

2022-2023



ANNUAL REPORT

**3241 OAKHAM LANE
ST. CLOUD MN 56301**

**Authorizer Information:
Pillsbury United Communities
1701 Oak Park Ave. North
Minneapolis, MN 55411
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CONTENTS



- **Mission/Vision**
 - **Introduction**
 - **Enrollment**
 - **Governance & Operations**
 - **Staffing**
 - **Finances**
 - **Academics**
 - **Curriculum & Supports**
 - **Innovations**
 - **Future Plans**
 - **2023 Highlights**
-

Introduction.

Welcome to the STRIDE Academy Annual Report. Over the past year, STRIDE Academy has embarked on a journey of growth, innovation, and community engagement, staying true to our mission of nurturing individuals and fostering leadership in a family-centered environment. Our vision to be a beacon of academic excellence and a pillar in our community has guided our efforts, leading to remarkable achievements across our strategic focus areas. This report highlights our commitment to academic excellence, the holistic development of our students, the strength and inclusivity of our school community, our dedication to life-long learning, and our prudent fiscal responsibility. Through the support of our dedicated staff, engaged families, and the broader community, STRIDE Academy continues to empower students to reach their highest potential, embodying our core values of Compassion, Integrity, Excellence, Equity, Honesty, and Respect. Join us as we reflect on our successes, learn from our challenges, and look forward to a future filled with promise and opportunity.

Overview.

STRIDE Academy, a public, tuition-free charter school, excels in holistic education, fostering leadership, and community engagement for every student's success.

www.strideacademy.org



INTRODUCTION



STRIDE Academy: Empowering students with critical thinking, compassion, and emotional intelligence to become tomorrow's leaders in St. Cloud, Minnesota.

Welcome to STRIDE Academy, a vibrant educational community nestled in the southwest corner of St. Cloud, Minnesota. Catering to kindergarten through 8th grade students, our academy is located at 3241 Oakham Lane, St. Cloud, MN 56301. Since our inception in 2005, STRIDE Academy Charter School has been dedicated to nurturing the whole child. We pride ourselves on academic excellence and our active role in serving and enhancing the community. Our mission is to equip students with robust critical thinking skills, foster compassion, and cultivate high emotional intelligence to develop the leaders of today and tomorrow.

At STRIDE, we are known for our unique approach to education. We are a 100% open-enrollment school, attracting families who value our small class sizes, flexible math and literacy groupings, strong academic focus, and diverse programming. Our students are offered classroom experiences that cater specifically to their academic needs while also learning the importance of good citizenship within the broader community.

Our commitment to high-quality education is amplified through strategic relationships and partnerships. This past year, we were supported by a full-time Promise Fellow who provided grades 7-8 students with positive adult

interactions and goal-setting opportunities. Our collaboration with the Reading Corps and Math Corps offered tailored assistance to students in grades K-3 and 4-6, respectively, enhancing their reading and math skills. We offered a specialized Dyslexia program for students in and out of school that is unique to the area. We've also welcomed field experience participants and student teachers from various higher education institutions, further enriching our educational environment.

In our commitment to educational excellence, STRIDE Academy has strategically enhanced our support system by engaging adjunct professors from local colleges. These experts offer invaluable guidance to our Tier 1 teachers, enriching our academic framework. Additionally, the introduction of a new student support specialist and enrollment specialist marks a significant step forward in our mission to provide comprehensive care and streamline the admission process for families. Our engagement with community organizations further strengthens our network, reflecting our dedication to fostering community ties and enhancing educational opportunities for our students. This strategic approach underscores our commitment to leveraging local expertise and resources for the benefit of our school community.

As we reflect on our achievements and the journey ahead, STRIDE Academy remains steadfast in its mission to inspire and prepare students to be lifelong learners and responsible citizens, ready to contribute positively to their community and the world at large.



MISSION

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

VISION

STRIDE Academy's vision is to offer 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.

STRATEGIC FRAMEWORK FOCUS

WE'VE
GOT

#STRIDEPRIDE



STRIDE Academy's Strategic Framework Focus Areas represent the core pillars of our educational philosophy. This framework guides our efforts in delivering a comprehensive, nurturing, and innovative learning experience. It encompasses academic excellence, holistic student development, community engagement, lifelong learning, and fiscal stewardship, ensuring a balanced and forward-thinking approach to education. Through these focus areas, we aim to empower our students and contribute positively to our community.

2

Whole Child:

Our holistic approach includes a Social Emotional Learning Curriculum and trauma-informed care, ensuring every student's well-being.

1

Academic Excellence:

Tailored learning experiences and specialized programs like dyslexia support and English language services drive our commitment to academic success.

3

School Community:

We pride ourselves on creating a welcoming, diverse, and family-oriented environment that encourages active participation and open communication.

4

Life-Long Learning:

We are dedicated to fostering a passion for learning through innovative technology and curriculum, making students the owners of their educational journeys.



5

Fiscal Responsibility:

Our strategic financial management and partnerships underscore our dedication to resource stewardship and sustainable growth.

Values at STRIDE Academy:

Our core values of Compassion, Integrity, Excellence, Equity, Honesty, and Respect guide our actions and decision-making processes, ensuring we remain aligned with our mission and vision.



COMPASSION

INTEGRITY

EXCELLENCE

EQUITY

HONESTY

RESPECT

Future Goals:

STRIDE Academy is focused on maintaining strong leadership, strategic expansion, community engagement, and the preparation for future transitions. We are committed to supporting our alumni and ensuring the legacy of STRIDE Academy continues to thrive.

Through these efforts, STRIDE Academy aims not just to educate but to inspire and prepare students to become the successful leaders and compassionate citizens of tomorrow.





STRIDE

ACADEMY

GOALS 2023-2024

In the 2023-2024 School Year, STRIDE Academy will



1

FOCUS ON STUDENT GROWTH [A, C, E]

STRIDE Academy will ensure student growth by focusing on high academic standards, whole child instruction and engaging daily experiences.



2

STRIVE FOR POSITIVE COMMUNICATION [B]

STRIDE Academy will foster strong communication with internal and external stakeholders that is frequent, consistent and clear.



3

INCREASE COMMUNITY ENGAGEMENT [B, D]

STRIDE Academy will be a positive presence in our community.



4

CREATE A POSITIVE IMAGE [B, D]

STRIDE Academy will have a Positive Real and Digital World Image Among the Community



5

MAINTAIN PROGRESSIVE PLANNING [B, D, E]

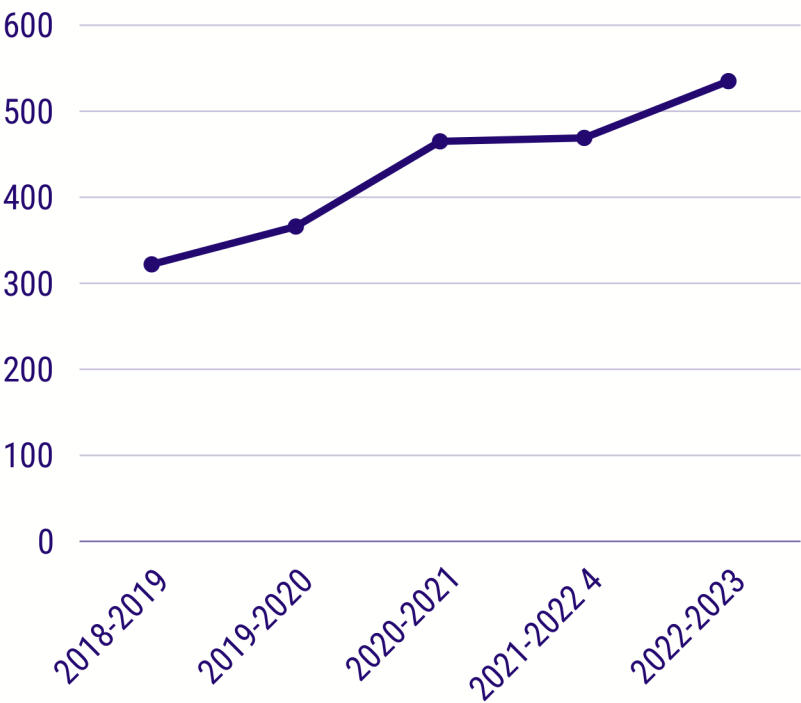
STRIDE Academy will maintain a vision for the future that is fiscally responsible, innovative and outcome driven.

**A. ACADEMIC EXCELLENCE. B. WHOLE CHILD C. SCHOOL COMMUNITY.
D LIFELONG LEARNING. E. FISCAL RESPONSIBILITY**

WWW.STRIDEACADEMY.ORG

STRIDE Academy, serving grades K-8 in the 2021-2022 academic year, proudly reintroduced all 9 grades for the first time since the 2016-2017 school year. As we completed the 2022-2023 school year, we continued to grow from a projected 495 students to our growth with a continued enrollment of around 530 students, affirming our position as a thriving educational community.

WHAT'S YOUR ENROLLMENT?



28

Sections

92

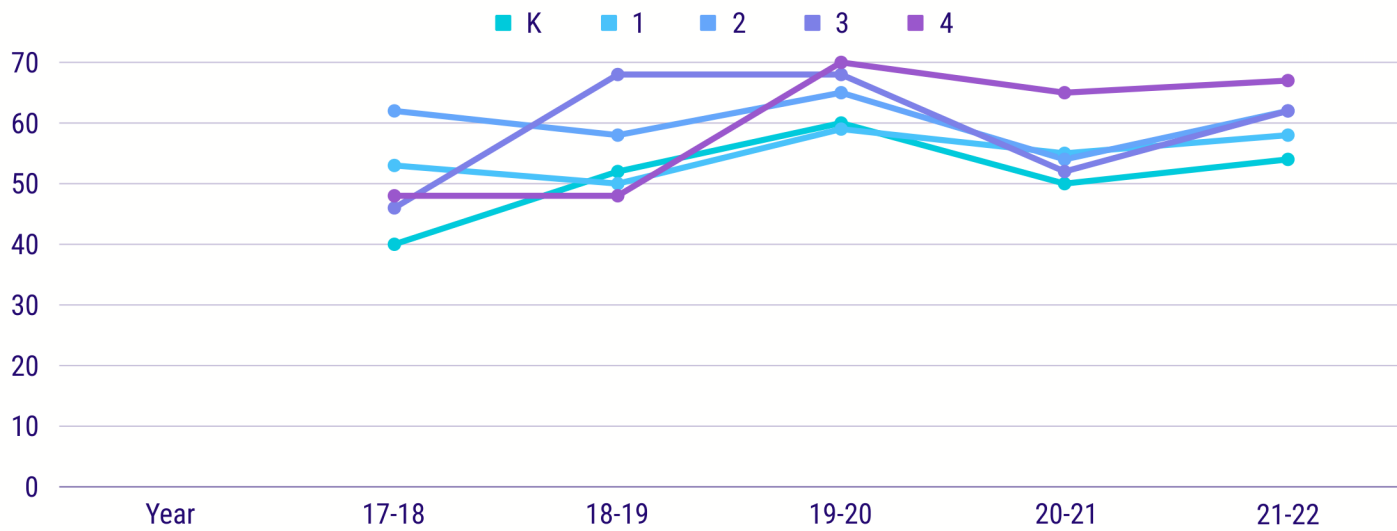
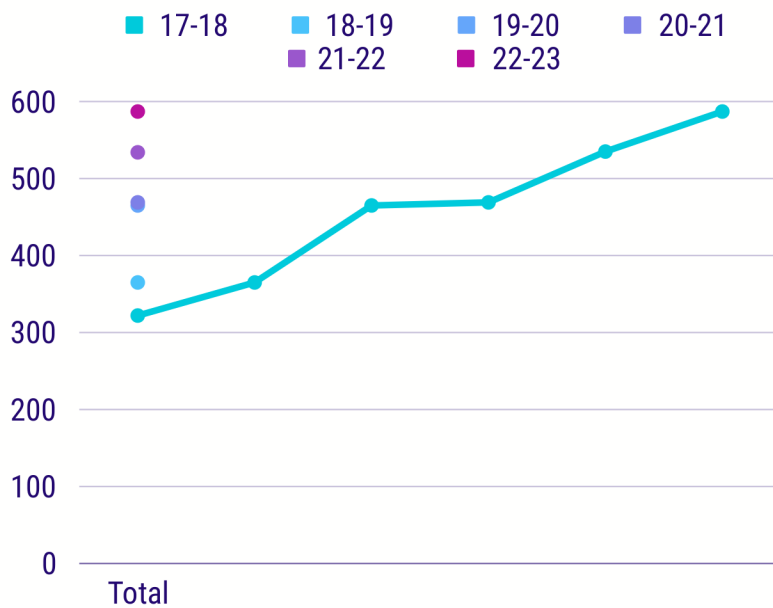
Staff Members

535

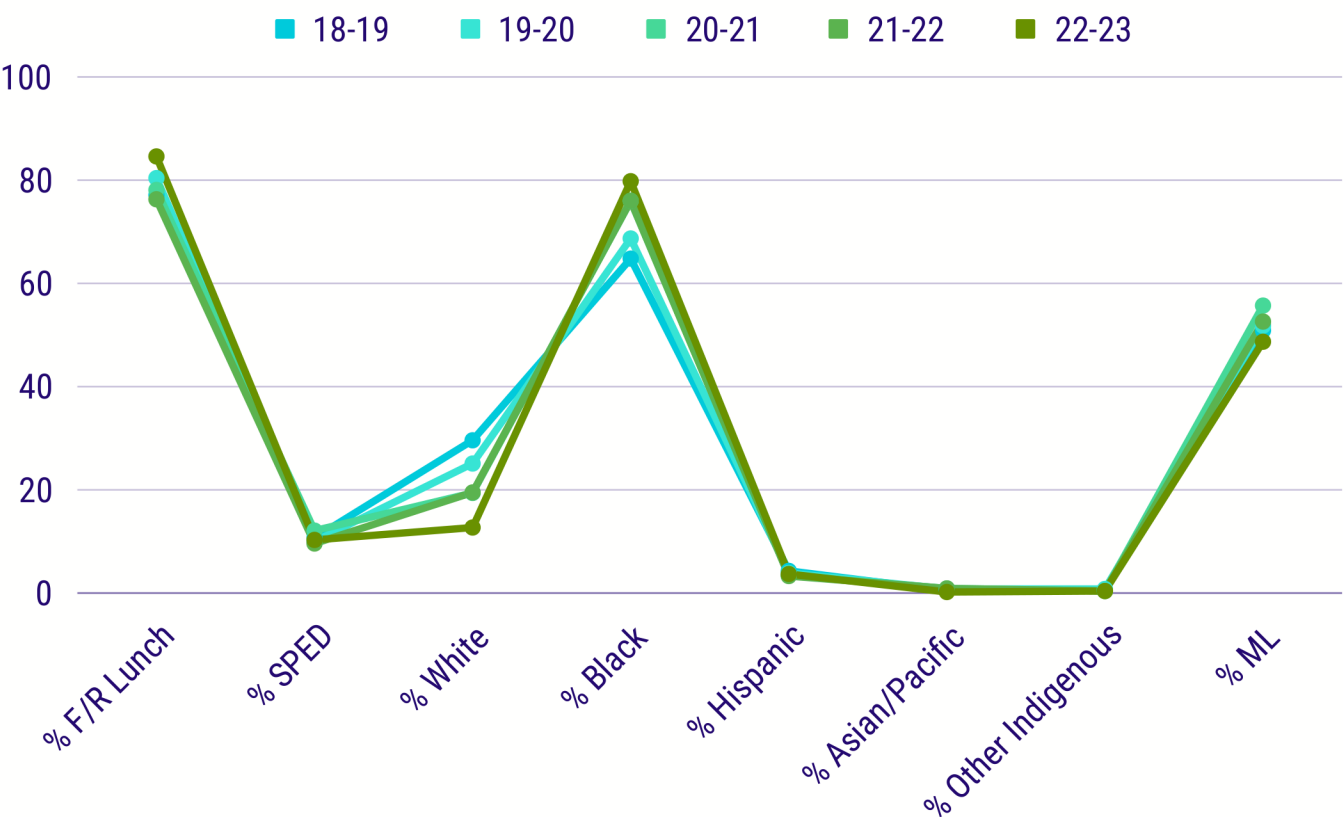
Student Enrollment

ENROLLMENT

CONTINUED



STUDENT DEMOGRAPHICS HISTORICAL



Community Support and Nutrition: Throughout the 2022-2023 school year, STRIDE Academy has expanded its commitment to student nutrition and well-being by enhancing choice through our food vendor, ensuring a variety of healthy and appealing meal options for all students. This initiative underscores our dedication to fostering a supportive and nurturing dining experience.

Special Education Program Enhancements: Reflecting our continuous effort to address the needs of all learners, the Special Education program at STRIDE Academy has seen a notable increase, with the participation rate rising to 10.3%. This adjustment highlights our school's ongoing commitment to providing comprehensive support and resources, ensuring that each student receives the personalized education they deserve.

Multilingual Learner Program Evolution: The Multilingual Learner (ML) Program at STRIDE Academy now supports a community where 48% of students are identified as multilingual learners. This represents a strategic focus on embracing and enhancing the linguistic diversity within our school, tailoring our educational approaches to meet the evolving needs of our students.

Economic Support: In a significant shift, the percentage of students eligible for Free Lunch Status has increased from 76% to 84.6%. This rise reflects STRIDE Academy's role in serving a community with increasing needs, reinforcing our commitment to removing barriers to educational access and success through comprehensive support services.

GOVERNANCE AND MANAGEMENT

STRIDE Academy: Leading with vision, enhancing academic excellence, nurturing holistic development, and forging strong community ties for a brighter future.

STRIDE Academy continues to be guided by its Board of Directors, elected in alignment with our bylaws and Minnesota Statute 124E.07, subd. 6. The Board is charged with crucial policy decisions affecting the school's operations, including budget management, curriculum development, staffing, and procedural oversight. Their steadfast commitment ensures that STRIDE Academy:

- Faithfully executes its mission and objectives.
- Reviews progress towards charter contract goals and obligations.
- Assesses student performance, readiness for postsecondary opportunities or the workforce, and the effectiveness of student engagement strategies.
- Implements a teacher evaluation process as outlined in section 124E.03, subdivision 2, par. (h), coupled with targeted professional development.

Leadership and Administration: The School Board entrusts the day-to-day management of STRIDE Academy to the Executive Director, who, along with the Principal and Assistant Principal, spearheads academic excellence and a secure educational environment. This administrative team is pivotal in advancing the academic success and well-being of our students.

Educational Staffing: In compliance with Minnesota Statute 124E.12, subd. 1, and section 122A.15, subd. 1, STRIDE employs licensed professionals for teaching and educational roles, ensuring high-quality instruction. Additionally, we staff non-licensed personnel for essential non-teaching functions and engage external services as needed.

Employment Practices: Adhering to Statute 124E.10, subd. 1, STRIDE Academy maintains the authority to hire or discharge staff, providing clear employment terms and adhering to section 181.932 for all personnel actions. Our commitment to excellence extends to requiring that our teachers hold valid public school teaching licenses, as per chapters 354 and 354A.

GOVERNANCE AND MANAGEMENT

Embarking on a Strategic Refresh for 2023-2024: Enhancing educational excellence, community engagement, and holistic student support for a future-ready STRIDE Academy.

Strategic Vision and Forward Momentum: Since finalizing our strategic plan in March 2018, STRIDE Academy has been unwavering in its commitment to embodying the vision it set forth. Our concerted efforts are directed towards:

- Upholding academic excellence by setting and achieving high educational standards.
- Personalizing learning experiences to meet the unique needs of each student.
- Building a welcoming and inclusive school community that fosters belonging.
- Engaging actively with the community through strategic partnerships to enhance educational outcomes.
- Supporting the holistic development of every child, addressing academic, social, and emotional needs.
- Promoting the value of lifelong learning among our students, preparing them for continuous growth.
- Deepening student engagement and extending family support beyond the school environment, ensuring a comprehensive approach to education.

As we progressed through the 2022-2023 school year, these focus areas have steadfastly guided our initiatives, enabling us to provide an enriched educational experience for our students and prepare them effectively for their future paths. Looking Ahead to the 2023-2024 School Year: Recognizing the dynamic nature of educational needs and the evolving challenges and opportunities that come with them, STRIDE Academy is poised to embark on a Strategic Refresh process with the board. Scheduled for the 2023-2024 school year, this initiative aims to reevaluate our strategies, goals, and priorities to ensure they remain aligned with our mission, respond to current educational trends, and meet the future needs of our students and community. This forward-looking approach underscores our commitment to not just maintaining, but enhancing our educational excellence, community engagement, and support for every student's success.

ABOUT

STRIDE ACADEMY'S SCHOOL BOARD: STEERING EXCELLENCE, STRATEGIC VISION, AND COMMUNITY ENGAGEMENT FOR THE THRIVING FUTURE OF INDEPENDENT SCHOOL DISTRICT 4142.

The School Board at STRIDE Academy, operating under Independent School District 4142, plays a pivotal role in the governance and strategic direction of our institution. Tasked with a broad range of responsibilities, the Board ensures that STRIDE Academy adheres to the highest standards of educational excellence and operational integrity. Key duties include:

- **Approving District Policies:** The Board meticulously reviews and ratifies all district policies, ensuring they align with our mission, educational objectives, and regulatory requirements. This oversight guarantees a consistent, fair, and effective operational framework for our school.
- **Employing an Executive Director:** One of the Board's critical responsibilities is selecting and employing the Executive Director, who serves as the chief administrator. This decision is crucial, as the Executive Director leads the execution of the Board's vision, oversees daily operations, and sets the tone for academic and cultural leadership within the school.
- **Approving the Budget:** Financial stewardship is a cornerstone of the Board's duties. By approving the annual budget, the Board allocates resources in a manner that supports educational excellence, ensures the sustainability of our programs, and responds to the needs of our students and staff.
- **Oversight of the District:** Beyond these key areas, the Board engages in comprehensive oversight of the district. This includes but is not limited to evaluating educational outcomes, ensuring compliance with state and federal regulations, facilitating community engagement, and overseeing facilities management. The Board also plays a vital role in strategic planning, setting long-term goals, and identifying opportunities for growth and improvement.
- **Community Engagement and Advocacy:** The Board actively engages with the community, seeking input and fostering partnerships that enhance the educational experience. By serving as advocates for STRIDE Academy, Board members work to secure support, resources, and recognition for the school's achievements and needs.

