



**World's Best Workforce Report  
2017-2018**

**December 1, 2018**

## 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 – 6 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**

**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.

**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 round-up meeting opportunities for parents.	The school intends to gradually increase enrollment to maximize lease aid to meet bondholder obligations..	Annual review of parent surveys. Spring Kindergarten Round-Up. Conferences Spring Parent/Student Roundup	Q- Comp. Hire Qualified Teachers. Ongoing Professional Development Teacher Evaluation	The school leadership is exploring preschool programming
All students in third grade achieving grade level literacy	Literacy Plan NWEA FAST Bridge		Annual review of parent surveys. Parent Teacher Conferences	Q-comp Title II plan Professional Development Teacher Evaluation	The school leadership is exploring additional 1 <sup>st</sup> and 2 <sup>nd</sup> grade sections.
Closing the Achievement Gap	Employ three EL Teachers, One Title Teacher.  (MTSS) Tier 1 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.	Q-comp Title II plan Professional Development Teacher Evaluation	

# 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 reconfiguration, the scores for the 2017-2018 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.

During the 2017-2018 school year, STRIDE Academy's overall math proficiency for all students in grades 3-6 was 48.7%.

MCA-III: Math – Grades 3-6		
Year	Percent Proficient	Number Proficient
2017-2018	48.7%	75

Below is STRIDE Academy's overall science proficiency for students enrolled in grades 3-6 during the 2017-2018 school year.

Proficiency: Reading Grades 3-6		
Year	Percent Proficient	Number Proficient
2017-2018	49.4%	76

Below is STRIDE Academy's overall science proficiency for students enrolled in grades 5<sup>th</sup> during the 2017-2018 school year.

Stride Academy MCA Science Grades 5		
Year	Percent Proficient	Number Proficient
2017-2018	52.5%	21

Below is STRIDE Academy's overall science proficiency for students enrolled in 5<sup>th</sup> grade as compared to area elementary schools, and to the state during the 2017-2018 school year.

<b>MCA Science Proficiency 5th Grade</b>	
	<b>2017-2018</b>
<b>STRIDE</b>	<b>52.5%</b>
<b>St. Cloud Public Schools (5<sup>th</sup> Grade)</b>	<b>44%</b>
<b>STATEWIDE</b>	<b>58.6%</b>
<b>Kennedy Community School</b>	<b>64.9%</b>
<b>Mississippi Heights</b>	<b>50.3%</b>
<b>Talahi</b>	<b>26.6%</b>
<b>Madison</b>	<b>31%</b>
<b>Oak Hill</b>	<b>52.4%</b>

Below is STRIDE Academy's overall Reading proficiency for students enrolled in 3<sup>rd</sup> grade as compared to area elementary schools, and to the state, during the 2017-2018 school year. The three previous years are also included.

<b>MCA Reading Proficiency Grade 3</b>				
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>STRIDE</b>	62.9%	31.1%	41.4%	<b>38.7%</b>
<b>St. Cloud Public Schools</b>	47.5%	45.9%	46.6%	<b>40.8%</b>
<b>MN Statewide</b>	58.8%	57.5%	56.8%	<b>56%</b>

<b>Kennedy Community School</b>	63.6%	52.0%	53.3%	<b>47.9%</b>
<b>Mississippi Heights</b>	56.6%	45.5%	53.3%	<b>51.3%</b>
<b>Talahi</b>	32%	23.4%	31.2%	<b>25.7%</b>
<b>Madison</b>	34.1%	37.7%	32%	<b>33.8%</b>
<b>Oak Hill</b>	56.8%	63.1%	55.8%	<b>57.1%</b>

Below is STRIDE Academy's overall Math proficiency for students enrolled in 3rd grade as compared to area elementary schools, and to the state, during the 2017-2018 school year. The three previous years are also included.

