



Students and **T**eachers **R**eaching **I**ndividual
Dreams through **E**ducation

STRIDE Academy's Annual Report

2015-2016 School Year

October 1, 2016

Brett Fechner

Executive Director

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STRIDE Academy Charter School District 4142-07

Mission Statement

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

Vision Statement

STRIDE Academy's vision is for all students to have grade level skills appropriate for each student while learning in a risk-free and safe learning organization. STRIDE will be a learning organization where parents participate as equal partners in an educational, recreational, and service learning environment.

Student's leaving STRIDE Academy will be prepared academically to succeed at or above their grade levels in mathematics and reading. In addition, our students will become more emotionally mature through 2nd Step character-building and better equipped as future leaders by possessing *7-Habits of Successful Teens* as developed by Steven Covey.

Altogether, STRIDE students will become good citizens within their respective communities. More specifically, STRIDE Academy students will be prepared to live and participate as democratic citizens with a desire to improve their communities by working hard, playing together, and participating in service.

Introduction

STRIDE Academy is a charter school driven by our mission of: "Nurturing individuals while fostering leadership and empowering students to attain their highest potential in a family-centered environment." We are a school community located in the southwest corner of St Cloud, Minnesota servicing students in kindergarten through 8th grade. Our school address is 3241 Oakham Lane, St Cloud, MN 56301.

Established in 2005, STRIDE Academy Charter School is a St. Cloud based public charter school committed to a rigorous curriculum focused on high academic achievement and growth in both math and reading. As a 100% open enrolled school with a year-round calendar, parents choose STRIDE because of our small class sizes, year-round calendar, flexible grouping for leveled math and literacy, a strong commitment to academics, and programs offered.

Students attending STRIDE Academy will have opportunities in math and reading classrooms which meet their academic needs. In addition, STRIDE Academy students will

become good citizens within their respective communities. Families from the region choose STRIDE because of our focus on leadership development through *The Leader In Me* program, our positive inclusive culture, and our dedication to service learning projects. Our school was created to offer and provide families and their students these opportunities while being committed to a focus on family and community.

STRIDE Academy disseminated information to the local community at two job fairs which we attended in St Cloud. We also advertised on the local radio informing through advertisements our open enrollment to all students. In addition, we participated in the yearly KidsFest at the St Cloud Civic Center in October. Finally, we participated in two local parades in June. All of these connections to the community allowed us to highlight our offerings to all families in St Cloud.

STRIDE Academy is currently in our 3rd year of a 3 year contract with Friends of Education.

Authorizer Information:

Friends of Education of Education

Liaison: R.E. Topoluk

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We are in the renewal process for our Charter contract with our authorizer, **Friends of Education (FOE)**. STRIDE Academy collaborates with FOE to set the parameters of the STRIDE Academy charter contract and set goals to ensure student success. STRIDE Academy's current contract with FOE runs through June 30, 2017. The goals, which are monitored by FOE, are identified below.

Academic Performance: In our shared interest of ensuring growth regarding academic performance, FOE monitors our students' test results, conducts on-site visits, and reviews our MDE reports.

Goal 1: State Assessment (MCAs) 45% weight

- **Absolute Proficiency:** By the conclusion of the FY16 school year, the school-wide proficiency rate for students who have been at STRIDE for three or more years will be no less than 74% for math and 72% for reading.
- **Comparative Proficiency:** Each year the School will demonstrate higher grade level and school wide proficiency rates than the St. Cloud school district for reading, math, and science, and higher school-wide proficiency rates than a St. Cloud district school which the School students would otherwise likely attend for reading, math, and science.

- **Growth:** Each year, the School’s growth z-score average, as published with the state’s release of MMR data, will exceed 0. In addition, each year, the percentage of non-proficient students achieving high growth will be at least 50% in reading and math.
- **Achievement Gap Reduction:** By the conclusion of FY16, for both reading and math, the proficiency rate for each subgroup for students who have been at STRIDE for three or more years and for which the School had publicly reported/sufficient subgroup counts in 2013 will be no less than:

$$[0.375 * (100-2013 \text{ subgroup proficiency rate})] + 2013 \text{ subgroup proficiency rate}$$

Goal 2: Nationally Normed Assessment (NWEA) 25% weight

- Each year, the School will administer a nationally-normed assessment in each grade. At least 50% of the students who were enrolled in FY14 and below the 75th percentile and who remain in the school through FY16 will increase their national percentile ranking at least one percentage point.

Testing: FOE requires regular testing to measure student performance. These performance results must meet or exceed the results required by non-chartered public schools students. The testing required by FOE is set forth in our charter contract. Interim assessments are reviewed approximately every six weeks to drive learning decisions. Test data is reviewed to ensure goals are met, both in terms of individual student performance and for all of STRIDE Academy. Testing data is compared with other schools to measure performance.

Site Visits: FOE engages in unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits may include interviews with STRIDE Academy leaders, business manager, selected teachers, students and available parents and board members. FOE analyzes the facility, school climate, and learning program to ensure they constitute an effective learning environment promoting academic goals.

Annual Reports: FOE requires STRIDE Academy prepares this annual report which details STRIDE Academy’s evaluation of meeting each one of its academic performance goals

Remediation: Should a sponsored school fall short of the agreed upon academic standards, financial targets, or fail in any aspect of reporting and legal compliance, FOE could engage in a range of possible interventions.

Notification: FOE formally notifies the STRIDE Academy Board of areas of concern and may ask that the STRIDE Academy Board develop a performance improvement plan. FOE may initiate a notice and action plan whereby FOE states its intention to revoke sponsorship. FOE complies with all state requirements regarding sponsorship withdrawal.