In fulfilling these responsibilities, the School Board of STRIDE Academy, Independent School District 4142, demonstrates a profound commitment to the success and well-being of our students, staff, and the broader community. Through their leadership, STRIDE Academy continues to thrive as a beacon of educational innovation and community engagement, ensuring that we remain at the forefront of academic and operational excellence.



STRIDE ACADEMY BOARD MEMBERS



SARA FROMM POGINY, CHAIR



ANDY LYMAN, VICE CHAIR



KAYLA SILVERBERG, SECRETARY



TINA BARAK, TREASURER



AARON LUNDBLAD, DIRECTOR



HASSAN SHURIYE, DIRECTOR

2022 – 2023 BOARD MEMBERS



Name	Board Position	Committee Designation	Member Affiliation	Elected or Appointed	Seat Election Date	Seat Date	Date Term Exp	Course 100	Course 200	Course 300
								Governance	Financial	Employment in Charter
Sara Fromm Poginy	President		Parent	Elected	5/15/23	7/27/23	26	Yes	Yes	Yes
Aaron Lundblad	Director	Governance	Community	Elected	5/15/23	7/27/23	26	Yes	Yes	Yes
Andy Lyman	Vice-President	Academic Excellence	Teacher	Elected	5/18/22	7/19/22	25	Yes	Yes	Yes
Tina Barak	Treasurer	Finance	Parent	Appointed		4/20/22	25	Yes	Yes	Yes
Hassan Shuriye	Director	Finance	Teacher	Appointed		4/20/22	24	Yes	Yes	Yes
Kayla Silverberg	Secretary	Academic Excellence	Teacher	Appointed		4/20/22	24	Yes	Yes	Yes

Mandatory Training for Board Members: Under Minnesota State Statute 124E.10, Subd.4(f), it is compulsory for every charter school board member to partake in annual training for the duration of their tenure. This includes a comprehensive initial training for new members, covering crucial areas such as the board's roles and responsibilities, employment policies and practices, and financial management. New board members must start this essential training within six months of their appointment and complete it within a year. Failure to meet these requirements results in automatic disqualification from board membership. Additionally, the school's annual report must document the training each board member has completed in the preceding year, ensuring transparency and accountability in board member education and compliance.

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#STRIDEPRIDE



The STRIDE Academy staff for the 2022-2023 academic year is a dedicated team of professionals committed to fostering an environment of learning, growth, and excellence. Comprising 25 paraprofessionals, 53 teachers, 3 administrators, and 9 operations staff, our team is diverse in expertise but united in purpose. Each member plays a critical role in creating a supportive and dynamic educational experience for our students. Together, they embody our commitment to academic excellence, personalized learning, and the holistic development of every student. With a blend of seasoned educators and fresh talent, the STRIDE Academy staff is equipped to meet the varied needs of our school community, driving forward our mission to prepare students for future success.



ADMINISTRATIVE TEAM



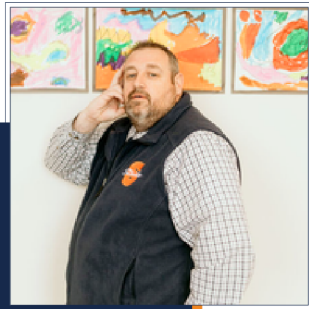
Business Corporate is a Profitable goods or services production with strategic planning.



Dr. Eric Skanson

Executive Director

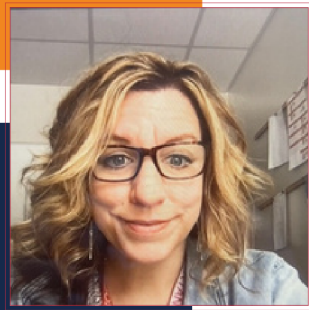
Executive Director Dr. Eric Skanson oversees strategic planning, policy development, and school operations, ensuring academic and financial integrity.



Mr. Nathan Schwieters

MS 5-8 Principal

MS 5-8 Principal Mr. Nathan Schwieters focuses on curriculum management, staff supervision, and fostering a supportive educational environment for middle school success.



Mrs. Angela Lichy

Elementary K-4 Principal

Elementary K-4 Principal Mrs. Angela Lichy implements educational programs, promotes staff professional growth, and maintains a nurturing learning atmosphere for early education.



Mrs. Marlene Grindland

Special Education Coordinator

Special Education Coordinator Mrs. Marlene Grindland develops inclusive education strategies, coordinates special education services, and ensures compliance with legal educational requirements.



OPERATIONS TEAM



Tanner Bechtold

Director of Technology

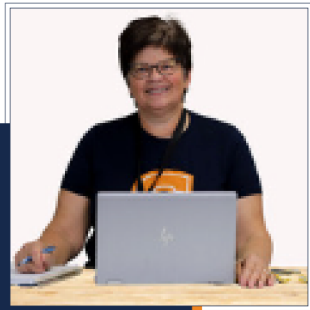
Director of Technology Tanner Bechtold manages the school's technological infrastructure, oversees IT projects, and ensures the integration of technology in teaching.



Darrien McCallister

Tech Assistant

Director of Technology Tanner Bechtold manages the school's technological infrastructure, oversees IT projects, and ensures the integration of technology in teaching.



Judy Theisen

Payroll and HR Assistant

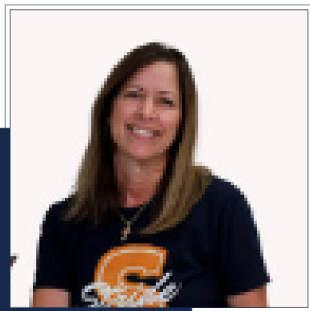
Payroll and HR Assistant Judy Theisen handles employee compensation, benefits administration, and provides support for various human resources functions.



Chris Lichy

Student Services Support Specialist

Student Services Support Specialist Chris Lichy assists with student program coordination, offers support for educational services, and facilitates student success strategies.



Mara Kramer

Accounts Payable

Accounts Payable Mara Kramer manages financial obligations, processes invoices, ensures timely payments to vendors, and maintains accurate financial records.





Kelly Riplia

Finance Controller

Accounts Payable Mara Kramer manages financial obligations, processes invoices, ensures timely payments to vendors, and maintains accurate financial records. Kelly works for Creative Planning.



Cory Heinen

Buildings and Grounds

Buildings and Grounds Cory Heinen ensures the maintenance of school facilities, oversees groundskeeping, and manages custodial operations for a safe educational environment. Cory works for Advantage Property



Dahir Hassan

Middle School Dean/Cultural Liaison

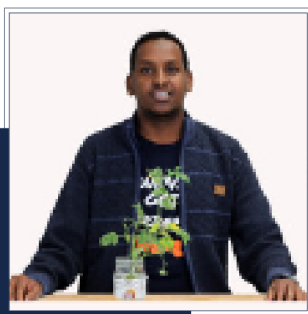
Middle School Dean/Cultural Liaison Dahir Hassan addresses student behavior, promotes cultural inclusivity, and supports the middle school's educational objectives.



Hamida Ali

Elementary School Dean/Cultural Liaison

Elementary School Dean/Cultural Liaison Hamida Ali fosters a respectful learning atmosphere, serves as a cultural bridge, and assists with elementary school administration.



Hassan Shuriye

Elementary School Dean/Cultural Liaison

Elementary School Dean/Cultural Liaison Hassan Shuriye supports student development, encourages cultural understanding, and aids in managing elementary school operations.



22-23 STRIDE ACADEMY STAFF

TEACHING STAFF

Alvord, Alex	Kirchner, Christopher
Alvord, Ben	Kirchner, Noel
Birch, Jordyn	Knorek, Paige
Borchert, Petra	Kockler, Michele
Broughton, Ashley	Larsen, Judi
Buettner, Sophia	Louis, Erica
Calaballo, Karitza	Lyman, Andy
Chopp, Ted	Maiers, Laura
Cote', Grace	Malave, Brittany
Cote', Noah	Petermeier, Allie
Dahl, Valerie	Raabi, Sahane
Daniels, Shannan	Seeley, Laura
Dockendorf, Matthew	Silverberg, Kayla
Dressler, BlairAnn	Sowers, Jessica
Duale, Bashir	Strand, Katie
Eickhoff, Aaron	Theisen, Brianna
Feigum, Jennifer	Voss, Sara
Fleege, Jason	Walters, Justin
Gartland, Amy	Watrin, Jamie
Geisler, Jennifer	Weyer, Valerie
Gibson, Ashlee	Yager-Moberg, Mikaela
Haws, Kelly	Shuriye, Hassan
Holden, Mary	Rolfzen, Kody
Jacques, Amanda	Glaim, Kaylee
Janey, Susan	Connelly, Tia (Krystinna)
Kelsch, Judy	Craven, Kym
	Neu, Lisa

PARAPROFESSIONALS

Abdi, Khadro
Ahmed, Deqa
Ahmed, Mulkiya
Berger, Rochelle
Bile, Fardosa
Cruser, Brenda
Elliott, Robyn
Fritz, Kathy
Hamilton, Ellie
Hamilton, Emma
Hashi, Hani
Hilsgen, Corinne
Ismail, Yasmin
Kalla, Nancy
Mohamed, Fartun
Saad, Sina
Theisen, Linda
Warfa, Amina
Yalahow, Nurto
Ziebarth, Denise
Bard, Anna
Abdi, Kifah
Hupf, Hallie
Abdi, Nasro
Jama, Salah

ADMINISTRATION

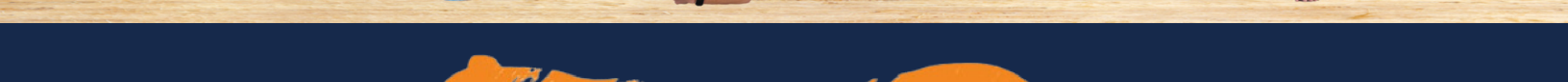
Lichy, Angela
Schwieters, Nathan
Skanson, Eric

OPERATIONS

Ali, Hamida
Bechtold, Tanner
Hassan, Dahir
Hassan, Fardowsa
Kramer, Mara
Peterson, Heather
Theisen, Judy
Lichy, Chris
McAllister, Darrien

STRIDE ACADEMY STAFF

The image displays a large group of staff members from Stride Academy, organized into five rows behind a wooden desk. The staff members are diverse in age and appearance, and many are holding books or educational materials. The background is a solid blue color. A large orange silhouette of a running cheetah is centered in the middle of the image, between the second and third rows of staff.





STRIDE

ACADEMY

**PROFESSIONAL
DEVELOPMENT
PLAN**

2023-2024

Professional Development at STRIDE Academy

Professional Development (PD) for the 2023-2024 school year is designed based on needs data from staff surveys, along with ongoing conversations and planning with administrators, teachers, and community leaders. Additionally, student achievement and growth data inform our progress on our major improvement goals relating to student success, passionate people, partnerships with families and the community, and efficient systems and equitable resources.

The PD plan is based on research surrounding the needs of students, their academic and mental health needs, and the most effective teaching and leadership strategies. The goal of professional development provided to all staff, including administrators, is to ensure supportive and equitable learning opportunities for all students.

For the 2023-2024 school year, professional development will focus on the goals of the Pillsbury United Communities Values, The STRIDE Academy Strategic Plan, and the board-approved Annual STRIDE Goals. This document's professional development goals and offerings are aligned with the PUC and STRIDE Academy Mission and Vision.



Topic title, audience, priority, and description

Providing all members of the school staff with a basic title and description is an important first step in the process of professional development. This is a chance to explain the “WHY” of the training. Ongoing professional development builds on these initial training tools and provides additional information on topics, and helps staff develop skills associated with the topic. In some cases, professional development activities may align with activities supporting other topical areas. Describing the topics will help anticipate such alignments.

Learning outcomes and benchmarks

Staff development plans should include anticipated outcomes and measurable indicators of success. The components need to indicate who demonstrates each outcome and benchmark. Each benchmark also needs to be measurable and time limited. Data for deriving this information may come from your chosen evaluation strategies and may help determine your follow-up activities.

Training delivery method, personnel, and rationale

Adults learn most effectively when actively engaged in the learning process, causing growth at the individual level and helping change occur in the broader school environment. Real change calls for ongoing and varied training, incorporating opportunities for staff to practice applying concepts and to give feedback. Potential training delivery methods include advantages and limitations contributing to your rationale for using them. This may include Large Group, Small Group, Synchronous, Asynchronous, Team Level, and Staff meetings.



Goal Value Alignment

Setting achievable goals that align with the authorizer and the school's key objectives is one of the best ways to maximize performance while optimally engaging staff when planning staff development activities. When teams and individuals feel like they are making a meaningful contribution to the school and students, they have a greater sense of purpose in their role and are more likely to increase their intent to perform at a higher level. When teams clearly understand how they can contribute to the development of the school, they are exponentially more engaged and passionate about their work.

Next Steps

Depending on the topic, mastery may depend on benefits from staff feedback, trainer assessment, repetition, or refresher activities. The needs of your staff will dictate the type of follow-up to offer.

Resources to support

Effective staff development requires adequate resources, including time, staffing, facilities and equipment, and funding. School administrators should identify needed resources for each professional development activity. With limited funding and time for professional development, as well as competing demands related to staff training, consider how topics align with other topics that may be of interest in your Combining professional development efforts maximizes resources and helps staff understand the integration between schools.



The YEAR 2023-2024



STRIDE PD Priorities:

A. EQUITY B. RESTORATIVE PRACTICES C. LITERACY D. MTSS E. TECHNOLOGY INTEGRATION
F. STUDENT ENGAGEMENT G. ASSESSMENT LITERACY H. TRAUMA-INFORMED PRACTICES.
PROMISING ACADEMIC PRACTICES J. Cultural Competency K. Staff/Student mental health

EL Strategies

Topic Title: "Innovative EL Strategies for Classroom Success"

Priority Area: Equity

Description: Professional development to enhance teachers' skills in supporting English Learners through innovative instructional strategies.

Learning Outcomes: Teachers will adopt new techniques tailored for EL students, aiming to improve language acquisition and academic performance.

Training Delivery Method: Interactive workshops and co-teaching sessions with EL specialists.

Goal Value Alignment: Aligns with STRIDE's and PUC's commitment to equitable opportunities for all students.

Resources to Support: EL curriculum experts, language learning software.

Top 20 Training

Topic Title: "Top 20 Training: Fostering Positive School Culture"

Priority Area: Restorative Practices

Description: Top 20 Training aims to cultivate a positive school culture through effective communication and relationship-building strategies.

Learning Outcomes: Staff will incorporate Top 20 concepts to enhance student relationships and build a collaborative school environment.

Training Delivery Method: On-site training sessions, reflective practice discussions.

Goal Value Alignment: Supports STRIDE's goal of a positive and restorative educational setting.

Resources to Support: Top 20 Training facilitators, professional development materials.

New Reading Curriculum Training for Wonders

Topic Title: "Mastering the Wonders Reading Curriculum"

Priority Area: Literacy

Description: Training for the new Wonders reading curriculum to enhance reading instruction and student literacy outcomes.

Learning Outcomes: Teachers will effectively navigate and utilize the Wonders curriculum to improve student reading levels. T

Training Delivery Method: In-depth curriculum walkthroughs, lesson modeling, and collaborative planning sessions.

Goal Value Alignment: Supports STRIDE Academy's literacy goals within its strategic educational framework.

Resources to Support: Wonders curriculum specialists, teaching guides, and supplemental materials.

LETRS Training

Topic Title: "LETRS Training: Elevating Literacy Instruction"

Priority Area: Literacy

Description: LETRS (Language Essentials for Teachers of Reading and Spelling) provides teachers with a deeper understanding of literacy development.

Learning Outcomes: Teachers will integrate evidence-based literacy instruction into their teaching practice.

Training Delivery Method: Blended learning approach with online modules and in-person coaching.

Goal Value Alignment: Furthers STRIDE's strategic plan for literacy excellence.

Resources to Support: Certified LETRS trainers, literacy kits.

Executive Functioning

Topic Title: "Building Executive Functioning Skills in Students"

Priority Area: MTSS

Description: Professional development focused on strategies to support the development of students' executive functioning skills within the MTSS framework.

Learning Outcomes: Educators will apply targeted interventions to assist students in organizing, planning, and prioritizing tasks.

Training Delivery Method: Small group professional learning communities (PLCs) and hands-on strategy sessions.

Goal Value Alignment: Enhances STRIDE's inclusive support for diverse learners.

Resources to Support: Educational psychologists, strategy guides.

Teen Anxiety



RON Clark Academy/House System

Topic Title: "Understanding and Mitigating Teen Anxiety"

Priority Area: Student Engagement & Staff/Student Mental Health

Description: Training staff to identify, understand, and address teen anxiety, fostering a supportive learning environment.

Learning Outcomes: Staff will implement practices that reduce anxiety triggers and support students facing mental health challenges.

Training Delivery Method: Seminars with mental health professionals, peer support groups.

Goal Value Alignment: Complements STRIDE's vision for a nurturing educational experience.

Resources to Support: Mental health experts, stress reduction tools.

Topic Title: "Engaging Students with the RON Clark Academy/House System"

Priority Area: Student Engagement

Description: Adopting the RON Clark Academy's House System to promote a vibrant, inclusive, and engaged school community.

Learning Outcomes: Staff will create a sense of belonging and school pride through the House System.

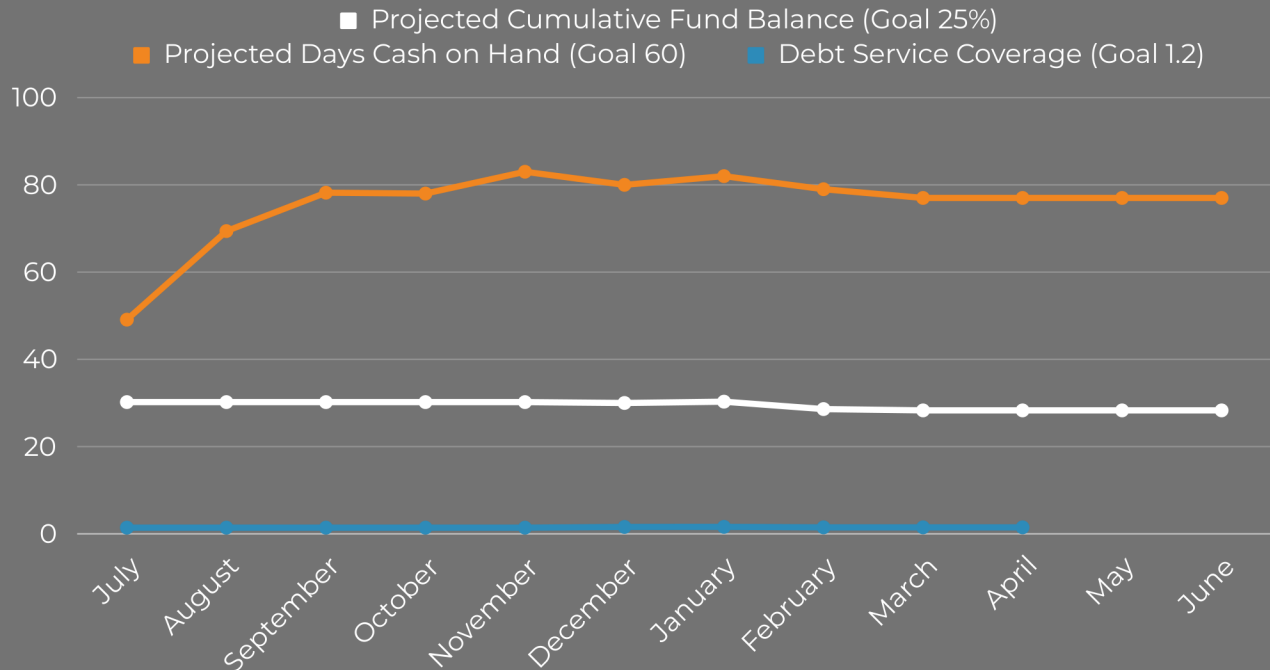
Training Delivery Method: Interactive workshops and team-building exercises.

Goal Value Alignment: Bolsters STRIDE's commitment to a dynamic and supportive learning atmosphere.

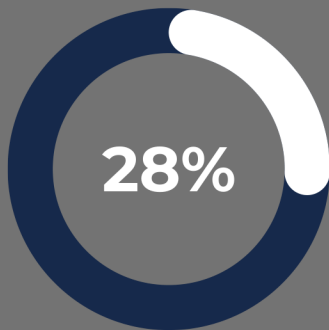
Resources to Support: RON Clark Academy facilitators, implementation blueprints.



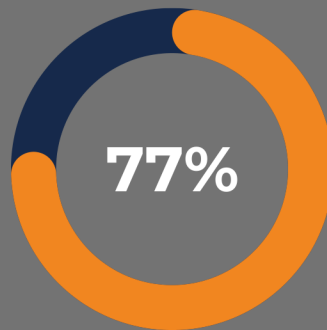
STRIDE ACADEMY FINANCIAL STATEMENT



In their comprehensive audit, conducted according to the generally accepted auditing standards of the United States, the auditors meticulously examined the financial statements of STRIDE Academy Charter School No. 4142, located in St. Cloud, Minnesota. This examination covered the school's governmental activities and each major fund for the fiscal year ending on June 30, 2023, along with the accompanying notes that collectively constitute the Academy's essential financial statements. The findings were formalized in a report issued on December 6, 2023.



