



**STRIDE Academy's Worlds Best Workforce
Report
2016-2017 School Year**

October 1, 2017

Mission Statement

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

Vision Statement

DRAFT: 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 in which it operates.

STRIDE values effective community collaboration, an increased feeling of physical, social, and emotional safety among students, and positive and culturally responsive discipline policies and 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.

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 priority areas that Stride Academy will concentrate on and are a part of our Improvement Plan, which was created in June 2017. This school year the Strategic Plan is going thru a revision process and new goals will be set in the spring of 2018. The table will correlate 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 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. Highly Qualified Teachers. Professional Development Teacher Evaluation | The school leadership is exploring pre-school programming |
| All students in third grade achieving grade level literacy | Literacy Plan NWEA | | Annual review of parent surveys. Parent Teacher Conferences | Q-comp Title II plan Professional Development Teacher Evaluation | The school leadership is exploring additional 1 st and 2 nd grade sections. |
| Closing the Achievement Gap | Hired three EL Teachers. Hired two Title Teachers. Implement After School Program to address the needs of students. (MTSS) Tier 1 classroom interventions. Use of interim assessments to identify gaps in skill development. Train teachers on the 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 | |

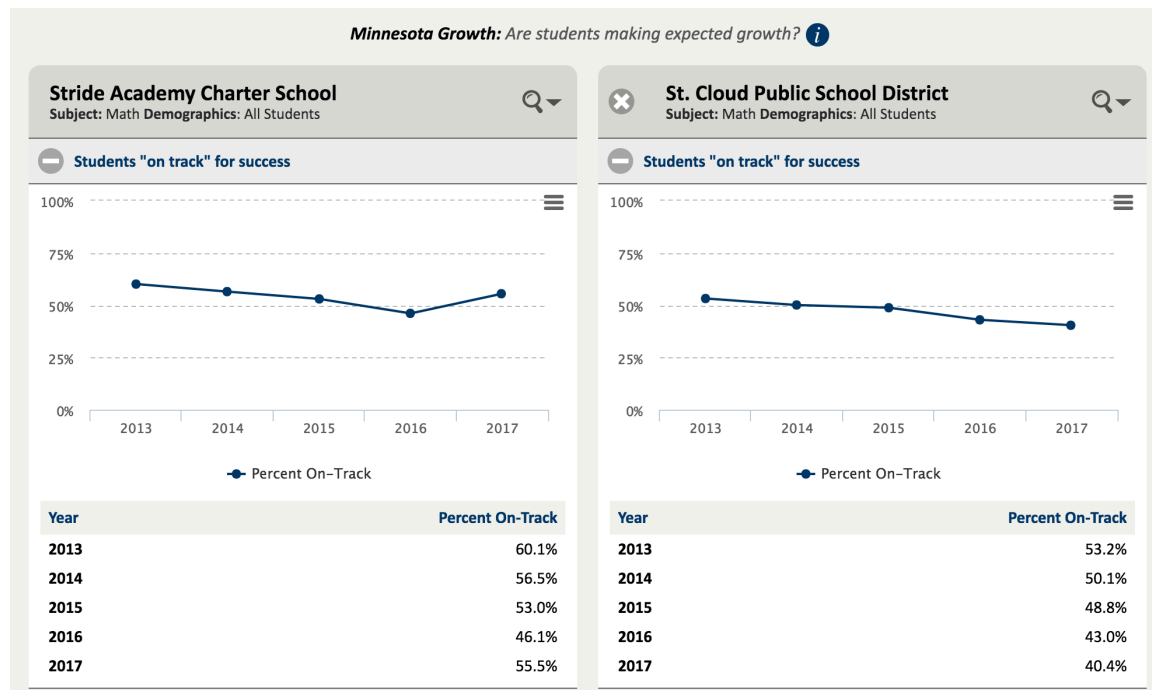
Academic Performance

Mathematics and Reading:

Comparison of STRIDE Academy, MN, St. Cloud School District, and local comparable schools in Mathematics:

The Minnesota Growth Model is designed to show if students are gaining and maintaining the skills that are needed to be academically successful. Growth towards a particular goal is classified as low, medium or high. MDE looks at every student's (grades 4-11) MCA scores, from his or her previous year and compares it to the current year. Expectations are set based on average improvements from year to year on statewide assessments (Z-Score).

