2023-2024

Stride





ANNUAL REPORT

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ST. CLOUD MN 56301

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STRIDE ACADEMY

Annual Report

Introduction.

Over the past year, STRIDE Academy has continued its journey of growth, innovation, and community engagement, staying true to our mission of nurturing individuals and fostering leadership in a supportive, family-centered environment. Guided by our vision to be a beacon of academic excellence and a cornerstone of our community, we have made meaningful strides across our strategic focus areas.

This report highlights our unwavering commitment to academic excellence, the holistic development of our students, the strength and inclusivity of our school community, our dedication to lifelong learning, and our responsible stewardship of resources. These achievements have been made possible through the collective efforts of our dedicated staff, engaged families, and the broader community, all of whom play a vital role in empowering our students to reach their highest potential.

As we reflect on our successes, learn from our challenges, and look ahead to the future, we remain steadfast in upholding our core values—Compassion, Integrity, Excellence, Equity, Honesty, and Respect. Thank you for being part of our journey as we continue to create opportunities, inspire growth, and build a thriving learning environment for all.

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 for the Future

Welcome to STRIDE Academy, a vibrant educational community in southwest St. Cloud, Minnesota, serving kindergarten through 8th grade at 3241 Oakham Lane. Since 2005, we have been dedicated to academic excellence, character development, and community engagement, fostering critical thinking, compassion, and emotional intelligence to prepare students for leadership in an ever-changing world.

Expanding Educational Support & Partnerships

STRIDE continues to enhance student success through individualized learning, small class sizes, and targeted academic interventions. Our partnerships with Reading Corps and Math Corps provide essential literacy and numeracy support for students in grades K-6, while our specialized Dyslexia program offers a research-based approach to reading support. We also collaborate with higher education institutions, welcoming field experience participants and student teachers, and engaging adjunct professors to mentor Tier 1 teachers.

Strengthening Student, Family & Community Engagement

Beyond academics, STRIDE is committed to the social-emotional development of every student. Our student support specialist enhances well-being initiatives, while our enrollment specialist ensures a smooth transition for new families. The Promise Fellow program provides mentorship and leadership development for middle school students, reinforcing a culture of support and growth.

Our Community Engagement Specialist has expanded service and enrichment opportunities, including volunteer programs like the Salvation Army Santa Shop and Costco Reading Buddies, as well as sustainability initiatives such as the Great River Greening Partnership, Pollination Project, and Bee Cause Project, which will bring a live beehive to campus. Farm Camp Minnesota and literacy grants continue to broaden educational experiences, while community events like the Skatin' Place Fundraiser (April 17) and the Harry's Pizza Fundraiser (April 7-28) strengthen school spirit.

Looking Ahead

As we reflect on our progress and set our sights on the future, STRIDE remains committed to academic excellence, student well-being, and strong community partnerships. By fostering lifelong learners and engaged citizens, we continue to prepare students for success, ensuring they leave STRIDE ready to make a positive impact in their communities and beyond.

STRIDE ACADEMY

VISION AND MISSION



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 charger 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

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.

WE'VE GOT #STRIDEPRIDE



1

Academic Excellence:

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

2

Whole Child:

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

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 2024-2025

In the 2024-2025 School Year, STRIDE Academy will



1

FOCUS ON STUDENT GROWTH [A, C, E]

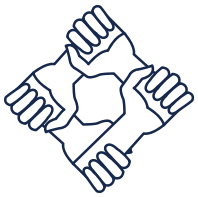
STRIDE Academy will ensure student growth by focusing on high academic standards, whole child instruction and engaging daily experiences.



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]

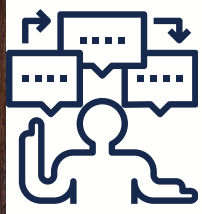
STRIDE Academy will be a positive presence in our community.



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]

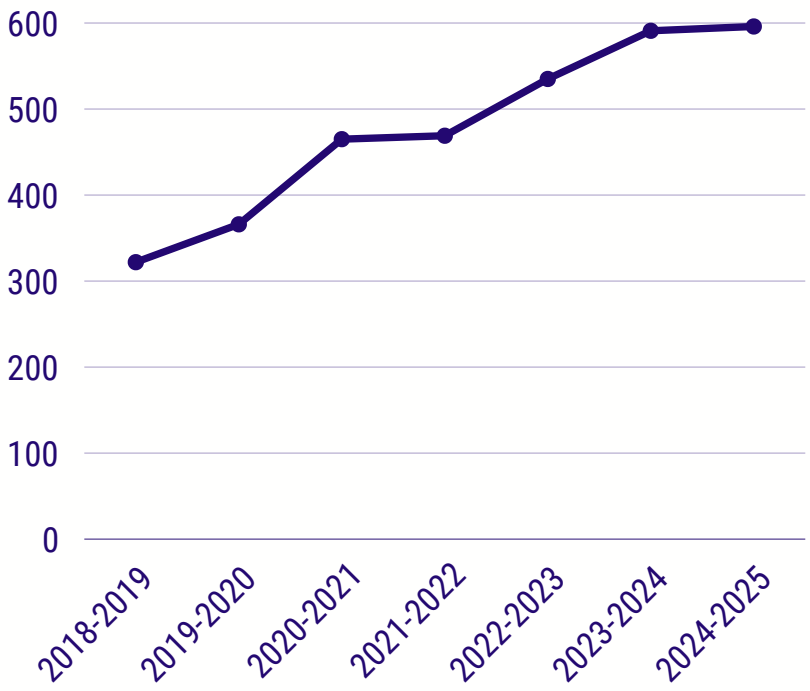
STRIDE Academy will maintain a vision for the future that is fiscally responsible, innovative and outcome driven.

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

WWW.STRIDEACADEMY.ORG

STRIDE Academy has experienced steady growth and expansion in recent years. After reintroducing all K–8 grades in the 2021–2022 academic year for the first time since 2016–2017, our enrollment has continued to rise. We grew from 495 students in 2022–2023 to 530, reached 591 by the end of 2023–2024, and began the 2024–2025 school year with 599 students. This sustained growth reflects STRIDE's strong reputation as a thriving, high-quality educational community committed to academic excellence and student success.

WHAT'S YOUR ENROLLMENT?



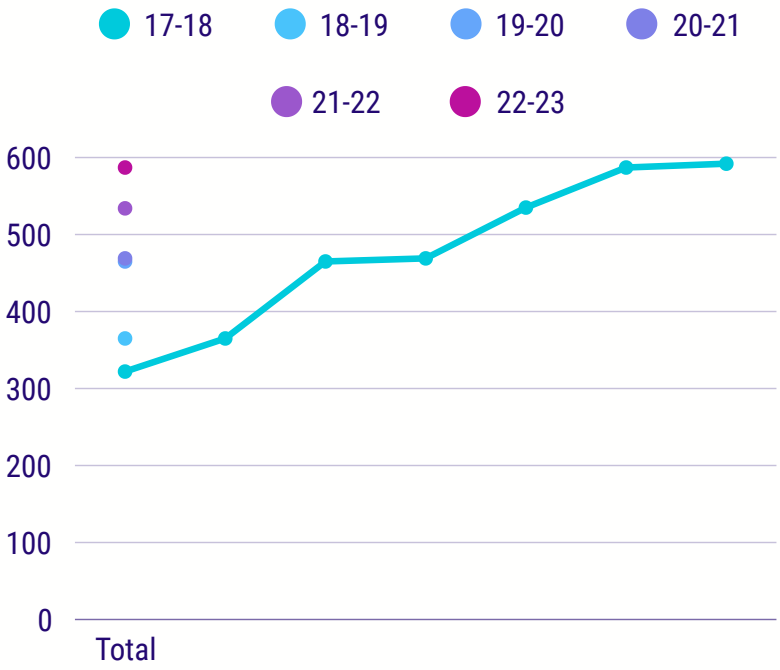
25
Sections

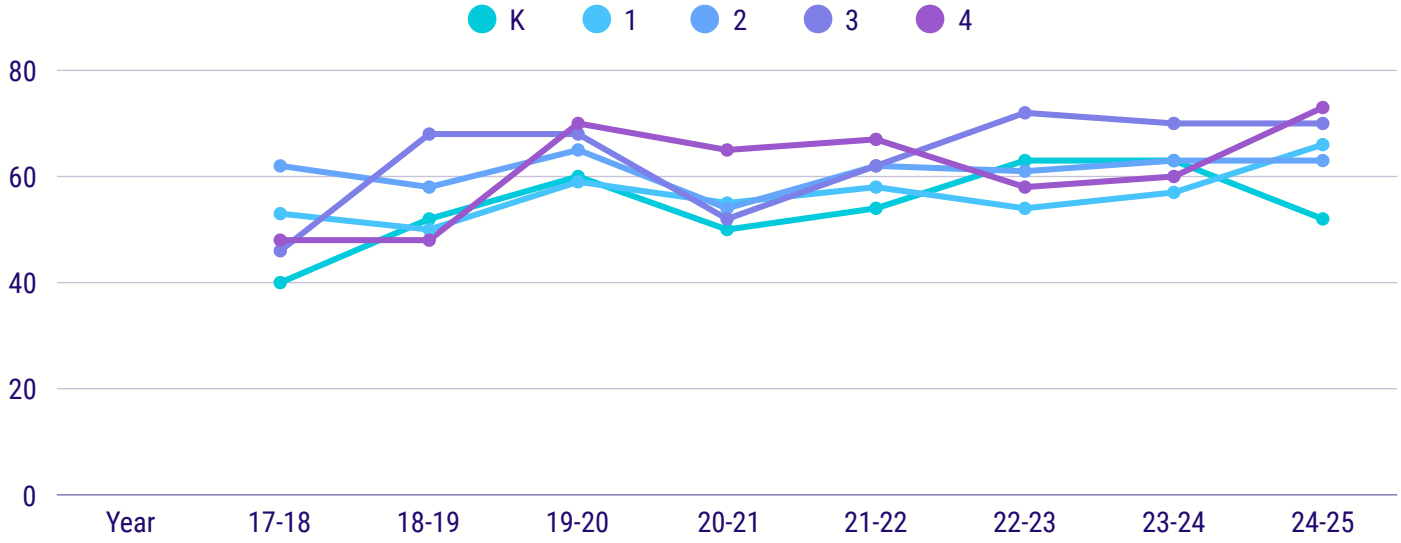
99
Staff Members

599
Student Enrollment

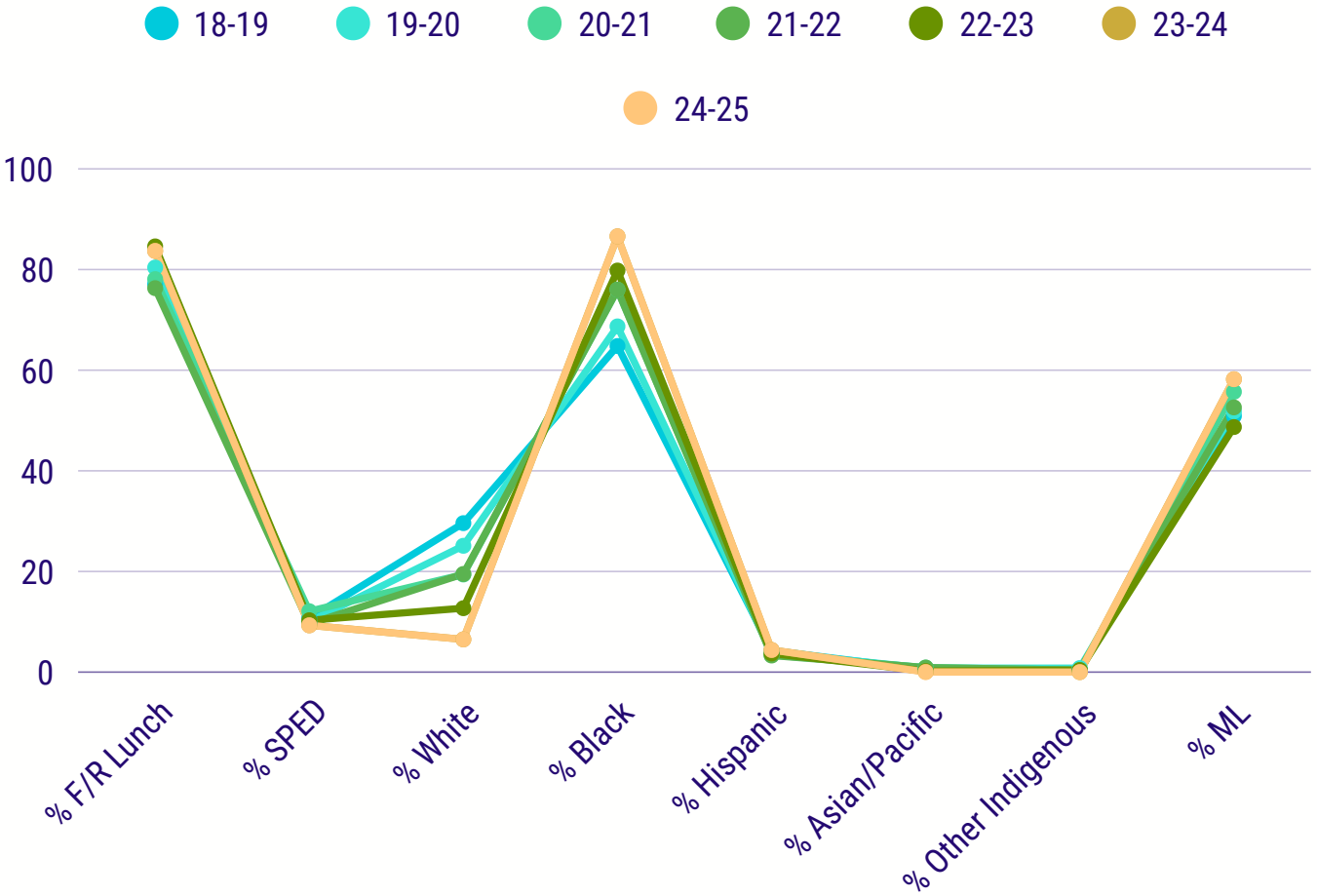
ENROLLMENT
CONTINUED







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 2024-2025: Enhancing educational excellence, community engagement, and holistic student support for a future-ready STRIDE Academy.

LLooking Ahead to 2024–2026: Growth, Engagement, Academic Progress, and Belonging

As we look toward the 2024–2026 school years, STRIDE Academy remains firmly committed to growth, student engagement, academic achievement, and a strong sense of belonging. Our priorities for the years ahead include:

- Expanding enrollment and facilities to meet the rising demand for a STRIDE education, solidifying our place as a leading educational institution in the region. With 599 students enrolled in 2024–2025 and additional space on the horizon, we are well-positioned to serve even more families in the years to come.
- Deepening community engagement by nurturing existing partnerships and building new ones that offer students meaningful, real-world learning opportunities and foster a broader sense of connection.
- Accelerating academic progress through innovative instruction, personalized learning, and strategic support systems designed to help every student reach —and exceed—their potential.
- Cultivating a culture of belonging where all students, regardless of background or ability, feel seen, heard, and valued within a safe, inclusive, and supportive school community.

These strategic goals will guide our work as we continue to deliver a well-rounded, future-ready educational experience. With intentional planning, responsive leadership, and a shared commitment to student success, STRIDE Academy is prepared to lead with purpose and continue building a vibrant path forward for every learner we serve.

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





ABDI AHMED, DIRECTOR

TINA BARAK, TREASURER





AARON LUNDBLAD, DIRECTOR

CARIE ESSIG, DIRECTOR



2024 – 2025 BOARD MEMBERS

Member's Name	*Term Start Date	*Term Expiration Date	Original Start Date (if known)	Board Role (e.g. President, Vice President, Secretary, Treasurer, Other, etc.)
Sara Fromm	7/1/2023	6/30/2026	7/1/2017	Chair
Andy Lyman	7/1/2022	6/30/2024	7/1/2019	Vice Chair
Kayla Silverberg	7/1/2024	6/30/2027	7/1/2024	Secretary
Tina Barak	7/1/2022	6/30/2025	4/20/2023	Treasurer
Carie Essig	7/1/2024	6/30/2027	7/1/2024	Director
Abdi Ismail	7/1/2024	6/30/2027	7/1/2024	Director
Aaron Lundblad	7/1/2023	6/30/2026	7/1/2017	Director

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.

WE'VE GOT #STRIDEPRIDE

- **55** Teachers
- **27** Paraprofessionals
- **3** Administation
- **10** Operations Support

The STRIDE Academy team is a dedicated group of professionals committed to fostering a dynamic, inclusive, and student-centered learning environment. For the 2024-2025 academic year, our staff includes 29 paraprofessionals, 61 teachers, 4 administrators, and 13 operations staff, each playing a vital role in supporting student success.

With a balance of experienced educators and fresh perspectives, our team works collaboratively to deliver high-quality instruction, personalized learning experiences, and a nurturing school culture. Their expertise, passion, and dedication ensure that every student at STRIDE Academy receives the academic, social, and emotional support needed to thrive. United in purpose, our staff remains committed to innovation, engagement, and excellence, preparing students for a bright and successful future.



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. Cindy Pedersen
Special Education Coordinator

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

OPERATIONS TEAM



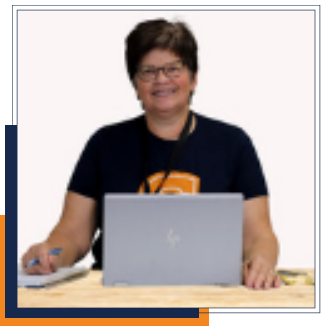
Tanner Bechtold
Director of Technology

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.

24-25 STRIDE ACADEMY STAFF

TEACHING STAFF

Dahl, Valerie
Malave, Brittany
Weyer, Val
Birch, Jordyn
Cote', Grace
Silverberg, Kayla
Theisen, Brianna
Eiles, Sophia
Gibson, Ashlee
Louis, Erica
Gunderson, Amanda
Seeley, Laura
Lartch, Mackenzie
Alvord, Ben
Kirchner, Chris
Maiers, Laura
Alvord, Alex
Strand, Katie
Voss, Sara
Neu, Lisa
Vasquez, Nelson
Dressler, BlairAnn
Cote, Noah
Borchert, Petra
Coulter, Samantha
Chopp, Ted
Caraballo, Karitiza
Gertken, Amanda
Ibrahim, Ahmed
Kelsch, Judy
Eickhoff, Aaron
Mack, Chris
Craven, Kym
Maas, Theresa
Raabi, Sahane
Feigum, Jennifer
Glaim, Kaylee
Kirchner, Noel
Gartland, Amy
Gyamerah, Eunice
Jaeger, Gene
Mohamud, Mahdi
Knorek, Paige
Essig, Carie
Lyman, Andy
Valezquez, Marilyn
Watrin, Jamie
Rolfzen, Kody
Fleege, Jason
Sowers, Jess
Broughton, Ashley
Dockendorf, Matthew
Foldoe, Kerry
Godfrey, Angela
Kockler, Michele
Larson, Judi
Daniels, Shannan
Haws, Kelly
Walters, Justin
Brattenborg, Mikeala

PARAPROFESSIONALS

Ahmed, Deqa
Ahmed, Mulkiya
Bard, Anna
Berger, Rochelle
Bile, Fardosa
Carlson, Rachel
Douvier, Autumn
Duale, Amal
Elliott, Robyn
Frazee, Niana
Fritz, Kathy
Gonzales, Stephanie
Greenway, Kayla
Hamilton, Ellie
Hamilton, Emma
Hussein, Fowzia
Mire, Lul
Mohamed, Fartun
Olad, Abdi
Peterson, Heather
Saad, Sina
Southerland, Leah
Theisen, Linda
Yalahow, Nurto
Yussuf, Ali
Zehowski Sarah
Zuelsdorff, Lindsey

ADMINISTRATION

Lichy, Angie
Schwieters, Nathan
Skanson, Eric
Pederson, Cindy
Tronbak, Erin

OPERATIONS

Bechtold, Tanner
Ali, Hamida
Hassan, Dahir
Shuriye, Hassan
Hassan, Fardowsa
Hill, Kate
Kramer, Mara
Lichy, Chris
Theisen, Judy
McAllister, Darrien
Ziebarth, Denise
Kym Craven

STRIDE ACADEMY STAFF



STRIDE ACADEMY

PROFESSIONAL DEVELOPMENT PLAN

2024-2025

Professional Development at STRIDE Academy

Professional Development (PD) for the 2024–2025 school year is thoughtfully designed to reflect the evolving needs of our staff and students.