FUND BALANCE



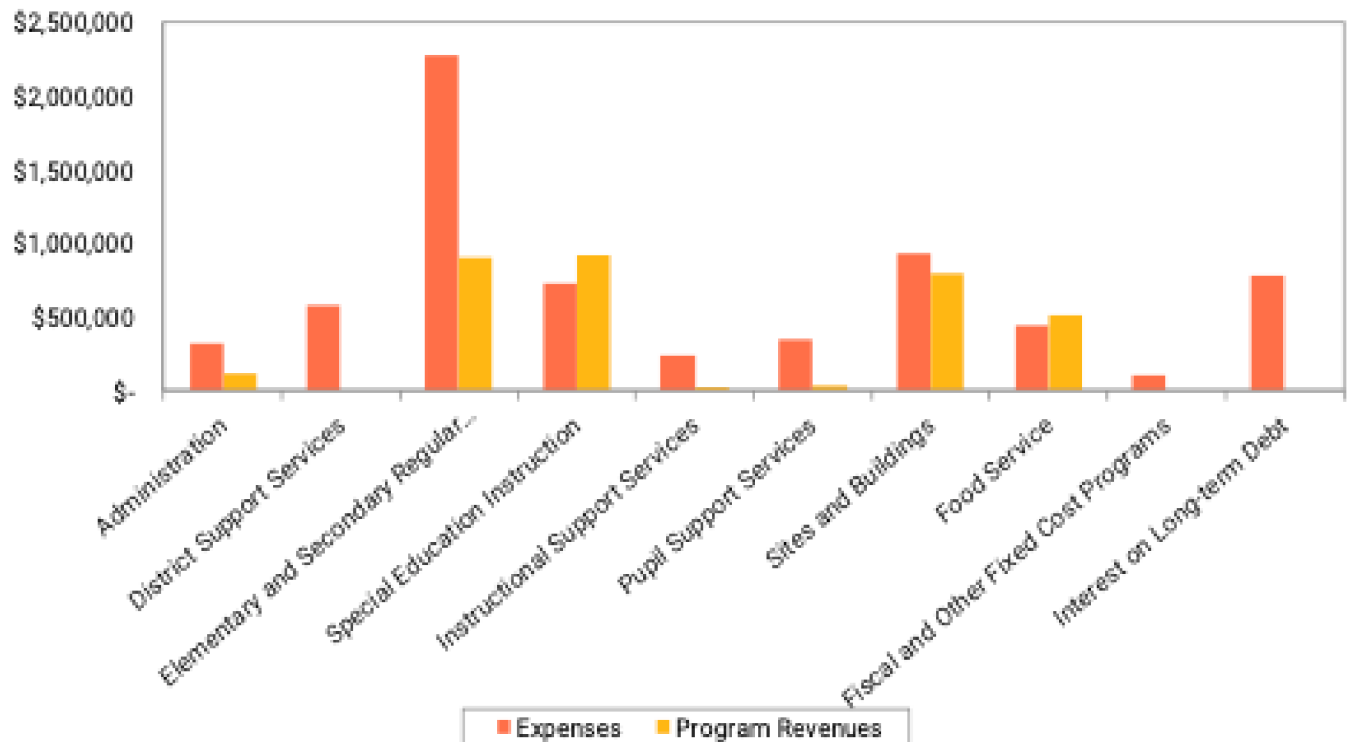
DAYS CASH ON HAND

WWW.STRIDEACADEMY.ORG

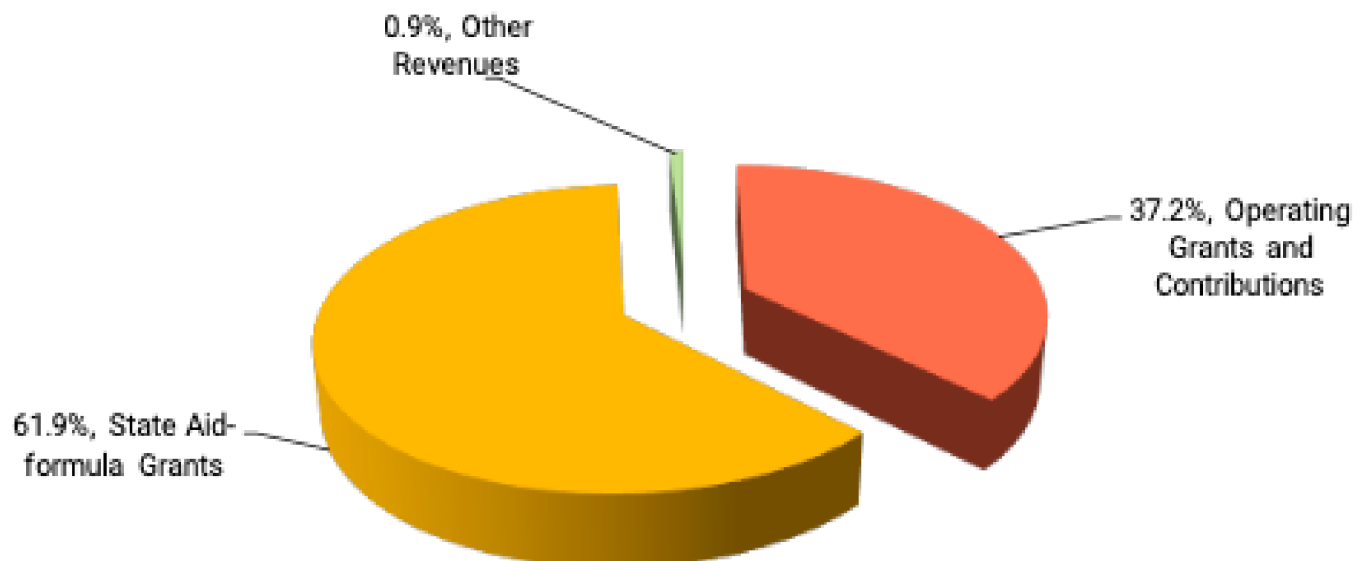
During the audit, the auditors thoroughly reviewed STRIDE Academy's compliance with the uniform financial accounting and reporting standards, as well as the specific requirements outlined for charter schools in the Minnesota Legal Compliance Audit Guide for Charter Schools. The auditors are pleased to report that their investigation found no evidence of non-compliance by STRIDE Academy with these provisions. This result emphasizes STRIDE Academy's dedication to upholding the highest standards of financial integrity and accountability, ensuring transparency and trust among the general public and all stakeholders.

FINANCIAL STATEMENT

Expenses and Program Revenues - Governmental Activities



Revenues by Source - Governmental Activities



FINANCIAL STATEMENT

STRIDE Academy
Charter School No. 4142
St. Cloud, Minnesota
Statement of Revenues, Expenditures and
Changes in Fund Balances
Governmental Funds
For the Year Ended June 30, 2023

	General	Building Company	Food Service	Total Governmental Funds
Revenues				
Revenue from federal sources	\$ 1,183,470	\$ -	\$ 498,489	\$ 1,681,959
Revenue from state sources	7,075,565	-	10,114	7,085,679
Revenue from local sources	38,878	1,275,672	-	1,314,550
Interest earned on investments	12,087	52,252	-	64,339
Sales and other conversion of assets	(658)	-	546	(112)
Total Revenues	<u>8,309,342</u>	<u>1,327,924</u>	<u>509,149</u>	<u>10,146,415</u>
Expenditures				
Current				
Administration	508,053	-	-	508,053
District support services	496,771	76,534	-	573,305
Elementary and secondary regular instruction	3,311,369	-	-	3,311,369
Special education instruction	863,792	-	-	863,792
Instructional support services	240,806	-	-	240,806
Pupil support services	441,105	-	-	441,105
Sites and buildings	1,724,744	698	-	1,725,442
Food service	-	-	451,854	451,854
Fiscal and other fixed cost programs	39,885	62,169	-	102,054
Capital outlay				
Administration	1,122	-	-	1,122
Administration	11,052	-	-	11,052
Elementary and secondary regular instruction	144,642	-	-	144,642
Instructional support services	17,021	-	-	17,021
Pupil support services	4,145	-	-	4,145
Sites and buildings	34,692	1,376,782	-	1,411,474
Food service	-	-	2,459	2,459
Debt service				
Principal	8,762	355,000	-	363,762
Interest and other charges	47,731	734,750	-	782,481
Total Expenditures	<u>7,895,692</u>	<u>2,605,933</u>	<u>454,313</u>	<u>10,955,938</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	413,650	(1,278,009)	54,836	(809,523)
Other Financing Sources (Uses)				
Loan issued	-	1,476,736	-	1,476,736
Net Change in Fund Balances	413,650	198,727	54,836	667,213
Fund Balances, July 1	<u>1,873,122</u>	<u>1,657,806</u>	<u>77,930</u>	<u>3,608,858</u>
Fund Balances, June 30	<u>\$ 2,286,772</u>	<u>\$ 1,856,533</u>	<u>\$ 132,766</u>	<u>\$ 4,276,071</u>

FINANCIAL STATEMENT

STRIDE Academy Charter School No. 4142's Net Position

	Governmental Activities		
	2023	2022	Increase (Decrease)
Assets			
Current and other assets	\$ 4,939,930	\$ 4,055,381	\$ 884,549
Capital assets	13,554,624	12,483,942	1,070,682
Total Assets	18,494,554	16,539,323	1,955,231
Deferred Outflows of Resources			
Deferred pension resources	1,370,034	1,669,910	(299,876)
Liabilities			
Current and other liabilities	854,957	630,210	224,747
Noncurrent liabilities	20,551,322	17,458,478	3,092,844
Total Liabilities	21,406,279	18,088,688	3,317,591
Deferred Inflows of Resources			
Deferred pension resources	562,353	4,350,959	(3,788,606)
Net Position			
Net investment in capital assets	(146,236)	(2,682,514)	2,536,278
Restricted	1,798,201	1,556,194	242,007
Unrestricted	(3,756,009)	(3,104,094)	(651,915)
Total Net Position	\$ (2,104,044)	\$ (4,230,414)	\$ 2,126,370

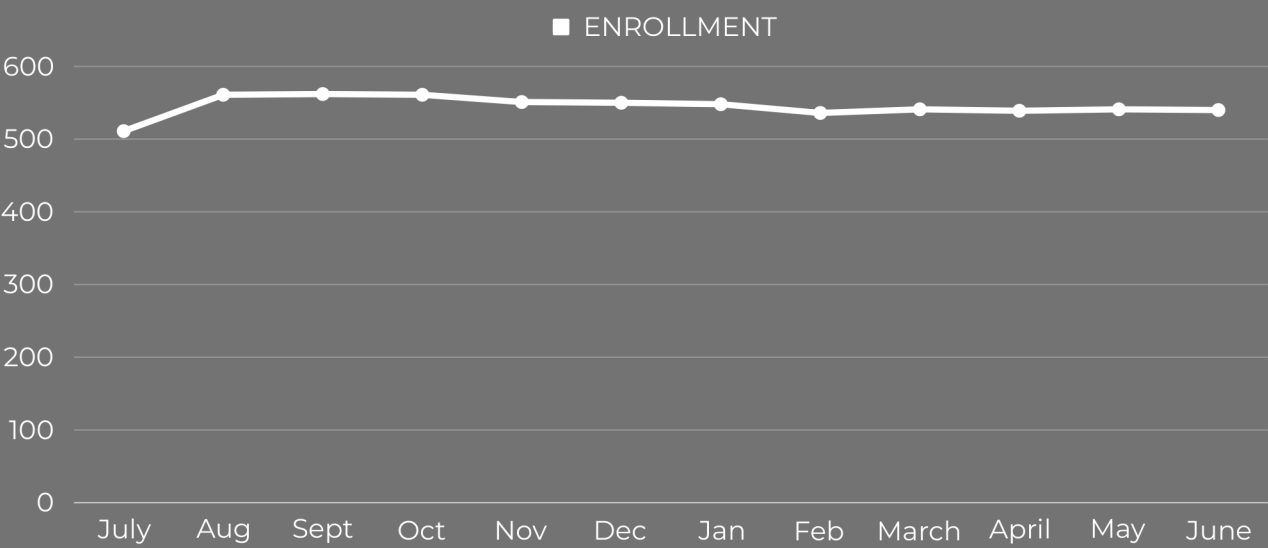
A portion of the Academy's net position reflects its net investment in capital assets. The Academy uses these capital assets to provide services to students; consequently, these assets are not available for future spending. Similarly, the Academy has assets restricted for future uses, mainly due to the building company and food service. Unrestricted net position carries a balance as shown below. At the end of the current fiscal year, the Academy reported deficit balances in the net investment in capital assets and unrestricted net position, and a positive balance in the restricted category.



FINANCIAL STATEMENT

The financial overview for STRIDE Academy in the 2022-2023 fiscal year reflects a vibrant and strategically managed institution. With an original budget anticipating 495 Average Daily Membership (ADM), adjustments were made to revise the budget to 510 ADM, culminating in a year-end ADM of 535. This growth underscores the Academy's appeal and the trust placed in its educational offerings. Financially, the year concluded with all funds fully accounted for, as detailed in the FY21 audit report. The institution maintained a robust cash position, with approximately \$614,745 in reserves, translating to nearly 32 days of operating cash-on-hand, affirming the Academy's fiscal health and operational stability. Notably, revenue and expenditure figures were substantial, with revenues earned totaling \$7,772,044 and expenditures amounting to \$7,111,888. This fiscal prudence facilitated an operating surplus, outperforming the revised budget's expectations and evidencing STRIDE Academy's commitment to financial integrity and educational excellence.

For the 2022-2023 annual report, STRIDE Academy's financial management practices have continued to demonstrate rigorous oversight and proactive engagement. Monthly reviews of the school's financial status are conducted with both the financial committee and the full board, ensuring ongoing vigilance and strategic planning.



Measuring Progress

In the 2022-2023 annual report, STRIDE Academy highlights its commitment to academic excellence through the implementation of various measures of academic progress, including NWEA MAP Tests, FASTBRIDGE assessments, and the Minnesota Comprehensive Assessments (MCAs). These tools serve as pivotal benchmarks for setting and evaluating clear, concrete performance goals. By focusing on specific indicators, collecting data, and documenting activities related to our goals, we ensure the generation of relevant, consistent, and comparable data over time. This approach allows us to present our achievements in formats that are both understandable and valuable to our stakeholders, underscoring our dedication to continuous improvement and student success.



Key Indicator

Growth in NWEA MAP Scores

Improvement in FASTBRIDGE Assessment Results

Increased Proficiency Rates in MCAs



Activity / Project

Demonstrates individual student progress in reading and math skills over the academic year, comparing initial benchmarks with year-end outcomes.

Highlights advancements in early reading, math abilities, and behavioral assessments, indicating effective interventions and targeted instruction.

Reflects a higher percentage of students meeting or exceeding state standards in reading, mathematics, and science, showcasing curriculum effectiveness and teaching quality.



Data / Outcome

- Achieved NWEA MAP growth targets

- FASTBRIDGE assessments show marked improvement in reading and math skills

- MCAs reveal stagnant progress, necessitating strategic curriculum adjustments

STRIDE Academy GROWTH

Data

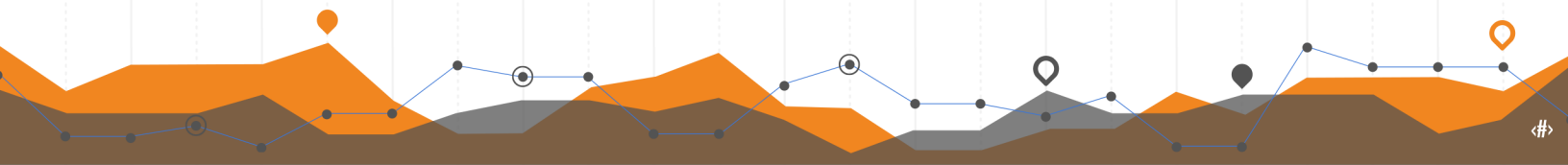
2022-2023





“

“Everyone wants to live on top of the mountain, but all the happiness and growth occurs while you're climbing it.”





FastBridge

Fall to Spring
2022-2023














FASTBRIDGE Learning, the system behind FASTBRIDGE Testing, was developed by researchers at the University of Minnesota. This collaboration of educational psychologists and research scientists aimed to create an assessment tool that was not only grounded in rigorous academic research but also practical for everyday classroom use. Their goal was to address the need for a comprehensive, efficient, and effective way to assess and support students' academic and social-emotional development.

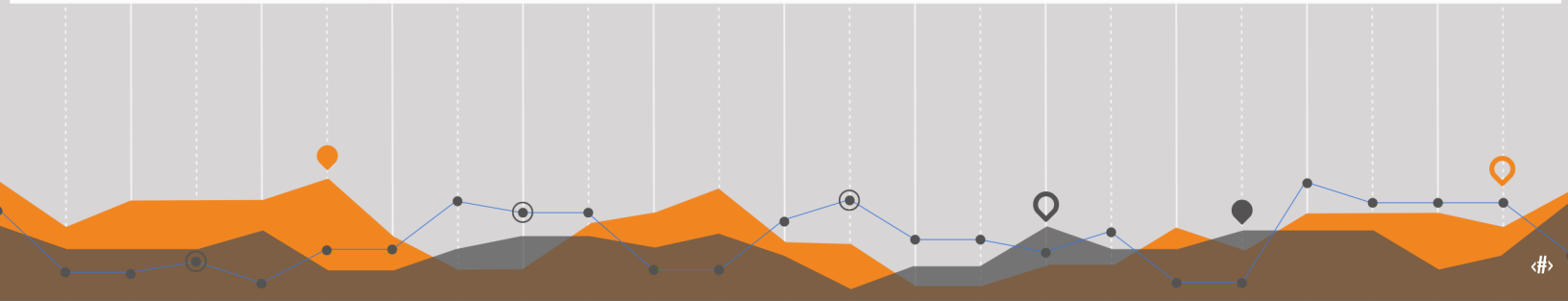
The development of FASTBRIDGE was guided by the principles of Curriculum-Based Measurement (CBM) and Computer-Adaptive Testing (CAT), combining the benefits of both approaches to create a versatile and user-friendly platform. CBM's focus on direct assessment of student skills and CAT's ability to adjust the difficulty of questions in real-time based on the test taker's responses were key features integrated into FASTBRIDGE. This innovative blend allows for more personalized and accurate assessments, making it a valuable resource for educators looking to enhance their instruction and intervention strategies.

Since its inception at the University of Minnesota, FASTBRIDGE has grown in popularity and is now used in schools across the United States, helping teachers to identify learning needs, monitor progress, and implement evidence-based interventions with greater precision and effectiveness.



Early Reading Grades K and 1

	Median Student <small>More Data</small>		Predicted Score	End of Year Goal Score	Benchmark Score
	Fall Score	Spring Score			
	 31	 57	 58.6	 64.0	 64.0
	 27	 53	 54.9	 66.0	 66.0





aReading Grades 2-5

Level	Median Student <small>More Data</small>		Predicted Score	End of Year Goal Score	Benchmark Score
	Fall Score	Spring Score			
	-	-	-	-	-





AutoReading Grades 2-5

Median Student More Data		Predicted Score	End of Year	
Fall Score	Winter Score		Goal Score	Benchmark Score
440	455	485.1	469.0	490.0
503	504	509.0	517.0	503.0
490	500	508.0	513.0	513.0
509	515	526.4	520.0	520.0
-	-	-	-	-





CBM-R English (Fluency) Grades 2-5

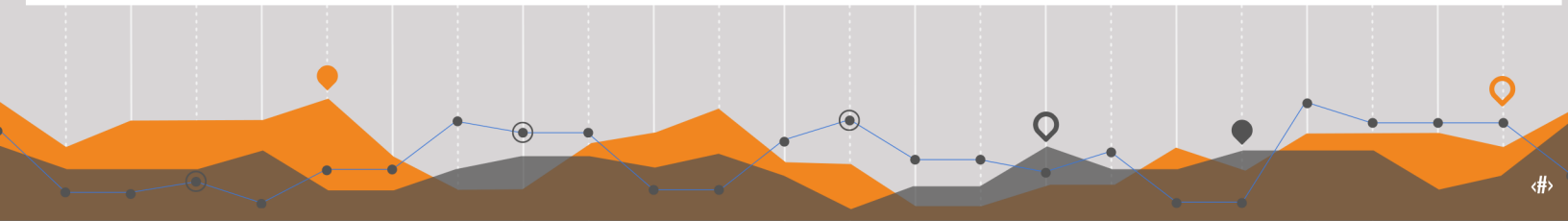
Grade Level	Median Student <small>More Data</small>		Predicted Score	End of Year Goal Score	Benchmark Score
	Fall Score	Spring Score			
ONE	-	-	-	-	-
TWO			92.1	101.0	101.0
THREE			-	-	-
FOUR			135.4	147.0	147.0
FIVE			164.5	192.0	162.0





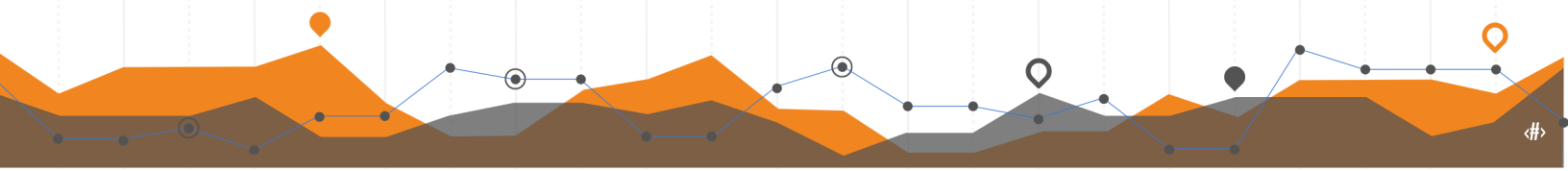
aMath Grades 2-5

Grade Level	Median Student <small>More Data</small>		Predicted Score	End of Year Goal Score	Benchmark Score
	Fall Score	Spring Score			
<u>TWO</u>	193	198	197.9	205.0	205.0
THREE	208	209	208.7	215.0	209.0
FOUR	203	209	208.9	213.0	213.0
FIVE	209	217	216.8	218.0	218.0
SIX	-	-	-	-	-





**Fall to Spring
2022-2023**



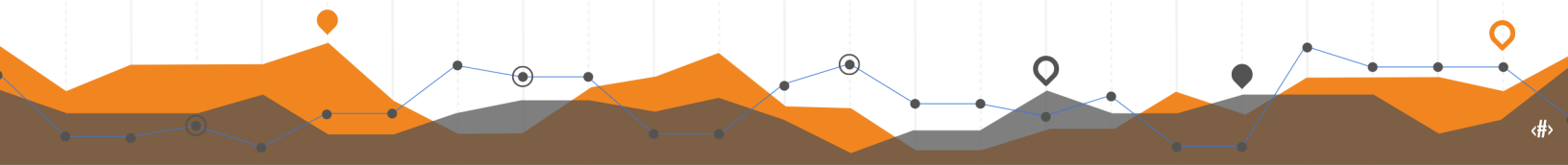
The NWEA Measures of Academic Progress (MAP) Testing is a research-based, computer-adaptive assessment tool developed by the Northwest Evaluation Association (NWEA), a non-profit organization. MAP Testing is designed to measure academic growth and proficiency in reading, mathematics, and science. It is used for students in kindergarten through 12th grade. Unlike traditional assessments that provide a snapshot of student performance at a specific point in time, MAP Testing dynamically adjusts to each student's response level, offering a personalized assessment experience that accurately reflects their academic level and growth over time.