Students considered "on track" include proficient students who made medium or high growth and non-proficient students who made high growth. It gives us a better indication of how well STRIDE is doing to help their students know and understand the content of the Minnesota K-12 Academic Standards.



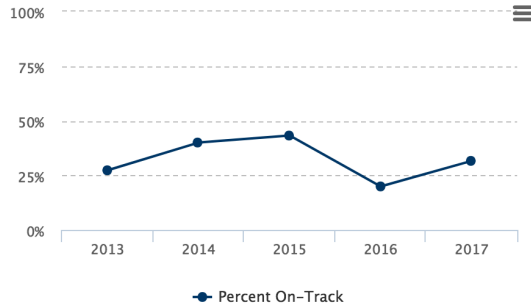
In Math for **all students**, STRIDE increased MDE's "on track" for success measure from 46.1 in 2016 to 55.5 percent in 2017.

Minnesota Growth: Are students making expected growth? 

Stride Academy Charter School
Subject : Math Demographics: Special Education



Students "on track" for success

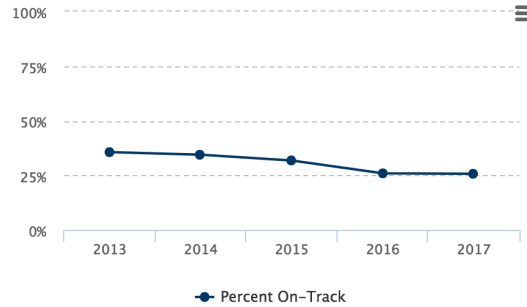


| Year | Percent On-Track |
|------|------------------|
| 2013 | 27.3% |
| 2014 | 40.0% |
| 2015 | 43.2% |
| 2016 | 19.9% |
| 2017 | 31.6% |

St. Cloud Public School District
Subject : Math Demographics: Special Education



Students "on track" for success



| Year | Percent On-Track |
|------|------------------|
| 2013 | 35.6% |
| 2014 | 34.4% |
| 2015 | 31.8% |
| 2016 | 25.9% |
| 2017 | 25.7% |

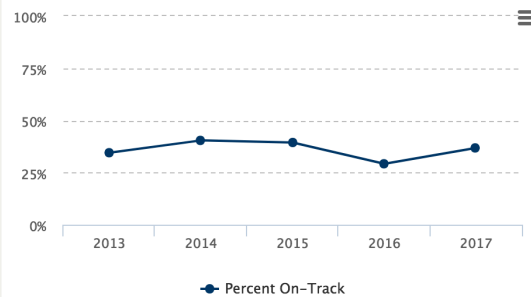
In Math for students who receive **special education services**, STRIDE increased MDE's "on track" for success measure from 19.9% in 2016 to 31.6% percent in 2017.

Minnesota Growth: Are students making expected growth? 

Stride Academy Charter School
Subject: Math Demographics: Black/African American



Students "on track" for success

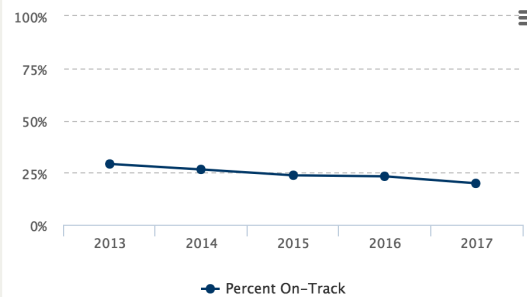


| Year | Percent On-Track |
|------|------------------|
| 2013 | 34.5% |
| 2014 | 40.4% |
| 2015 | 39.4% |
| 2016 | 29.2% |
| 2017 | 36.8% |

