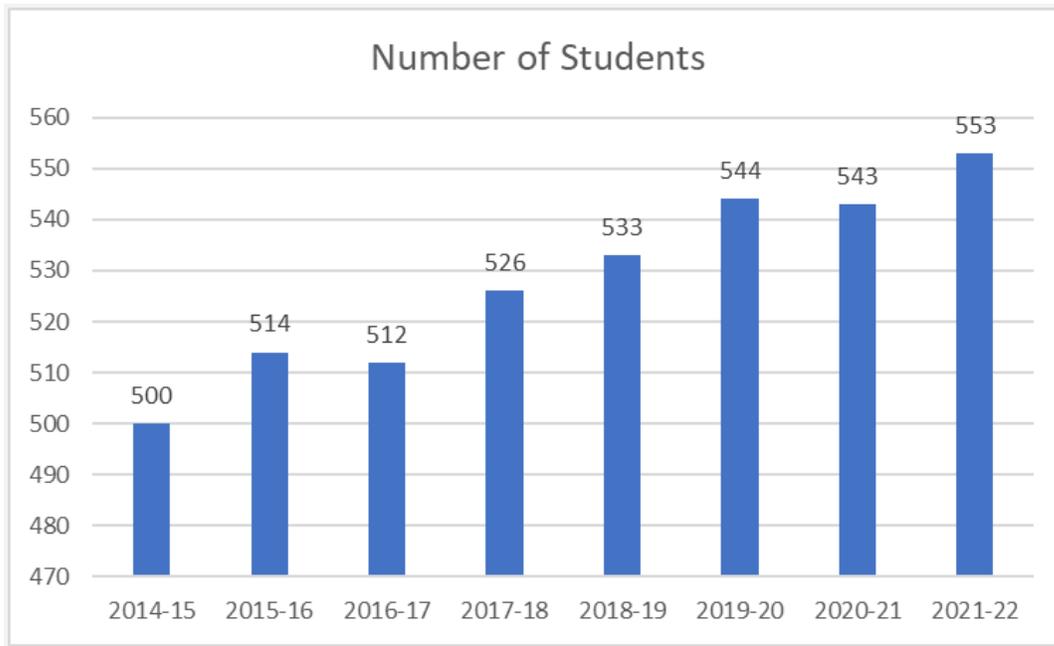
	2017-18	2018-19	2019-20	2020-21	2021-22
Am Indian	0.2%	0.2%	0.2%	0.4%	0.7%
Asian	19.9%	22.1%	25.3%	25.2%	28.6%
Hispanic	3.1%	2.5%	2.4%	2.0%	2.5%
Black/African American	11.7%	16.2%	18.2%	20.4%	21.9%
White	58.0%	52.7%	49.5%	48.1%	41.0%
Two or more races	7.0%	6.5%	4.3%	3.9%	5.2%

Student population in October of each year listed below:

2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
483	510	508	512	526	533	543	553

Open Enrollment

MSA is a public charter school that accepts all students for open enrollment in the 6th through 12th grade levels. MSA typically has waiting lists for each of its grades. The enrollment capacity for each grade is set by the MSA Board of Directors each year. Over the past eight years, MSA has seen its student population grow, with it peaking at 553 students in the 2021-22 school year.



Student Enrollment-Related Information

MSA continued to see strong interest from families wanting to send their children to the school. The total enrollment of 553 was influenced by the increase of the high school grades.

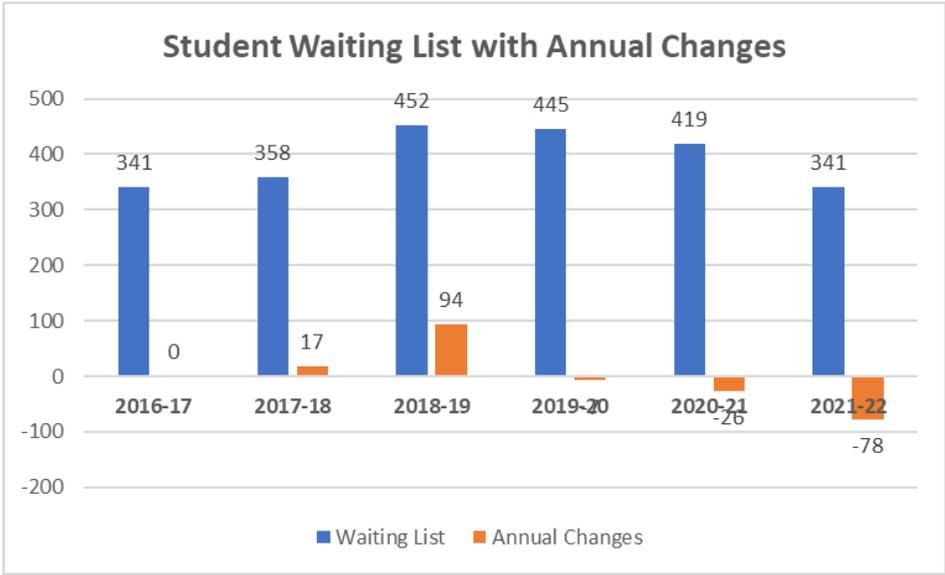
Student Enrollment by Grade Level

As of October 1, 2021:

Grade	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Totals	89	92	91	89	73	62	57

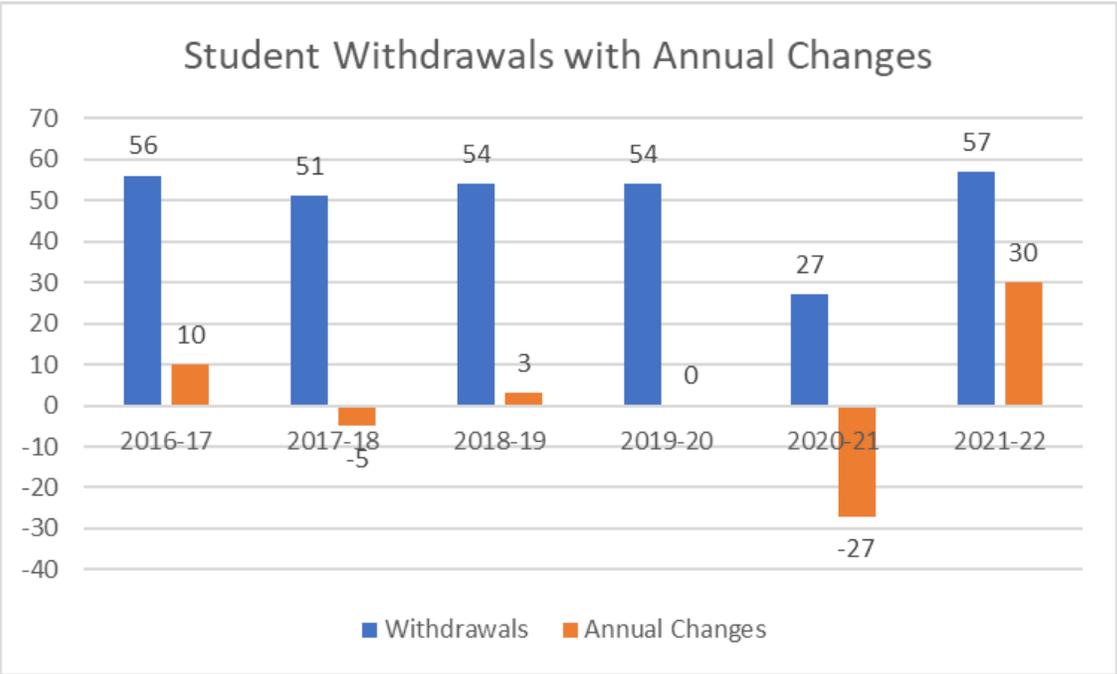
Waiting List of Students by Grade

The waiting list in the previous year was 419 and for the 2021-22 school year was 341. The majority of the waiting list students were from the sixth grade, where a total of 131 students were waiting for admission. The following chart shows MSA's waiting list and amount of change.



Withdrawn Students

At the beginning of the 2019-20 school year, MSA added a freshman seminar class to assist new students to the high school with the hope of reducing the number of students who withdraw at the end of the year. Now in the third year of offering the class, this has made a significant impact on student retention, as the historical continuation in the number of students that withdrew from the school during 9th grade was reduced by over half. This led to a large reduction in the number of student withdrawals.



See Appendix C for comparison enrollment statistics between school years. Data on the Students Withdrawn chart represents student withdrawals as of June 30th of each year.

Academic Performance

MSA's graduation rate for the 2021 school year, as calculated by MDE continues to be exceptional. MSA graduated 100% of its general education and special education student population. MSA's PSAT, Advanced Placement exams results, and MCA-III are provided below.

ACT Results

ACT average composite of

- State - 21.3
- National - 20.6
- MSA - 26.1

PSAT Results

Each year, about 3.5 million students across the nation take the PSAT test. Its goal is to assess student's readiness for college and those students who score exceptionally well may be considered for the National Merit Scholarship. MSA had three students qualify as Semifinalists for the National Merit Scholarships. MSA's results for the PSAT follow.