Developed in the early 1980s in Portland, Oregon, MAP Testing was one of the pioneers in computer-adaptive testing in education, allowing educators to receive immediate, actionable data about students' learning progress. This feature of adjusting questions in real-time based on the student's answers enables the test to accurately identify a student's skill level, providing educators with valuable insights into individual and group performance.

Schools utilize MAP Testing to track academic growth across school years, inform instruction by identifying areas where students are ready to learn, and tailor teaching strategies to meet the needs of each student. The data generated from MAP assessments help educators set goals, understand potential, and predict future performance on standardized tests. NWEA's ongoing research and data analysis continue to contribute to the development and refinement of MAP Testing, ensuring it remains an effective tool for measuring academic achievement and growth.



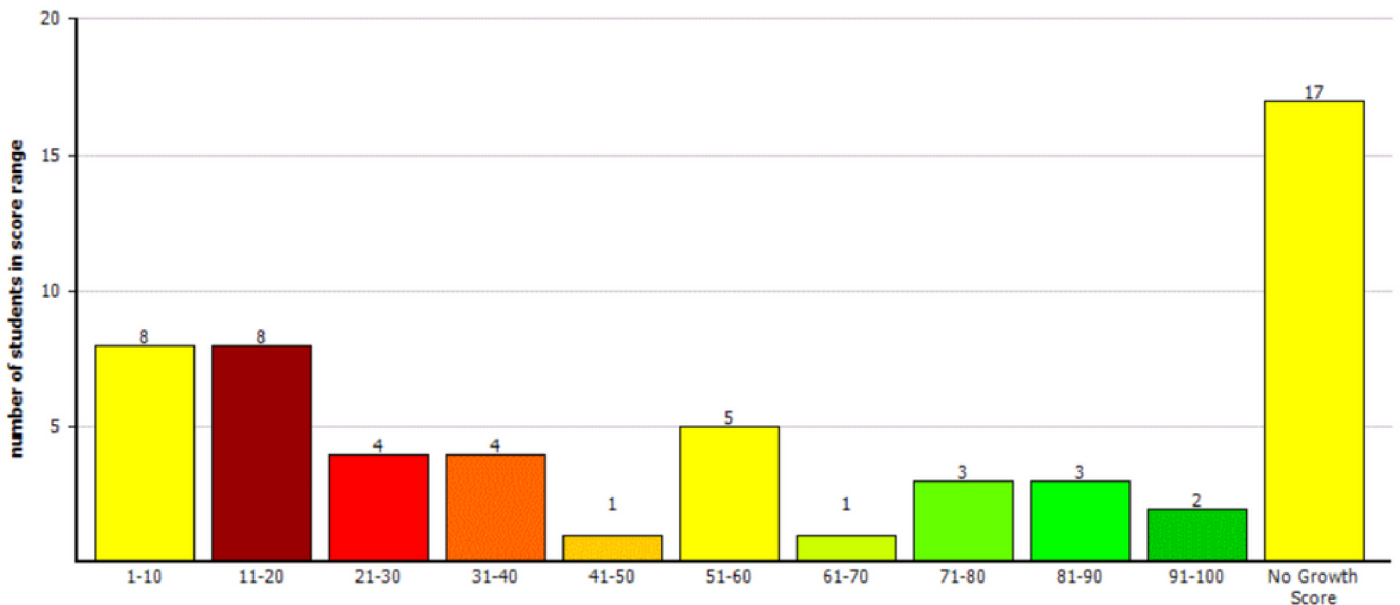
Reading K-8





Primary Reading Grade K

Growth by Percentile (56 students)



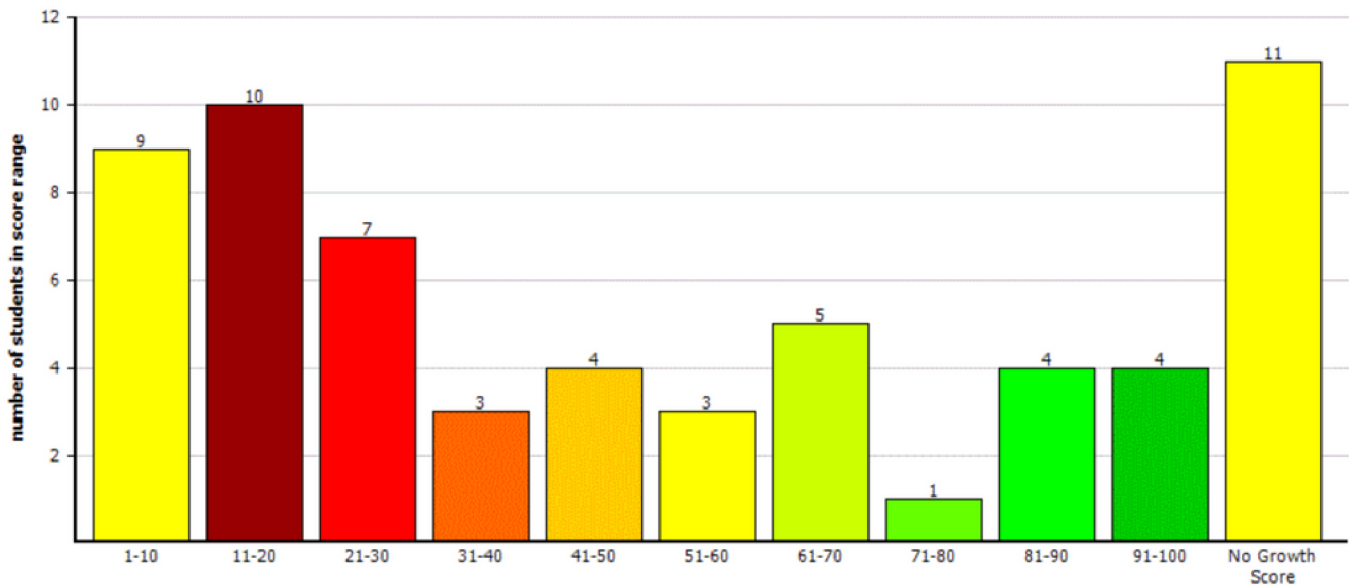
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Primary Reading Grade 1

Growth by Percentile (61 students)

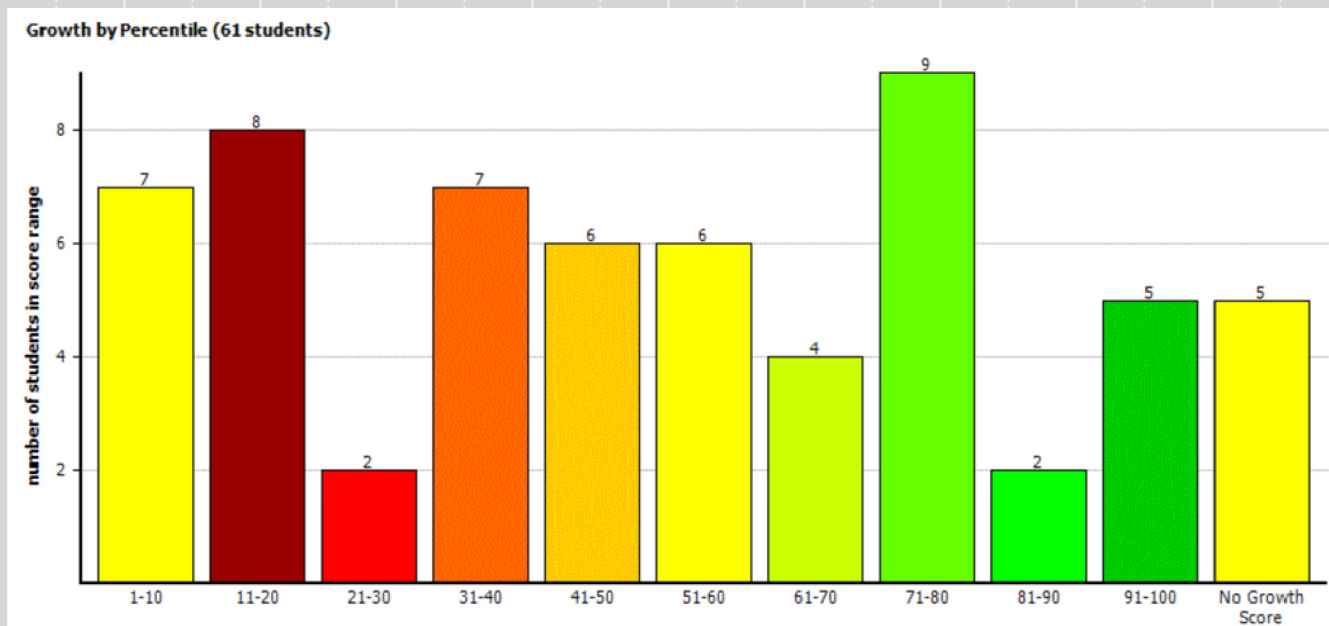


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Grade 2 Reading



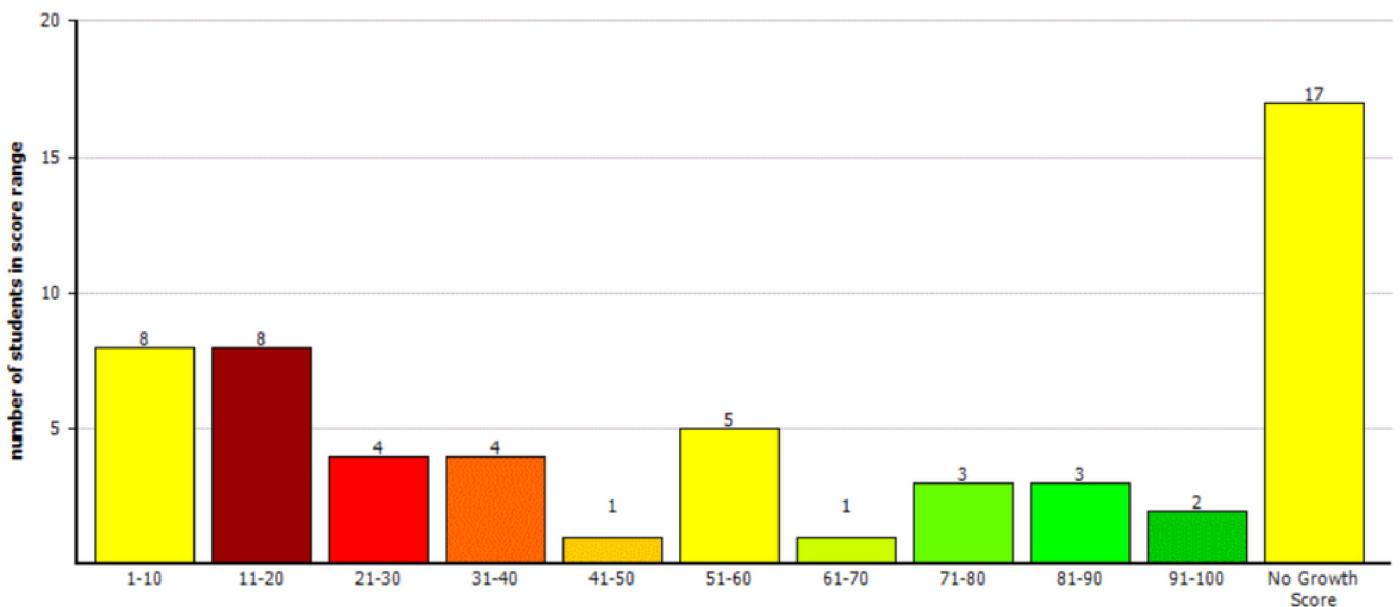
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Primary Reading Grade K

Growth by Percentile (56 students)



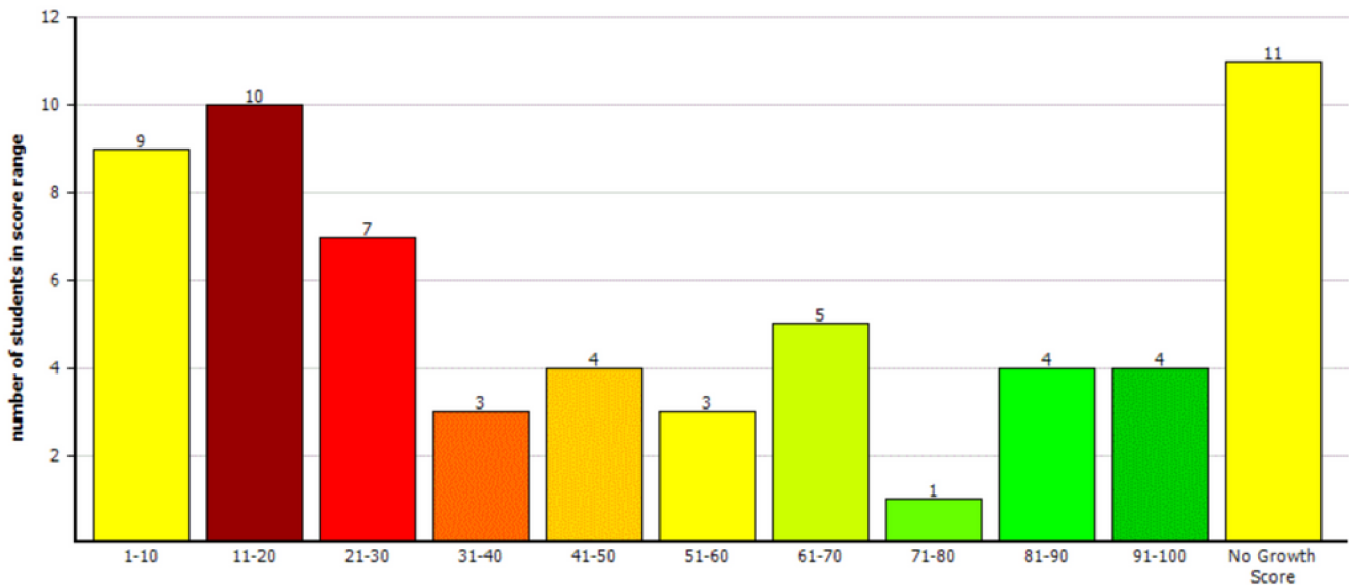
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Primary Reading Grade 1

Growth by Percentile (61 students)