<b>MCA Math Proficiency Grade 3</b>				
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>STRIDE</b>	77.4%	56.7%	68.5%	<b>56.8%</b>
<b>St. Cloud Public Schools</b>	60.6%	55.5%	53.9%	<b>54%</b>
<b>MN Statewide</b>	70.9%	69.6%	68.1%	<b>66.8%</b>
<b>Kennedy Community School</b>	80.0%	61.2%	70.2%	<b>58.4%</b>
<b>Mississippi Heights</b>	76.8%	67.6%	72.8%	<b>64.9%</b>
<b>Talahi</b>	31.2%	30.3%	35.7%	<b>34.9%</b>
<b>Madison</b>	45.1%	42.5%	43.3%	<b>44.3%</b>
<b>Oak Hill</b>	75.3%	71.4%	65%	<b>64.1%</b>

Below is STRIDE Academy's overall Reading proficiency for students enrolled in 4th grade as compared to area elementary schools, and to the state, during the 2017-2018 school year. The three previous years are also included.

<b>MCA Reading Proficiency Grade 4</b>				
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>STRIDE</b>	64.6%	47.2%	43.2%	51.2%
<b>St. Cloud Public Schools</b>	46.1%	47.4%	43.4%	44.6%
<b>MN Statewide</b>	57.9%	58.5%	57%	56%
<b>Kennedy Community School</b>	58.6%	61.2%	61.4%	55%
<b>Mississippi Heights</b>	59%	49.2%	41.9%	57%
<b>Talahi</b>	27.3%	30.8%	16%	21%
<b>Madison</b>	36.2%	32.8%	28.9%	43.3%
<b>Oak Hill</b>	55.0%	55.9%	64%	57%

Below is STRIDE Academy's overall Math proficiency for students enrolled in 4th grade as compared to area elementary schools, and to the state, during the 2017-2018 school year. The three previous years are also included.

<b>MCA Math Proficiency Grade 4</b>				
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>STRIDE</b>	70.8%	55.6%	62.6%	51.2%
<b>St. Cloud Public Schools</b>	57.7%	51.4%	47.9%	52.8%
<b>MN Statewide</b>	70.0%	68.8%	66.9%	65.4%
<b>Kennedy Community School</b>	81.8%	71.8%	70.3%	66.3%
<b>Mississippi Heights</b>	78.6%	68.2%	63.8%	69.7%
<b>Talahi</b>	30.4%	26.4%	15.2%	29.2%
<b>Madison</b>	52.3%	36.7%	22.8%	39.4%

<b>Oak Hill</b>	65.6%	67.6%	70.3%	<b>68.7%</b>
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Below is STRIDE Academy's overall Reading proficiency for students enrolled in 5th grade as compared to area elementary schools, and to the state, during the 2017-2018 school year. The three previous years are also included.

<b>MCA Reading Proficiency Grade 5</b>				
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>STRIDE</b>	58.6%	56.0%	58.7%	<b>50%</b>
<b>St. Cloud Public Schools</b>	51.9%	55.1%	53.5%	<b>57.2%</b>
<b>MN Statewide</b>	66.7%	67.7%	67.5%	<b>67.5%</b>
<b>Kennedy Community School</b>	72.2%	65.2%	67.6%	<b>64.3%</b>
<b>Mississippi Heights</b>	57.5%	60.9%	58.4%	<b>54.1%</b>
<b>Talahi</b>	37.2%	40.4%	34.3%	<b>33.8%</b>
<b>Madison</b>	42.1%	49.5%	44.3%	<b>48%</b>
<b>Oak Hill</b>	66.9%	55.0%	63.7%	<b>73.1%</b>

Below is STRIDE Academy's overall Math proficiency for students enrolled in 5th grade as compared to area elementary schools, and to the state, during the 2017-2018 school year. The three previous years are also included.