11th grade students in the area of **ERW**: (Evidence-based Reading and Writing):

- The average score was 602 on a scale of 160 to 760.
- 92% of MSA students met the ERW Benchmark.

11th grade students in the area of **Math**:

- The average score was 585 on a scale of 160 to 760.
- 80% of MSA students met the Math Benchmark.

Selection Index for 11th grade students:

- The average score was 1188 on a scale of 320 to 1520.
- 76% of MSA students met both Benchmarks.

10th grade students in the area of **ERW**: (Evidence-based Reading and Writing):

- The average score was 557 on a scale of 160 to 760.
- 96% of MSA students met the ERW Benchmark.

10th grade students in the area of **Math**:

- The average score was 541 on a scale of 160 to 760.
- 81% of MSA students met the Math Benchmark.

Selection Index for 10th grade students:

- The average score was 1098 on a scale of 320 to 1520.
- 80% of MSA students met both Benchmarks.

9th grade students in the area of **ERW**: (Evidence-based Reading and Writing):

- The average score was 481 on a scale of 160 to 760.

- 72% of MSA students met the ERW Benchmark.

9th grade students in the area of **Math**:

- The average score was 470 on a scale of 160 to 760.
- 46% of MSA students met the Math Benchmark.

Selection Index for 9th grade students:

- The average score was 952 on a scale of 320 to 1520.
- 40% of MSA students met both Benchmarks.

Advanced Placement (AP) Test Results

Each year MSA students in grades 9 through 12 enrolled in AP-approved courses are given the opportunity to take an AP exam in the subject in which they are enrolled. Overall, MSA students took 156 AP tests in 2022.

For AP courses, most colleges will give credit to students when they achieve a score of 3 or higher. MSA students were successful at obtaining this level on 83% of their tests!

Because some colleges will require a score of 4 for credit, MSA strives to have students achieve a score of at least a 4 on their tests. To that end, MSA can claim that 62% of MSA students taking AP exams obtained a score of 4 or higher.

MSA results on MCA-II testing. In 2021-22 64% of our students were proficient in science, 66.7% were proficient in math, and 83.2% were proficient in reading. MSA’s students performed more than 20 points above the state average in math and science and over 30 points in reading. Below we’ve depicted our achievement gap for 2021-2022. As mentioned, no statewide testing occurred in 2019-2020, so it’s impossible to assume a trend. But MSA’s black students scored higher in 2018-2019, with 69% meeting or exceeding reading proficiency measures and 66% meeting or exceeding math proficiency measures.

2021-2022	White	Asian	Black
Met or Exceeded Proficient, Reading	88.6%	85%	70%
Met or Exceeded Proficient, Math	67.2%	78.8%	46%

The following goals were finalized with the external advisory group for MSA’s world’s best workforce plan for 2021-22. The team that composed the working group consisted of parents, teachers, students and administrative staff.

A. Achievement Gap Reduction

1. By the conclusion of 2023, the proficiency achievement gap on the MCA reading test for grades 6-8 will be no greater than 3.5% for each student group publicly reported by MDE in 2022

2. By the conclusion of 2023, the proficiency achievement gap on the MCA math test for grades 6-8 will be no greater than 3.5% for each student group publicly reported by MDE in 2022
- B. Career/College Readiness Goal
1. 85% of MSA seniors are ready for college-level coursework in English, Science, Math, and Social Studies as measured by the ACT test and reported on the College Readiness Letter received by MSA
- C. Graduation Goal
1. MSA will have a graduation rate of at least 95% as reported by MDE's report card.

Our assessment of our progress on these goals is as follows:

Goal A1. The achievement gap in reading between Black and White students has not been reduced. While 70% of Black students met or exceeded proficiency, 85% of Asian and 88.6% of White students met or exceeded proficiency on the reading test. Even though we didn't meet the goal between Black and White students, the gap shrunk by 13.7% from the previous school year. We met this goal for Asian students. The gap between passing scores for White and Asian students is exactly 3.1%.

Goal A2. The achievement gaps in math between Asian, White, and Black students at MSA are wide and have not been reduced. Eighty and one half (78.8) percent of Asian students at MSA met or exceeded proficiency ratings on the math assessment while 67.2% of White students met or exceeded proficiency and 46% of Black students met or exceeded proficiency. As measured by the MCA-III our Asian students outperformed our White students, but our Black students are almost 20% below White Students.

Goal B. 77% of MSA seniors who took the ACT as juniors demonstrated proficiency in the subjects of English, science, math, and social studies as was reported in the College Readiness Letter. This goal was not met.

Goal C. In 2021-22 100% of MSA students at MSA for their senior year graduated within 4 years.

Comprehensive Educational Program Before During and After School

Not only does MSA stress such core curriculum areas as math, science, English, social studies, and Spanish, but the school also boasts music and art programs. In addition, MSA students can enhance their educational experience by participating in a variety of after school activities including being a member of a number of Minnesota State High School League (MSHSL) teams, as well as club level activities such as academic teams and clubs, theater, Jazz Ensemble, Gender Sexuality Alliance (GSA), National Honor Society, Student Council, Academic Triathlon, Lego League Robotics, Spanish Club, Art Club, international field trip offerings, and other various school-sponsored social events and dances.

MSA's Robotics teams FRC, FTC, and FLL also did exceptionally well as many of the teams qualified for state championship tourneys and the FTC team qualified for the World Championship in their first year of competition.

Along with all the events sponsored by MSA, MSA also partners with the YMCA to offer a before school program for grades 6-8. For grades 9-12, MSA offers a before school study hall. Both of these programs operate from 7:00am to 9:00 am on days school is in session.

To assist students who might need additional assistance, MSA offers several opportunities for students to utilize. The Link Crew is a high school activity that mentors middle school students to aid in transitioning into MSA. The National Honor Society offers a tutoring service for students who are identified by their teachers as needing assistance in individual subject areas. MSA also began to offer an extended day program from 4:00pm to 5:00 pm for students who need additional assistance in subject areas and it is taught by licensed school teachers. This program was implemented during the second semester with 64 students taking advantage of the program by year's end.

Operational Performance

MSA has a demonstrated record of providing a rigorous and successful education program for all students. Due to the relatively small size of MSA's identifiable groups, it has been less relevant to disaggregate our student data within the typical demographic categories of ethnicity, or educational programs. One of the advantages of our small class sizes is that MSA staff are able to sufficiently use individual student data to track each student's progress. It is our practice to specifically identify and address the needs of individual students not making adequate progress. MSA World's Best Workforce Report can be found in Appendix E.

In addition to each teacher conducting individual tracking, teachers attend monthly meetings where teachers of the same grade level students share their observations of students who are of concern in their classroom so that common trends can be identified and addressed. Students identified during these meetings as having multiple concerns are then entered into an additional support program initiated by one of the concerned teachers.

MSA Parent Involvement

MSA is a community created and operated school that benefits from a well-organized and engaged Parent Team Organization (PTO). The PTO is a separate organization from the school and provides a means for parents to meet together and work to support MSA. The PTO also provides a forum for parent discussion and can be a mechanism for working with MSA. All parents and guardians of MSA students are automatically members of the PTO and are invited to attend regularly scheduled meetings. Some activities that have received financial support from the PTO in the past include various school clubs and teams, school play, prom, teacher training breakfast, teacher conference dinners, Mol Day, Pi Day, transportation for field trips, school landscaping, all-school assemblies, and Lego robotics. MSA also solicits input from its families by issuing an annual family satisfaction survey (See Appendix F).

Innovative Practices and Implementation

One of the most significant contributing factors in student academic performance is the effectiveness of classroom instruction. With quality instruction in mind, MSA considers professional development and advancing educational best practices critical. To ensure that each MSA teacher has the opportunity for individual professional growth, faculty are encouraged to seek professional development and leadership opportunities (internal and external to MSA) in their academic fields and are monetarily rewarded for their accomplishments.

MSA teachers are required to align their curriculum with both state standards, and national standards where appropriate. MSA curriculum and instruction are modified as needed by individual teachers and with the guidance and oversight of the MSA Board of Directors. MSA conducted a school-wide review of its curriculum over the past year to ensure the proper scope and sequencing is in place for its students.

At MSA, teachers drive staff development decisions in cooperation with the director and the MSA board. This year's staff development focused on special needs students and implementation of accommodations and modification for these students into the classroom. An increase in our course variety and adding new electives and additional AP classes was implemented (see Appendix C).

Future Plans and Program Challenges

Please note that Appendix G contains the Authorizer Goals.