Academic Performance

STRIDE Academy Charter School continues to make a difference in the lives of many students as related to achievement and performance. STRIDE Academy Charter School has received recognition at the state and national level for excellence in academics and leadership development on multiple occasions. Our accomplishments are as follows:

Celebration Eligible School

- 2013 – 2014 STRIDE Middle School
- 2014 – 2015 STRIDE Middle School
- 2015 – 2016 STRIDE Middle School

Reward School

- 2012 – 2013 STRIDE Middle School
- 2014 – 2015 STRIDE Elementary School

Reward of National Grant to become an Official *Leader In Me* School

- 2014 - 2015

High Quality Charter School

- 2015 – 2016 STRIDE Academy Charter School

MDE School Finance Award

- FY 2008 – FY 2016

In addition, we will highlight both Northwest Evaluation Association norm referenced data as well as Minnesota Comprehensive Assessment data within our summary and we will also include multiple tables and graphs representing the assessment data for STRIDE Academy Charter School. Over the course of the last 3 years STRIDE Academy has grown significantly as represented in our enrollment data. In addition our demographics have continued to change. The growth increase and the change in demographics represents the value STRIDE Academy has within the St Cloud area. We hold a belief of these two developments being a positive opportunity for both STRIDE Academy and the STRIDE families who choose our school. As you review the data we encourage you to analyze the data with each of these lenses as areas of success as well as areas we are working to improve.

MCA STRIDE Academy Goal 1 - State Assessments

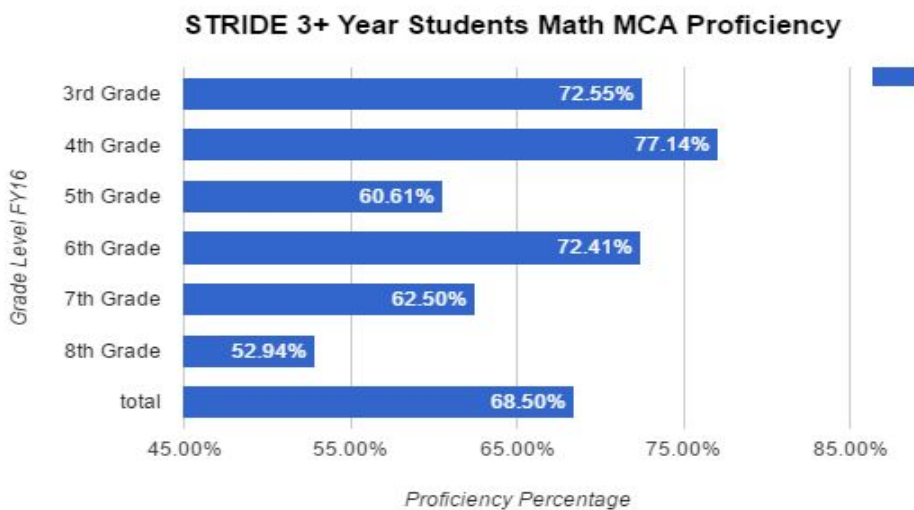
- Sub Goal 1.1 Absolute Proficiency of 74% for math and 72% for reading for those students who have been enrolled at STRIDE from FY14 - FY16.

During the school year of 2015 - 2016 STRIDE Academy’s overall math proficiency for students enrolled before October 1st in grades 3 - 8 was 52.6%. This was a decrease of 5.8% proficiency while providing education to an additional 61 students. This table is for all students. STRIDE will also represent a graph for students who have been at STRIDE Academy from FY14 - FY16.

STRIDE Academy MCA Math Grades 3 - 8			
Year	Percent Proficient	Number Proficient	Number Tested
2014	59.5%	163	274
2015	58.4%	170	291
2016	52.6%	185	352

*Data in above table has been collected utilizing the MN State Report Card

The bar graph below represents the 181 students who tested on the FY16 MCA and who have been here for 3 or more years. The results vary based on grade level. Our goal of 74% proficient for those students attending STRIDE for 3+ years was met in grade 4 and nearly met in grades 3 and 6. Overall our goal was nearly met. If you compare students who attend STRIDE for 3+ years and overall proficiency rates for St Cloud in math we outperform St Cloud (43.8%). We also outperform the state (60.9). Conclusion: the longer at STRIDE the more proficient our students are in math in comparison to both the local school district and the state as a whole.



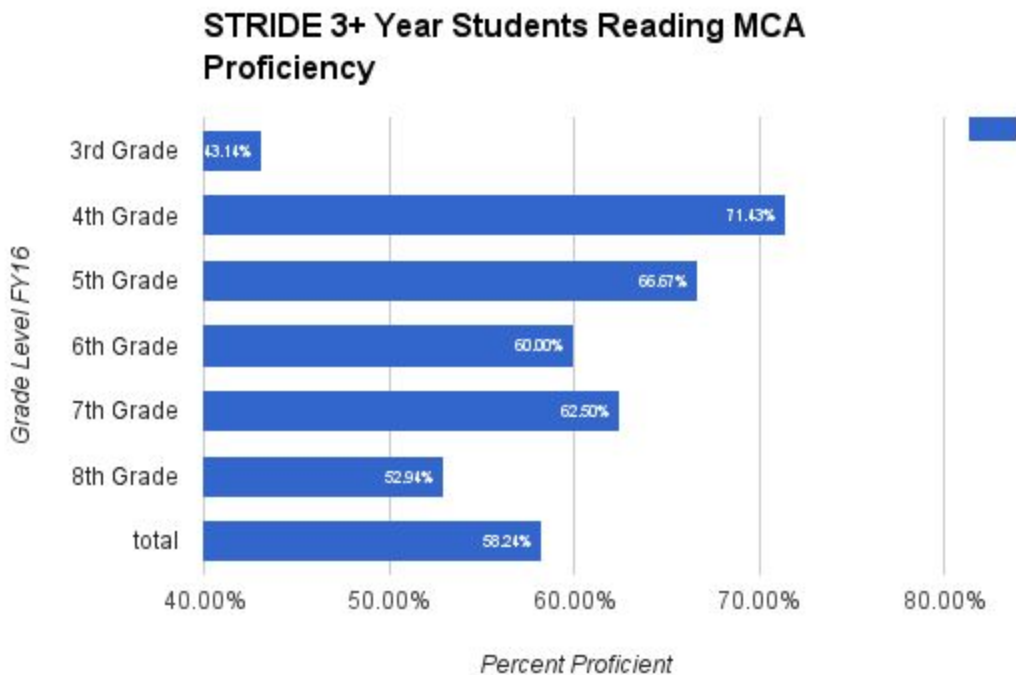
*Data in above graph has been collected utilizing the MN State Report Card

During the school year of 2015 - 2016, STRIDE Academy's overall reading proficiency for students enrolled before October 1st in grades 3 - 8 was 46.4%. This was a decrease of 12.1% proficiency while providing education to an additional 59 students.

