



**STRIDE Academy World's Best Workforce
Report**

2024 - 2025

Mission Statement

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

Vision Statement

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

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

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

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

STRIDE Academy is a K – 8 grade school

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

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

▪ Teacher Equity

The legislation also focuses on ensuring all students have equitable access to excellent teachers. Districts are to ensure they have a process in place to examine the equitable distribution of teachers and strategies to ensure low-income students, students of color, and American Indian students are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers. [A short overview has been developed to inform district efforts in this area.](#)

▪ Annual Report and Annual Public Meeting

While the full World's Best Workforce (WBWF) plan is a multi-year strategic roadmap, each year, districts develop a WBWF Annual Report, engage in an annual public meeting with stakeholders, and release the annual report publicly on district websites. The annual report and annual public meetings are focused on the strategies and initiatives that the district engaged in to meet the goals and the progress made on those goals in the prior school year.

▪ **Summary Report Submitted to MDE**

World's Best Workforce legislation requires that districts and charter schools submit a summary of the annual report to the Minnesota Department of Education (MDE) every year. **The 2022-23 Progress Report is due December 15, 2024.**

Curriculum and Academic Supports

MTSS (Multi Tiered Systems of Support): MTSS is a school-wide approach to support students at STRIDE.

MTSS is a framework with a tiered infrastructure that uses data to help match academic and social-emotional behavior assessment and instructional resources to each and every student's needs. We strengthen our CORE by using data from our universal screeners. NWEA is our current Universal Screener; however, we are piloting a new Universal Screener called FastBridge to help us strengthen our core using best practices. FastBridge combines Computer Adaptive Tests (CAT) and Curriculum-Based Measures (CBM) to screen students, identify skill gaps, and offer proven recommendations for reading instruction and diagnostic reading interventions. It also has an SEL screening component. Administrators, grade-level teachers, social worker, psychologists, special education teachers, and other specialists within the building make up the MTSS team. The team meets bi-monthly (more if needed) to review and assess referred students and plans interventions implemented by the classroom teacher or other specialty teacher who monitors for progress or lack thereof. 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 to meet the needs of all students.

Skill-Based Reading: Teachers use the NWEA and Fastbridge Data to help put students into skill-based or guided reading groups. Teachers work with small groups of students who demonstrate similar skills and needs and who can read similar levels of texts. Teachers are learning how to implement reading through the science of reading through FastBridge and LETRS (Language Essentials for Teachers of Reading and Spelling). STRIDE academy is in the initial implementation stage of Wonders curriculum for Reading.

Math: STRIDE completed the fifth 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 a 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. Teachers can scaffold essential mathematical skills while differentiating.

Viewpoint: This 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 with a user-friendly format to inform potential intervention strategies.

PLC (Professional Learning Communities): As part of the school's Q-Comp plan, Teachers meet each week in Professional Learning Communities to discuss the implementation and reflection of strategies used by teachers in their classrooms. The goal is for increased student achievement and overall school improvement. The PLC's reflective process allows 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 understand

themselves, their peers, and those who care for them. Teachers increase ownership - and 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 a common language, expectations, and support for all staff and students. 2022-2024 was a year for teachers to explore the resources for a full implementation in the fall of 2024.

Differentiation: STRIDE Academy is committed to providing differentiated instruction. Teachers implement differentiated math and reading instruction starting in kindergarten through 8th grade. These classrooms allow for both accelerated learning and scaffolded instruction to meet the needs of all learners. Parents are informed of this before they enter STRIDE Academy.

Measurement of Academic Progress 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.

FastBridge FastBridge combines Computer Adaptive Tests (CAT) and Curriculum-Based Measures (CBM) to screen students, identify skill gaps, and offer proven recommendations for reading instruction and diagnostic reading interventions. Many states have approved FastBridge for early reading and/or dyslexia screening. STRIDE is piloting FastBridge as a new Universal Screener that is research-based and more accurate.

Homework: Many STRIDE families do not speak English and struggle to assist with some of their child's assignments. To that end, 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 given within the school day.

Grading: Students in Kindergarten through second grade utilize a standards-based report card. Grades 4-8 define their grading practices to reflect actual student learning and mastery.

