



**STRIDE Academy's Worlds Best Workforce
Report
2018-2019 School Year**

November 12, 2019

Mission Statement

Stride Academy nurtures individuals while fostering leadership and empowering students to attain their highest potential in a family-centered environment.

Vision Statement

Five Strategic Pillars that support STRIDE Academy: Academic Excellence, The Whole Child, School Community, Lifelong Learning, and Fiscal Responsibility.

STRIDE Academy's vision is to create a public charter school that is highly regarded for its approach to the whole child, for its academic excellence, and for its contribution in actively serving and improving the community.

STRIDE values effective community collaboration, an increased feeling of physical, social, and emotional wellbeing among students, and positive and culturally responsive practices that increase school connectedness.

STRIDE aims to teach students effective critical thinking skills, in addition to compassionate responses, and high emotional intelligence in order to foster successful leaders of today and of the future.

STRIDE Academy is a K – 7 grade school

Our plan follows the MN Statute section 120B-11 and addresses the following components:

- **All students ready for kindergarten**
- **All students in third grade achieving grade level literacy**
- **Closing the achievement gap in all sub groups**

Curriculum

2018-2019: Saxon Math The strength of Saxon Math is that teachers will cover a new mathematical concept every day while continually reviewing previously learned concepts. Teachers may sometimes space an individual lesson by having students practice new material and reviewing learned material within the same day. An advantage of Saxon Math is that it provides a continuous review of all previous learned material. This is particularly useful for students who may struggle to retain the math that was previously learned.

2019-2020: Go Math

STRIDE is in its first year of adoption. We selected Houghton Mifflin's Go Math curriculum because of its comprehensive approach and its support of the Minnesota Math Standards. What differentiates Go Math from Saxon is the emphasis of Essential Questions and Big Ideas with depth of understanding as the goal. The "tools" enable teachers to more deeply engage students, meeting them where they are and gradually improving their conceptual understanding, fluency, and application.

Journey's Language Arts program at Stride Academy is a English Language Arts program with evidence-based results. It is a comprehensive reading and writing program that facilitates engagement and helps all levels of learners improve. Journey's uses a three-step routine that paces instruction, allowing students more time to explore and analyze the text that encourages them to want to read more complex stories.

National Geographic (NG) Science: Stride teachers use material from National Geographic to support the Minnesota Science Standards. In addition, NG also provides non-fiction and literary reading selections for students to better understand the world. Additionally, resources are grouped by grade.

The following systems goals represent five identified areas that STRIDE Academy will continue its efforts toward, and are a part of our continuous improvement plan. This table will align the systems/goals with the required components of WBWF.

	Achieve Academic Success	Maintain Fiscal Responsibility	Increase Stakeholder Satisfaction	Ensure Excellence in Teaching	Growing the School
All Students Ready for kindergarten.	Offer Kindergarten Open House opportunities for parents.	The school intends to gradually increase enrollment of Kindergarten to maximize lease aid in effort to meet bondholder obligations.	Annual review of parent surveys in February. Spring and Summer Kindergarten Open House Meetings Winter, Spring and Summer Parent/Student Tours	Q- Comp. Hire Qualified Teachers. Ongoing Professional Development Weekly Professional Learning Communities (PLC's) Teacher Evaluation	The school has opened up its facility for Reach-Up, Head Start to have a classroom as STRIDE
All students in third grade achieving grade level literacy	Literacy Plan MAP Testing Rock 'n' Read FAST Bridge Dyslexia Screening	Use of ADSIS money to help support STRIDES for Learning Dyslexia Program	Annual review of parent surveys. Parent Teacher Conferences	Q-comp Peer Evaluators Title II plan/Mentorship and Induction Professional Development	Maintaining small class sizes in comparison to Local District
Closing the Achievement Gap	Employ 3 EL Teachers, 1 Reading Support Teacher, 1 Title Teacher, 2 Dyslexia teachers and 2 Dyslexia Paras (MTSS) Tier 1 & 2 classroom interventions. Use of interim assessments to identify gaps in skill development. Teachers use of Data Warehouse software (Viewpoint) to inform their instruction	Utilize Title I funds and Compensatory Aid to hire the needed teaching positions to support students.	Annual review of parent surveys. Use of See Saw Curriculum Night	Q-comp tied to Student Assessment Performance on MCA's and MAP's. Title II plan Culturally Responsive Professional Development through PLC and Staff Development Time Teacher Evaluation	Adding two 7 th Grade sections with smaller sizes in comparison to Local District.