STRIDE Academy MCA Reading Grades 3- 8			
Year	Percent Proficient	Number Proficient	Number Tested
2014	58.5%	162	277
2015	56.8%	166	292
2016	46.4%	163	351

*Data in above table has been collected utilizing the MN State Report Card

The bar graph below represents the 182 students who tested on the FY16 reading MCA and who have been here for 3 or more years. The results vary based on grade level. Our goal of 72% proficient for those students attending STRIDE for 3+ years was nearly met in grade 4. Overall our goal was not met. However, if you compare those students who attend STRIDE for 3+ years and overall proficiency rates for St Cloud in reading we outperform St Cloud (47.9%) in overall and we nearly outperform the state (60.9%) as well. Our conclusion is: the longer they are at STRIDE, the more proficient our students are in reading in comparison to both local school district and state.



*Data in above graph has been collected utilizing the MN State Report Card

During the school year of 2015 - 2016 STRIDE Academy's overall science proficiency for students enrolled before October 1st in grades 3 - 8 was 49.0%. This was a decrease of 0.4% proficiency while providing education to an additional 25 students.

STRIDE Academy MCA Science Grades 5 & 8			
Year	Percent Proficient	Number Proficient	Number Tested
2014	60.8%	45	74
2015	49.4%	44	89
2016	49.0%	51	104

*Data in above table has been collected utilizing the MN State Report Card

MCA STRIDE Academy Goal 1 - State Assessments

- Sub Goal 1.2 Comparative Proficiency (I have highlighted with green where we met and highlighted with red where we did not meet)

STRIDE Academy will demonstrate higher grade level and school wide proficiency rates than St Cloud school district for math, reading, and science. In addition STRIDE Academy will have higher school-wide proficiency rates than St Cloud district schools the students would otherwise attend.

During the school year of 2015 - 2016, STRIDE Academy's overall math proficiency for students enrolled before October 1st in grades 3 - 8 as compared with St Cloud School district was a positive 8.8. The only other k-8 school in St Cloud, MN is Kennedy. This is a school where very few of our students would attend. However, we have included as a school of comparison. In this comparison, STRIDE Academy's overall proficiency was 8.3% less than Kennedy Community School. The comparison between STRIDE Academy and Kennedy Community School are not similar schools based on demographics. STRIDE EL 15.5% vs Kennedy EL 0.0%; STRIDE FRL 49.0% vs Kennedy FRL 30.8%; STRIDE SPED 12.9% vs Kennedy SPED 16.0%; student overall population of 676 at STRIDE vs 750 at Kennedy.

MCA Math Proficiency - All Grades					
	2012	2013	2014	2015	2016
STRIDE	74.8%	63.1%	59.5%	58.4%	52.6%
St Cloud Public	58.6%	51.8%	50.9%	48.4%	43.8%
MN Statewide	62.7%	61.6%	61.9%	61.6%	60.9%
Kennedy Community School	73.0%	67.6%	65.6%	67.4%	60.9%

*Data in above table has been collected utilizing the MN State Report Card

During the school year of 2015 - 2016 STRIDE Academy's overall reading proficiency for students enrolled before October 1st in grades 3 - 8 was 1.5% less than St Cloud School District. The only other k-8 school in St Cloud, MN is Kennedy. This is a school where very few of our students would attend. However, we have included as a school of comparison. In this comparison STRIDE Academy's overall proficiency was 12.2% less than Kennedy Community School. The comparison between STRIDE Academy and Kennedy Community School are not similar schools based on demographics. STRIDE EL 15.5% vs Kennedy EL 0.0%; STRIDE FRL 49.0% vs Kennedy FRL 30.8%; STRIDE SPED 12.9% vs Kennedy SPED 16.0%; student overall population of 676 at STRIDE vs 750 at Kennedy.

MCA Reading Proficiency - All Grades				
	2013	2014	2015	2016
STRIDE	55.9%	58.5%	56.8%	46.4%
St Cloud Public	47.7%	47.9%	48.1%	47.9%
MN Statewide	58.7%	59.8%	60.6%	60.9%
Kennedy Community School	57.9%	59.0%	62.0%	58.6%

*Data in above table has been collected utilizing the MN State Report Card

During the school year of 2015 - 2016, STRIDE Academy's overall science proficiency for students enrolled before October 1st in grades 5 & 8 was 5.2% greater than St Cloud School District. The only other k-8 school in St Cloud, MN is Kennedy. This is a school where very few of our students would attend. However, we have included as a school of comparison. In this comparison STRIDE Academy's overall proficiency was 2.1% less than Kennedy Community School. The comparison between STRIDE Academy and Kennedy Community School are not similar schools based on demographics. STRIDE EL 15.5% vs Kennedy EL 0.0%; STRIDE FRL 49.0% vs Kennedy FRL 30.8%; STRIDE SPED 12.9% vs Kennedy SPED 16.0%; student overall population of 676 at STRIDE vs 750 at Kennedy.

MCA Science Proficiency - All Grades				
	2013	2014	2015	2016
STRIDE	59.2%	60.8%	49.4%	49.0%
St Cloud Public	42.6%	46.8%	42.0%	44.8%
MN Statewide	53.4%	54.5%	54.5%	56.2%
Kennedy Community School	45.3%	54.2%	46.7%	51.1%

*Data in above table has been collected utilizing the MN State Report Card

During the school year of 2015 - 2016 STRIDE Academy's overall reading proficiency for students enrolled in grade 3 was 14.9% less than St Cloud School District. The only other k-8 school in St Cloud, MN is Kennedy. We have included 4 schools of comparisons from St Cloud School District and 1 school of comparison (Mississippi Heights) from Sauk Rapids-Rice School District.