Our PD priorities are shaped by data gathered from staff surveys, student achievement and growth metrics, and ongoing collaboration with administrators, educators, and community partners.

This year's PD supports continued progress toward STRIDE Academy's core improvement goals:

- Student Success – Ensuring every learner meets their full potential through evidence-based instructional practices.
- Passionate People – Investing in staff growth, engagement, and retention through meaningful, job-embedded learning opportunities.
- Partnerships with Families and the Community – Strengthening two-way communication and collaborative relationships that enhance the student experience.
- Efficient Systems and Equitable Resources – Building a culture of continuous improvement that promotes access, equity, and organizational excellence.

By aligning our professional learning with both data and vision, STRIDE Academy continues to foster a culture of growth, innovation, and shared leadership across our school community.

For the 2024–2025 school year, professional development at STRIDE Academy is aligned with the guiding values and goals that shape our school's mission and vision.

PD initiatives this year are intentionally connected to the Pillsbury United Communities (PUC) Values, the STRIDE Academy Strategic Plan, and the board-approved Annual STRIDE Goals.

All professional development offerings are designed to support and reflect the shared mission and vision of both PUC and STRIDE Academy—ensuring that staff growth directly contributes to student success, equity, and community engagement. This unified approach promotes coherence across our improvement efforts and ensures every professional learning opportunity is meaningful, purposeful, and aligned with our collective goals.



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. LITERACYD. 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

raining 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.

Caireal Training

Topic Title: "Caireal Training: Elevating Literacy Instruction through the Science of Reading"
Priority Area: Literacy
Description:
Caireal Training, developed by the University of Minnesota, equips educators with research-based knowledge and strategies aligned with the Science of Reading. This training empowers teachers to understand the foundational components of literacy and apply evidence-based practices that support all learners.
Learning Outcomes:
Teachers will strengthen their instructional practices by implementing structured literacy approaches grounded in the Science of Reading. They will be able to identify and address individual student needs in phonemic awareness, decoding, fluency, vocabulary, and comprehension.
Training Delivery Method:
Blended learning format, combining asynchronous online modules with in-person coaching, modeling, and collaborative reflection.
Goal Value Alignment:
Directly supports STRIDE Academy's strategic priority of achieving literacy excellence for all students, while promoting equitable access to high-quality instruction.
Resources to Support:
Caireal-certified trainers, Science of Reading instructional materials, coaching support, and professional learning communities.

Responsibility-Centered Discipline (RCD)

Topic Title: "Responsibility-Centered Discipline: Building Ownership, Respect, and Student Success"
Priority Area: Student Behavior & School Culture
Description:
Responsibility-Centered Discipline (RCD), developed by Larry Thompson, provides educators with a framework to shift student behavior through relationship-building, accountability, and personal responsibility. This approach empowers staff to address disruptions in a calm, consistent manner while keeping students engaged in learning.
Learning Outcomes:
Staff will learn and apply RCD strategies to de-escalate situations, hold students accountable through respectful dialogue, and build a positive, supportive school culture. Educators will be equipped to guide students toward better choices and lasting behavioral change.
Training Delivery Method:
In-person professional development sessions with practical demonstrations, scenario-based role plays, and follow-up coaching.
Goal Value Alignment:
Supports STRIDE Academy's commitment to fostering a safe, inclusive, and respectful learning environment for all students while reinforcing our strategic goal of student-centered behavioral systems.
Resources to Support:
RCD handbooks, behavior intervention tools, coaching from certified RCD trainers, and video modeling resources.

Executive Functioning and the Organized Binder

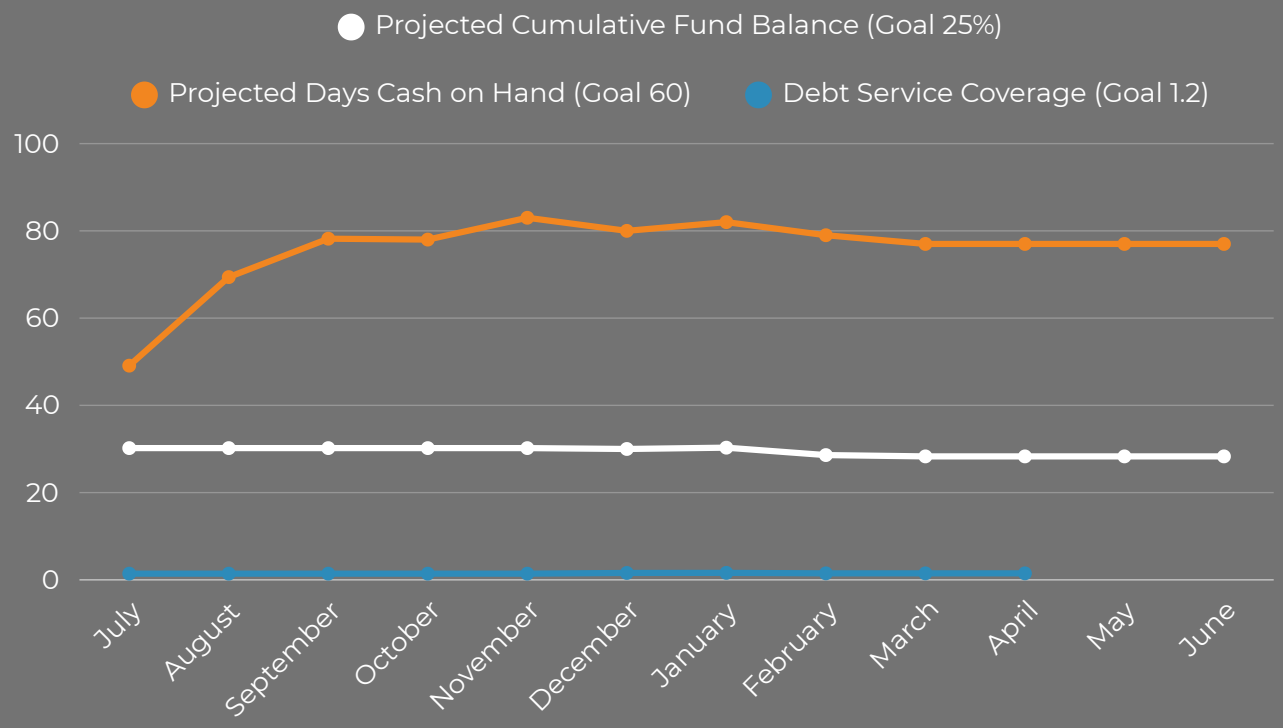
Topic Title: "Executive Functioning & The Organized Binder: Building Habits for Academic Success"
Priority Area: Student Organization & Academic Support
Description:
The Organized Binder system, grounded in executive functioning research, helps students develop the skills and habits necessary for academic achievement—such as planning, organization, time management, and goal setting. This training supports teachers in creating consistent routines and structures that empower students to take ownership of their learning.
Learning Outcomes:
Staff will understand the core components of executive functioning and how to implement the Organized Binder system to build consistent classroom routines. Educators will learn strategies to improve student focus, task initiation, self-monitoring, and academic accountability.
Training Delivery Method:
Blended approach with live training, classroom modeling, and ongoing support materials. Includes direct instruction on implementation, reflection cycles, and peer collaboration.
Goal Value Alignment:
Aligns with STRIDE Academy's strategic goals of promoting student independence, increasing academic success, and creating efficient classroom systems that support all learners.
Resources to Support:
Organized Binder starter kits, teacher and student workbooks, video tutorials, and implementation coaching.

RON Clark Academy/House System

Topic Title: "The House System: Building Culture, Connection, and Community the Ron Clark Way"
Priority Area: School Culture & Student Engagement
Description:
Inspired by the Ron Clark Academy, the House System creates a sense of belonging, pride, and school spirit by organizing students and staff into inclusive, multi-grade "houses." This system fosters positive relationships, encourages character development, and builds a connected school community through friendly competition and collaboration.
Learning Outcomes:
Staff will understand the philosophy behind the House System and learn practical strategies for implementation, including house celebrations, point tracking, team-building activities, and student leadership opportunities. Educators will be prepared to intentionally reinforce a culture of belonging and recognition.
Training Delivery Method:
In-person and virtual training sessions, supplemented by RCA videos, implementation guides, and peer collaboration meetings.
Goal Value Alignment:
Directly supports STRIDE Academy's strategic goals of fostering student connection, promoting inclusive culture, and engaging students in meaningful, community-based traditions.
Resources to Support:
House System planning templates, RCA video content, recognition materials, house gear, and leadership development tools.

STRIDE ACADEMY

FINANCIAL STATEMENT

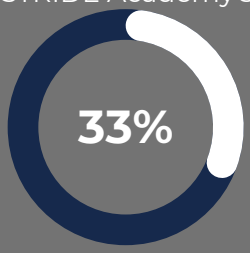


STRIDE Academy Audit Summary: 2023-2024 School Year

The independent audit of STRIDE Academy Charter School No. 4142 for the fiscal year ending June 30, 2025, was conducted in accordance with Generally Accepted Auditing Standards (GAAS) and Government Auditing Standards. The results confirm STRIDE Academy's continued strong financial standing and full compliance with applicable regulations.

The audit provided a comprehensive review of the Academy's governmental activities and financial statements, ensuring accuracy and adherence to both state and federal accounting requirements. Auditors concluded that STRIDE Academy's financial statements fairly represent the school's financial position, with no material misstatements identified.

The review also included an assessment of compliance with the Minnesota Legal Compliance Audit Guide for Charter Schools. Auditors found no instances of non-compliance, further affirming STRIDE Academy's commitment to financial responsibility and regulatory integrity.



FUND BALANCE



DAYS CASH ON HAND

STRIDE Academy continues to demonstrate fiscal responsibility, transparency, and accountability—reinforcing trust among stakeholders, families, and the broader community.

This strong financial foundation supports the school's continued growth, educational excellence, and commitment to student success. As STRIDE enters the 2024–2026 planning period, its sound financial health will remain a cornerstone in advancing strategic goals and delivering high-quality educational opportunities for all students.

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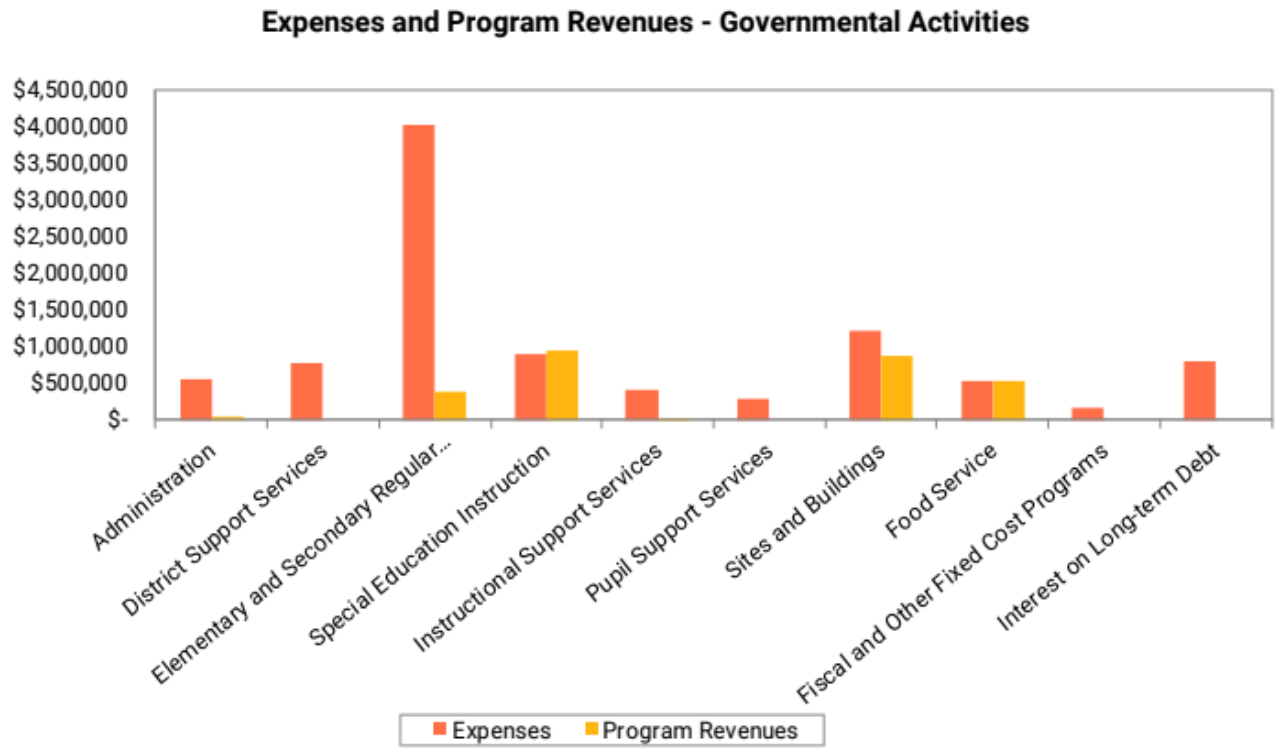
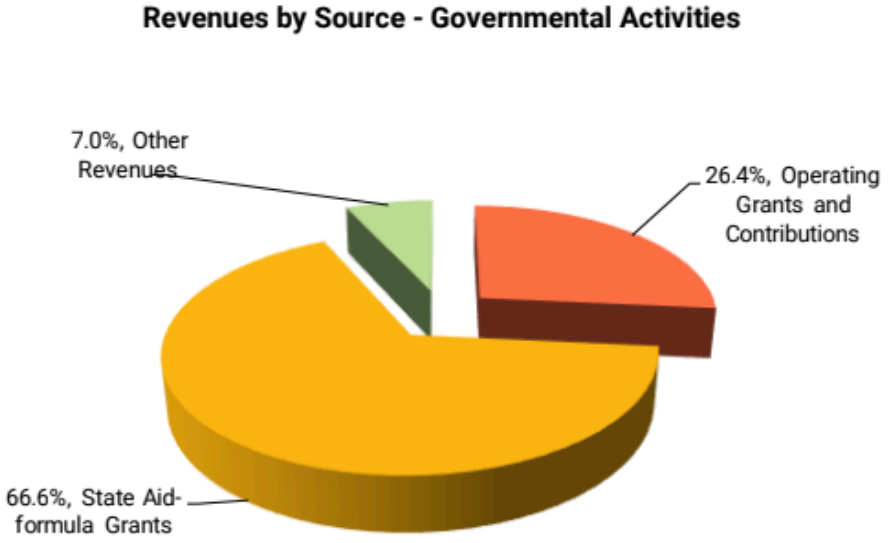
FINANCIAL STATEMENT





FINANCIAL STATEMENT

Charter School No. 4142
St. Cloud, Minnesota
Statement of Revenues, Expenditures and
Changes in Fund Balances
Governmental Funds
For the Year Ended June 30, 2024

	General	Building Company	Food Service	Total Governmental Funds
Revenues				
Revenue from federal sources	$ 690,544	$ -	$ 513,258	$ 1,203,802
Revenue from state sources	8,509,331	-	10,895	8,520,226
Revenue from local sources	596,267	1,315,969	30	1,912,266
Interest earned on investments	47,254	91,531	-	138,785
Sales and other conversion of assets	298	-	833	1,131
Total Revenues	9,843,694	1,407,500	525,016	11,776,210
Expenditures				
Current				
Administration	538,520	-	-	538,520
District support services	618,222	164,131	-	782,353
Elementary and secondary regular instruction	3,990,094	-	-	3,990,094
Special education instruction	890,403	-	-	890,403
Instructional support services	393,105	-	-	393,105
Pupil support services	262,536	-	-	262,536
Sites and buildings	1,671,198	207,228	-	1,878,426
Food service	-	-	521,750	521,750
Fiscal and other fixed cost programs	47,136	116,212	-	163,348
Capital outlay				
Administration	220	-	-	220
Administration	1,518	-	-	1,518
Elementary and secondary regular instruction	10,552	-	-	10,552
Instructional support services	22,519	-	-	22,519
Sites and buildings	741,429	156,801	-	898,230
Food service	-	-	3,266	3,266
Debt service				
Principal	26,461	370,000	-	396,461
Interest and other charges	93,539	721,438	-	814,977
Total Expenditures	9,307,452	1,735,810	525,016	11,568,278
Excess (Deficiency) of Revenues Over (Under) Expenditures	536,242	(328,310)	-	207,932
Other Financing Sources (Uses)				
Insurance proceeds	616,202	-	-	616,202
Net Change in Fund Balances	1,152,444	(328,310)	-	824,134
Fund Balances, July 1	2,286,772	1,856,533	132,766	4,276,071
Fund Balances, June 30	$ 3,439,216	$ 1,528,223	$ 132,766	$ 5,100,205

FINANCIAL STATEMENT

STRIDE Academy
Charter School No. 4142
St. Cloud, Minnesota
Balance Sheet
Governmental Funds
June 30, 2024

	General	Building Company	Food Service	Total Governmental Funds
Assets				
Cash and temporary investments	$ 2,072,303	$ 200,639	$ 143,249	$ 2,416,191
Cash with fiscal agent	-	1,919,848	-	1,919,848
Accounts receivable	481	-	29	510
Due from the Minnesota Department of Education	679,480	-	6	679,486
Due from Federal government	523,044	-	360	523,404
Due from other funds	588,064	-	-	588,064
Prepaid items	126,597	-	40	126,637
Total Assets	$ 3,989,969	$ 2,120,487	$ 143,684	$ 6,254,140
Liabilities				
Accounts and other payables	$ 56,923	$ 4,200	$ 10,918	$ 72,041
Accrued salaries payable	493,830	-	-	493,830
Due to other funds	-	588,064	-	588,064
Total Liabilities	550,753	592,264	10,918	1,153,935
Fund Balances				
Nonspendable prepaid items	126,597	-	40	126,637
Restricted for				
Debt service/capital	-	1,528,223	-	1,528,223
Safe support	20,000	-	-	20,000
Food service	-	-	132,726	132,726
Unassigned	3,292,619	-	-	3,292,619
Total Fund Balances	3,439,216	1,528,223	132,766	5,100,205
Total Liabilities and Fund Balances	$ 3,989,969	$ 2,120,487	$ 143,684	$ 6,254,140



FINANCIAL STATEMENT

STRIDE Academy continues to demonstrate strong financial stewardship, reinforcing its commitment to sustainability, growth, and academic excellence.

The 2024–2025 school year begins with STRIDE in a healthy financial position, supported by sustained enrollment growth, thoughtful budgeting, and strategic investments in student success.

Enrollment has risen to 599 students, continuing a multi-year trend of growth that strengthens revenue stability through increased state aid. This strong financial foundation is a result of disciplined fiscal management, responsible spending, and a clear alignment of resources with STRIDE's mission and strategic goals.

Following a successful 2023–2024 fiscal year, STRIDE Academy enters this new year with a General Fund balance of $3.4 million, including unrestricted reserves covering 35.4% of total expenditures. This exceeds the school's fund balance policy target and ensures flexibility and readiness for future investments.

Looking ahead, STRIDE Academy remains focused on supporting academic innovation, strengthening student services, and expanding infrastructure to meet the needs of a growing K–8 student body. With the upcoming transition to a two-campus model and plans to expand into high school grades by 2027–2028, the school is well-positioned to advance its vision and maintain financial strength throughout the 2024–2026 planning period.

Financial Oversight & Accountability: 2024–2025

STRIDE Academy remains deeply committed to rigorous financial oversight and proactive fiscal management, ensuring transparency, stability, and support for strategic growth. The Finance Committee and Board of Directors continue to conduct monthly financial reviews, carefully monitoring revenues, expenditures, and cash flow in alignment with the Academy's long-term goals and the evolving needs of its growing student body.