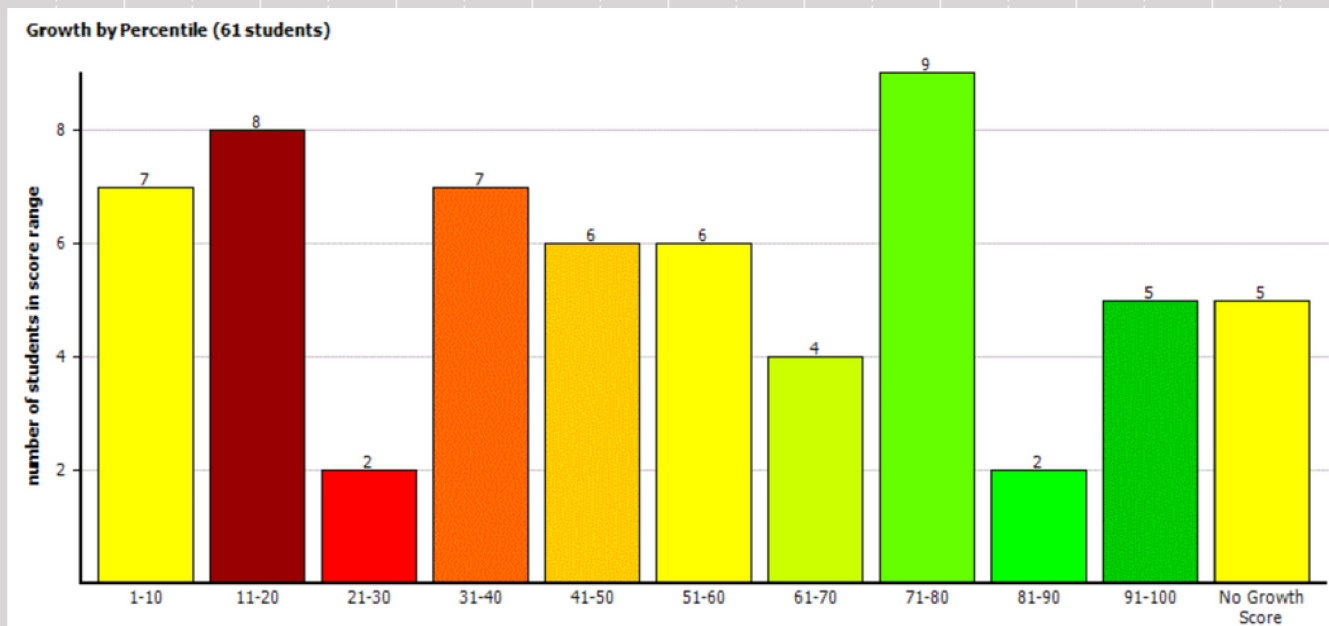


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Grade 2 Reading

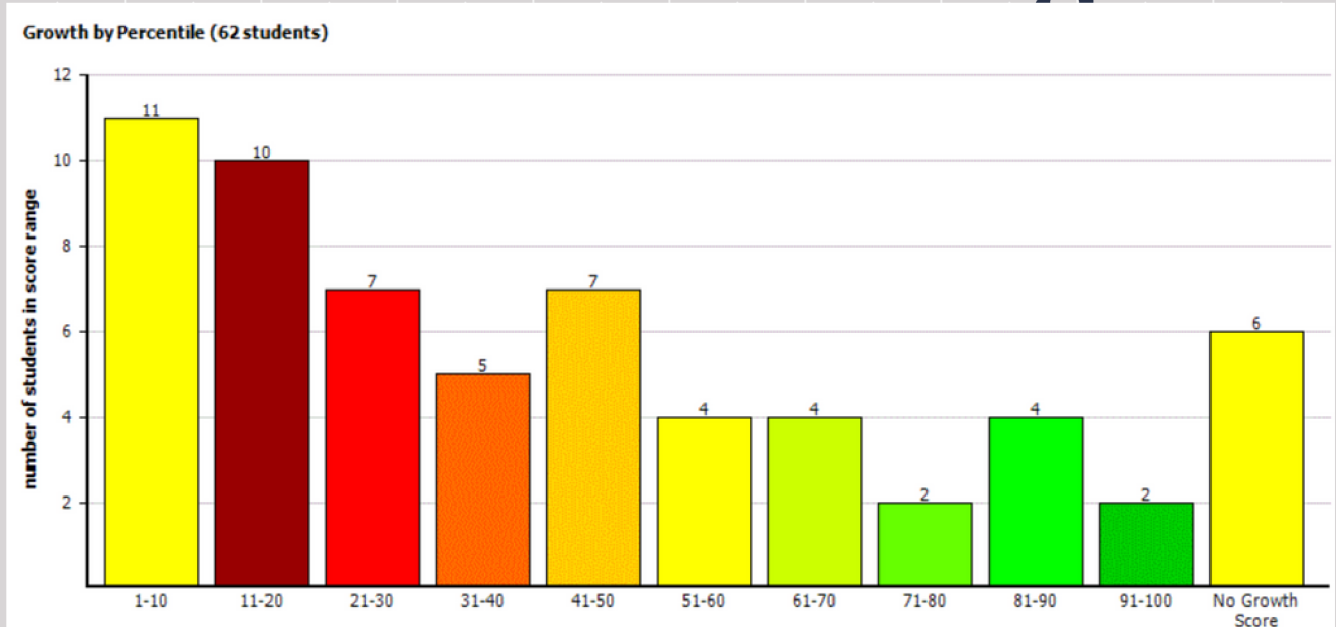


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Grade 3 Reading

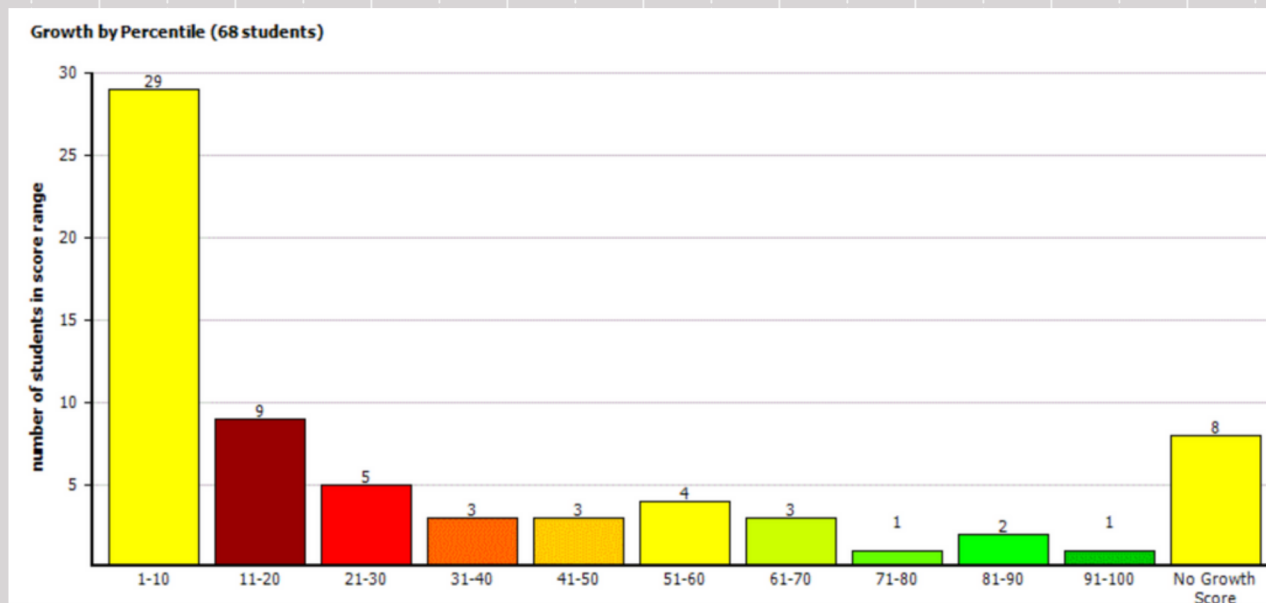


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Grade 4 Reading



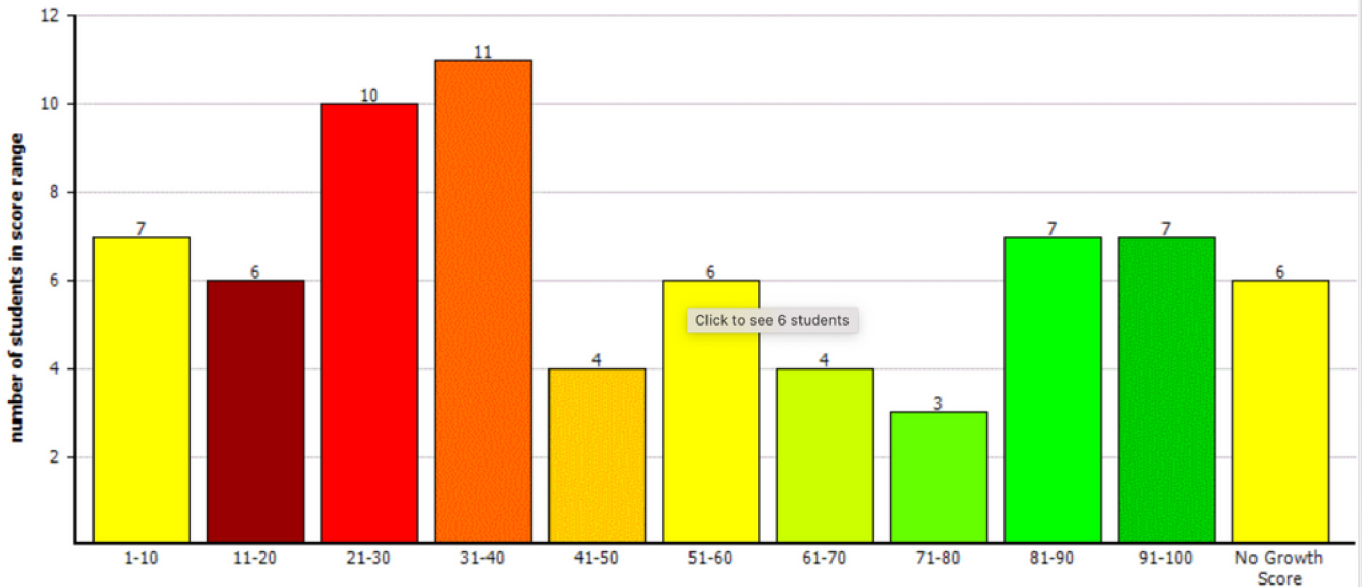
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Grade 5 Reading

Growth by Percentile (71 students)

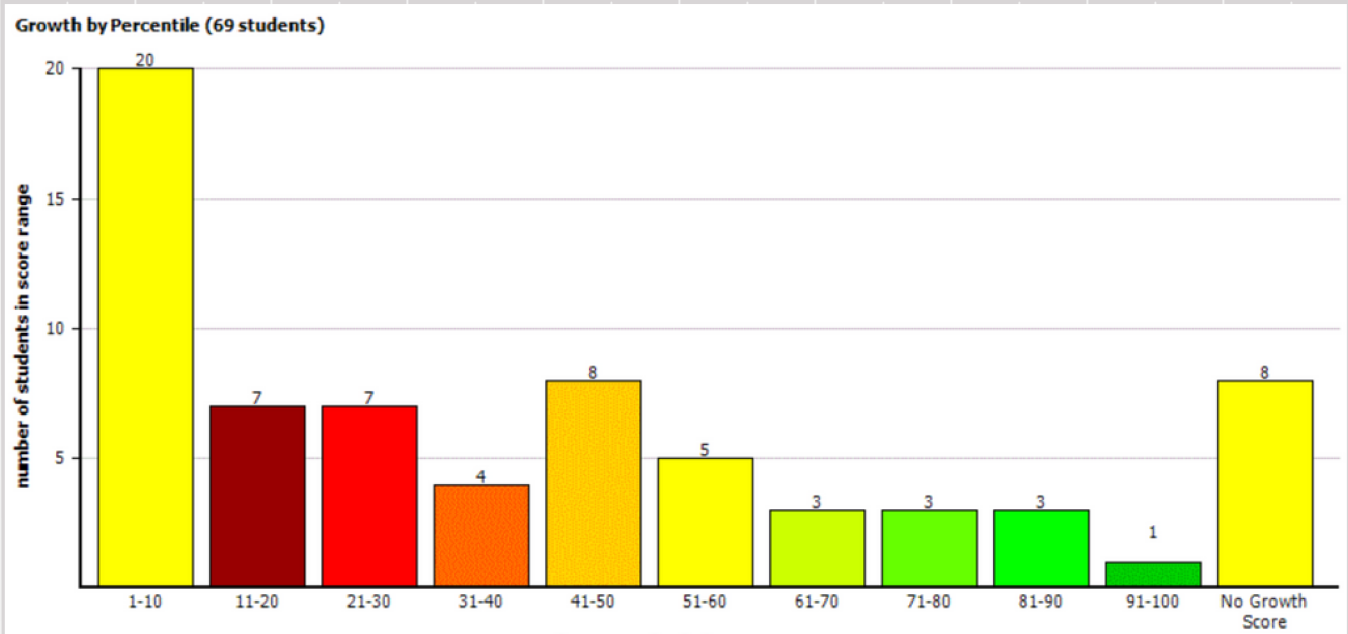


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Grade 6 Reading

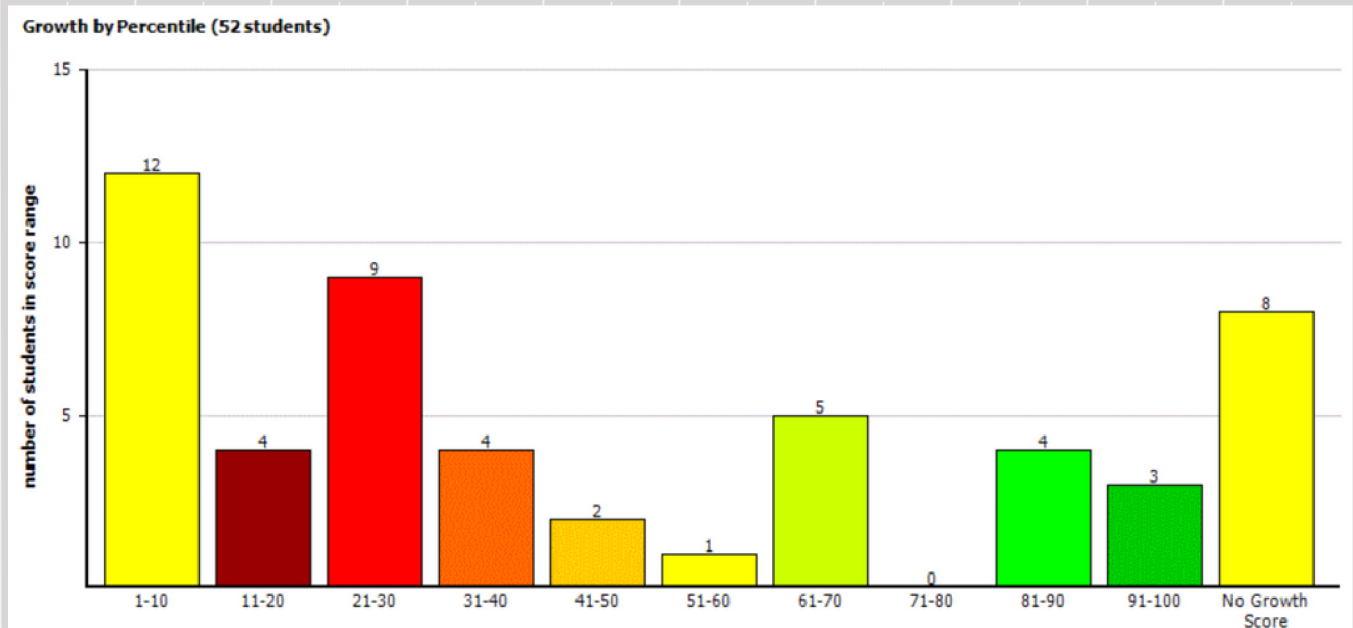


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Grade 7 Reading

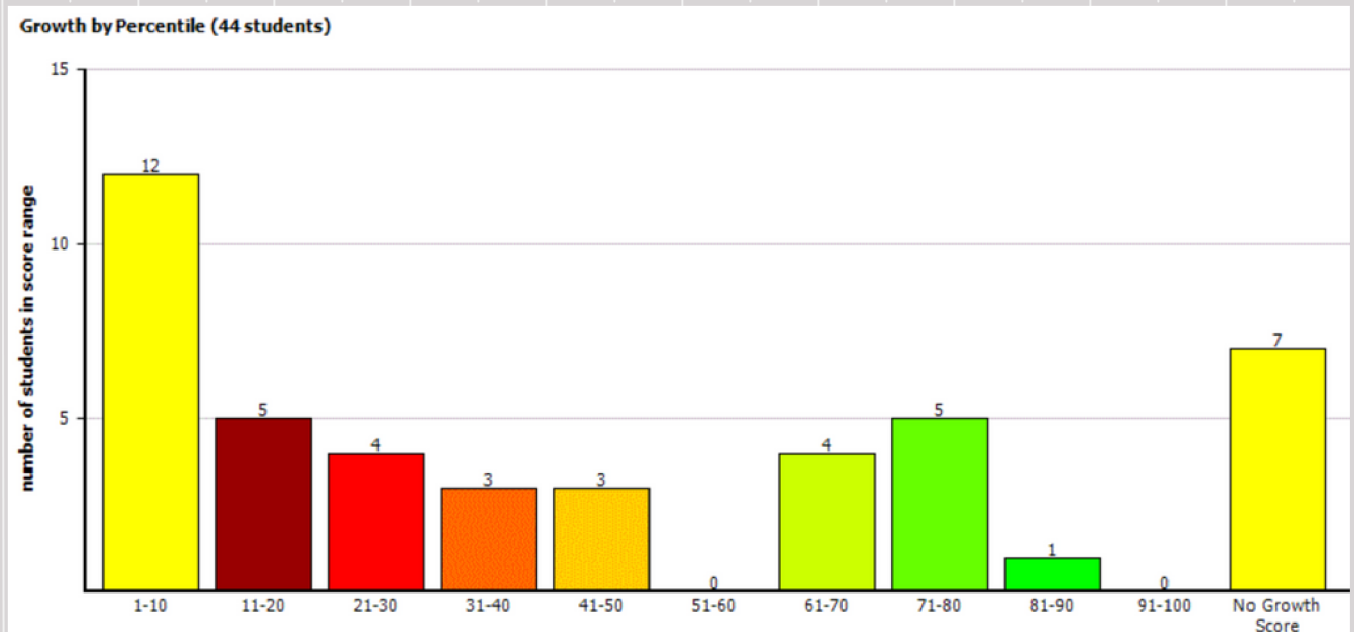


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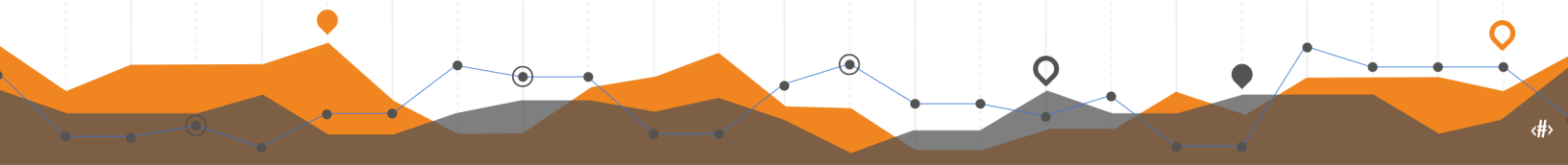
Grade 8 Reading



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Math K-8

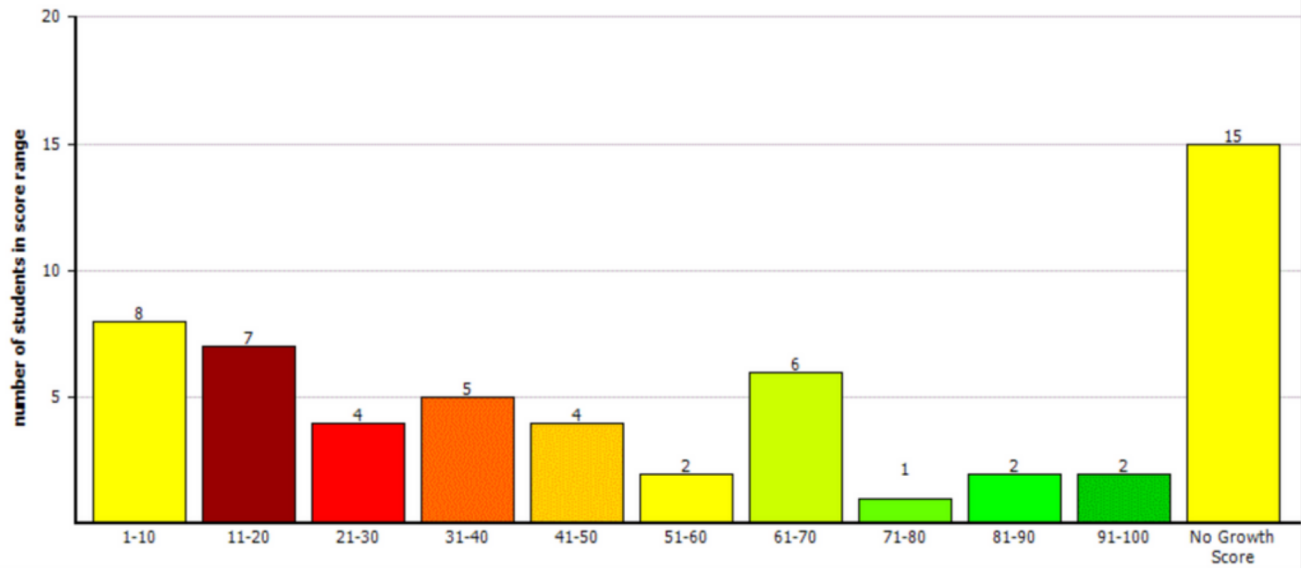


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Grade K Primary Math

Growth by Percentile (56 students)



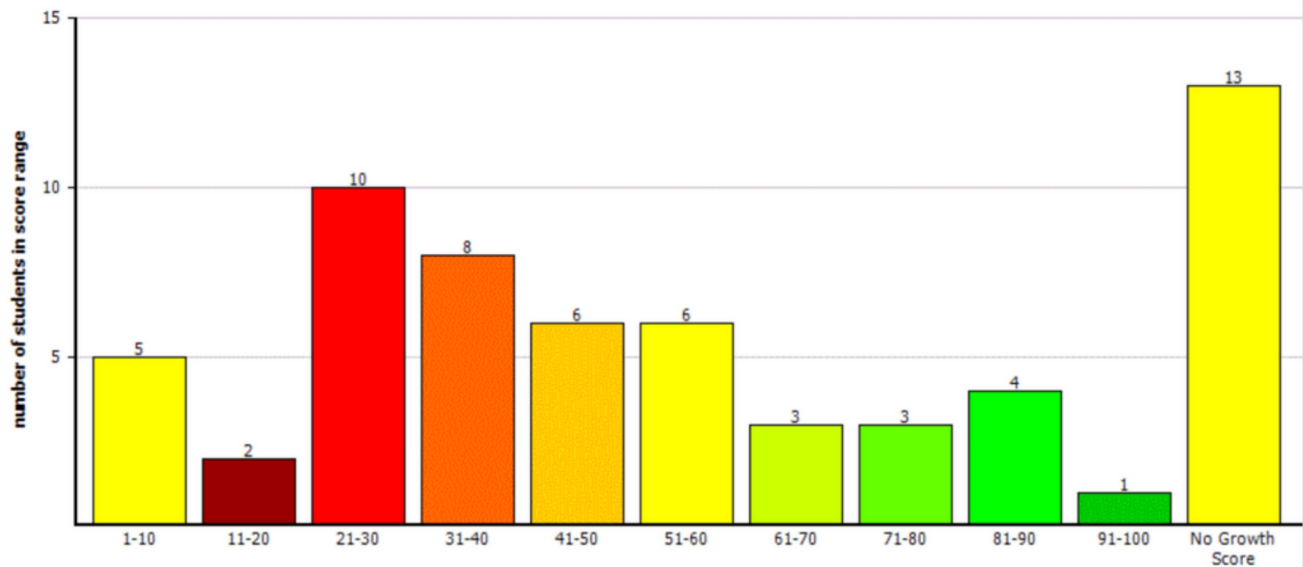
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Grade 1 Primary Math

Growth by Percentile (61 students)

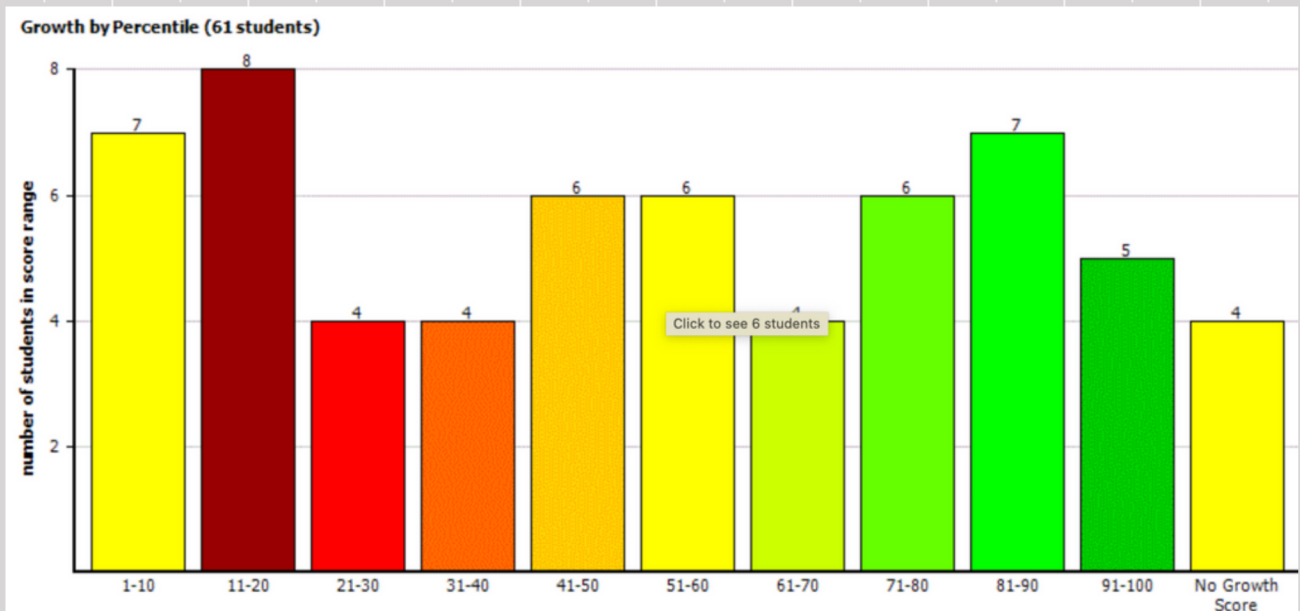


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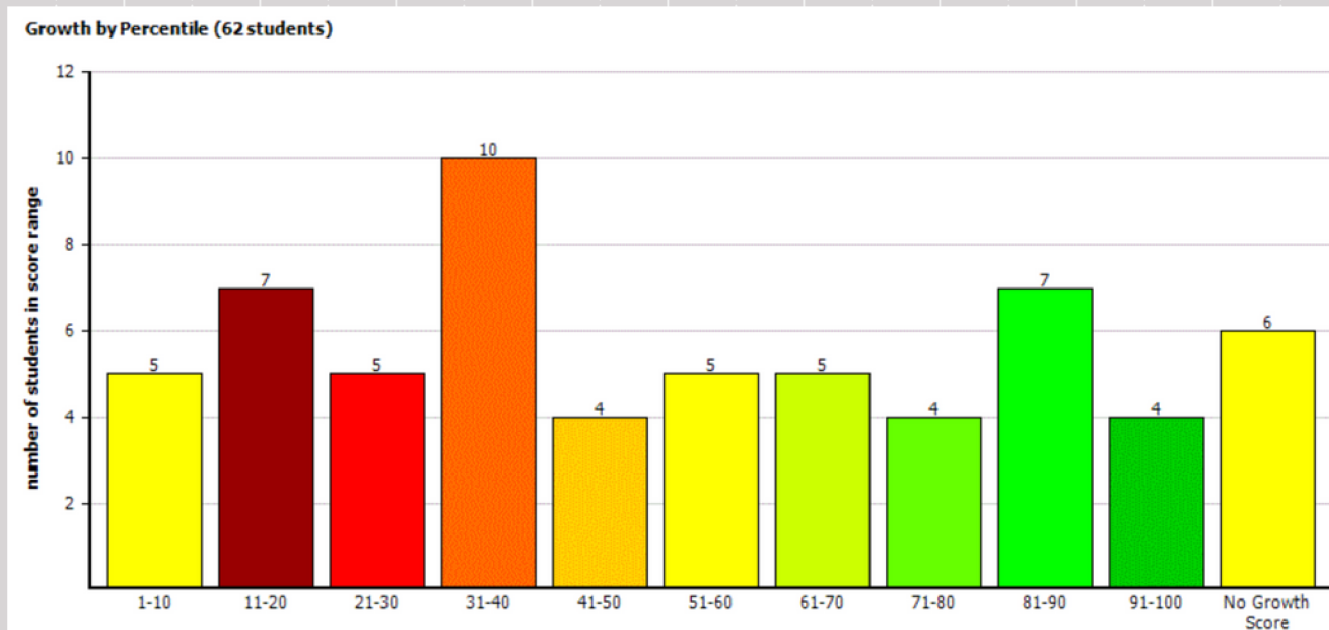