MCA Reading Proficiency - Grade 3				
	2013	2014	2015	2016
STRIDE	46.8%	76.2%	62.9%	31.1%
St Cloud Public	41.5%	41.6%	47.5%	46.0%
MN Statewide	57.4%	58.2%	58.9%	57.5%
Kennedy Community School	62.7%	50.6%	63.6%	52.0%
Mississippi Heights	57.6%	65.5%	56.5%	45.5%
Talahi	18.8%	26.1%	31.9%	23.4%
Madison	29.2%	33.3%	34.1%	37.7%
Oak Hill	58.9%	46.7%	56.8%	63.1%

*Data in above table has been collected utilizing the MN State Report Card

During the school year of 2015 - 2016 STRIDE Academy's overall math proficiency for students enrolled in grade 3 was 1.3% greater than St Cloud School District. The only other k-8 school in St Cloud, MN is Kennedy. We have included 4 schools of comparisons from St Cloud School District and 1 school of comparison (Mississippi Heights) from Sauk Rapids-Rice School District.

MCA Math Proficiency - Grade 3					
	2012	2013	2014	2015	2016
STRIDE	92.9%	66.7%	82.5%	77.4%	56.7%
St Cloud Public	74.1%	60.1%	60.3%	60.6%	55.4%
MN Statewide	75.6%	71.5%	71.9%	70.9%	69.6%
Kennedy Community School	85.9%	75.0%	72.9%	80.0%	61.2%
Mississippi Heights	79.5%	75.6%	84.0%	76.8%	67.5%
Talahi	61.0%	35.3%	37.2%	31.2%	30.3%

Madison	64.7%	58.8%	55.9%	45.1%	42.5%
Oak Hill	80.8%	73.4%	68.5%	75.3%	71.4%

*Data in above table has been collected utilizing the MN State Report Card

During the school year of 2015 - 2016 STRIDE Academy's overall reading proficiency for students enrolled in grade 4 was 0.2% less than St Cloud School District. The only other k-8 school in St Cloud, MN is Kennedy. We have included 4 schools of comparisons from St Cloud School District and 1 school of comparison (Mississippi Heights) from Sauk Rapids-Rice School District.

MCA Reading Proficiency - Grade 4				
	2013	2014	2015	2016
STRIDE	65.9%	49.2%	64.6%	47.2%
St Cloud Public	38.7%	39.6%	46.1%	47.4%
MN Statewide	54.2%	55.2%	57.9%	58.4%
Kennedy Community School	62.7%	50.6%	63.6%	52.0%
Mississippi Heights	50.7%	64.6%	59.1%	49.1%
Talahi	19.3%	15.3%	27.4%	30.9%
Madison	33.9%	32.4%	36.2%	32.8%
Oak Hill	44.8%	55.0%	55.0%	55.9%

*Data in above table has been collected utilizing the MN State Report Card

During the school year of 2015 - 2016 STRIDE Academy's overall math proficiency for students enrolled in grade 4 was 4.2% greater than St Cloud School District. The only other k-8 school in St Cloud, MN is Kennedy. We have included 4 schools of comparisons from St Cloud School District and 1 school of comparison (Mississippi Heights) from Sauk Rapids-Rice School District.

MCA Math Proficiency - Grade 4					
	2012	2013	2014	2015	2016
STRIDE	81.8%	79.5%	56.5%	70.8%	55.6%
St Cloud Public	68.6%	60.3%	57.3%	57.7%	51.4%
MN Statewide	73.2%	71.3%	70.3%	70.0%	68.8%

Kennedy Community School	79.0%	78.6%	75.7%	81.8%	71.8%
Mississippi Heights	86.8%	76.9%	85.8%	78.6%	68.2%
Talahi	44.2%	31.0%	26.9%	30.4%	26.4%
Madison	68.3%	61.7%	53.6%	52.3%	36.7%
Oak Hill	79.4%	66.7%	71.3%	65.6%	67.6%

*Data in above table has been collected utilizing the MN State Report Card

During the school year of 2015 - 2016 STRIDE Academy's overall reading proficiency for students enrolled in grade 5 was 0.9% greater than St Cloud School District. The only other k-8 school in St Cloud, MN is Kennedy. We have included 4 schools of comparisons from St Cloud School District and 1 school of comparison (Mississippi Heights) from Sauk Rapids-Rice School District.

MCA Reading Proficiency - Grade 5				
	2013	2014	2015	2016
STRIDE	60.9%	56.3%	58.6%	56.0%
St Cloud Public	49.6%	53.2%	51.9%	55.1%
MN Statewide	63.1%	67.0%	66.7%	67.7%
Kennedy Community School	50.8%	60.3%	72.2%	65.2%
Mississippi Heights	66.7%	60.0%	57.5%	60.9%
Talahi	20.5%	30.4%	37.2%	40.4%
Madison	37.1%	58.2%	42.1%	49.5%
Oak Hill	66.7%	57.5%	66.9%	55.0%

*Data in above table has been collected utilizing the MN State Report Card

During the school year of 2015 - 2016 STRIDE Academy's overall math proficiency for students enrolled in grade 5 was 12.0% greater than St Cloud School District. The only other k-8 school in St Cloud, MN is Kennedy. We have included 4 schools of comparisons from St Cloud School District and 1 school of comparison (Mississippi Heights) from Sauk Rapids-Rice School District.

MCA Math Proficiency - Grade 5					
	2012	2013	2014	2015	2016
STRIDE	62.8%	60.9%	45.8%	48.3%	50.7%

St Cloud Public	53.0%	42.8%	42.7%	39.5%	38.7%
MN Statewide	61.5%	59.1%	60.9%	59.7%	58.8%
Kennedy Community School	52.6%	45.2%	54.4%	60.8%	61.8%
Mississippi Heights	79.9%	76.0%	63.7%	64.3%	57.9%
Talahi	35.6%	12.9%	16.1%	16.5%	18.1%
Madison	44.4%	34.5%	48.6%	35.5%	30.5%
Oak Hill	69.0%	67.1%	46.6%	50.0%	40.6%

*Data in above table has been collected utilizing the MN State Report Card

During the school year of 2015 - 2016 STRIDE Academy's overall reading proficiency for students enrolled in grade 6 was 8.2% greater than St Cloud School District. The only other k-8 school in St Cloud, MN is Kennedy. We have included 3 schools of comparisons from St Cloud School District and 1 school of comparison (Sauk Rapids-Rice MS) from Sauk Rapids-Rice School District.