<b>MCA Math Proficiency Grade 5</b>				
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>STRIDE</b>	48.3%	50.7%	45.5%	<b>42.5%</b>
<b>St. Cloud Public</b>	39.5%	38.7%	36.4%	<b>34.9%</b>
<b>MN Statewide</b>	59.7%	58.8%	57.1%	<b>55.2%</b>



<b>Kennedy Community School</b>	60.8%	61.8%	61.1%	<b>51.6%</b>
<b>Mississippi Heights</b>	64.3%	57.9%	53.9%	<b>55.1%</b>
<b>Talahi</b>	16.5%	18.1%	10.5%	<b>13.1%</b>
<b>Madison</b>	35.5%	30.5%	23.6%	<b>31%</b>
<b>Oak Hill</b>	50.0%	40.6%	55.5%	<b>48.1%</b>

Below is STRIDE Academy's overall Reading proficiency for students enrolled in 6th grade as compared to area middle schools, and to the state, during the 2017-2018 school year. The three previous years are also included.

<b>MCA Reading Proficiency Grade 6</b>				
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>STRIDE</b>	60.5%	55.6%	47%	<b>60.7%</b>
<b>St. Cloud Public</b>	51.6%	47.4%	48.8%	<b>50.2%</b>
<b>MN Statewide</b>	63.9%	62.3%	63.4%	<b>65%</b>
<b>Kennedy Community School</b>	66.7%	64.6%	70.7%	<b>66.7%</b>
<b>South Junior High</b>	46.0%	41.5%	43.5%	<b>49%</b>
<b>North Junior High</b>	49.3%	47.2%	41.9%	<b>44.7%</b>
<b>Sauk Rapids Rice MS</b>	60.3%	61.1%	65.4%	<b>56.9%</b>

Below is STRIDE Academy's overall Math proficiency for students enrolled in 6th grade as compared to area middle schools, and to the state, during the 2017-2018 school year. The three previous years are also included.

<b>MCA Math Proficiency Grade 6</b>				
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>STRIDE</b>	48.8%	53.1%	36.9%	<b>39.3%</b>
<b>St Cloud Public</b>	41.4%	37.2%	37.5%	<b>36.4%</b>
<b>MN Statewide</b>	57.9%	56.1%	55.5%	<b>54.1%</b>
<b>Kennedy Community School</b>	69.7%	53.2%	56.2%	<b>57.8%</b>
<b>South Junior High</b>	41.6%	34.5%	33.3%	<b>36.6%</b>
<b>North Junior High</b>	31.8%	35.7%	31.5%	<b>27.5%</b>
<b>Sauk Rapids Rice MS</b>	46.6%	46.2%	56.4%	<b>43.2%</b>

### **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](#).

### **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 67%. STRIDE Academy's average progress toward the reading target was 79.7.

### **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 48.5%. STRIDE Academy's average progress toward the reading target was 65.9%.

## 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 (Friends of Education) at least 95% of students in each grade took both the reading and math assessment in both September 2017 and January 2018. At least 95% of all English-Learners took the reading and math assessment in both September 2017 and January 2018. At least 95% of all students qualifying for free or reduced priced lunch took both the reading and math assessment in both September 2017 and January 2018.

The School provided the results with supporting NWEA documents to its previous authorizer, prior to January 22, 2018.

The table below lists the specific targets for each grade in reading and math. The school was to ensure that at least 55% of the students who scored below the 51st percentile on the September 2017 assessment, demonstrated at least the following RIT growth on the January 2018 assessment.

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

**Results:**

		Increase/Decrease			
Kindergarten	Fall to Winter	Reading	15	22	68.18%
	Fall to Winter	Math	23	26	88.46%
First Grade	Fall to Winter	Reading	19	26	73.08%
	Fall to Winter	Math	22	27	81.48%
Second Grade	Fall to Winter	Reading	20	27	74.07%
	Fall to Winter	Math	14	24	58.33%
Third Grade	Fall to Winter	Reading	19	26	73.08%
	Fall to Winter	Math	20	21	95.24%
Fourth Grade	Fall to Winter	Reading	11	20	55.00%
	Fall to Winter	Math	10	18	55.56%
Fifth Grade	Fall to Winter	Reading	22	28	78.57%
	Fall to Winter	Math	16	24	66.67%
Sixth Grade	Fall to Winter	Reading	8	12	66.67%
	Fall to Winter	Math	10	12	83.33%

**Classroom Size:** The philosophy of STRIDE continues to be one of low student to teacher ratio. Thus, we limit the number of students in each class. The table below shows the adopted class size for each grade:

K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
20	20	22	24	24	24	24

The continued goal of STRIDE Academy is connecting with kids and meeting the individual needs of the children. There is always constant discussion on the number of sections we have and our enrollment policy.