Language Arts: For STRIDE Academy, it is important to note that the school has implemented and adopted a new curriculum for this academic year known as "Wonders" for grades K-6. "Wonders" is a comprehensive English language arts program that provides an instructional system for reading literature and informational texts, acquiring foundational skills, and developing mastery of speaking, listening, and writing. In grades 7-8, the school has opted to continue using "Into Literature" for the same skill practice and assessment.

This curriculum transition is a proactive response to the impending sunset of the Journeys curriculum in 2024. STRIDE Academy is committed to providing the best possible educational experience for its students and believes that these new curricular choices will contribute to their continued academic growth and success. For further inquiries or additional information about these curriculum changes, interested parties are encouraged to reach out to the school administration.

Science: Grades K-5 have access to several 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 the 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.

Flexible Grouping: The educational program at STRIDE Academy is focused on providing differentiated instruction. STRIDE Academy implements differentiated math and reading instruction starting in kindergarten and continuing through 8th grade. These classrooms allow for both accelerated learning and scaffolded instruction to meet the needs of all learners.

STRIDE Academy differentiates instruction in math and reading. Parents are informed of this before they enter STRIDE Academy. Differentiating instruction ensures that students will have appropriate challenges to provide growth opportunities. If they are below grade level, focused interventions help students receive focused attention in areas of need. If students are above grade level, flexible grouping helps students receive enrichment-focused opportunities with attention to a rigorous program focusing on standards, problem-solving, and critical thinking. Given our Student-centered focus, differentiated instruction is an accepted practice by parents, students, and staff. To accomplish appropriate differentiation, all students are pre-assessed in math and reading. The assessment data is used throughout the year to place students in their flexible skill groups. Student confidence and success increase when they are instructed with a differentiated model. Multi-Tiered Systems of Support allow the School to monitor student data and make adjustments throughout the year.

Activities and Clubs Activities and clubs enjoyed considerable growth after coming off of a year with Covid restrictions. Many new coaches and advisors helped carry on the tradition of offering various clubs and activities over the past year. STRIDE has experienced its largest number of spring activities and club participation in over three years, offering 23 overall sports and activities with 310 students participating. This has given students increased opportunities for social connections outside the school day. The school looks forward to building on these numbers again next year.

Continuous Improvement:

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

STRIDE ACADEMY

GOALS 2024-2025

In the 2024-2025 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

1. Focus on Student Growth

2. Strive for Positive Communication

3. Increase Community Engagement
4. Create a Positive Image
5. Maintain Progressive Planning

STRIDE Academy Charter School:

Focus Area 1: Focus on Student Growth:

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

Goal 1: Improve MCA Assessment Scores in Math for Grades 3-8

Objective:

To increase the average MCA Math Assessment score for students in Grades 3-8 by 3% by the end of the academic year.

Metric:

Average MCA Math Assessment Scores

Strategy:

Implement a school-wide Math intervention program targeting key concepts and skills.
Provide professional development for teachers on effective Math teaching strategies.

Goal 2: Enhance Reading Proficiency in Grades 3-8

Objective:

To achieve a 3% increase in MCA Reading Assessment scores among students in Grades 3-8 within one academic year.

Metric:

Average MCA Reading Assessment Scores

Strategy:

Incorporate daily 30-minute guided reading sessions in all Grade 3-8 classrooms.
Introduce a Reading Buddy program to pair older and younger students for weekly reading activities.

Goal 3: Foster FASTBridge Growth in K-8

Objective:

To achieve a minimum of one year's growth in FASTBridge assessments for 85% of K-8 students by the end of the academic year.

Metric:

FASTBridge Assessment Data

Strategy:

Use FASTBridge data to identify areas of need and implement targeted interventions. Provide monthly check-ins to monitor student growth and adapt strategies as needed.

Goal 4: Promote WIDA Growth

Objective:

To improve WIDA scores for English Language Learners (ELL) by an average of one proficiency level by the end of the academic year.

Metric:

WIDA Assessment Scores

Strategy:

Integrate ELL best practices into daily instruction across subjects. Offer after-school tutoring specifically designed for ELL students.

Goal 5: Increase Activity Participation

Objective:

To increase student participation in extracurricular activities by 20% by the end of the academic year.

Metric:

Student Enrollment in Extracurricular Activities

Strategy:

Conduct a student interest survey to identify desired extracurricular activities. Increase the variety of activities offered to cater to a broader range of interests.