MCA Reading Proficiency - Grade 6				
	2013	2014	2015	2016
STRIDE	47.9%	54.3%	60.5%	55.6%
St Cloud Public	52.8%	49.4%	51.6%	47.4%
MN Statewide	58.8%	60.3%	63.9%	62.3%
Kennedy Community School	64.8%	56.7%	66.7%	64.6%
South Junior High	60.4%	47.8%	46.0%	41.5%
North Junior High	40.9%	47.2%	49.3%	47.2%
Sauk Rapids - Rice MS	66.1%	76.3%	60.3%	61.1%

*Data in above table has been collected utilizing the MN State Report Card

During the school year of 2015 - 2016 STRIDE Academy's overall math proficiency for students enrolled in grade 6 was 15.9% greater than St Cloud School District. The only other k-8 school in St Cloud, MN is Kennedy. We have included 3 schools of comparisons from St Cloud School District and 1 school of comparison (Sauk Rapids-Rice MS) from Sauk Rapids-Rice School District.

MCA Math Proficiency - Grade 6					
	2012	2013	2014	2015	2016
STRIDE	70.2%	45.8%	51.1%	48.8%	53.1%
St Cloud Public	56.4%	48.5%	40.0%	41.4%	37.2%
MN Statewide	58.8%	55.9%	56.1%	57.9%	56.1%
Kennedy Community School	77.1%	63.4%	46.7%	69.7%	53.2%
South Junior High	70.0%	61.2%	46.2%	41.6%	34.5%
North Junior High	37.9%	34.8%	27.8%	31.8%	35.7%
Sauk Rapids - Rice MS	66.9%	61.8%	59.1%	46.6%	46.2%

*Data in above table has been collected utilizing the MN State Report Card

During the school year of 2015 - 2016 STRIDE Academy's overall reading proficiency for students enrolled in grade 7 was 2.1% less than St Cloud School District. The only other k-8 school in St Cloud, MN is Kennedy. We have included 3 schools of comparisons from St Cloud School District and 1 school of comparison (Sauk Rapids-Rice MS) from Sauk Rapids-Rice School District.

MCA Reading Proficiency - Grade 7				
	2013	2014	2015	2016
STRIDE	60.0%	48.8%	31.1%	42.2%
St Cloud Public	48.5%	49.8%	42.7%	44.3%
MN Statewide	53.9%	55.8%	55.7%	56.7%
Kennedy Community School	56.1%	61.6%	52.8%	44.6%
South Junior High	55.5%	51.8%	46.7%	44.5%
North Junior High	37.8%	44.7%	36.1%	44.3%
Sauk Rapids - Rice MS	62.0%	65.9%	70.8%	46.9%

*Data in above table has been collected utilizing the MN State Report Card

During the school year of 2015 - 2016 STRIDE Academy's overall math proficiency for students enrolled in grade 7 was 2.4% greater than St Cloud School District. The only k-8 other school in St Cloud, MN is Kennedy. We have included 3 schools of comparisons from St Cloud School District and 1 school of comparison (Sauk Rapids-Rice MS) from Sauk Rapids-Rice School District.

MCA Math Proficiency - Grade 7					
	2012	2013	2014	2015	2016
STRIDE	56.8%	55.0%	41.9%	43.2%	40.0%
St Cloud Public	52.6%	46.0%	48.0%	36.5%	37.6%
MN Statewide	57.2%	54.3%	55.6%	55.0%	56.2%
Kennedy Community School	75.7%	65.2%	63.0%	40.4%	46.2%
South Junior High	50.3%	49.1%	48.6%	43.8%	40.1%
North Junior High	49.6%	37.8%	43.8%	26.3%	33.6%
Sauk Rapids - Rice MS	70.7%	61.7%	61.3%	64.6%	51.6%

*Data in above table has been collected utilizing the MN State Report Card

During the school year of 2015 - 2016 STRIDE Academy's overall reading proficiency for students enrolled in grade 8 was 9.8% less than St Cloud School District. The only other k-8 school in St Cloud, MN is Kennedy. We have included 3 schools of comparisons from St Cloud School District and 1 school of comparison (Sauk Rapids-Rice MS) from Sauk Rapids-Rice School District.

MCA Reading Proficiency - Grade 8				
	2013	2014	2015	2016
STRIDE	54.8%	56.7%	44.1%	34.3%
St Cloud Public	48.5%	49.9%	51.4%	44.1%
MN Statewide	53.8%	55.6%	56.2%	57.3%
Kennedy Community School	63.8%	61.5%	58.3%	51.0%
South Junior High	54.8%	53.0%	56.7%	47.3%
North Junior High	39.2%	45.1%	44.8%	39.1%
Sauk Rapids - Rice MS	61.6%	62.4%	67.3%	64.2%

*Data in above table has been collected utilizing the MN State Report Card

During the school year of 2015 - 2016 STRIDE Academy's overall math proficiency for students enrolled in grade 8 was 10.0% less than St Cloud School District. The only other k-8 school in St Cloud, MN is Kennedy. We have included 3 schools of comparisons from St Cloud School District and 1 school of comparison (Sauk Rapids-Rice MS) from Sauk Rapids-Rice School District.