This forward-thinking and responsive approach reinforces strong budgetary controls, enabling the school to make data-driven decisions that directly support academic success, facility improvements, and organizational development. By upholding prudent fiscal policies and fostering a culture of accountability, STRIDE Academy is well-positioned to invest in future opportunities and sustain its trajectory of growth, innovation, and excellence.



Measuring Progress

STRIDE Academy remains dedicated to academic excellence and continuous improvement through a data-driven approach to student growth and achievement. We utilize NWEA MAP Tests, FASTBRIDGE assessments, and the Minnesota Comprehensive Assessments (MCAs) as key benchmarks to measure progress, set clear goals, and evaluate performance over time.

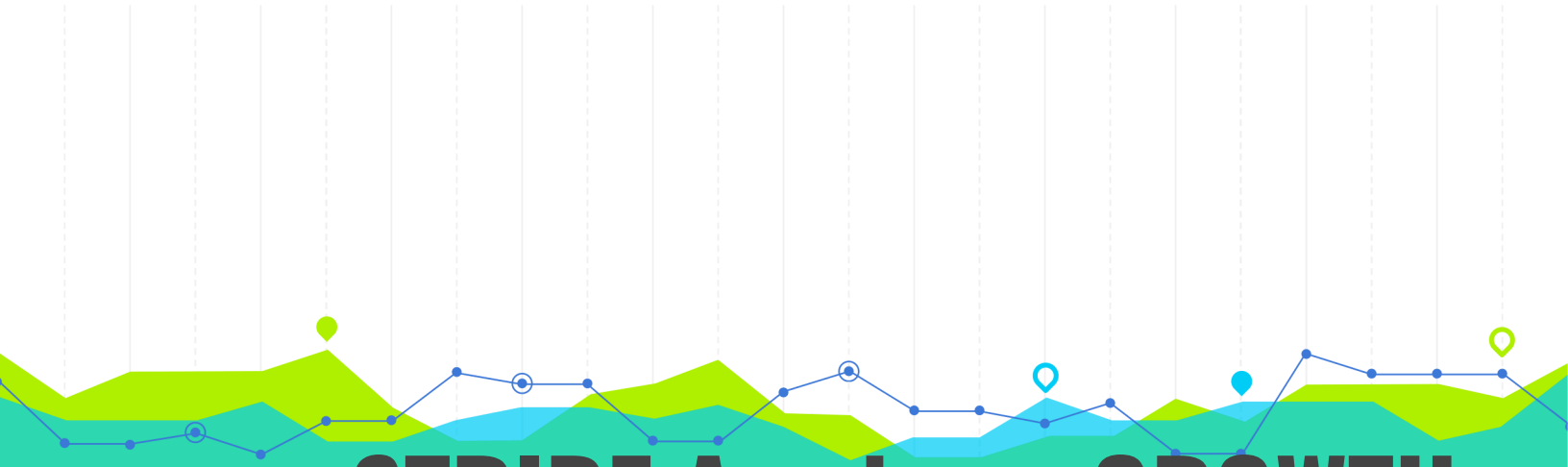
By focusing on specific indicators, collecting and analyzing data, and tracking student outcomes, we ensure that our instructional strategies are targeted, effective, and adaptable. This commitment to consistent and transparent reporting allows us to communicate progress in a meaningful and accessible way to families, staff, and stakeholders. Through this approach, STRIDE Academy reinforces its dedication to student success, informed decision-making, and ongoing academic growth.



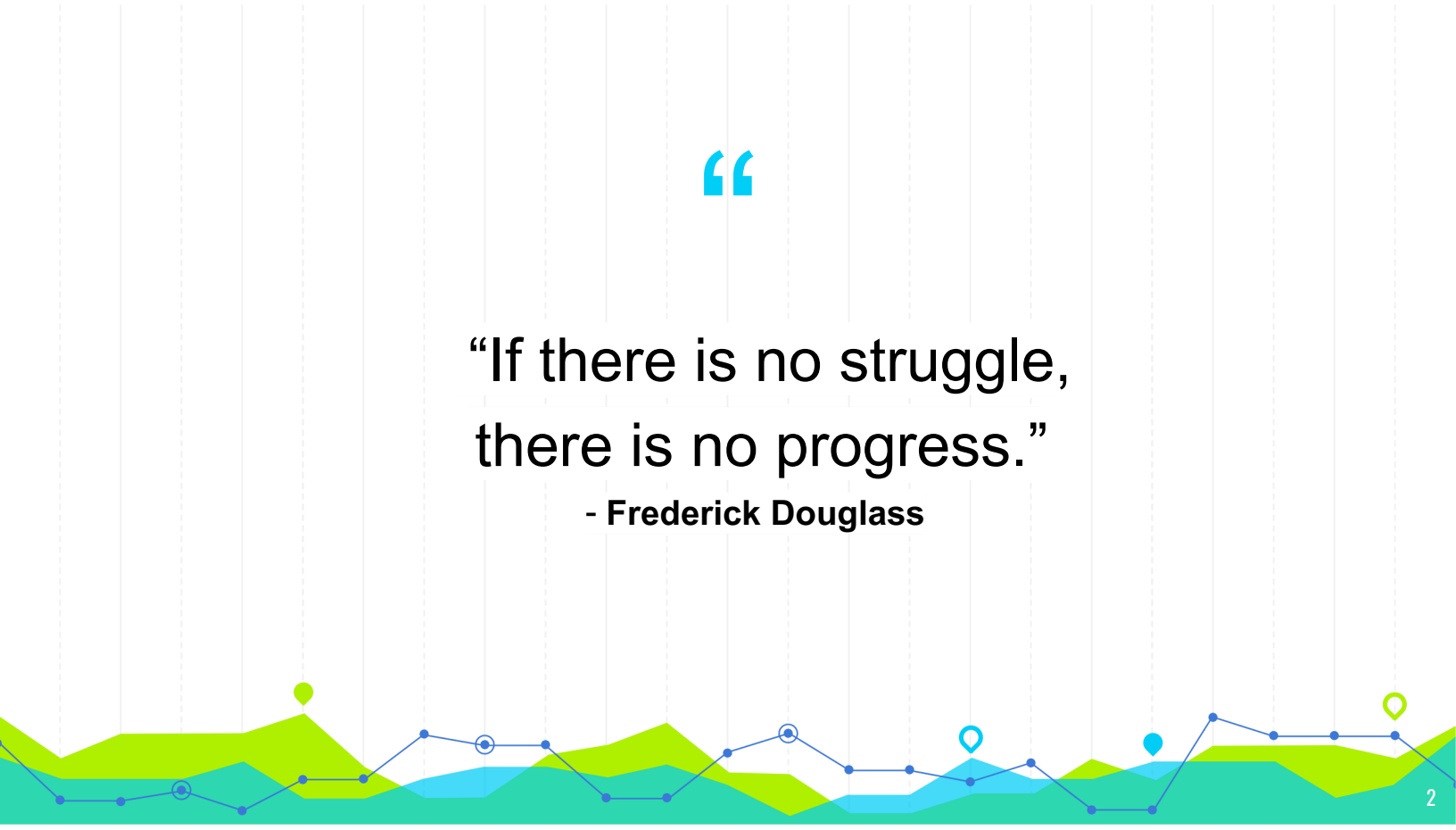




Key Indicator	Activity / Project	Data / Outcome
Growth in NWEA MAP Scores	Demonstrates individual student progress in reading and math skills over the academic year, comparing initial benchmarks with year-end outcomes.	• Achieved NWEA MAP growth targets
Improvement in FASTBRIDGE Assessment Results	Highlights advancements in early reading, math abilities, and behavioral assessments, indicating effective interventions and targeted instruction.	• FASTBRIDGE assessments show marked improvement in reading and math skills
Increased Proficiency Rates in MCAs	Reflects a higher percentage of students meeting or exceeding state standards in reading, mathematics, and science, showcasing curriculum effectiveness and teaching quality.	• MCAs reveal stagnant progress, necessitating strategic curriculum adjustments

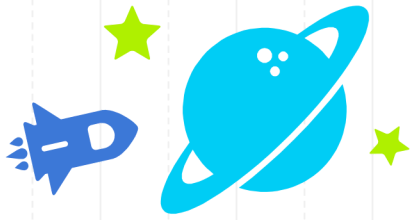


STRIDE Academy GROWTH Data 2023-2024



“If there is no struggle, there is no progress.”

- Frederick Douglass



FastBridge

Fall to Spring

2023-2024

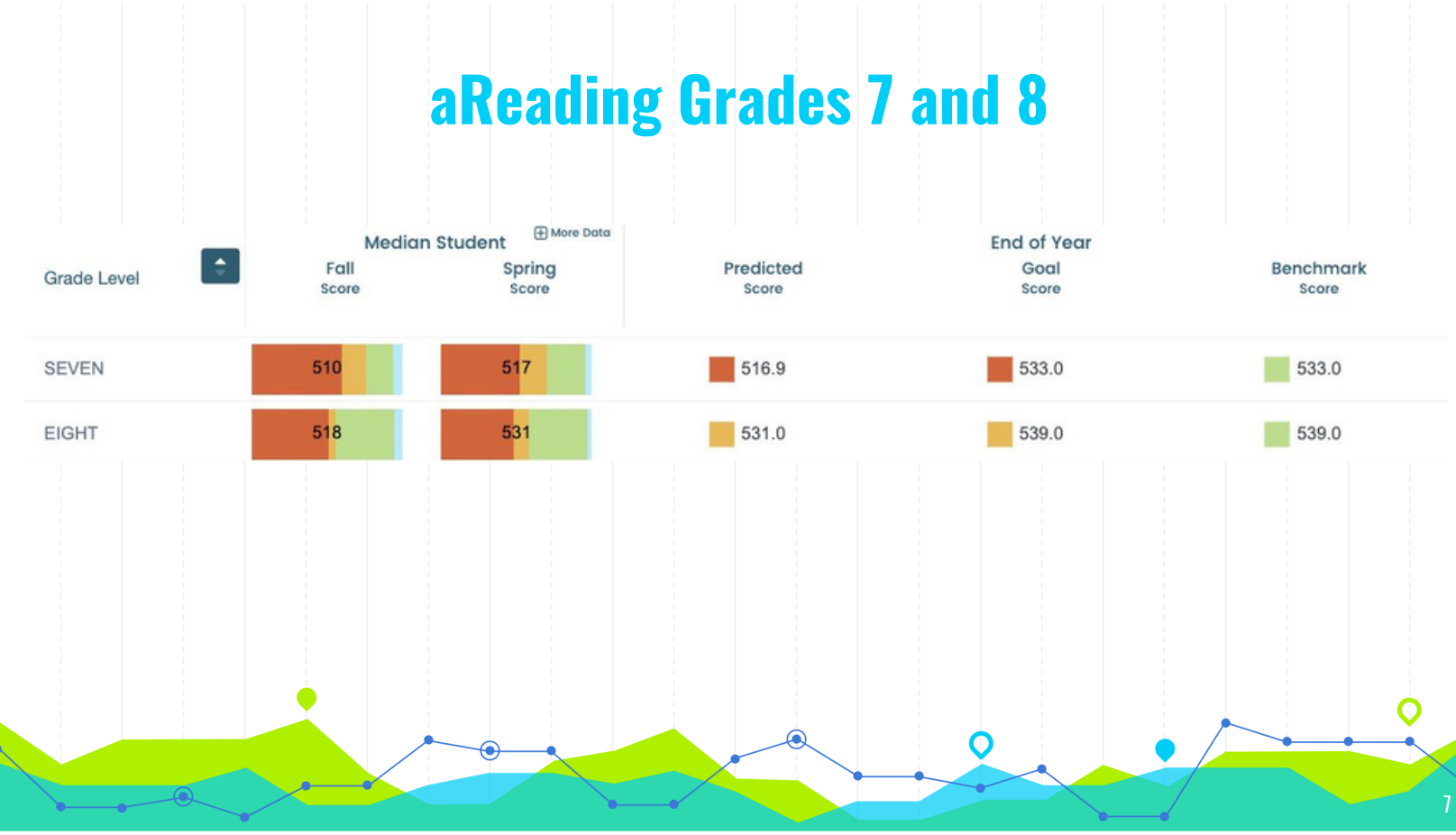
Early Reading Grades K and 1



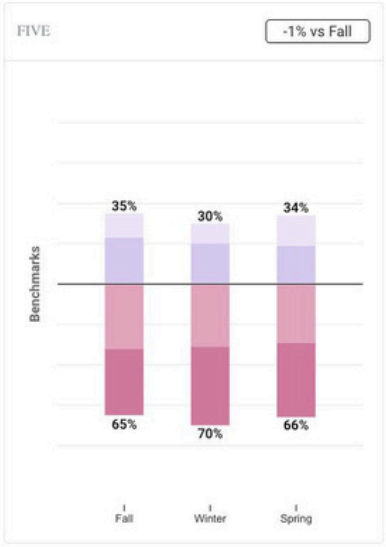
Early Reading Grades K and 1

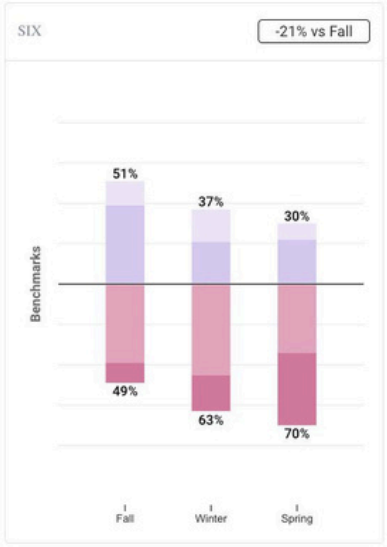


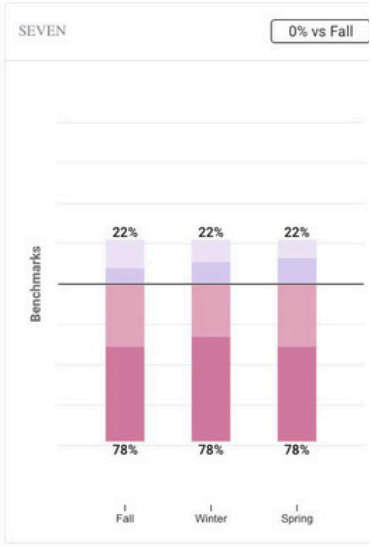
aReading Grades 7 and 8

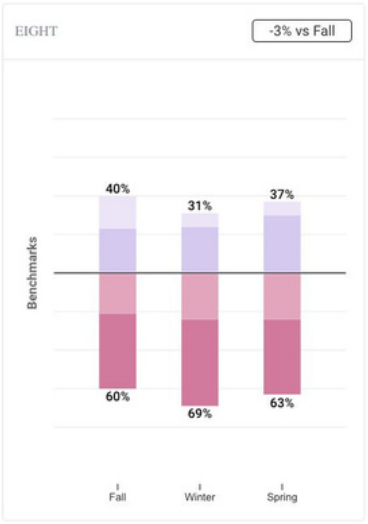


aReading Grades 2-8



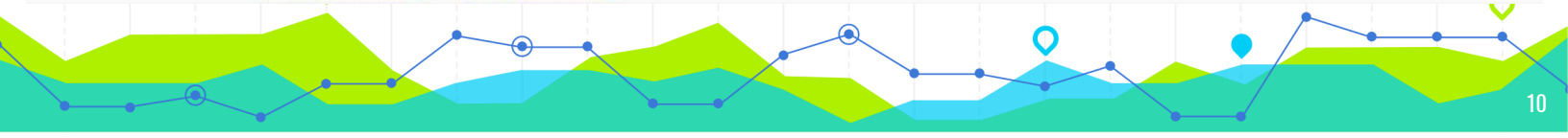




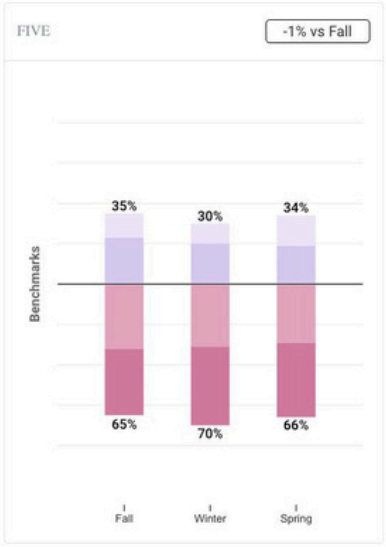


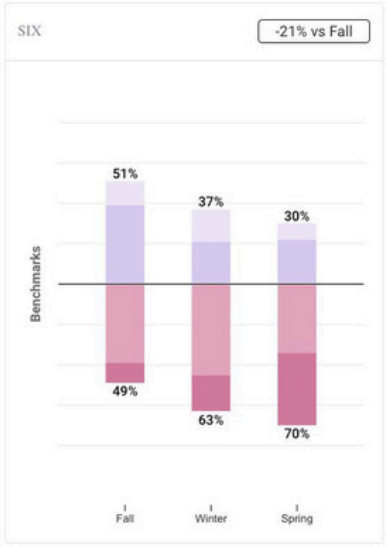
CBM-R English (Fluency) Grades 2-5

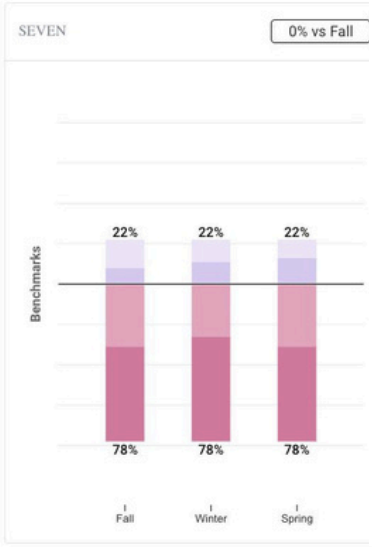
Grade Level	Median Student Fall Score	Median Student Spring Score	Predicted Score	End of Year Goal Score	End of Year Benchmark Score
ONE	-	-	-	-	-
TWO	43	103	103.0	131.0	101.0
THREE	81	116	116.0	125.0	125.0
FOUR	117	148	147.4	175.0	147.0
FIVE	114	145	-	-	-
SIX	147	170	170.0	185.5	171.0