St. Cloud Public School District
Subject: Math Demographics: Black/African American



Students "on track" for success



| Year | Percent On-Track |
|------|------------------|
| 2013 | 29.1% |
| 2014 | 26.5% |
| 2015 | 23.7% |
| 2016 | 23.2% |
| 2017 | 19.8% |

In Math for **Black students**, STRIDE increased MDE's "on track" for success measure from 29.2% in 2016 to 36.8% percent in 2017.

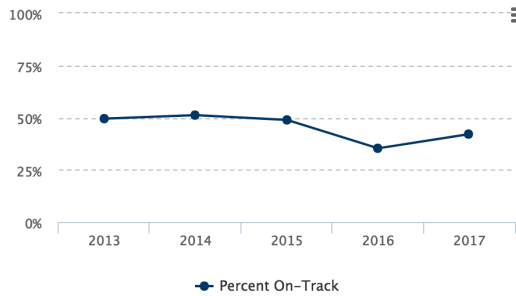
Minnesota Growth: Are students making expected growth? 

Stride Academy Charter School

Subject: Math Demographics: Free/Reduced Priced Lunch



Students "on track" for success



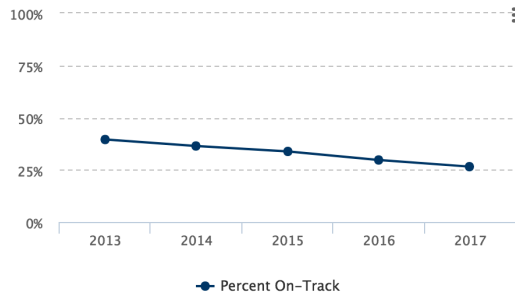
| Year | Percent On-Track |
|------|------------------|
| 2013 | 49.5% |
| 2014 | 51.2% |
| 2015 | 48.9% |
| 2016 | 35.3% |
| 2017 | 42.1% |

St. Cloud Public School District

Subject: Math Demographics: Free/Reduced Priced Lunch



Students "on track" for success



| Year | Percent On-Track |
|------|------------------|
| 2013 | 39.5% |
| 2014 | 36.4% |
| 2015 | 33.8% |
| 2016 | 29.7% |
| 2017 | 26.5% |

In Math for students who qualify for **Free and Reduced Lunch**, STRIDE increased MDE's "on track" for success measure from 35.3% in 2016 to 42.1% percent in 2017.

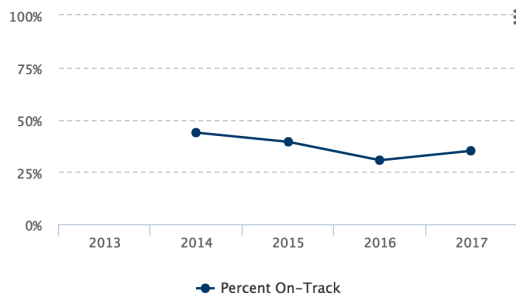
Minnesota Growth: Are students making expected growth? 

Stride Academy Charter School

Subject: Math Demographics: English Learner



Students "on track" for success



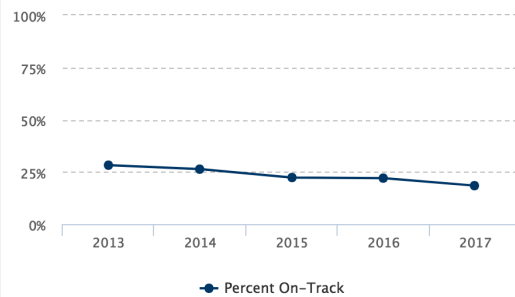
| Year | Percent On-Track |
|------|------------------|
| 2013 | CTSTR |
| 2014 | 43.8% |
| 2015 | 39.4% |
| 2016 | 30.6% |
| 2017 | 35.1% |