Academic Performance

MCA III (Minnesota Comprehensive Assessments)

Stride Academy Charter School continues to make a difference in the lives of many students as related to achievement and performance. Due to the grade re-configuration, the scores for the 2018-2019 school year are being used as a baseline.

Note: All MCA III tables utilize data from the MN Department of Education's State Report Card.

Below is STRIDE Academy's overall Reading proficiency for students enrolled in grades 3 - 6 was 48.2% during the 2018-2019 school year. Other area schools overall proficiency are also included.

MCA Reading Proficiency / 3-6 Grade	
	2018-2019
STRIDE	48.2%
STATEWIDE	53.8%
Clearview	61.6%
Talahi	26.1%
Madison	35.2%
Oak Hill	57.3%
Lincoln	29.1%

During the 2018-2019 school year, STRIDE Academy's overall Math proficiency for all students in grades 3 - 6 was 47.6%. Other area schools overall proficiency are also included.

MCA Math Proficiency	
	2018-2019
STRIDE	47.6%
STATEWIDE	53.8%
Clearview	68%
Talahi	25.9%
Madison	38.9%
Oak Hill	58.2%
Lincoln	22.9%

Below is STRIDE Academy’s overall Science proficiency for 2018-2019 for students enrolled in 5th grade. Science proficiency for the State of Minnesota and for St. Cloud Area Schools is also listed.

MCA Science Proficiency - 5th Grade	
	2018-2019
STRIDE	50%
STATEWIDE	54.9%
St. Cloud Area Schools	43.8%

Below is STRIDE Academy’s overall Reading proficiency for 2018-2019 for students enrolled in 3rd grade. Reading proficiency for the State of Minnesota and for St. Cloud Area Schools is also listed.

MCA Reading Proficiency 3rd Grade	
	2018-2019
STRIDE	48.6%
STATEWIDE	54.9%
St. Cloud Area Schools	38.2%

Below is STRIDE Academy’s overall Math proficiency for 2018-2019 for students enrolled in 3rd grade. Math proficiency for the State of Minnesota and for St. Cloud Area Schools is also listed.

MCA Math Proficiency 3rd Grade	
	2018-2019
STRIDE	64.3%
STATEWIDE	65.5%
St. Cloud Area Schools	50%

Below is STRIDE Academy’s overall Reading proficiency for 2018-2019 for students enrolled in 4th grade. Reading proficiency for the State of Minnesota and for St. Cloud Area Schools is also listed.

MCA Reading Proficiency 4th Grade	
	2018-2019
STRIDE	35.4%
STATEWIDE	55.4%
St. Cloud Area Schools	37.4%

Below is STRIDE Academy’s overall Math proficiency for 2018-2019 for students enrolled in 4th grade. Math proficiency for the State of Minnesota and for St. Cloud Area Schools is also listed.

MCA Math Proficiency 4th Grade	
	2018-2019
STRIDE	39.6%
STATEWIDE	63.9%
St. Cloud Area Schools	43.6%

Below is STRIDE Academy’s overall Reading proficiency for students enrolled in 5th grade as compared to the St. Cloud Area Schools, and to the state, during the 2018-2019 school year.

MCA Reading Proficiency 5th Grade	
	2018-2019
STRIDE	56.5%
STATEWIDE	65.8%
St. Cloud Area Schools	51.6%

Below is STRIDE Academy’s overall Math proficiency for 2018-2019 for students enrolled in 5th grade. Math proficiency for the State of Minnesota and for St. Cloud Area Schools is also listed.