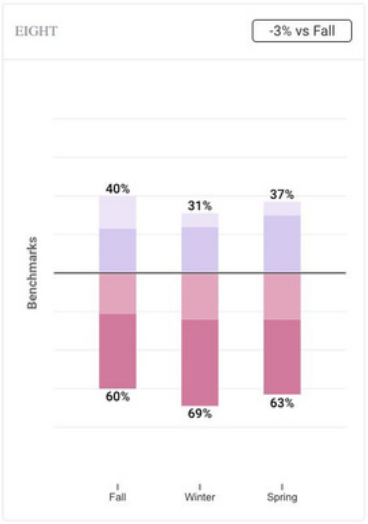


aReading Grades 2-8



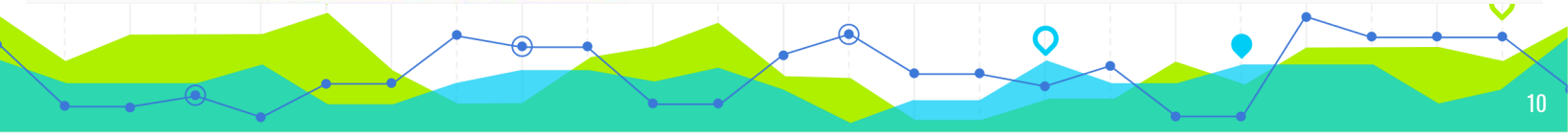




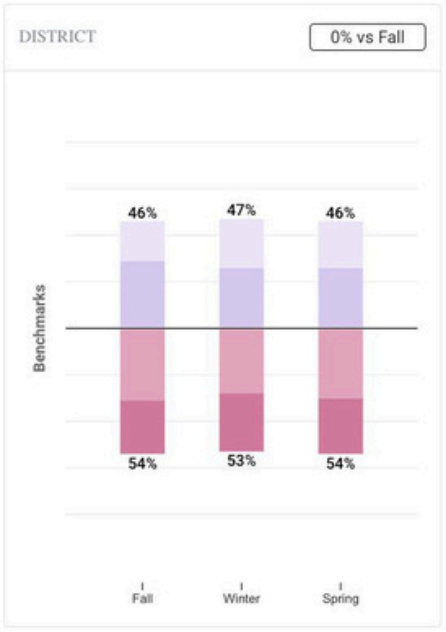


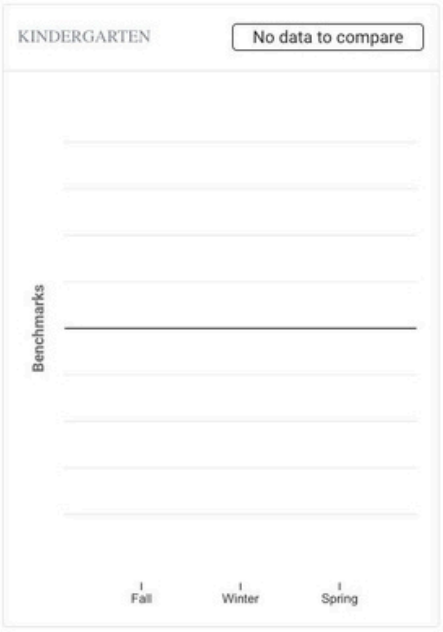
CBM-R English (Fluency) Grades 2-5

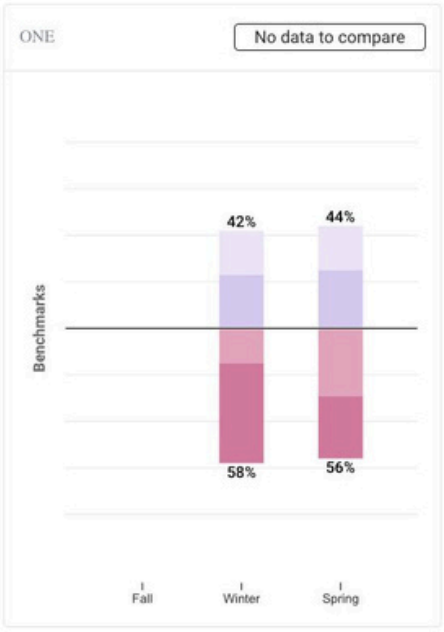
Grade Level	Median Student Fall Score	Median Student Spring Score	Predicted Score	End of Year Goal Score	End of Year Benchmark Score
ONE	-	-	-	-	-
TWO	43	103	103.0	131.0	101.0
THREE	81	116	116.0	125.0	125.0
FOUR	117	148	147.4	175.0	147.0
FIVE	114	145	-	-	-
SIX	147	170	170.0	185.5	171.0



CBM-R English (Fluency) 1-8

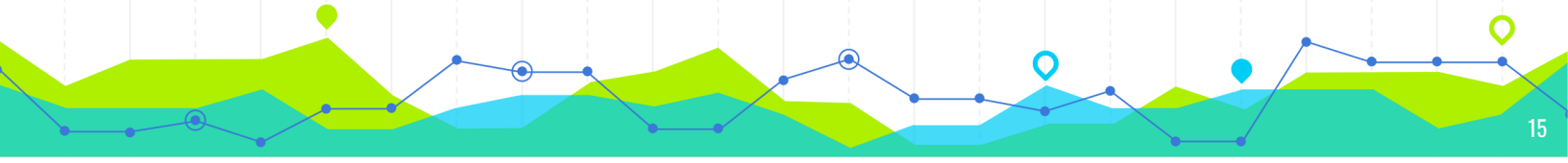






earlyMath K and 1

Grade Level	Median Student (More Data) Fall Score	Median Student (More Data) Spring Score	End of Year Predicted Score	End of Year Goal Score	End of Year Benchmark Score
KG	31	65	-	-	-
ONE	27	59	57.4	60.0	60.0

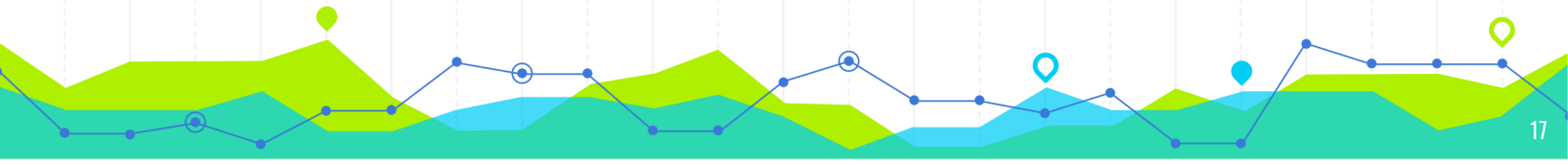


earlyMath K and 1

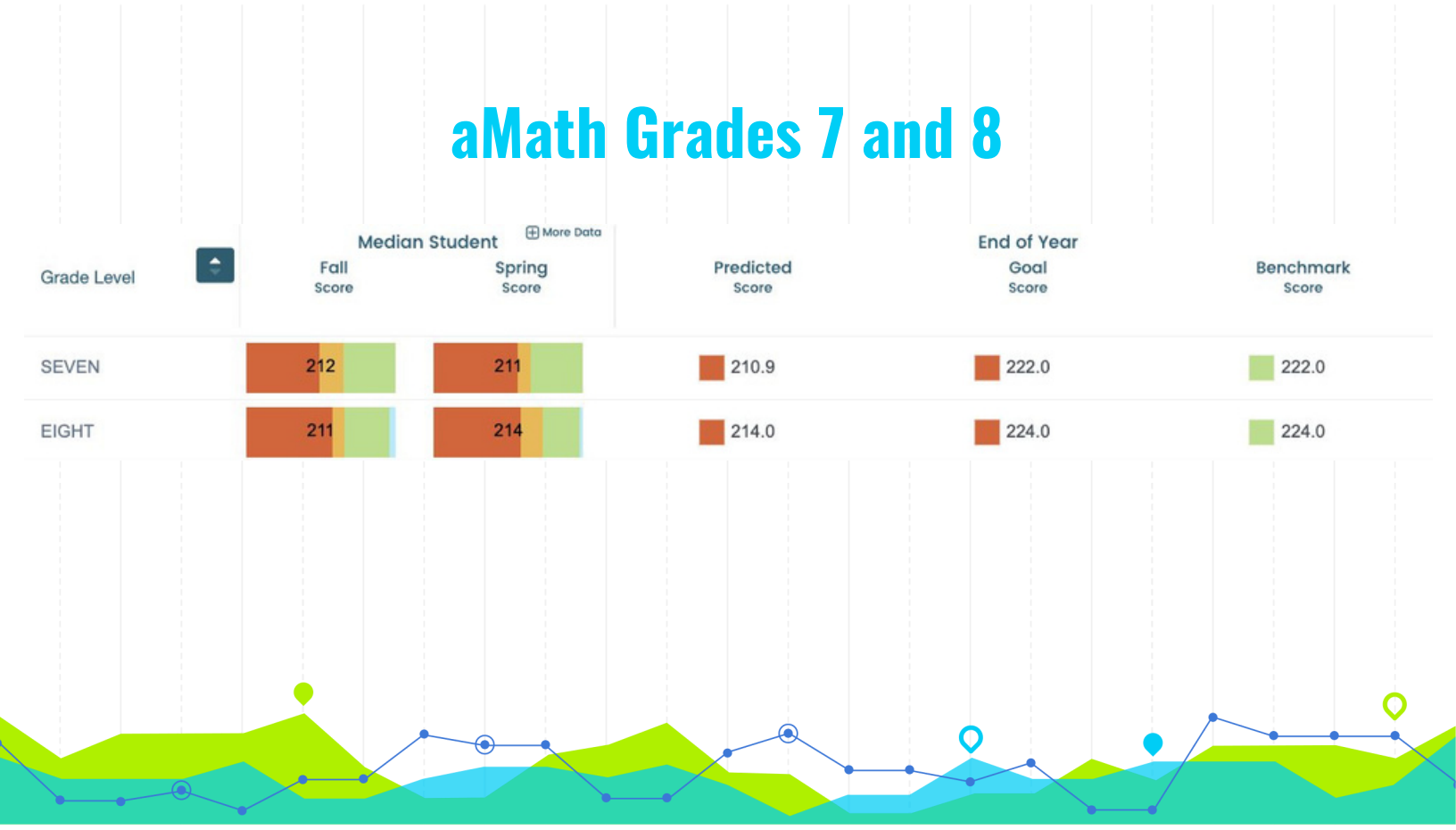


aMath Grades 2-5

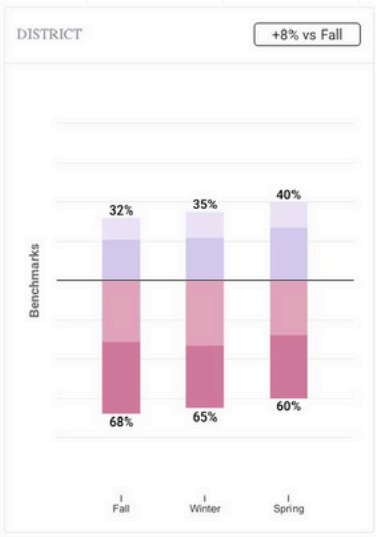
Grade Level	Median Student Fall Score	Median Student Spring Score	Predicted Score	End of Year Goal Score	End of Year Benchmark Score
TWO	193	202	-	-	-
THREE	197	209	208.7	215.0	209.0
FOUR	207	214	213.9	222.0	213.0
FIVE	208	215	215.4	218.0	218.0
SIX	209	212	211.9	220.0	220.0