Our biggest challenges are:

1. Financial – maintaining a sustainable school for years to follow. Future years will bring higher salaries and benefits than what the state and federal funds supply. How do we meet this need if we don't expand?
2. Academic - Maintaining our academic excellence and success while meeting the needs of a growing population of students who may need something different than we currently offer. Our achievement gap is a significant problem. Along with it is a lack of a robust problem-solving process driven by data and effective interventions. These things just have not been in place at MSA because so many students have done so well without these systems in place and data has not been broken out by subgroups and reviewed by staff.
3. Providing diverse course offerings with limited classroom space available. MSA utilizes 98% of its classroom space throughout the day. Finding space for meetings during the school day is a challenge.
4. Retaining our students from middle school to high school. MSA tends to lose a majority of students during this transition due to students wanting a larger school experience.
5. Providing alternatives for our students before the beginning of the school day while maintaining the safety and security of everyone at MSA.
6. Finding parking space for our students who live outside of the busing area and for our PSEO students who need to return to campus for classes.
7. Providing study space on campus for the numerous PSEO students that we have.
8. Space is a major challenge as we will not have enough space to meet the enrollment needs in the next couple of years. MSA has started plans with expansion to address this concern. With over 450 students on a waitlist, there is more interest in attending MSA than we can accommodate.

Finances

FY21 Audit: The audit was conducted during October 2021, and was presented at the November 2021 Board of Directors meeting. MSA received a clean audit with no findings.

Fund Balance: The School had a positive position financially going into the 2021-2022 school year. Based on the approved budget, the fund balance in the General Fund was projected to grow slightly. MSA recognizes the enormous benefit of being a desirable school of choice, as we were able to maintain our enrollment through the pandemic. And in the transition from 2020-21 to 2021-22 as we lost some students and families, others from the waiting list were immediately available to fill the spots and retain our enrollment numbers.

See Appendix F for a copy of the long-range budget.

Strategic Plan

A new Strategic Plan was created in 2021-22. A copy of the Strategic Plan can be found in Appendix G.

Since opening in the fall of 1999, MSA has had an authorizer. MSA had no significant issues during its contract review and received a 5-year contract which expires on June 30, 2024. Our authorizer is Student Achievement of Minnesota (SAM). SAM's director is Liz Wynne, 763-557-6676, liz.wynne2@gmail.com, P.O. Box 581639, Minneapolis, MN 55458-1639.

Non-Profit Status

Attorney General - Keith Ellison
Minnesota Attorney General's Office
1400 Bremer Tower - 445 Minnesota Street - St. Paul, MN 55101

Organization Name	MATH AND SCIENCE ACADEMY
Organization Type	TRUST
Contact Person	Randy Vetsch
Address	8430 WOODBURY CROSSING
City	WOODBURY
State	MN
Zip Code	55125
IRS Code 501(c)	03
Purpose or Description	To promote effective education for students at the Math and Science Academy charter school.
Phone Number	(651) 578-7507
Status	ACTIVE

Appendix A

LETTERING OPPORTUNITIES

Students may earn the following letters: Boys Cross Country, Girls Cross Country, Girls Volleyball, Boys Soccer, Girls Soccer, Football, Boys Basketball, Girls Basketball, Girls Nordic Ski, Boys Nordic Ski, Boys Track, Girls Track, Girls Badminton, Robotics, Drama, National Honor Society, Student Council, Newspaper, Yearbook, Earth Club, Performing Arts, and Earth Club.

MSHSL SPORTS

FALL

Boys Cross Country
Girls Cross Country
Girls Volleyball
Football
Girls Soccer

WINTER

Boys Basketball
Girls Nordic Ski
Girls Basketball
Boys Nordic Ski

SPRING

Girls Track
Boys Track
Girls Badminton
Boys Soccer

MIDDLE SCHOOL CLUBS

Math League, Academic Triathlon, Lego League, GSA, Choir, Jazz Band, Show Choir, Orchestra, Computer Club, Social Justice Club, Africa Club, Spanish Club, Chess Club, Art Club, Battle of Books, and Earth Club.

HIGH SCHOOL CLUBS

GSA, Physics Club, Biology Club, FTC, Business Club, Jazz Band, Show Choir, Orchestra, Computer Club, Social Justice, Africa Club, Cinematography Club, Spanish Club, Chess Club, Art Club, SWEnext Club, Earth Club and Knitting Club.

Appendix B

MSA 2021-22 Courses, Electives, and Enrichment Courses

ENGLISH

English 6 (6th grade)
English 7 (7th grade)
English 8 (8th grade)
Literature & Composition (9th grade)
British World Literature (10th grade)
American Literature (11/12th grade)
Research Writing (12th grade 1st, then 11th)
Composition (12th grade 1st, then 11th)
Study Skills (6th grade)
Study Skills (7-8th grade)
Poetry (7-8th grade) EC
Young Adult Literature (7-8th grade) EC
AP Literature & Comp (11/12th grade) EL
Creative Writing (9-12th grade) EL
Communications (9-12th grade) EL

MATH

Middle School Math I (6th grade)
Middle School Math II (6-7th grade)
Integrated Math I (7th grade)
Integrated Math II (8th grade)
Integrated Math III (9th grade)
Pre-calculus (10th grade)
Calculus (11/12th grade)
AP Calculus AB (10-12th grade) EL
AP Calculus BC (11/12th grade) EL
AP Statistics (10-12th grade) EL
Coding (9-12th grade)
Engineering I (9-12th grade) EL
Engineering II (9-12th grade) EL

ART

Art & Creativity (6th grade) EC
Art 8 (8th grade)
Art & Technology (7-8th grade) EC
Drawing (9-12th grade) EL
Painting (9-12th grade) EL
Digital Visual Communications I (9-12th) EL
Digital Visual Communications II (9-12th) EL
Sculpture & Craft (9-12th grade) EL
Ceramics (9-12th grade) EL
AP Studio Art (10-12th grade) EL

PERFORMING ARTS

Concert Band (6th grade) EC
Wind Band (7-8th grade) EL
Wind Ensemble (9-12th grade) EL
World of Music/Drumming (6th grade) EC
Choir for credit (9-12th grade) zero hour EL
Symphony & String Orchestra
for credit (9-12th grade) zero hour EL
Wind Ensemble online for credit (9-12th) EL

SOCIAL STUDIES

MN History (6th grade)
US Studies (7th grade)
Global Studies (8th grade)
Ancient World History and Geography (9th grade)
Modern World History and Human Geography (10th)
American History (11/12th grade)
Political Science (12th grade)
Introduction to Economics (12th grade)
Sociology (10-12th grade) EL
MSA Yearbook (8-12th grade) EC/EL
AP Psychology (11th/12th grade) EL
AP US History (11th/12th grade) EL

SCIENCE

Life Science (6th grade)
Earth Science (7th grade)
Physical Science (8th grade)
Biology (9th grade)
Chemistry (10th grade)
Physics (11th/12th grade)
Astronomy (8th grade) EC
AP Biology (9-12th grade) EL
AP Chemistry (11-12th grade) EL
AP Physics (11-12th grade) EL

SPANISH

Spanish 1A (6th grade)
Spanish 1B (7th grade)
Spanish I (new 8-12th grade students)
Spanish II (8th grade)
Spanish III (9th grade)
Spanish IV (10th grade)

Spanish V (11th grade)

HEALTH/PE

PE 6 (6th grade)

PE 7/Health 7 (7th grade)

PE 8 (8th grade)

PE 9/Health 9 (9th grade)

EL: Elective class for high school students. High school students choose electives.

EC: Enrichment course for middle school students.

Middle school students are assigned enrichment courses with the exception of Band.

Appendix C
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Enrollment Numbers 2016-17 through 2021-22

Student Enrollment (start of the school year)

	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22	
Grade Level	Student Counts	Annual % Change										
6th Grade	88	3.5%	88	0.0%	88	0.0%	88	0.0%	88	0.0%	89	1.1%
7th Grade	88	4.8%	88	0.0%	88	0.0%	88	0.0%	88	0.0%	92	4.5%
8th Grade	88	0.0%	88	0.0%	88	0.0%	88	0.0%	92	4.5%	91	1.1%
9th Grade	73	-1.4%	73	0.0%	76	4.1%	80	5.3%	86	7.5%	89	3.5%
10th Grade	62	-7.5%	66	6.5%	70	6.1%	68	-2.9%	73	7.4%	73	0.0%
11th Grade	62	10.7%	54	-12.9%	62	14.8%	61	-1.6%	59	-3.3%	62	5.1%
12th Grade	53	6.0%	55	3.8%	54	-1.8%	60	11.1%	58	-3.3%	57	1.7%
TOTALS	514	2.0%	512	-0.4%	526	2.7%	533	1.3%	544	2.1%	553	1.7%

Appendix C
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Enrollment Numbers 2016-17 through 2021-22

Waiting List (after lottery)

	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22	
Grade Level	Student Counts	Annual % Change										
6th Grade	146	17.7%	174	19.2%	226	29.9%	227	0.4%	142	-37.4%	131	-7.7%
7th Grade	87	29.9%	75	-13.8%	92	22.7%	85	-7.6%	84	-1.2%	53	-36.9%
8th Grade	44	0.0%	42	-4.5%	58	38.1%	53	-8.6%	85	60.4%	55	-35.3%
9th Grade	41	-4.7%	58	41.5%	40	-31.0%	56	40.0%	75	33.9%	84	12.0%
10th Grade	11	57.1%	4	-63.6%	23	475.0%	16	-30.4%	16	0.0%	9	-43.8%
11th Grade	9	12.5%	5	-44.4%	11	120.0%	6	-45.5%	12	100.0%	8	-33.3%
12th Grade	3	n/a	0	-100.0%	2	n/a	2	0.0%	5	150.0%	1	-80.0%
TOTALS	341	16.4%	358	5.0%	452	26.3%	445	-1.5%	419	-5.8%	341	-18.6%