MCA Math Proficiency - Grade 8					
	2012	2013	2014	2015	2016
STRIDE	76.0%	45.2%	62.1%	41.2%	34.3%
St Cloud Public	63.6%	55.2%	52.6%	49.9%	44.3%
MN Statewide	60.7%	57.3%	58.2%	58.0%	58.2%
Kennedy Community School	62.3%	72.1%	72.3%	56.9%	51.0%
South Junior High	68.0%	57.7%	56.6%	53.6%	49.7%
North Junior High	60.1%	50.8%	44.4%	45.0%	36.5%
Sauk Rapids - Rice MS	72.3%	57.7%	57.7%	59.2%	58.6%

*Data in above table has been collected utilizing the MN State Report Card

As we analyze our data we can observe patterns and determine root causes. Our 3rd grade reading, our 7th grade reading, our 8th grade math, and 8th grade reading are where our greatest deficiencies were. We have made adjustments based on our student needs. We have an increased number of new students at grades 6 - 8 and many of the new students are EL students. Thus, we have added 1.5 EL teachers who are working both with students and providing teachers support with collaborative planning and teaching. We have added a new 8th grade language arts teacher. In addition, some of our greatest struggles were in 3rd grade the past two years. We have developed a new team where 3 of the 4 teachers are new to the team. Two of these teachers are from our 6th grade where achievement has been consistently strong the past 2 years in both math and reading. In addition, we have a math and literacy director who will be focusing on grade 3, grade 4, and with our language arts teachers and math teachers in the middle school this year. This support will be advantageous to our new 3rd grade team and provide support to a grade level that has typically been a challenging academic year. Finally, we have our title teachers working collaboratively with our 4th grade teachers and 4th grade students.

In 8th grade, we are expecting our returning students to increase the 8th grade achievement as this group of students has had many successes. Having said that, we are increasing our collaboration between EL teachers and the Language Arts teachers. We are utilizing a combination of both push in for our students who are level 2 and above and pull out for our students below level 2 on the ACCESS. Our EL teachers and EL coordinator are

co-planning with our language arts teachers. We have also added an experienced Language Arts teacher. This will benefit our existing Language Arts teacher as she is now starting her third year and will benefit from the additional support of the new Language Arts teacher, the Literacy Coach, and the EL coordinator.

Overall in reading, we will be focusing on reading in our after school targeted services program. We will be using a research based reading program for 180 minutes weekly with our identified students. Finally, we will be working on a focus group of students in grades 6 - 8 and they will have an additional 30 minutes of either language arts or math every other day. This is in addition to their traditional math and language arts classes.

MCA STRIDE Academy Growth Data (All Grades) - did not meet

- Sub Goal 1.3 Growth - the school's growth z-score average, as published with the state's release of MMR data, will exceed 0. In addition, each year, the percentage of non-proficient students achieving high growth will be at least 50% in reading and math.
 - 2014 - 2015 growth z-score average -0.0585
 - 2015 - 2016 growth z-score average -0.2606
 - 2014 - 2015 Percentage of non-proficient students achieving high growth in reading 12.9%
 - 2015 - 2016 Percentage of non-proficient students achieving high growth in reading 10.4%
 - 2014 - 2015 Percentage of non-proficient students achieving high growth in math 12.9%
 - 2015 - 2016 Percentage of non-proficient students achieving high growth in math 9.1%

MCA STRIDE Academy Achievement Gap Reduction (All Grades) - did not meet

- Sub Goal 1.4 - By the conclusion of FY16, for both math and reading, the proficiency rate for each subgroup for students who have been at STRIDE for three or more years and for which the School had publicly reportable/sufficient subgroup counts in 2013 will be less than:

$$[0.375*(100 - 2013 \text{ subgroup proficiency rate})] + 2013 \text{ subgroup proficiency rate}$$

- The table represents: target number defined based on data of ALL students within the identified subgroup, while the achieved proficiency rate represents only the students who have been here for 3+ years.

	Math				
	FRL	White	Black	SPED	EL
Target	66.56%	79.38%	59.63%	57.94%	46.48%
Actual	54.7%	72.2%	37.0%	14.0%	17%

	Reading				
	FRL	White	Black	SPED	EL
Target		75.5%	60.13%	57.13%	50.88%
Actual		59.7%	36.8%	13.3%	50%

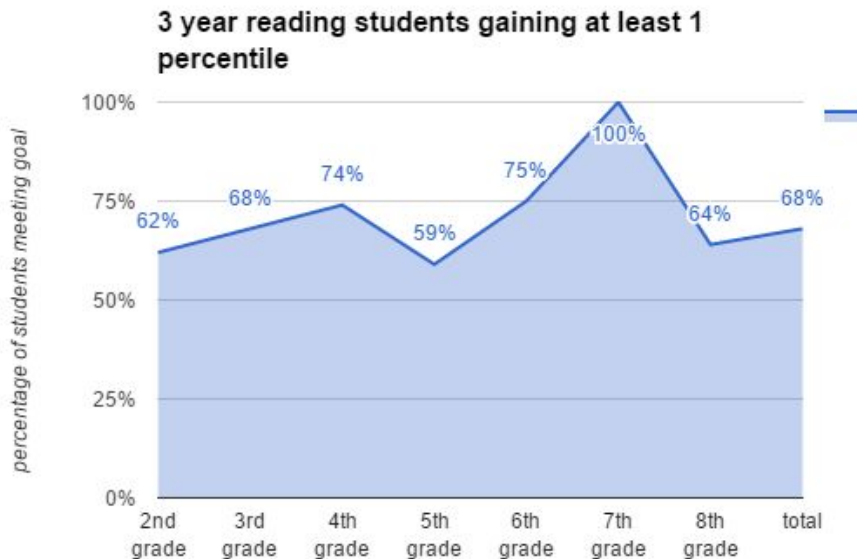
Goal 2: National Normed Assessment - met goal

- Each year, the School will administer a nationally-normed assessment in each grade. At least 50% of the students who were enrolled in FY2014 and below the 75th percentile and who remain in the school through FY2016 will increase their national percentile ranking at least one percentage point.

This data was collected using our NWEA student progress report and MARSS reporting for students who have been at STRIDE for 3 + years. The reading data which is represented in the graph below is based on the following:

- The number of grade 2 reading students who were enrolled at STRIDE, were below the 75th percentile, completed the Spring FY14 NWEA, and completed the Spring FY16 NWEA was 37 students.
- The number of grade 3 reading students who were enrolled at STRIDE, were below the 75th percentile, completed the Spring FY14 NWEA, and completed the Spring FY16 NWEA was 40 students.
- The number of grade 4 reading students who were enrolled at STRIDE, were below the 75th percentile, completed the Spring FY14 NWEA, and completed the Spring FY16 NWEA was 19 students.
- The number of grade 5 reading students who were enrolled at STRIDE, were below the 75th percentile, completed the Spring FY14 NWEA, and completed the Spring FY16 NWEA was 17 students.
- The number of grade 6 reading students who were enrolled at STRIDE, were below the 75th percentile, completed the Spring FY14 NWEA, and completed the Spring FY16 NWEA was 20 students.