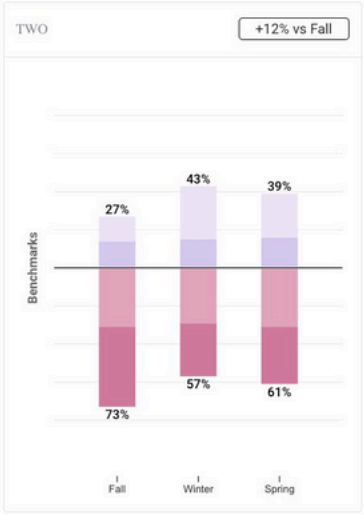


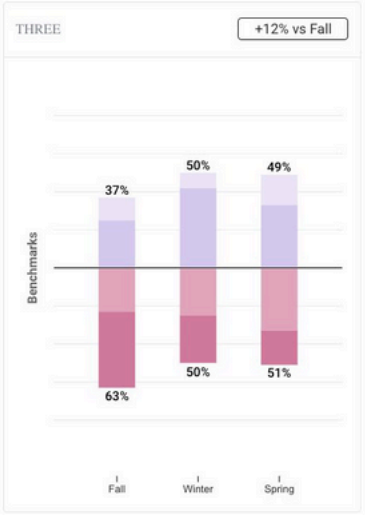
aMath Grades 7 and 8

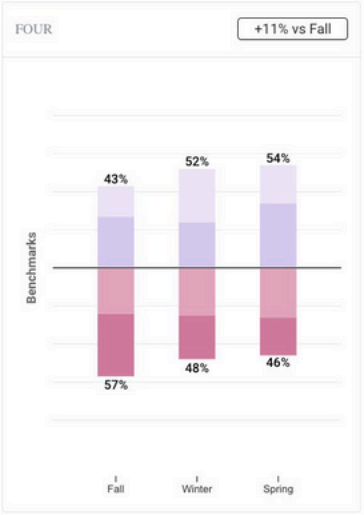


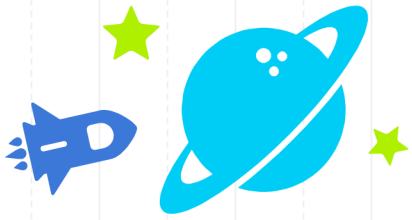
aMath Grades 7 and 8









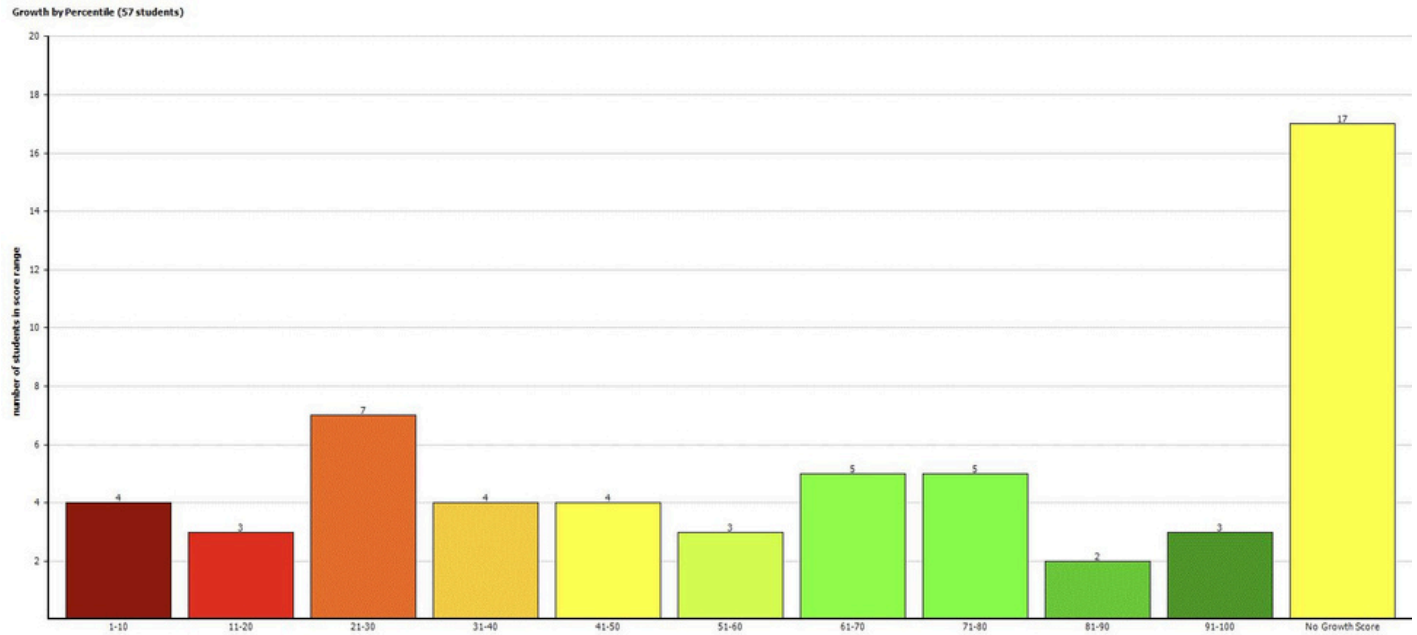


NWEA

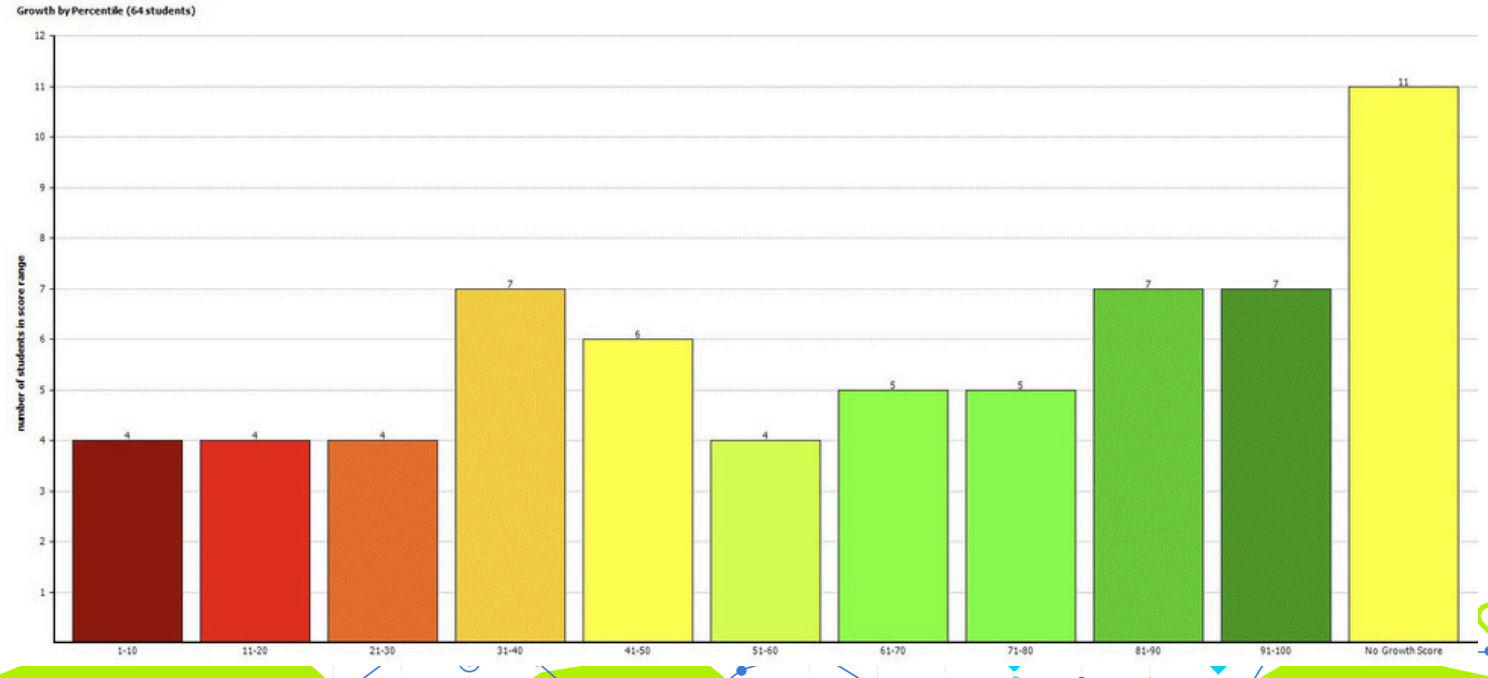
Fall to Spring

2023-2024

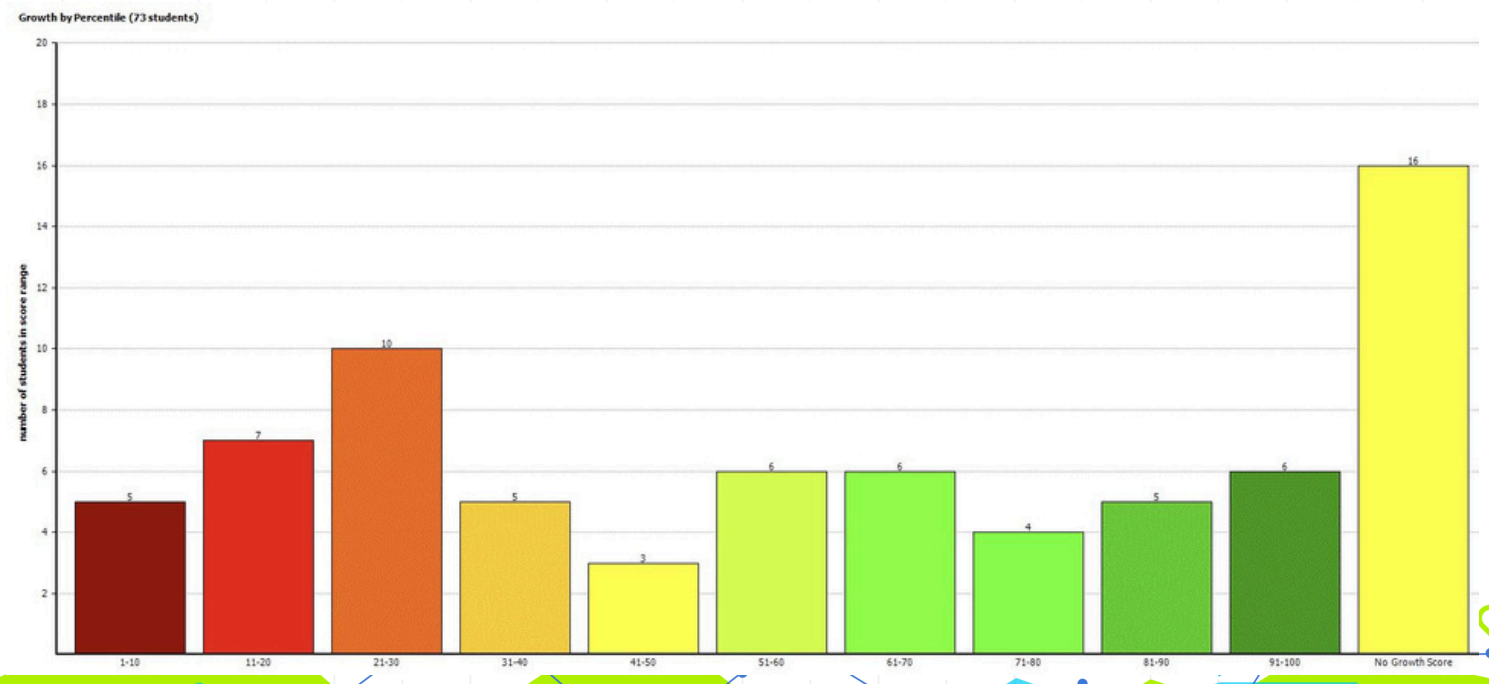
Primary Reading Grade 1



Grade 2 Reading



Grade 3 Reading



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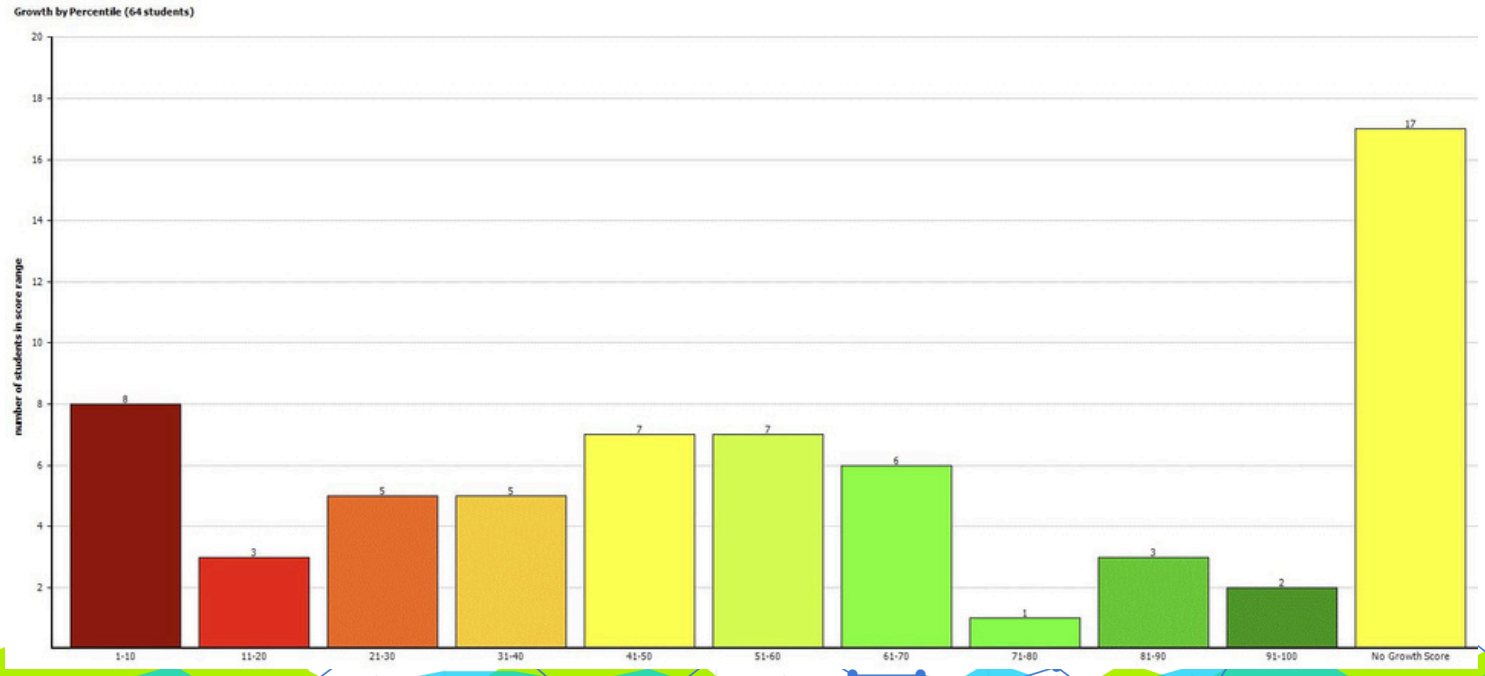
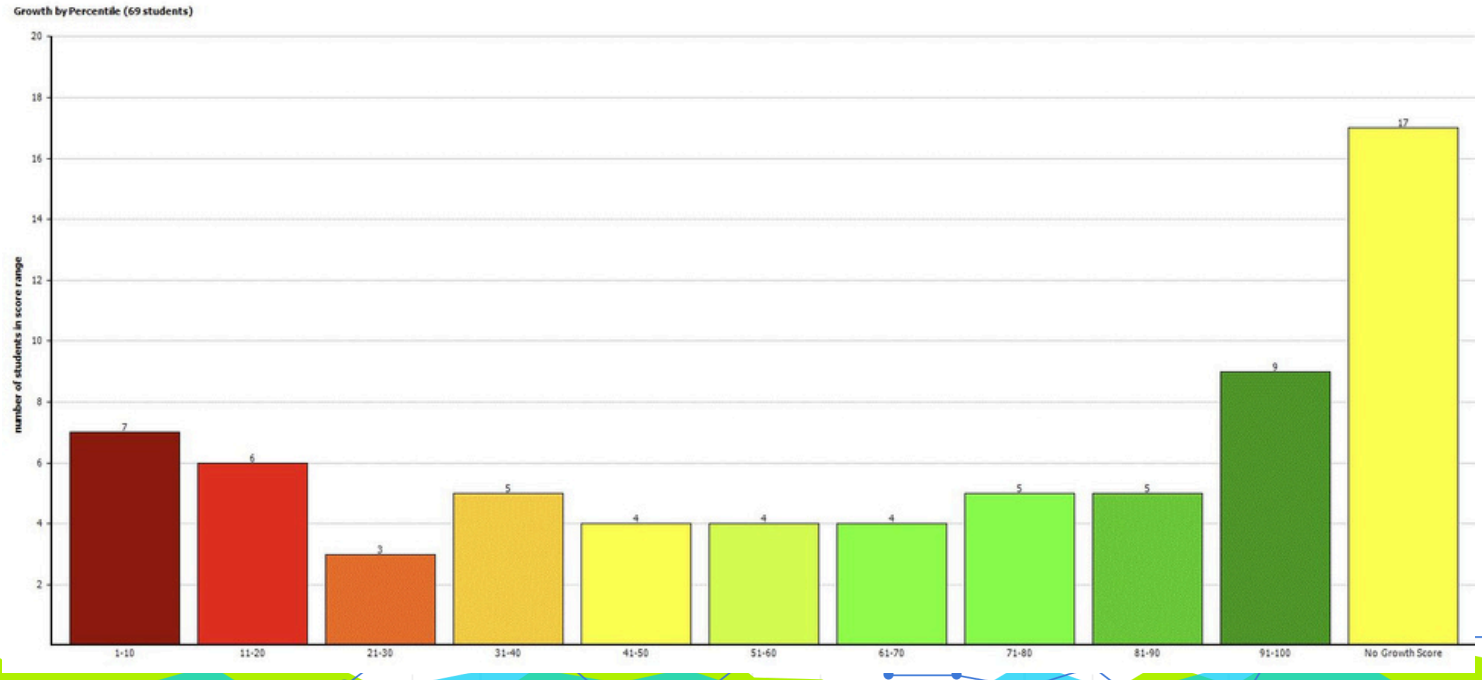
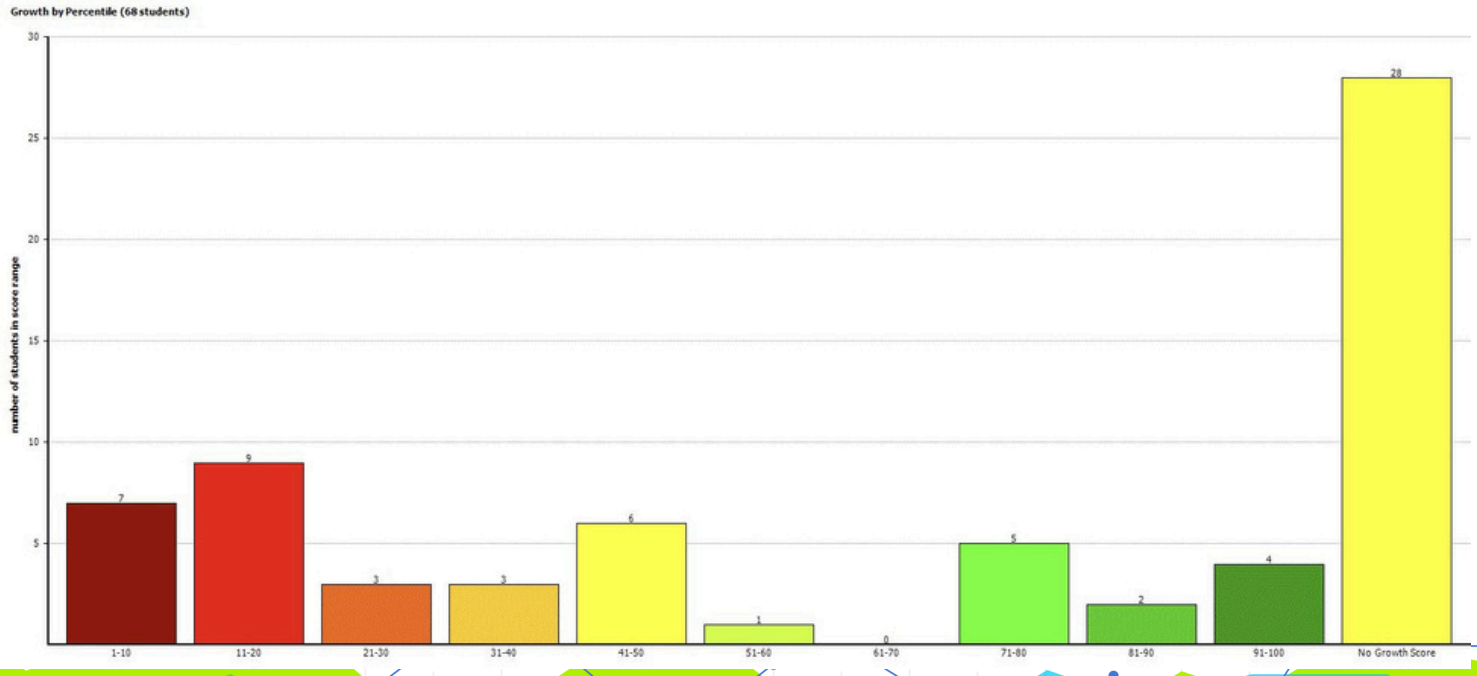