Appendix C
page 3 of 3

Enrollment Numbers 2016-17 through 2021-22
Student Withdrawals (as of June 30 Waiting List, after lottery)

	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22	
Grade Level	Student Counts	Annual % Change										
6th Grade	2	100.0%	0	-100.0%	3	n/a	4	33.3%	1	-75.0%	0	0.0%
7th Grade	2	-50.0%	4	100.0%	6	50.0%	3	-50.0%	3	0.0%	8	166.7%
8th Grade	7	-69.6%	4	-42.9%	3	-25.0%	1	-66.7%	2	100.0%	7	600.0%
9th Grade	28	154.5%	29	3.6%	29	0.0%	15	-48.3%	16	6.7%	21	40.0%
10th Grade	14	100.0%	5	-64.3%	7	40.0%	2	-71.4%	2	0.0%	11	450.0%
11th Grade	3	n/a	4	33.3%	4	0.0%	2	-50.0%	2	0.0%	9	350.0%
12th Grade	0	n/a	5	n/a	2	-60.0%	2	0.0%	1	-50.0%	1	50.0%
TOTALS	56	21.7%	51	-8.9%	54	5.9%	29	-46.3%	27	-6.9%	57	96.6%

2021 – 2022 Goals

- By the conclusion of 2023, the proficiency achievement gap on the MCA reading test for grades 6-8 will be no greater than 3.5% for each student group publicly reported by MDE in 2021
- By the conclusion of 2023, the proficiency achievement gap on the MCA math test for grades 6-8 will be no greater than 3.5% for each student group publicly reported by MDE in 2021
- 85% of MSA seniors are ready for college-level coursework in English, Science, Math, and Social Studies as measured by the ACT test and reported on the College Readiness Letter received by MSA
- MSA will have a graduation rate of at least 95% as reported by MDE's report card.

Systems, Strategies, and Support

- Culturally Responsive Pedagogy (CRP) Training in 2021-2022
- Implicit bias and microaggression professional development in 2021-2022
- Identify individual students who are struggling by using MCA and Fastbridge data
 - Provide additional support to individual students including, but not limited to,
 - Student support process
 - Check and connect
 - Advisory groups
- Use Fastbridge to screen and track growth of individual students
- 9th grade seminar class to support 9th graders new to MSA
- PBIS
- 6th grade targeted advisory (if in person)

Systems, Strategies, and Support (cont.)

- Create professional development task force
 - Increase cultural responsiveness professional development
 - Implement implicit bias training
- All Juniors, and Seniors are individually counseled on academic progress by academic counselor
- Tutor.com availability
- NHS Tutoring
- Creation of Recruiting Diverse Staff taskforce
- Increase training and use of restorative practices

Appendix E Authorizer Goals

ACADEMIC

Goal 1: State Assessments (MCAS) (55% Weight)

Sub Goal#1: Reading

1.1 Absolute Proficiency

MN ESSA: Academic Achievement

- Each school year 2020-2023, the average proficiency for grades 6th, 7th and 8th will be 20% percentage points above state average proficiency on the reading MCA.
- Each school year 2020-2023, the average proficiency for 10th grade will be 25% percentage points above the state average on the reading MCA.

1.2 Comparative Proficiency

Each school year 2020-2023, the School will demonstrate higher grade level and school wide proficiency rates than Woodbury High School, South Washington County School District and the state average for same grades served on the reading MCA.

1.3 Achievement Gap Reduction

World's Best Workforce Charter Contract Target: All Racial and Economic Achievement Gaps are Closed.

By the conclusion of 2023, school-wide and student group reading proficiency on the MCA will be no greater than 3% for each student group publicly reported by MDE in 2020.

Sub Goal#2: Math

2.1 Absolute Proficiency

MN ESSA: Academic Achievement

- Each school year 2020-2023, the average proficiency for grades 6th, 7th and 8th will be 15% percentage points above state average proficiency on the math MCA.
- Each school year 2020-2023, the average proficiency for 11th grade will be 30% percentage points above state average proficiency on the math MCA.

2.2 Comparative Proficiency

For each school year 2020-2023, the School will demonstrate higher grade level and school-wide proficiency rates than Woodbury High School, South Washington County School District and the state average for same grades served on the math MCA.

2.3 Achievement Gap Reduction

World's Best Workforce Charter Contract Target: All Racial and Economic Achievement Gaps are Closed.

By the conclusion of 2023, school-wide and student group math proficiency on the MCA will be no greater than 3% for each student group publicly reported by MOE in 2020.

Sub Goal#3: Science

3.1 Absolute Proficiency

MN ESSA: Academic Achievement

- Each school year 2020-2023, 8th grade students will score 20% percentage points above the state average in proficiency on the science MCA.
- Each school year 2020-2023, high school students will score 30% percentage points above the state average in proficiency on the science MCA.

3.2 Comparative Proficiency

Each school year 2020-2023, the School will demonstrate higher grade level and school wide proficiency rates than Woodbury High School, South Washington County School District and the state average for same grades served on the science MCA.

Goal 2: Nationally Normed Assessments (25% Weight)

2.1 FastBridge - Reading

MN ESSA: Academic Progress

- Each year, the average percentile ranking for grades 6th, 7th and 8th will meet or exceed the 40th percentile benchmark (Low Risk) on the FastBridge reading assessment by 30 percentile points.
- By the conclusion of school year 2022, students who remained enrolled through 8th grade since 2019 will show at least a 3-point growth gain on the FastBridge reading assessment.

2.2 FastBridge - Math

MN ESSA: Academic Progress

- Each year, the average percentile ranking for grades 6th, 7th and 8th will meet or exceed the 40th percentile benchmark (Low Risk)

on the FastBridge math assessment by 30 percentile points.

- By the conclusion of school year 2022, students who remained enrolled through 8th grade since 2019 will show at least a 3-point growth gain on the FastBridge math assessment.

2.3 *PSAT*

World's Best Workforce Charter Contract Target: All Students are Ready for Career and College

- Each year 2020-2023, a minimum of 80% of 10th grade students will take the PSAT, and a minimum of 80% will meet or exceed the bench mark for both ERW and Math.
- Each year, a minimum of 85% of 11th grade students will take the PSAT, and a minimum of 85% will meet or exceed the bench mark for both ERW and Math.

2.4 *ACT*

World's Best Workforce Charter Contract Target: All Students are Ready for Career and College

- Each year 2020-2023, a minimum of 90% percent of students taking the ACT will meet or exceed the college readiness bench mark for English and Biology.
- Each year 2020-2023, a minimum of 85% percent of students taking the ACT will meet or exceed the college readiness bench mark for Algebra and Social Studies.

Goal 3: Graduation Rate (20% Weight)

World's Best Workforce Charter Contract Target: All Students Graduate from High School

ESSA: Graduation Rates

Each year 2020-2023, at least 95% 12th grade students will graduate.

NON-ACADEMIC GOALS

Goal 4: Student Attendance

ESSA: Consistent Attendance

Each school year 2020-2023, the School will maintain an average daily student attendance rate of at least 95%.

Goal 5: Professional Development

- **Individual Teacher Training** -100% of teachers will participate in professional development which contributes to educator growth

and development as determined by administration and the teacher.

- **School-wide Professional Development-** Administration and teachers will mutually select and conduct at least one school-wide professional development day per semester based on professional development needs survey result(s).

Goal 6: Staff Diversity

- The School will actively recruit staff persons that reflects the school's racial demographics and hire at least one person who reflects MSA's BIPOC students publicly reported to MDE.
- 100% of MSA instructional staff will participate in training in inclusive practices, implicit bias and culturally responsive teaching by the end of the 2021-22 school year.

Goal 7: Stakeholder Satisfaction

- School year 2020-2021, at least 85% of parents who return the MSA annual parent satisfaction survey will indicate *overall* school approval/satisfaction for the school's Distance Learning Plan and Implementation.
- Each year 2020-2023, at least 85% of parents who return the MSA annual parent satisfaction survey will indicate *overall* school approval/satisfaction.
- At least 3 recurring/repeated concerns identified in the parent survey results (those noted in 10% or more of returned annual surveys) will be addressed in the School's action plan. Board's minutes will reflect the status of progress made until concerns are resolved.

Goal 8: Volunteer Activity

For each scheduled school board election during the contract period, the School will recruit and present a minimum of three teacher and three parent choices for board of directors on the ballot.