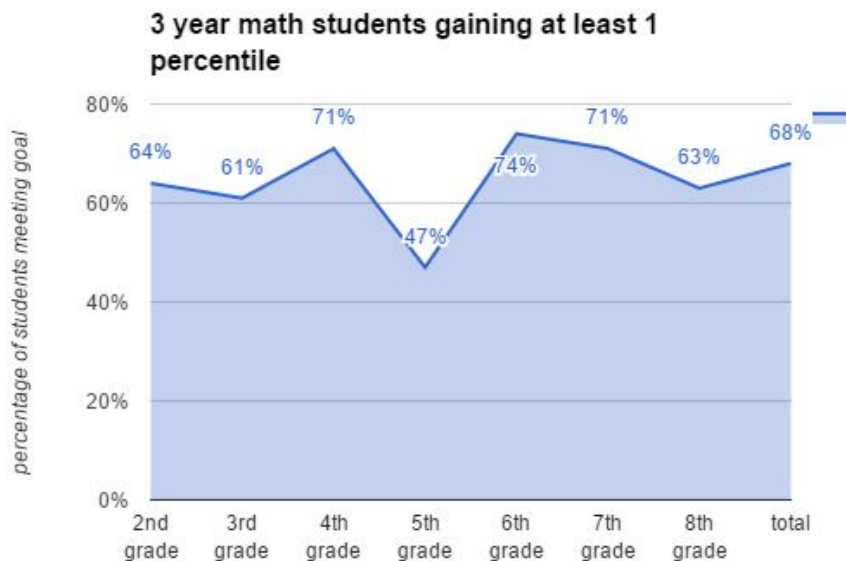
- The number of grade 7 reading students who were enrolled at STRIDE, were below the 75th percentile, completed the Spring FY14 NWEA, and completed the Spring FY16 NWEA was 8 students.
- The number of grade 8 reading students who were enrolled at STRIDE, were below the 75th percentile, completed the Spring FY14 NWEA, and completed the Spring FY16 NWEA was 14 students.



This data was collected using our NWEA student progress report and MARSS reporting for students who have been at STRIDE for 3 + years. The math data which is represented in the graph below is based on the following:

- The number of grade 2 math students who were enrolled at STRIDE, were below the 75th percentile, completed the Spring FY14 NWEA, and completed the Spring FY16 NWEA was 33 students.
- The number of grade 3 math students who were enrolled at STRIDE, were below the 75th percentile, completed the Spring FY14 NWEA, and completed the Spring FY16 NWEA was 38 students.
- The number of grade 4 math students who were enrolled at STRIDE, were below the 75th percentile, completed the Spring FY14 NWEA, and completed the Spring FY16 NWEA was 17 students.
- The number of grade 5 math students who were enrolled at STRIDE, were below the 75th percentile, completed the Spring FY14 NWEA, and completed the Spring FY16 NWEA was 15 students.
- The number of grade 6 math students who were enrolled at STRIDE, were below the 75th percentile, completed the Spring FY14 NWEA, and completed the Spring FY16 NWEA was 19 students.

- The number of grade 7 math students who were enrolled at STRIDE, were below the 75th percentile, completed the Spring FY14 NWEA, and completed the Spring FY16 NWEA was 7 students.
- The number of grade 8 math students who were enrolled at STRIDE, were below the 75th percentile, completed the Spring FY14 NWEA, and completed the Spring FY16 NWEA was 8 students.



Governance and Management

The School shall be operated by a school board of directors elected in accordance with its bylaws as identified in Exhibit E.

As defined by Minnesota Statute 124E.07, subd. 6, The board of directors shall decide and be responsible for policy matters related to the operation of the school, including budgeting, curriculum programming, personnel, and operating procedures. The board shall adopt a policy on nepotism in employment. The board shall adopt personnel evaluation policies and practices that, at a minimum:

- (1) to carry out the school's mission and goals;
- (2) evaluate the execution of charter contract goals and commitments;
- (3) evaluate student achievement, postsecondary and workforce readiness, and student engagement and connection goals;
- (4) establish a teacher evaluation process under section 124E.03, subdivision 2, paragraph (h); and
- (5) provide professional development related to the individual's job responsibilities.

The School Board delegates the day-by-day management of the school to the Executive Director, who is hired and supervised by the School Board. A person, without holding a valid administrators license, may perform administrative, supervisory, or instructional leadership duties with Board established qualifications as defined by Minnesota Statute 124E.12, subd. 2. The administrative team consists of the Executive Director and two Principals who are each responsible to the academic success of the school along with creating and maintaining a safe school environment.

The School Board shall employ and contract with necessary teachers, as identified by Minnesota Statute 124E.12, subd. 1 and defined by section 122A.15, subd. 1, who hold a valid licenses to perform the particular service for which they are employed in the school.

The school may employ necessary employees who are not required to hold teaching licenses to perform duties other than teaching and may contract for other services.

As defined in Statute 124E.10, subd. 1, the school may discharge teachers and non-licensed employees. The charter school board is subject to section 181.932. When offering employment to a prospective employee, a charter school must give that employee a written description of the terms and conditions of employment and the school's personnel policies.

Teachers in a charter school must be public school teachers for the purposes of chapters 354 and 354A.

The School Board shall refine its strategic plan prior to January 2, 2017 and post updated strategic plan on webpage by January 26th, 2017 after the approval of refined strategic plan.

The School Board shall review and approve STRIDE Academy Continuous Improvement Plan by end of September in each of the contract school years and present approved CIP to Friends of Education by end of September.

The STRIDE Board of Directors in FY16 met 19 times from July of 2015 to the induction of new board members in July of 2016. During the 2015 – 2016 school year there was transition within the school board. There was one board member who resigned due to work conflicts. In July of this year the board became a 9 member board again with 2 new members.