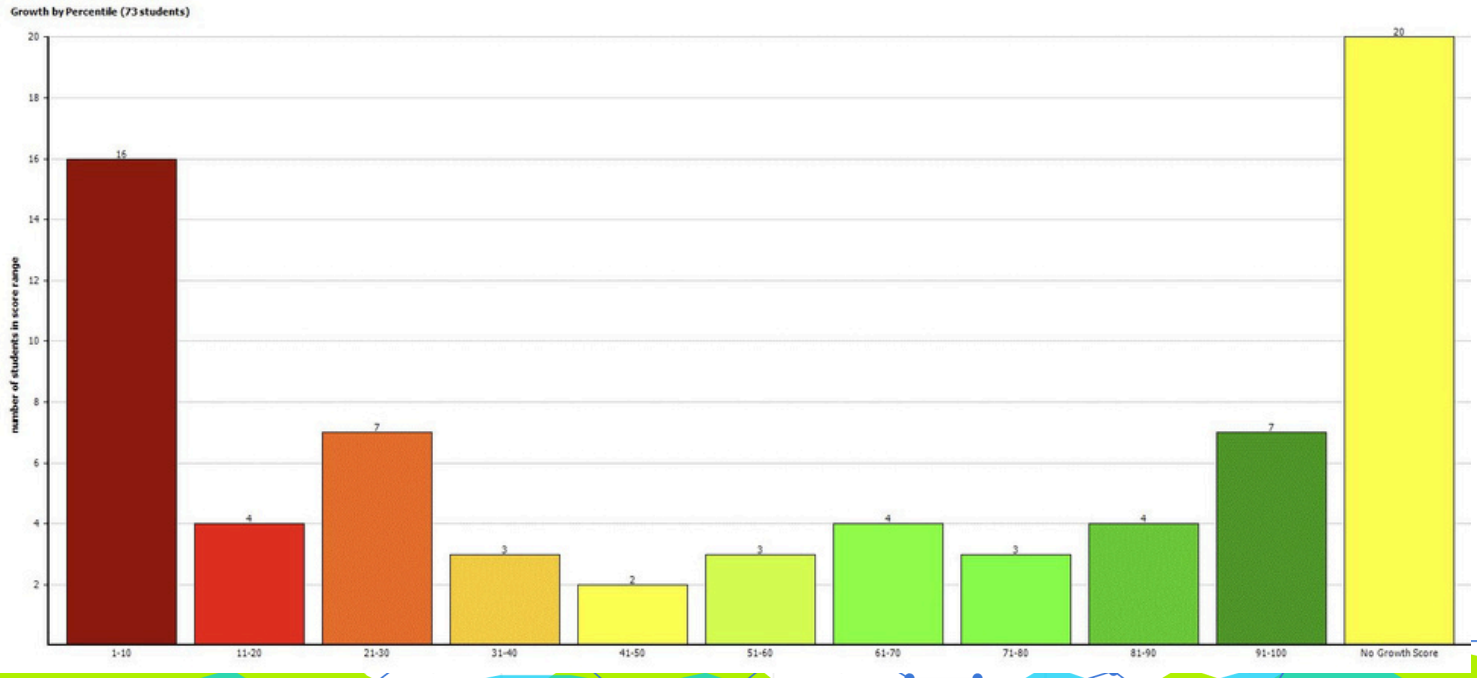
Grade 5 Reading



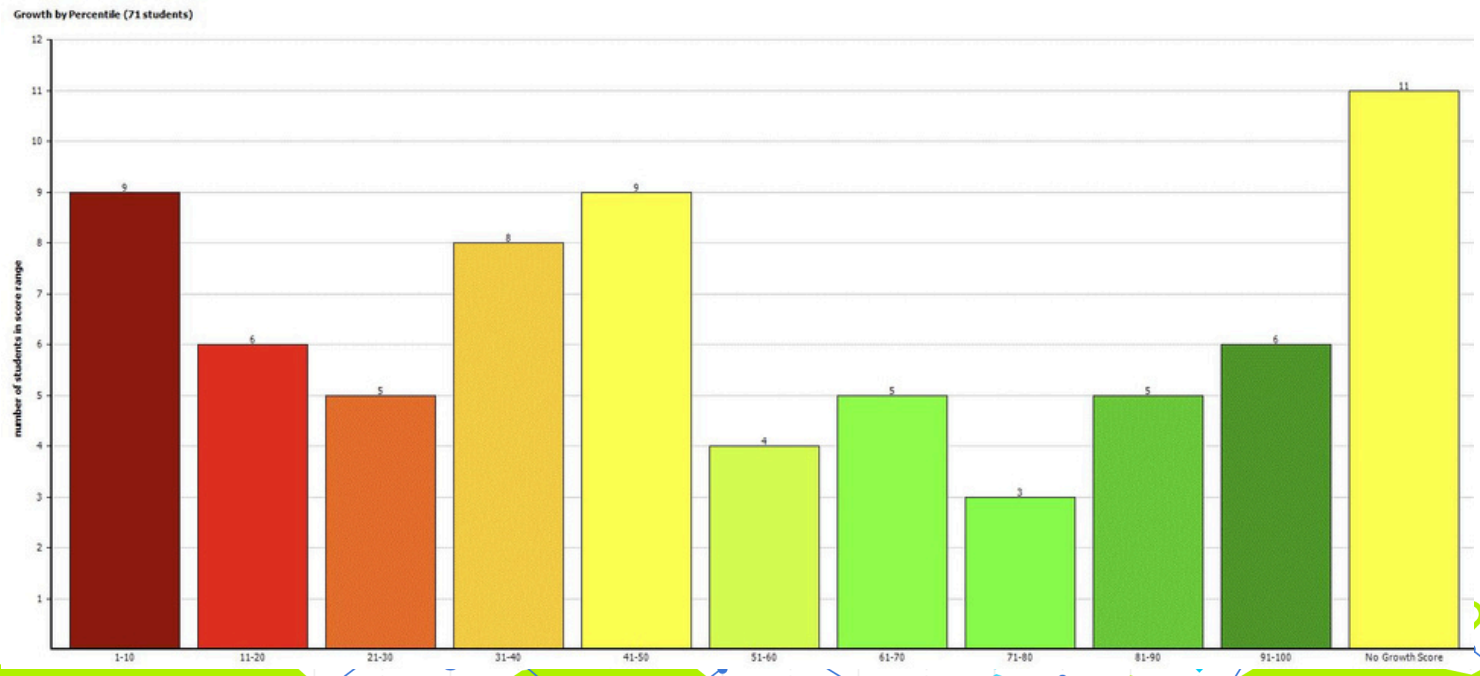
Grade 6 Reading



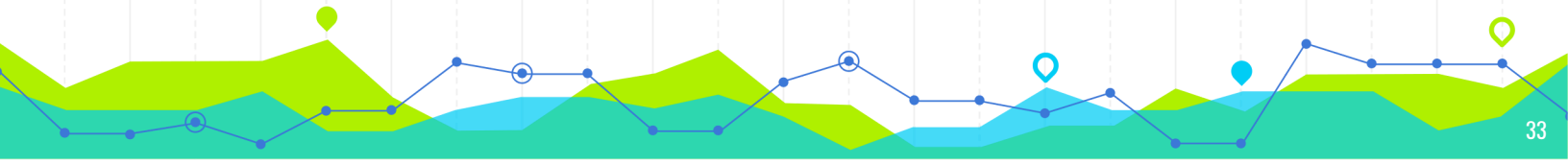
Grade 7 Reading



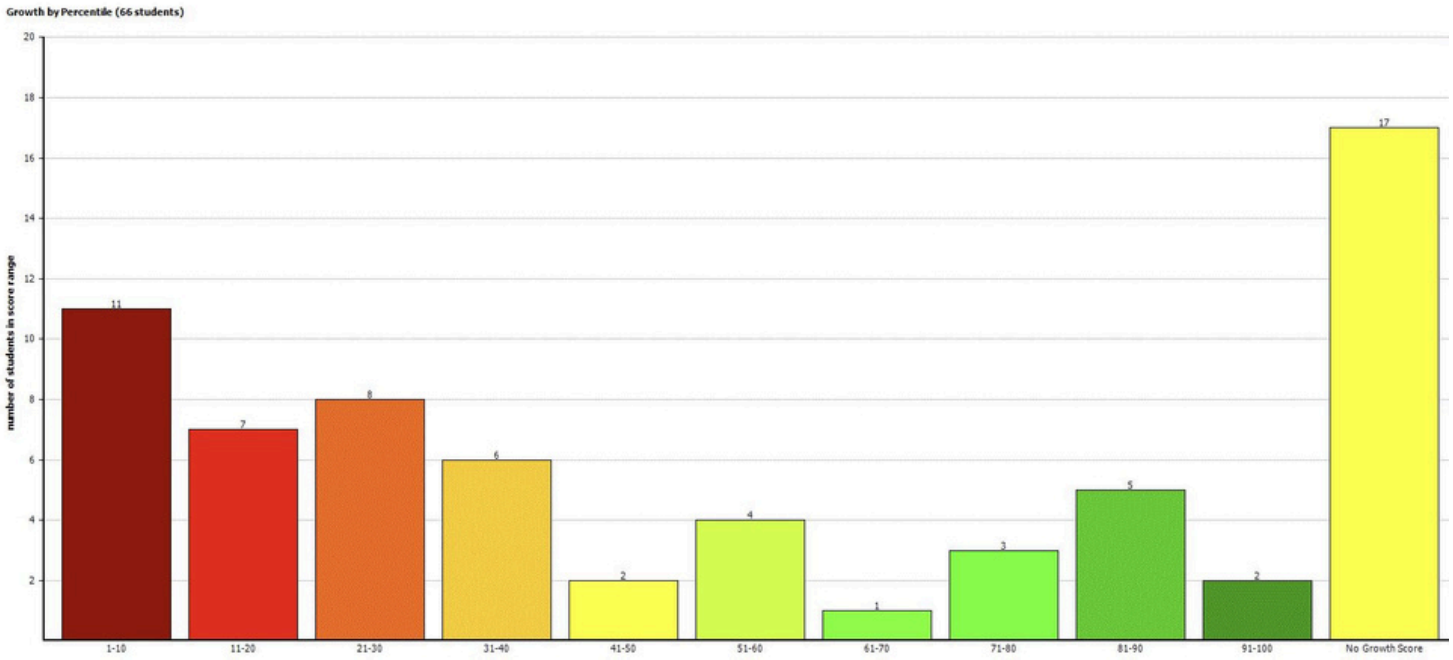
Grade 8 Reading



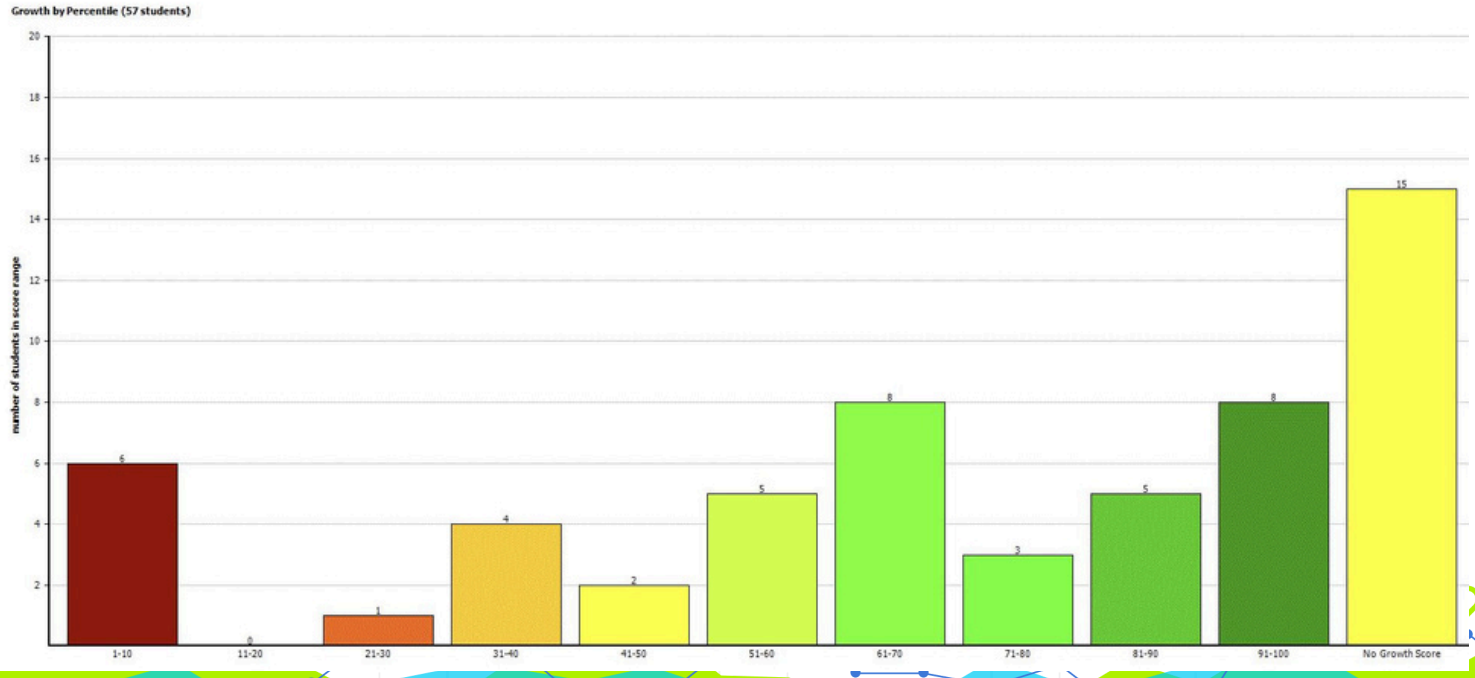
Math K-8



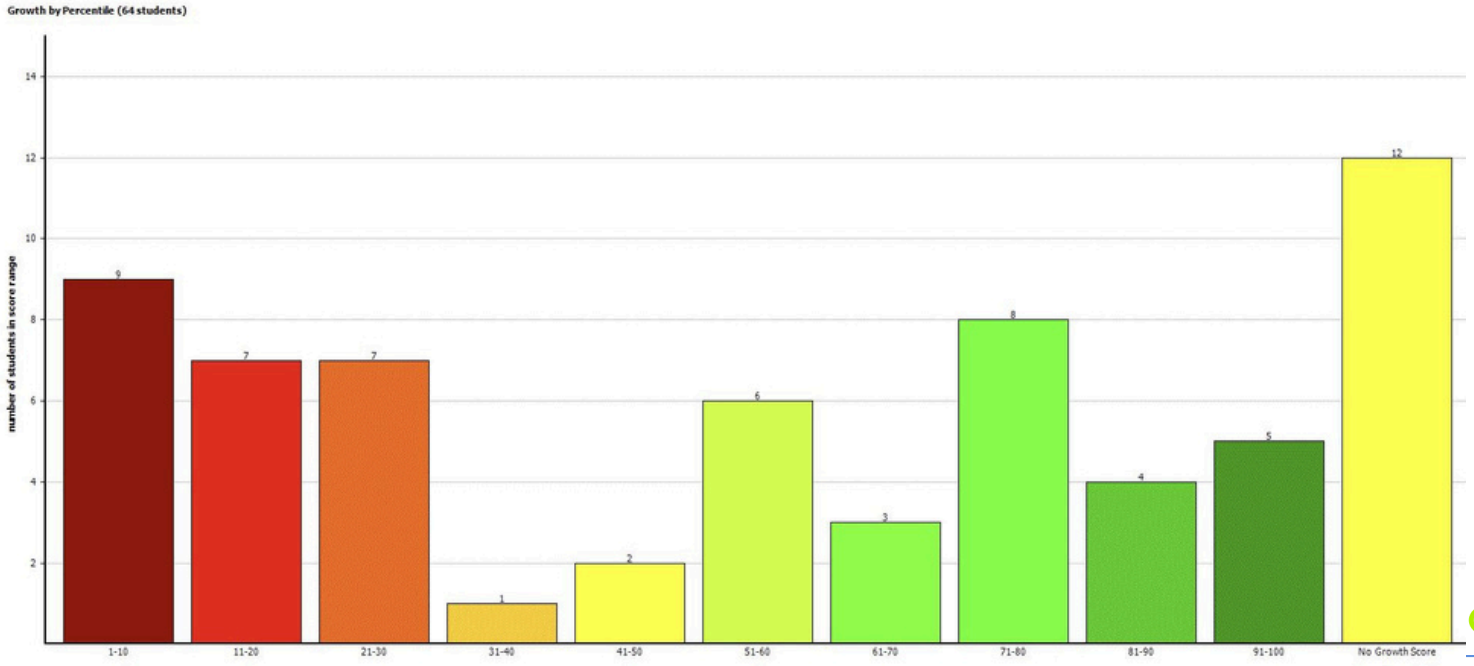
Grade K Primary Math



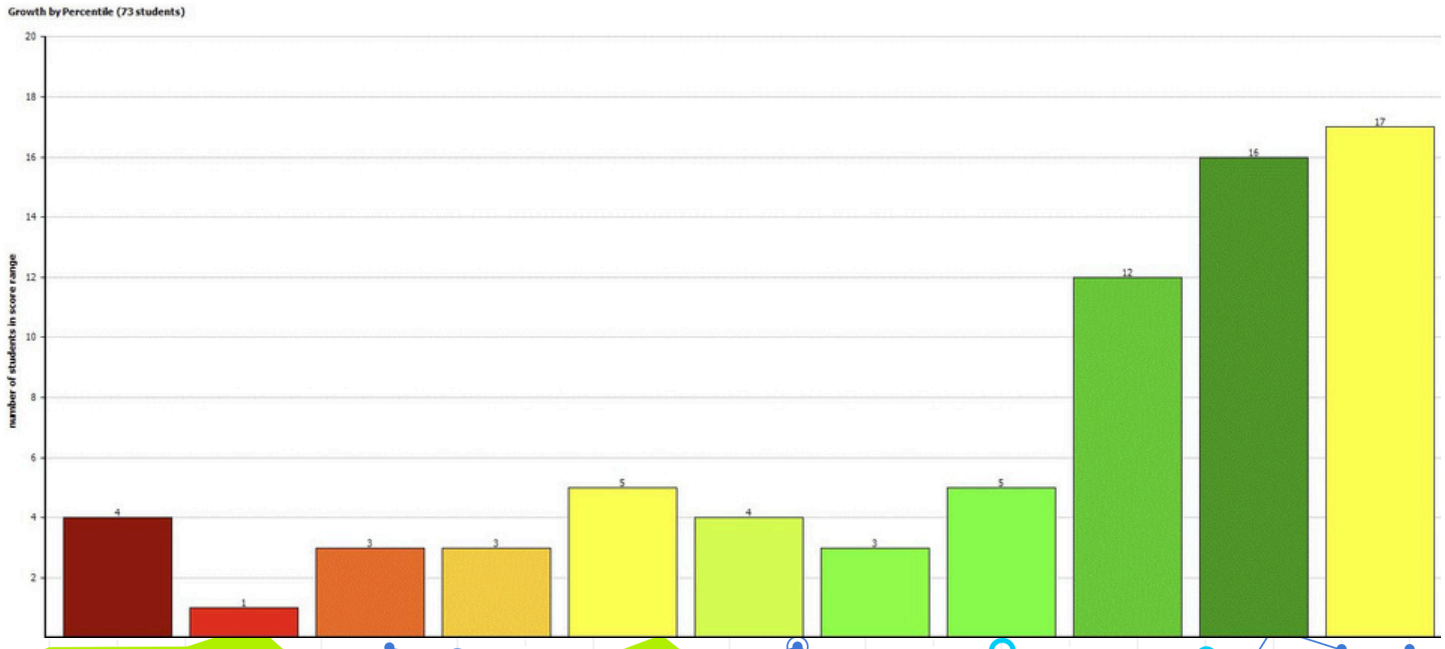
Grade 1 Primary Math



Grade 2 Math


Growth by Percentile (64 students)
number of students in score range
14
12
10
8
6
4
2
9
7
7
1
2
6
3
8
4
5
12
1-10
11-20
21-30
31-40
41-50
51-60
61-70
71-80
81-90
91-100
No Growth Score

Grade 3 Math


Growth by Percentile (73 students)
number of students in score range
20
18
16
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4
1
3
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4
3
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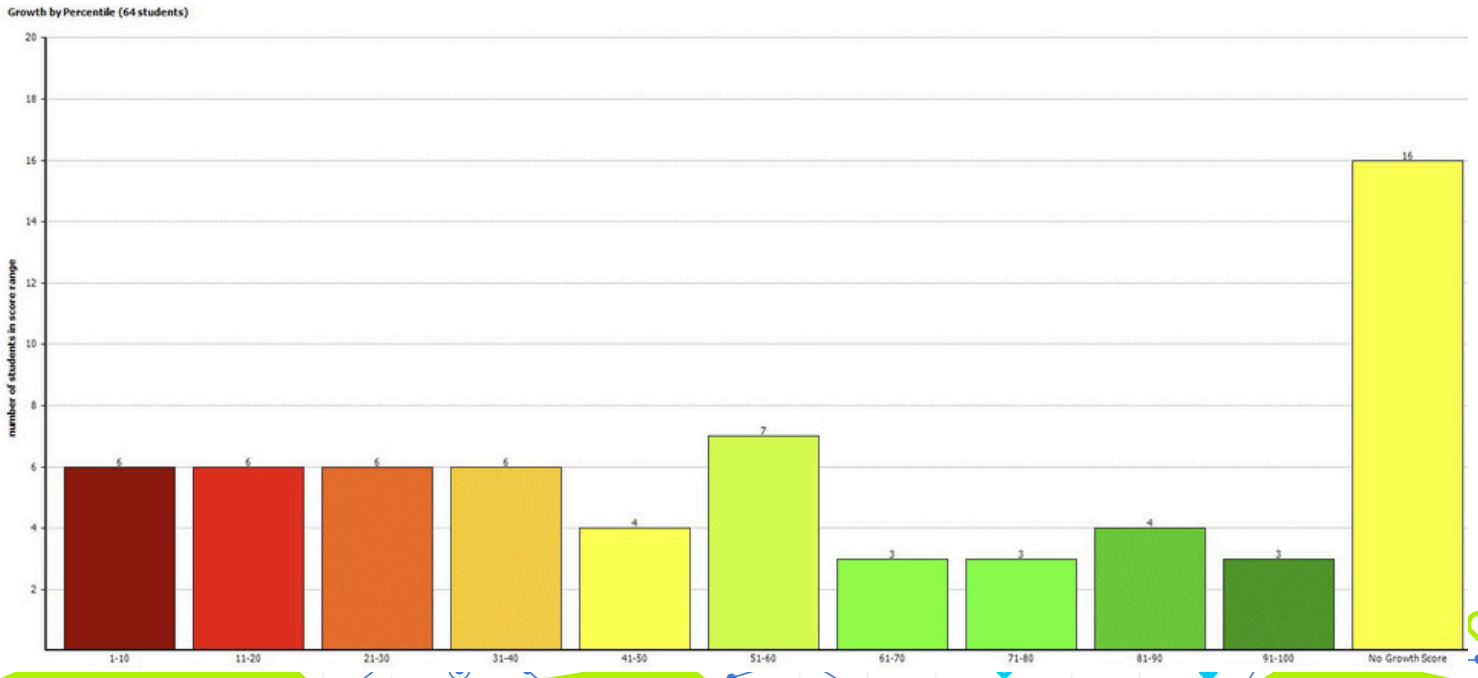
12
16
17

Grade 4 Math


Growth by Percentile (64 students)
number of students in score range
20
18
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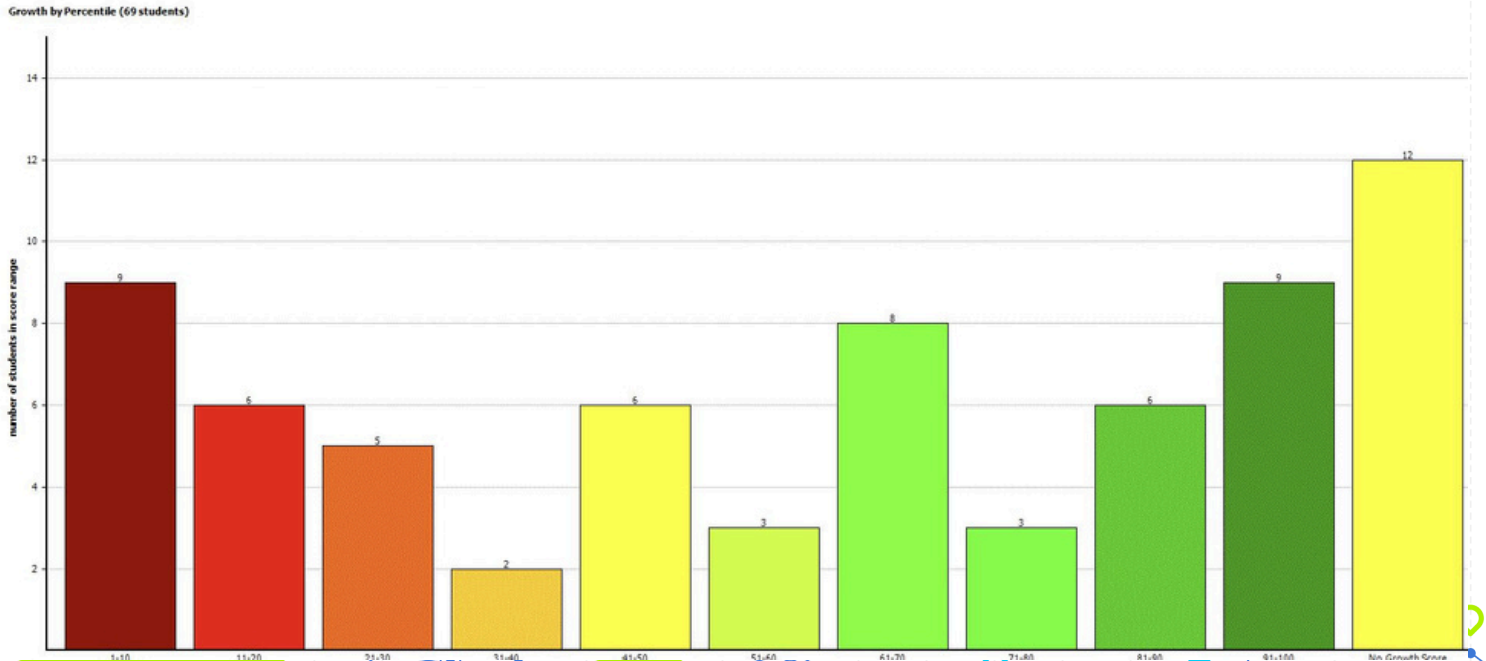
41-50
51-60
61-70
71-80
81-90
91-100
No Growth Score

Grade 5 Math


Growth by Percentile (69 students)
number of students in score range
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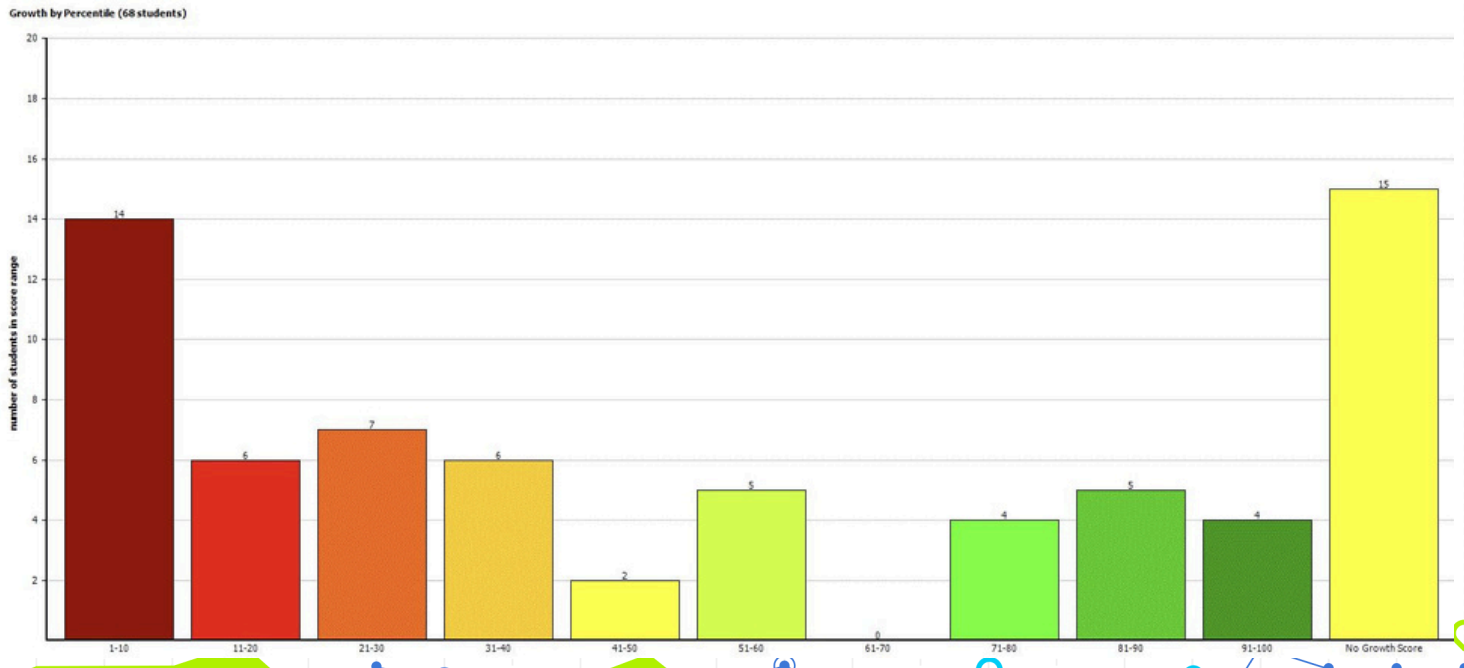
12