Appendix F Long Range Budget Model

	11,485	144,513	14,991	237,482	548,239	955,703	798,532
Math and Science Academy Long-Range Budget Projection Model August 4, 2022							
	Revised	Adopted	Working	Budget Projections			
	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Enrollment Projections							
Number of Students Grade 6	89	88	88	88	132	132	65
Number of Students Grade 7	91	90	90	88	88	132	132
Number of Students Grade 8	90	90	90	90	88	88	132
Number of Students Grade 9	89	112	112	112	132	132	88
Number of Students Grade 10	71	81	81	108	110	130	132
Number of Students Grade 11	62	70	70	78	104	104	130
Less Adjustment for Grade 11 PSEO	(10)	(10)	(10)	(10)	(10)	(10)	(10)
Adjusted ADM for Grade 11	52	60	60	68	94	94	120
Number of Students Grade 12	57	63	63	68	75	99	104
Less Adjustment for Grade 12 PSEO	(42)	(40)	(40)	(40)	(40)	(40)	(40)
Adjusted ADM for Grade 12	15	23	23	28	35	59	64
Total Enrollment/Headcount	549	594	594	632	729	817	783
Total ADM	497	544	544	582	679	767	733
Enrollment totals by state pupil unit weighting category							
Total Number of Students Grade 4-6	89	88	88	88	132	132	65
Total Number of Students Grade 7-12	408	456	456	494	547	635	668
Total ADM	497	544	544	582	679	767	733
Total Number of Current Year Pupil Units (WADM)	578.60	635.20	635.20	690.80	788.40	894.00	866.60
State Revenue Assumptions and Calculations							
General Education Revenue							
State Averages Per Pupil Unit	6,728.00	6,863.00	6,863.00	7,000.26	7,140.27	7,283.07	7,428.73
Inflation Rate Assumption-Basic only	2.45%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
Basic Excluding Transportation	\$6,414.48	\$6,542.77	\$6,542.77	\$6,673.63	\$6,807.10	\$6,943.24	\$7,082.11
Gifted and Talented	13.00	13.00	13.00	13.00	13.00	13.00	13.00
Sparsity	30.92	31.13	31.80	31.13	31.13	31.13	31.13
Operating Capital	226.76	226.69	226.66	226.69	226.69	226.69	226.69
Equity	116.09	116.46	114.49	116.46	116.46	116.46	116.46
Referendum	143.93	136.73	136.73	136.73	136.73	136.73	136.73
Transition Allowance	0.67	0.67	0.67	0.67	0.67	0.67	0.67
Total Per Pupil Unit State Revenue	\$6,945.85	\$7,067.46	\$7,066.13	\$7,198.31	\$7,331.79	\$7,467.93	\$7,606.79
Total General Education State Revenue	4,018,871	4,489,249	4,488,404	4,900,611	5,780,379	6,676,327	6,592,046

**Math and Science Academy
Long-Range Budget Projection Model
August 4, 2022**

	Revised	Adopted	Working	Budget Projections			
	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
	4%	2%	2%	2%	2%	2%	2%
Compensatory Revenue	<u>actual</u>	<u>actual</u>	<u>actual</u>	<u>estimate</u>	<u>estimate</u>	<u>estimate</u>	<u>estimate</u>
A: Number of Students prior yr. (current year for 1st year)	543	553	553	594	632	729	817
B: Number of Free Lunch Students prior yr. (or current year for 1st yr.)	21	12	12	13	14	16	18
C: Number of Reduced Lunch Students prior yr. (current yr. for 1st yr.)	11	11	11	12	13	15	16
D: Adjusted Counts = 100% Free, 50% Reduced - (A)	26.50	17.50	17.50	18.80	20.00	23.07	25.85
E: Concentration Portion	0.05	0.03	0.03	0.03	0.03	0.03	0.03
F: Concetration Factor (lesser of 1 or Conc. Portion/ .8)	0.06	0.04	0.04	0.04	0.04	0.04	0.04
G: PU = .G * D * F	0.97	0.42	0.42	0.45	0.47	0.55	0.61
H: Initial Revenue	5,712	2,502	2,502	2,749	2,991	3,528	4,044
Miscellaneous Adjustment (Rounding)	0	(33)	(33)	0	0	0	0
I: Short Year Factor	1	1	1	1	1	1	1
Calculated Compensatory State Revenue ((A) x (B))	5,712	2,469	2,469	2,749	2,991	3,528	4,044
Building Lease Aid: Lesser of line a or b below:							
ADM Including PSEO	549	594	594	632	729	817	783
WADM Including PSEO	641	695	695	741	848	954	927
Lease Expense	745,644	745,985	745,985	748,827	751,601	754,331	759,935
a) Lease Aid Rev at \$1,314 per pupil unit	842,274	913,493	913,493	973,411	1,114,798	1,253,556	1,217,552
b) Lease Aid Rev at 90% of Lease Expense	671,079	671,386	671,386	673,944	676,441	678,898	683,942
Lesser of \$1,314/p.u. or 90% of lease payment	671,079	671,386	671,386	673,944	676,441	678,898	683,942
Estimated Proration of Lease Aid Revenue	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total Prorated Building Lease Aid Revenue	671,079	671,386	671,386	673,944	676,441	678,898	683,942
Lease Aid Revenue per pupil unit (after proration)	1047	966	966	910	797	712	738
Building Lease Aid Analyticals:							
Lease Aid Rev that would need to be generated to cover expense at 90%. Max per Statute is \$1,314	1047	966	966	910	797	712	738
How many more WADM would we need to maximize lease aid?	0	0	0	0	0	0	0
Long-Term Facilities Maintenance Revenue							
Revenue per Adjusted Pupil Unit	132	132	132	132	132	132	132
Total Long-Term Facilities Maintenance Revenue	76,375	83,846	83,846	89,866	104,069	118,008	114,391
	93.5%	93.5%	93.5%	93.5%	93.5%	93.5%	93.5%
Special Education Revenue	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>
State Special Education Aid and Tuition Billing	570,350	486,340	486,340	505,835	526,031	547,069	568,948
	0%	0%	0%	0%	0%	0%	0%
EL Revenue	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>
Prior Year EL Eligible ADM	3	3	5	1	1	1	1
Current Year EL Eligible ADM	1	1	1	1	1	1	1
ADM Served	497	544	544	582	679	767	733
Adjusted EL ADM	1	1	2	1	1	1	1
EL Marginal Cost Pupils	20	20	20	20	20	20	20
EL Revenue	14,080	14,000	14,080	14,080	14,080	14,080	14,080
EL Concentration Revenue	4	4	4	4	3	3	3
Total EL Aid	14,084	14,004	14,084	14,084	14,083	14,083	14,083

**Math and Science Academy
Long-Range Budget Projection Model
August 4, 2022**

Revised	Adopted	Working	Budget Projections			
2021-2022	2022-2023	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027

Revenue Summary and Projections

	Revised	Adopted	Working	2023-2024	2024-2025	2025-2026	2026-2027
State Aids							
General Education Revenue	4,018,871	4,489,249	4,488,404	4,900,611	5,780,379	6,676,327	6,592,046
Pension Adjustment Revenue	12,701	22,187	21,455	21,455	21,455	21,455	21,455
EL Revenue	14,084	14,004	14,084	14,084	14,083	14,083	14,083
EL Cross-Subsidy Revenue FY22-FY25	514	514	504	514	514	0	0
Compensatory Revenue	5,712	2,469	2,469	2,749	2,991	3,528	4,044
Subtotal	4,051,883	4,528,423	4,526,916	4,939,413	5,819,423	6,715,393	6,631,628
Building Lease Aid	671,079	671,386	671,386	673,944	676,441	678,898	683,942
Long-Term Facilities Maintenance Revenue	76,375	83,846	83,846	89,866	104,069	118,008	114,391
Prior Year Over/Under accruals/Rounding Adjustment	0	0	0	0	0	0	0
Special Education Aid	570,350	486,340	486,340	505,835	526,031	547,069	568,948
Endowment Aid	20,507	19,169	20,335	21,755	25,381	28,670	27,400
Other MN Aid (Safe Schools Supplemental Aid)	0	0	0	0	0	0	0
Government Wide Pension Audit Entry	15,000	15,000	15,000	15,000	15,000	15,000	15,000
Total State Aids	5,405,193	5,804,165	5,803,823	6,245,813	7,166,345	8,103,038	8,041,308
Federal Revenue							
Federal Special Ed	34,175	34,900	34,900	35,600	36,300	37,000	37,700
Title I Funds	6,657	6,657	6,657	6,657	6,657	6,657	6,657
Title II Funds	7,346	7,500	7,500	7,700	7,900	8,100	8,300
CARES and ESSER Funding	158,322	214,020	98,982	0	0	0	0
Total Federal Revenue	206,500	263,077	148,039	49,957	50,857	51,757	52,657
Other Revenue							
Fees from Patrons: Milk, Graduation Gear, AP Exam (005-050)	18,100	20,200	20,200	22,000	26,200	30,200	29,400
Fees From Patrons: Study Hall (920-050)	2,500	2,800	2,800	3,100	3,700	4,300	4,200
Fees from Students/ Field Trip (105-050)	500	27,100	27,100	28,500	29,600	30,300	30,900
Third Party Billing	1,250	1,000	1,000	1,000	1,000	1,000	1,000
Interest Revenue	1,200	1,200	1,200	1,200	1,200	1,200	1,200
Annual Fund (255)/Dragon Dinner	75,000	75,000	75,000	75,000	75,000	75,000	75,000
Donations and Miscellaneous Grants, Tech FR	7,000	0	0	0	0	0	0
Miscellaneous Income/Sale of Equipment	200	0	0	0	0	0	0
Year Book Revenues	2,200	2,500	2,600	2,700	3,200	3,700	3,600
Insurance Recovery (625)	0	0	0	0	0	0	0
Student Activity Revenue/ExtraCurricular	73,000	81,700	81,500	89,200	105,100	122,200	119,100
Total Other Revenue	180,950	211,500	211,400	222,700	246,000	267,900	264,400
Total Revenue	5,792,643	6,278,742	6,163,262	6,518,470	7,463,202	8,422,695	8,358,365
Formula Check	5,792,643	6,278,742	6,163,262	6,518,470	7,463,202	8,422,695	8,358,365
Per Audit							