Grade 2 Math





Grade 3 Math



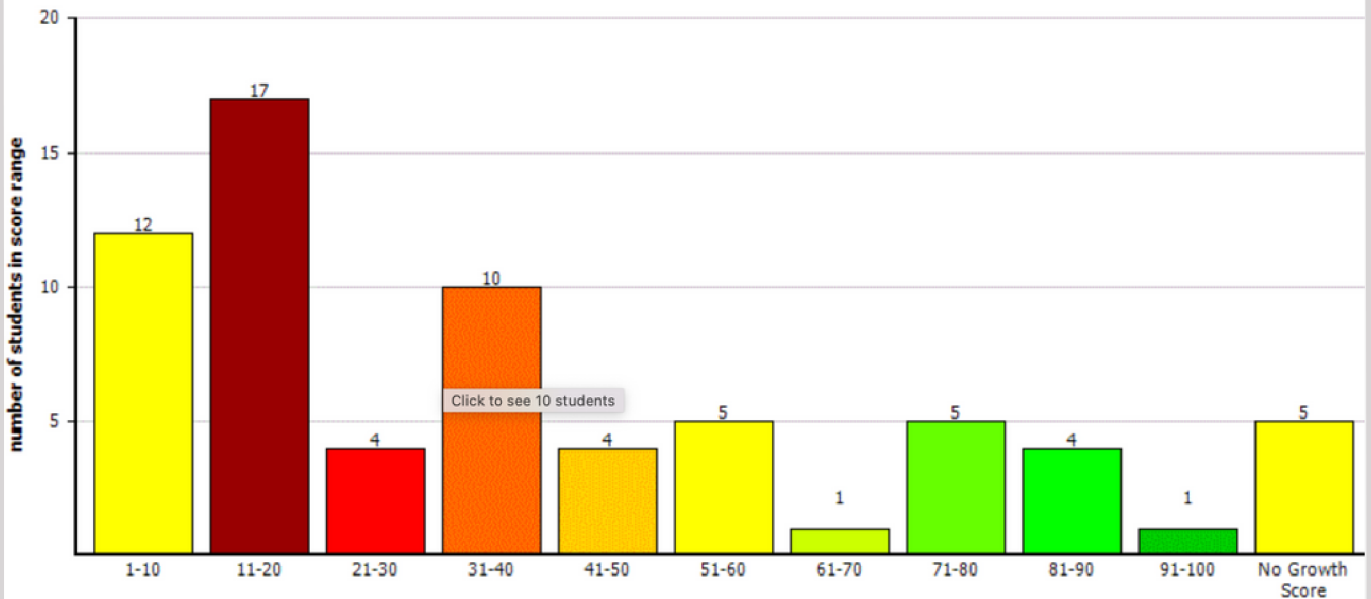
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Grade 4 Math

Growth by Percentile (68 students)



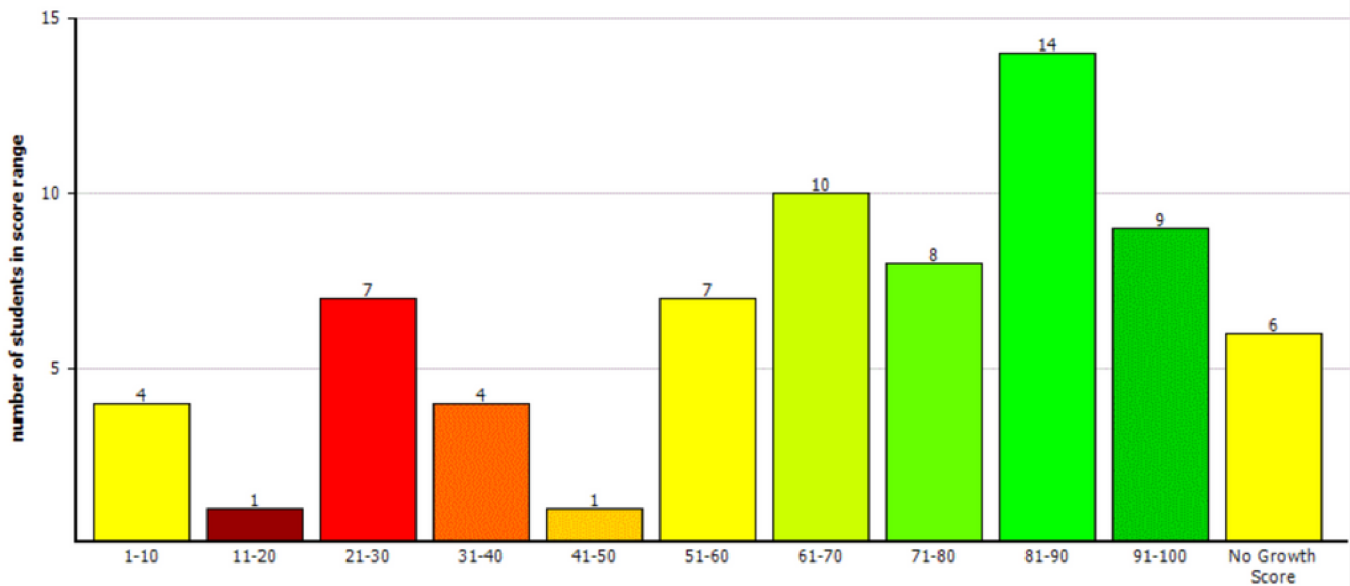
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Grade 5 Math

Growth by Percentile (71 students)

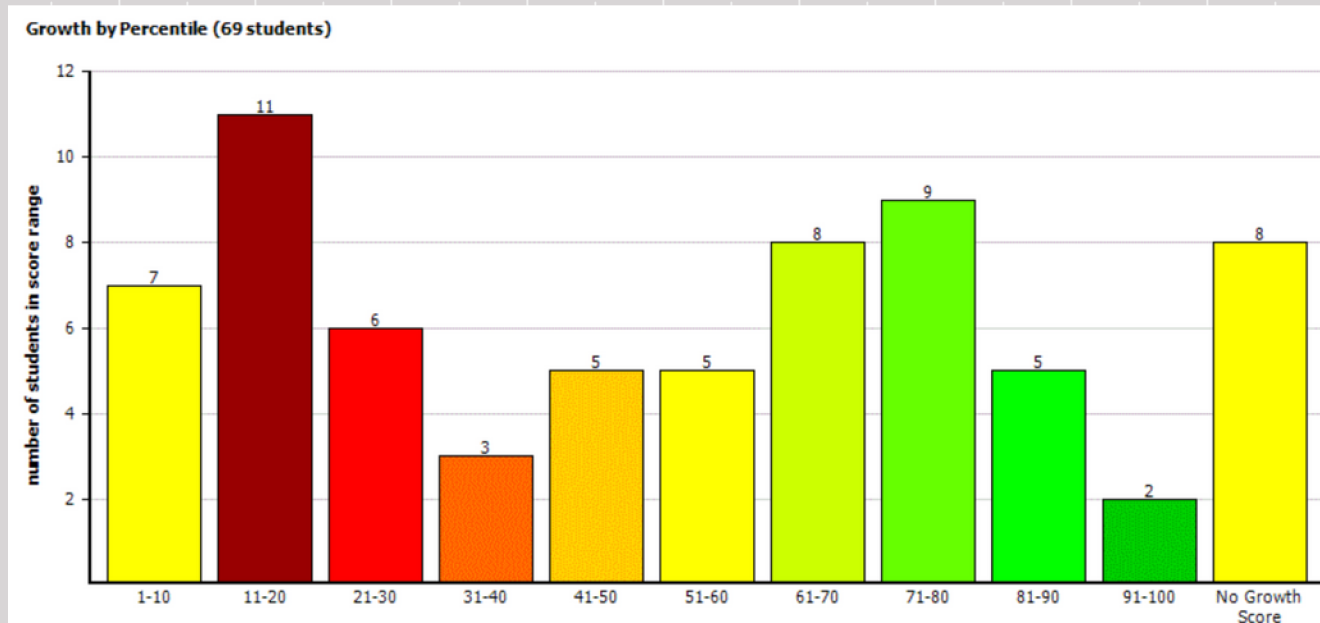


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Grade 6 Math

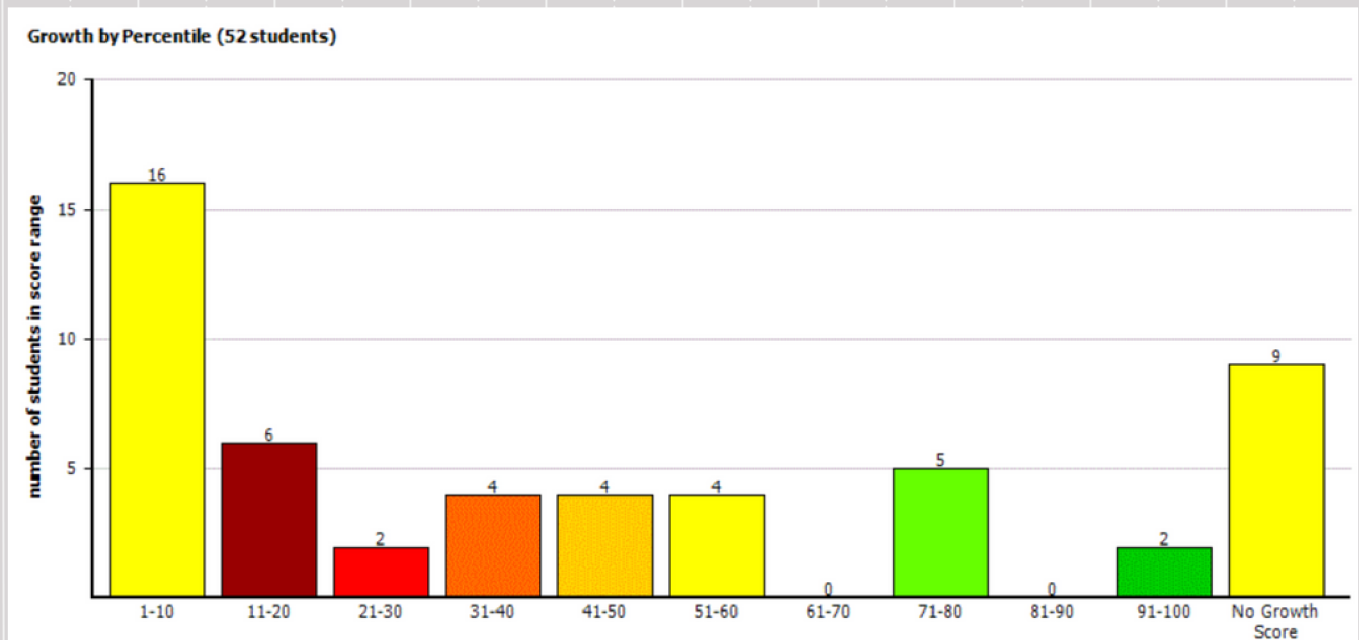


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Grade 7 Math



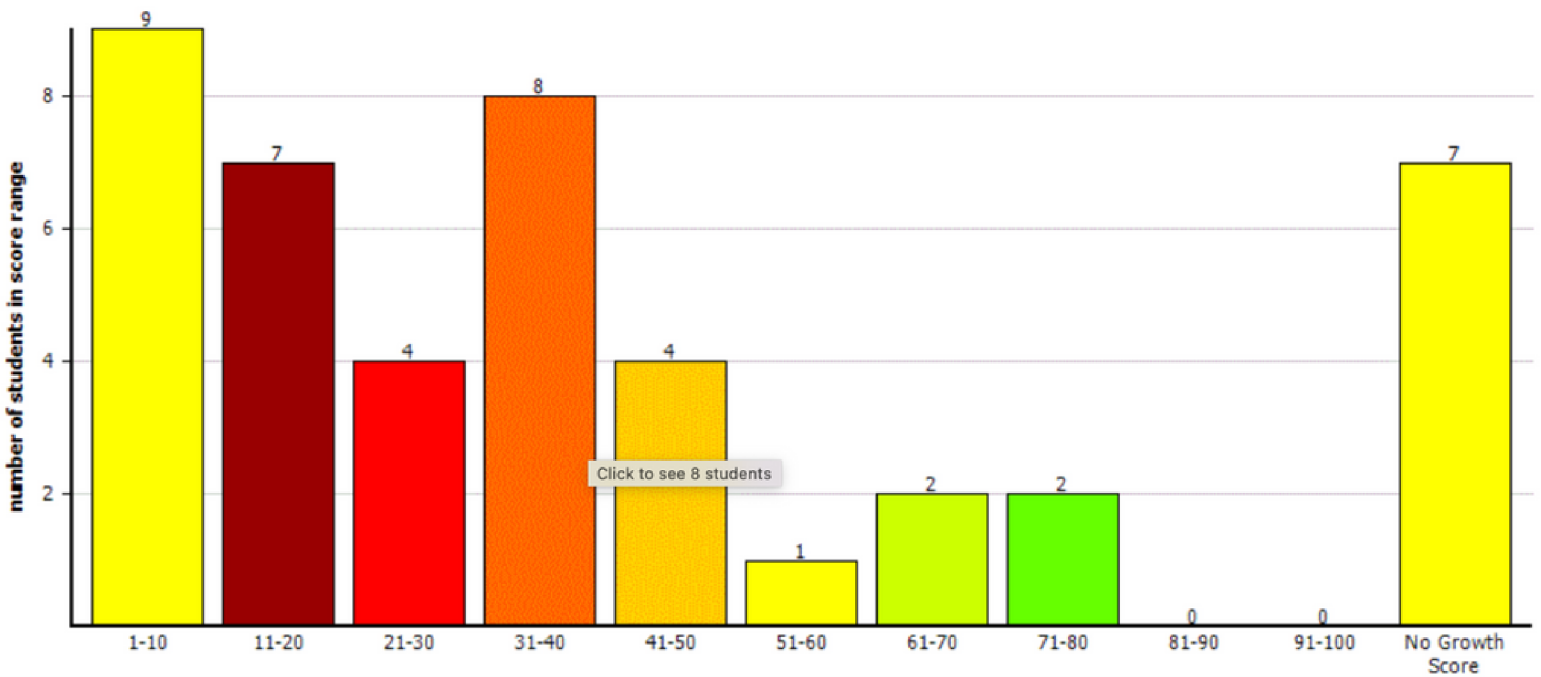
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Grade 8 Math

Growth by Percentile (44 students)



nwea





MCA

Spring 2023 Results

m **DEPARTMENT
OF EDUCATION**



The Minnesota Comprehensive Assessments (MCAs) are state-wide tests developed specifically for students in Minnesota to measure achievement in the areas of reading, mathematics, and science according to the state academic standards. These standards define what students should know and be able to do at each grade level. The MCAs are administered annually to students in grades 3 through 8, 10, and 11 for reading, grades 3 through 8 and 11 for mathematics, and grades 5, 8, and once in high school for science.

Developed and overseen by the Minnesota Department of Education (MDE), the MCAs serve multiple purposes, including providing a clear measure of academic progress of students, schools, and districts against established benchmarks. This testing program is part of Minnesota's commitment to high educational standards and accountability, helping educators, parents, and policymakers understand how well students are learning the material tied to the state's academic standards.

The MCAs are crucial for educational stakeholders in Minnesota, as they influence instructional strategies, school improvement planning, and policy decisions. They also play a role in compliance with federal education laws, such as the Every Student Succeeds Act (ESSA), by ensuring that schools are meeting the educational needs of their students. By assessing student performance on a consistent basis, the MCAs aim to ensure all students have the opportunity to succeed in their educational journey and are prepared for post-secondary endeavors.



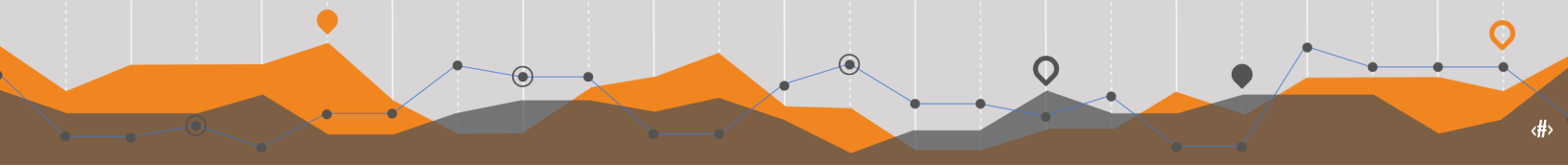
MCA's Reading

	Does not Meet	Partially Meets	Meets	Exceeds
Grade 3	32	9	17	2
Grade 4	44	16	6	2
Grade 5	22	23	23	1
Grade 6	36	14	12	5



MCA's Reading

	Does not Meet	Partially Meets	Meets	Exceeds
Grade 7	27	12	7	4
Grade 8	29	7	6	0





MCA's Math

	Does not Meet	Partially Meets	Meets	Exceeds
Grade 3	14	11	31	4
Grade 4	36	21	9	1
Grade 5	30	26	12	1
Grade 6	48	10	5	2



MCA's Math

	Does not Meet	Partially Meets	Meets	Exceeds
Grade 7	30	14	5	1
Grade 8	35	6	1	0



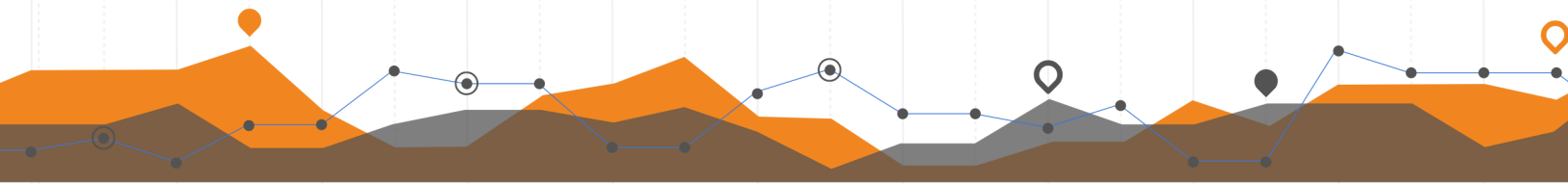
MCA's Science

	Does not Meet	Partially Meets	Meets	Exceeds
Grade 5	26	32	10	1
Grade 8	32	7	2	0



ACCESS Testing

Spring
2022-2023



The ACCESS for ELLs (English Language Learners) is a comprehensive assessment system designed to monitor the English language proficiency of students who are English learners (ELs) in kindergarten through 12th grade. This assessment is specifically used in Minnesota, as well as other states, to fulfill requirements under the federal Every Student Succeeds Act (ESSA). The goal of ACCESS Testing is to ensure that ELs can engage with the same academic content as their native English-speaking peers, supporting their progress in English language acquisition in the domains of speaking, listening, reading, and writing.

Developed by the WIDA Consortium (World-Class Instructional Design and Assessment), based at the University of Wisconsin-Madison, ACCESS Testing is tailored to align with the WIDA English Language Development Standards. These standards aim to prepare ELs for academic success in English-speaking educational environments. The test provides educators, students, and families with critical information regarding the English language development of ELs, facilitating targeted instruction and interventions that address specific language needs.

In Minnesota, the Department of Education administers the ACCESS for ELLs annually as part of its commitment to supporting the educational achievement and growth of English learners. The results from the ACCESS Testing are used to make informed decisions about students' placement in English language development programs and to track their progress towards achieving English language proficiency. This ensures that ELs receive the support they need to fully participate in academic life and succeed in their educational endeavors.