Grade 6 Math


Growth by Percentile (68 students)
number of students in score range
20
18
16
14
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5
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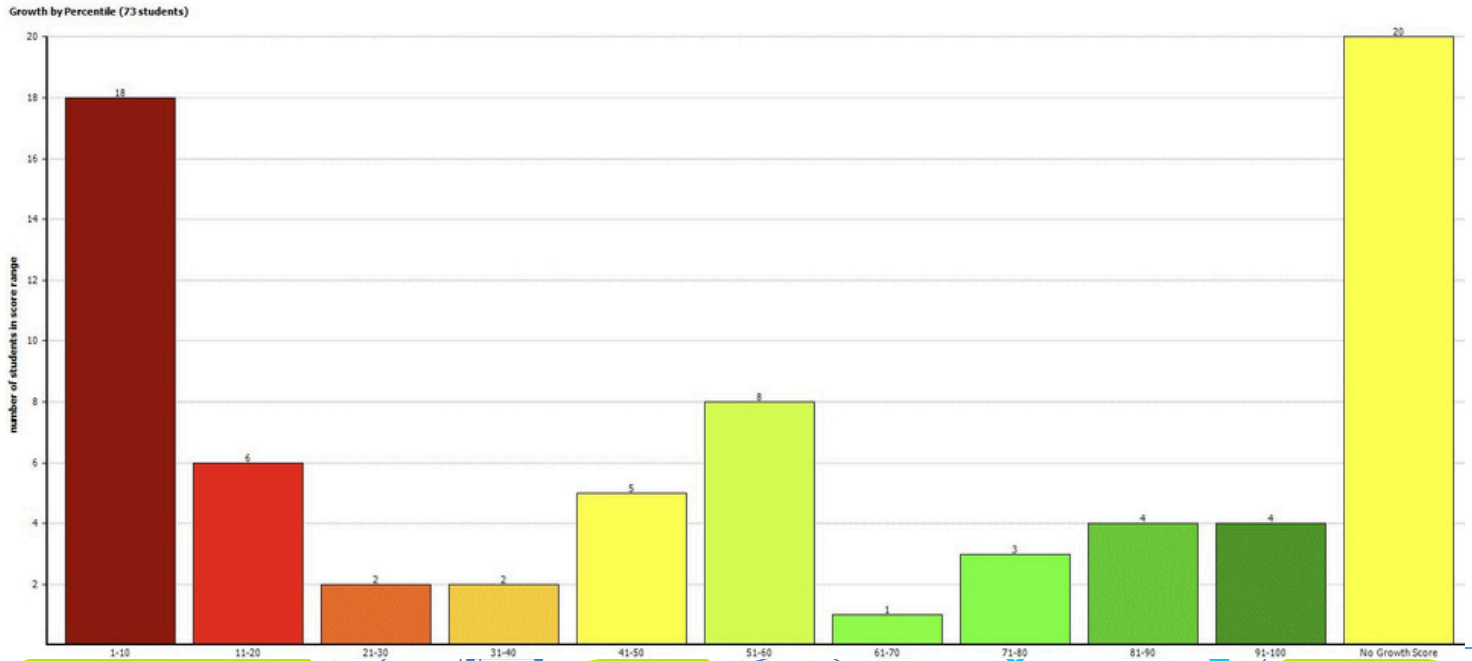
61-70
71-80
81-90
91-100
No Growth Score

Grade 7 Math


Growth by Percentile (73 students)
number of students in score range
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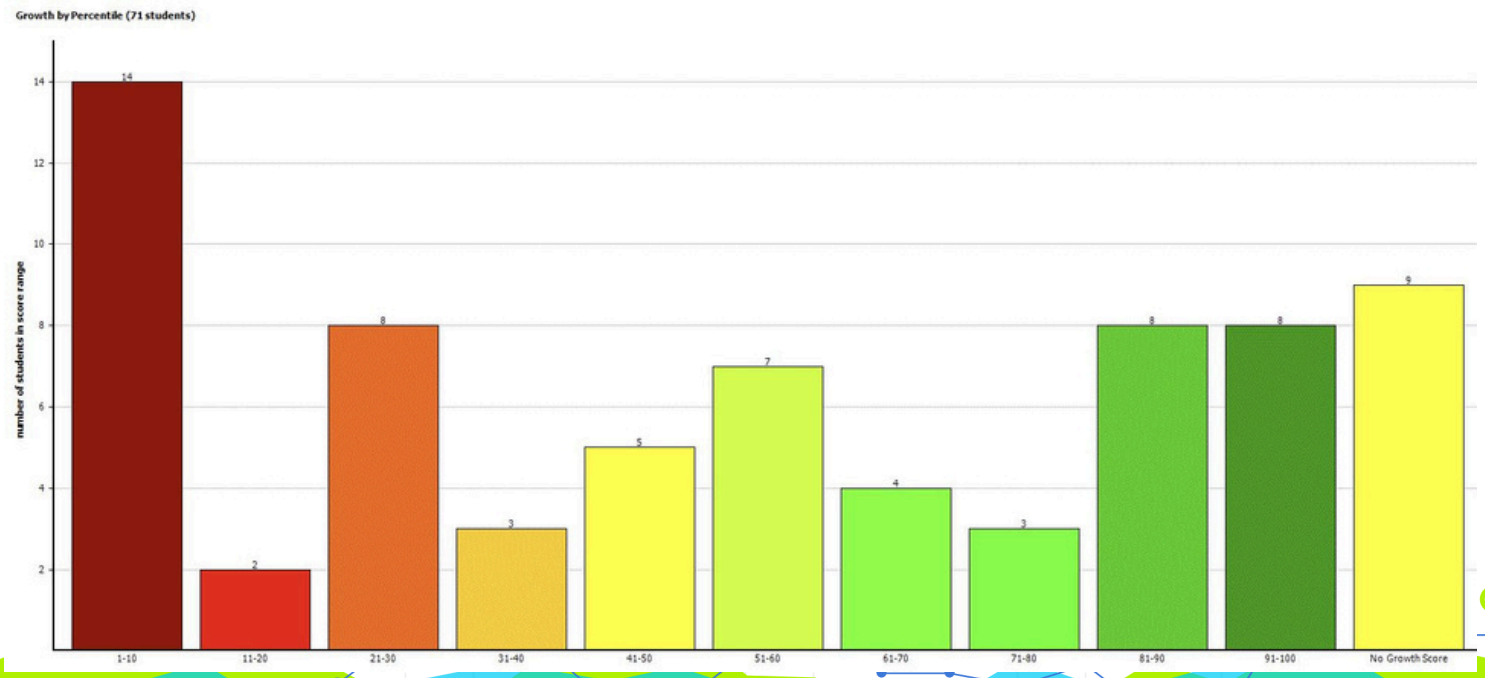
41-50
51-60
61-70
71-80
81-90
91-100
No Growth Score

Grade 8 Math


Growth by Percentile (71 students)
number of students in score range
14
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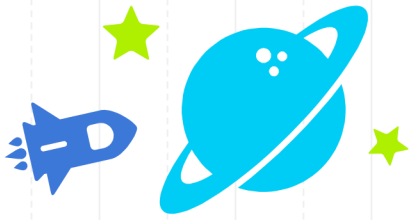
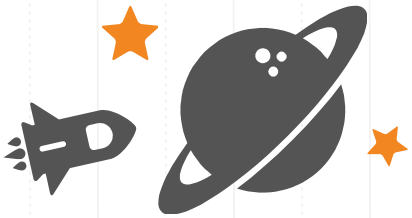
61-70
71-80
81-90
91-100
No Growth Score



MCA

Spring (Preliminary)

2024



MCA

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	48 34 26	6 13 20 9	12	1
Grade 4	37		10	1
Grade 5			17	3
Grade 6			12	0

MCA's Reading

	Does not Meet	Partially Meets	Meets	Exceeds
Grade 7	47	8	9	3
Grade 8	44	7	14	3

MCA's Math

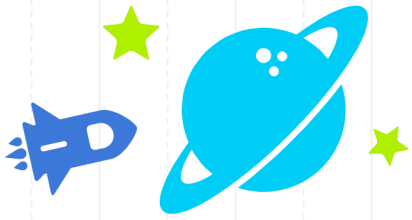
	Does not Meet	Partially Meets	Meets	Exceeds
Grade 3	25 29	20 15	16	5
Grade 4	34	19	12	2
Grade 5			10	2
Grade 6	40	16	2	1

MCA's Math

	Does not Meet	Partially Meets	Meets	Exceeds
Grade 7	54	10	3	0
Grade 8	49	14	4	1

MCA's Science

	Does not Meet	Partially Meets	Meets	Exceeds
Grade 5	33	16	14	3
Grade 8	47	13	5	1



ACCESS Testing

Spring

2023-2024


ACCESS for ELLs®

ACCESS Test

State Standardized Test for Multilingual Learners

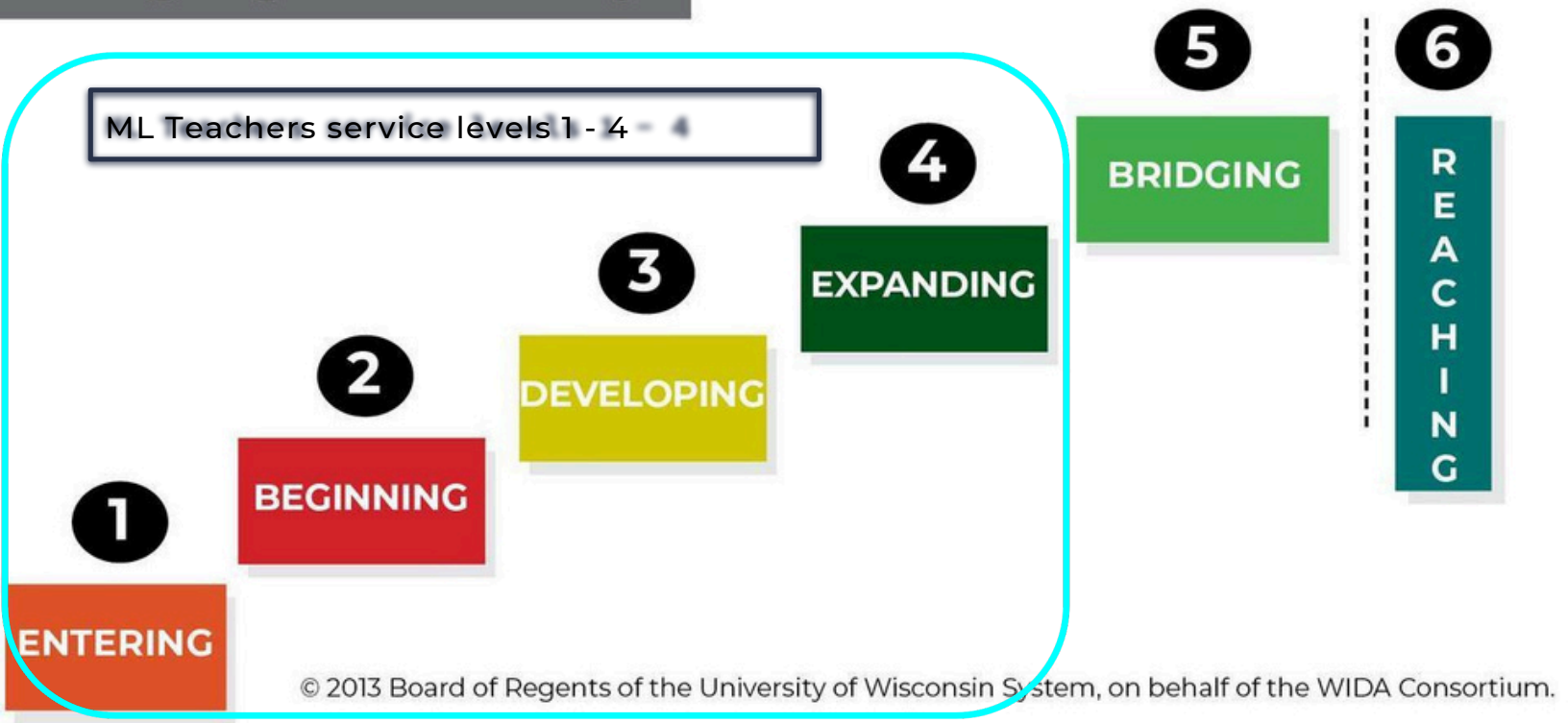
Grades K-4 Students

- **215 Students took the ACCESS Test in Spring 2024**
  - **21 Students passed** the ACCESS Test and will Exit ML Services

Grades 5-8 Students

- **122 Students took the ACCESS Test in Spring 2024**
  - **18 Students passed** the ACCESS Test and will Exit ML Services

Levels of English Language Proficiency



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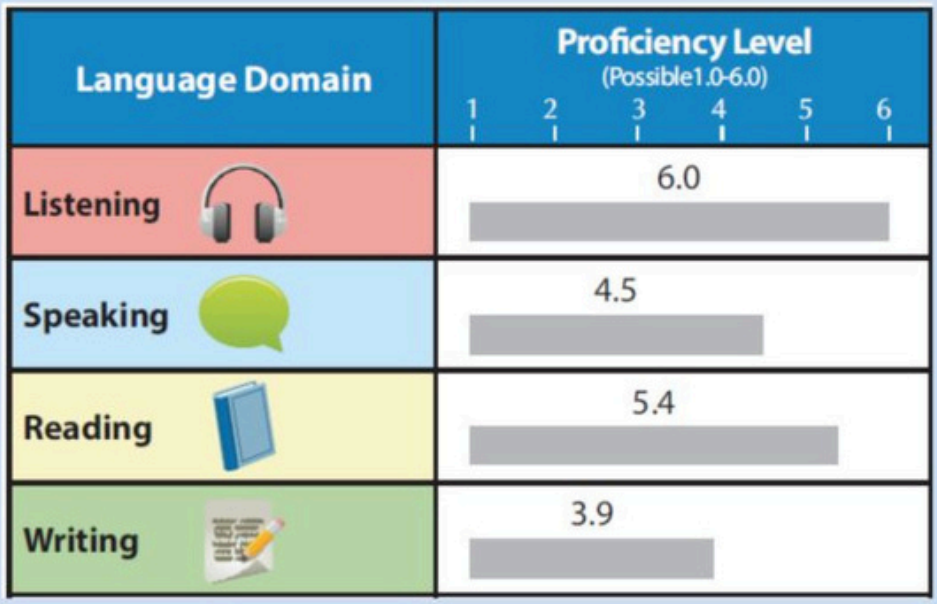
LANGUAGE DOMAINS

on the

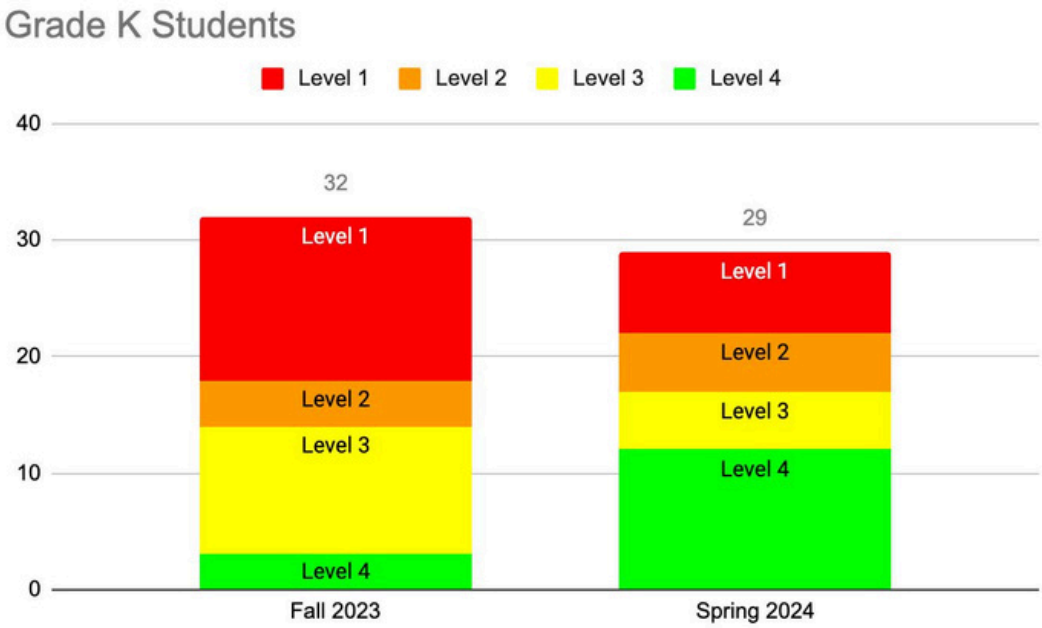
WIDA ACCESS Test

Take note of them as unique skills, which can vary for each emerging bilingual student!