St. Cloud Public School District

Subject: Math Demographics: English Learner



Students "on track" for success



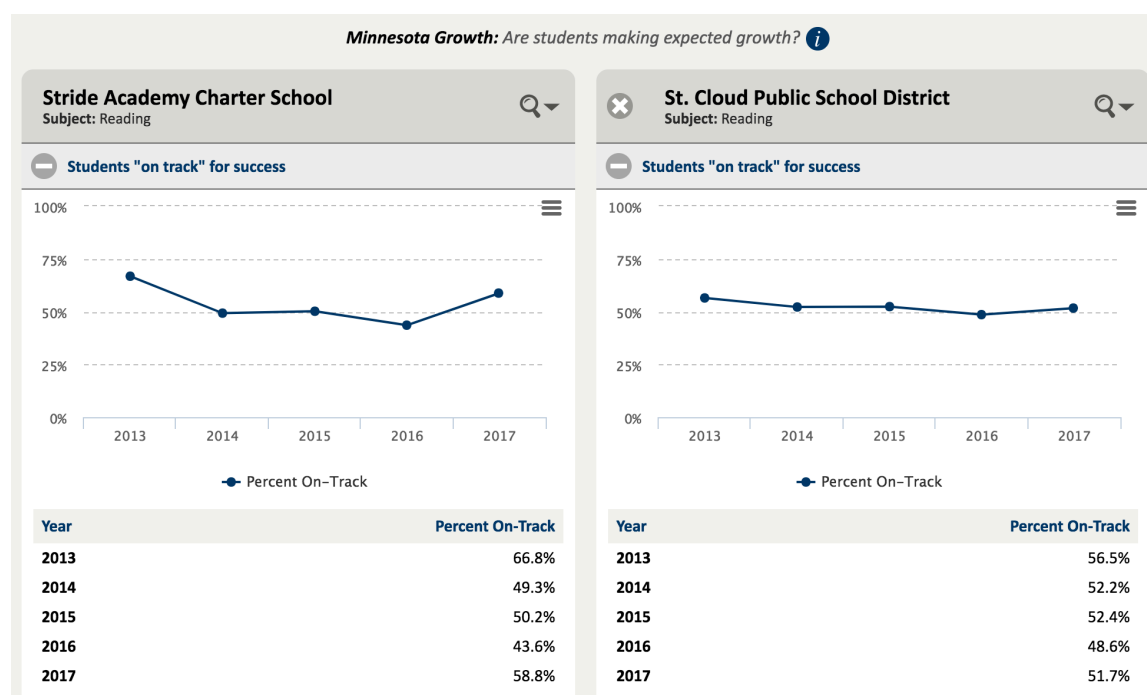
| Year | Percent On-Track |
|------|------------------|
| 2013 | 28.2% |
| 2014 | 26.3% |
| 2015 | 22.3% |
| 2016 | 22.0% |
| 2017 | 18.4% |

In Math for **EL Students**, STRIDE increased MDE's "on track" for success measure from 30.6% in 2016 to 35.1% percent in 2017.