MCA Math Proficiency 5th Grade	
	2018-2019
STRIDE	36.9%
STATEWIDE	52.1%
St. Cloud Area Schools	36.8%

Below is STRIDE Academy’s overall Reading proficiency for students enrolled in 6th grade as compared to the St. Cloud Area Schools, and to the state, during the 2018-2019 school year.

MCA Reading Proficiency 6th Grade	
	2018-2019
STRIDE	51.1%
STATEWIDE	63.2%
St. Cloud Area Schools	47.6%

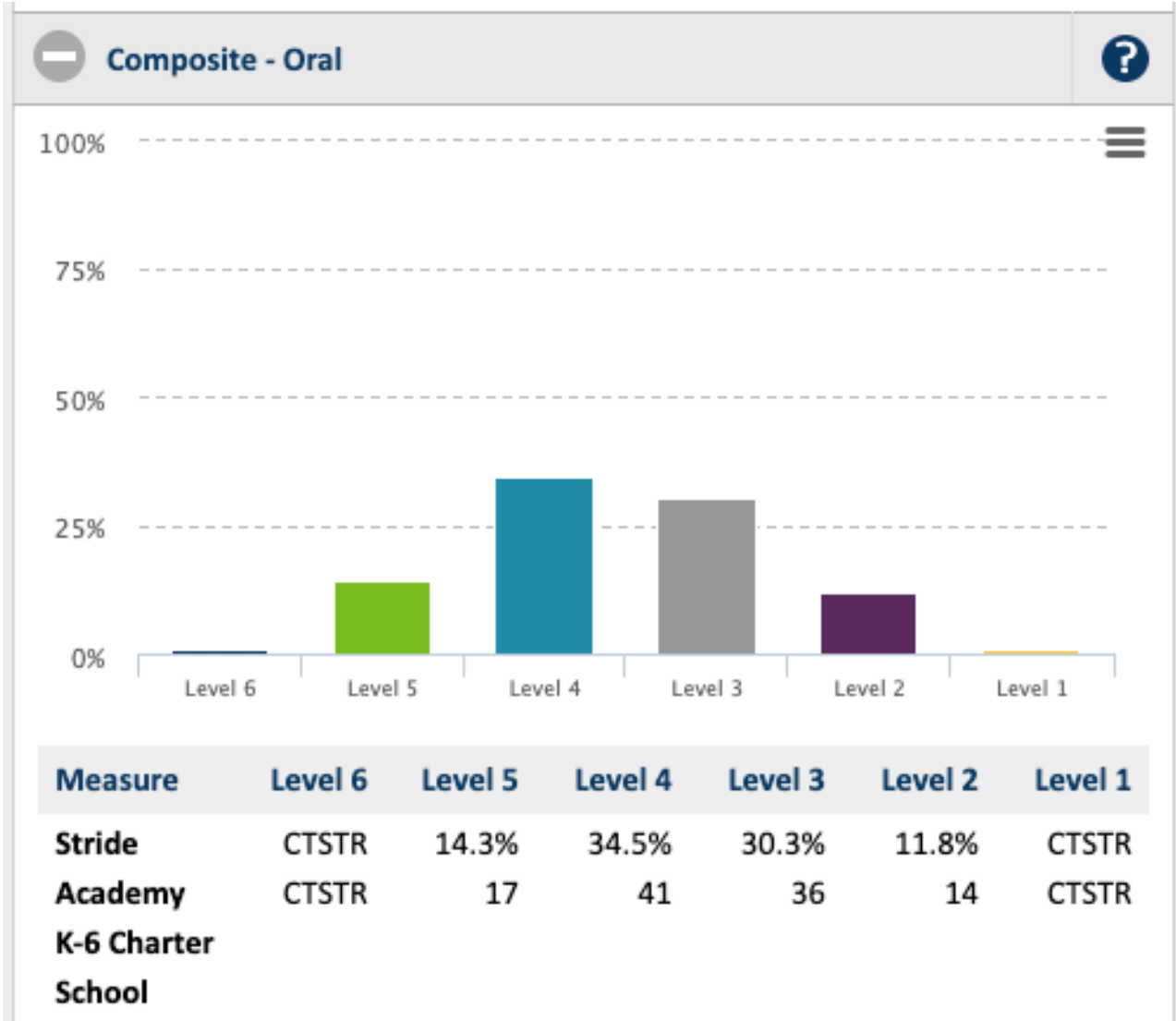
Below is STRIDE Academy’s overall Math proficiency for students enrolled in 6th grade as compared to the St. Cloud Area Schools, and to the state, during the 2018-2019 school year.