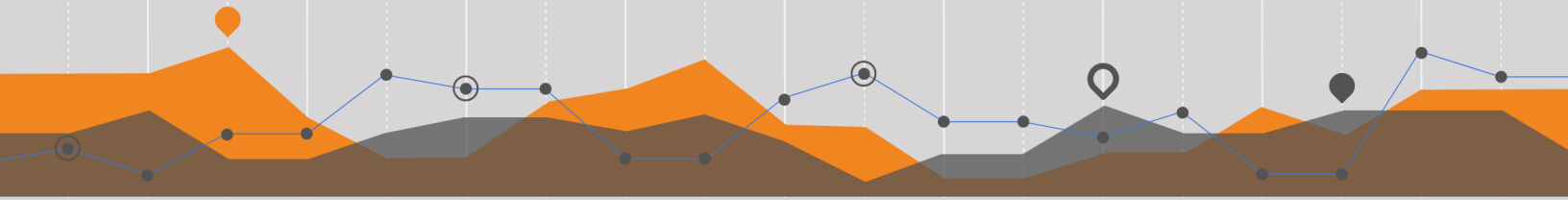
ACCESS Testing (ML/ELL)

- K-4 in ML Program Numbers-
 - **224 Students Total in grades K-4 took the ACCESS Test**
- 5-8 in ML Program Numbers-
 - **109 Students Total in grades 5-8 took the ACCESS Test**
- K-4 ML Dismissal from program this school year-
 - **11 Students in grades K-4 passed the test and will exit ML**
- 5-8 ML Dismissal from program this school year-
 - **14 Students in grades 5-8 passed the test and will exit ML**



ACCESS Testing Scores

- Listening
- Reading
- Speaking
- Writing

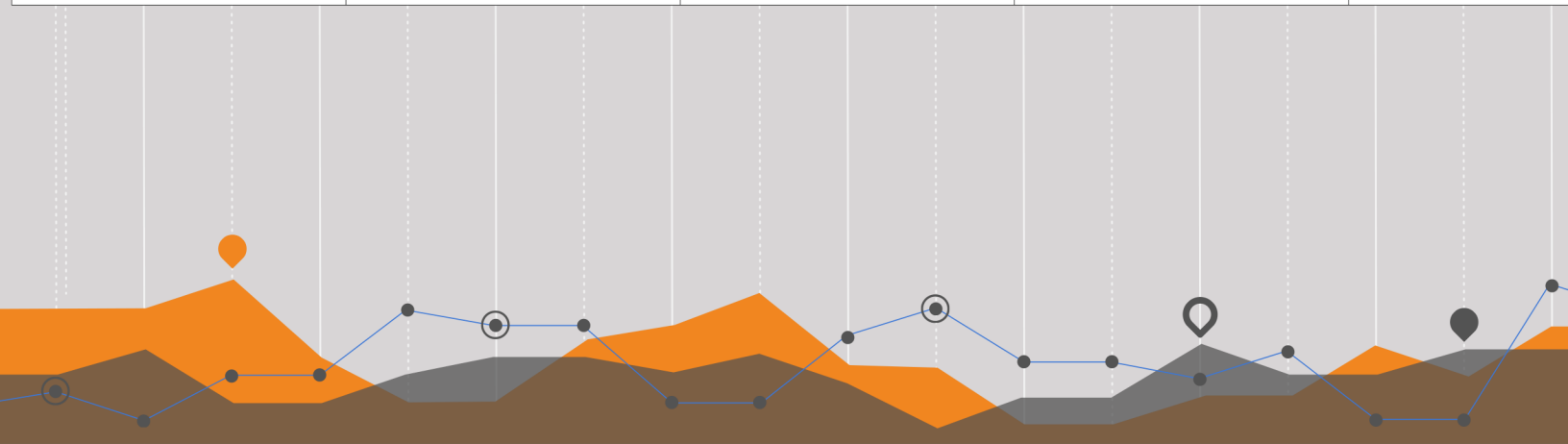


DEPARTMENT
OF EDUCATION



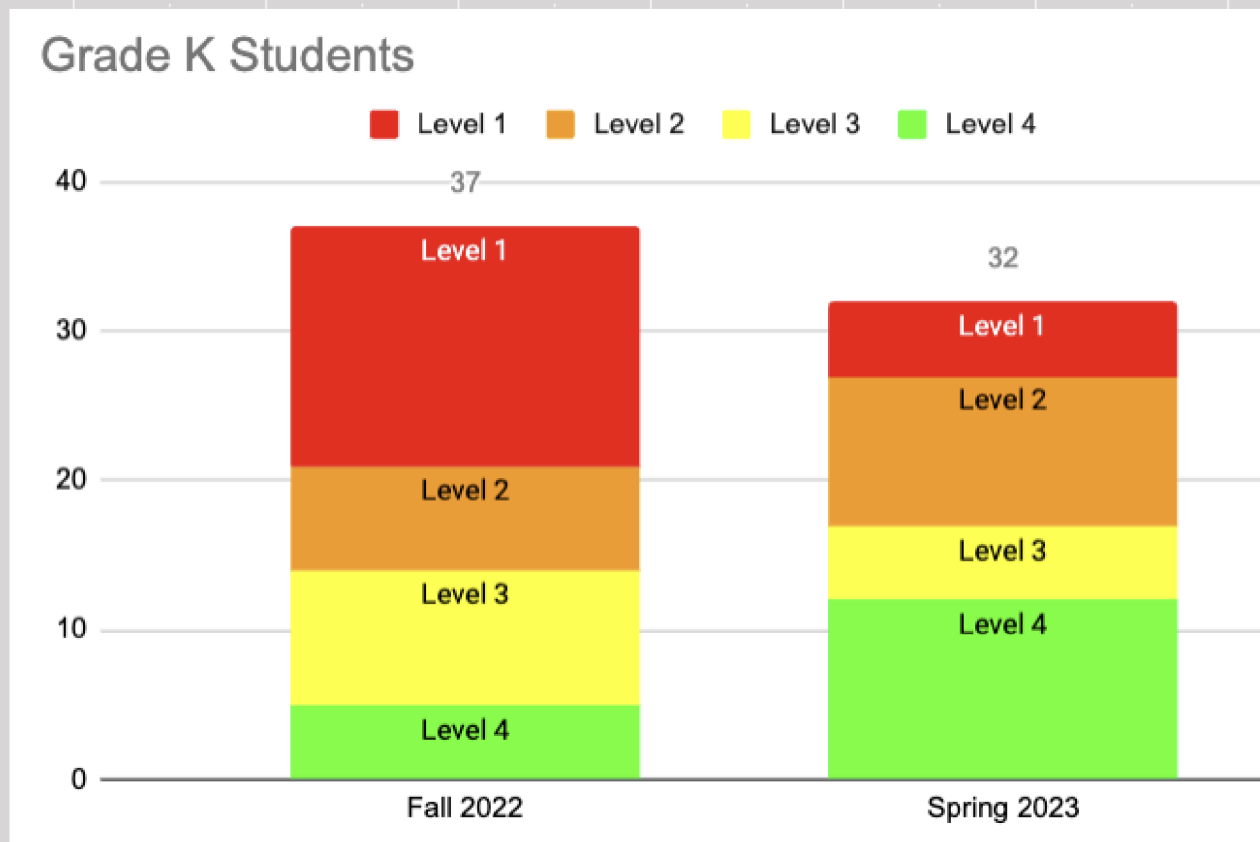
Access Testing

	Level 1	Level 2	Level 3	Level 4
Fall 2022	16	7	9	5
Spring 2023	5	10	5	12



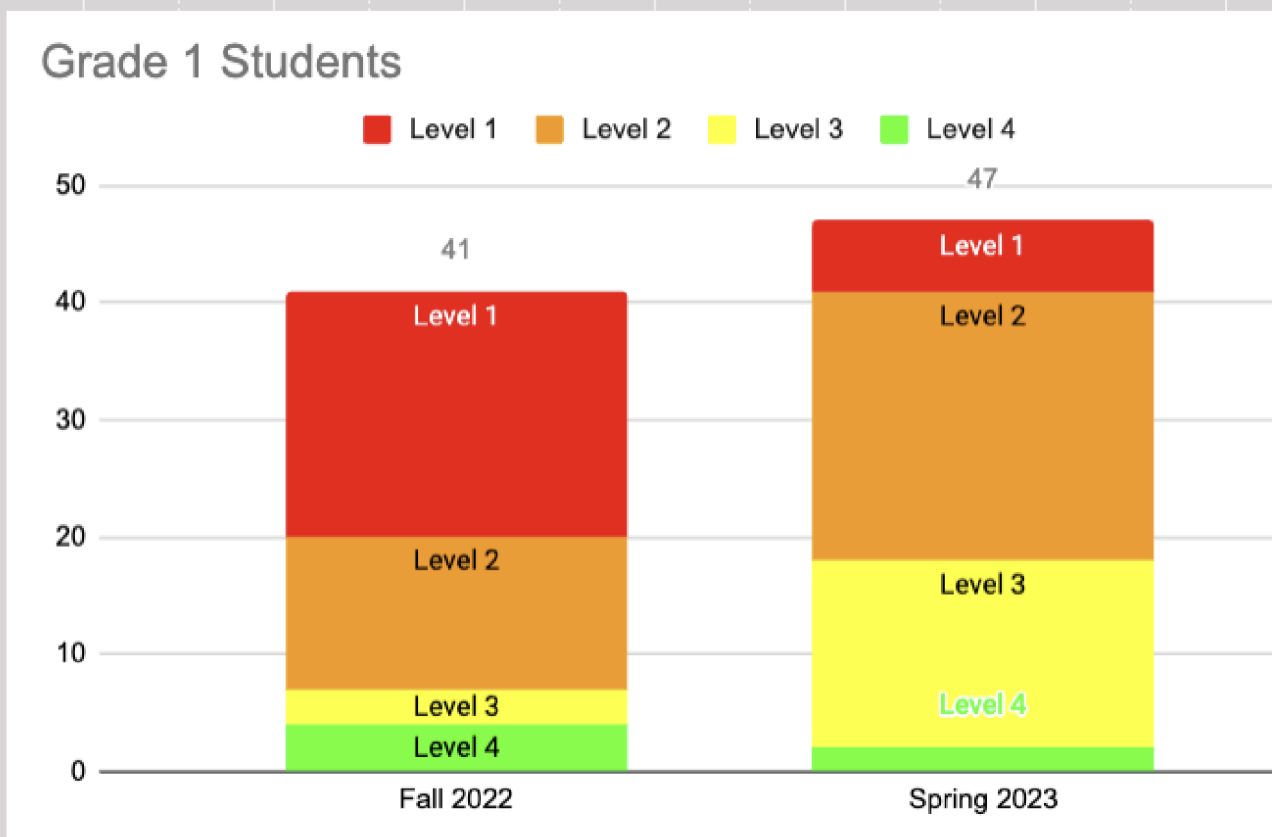


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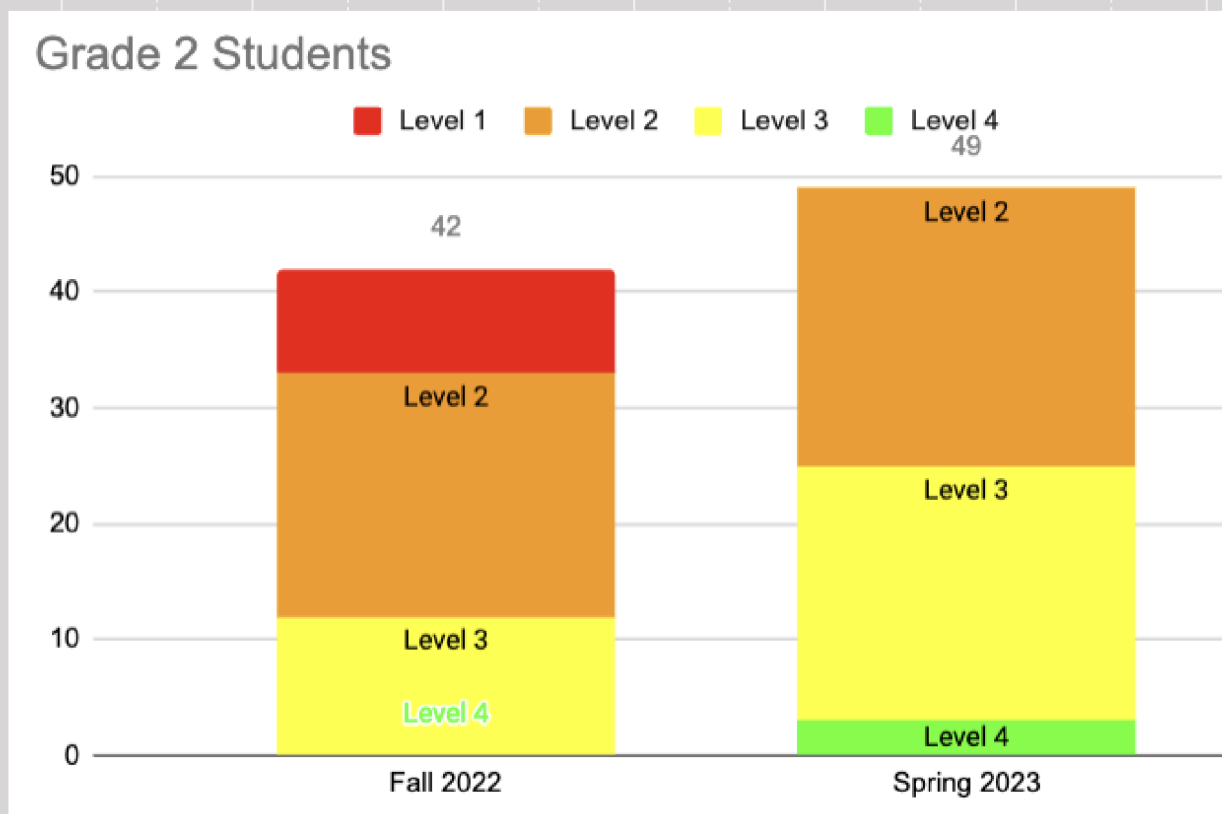


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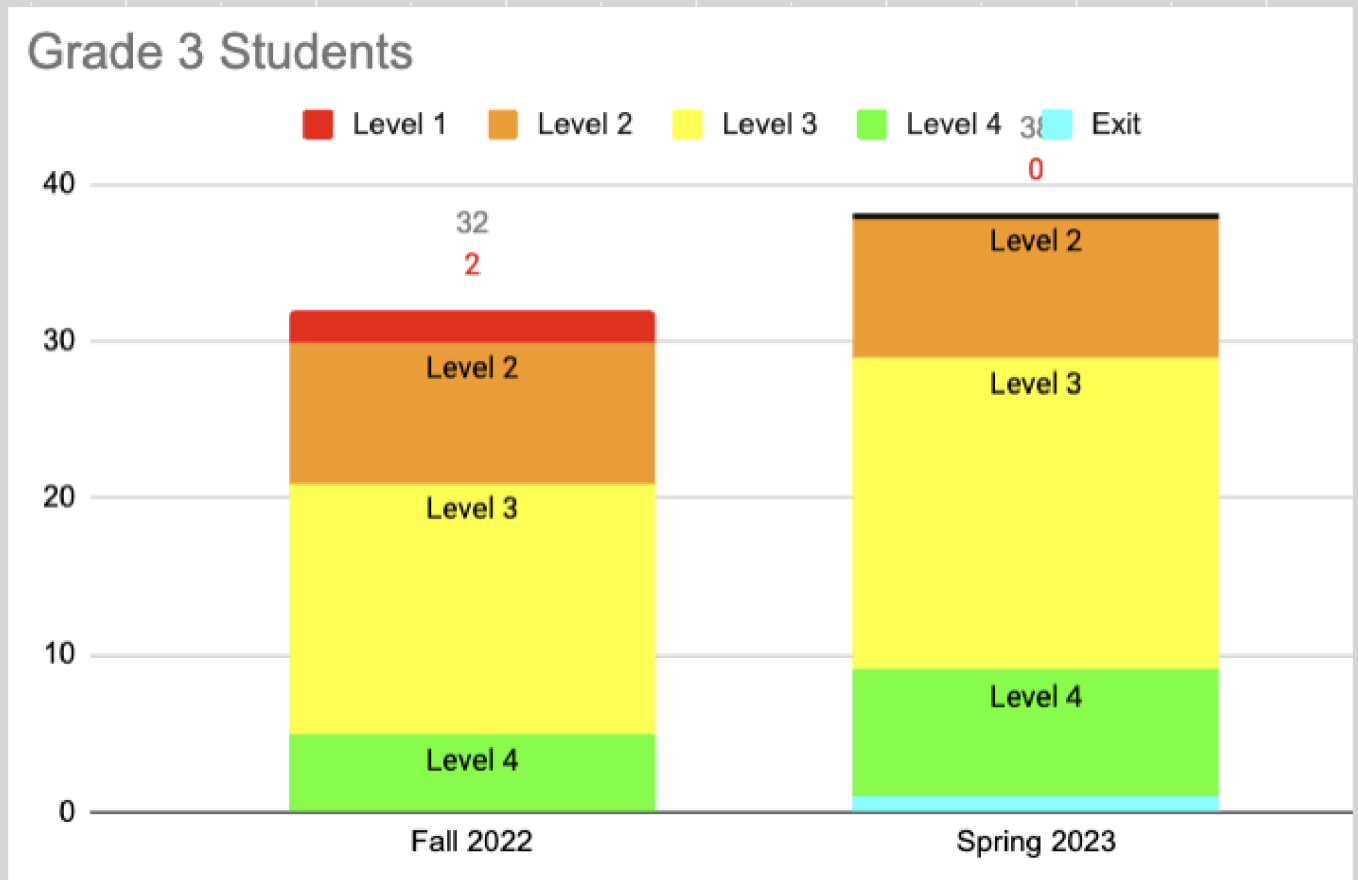


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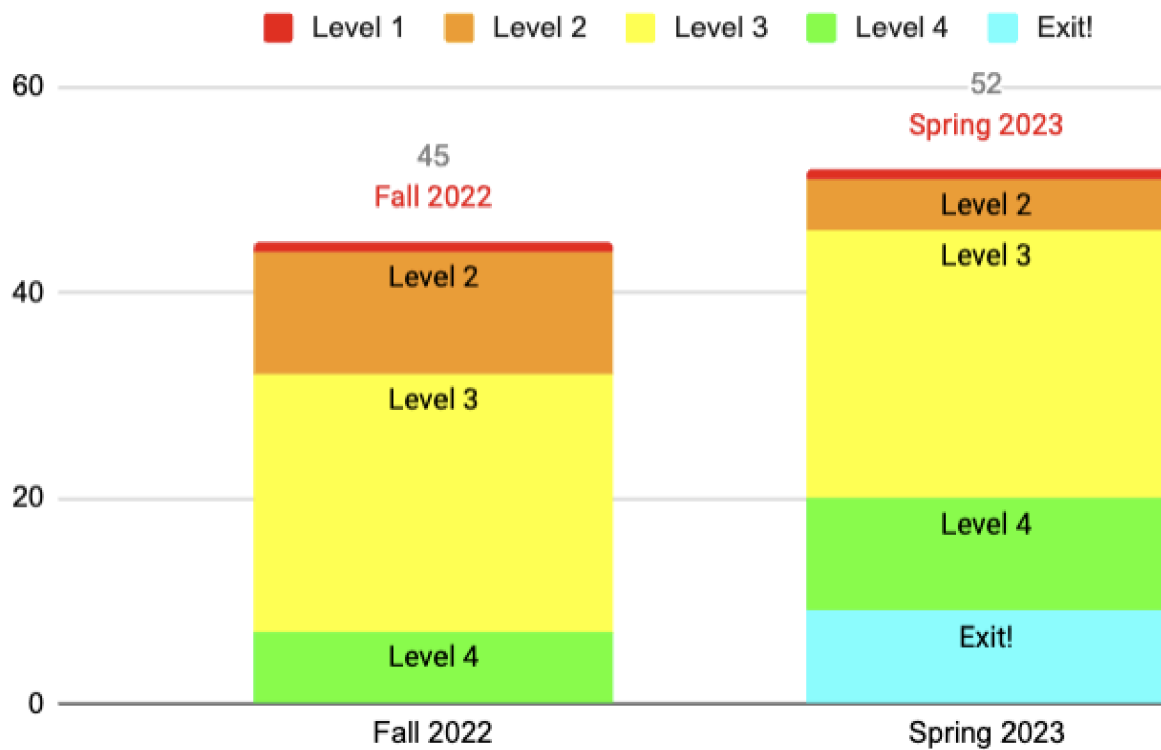
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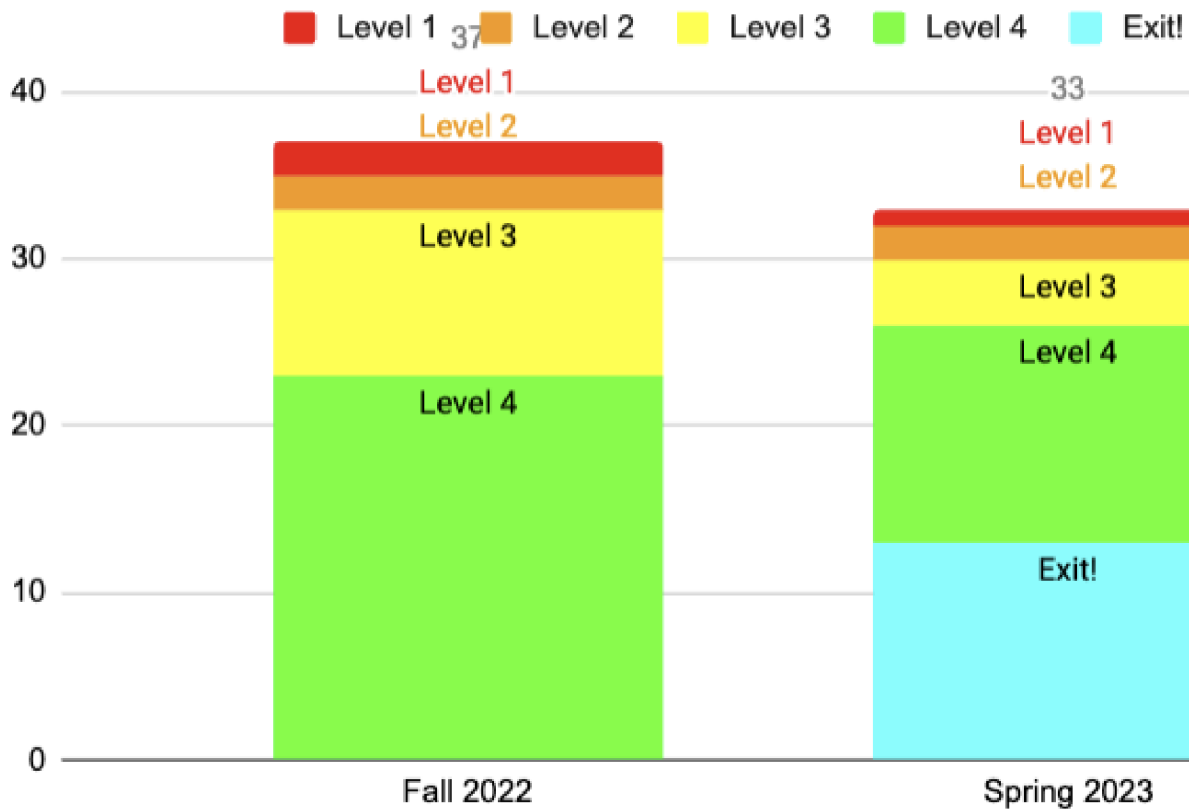
Grade 4 Students