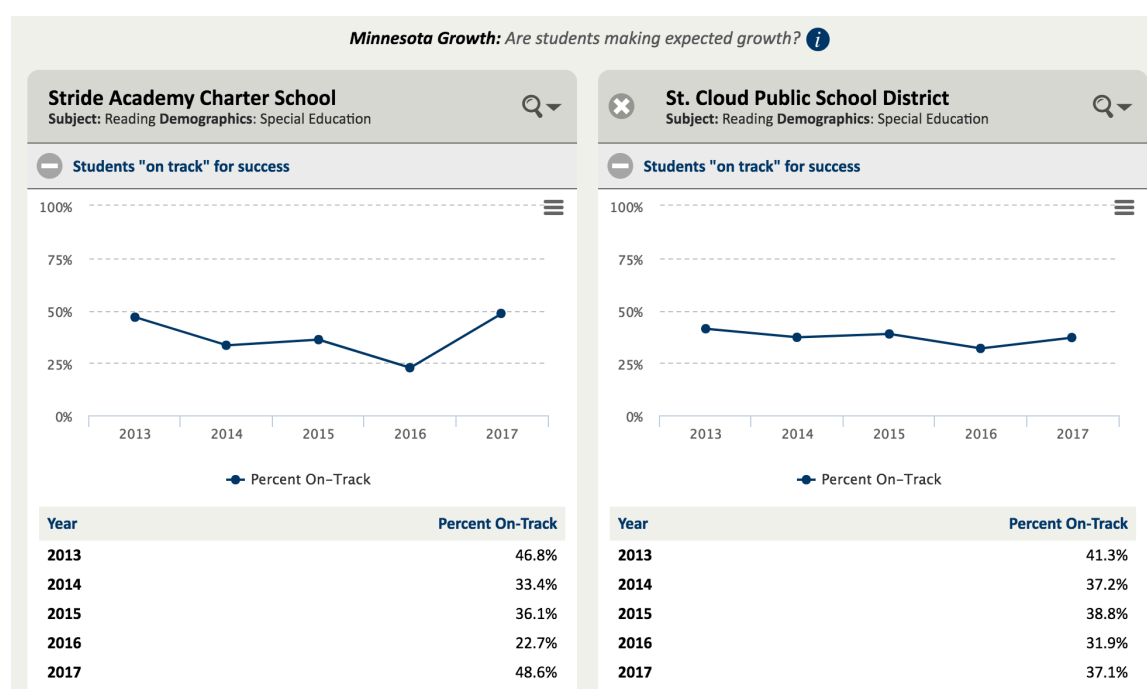
Comparison of STRIDE Academy, MN, St. Cloud School District, and local comparable schools in Reading:

The Minnesota Growth Model is designed to show if students are gaining and maintaining the skills that are needed to be academically successful. Growth towards a particular goal is classified as low, medium or high. MDE looks at every student's (grades 4-11) MCA scores, from his or her previous year and compares it to the current year. Expectations are set based on average improvements from year to year on statewide assessments (Z-Score).

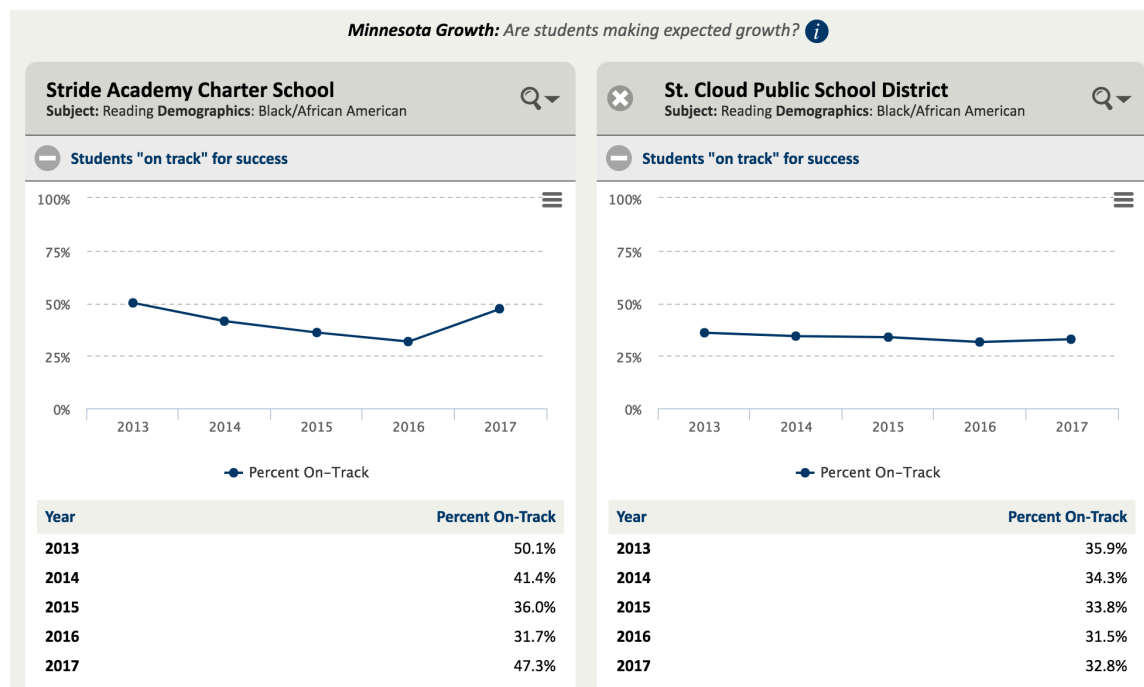
Students considered "on track" include proficient students who made medium or high growth and non-proficient students who made high growth. It gives us a better indication of how well STRIDE is doing to help their students know and understand the content of the Minnesota K-12 Academic Standards.