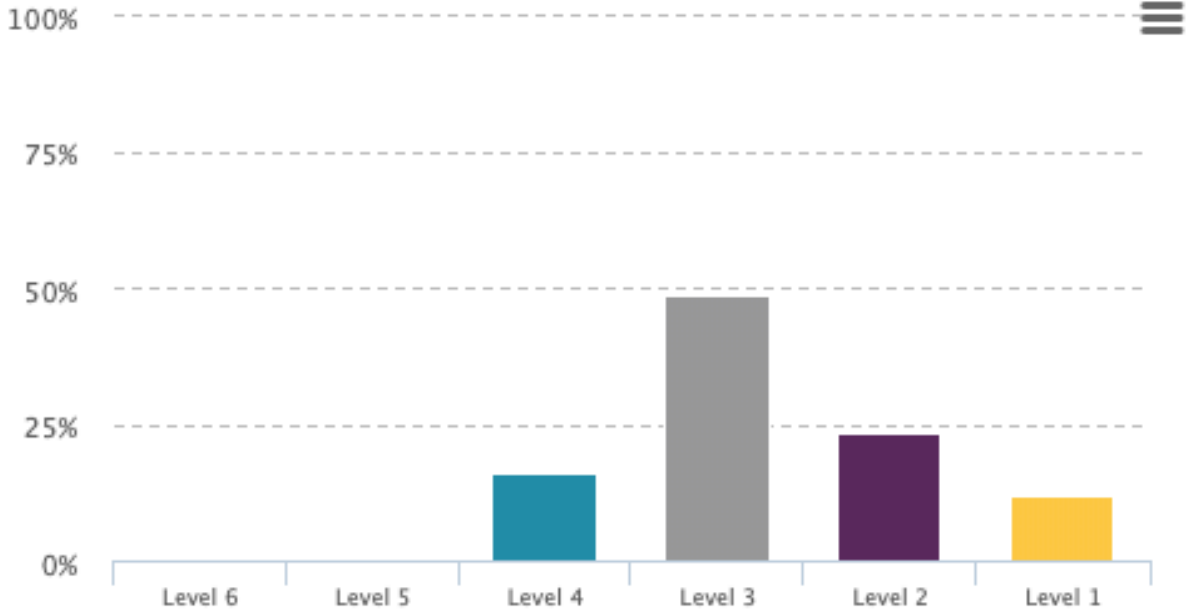
MCA Math Proficiency 6th Grade	
	2018-2019
STRIDE	39.1%
STATEWIDE	50.5%
St. Cloud Area Schools	31.9%

Are English learners making progress toward becoming proficient in English?