Goal 6: Improve Attendance Rates

Objective:

To increase overall school attendance to 95% by the end of the academic year.

Metric:

Daily Attendance Rates

Strategy:

Implement a school-wide positive behavior support system that includes incentives for attendance.

Conduct home visits or virtual meetings for students with chronic absenteeism to identify and address barriers to attendance.

By focusing on these goals, STRIDE Academy aims to ensure student growth by honing in on high academic standards, whole-child instruction, and engaging daily experiences.

Focus Area 2: STRIVE for Positive Communication

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

Goal 1: Increase the Frequency of School-to-Parent Communication

Objective:

To increase the frequency of communication between the school and parents by 20% within the academic year.

Metric:

The number of newsletters, emails, or other official communications sent to parents.

Strategy:

Use SMORE Newsletters to disseminate important information, updates, and event news to parents on a bi-weekly basis. Backpack

Goal 2: Improve the Consistency of Internal Communication

Objective:

To standardize internal communications, ensuring that all faculty and staff receive at least one organizational update per week.

Metric:

The number of weeks each faculty or staff member receives an organizational update.

Strategy:

Develop an internal newsletter or a dedicated section on the school's internal portal where weekly updates are posted.

Goal 3: Enhance Website Content for Better Clarity

Objective:

To update the school's website every month with new content that is relevant to both current and prospective students and parents.

Metric:

The number of new content pieces or updates published on the website monthly.

Strategy:

Assign a team responsible for website content, including monthly blog posts, success stories, and informational articles relevant to the school's mission.

Goal 4: Strengthen Community Engagement Through Social Media

Objective:

To achieve a 30% increase in social media engagement rates by the end of the academic year.

Metric:

Likes, shares, comments, and overall interaction rates on social media posts.

Strategy:

Regularly update social media platforms with stories, achievements, and upcoming events, targeting at least three posts per week.

Goal 5: Measure Stakeholder Satisfaction with Communication Efforts

Objective:

To achieve an 85% or higher satisfaction rate related to the effectiveness of school communication in the end-of-year stakeholder survey.

Metric:

Satisfaction rates are reflected in annual surveys.

Strategy:

Include specific questions related to the quality, frequency, and clarity of communications in end-of-year surveys distributed to parents, staff, and other stakeholders.

These goals aim to align with STRIDE Academy's focus on fostering strong communication with internal and external stakeholders in a manner that is frequent, consistent, and clear. By measuring against these objectives, STRIDE Academy will be better positioned to evaluate and adapt its communication strategies effectively.

Focus Area 3: Increase Community Engagement at STRIDE Academy

STRIDE Academy will be a positive presence in our community.

Goal 1: Strengthen Partnership with GWFD Coordinator

Objective:

Establish and maintain a consistent and productive relationship with the GWFD Coordinator to facilitate at least 4 community-based programs or workshops during the 2024 - 2025 academic year.

Metric:

Number of community-based programs or workshops facilitated in partnership with the GWFD Coordinator.

Strategy:

Monthly meetings with the GWFD Coordinator to discuss opportunities and plans.
A quarterly review of the effectiveness of the conducted programs.

Goal 2: Attendance at Community Events

Objective:

Increase STRIDE Academy's attendance at local community events by 50% in the 2024 - 2025 academic year, compared to the previous academic year.

Metric:

The number of community events attended by STRIDE Academy representatives.

Strategy:

Create a calendar of local community events for the academic year.
Assign specific staff or volunteers to represent STRIDE Academy at each event.
Implement post-event evaluations to measure impact and areas for improvement.

Goal 3: Leadership Engagement with Local Organizations

Objective:

Engage with at least 5 local organizations in the St. Cloud and Central Minnesota Community to build partnerships for student programs and community service by the end of the 2024 - 2025 academic year.

Metric:

Number of active partnerships with local organizations.

Strategy:

Identify potential local organizations that align with STRIDE Academy's mission and objectives.
Conduct initial outreach and follow-up meetings to establish partnerships.
Evaluate the success of each partnership every quarter.

By meeting these goals, STRIDE Academy aims to become a more active and contributing member of the St. Cloud and Central Minnesota Community. Each of these goals aligns with the mission to increase community engagement and thereby create a more enriching environment for both the students and the community at large.

Focus Area 4: Creating a Positive Image

STRIDE Academy will have a positive real and digital world image.