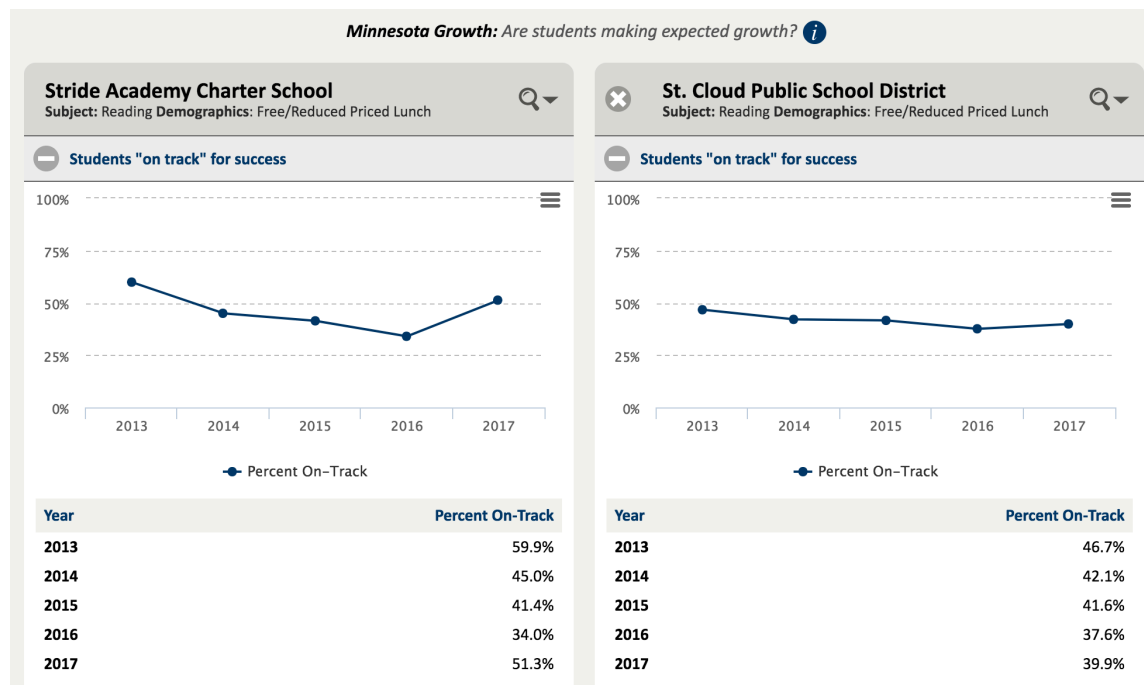
In Reading for **all students**, STRIDE increased MDE's "on track" for success measure from 43.6% in 2016 to 58.8% in 2017.