**Math and Science Academy
Long-Range Budget Projection Model
August 4, 2022**

Revised	Adopted	Working	Budget Projections				
2021-2022	2022-2023	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	

Expenditure Calculations

	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
New Staff Calc - Staff increases based on enrollment increases							
Actual/projected enrollment change from prior year	3	47	46	38	97	88	0
Added new teacher FTE's - calculated at 20:1 ratio (rounded)	0.0	0.00	0.00	2.0	5.0	4.0	0.0
Other Teachers/Non-teachers Added							
Additional staff budget added	0	0	0	0	0	0	0
Total new teachers added/subtracted							
Projected new teacher (1FTE) Salary cost	46,545	45,000	45,000	45,900	46,818	47,754	48,709
Added salary cost - teachers (added FTE's times cost)	0	0	0	91,800	234,090	191,017	0
Added cost - others per above	0	0	0	0	0	0	0

Inflation Assumptions							
Salaries	2.0%	3.0%	3.0%	2.0%	2.0%	2.0%	2.0%
Other costs	2.0%	2.2%	2.2%	2.0%	2.0%	2.0%	2.0%

Budget Calculations	35.2%	32.0%	32.0%	32.0%	33.0%	34.0%	35.0%
100 Salaries	2,259,194	2,536,162	2,635,162	2,749,700	3,038,800	3,290,600	3,356,400
200 Benefits	822,867	836,769	868,449	879,904	1,002,804	1,118,804	1,174,740
100 Extracurricular Stipends	76,310	78,741	78,741	80,300	81,900	83,500	85,200
305 Contracted Services	331,935	251,144	251,144	274,100	326,200	375,800	366,300
315 Repairs and Maintenance for Computers	46,231	51,700	51,600	56,400	67,100	77,300	75,400
320 Communications Services	30,000	33,600	33,500	36,700	43,700	50,400	49,100
329 Postage	4,400	4,900	4,900	5,300	6,300	7,300	7,100
330 Utilities	115,000	117,500	117,500	119,900	122,300	124,700	127,200
340 Insurance	40,000	40,900	40,900	41,700	42,500	43,400	44,300
350 Repairs and Maintenance	80,000	89,500	89,300	97,700	116,300	104,300	72,000
360 Field Trip Transportation	2,000	2,200	2,200	2,400	2,900	3,300	3,200
366/368 Travel and conferences (some moved to Stipends)	20,700	38,200	38,100	32,700	38,900	44,800	43,700
366/368 Admin Professional Development	0	6,000	6,000	6,000	6,000	6,000	6,000
369 Field Trip Admissions	3,328	21,700	21,700	23,700	28,200	32,500	31,700

Lease Payments per Amended Lease (Nov 2020)	547,543	547,884	547,884	547,766	547,482	547,053	549,394
8490 Woodbury Crossing (Bldg C)	69,556	69,556	69,556	71,643	73,792	76,006	78,286
8490 Woodbury Crossing Real Estate Taxes (Bldg C)	21,846	21,846	21,846	22,720	23,629	24,574	25,557
8500 Woodbury Crossing (Bldg D)	106,698	106,698	106,698	106,698	106,698	106,698	106,698
Amount to Repair and Replacement Fund/Max Lease Aid	0						
370 Total Lease Expense	745,644	745,985	745,985	748,827	751,601	754,331	759,935

370 Other Rentals and Operating Leases	800	900	900	1,000	1,200	1,400	1,400
380 Computer and Tech Related Hardware Rental	30,000	33,600	33,500	36,700	43,700	50,400	49,100
401/455/465 General Supplies	30,000	33,600	33,500	36,700	43,700	50,400	49,100
401 Maintenance Supplies	15,000	16,800	16,700	18,300	21,800	25,100	24,500
405 Non-Instructional Computer Software & Licensing	26,900	30,100	30,000	32,800	39,000	44,900	43,800
406 Instructional Software Licensing	39,300	44,000	43,900	48,000	57,100	65,800	64,100

**Math and Science Academy
Long-Range Budget Projection Model
August 4, 2022**

	Revised	Adopted	Working	Budget Projections			
	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
430/456/466 Instructional Supplies	25,000	28,000	27,900	45,000	53,600	61,800	60,200
460 Textbooks and Workbooks	25,000	32,000	32,000	34,900	41,500	47,800	46,600
461 Standardized Tests	15,000	16,800	16,700	18,300	21,800	25,100	24,500
490 Food	1,000	1,500	1,500	1,600	1,900	2,200	2,100
505/506 Capitalized Technology Software	0	0	0	0	0	0	0
530 Furniture and Other Equipment	3,500	3,900	3,900	10,000	11,900	13,700	13,400
555/556 Technology Hardware (Capitalized)	6,500	52,300	52,300	57,100	67,900	78,200	76,200
820 Dues and memberships	41,800	46,800	46,600	51,100	60,800	70,100	68,300
898 Scholarships	500	500	500	500	500	500	500
Annual Fund (255)/Capital Campaign	37,500	37,500	37,500	37,500	37,500	37,500	37,500
State Special Ed Expenditures / ESY	610,000	520,150	520,150	541,000	562,600	585,100	608,500
Third Party Billing	1,250	1,000	1,000	1,000	1,000	1,000	1,000
Federal Special Ed Expenditures	34,175	34,900	34,900	35,600	36,300	37,000	37,700
Title I Funds	6,657	6,657	6,657	6,657	6,657	6,657	6,657
Title II Funds	7,346	7,500	7,500	7,700	7,900	8,100	8,300
CARES and ESSER Funding	158,322	214,020	98,982	0	0	0	0
Budget Contingency (Director)	0	20,000	20,000	0	0	0	0
Student Activity Expenses	73,000	81,700	81,500	89,200	106,100	122,200	119,100
Pension Expense (Offset by Revenues)	15,000	15,000	15,000	15,000	15,000	15,000	15,000
Total Expenditures	5,781,158	6,134,228	6,148,270	6,280,988	6,914,963	7,466,992	7,559,833
	Formula Check	5,781,158	6,134,228	6,148,270	6,280,988	6,914,962	7,466,992
	Per Audit						7,559,832
Annual Surplus	11,485	144,513	14,991	237,482	548,239	955,703	798,532
	Per Audit						
Beginning fund Balance	2,310,606	2,339,531	2,484,044	2,484,044	2,721,526	3,269,765	4,225,468
Ending Fund Balance	2,322,091	2,484,044	2,499,035	2,721,526	3,269,765	4,225,468	5,024,000
	Per Audit						
Fund Balance Percentage of Annual Expenditures	40.2%	40.5%	40.6%	43.3%	47.3%	56.6%	66.5%
Days Cash on Hand (30 required)	134	135	136	146	159	192	229
Debt Service Coverage (1.00 required)	1.01	1.18	1.02	1.29	1.67	2.16	1.96

Math and Science Academy

January 2022-June 2025 Strategic Plan

Approved 6/16/2022

Vision

To be an innovative, sustainable model of academic excellence for all students that creates well-rounded, lifelong learners and global citizens.

Mission

We provide accelerated and inclusive curricula and instruction in all subjects with an emphasis on math and science.

Board Approval Statement

The MSA Board of Directors has approved the above vision and mission as well as three strategic priorities, to form the foundation of our strategic plan. The strategic priorities are success for all students, organizational support of MSA vision and mission, and facilities and infrastructure to support MSA vision and mission. Focus Areas listed under each priority are categories of work that need to be addressed, per stakeholder input, data, or best practices, to achieve the priority. The strategic plan is not meant to be all encompassing. Rather it is intended to help us focus on high leverage actions that will help us achieve our strategic priorities, fulfill our mission, and reach our vision. SMART (strategic, measurable, actionable, relevant, and time bound) goals address each Focus Area.

Math and Science Academy 3-Year Strategic Priorities

PURPOSE

To fulfill the school’s mission, vision, and values in order to better serve its students, staff, and families.