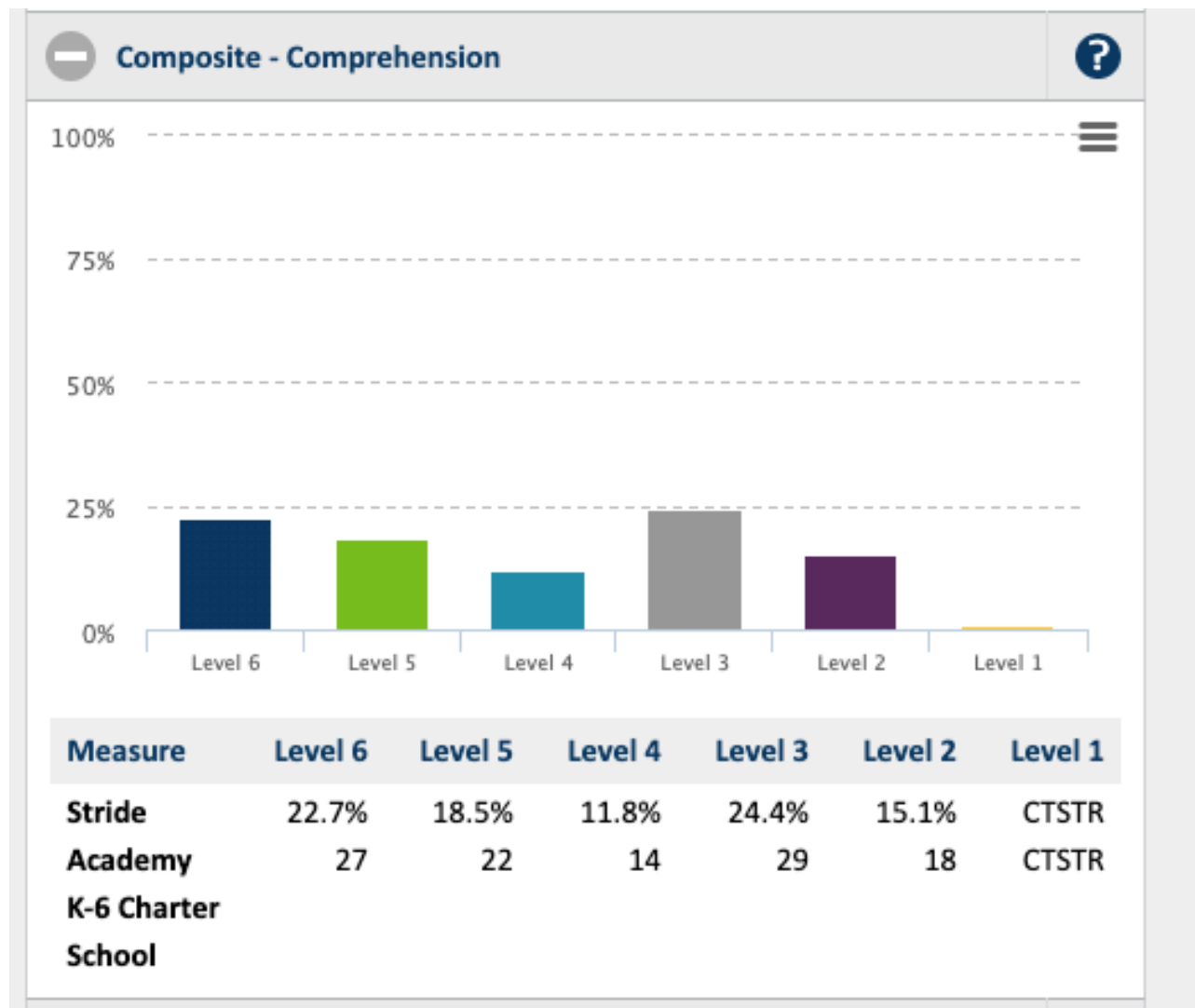
Each year, every English learner (EL) has an individual target on the ACCESS test of English language proficiency (ELP).

English learners’ performance on state math and reading tests is available on MDE’s Website. More information on ACCESS performance is available by clicking on this link: [ACCESS for ELLs section of this report card](#).





Measure	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1
Stride	N/A	N/A	16.0%	48.7%	23.5%	11.8%
Academy K-6 Charter School	N/A	N/A	19	58	28	14



Average Progress toward Target

The "average progress toward target" is the average amount of progress English learners made towards their targets. The statewide average progress toward target was 61.4%. STRIDE Academy's Average progress toward the reading target was 70.6%.

Percent of ELs Meeting Target

The percent of ELs meeting targets is the percentage of English Learners who reached or went past their target. The statewide average was 40.1%. STRIDE Academy's Average progress toward the reading target was 46.2%.

National Normed Assessments

Each year, STRIDE administers a nationally normed assessment in each grade.

Last year the School administered the Northwest Education Assessment's (NWEA's) Measures of Academic Progress (MAP), in both reading and math, in grades K through 6 in September, January and May.