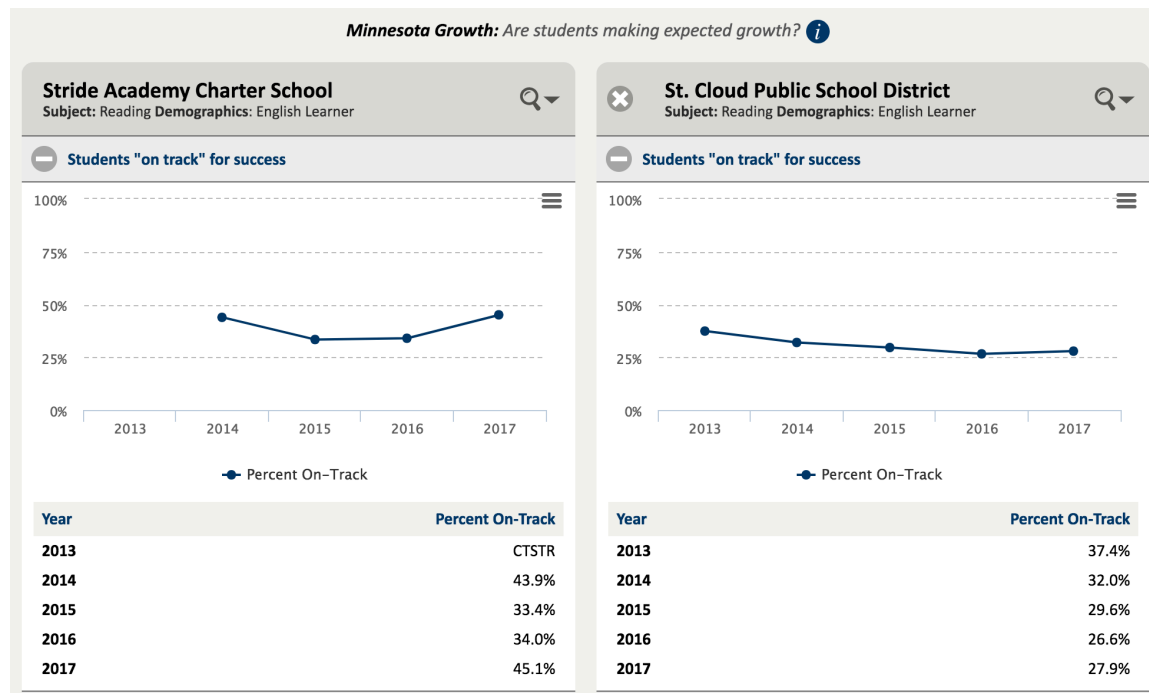
In Reading for students who receive **special education services**, STRIDE increased MDE's "on track" for success measure from 22.7% in 2016 to 48.6% percent in 2017.



In math for **Black students**, STRIDE increased MDE's "on track" for success measure from 31.7% in 2016 to 47.3% percent in 2017.



In Reading for students who qualify for **Free and Reduced Lunch**, STRIDE increased MDE's "on track" for success measure from 34% in 2016 to 51.3% percent in 2017.



In Reading for EL Students, STRIDE increased MDE's "on track" for success measure from 34% in 2016 to 45.1% percent in 2017.

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 walk-throughs 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:

STRIDE Academy has changed its school structure from a Grades K-8 school in 2016-17 to a K-6 structure for 2017-18. This change is part of a re-structuring plan designed to increase student achievement through a focused approach for implementing instructional strategies.

This change in structure has led to changes in the Q Comp teacher leader model as well, with fewer staff members and a narrower scope of school operations related to curriculum and instruction.

During the 2016-17 school year, the administrative staff structure consisted of one full-time director and two full-time principals, each of whom was involved in implementing various aspects of the Q Comp program. In addition, there were two full-time curriculum directors, each of whom also was involved in observing and evaluating teachers for the Q Comp program.