THE ALL-ACCESS CLASSROOM

Access Test Preliminary Results 2024



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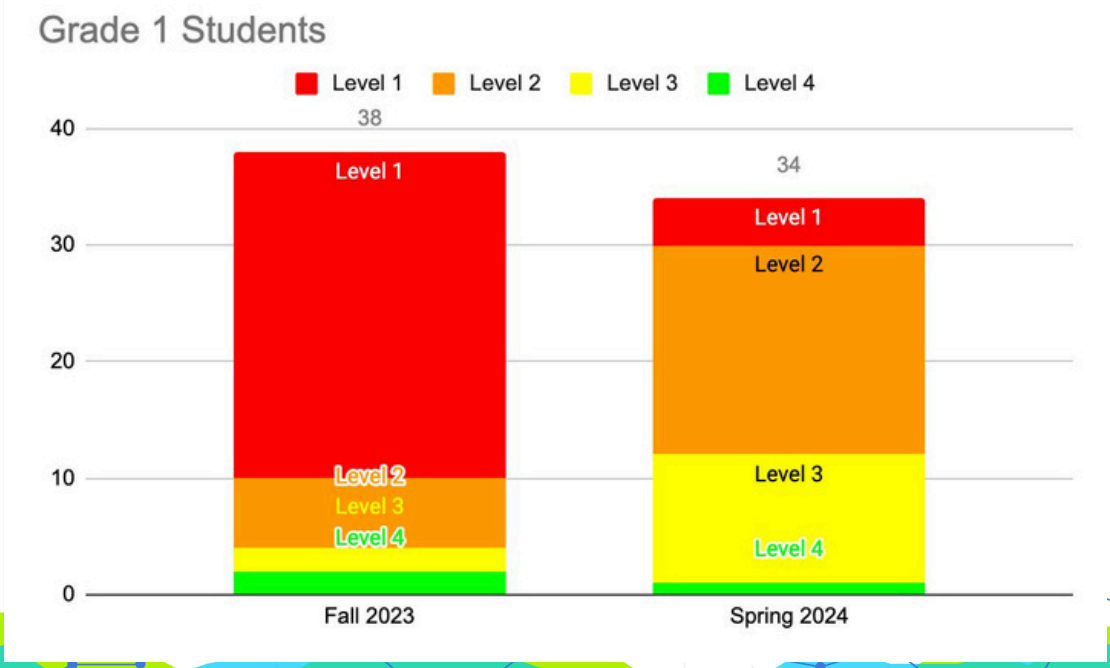

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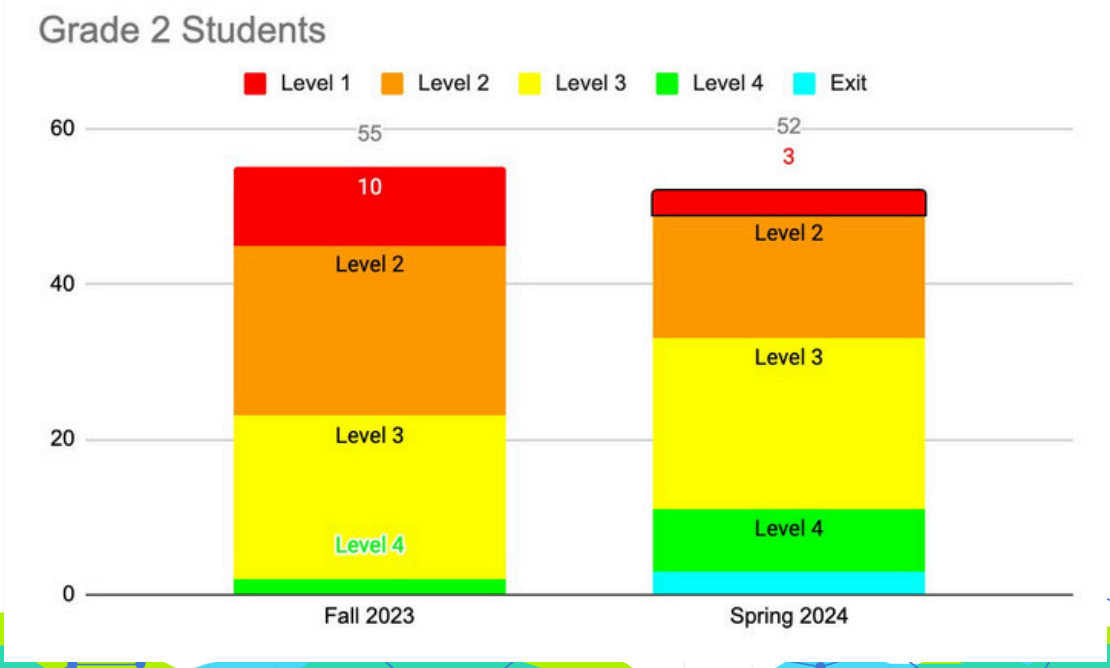

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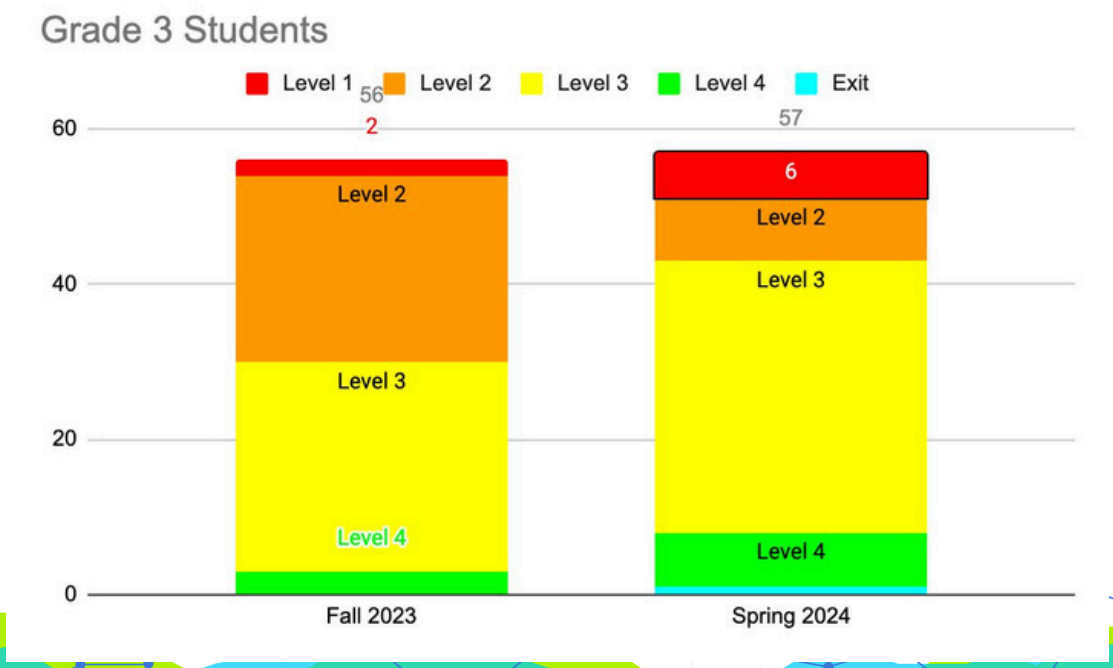

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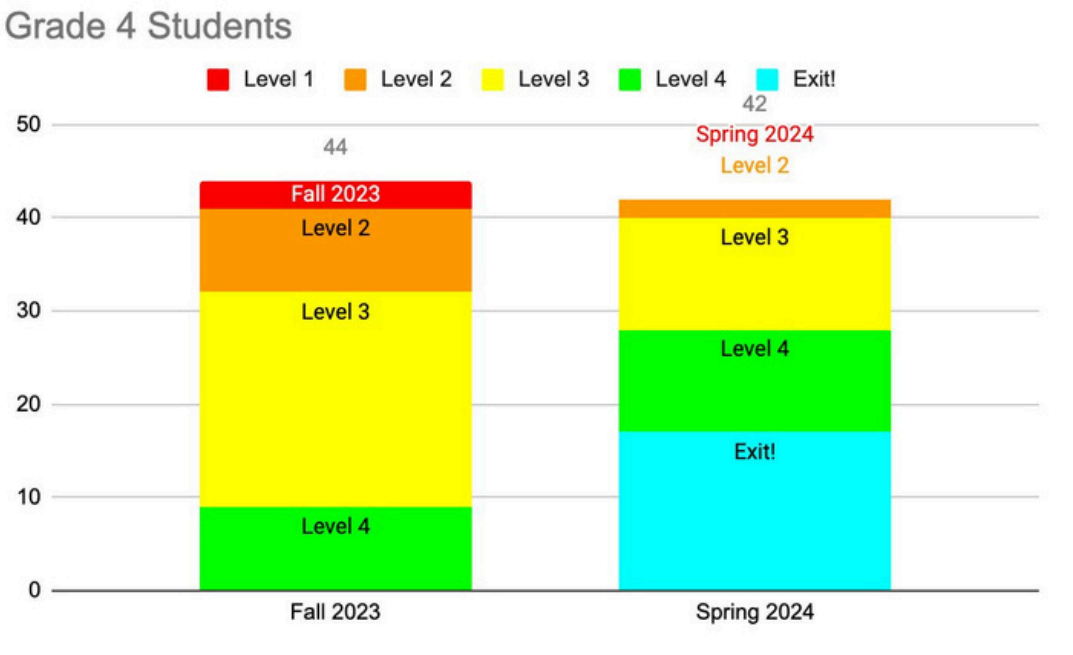

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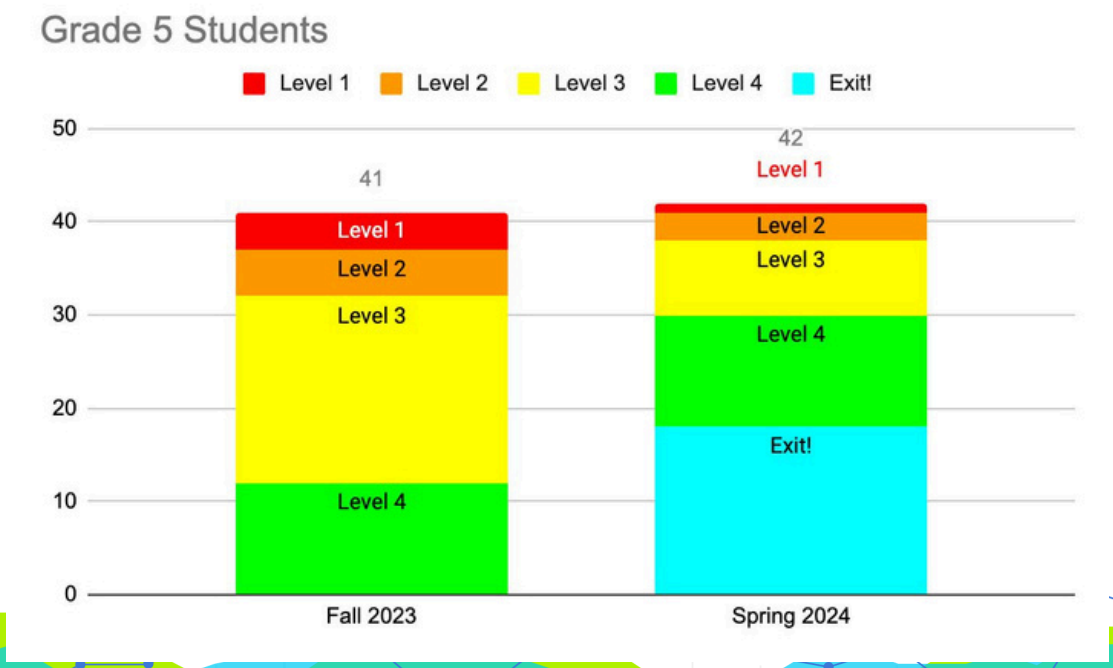

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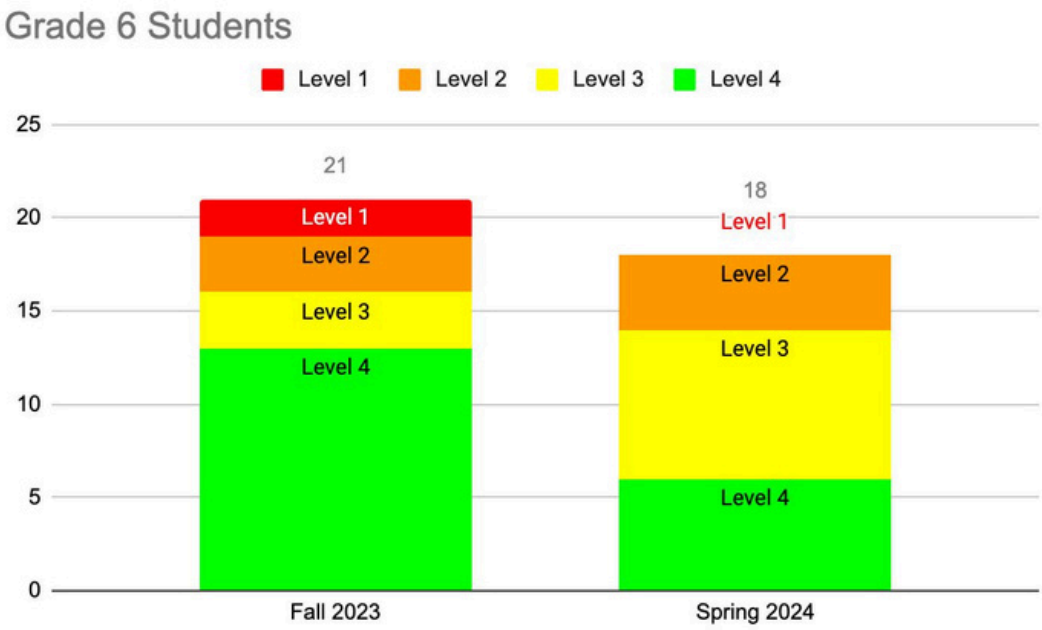

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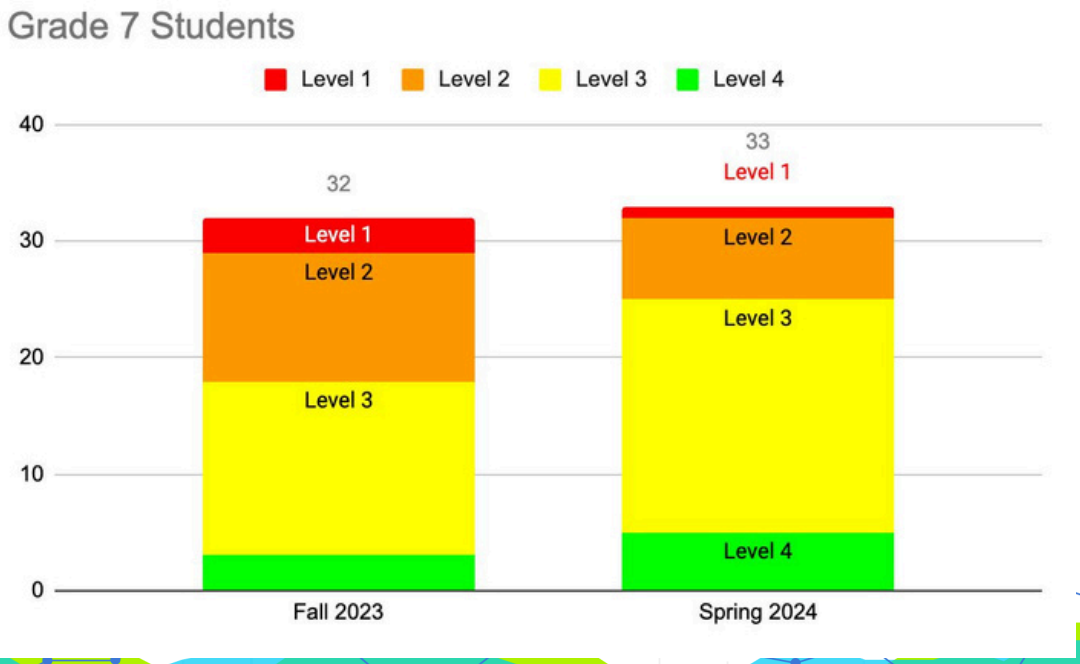

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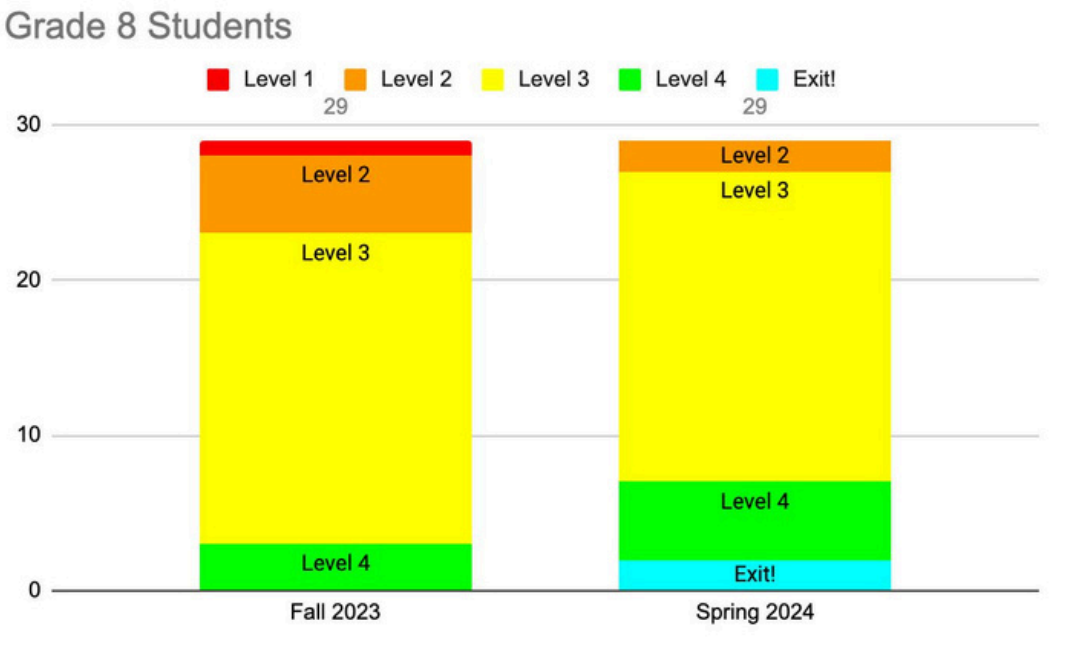


Curriculum and Academic Supports

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 using 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 SAEBRS 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:

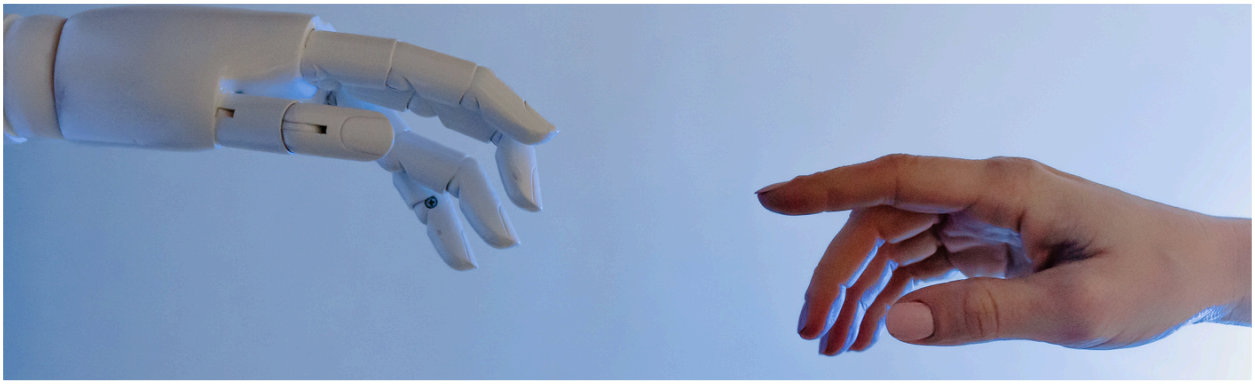
Google Classroom, Docs, Sheets, and Slides support teachers’ instruction and practice and the ability to collaborate.

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 & ENHANCEMENTS: 2023-2024



STRIDE Academy continues to lead in educational innovation, prioritizing academic excellence, student engagement, and a strong community culture. The Science of Reading approach has been fully implemented, enhancing literacy instruction with evidence-based strategies, while IXL provides personalized learning pathways to support student growth in math and language arts.

The Ron Clark House System remains integral to fostering belonging, leadership, and collaboration among students. Additionally, the expansion of the Responsibility-Centered Discipline (RCD) approach reinforces positive behavior management, helping students develop self-regulation and accountability skills.

Technology access has also increased, with additional iPads and Chromebooks ensuring students have the tools needed for modern learning. To strengthen student support and leadership, STRIDE has expanded its administrative structure, now including two deans for grades K-4 and two deans for grades 5-8. This change enhances targeted leadership, mentorship, and student services, allowing for more personalized guidance and intervention. The Promise Fellowship program has also grown, further expanding mentorship opportunities and student success initiatives.

These advancements reflect STRIDE Academy's commitment to academic innovation, strong leadership, and a nurturing school environment that empowers every student to reach their full potential.

FUTURE PLANS

STRIDE Academy is committed to continued growth, academic excellence, and student-centered innovation. In the 2024-2025 school year, we will apply for reauthorization, ensuring our long-term sustainability and continued commitment to high-quality education. To further strengthen curriculum development and instructional support, we plan to add a Curriculum Director, enhancing the alignment, rigor, and effectiveness of our academic programs.

With expansion in mind, we are actively planning to develop our newly acquired land, creating expanded green spaces and play areas to support student wellness, outdoor learning, and community engagement. As we deepen the integration of Responsibility-Centered Discipline (RCD) and refine our science-based reading instruction, our focus remains on fostering a positive learning environment where students thrive academically, socially, and emotionally.

These initiatives, alongside our strategic faculty and staff development efforts, will ensure STRIDE Academy continues to provide a holistic, engaging, and forward-thinking educational experience, preparing students for success in an ever-evolving world.





"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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