Goal 1: Increase Community Engagement to Boost School Image

Objective:

Increase participation in community events and activities by 30% in the academic year 2024 - 2025.

Metric:

Baseline measurement of current community involvement (number of events attended, community partnerships, etc.)

Track the number and types of events the school participates in, the number of attendees, and the level of community partnerships formed.

Strategy:

Identify and collaborate with local organizations for community events.

Schedule at least one community event per month involving STRIDE Academy students, teachers, and parents.

Goal 2: Enhance Digital Presence

Objective:

Achieve a 25% increase in social media followers and engagement rates across all platforms within 6 months.

Metric:

Baseline metrics for current followers and engagement rates.

Monthly tracking of follower count, likes, shares, and overall engagement on all social platforms.

Strategy:

Launch a series of targeted social media campaigns aimed at St.Cloud and Central MN communities.

Weekly postings of success stories, school updates, and other relevant content.

Goal 3: Improve Advertising Effectiveness

Objective:

Achieve a 20% increase in inquiries and applications for the 2024-2025 academic year compared to the previous year.

Metric:

Number of inquiries and applications received for the current and previous academic years.
Rate of conversion from inquiries to applications.

Strategy:

Develop a comprehensive advertising plan, including digital ads, local newspapers, and community bulletins.

Work on targeted messaging to showcase the school's strengths and unique offerings.

Goal 4: Develop Marketing Literature

Objective:

Produce and distribute 500 units of marketing literature like Donor Stacks and WHY Cards within the first quarter of 2024.

Metric:

Number of units produced and distributed.
Feedback received from recipients.

Strategy:

Design and create visually appealing and informative Donor Stacks and WHY Cards.
Distribute these during community events, through mailing lists, and via social media channels.

By focusing on these goals, STRIDE Academy aims to create a positive image both in the real and digital world within the St.Cloud and Central MN Communities.

Focus Area 5 - Maintain Progressive Planning

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

Goal 1: Complete Building Expansion Project

Objective:

To complete the building expansion project by June 2024, ensuring that the project stays at or under budget.

Metric:

Project completion by the targeted date.

Total expenditure within the budget.

Strategy:

Implement rigorous project management frameworks.

Conduct bi-weekly budget reviews.

Establish a contingency plan for unforeseen costs.

Goal 2: Implement New Educational Programming

Objective:

To introduce at least two new educational programs focused on production education by the beginning of the 2024-2025 school year.

Metric:

Number of new programs launched.

Student engagement rates in the new programs.

Strategy:

Conduct a needs assessment among students and faculty.

Research and select appropriate curricula.

Train faculty members in the new programs.

Goal 3: Adopt Innovative Teaching Strategies

Objective:

To integrate at least three innovative teaching strategies into the curriculum, achieving a minimum of 80% positive feedback from teachers and students by the end of the 2025 academic year.

Metric:

Number of strategies implemented.

Teacher and student feedback collected through surveys.

Strategy:

Survey teachers for suggestions on innovative teaching methods.

Pilot test selected strategies in controlled environments.

Roll out strategies to all classes upon successful pilot.

Goal 4: Establish Organizational Accountability Structures

Objective:

To create a comprehensive accountability structure that facilitates monthly performance reporting across all departments by December 2024.

Metric:

Development and implementation of an accountability framework.

Monthly performance reports from all departments.

Strategy:

Consult with educational administrators to design a robust framework.

Develop an internal platform for reporting.

Conduct workshops to familiarize staff with the new system.

Goal 5: Enhance Community Engagement and Marketing

Objective:

To increase community engagement by 30% and raise \$50,000 through various campaigns, including advertising, social media campaigns, and donor programs by the end of 2025.

Metric:

Percentage increase in community engagement.

Amount of funds raised.

Strategy:

Develop marketing materials like Donor Stacks and WHY Cards.

Execute targeted social media campaigns.

Organize community events and donor drives.

Each of these goals follows the S.M.A.R.T. criteria, making them Specific, Measurable, Attainable, Results-Oriented, and Time-Bound. This ensures a structured and effective approach to achieving the focus area of maintaining progressive planning at STRIDE Academy.