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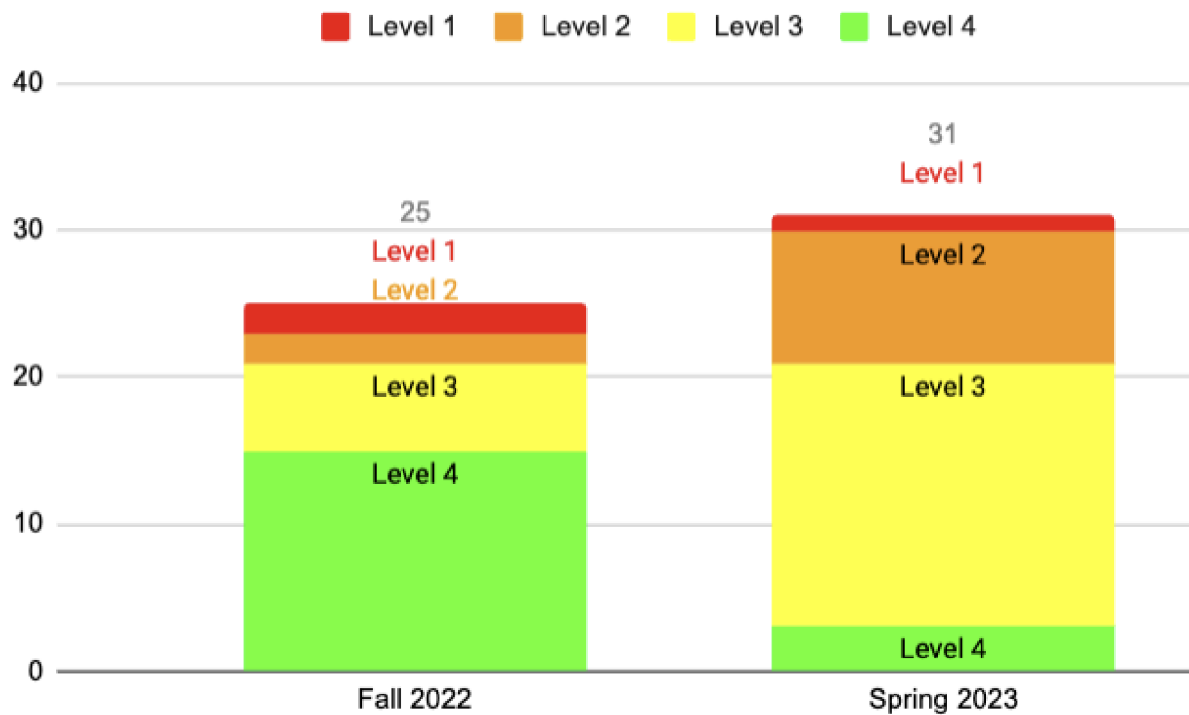
Grade 5 Students





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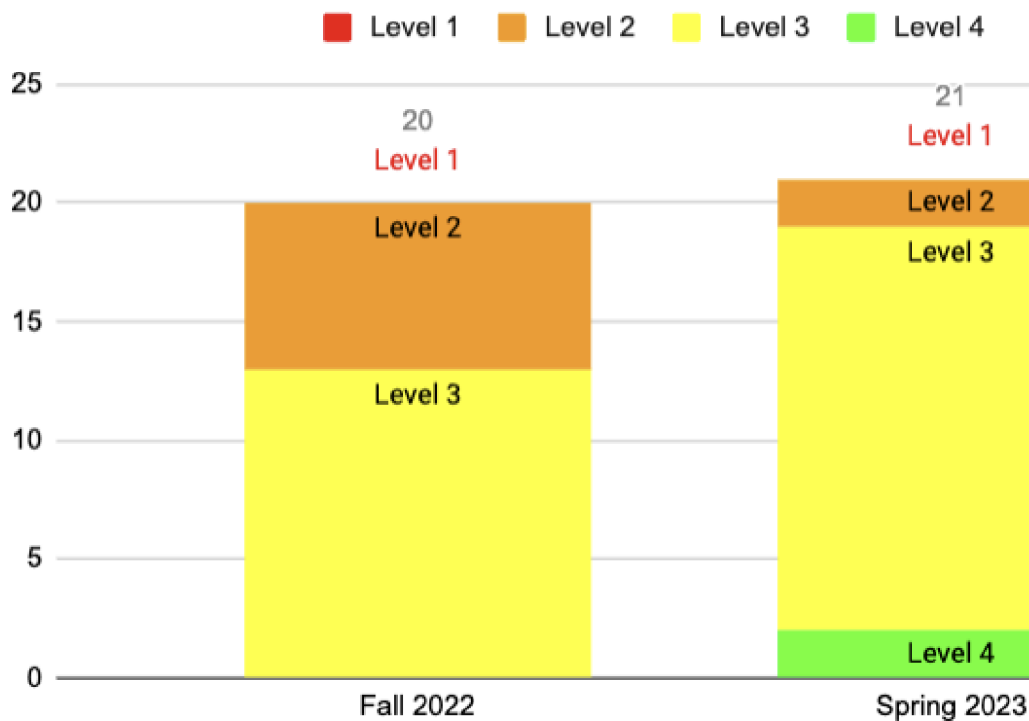
Grade 6 Students





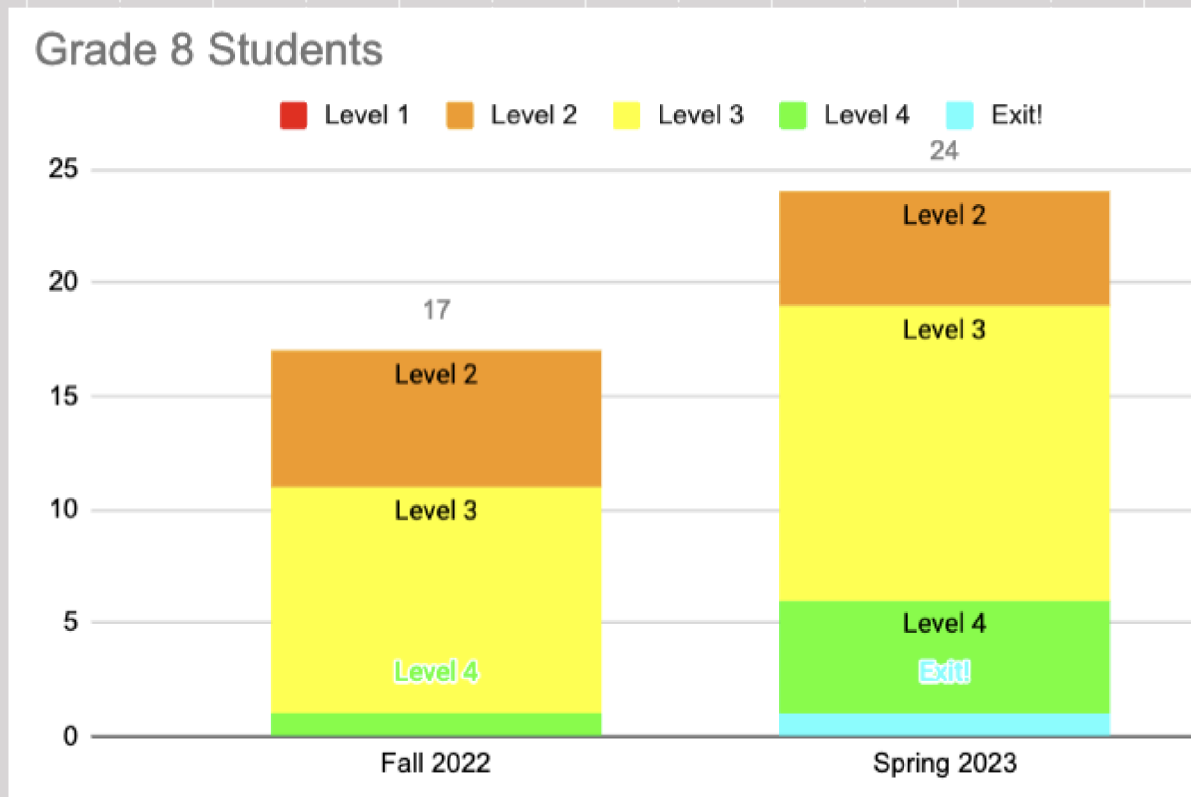
Access Testing

Grade 7 Students





Access Testing



Curriculum and Academic Supports



The STRIDE Academy Annual Report section on Curriculum and Academic Supports highlights our commitment to a dynamic and responsive educational approach. Through our Multi-Tiered Systems of Support (MTSS), we ensure every student benefits from tailored interventions and assessments, including NWEA and FastBridge, to foster academic and personal growth. Our curriculum, enriched by the Wonders and Go Math programs, is designed to build foundational skills and critical thinking. Emphasizing the Science of Reading and math standards, we provide engaging, evidence-based instruction. Professional Learning Communities (PLCs) and our robust Social Emotional Learning (SEL) initiatives further our mission to support the whole child. This comprehensive educational strategy, supported by innovative resources and a thoughtful approach to homework and grading, sets the stage for the diverse array of academic programs and supports detailed below, ensuring a seamless integration of curriculum and student support services.

MTSS (Multi Tiered Systems of Support):

MTSS is a school-wide approach to support students at STRIDE. Universal screening using NWEA testing and FastBridge for all students occurs three times per school year. Grade level teachers, the social worker, psychologist, principal, special education teachers, and other specialists within the building make up the MTSS team. The team meets weekly to review and assess referred students and plans interventions to be implemented by the classroom teacher and monitored for progress or lack of progress. The team wrote an MTSS plan based on the recommendations of CAREI and the University of Minnesota and aimed for all staff to understand and utilize the program as written for meeting the needs of all students.

Wonders Curriculum K-6:

Wonders is an evidence-based K-6 ELA program that empowers students to take an active role in learning and exploration. Wonders uses the SOR (Science of Reading) to ensure students are learning how to read in a systematic way. Students have opportunities to express and assess themselves through reading, writing, and speaking. They encounter the right content in their learning journey to promote strong educational outcomes for all. They utilize the adaptive learning model to ensure gaps are addressed and begin to be filled. We also have our ML students and Special Education teachers utilizing Wonders to enhance student learning.

Differentiated Reading/Structured Reading:

Teachers work with small groups of students who demonstrate similar reading skills or who can read similar levels of texts. Teachers are working with small groups, using Wonders or FastBridge interventions that follow the science of Reading and progress monitor on a regular basis to ensure students are making progress or growth. We also use eSpark as a digital supplement to enhance reading skills and align with standards.

Math:

STRIDE completed its third year of its schoolwide curriculum adoption in Math. Houghton Mifflin's Go Math curriculum was selected because of its comprehensive approach and its support of the Minnesota Math Standards. The Go Math curriculum emphasizes "Essential Questions and Big Ideas" with depth of understanding as the goal. The tools provided in the Go Math curriculum allow teachers to engage students and meet them where they are and improve their conceptual understanding and problem-solving skills. We also use eSpark as a digital supplement to enhance math skills and align with standards.

Viewpoint:

Is a data warehouse program that integrates current, relevant student data (assessment, discipline, health, demographic) from multiple sources and is continually uploaded to provide teachers and administrators a user-friendly format to inform potential intervention strategies.

PLC's (Professional Learning Communities):

Teachers meet each week in Professional Learning Communities to discuss the implementation and reflection of strategies used by teachers in their classroom. Teams use FastBridge data to look at the needs of every student and decide what intervention or skill needs to be taught to ensure students are growing as learners. The goal is for increased student achievement and overall school improvement. The PLC's reflective process allows both the teacher and the PLC team to grow. STRIDE's PLC goals align with School's contract goals with its authorizer.

Social Emotional Learning:

STRIDE'S SEL program provides school-wide pathways for students to deeper understand themselves, their peers, and those who care for them. Teachers increase ownership - and the responsibility for - the health and well-being of their students. Building this capacity is accomplished in several ways. An example of this would be, building up student capacity. Students will be selected and trained to guide their peers through real-world social-emotional learning (SEL) experiences using a process of simple, clear steps for building awareness, naming emotions, grappling with root causes, and retraining minds to react in a healthier manner. By pairing students with other students and designing learning experiences focused on the social emotional learning standards, students will begin to know what healthier connections to self, to others, and to the school community look and feel like. The PBIS team selected Connected Community as a curriculum to utilize school-wide to have common language and expectations and support for all staff and students. We are exploring other online SEL resources that are more engaging and relevant to students behavioral-emotional well being. Teachers are starting to strategically look at SAEBS data in FastBridge to hone in on deficits students need.

Measurement of Academic Progress

We are implementing FastBridge as our Universal Screener to measure growth. We are also utilizing FastBridge for our interventions so we can use the SOR and progress monitor with fidelity to analyze growth.

MAP goal setting: Teachers have been trained to analyze NWEA's MAP data in Reading and Math. Teachers conduct goal setting conferences with their assigned students and their parents/guardians. The conferences help the student and the parents/guardians plan for increased academic achievement in reading and math.

Homework:

Research indicates homework has a low impact on student achievement. Also, several of STRIDE families do not speak English and struggle to provide assistance with some of their child's assignments. The school has elected to limit the practice of assigning regular homework. The students still benefit from independent practice and guided practice on concepts or skills that are given within the school day. Reading at home, however; will always be a priority and highly encouraged.

Grading:

Students in Kindergarten through second grade utilize a standards-based report card. Grades 4-8 are defining their practices of grading to be more reflective of actual student learning and mastery.

Science:

Grades K-5 has access to a number of hands-on activities and manipulatives that enhance the exploration of the earth and life science curriculum. The National Geographic Science curriculum aligns with the Minnesota State Science Standards. Generation Genius also supports our science standards in grades K-8. In grades 6-8, Science Fusion is preparing students for earth, life, and physical science as we transition to using the new science standards.

Newsela:

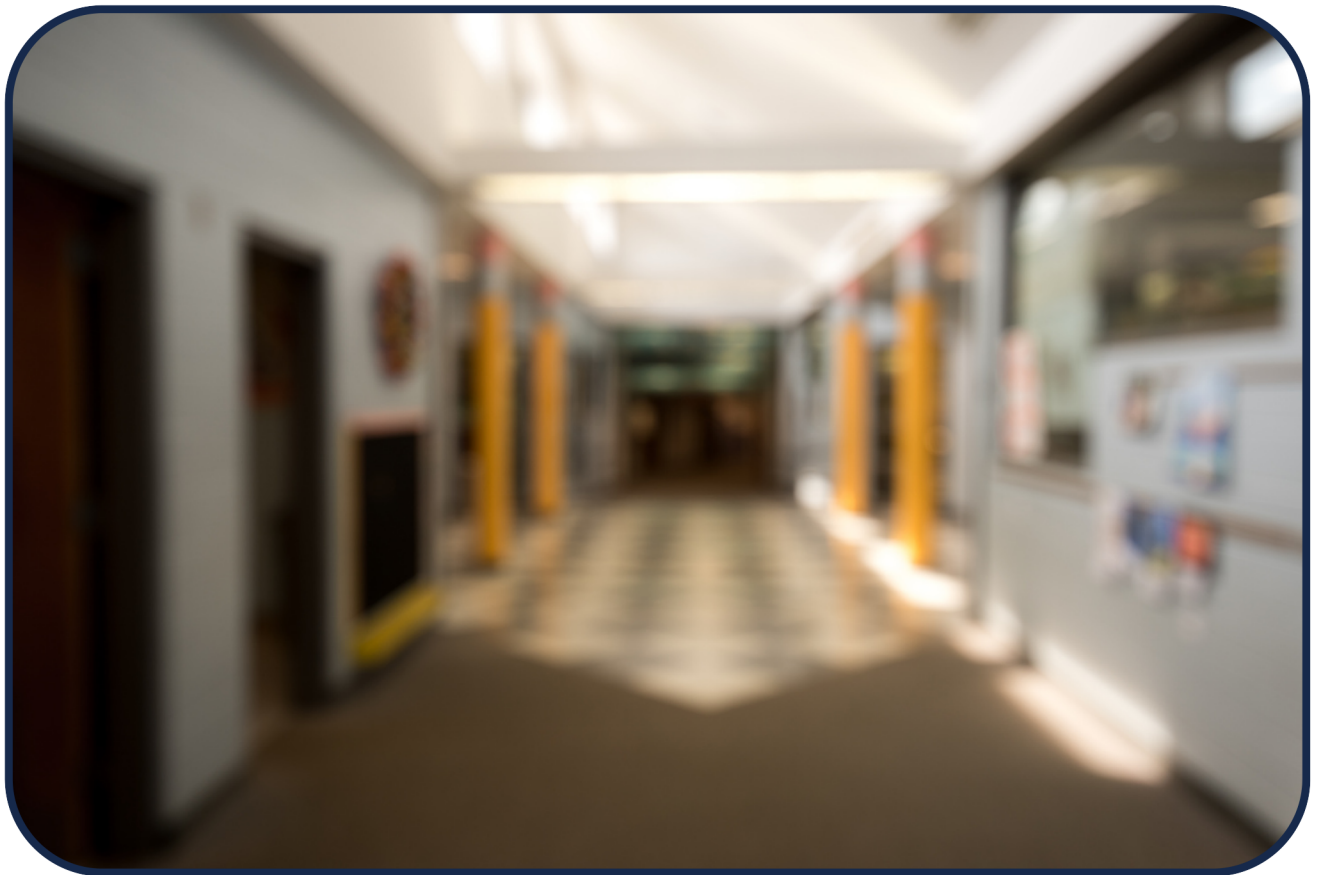
Is an instructional content platform that publishes daily news articles to support instruction for ELA, Social Studies, Science, and SEL. Every article comes in 5 reading levels, tailored to the skill level of each reader. Assessments are integrated directly into articles to help students engage with the content and to give teachers and administrators actionable insights on students' reading activity.

Google's Suite of applications:

Google Classroom, Docs, Sheets, and Slides support teachers' instruction and practice and the ability to collaborate.

Activities and Clubs:

Activities and clubs are enjoyed by several of our students at STRIDE Academy. Many new coaches and advisors helped carry on the tradition of offering a wide variety of clubs and activities over the past year. This has given students increased opportunities for social connections, skills and leadership outside of the school day. The school looks forward to building upon and creating new opportunities that our engaging for all ages of kids.



INNOVATIONS

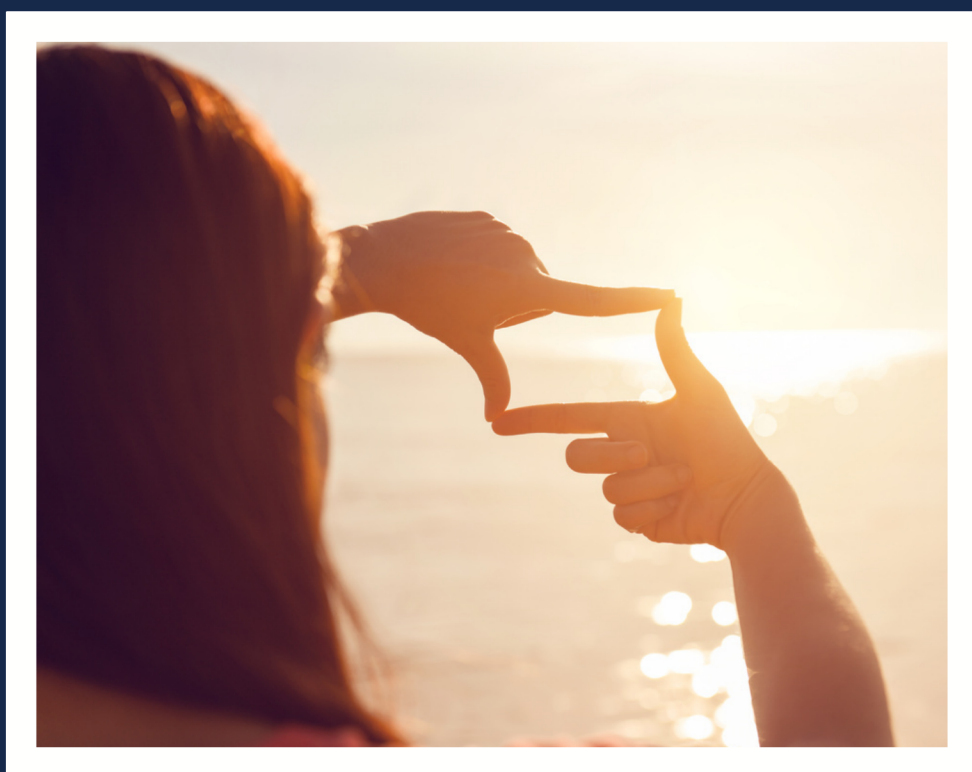


The 2022-2023 school year at STRIDE Academy was marked by continued innovation in enhancing educational outcomes and student well-being. The school embraced the Ron Clark House System to foster a dynamic and supportive community culture. With increased technology access through additional iPads and Chromebooks, we ensured our educational resources were widely accessible. The academy was restructured into K-4 and 5-8 segments for targeted leadership and support, including an added dean for K-4. The expansion of Promise Fellowships and the beginning exploration of the Responsibility Discipline underscore our dedication to mentorship and effective behavior management. Adopting a new reading curriculum signifies our ongoing efforts to elevate literacy instruction.

FUTURE PLANS



Looking ahead, STRIDE Academy is focused on enriching the educational landscape for our students. The development of our newly acquired land into expanded green and play spaces exemplifies our commitment to enhancing the physical and social aspects of student life. As we continue to explore Responsibility Centered Discipline and integrate a new reading curriculum, our commitment to academic excellence and personal growth remains unwavering. These initiatives, alongside our relentless pursuit of high-quality faculty and staff, are foundational to our vision for a holistic, engaging, and forward-thinking educational environment.



"Shaping Bright Futures, One Student at a Time."

"At STRIDE Academy, we believe in shaping bright futures, one student at a time, through personalized learning and unwavering support."

MORE **ABOUT US**

STRIDE Academy: Empowering Future Generations through Innovative Education and Unwavering Commitment to Excellence.



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