For the upcoming 2017-18 school year, the administrative structure has been streamlined, 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 are being created, with each being responsible for various activities within the Q Comp program. (See attached job description). The main responsibility of these teacher leaders will be 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 will be compensated through stipends for the work that the peer evaluators will be completing in addition to their full-time teaching duties. These peer evaluators will be trained in the use of the school-approved rubrics for effective instruction, including data-gathering strategies and conferencing skills. In this training, the peer evaluators will develop the skills necessary to rate the teaching of their peers with validity and reliability.

Additionally, four (4) Data Coaches positions will be created for teachers to serve on a part-time basis in assisting teachers in implementing the Q Comp goals set for implementing the Data Driven Instruction (DDI) program at STRIDE Academy. These coaches will meet regularly with teachers, both in groups and individually, to assist in the development and implementation of goals associated with the DDI program.

The school-year calendar for STRIDE Academy was adjusted to move the start of the school year to conform to that of the local St. Cloud public schools calendar. Previously STRIDE had used a modified year-round school calendar, with students beginning school early in August. This later start date of school for 2017-18 has allowed for more extensive training of staff, with all staff participating in training for two full weeks, one week in July and the other in August of 2017, prior to the beginning of the regularly-scheduled pre-school training sessions.

The first week of training consisted of in-depth instruction and planning in Data-Driven Instruction (DDI) during which all teachers developed the skills necessary to gather authentic data from their instruction, and to set instructional goals based on this data. Trainers provided time for teachers to design specific data-gathering strategies for instruction in both math and reading, which are areas that will be targeted for improvement in student achievement for 2017-18.

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.

The concepts learned in these intensive work sessions in the summer of 2017 will be embedded into follow-up activities throughout the upcoming school year. Professional Learning Communities will be formed and will 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 2017-18 will be modified in the following manner for 2017-18:

Criteria for evaluation: Prior to the 2015-16 school year, STRIDE used a rubric for evaluation that consisted of Domains and Descriptors based on the Charlotte Danielson model for effective teaching (2013 version). At the conclusion of that school year, school leaders instituted a new evaluation instrument that was used for the 2015-16 and 2016-17 school years that were based on

the work of Kim Marshall and others. While this model had certain favorable qualities during these two school years, it also was found to be cumbersome, with 54 different teacher behavior indicators being rated by evaluators.

For the 2017-18 school year, STRIDE Academy intends to return to using the previous Danielson-derived rubrics that had previously been adopted, thus reducing the total number of rated criteria from 54 to 22 (See attached Criteria and Descriptors for 2017-18). Additionally, school leaders will further contract the number of criteria to be evaluated for next year to 9 teaching behaviors that most closely align with the school's targeted goals for implementing Data Driven Instruction. This change will provide the focus need for evaluators to function both as Q Comp evaluators, as well as instructional coaches throughout the school year.

For 2017-18 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. Four peer evaluators will be used this coming school year, each of which is also a full-time teacher at STRIDE. We believe that this approach will increase the likelihood for there to be collaborative efforts among teachers in the implementation of site-based initiatives to improve student learning.

Describe the changes to performance pay or the reformed salary schedule to be implemented next year:

No changes will be made in the current Reformed Salary Schedule, which is in compliance with the guidelines for Q Comp programs in Minnesota. Modifications will, however, be made in the manner in which payouts will be allocated for Performance Pay. These changes will not change the potential overall payout levels for individual teachers, but rather will reflect changes in the formula for how payouts are made based on the performance of students in meeting learning goals and the performance of teachers in meeting the expectations set forth in the teacher evaluation rubric.

Specifically, a higher percentage of the potential payout for individual teachers will be derived from meeting teacher evaluation goals as determined by peers and school administrators. The goal of this change is to provide additional emphasis and incentives for teachers to implement changes in teaching practice that are specifically targeted at meeting the learning needs of students. The end result of these changes will comply with Q Comp guidelines for payouts to teachers for meeting performance pay standards.