Strategic Priority: Success for All Students

Due Date	Goal	Measure	Focus Area	Progress Reporting
June 2022	Administrators, and the Board, when applicable, will act swiftly and comprehensively to address concerns or complaints of racism or discrimination at MSA including violations of related policies. Administrators will act to protect students from any staff retaliation and address retaliation swiftly.	All complaints will be investigated within one school day of the complaint the investigative process will begin. Administration will follow up to the complainant with as much information as legally allowed within 5 days of the completion of the investigation.	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Admin Log
August 2022	All staff will have targeted DEI training focused on implicit bias and anti-racism.	100% of staff will have implicit bias and anti-racism training.	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Dashboard

August 2022	Adjust the morning meeting schedule to insure administrative support at departmental and grade level meetings.	Morning meeting schedule will allow for admin support.	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Admin Report
August 2022	All parents are invited to conferences during the school year and encouraged to contact teachers during office hours with their concerns.	Parental involvement for all parents	Rigorous curricula and instruction	Admin Report
August 2022	MSA Department Chairs will be trained in professional learning communities.	One teacher from each department and principals will be trained in the PLC process	Rigorous curricula and instruction	Dashboard
September 2022	MSA will begin implementation of MTSS	All 6th grade students get a semester of reading.	Achievement Gap Reduction	Dashboard
September	All staff will have training on the	See improvements in the	Inclusive curricula and	Dashboard

2022	rights of students who receive special education, students who receive services under Section 504, and other protected classes.	percentage of special education students that are retained through graduation and what percentage of students take AP classes (versus what percentage of students score a 3 or higher).	instruction (Race/culture, ability, LGBTQ+)	
September 2022	SST teams will assess monthly the cumulative homework load across the grade level.	In survey responses students report increased levels of satisfaction with quality and quantity of homework	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Dashboard

September 2022	Administrators will act to protect students from any staff retaliation and address retaliation swiftly.	All complaints will be investigated within one school day of the complaint the investigative process will begin. Administration will follow up to complainant with as much information as legally allowed within 5 days of the completion of the investigation.	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Admin Log
September 2022	MSA will begin implementation of MTSS	Implementation of Tier 2 teacher intervention time built in schedule. 100% of intervention staff training summer 2022.	Rigorous curricula and instruction	Dashboard
September 2022	MSA will begin implementation of MTSS	New 9th grade students get Freshman seminar.	Rigorous curricula and instruction	Dashboard
October 2022	MSA will have a graduation rate of at least 95% as reported by MDE's report card.	MDE report card	Graduation	Dashboard
December 2022	A group of teachers and administrators will develop a walk-through or instructional rounds protocol that includes inclusive and culturally responsive look-fors for aid in building staff capacity to provide inclusive and culturally responsive curriculum and instruction.	A walkthrough protocol will be completed by December 2022	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Dashboard
January 2023	Begin study of equity and grading practices as part of the culturally responsive teaching	100% of teachers will participate in conversations and training about equitable grading	Rigorous curricula and instruction	Dashboard

	framework.	practices		
June 2023	Develop a full literacy plan.	Reading staff will develop a plan to identify and assist students	Achievement Gap Reduction	Dashboard

		struggling with reading.		
June 2023	85% of MSA seniors are ready for college-level coursework in English, Science, Math, and Social Studies as measured by the ACT test and reported on the College Readiness Letter received by MSA.	Test score results from ACT	College/Career Readiness	Dashboard
June 2023	Develop a data tracking system to study why students leave MSA. This system needs to capture data about students who leave MSA and then do not graduate from high school.	Complete survey and records review for 100% of students who leave MSA.	Graduation	Dashboard
June 2023	Each teacher will demonstrate increased capacity to provide culturally responsive instruction in an informal or formal observation.	75% of teachers will show improved capacity for culturally relevant instruction as measured by the walkthrough protocol	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Dashboard
June 2023	By the end of 2022-23 all staff will have at least four hours of professional development around implicit bias and anti-racism including training on relevant MSA policies, such as Policy 413.	95% of instructional staff will have 4 hours of implicit bias training and anti-racism training	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Dashboard

June 2023	Expand and clarify that rigor can be different for each student in an inclusive educational setting. MSA teachers and EAs will be trained on differentiated instruction.	100% of teachers and EAs will have training on differentiated instruction	Rigorous curricula and instruction	Dashboard
June 2023	Grade level teams will operate effectively as Student Support Teams, following the MSA SST process, and planning and implementing appropriate interventions based on data.	80% of all SST time will be focused on student success, interventions, and data. As measured by SST meeting minutes and admin observation.	Rigorous curricula and instruction	Dashboard
June 2023	Review all high school course offerings for alignment to student needs and the standards.	100% of PLCs will report on their curricular review and findings.	Rigorous curricula and instruction	Dashboard
June 2023	All parents invited to conferences twice during the 23-24 school year	75% conference attendance at fall and spring conferences	Rigorous curricula and instruction	Dashboard
June 2023	Build regular student town hall meetings into the school calendar	at least 3 town hall meetings for students during the school year	Rigorous curricula and instruction	Dashboard

June 2023	Department meetings will take significant steps towards becoming PLCs including being able to answer the four critical questions of a PLC. The focus of PLC work will further assess instructional effectiveness in preparing students for high school, college and career.	80% of all PLC/Department meetings will be focused on answering the four critical questions of a PLC. As measured by PLC meeting minutes and admin observations	Rigorous curricula and instruction/College and Career	Dashboard
August 2023	By the conclusion of 2023, the proficiency achievement gap on the MCA reading test for grades 6-8 will be no greater than 3.5% for each student group publicly reported by MDE in 2021.	We will measure progress towards this goal by comparing MCA scores from 2022 and 2023	Achievement Gap Reduction	Dashboard
August 2023	Adjust the master schedule to allow for job embedded professional collaboration.	The new schedule will allow for job embedded PLCs and SSTs.	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Admin Report
August 2023	Implement of a block schedule.	80% of high school students will report a better school/life balance by the spring of 2024	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Dashboard
September 2023	Implementation of a schedule that allows for teachers have PLC and SST meetings within the school day.	95% of staff will have their prep periods aligned in the schedule to allow for PLC and SST meeting times during the school day.	Rigorous curricula and instruction	Dashboard
October 2023	MSA will have a graduation rate of at least 95% as reported by MDE's report card.	MDE report card	Graduation	Dashboard

January 2024	Conduct a research-based study of the math progression. The math department and administration will study our current course offerings/progression and compare them to current research.	The administration will present findings and recommendations to the board for review by January 2024.	Achievement Gap Reduction	Admin Report
February 2024	Following the review all high school course offerings for alignment to student needs and the standards. Make recommendations to adjust course offerings as determined by review.	Course guide will be updated to reflect PLC findings	Rigorous curricula and instruction	Dashboard
June 2024	Curriculum will be adjusted and	75% of curriculum will be vertically	College/Career	Dashboard

	aligned vertically to focus on the standards based on benchmarks.	aligned and standards based.	Readiness	
June 2024	Develop an intervention plan for students at risk of leaving MSA and not on track to graduate.	SST, counselors, administration and parent will develop an intense intervention plan for 100% of students who are at risk of not meeting MSA graduation standards.	Graduation	Dashboard
June 2024	Development of common formative and summative assessments aligned with to the state standards	75% of all assessments will be commonly shared and assessed for their vertical	Rigorous curricula and instruction	Dashboard

		alignment and adherence to the state standards.		
June 2024	PLCs will be fully implemented. The focus of PLC work will further assess instructional effectiveness in preparing students for high school, college and career.	95% of PLC time will be focused on reviewing student work and answering the 4 PLC questions. As measured by PLC meeting minutes and admin observations	Rigorous curricula and instruction	Dashboard
June 2024	All parents invited to two times conferences during the school year	85% conference attendance for at least one conference during the school year and overall attendance at both conferences is 75%.	Rigorous curricula and instruction	Dashboard
June 2024	MSA will empower student voice.	Administrators and BOD members will host at least 3 town hall meetings for students during the school year	Rigorous curricula and instruction	Dashboard
June 2024	Deeper dive into how we are assessing learning and is that reflected in our grading practices	100% of teachers will participate in conversations and training about equitable grading practices	Rigorous curricula and instruction	Dashboard
August 2024	Focus course assignments on grade level teaming as the school grows for teacher focus on a particular common group of students	Staffing assignments will focus on grade level teaming.	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Admin Report
August 2024	Implementation of findings of math progression study	Schedule updated with new math progression	Achievement Gap Reduction	Admin Report

October 2024	MSA will have a graduation rate of at least 95% as reported by MDE's report card.	MDE report card	Graduation	Dashboard
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February 2025	Continued monitoring and adjusting of course offerings	Course guide will be updated to reflect PLC findings	Rigorous curricula and instruction	Dashboard
June 2025	Curriculum will be adjusted and aligned vertically to focus on the standards based on benchmarks.	95% of curriculum will be vertically aligned and standards based.	College/Career Readiness	Dashboard
June 2025	Assess and refine intervention plans for students at risk of leaving MSA and are not on track to graduate.	SST, counselors, administration and parent will develop an intense intervention plan for 100% of students who are at risk of not meeting MSA graduation standards.	Graduation	Dashboard
June 2025	Align grading practices to state standards	100% of teachers will understand how to align grading to the state standards	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Dashboard
June 2025	Build regular student town hall meetings into the school calendar	at least 3 town hall meetings for students during the school year	Rigorous curricula and instruction	Dashboard
August 2025	PLCs will begin the data teams process. The focus of PLC work will further assess instructional effectiveness in preparing students	100% of PLC leads will have data teams training.	Rigorous curricula and instruction	Dashboard

	for high school, college and career.			
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Strategic Priority: Organizational Support of MSA Vision and Mission