Academic Performance

MCA III (Minnesota Comprehensive Assessments)

2024

The number of students meeting standards in math, reading, and science over time



Subject	2021	2022	2023	2024
Math	14.6% (43)	19.3% (69)	20.6% (73)	15.4% (60)
Reading	27.4% (81)	29.6% (107)	24.1% (86)	20.3% (79)
Science	24.7% (24)	36.0% (41)	12.6% (14)	17.3% (23)

2024 - 2025 SMART Goals

The percentage of STRIDE students enrolled Oct. 1 in grade 3 who earn an achievement level of "Meets" or "Exceeds" standards will increase from 8% in 2024 to 15% in 2025 on all MATH accountability tests (MCA and MTAS)

2024 - 2025 SMART Goals

The percentage of STRIDE students enrolled Oct. 1 in grade 3 who earn an achievement level of "Meets" or "Exceeds" standards will increase from 29.9% in 2024 to 33% in 2025 on all READING accountability tests (MCA and MTAS)

National Normed Assessments

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

Last year, the School administered the Northwest Education Assessment's (NWEA's) Measures of Academic Progress (MAP), in both reading and math in grades K through 7 in September and January.

As part of the school's agreement with the authorizer (Pillsbury United Communities), at least 95% of students in each grade took both the reading and math assessments in September 2020, 90% in January 2020, and 95% in the spring. At least **95%** of all English learners took the reading and math assessments in September 2019 and January 2020. At least **95%** of all students qualifying for free or reduced-priced lunch took the reading and math assessments in September 2020 and May 2021.

The school's goal was that at least 55% of the students who scored below the 51st percentile on the September 2018 assessment demonstrated "on target" growth on the January 2019 assessment.

Teaching

Teachers are trained to align the standards to their curriculum. They created classroom assessments that are used in Reading and Math. The goal is to have standards, curriculum, and assessments aligned.

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

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

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

Instruction

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

Flexible Grouping:

The educational program at STRIDE Academy is focused on providing differentiated instruction. STRIDE Academy implements differentiated math and reading instruction starting in kindergarten and *now* continuing through 8th grade. Differentiation allows for both accelerated learning and scaffolded instruction to meet the needs of all learners. Parents are informed of the School's approach before they enroll at STRIDE Academy. Differentiating instruction ensures that students will have appropriate challenges to

provide growth opportunities. If they are below grade level, focused interventions help students receive focused attention in areas of need. If students are above grade level, flexible grouping helps them receive enrichment-focused opportunities with attention focused on standards, problem-solving, and critical thinking. Given our Student-centered focus, differentiated instruction is an accepted practice by parents, students, and staff. To accomplish appropriate differentiation, all students are pre-assessed in math and reading. The assessment data is used throughout the year to place students in their flexible skill groups. Student confidence and success increase when they are instructed with a differentiated model. Multi-tiered systems of Support allow the School to monitor student data and make adjustments throughout the year. The use of a Multi-Tiered System of Support (MTSS) strives to ensure that student needs are being met. Systems are created to allow for universal screening of literacy and math skills, progress monitoring of how the student responds to the interventions, and fidelity to those interventions.

Strategies for English Learners

- Co-teaching training and support from school leaders to implement.
- Pre-teaching vocabulary.
- Analysis of ACCESS scores matched to the WIDA standards.
- Professional Development in Cultural Bias and Culturally Responsive Teaching.
- Purchase of an online curriculum that has been proven to support learners as an intervention in acquiring language and math skills.
- Depending on the level of learners, create a program based on their 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.

Best Practice Instruction

The Principal conducts at least three formal observations a year per teacher, followed by feedback and a reflective conference.

Utilize goal setting with teachers after each post-observation meeting (19-20).

Establish focus areas of differentiated instruction, questioning strategies, and small group instruction based on student needs.

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

PLCs.

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

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

Specialist.

EL Students

- Analyze ACCESS data and match to WIDA standards.

- Provide for training opportunities in Co-Teaching.
- Schedule classes so that co-teaching can occur.
- Create models for different levels of learners.
- Purchase online curriculum to assist with language acquisition, especially in ma

Culture for Learning

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

Relationships with Families and Community

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

Q-Comp Professional Development and Professional Learning Communities:

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

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

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

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

Each teacher is assigned to a PLC, with meetings held weekly, and teachers are expected to attend. Attendance at these meetings is important as job-embedded professional development activities, described above occur on a regular basis in PLC Meetings. For the 2019-20 school year at STRIDE,

the content of the professional development activities was built around the work of Sharroky Hollie, specifically his training program

Culturally and Linguistically Responsive Teaching, 2015, Shell Education, Inc.