As part of the School's agreement with the previous authorizer (Pillsbury United Communities) at least 95% of students in each grade took both the reading and math assessment in both

September 2018 and January 2019. At least 95% of all English-Learners took the reading and math assessment in both September 2018 and January 2019. At least 95% of all students qualifying for free or reduced priced lunch took both the reading and math assessment in both September 2018 and January 2019.

The school was to ensure that at least 55% of the students, who scored below the 51st percentile on the September 2018 assessment, demonstrated “on target” growth on the January 2019 assessment.

The table below lists the specific targets for each grade in reading and math.

Kindergarten	Reading	65.71%
1st Grade	Reading	62.96%
2nd Grade	Reading	64.29%
3rd Grade	Reading	65.22%
4th Grade	Reading	68.18%
5th Grade	Reading	78.95%
6th Grade	Reading	71.43%

Kindergarten	Math	61.29%
1st Grade	Math	59.26%
2nd Grade	Math	58.33%
3rd Grade	Math	61.11%
4th Grade	Math	58.33%
5th Grade	Math	68.42%
6th Grade	Math	65.00%

Gr.	Reading
K	12
1	12
2	11
3	9
4	7
5	6
6	5
Gr.	Math
K	13
1	13
2	11
3	8
4	7
5	6
6	5

Improvement Plan:

Student Learning

- Utilize large and small group instructional strategies to help students increase their social/emotional skill levels as well as their problem solving, and collaborative skills.
- Ensure that lessons are matched to student needs based on data from a variety of sources including formative and interim assessments.
- Utilize a system of questioning that triggers higher order thinking. The principal will train staff in the Questions for Life model that utilizes cue words that have been proven to trigger various thinking patterns.
- Continuously strive for high student engagement. Lesson plans include elements of how the students will be interacting with the concepts. Student engagement will be a focus area for staff meetings, professional development, and teacher observations.
- Utilize differentiated instruction in the classrooms. Teachers will be trained in a three- tiered model. Lesson plans and observations will focus on this area. Special emphasis will be placed on utilizing Zones of Proximal Development so as to best help students grow.
- Implement a Multi-Tiered System of Support (MTSS) to ensure student needs are being met. Systems are created to allow for universal screening of literacy and math skills, progress monitoring of how the student responds to the interventions, and fidelity to those interventions.

Flexible Grouping:

The educational program at STRIDE Academy is focused on providing differentiated instruction. STRIDE Academy implements differentiated math and reading instruction starting in kindergarten and *now* continuing through 7th grade. Differentiation allows for both accelerated learning and scaffolded instruction to meet the needs of all learners. Parents are informed of the School's approach before they enter STRIDE Academy. Differentiating instruction ensures that students will have appropriate challenges to provide opportunity for growth. If they are below grade level, focused interventions help students receive focused attention in areas of need. If students are above grade level, flexible grouping helps students receive enrichment-focused opportunities with attention focused on standards, problem solving, and critical thinking. Given our Student-centered focus, differentiated instruction is an accepted practice by parents, students and staff. To accomplish appropriate differentiation, all students are pre-assessed in math and reading. The assessment data is used throughout the year to place students in their flexible skill groups. Student confidence and success increase when they are instructed with a differentiated model. Multi-Tiered Systems of Support allows the School to monitor student data and make adjustments throughout the year.

Teaching

Teachers were trained to align the standards to their curriculum. They created Interim Assessments were used four times in Reading and Math in 2018-2019. The goal is to have standards, curriculum, and assessments aligned.

School leaders used templates for data analysis to conduct in-depth discussions with each teacher. STRIDE uses Viewpoint, a data warehouse tool that allows teachers and administration to examine all student data (academic, behavior, attendance, grades) to inform instruction and additional interventions.

Data analysis and Culturally Responsive teaching will be two of the focus areas of weekly PLC meetings.

Teacher observations focus on the use of data in their classrooms to inform their instruction. Opportunities to review student data is provided for grade levels throughout the year.