Due Date	Goal	Measure	Focus Area	Progress Reporting
April 2022	Off cycle pay raises	100% of staff had a 3% pay increase	Staffing	Admin Report
June 2022	Increased transparency about the investigation and open communication with the board and administration.	The administration and BOD will hold student town hall meetings at least 3 times per year. Information will be shared regarding the investigation as legally allowable.	Communication	Dashboard
July 2022	Board of Directors onboarding packet is updated to strongly convey board roles, responsibilities, and particular priorities for MSA in light of the recent investigation.	Board members sign off on their review of the onboarding materials.	Improved Governance	Admin Report
August 2022	Administration will provide regular updates to the board, staff, parents, and students, throughout 2022-23 on actions to address the findings of the investigation.	Administration will report progress on the strategic plan and investigative findings at regular meetings of the BOD.	Communication	Monthly Admin Report

August 2022	The board will outline a board training plan and timeline to address findings and recommendations of the investigation.	The board will establish and agree upon a plan.	Improved Governance	Dashboard
November 2022	Initiate Board training on governance.	Agenda and minutes document board training.	Improved Governance	Dashboard
November 2022	Consider changing bylaws to reduce the number of teacher board members or encourage more balanced representation.	Agenda and minutes document bylaws discussion.	Improved Governance	Dashboard
December 2022	Update Board and employee conflict of interest and code of ethics policies, as well as BOD bylaws to support	Agenda and minutes document bylaws discussion.	Improved Governance	Admin Report

	teacher board members if performing their role.			
December 2022	Implement a process to allocate and track department budgets will be fully implemented.	Staff will be able to see and understand how to spend their departmental budgets. Administration will easily be able to see what has been spent and what is outstanding.	Operations	Admin Report

December 2022	MSA employee files will be organized and updated with performance reviews. All employees hired after October 2021 will have files that include a resume, transcripts, their offer letter, MSA salary history, and performance reviews.	Complete and accurate employment records.	Staffing	Admin Report
April 2023	Continued salary increases and a restructure of the salary scale to allow staff to move through it in less than 40 years.	Salary scale that is more in line with neighboring districts.	Staffing	Admin Report
June 2023	Students will be surveyed each year about MSA's climate. The survey will include an item or items asking about students' experiences with discrimination at MSA.	Survey results will be reported to the BOD	Climate	Dashboard
June 2023	MSA Staff evaluation will be updated to include clear language around assessing professionalism in the workplace.	New staff evaluation form is complete and approved by the BOD	Climate	Admin Report

June 2023	Reinstitute the Sunshine Committee to offer more staff social and extracurricular activities.	Staff will report a more inclusive work place on staff surveys.	Climate	Admin Report
June 2023	Increased transparency about the investigation and open communication with the board and administration.	The administration and BOD will hold town hall meetings at least 3 times per year. Information will be shared regarding the investigation as legally allowable.	Communication	Dashboard
June 2023	MSA policies and procedures will support improved	Teacher, parent, and community board members will participate on board	Improved Governance	Admin Report

	governance. Complete a review of policies and procedures, including function of Academics and Finance Committees and Policy Subcommittee to assure they support improved governance and the proper role of board members.	committees and subcommittees within their fiduciary roles. Policies will correctly and consistently describe the roles and responsibilities of teachers, administrators and board members as applicable. Documented changes in policies and procedures.		
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December 2023	Climate surveys in December of 2023 will reflect increased satisfaction with MSA's communication. Need to flesh out the key steps here as sub goals: Job satisfaction, Inclusivity, communication, work environment that supports professional growth	Climate results will be shared at the January 2024 BOD meeting	Climate	Dashboard
June 2024	MSA Website and Branding will undergo a comprehensive review and update by the end of 2024.	MSA website and branding will be updated.	Branding/Website	Admin Report
June 2024	Increased transparency about the investigation and open communication with the board and administration.	The administration and BOD will hold town hall meetings at least 3 times per year. Information will be shared regarding the investigation as legally allowable.	Communication	Dashboard
June 2025	Reduce staff turnover.	Retain 90% of staff each year.	Staffing	Admin Report
June 2025	Increase licensed staff of color to better reflect the racial make up of our student body.	10% of licensed staff will identify as part of a racial minority.	Staffing	Admin Report

Strategic Priority: Facilities and Infrastructure

Due Date	Goal	Measure	Focus Area	Progress Reporting
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June 2022	Clear Tier 1 supports and documentation will be in place.	Data tracking system is in place.	Academic, Social, Emotional, Behavioral, and Mental Health Supports	Dashboard
June 2022	Hire an owner's representative (project manager)	Under contract by the July 2022 meeting	Expansion	Dashboard
August 2022	Address SEL needs of students receiving special education services.	A school psychologist will be available to attend to students with IEPs SEL needs.	Academic, Social, Emotional, Behavioral, and Mental Health Supports	Admin Report
September 2022	Opening week teacher training on Character Strong to reboot the program.	100% of classroom teachers will have additional Character Strong training focused on providing the tools needed for full implementation.	Academic, Social, Emotional, Behavioral, and Mental Health Supports	Dashboard
October 2022	Decide if we will move or stay on current land.	Board presentation no later than October 2022 meeting	Expansion	Dashboard
January 2023	Study and report the findings of pathway curricular study in preparation for a block schedule.	A pathway recommendation will be made in January 2023	Schedule, Handbooks, Policies, and Procedures	Admin Report
April 2023	Financing secured and construction ready to begin	Board presentation no later than April 2023 meeting	Expansion	Dashboard

May 2023	Revise and implement changes in the Staff Handbook, the Student/Parent handbook, Grading Handbook, and practices relating to Advanced Placement classes and other elective class admission, extracurricular participation, discipline, as well as excused and unexcused absences to address areas where there are deficiencies that disparately impact students with disabilities or who are in other protected classes.	Updated handbooks and written procedures are approved, when applicable, posted, and implemented.	Schedule, Handbooks, Policies, and Procedures	Admin Report
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June 2023	MSA will provide stronger social emotional learning opportunities in advisory	Students will engage in SEL lessons 3 times per month during advisory	Academic, Social, Emotional, Behavioral, and Mental Health Supports	Dashboard
June 2023	Tier 1 supports and 2 interventions will be in place. Staff will be trained on interventions and implementation during opening week.	95% of students struggling will have a documented support or intervention plan in place.	Academic, Social, Emotional, Behavioral, and Mental Health Supports	Dashboard
June 2023	Make recommendations to align policies for more equitable outcomes.	Administration will report to the BOD any policies and procedures that encourage disproportionate or racist practices including disciplinary actions such as	Schedule, Handbooks, Policies, and Procedures	Admin Report

		detention or suspension.		
June 2023	Begin a focus on MSA graduation in the middle school. Track the 9th graders to understand who stays through 12th and how many.	MSA will increase the percentage of students who chose to stay at MSA from grade 8 to grade 9 from 79% in 2021 to 92% in 2025.	Student retention and enrollment	Dashboard
August 2023	Teachers will receive more comprehensive training for leading SEL lessons.	Teachers will report greater comfort in leading SEL lessons as measured by exit surveys from training sessions	Academic, Social, Emotional, Behavioral, and Mental Health Supports	Admin Report
August 2023	Implement a block schedule.	The new block schedule will be in place to support student centered initiatives.	Schedule, Handbooks, Policies, and Procedures	Admin Report
September 2023	Administrators will implement a walkthrough schedule for clear formative, focused to teachers and inform professional development decisions.	100% of all teachers will receive walkthrough feedback at least 3 times a year.	Evaluate performance and progress	Dashboard
June 2024	Implement a SEL screening 3 times a year.	85% of MSA students will have 3 SEL screening each year.	Academic, Social, Emotional, Behavioral, and Mental Health Supports	Admin Report
June 2024	Teams of administrators and teachers will observe and understand the degree of implementation of MTSS.	85% of classrooms will demonstrate implementation of student interventions and supports during administrative walkthroughs.	Academic, Social, Emotional, Behavioral, and Mental Health Supports	Dashboard

June 2024	Begin a focus on MSA graduation within the middle school. Implement changes based on study of students who leave.	MSA will increase the percentage of students who chose to stay at MSA from grade 8 to grade 9 from 79% in 2021 to 92% in 2025.	Student retention and enrollment	Dashboard
September 2024	New school building complete	Move in to new building	Expansion	Dashboard
June 2025	Continued focus on MSA graduation within the middle school. Monitor and adjust to continue student retention.	MSA will increase the percentage of students who chose to stay at MSA from grade 8 to grade 9 from 79% in 2021 to 92% in 2025.	Student retention and enrollment	Dashboard

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