**Ability Level Grouping:** The educational program at STRIDE Academy is focused on providing students and families a focused level of individualized instruction. STRIDE Academy implements leveled math and reading instruction starting in kindergarten and *now* continuing through 6<sup>th</sup> grade. These leveled classrooms allow for both accelerated learning and scaffolded instruction to meet the needs of all learners.

STRIDE Academy continues to level students in math and reading. Parents are informed of this grouping before they enter STRIDE Academy. Leveling by ability allows students to start at the academic level that they will have appropriate challenges to provide opportunity for growth. If they are below grade level, this helps them receive focused attention in areas of deficiency. If they are above grade level, this helps them receive enrichment-focused opportunities with attention to a rigorous program focusing on standards, problem solving, and critical thinking. Given our Student-centered focus, leveling is an accepted policy by parents, students and staff. To accomplish appropriate leveling, 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 us to monitor student data and make adjustments throughout the year.

## 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 must 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. Training from the U of M Center will take place. Systems will be 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.

### Teaching:

- Teachers were trained provide to align the standards to their curriculum through mapping. They created Interim Assessments to be used six times in Reading and Math. Training occurred 10 days before school started and 10 days throughout the year. The goal is to have standards, curriculum, and assessments all aligned.
- School leaders will utilize templates for data analysis to conduct in-depth discussions with each teacher.
- Stride will be using Viewpoint, a data warehouse tool that allows teachers and administration to examine all student data (academic, behavior, attendance, grades and interim assessments).
- Data analysis will be one of the focus areas of weekly PLC meetings with school leaders also participating, as well as data analysis meetings after interim assessments to help teachers differentiate instruction.
- Teacher observations will focus on the use of data in their classrooms to drive instruction.
- Data retreats will be held by grade levels and facilitated by school leaders in December and February.

### 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 Quality:

- Facilitate training in alignment of standards, instruction and assessment.
- Keep DDI as a strong focus in PLCs, observation conferences, professional development
- Conduct walkthroughs at least one time per week in each classroom 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.
- 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.

#### Data Driven Instruction (DDI):

- Facilitate training in DDI.
- Implement Viewpoint, an electronic data warehouse that puts all student data in one place that is easily accessible for all teachers.
- Monitor student data through use of interim assessment data analysis.
- Establish a MTSS(RtI) process to ensure all students are growing.
- Principal will conduct data analysis meetings in conjunction with DDI Trainer with each teacher.

#### 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 will take place on professional development days.
- School leaders will ensure that staff feels valued so that the climate is positive.

#### Relationships with Families and Community:

- Leaders and staff will utilize a variety of means to communicate with families.
- STRIDE staff will be trained in customer service skills.
- Executive Director and Principal will join community organizations in an effort to let community know about STRIDE.
- Skyward training will be provided throughout the year for families to become comfortable with its use.
- Parents will be kept informed of major changes at STRIDE. Opportunities for discussion will be provided and encouraged.

## **Q-Comp Professional Development and Professional Learning Communities:**

For the 2018-19 school year, the administrative structure has remained consistent from last school year, with one Executive Director and one full-time principal leading the school's organization. To assist them in the implementation of the Q-Comp program, four (4) part-time Peer Evaluator positions have been hired to observe their peers in a classroom setting, evaluate their work using a school-approved rubric, and coach them for improvement throughout the year.

These four 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 developed 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 Data Driven 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 for 2018-19:

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 2018-19, STRIDE Academy intends to use peer evaluators as the primary source of assessing the level of effectiveness of teachers in meeting the expectations of the Q-Comp program.

No changes will be made in the current Salary Schedule, which is in compliance with the guidelines for Q-Comp programs in Minnesota. Because of the decreased funding of Q-Comp (due to decrease in enrollment from 16-17 to 17-18) the amount of potential payout has been decreased to reflect the drop in enrollment.