This training was be conducted by both teacher leaders and building administrators, and teachers had the ability to use this training to tailor their teaching to a student body of increasing diversity and complexity in learning needs. Teachers used the training to make modifications in their teaching practice that have demonstrable impacts on students; there will be a performance pay stipend for their efforts. Specifically, to earn the full merit pay stipend for PLC initiatives, the teacher must have a documented attendance level of 85% or greater, as evidenced by minutes of the PLC meetings between Sept. 1, 2019, and May 15, 2020.

Additionally, by **May 1, 2021**, each PLC member must fully implement at least three goals initiated through the job-embedded professional development process in their PLCs. The building principal will assess the level of proficiency in implementing these strategies through a combination of data, including direct classroom observation, collection of teacher artifacts, examination of teacher journal entries, and other measures deemed appropriate for measuring the implementation of strategies related to Culturally and Linguistically Responsive teaching strategies. \$400 will be available to each teacher who achieves all of the attendance and PLC-initiated goals related to Culturally and Linguistically Responsive Teaching.

The teacher evaluation model.

Use of the Charlotte Danielson-derived rubrics

School leaders use 9 criteria to be evaluated. These criteria closely align with the school's goals for implementing data-driven instruction. This provides the focus for evaluators to function both as Q Comp evaluators and instructional coaches throughout the school year.

For 2024 - 2025, STRIDE Academy is using peer evaluators as the primary source of assessing teachers' level of effectiveness in meeting the expectations of the Q Comp program.

Leadership

For the 2023-2024 school year, the administrative structure consisted of a full-time Executive Director, a k-4 principal and a 5-8 principal leading the school's organization.

The Principals facilitated training in the alignment of standards, instruction, and assessment.

Culturally Responsive Teaching was a strong focus in PLCs, observation conferences, and professional development.

Periodic walk-throughs in classrooms were conducted to ensure teachers were teaching to standards.

For the 2024-25 school year, STRIDE Academy sets forth the following refined goals for the World's Best Work Force Submission, focusing on measurable, achievable, relevant, and time-bound objectives to enhance educational outcomes for all students.

Goal 1: All Students Ready for School

Objective: By October 1, 2025, STRIDE Academy will ensure that at least 90% of all incoming kindergarten students undergo screening and receive necessary preparations for a successful start in school.

Goal 2: Achieving Grade-Level Literacy by Third Grade

Objective: Increase the proportion of third-grade students at STRIDE Academy who achieve a level of "Meets" or "Exceeds" standards on all READING accountability tests (MCA and MTAS) from 10.3% in 2024 to 20% in 2025.

Goal 3: Closing the Achievement Gaps Between Student Groups

Objective: By the end of the 2024-2025 school year, STRIDE Academy aims to reduce the achievement gap between English Learner (EL) students and non-EL students by 15% in both reading and math. This initiative is directed towards ensuring equitable access to high-quality education and opportunities for academic success for all students.

Goal 4: All Students Career- and College-Ready by Graduation

Revised Objective: Enhance the readiness of students for career and college opportunities, with a specific focus on increasing the percentage of students meeting or exceeding standards in reading. Target a 3.8% increase, from 29.2% in 2025 to 33% in 2025, for third-grade students on all READING accountability tests (MCA and MTAS).

Implementation Strategies:

- For Goal 1: Implement a comprehensive kindergarten readiness program that includes early screening, parent engagement workshops, and targeted interventions for identified needs.
- For Goal 2: Adopt evidence-based literacy instruction methods, provide professional development for teachers on effective reading strategies, and engage students in supplemental reading programs.
- For Goal 3: Develop targeted support programs for EL students, including differentiated instruction, culturally relevant materials, and additional tutoring in reading and math.
- For Goal 4: Integrate career and college readiness activities starting in early grades, including career exploration, academic advising, and partnerships with local colleges and businesses.

Evaluation and Monitoring:

Progress toward these goals will be monitored through regular assessments, feedback from teachers, parents, and students, and data analysis of standardized test scores. Adjustments to strategies will be made as needed to ensure the achievement of these objectives.