Instruction

- Small group instruction based on data from interim assessments.
- Questioning strategies that promote higher order thinking
- Posting of Learning Targets during lesson
- Engaging Students
- The Gradual Release of Responsibility Model—I do, we do, you do.
- Differentiated Instruction

Strategies for English Learners

- Co-Teaching training and support from school leaders to implement. (SIOP)
- Pre teaching vocabulary.
- Analysis of ACCESS scores matched to the WIDA standards.
- Professional Development in Cultural Bias, and Culturally Responsive Teaching.
- Purchase of online curriculum that has been proven to support learners as an intervention in the acquisition of language and math skills.
- Depending on levels of learners, create a program based on needs. More intense instruction for Level 1 English Learners. Accelerate the growth of students who are below level by doubling course time in those areas.

Leadership

- For the 2019-20 school year, the administrative structure has remained consistent from last two school years, with one Executive Director and one full-time principal leading the school's organization.
- Facilitate training in alignment of standards, instruction and assessment.
- Keep Culturally Responsive Teaching as a strong focus in PLCs, observation conferences, professional development
- Conduct periodic walk-throughs in classrooms to ensure teachers are teaching to standards.

Best Practice Instruction

Conduct at least 3 formal observations a year per teacher, followed by feedback and a reflective conference.

Utilize goal setting with teachers after each interim assessment data analysis meeting (18-19)
Establish focus areas of differentiated instruction; questioning strategies; and small group instruction based on student need.

Provide support for each area above by providing training and participating in planning sessions and PLCs.

Review lesson plans with teachers; weekly for those teachers needing more support.

Train teachers in Dyslexia identification and support. Establish a referral process to the Dyslexia Specialist.

EL Students

- Analyze ACCESS data and match to WIDA standards.
- Provide for training opportunities in Co-Teaching.
- Schedule classes so that co-teaching can occur.
- Create models for different levels of learners.
- Purchase online curriculum to assist with language acquisition, especially in math.

Culture for Learning

- All staff will create a culture of high expectations for ALL students.
- Introduce PBIS so that consistency in creating a positive culture will be attained.
- Differentiated Instruction will create opportunities for discussion of its use in place of ability grouping to avoid cultural bias.
- Culturally Responsive Teaching Training occurs during weekly PLC time and on professional development days.

Relationships with Families and Community

- Leaders and staff will utilize a variety of means to communicate with families. (Email, Phone, SkyAlert, Thursday Folders)
- Principal is a member of the St. Cloud Rotary as a way to let the community know about STRIDE.
- Skyward training is provided throughout the year for families to become comfortable with its use.
- Parents are informed of major changes at STRIDE. Opportunities for discussion are provided and encouraged.
- Cross promotion and radio advertising brings awareness of STRIDE Academy to the greater St. Cloud community.

Q-Comp Professional Development and Professional Learning Communities:

To assist in the implementation of the Q Comp Plan, 5 Teachers have been assigned as part time Peer Evaluators to observe their colleagues. The Peer Evaluators observe teachers in the classroom setting, evaluate their work using school-approved rubrics, and coach them for improvement throughout the year.

These five positions are compensated through stipends for the work as Peer Evaluators in addition to their full-time teaching duties. The peer evaluators are trained in the use of the school-approved rubrics for effective instruction, including data-gathering strategies and conferencing skills. In this training, Peer Evaluators develop the skills necessary to rate the teaching of their peers with validity and reliability.

The training in August for all teachers was focused on designing specific classroom-based strategies for creating a productive learning environment. Specifically, teachers were trained in strategies designed to reduce the number of disruptions to the learning process, and to increase the amount of time that students are productively engaged with content designed to improve student learning.

Professional Learning Communities meet weekly to communicate and collaborate in follow up activities directly related to Q-Comp goals related to instructional practices. The PLCs will also set goals for their working groups, as well as individually to embed professional learning into their daily practice.

The teacher evaluation model.

Use of the Charlotte Danielson-derived rubrics

School leaders use 9 criteria to be evaluated. These criteria closely align with the school's goals for implementing Data Driven Instruction. This provides the focus for evaluators to function both as Q Comp evaluators, as well as instructional coaches throughout the school year.

For 2019-20 STRIDE Academy is using peer evaluators as the primary source of assessing the level of effectiveness of teachers in meeting the expectations of the Q Comp program.