The STRIDE Board has put together a monthly meeting schedule with tasks needed to be completed each month. The Executive Director is to place the tasks, required to be completed, on the monthly agenda. A detailed calendar of FOE requirements continued to be implemented. During the 2015-16 school year, Friends Of Education requirements were met in a timely manner based on established timelines and charts created by the Board and the administrative team.

July 15, 2015	9 of 9 Members present (100%)
August 15, 2015	9 of 9 Members present (100%)
September 10, 2015 (Special Meeting)	8 of 9 Members present (88%)
September 17, 2015	8 of 9 Members present (88%)

September 28, 2015 (Special Meeting)	8 of 9 Members present (88%)
October 22, 2015	7 of 9 Members present (78%)
November 9, 2015(Special Meeting)	5 of 9 Members present (56%)
November 19, 2015	6 of 9 Members present (66%)
December 14, 2015	8 of 9 Members present (88%)
December 22, 2015 (Special Meeting)	5 of 9 Members present (56%)
January 21, 2016	8 of 9 Members present (88%)
February 18, 2016	7 of 9 Members present (77%)
February 27, 2016 (Board Retreat)	8 of 9 Members present (88%)
March 24, 2016	7 of 9 Members present (78%)
April 21, 2016	8 of 9 Members present (88%)
May 26, 2016	7 of 8 Members present (87%)
June 9, 2016 (Special Meeting)	5 of 8 Members present (62%)
June 16, 2016	6 of 8 Members present (75%)

2015 – 2016 Board Members

Name	Board position	Member Affiliation	Election Date	Date Seated	Date Term Expires	Address	Phone Number	Email address
Tammy Biery	Member	Parent	June 2011	July 2011	July 2016	25910 Burg Street, St. Cloud, MN 56301	320-493 -8837	tbiery@strideacademy.org
Juanita Hechtel	Member	Community Member	May 2015	July 2015	June 2017	3522 228th St, St. Augusta, MN 56301	320-761 -6647	jhechtel@strideacademy.org
Melissa Medford	Member	Parent	May 2015	July 2015	June 2018	919 Savanna Ave St Cloud, MN 56303	763-458 -0074	mmedford@strideacademy.org
James Morrighan	Vice Chair	Parent	May 2015	July 2015	June 2018	948 25th Ave N St Cloud, MN 56303	320-654 -8203	jmorrighan@strideacademy.org
Natalie Ringsmuth	Member	Parent	May 2015	July 2015	June 2018	232 2nd Ave N Waite Park, MN 56387	404-422 -0290	nringsmuth@strideacademy.org
Monica Schraut	Treasurer	Teacher	May 2014	July 2014	June 2016	PO Box 83 Royalton, MN 56373	763-516 -7438	mschraut@strideacademy.org
Nathan Schwieters	Secretary	Teacher	May 2014	July 2014	June 2016	7817 Carnel Court Kimball, MN 55353	320-309 -5567	nschwieters@strideacademy.org
Daniel Thole	Member	Teacher	May 2014	July 2014	June 2016	3915 Ronneby Rd NE Foley, MN 56329	320-968 -8056	dthole@strideacademy.org
Brian Weappa	Chair	Parent	Appointed	April 2015	June 2016	1001 9th Ave N Sauk Rapids, MN 56379	320-252 -2122	bweappa@strideacademy.org

During the 2015 – 2016 school year the following initiatives were completed:

Recommendations	Implemented
Enhanced Behavior Plan	Saturday School
Wage increase for Paraprofessionals	Completed in February 2016
Uniform policy reviewed and refined	Completed with focus on equality
Continued focus on 7 Habits	Recipient of Leader in Me Grant
New Website	Launched October 2015
Purchase of STRIDE building	Closed on Building April 2016
Additional SPED Support	Added Due Process Secretary April 2016
Update contract agreements	Completed and approved by the Board
Policy Review – update policies	Ongoing – number of policies edited

Required board trainings. Minnesota state statute 124D.10, Subd.4(f) states: Every charter school board member shall attend annual training throughout the member's term on the board. All new board members shall attend initial training on the board's role and responsibilities, employment policies and practices, and financial management. A new board member who does not begin the required initial training within six months after being seated and complete that training within 12 months of being seated on the board is automatically ineligible to continue to serve as a board member. The school shall include in its annual report the training attended by each board member during the previous year.

Name	Board position	Member Affiliation	Financial Management	Governance	Employment
Tammy Biery	Member	Parent	Y	Y	Y
Juanita Hechtel	Member	Community Member	Y	Y	Y
Melissa Medford	Member	Parent	Y	Y	Y
James Morrighan	Vice Chair	Parent	Y	Y	Y
Natalie Ringsmuth	Member	Parent	Y	Y	Y
Monica Schraut	Treasurer	Teacher	Y	Y	Y
Nathan Schwieters	Secretary	Teacher	Y	Y	Y
Daniel Thole	Member	Teacher	Y	Y	Y
Brian Weappa	Chair	Parent	Y	Y	Y

Staffing

Staff Roster 2015-2016					
Name	License #	Position	Hire Date	Left During 15/16	Not Returning 16/17
Abraham, Stacy	397294	Teacher	8/4/2008		X
Anderson-Smith, Stephanie	N/A	Para	3/27/2014		
Anderson, Cameron	297197	Teacher	8/1/2015	X	
Bang, Kim	485330	EL Teacher	12/15/2015		
Baxter, Terry	N/A	Custodial	5/20/2016		
Bernard, Christopher	N/A	Paraprofessional	4/23/2015	X	
Bernard, Denise	350525	Teacher	4/23/2009		
Brix, Lori	N/A	Para	3/14/2016		
Brown, Erin	415925	Behavioral Interventionist	10/28/2013		X
Budge, Courtney	427007	Speech Pathologist	6/1/2006		
Burandt, Lesley	472825	Teacher	8/1/2014		
Butkowski, Kelly	N/A	Para	9/23/2013		
Carlson, Rachel	N/A	Paraprofessional	8/27/2015		
Chaika, Ambur	464187	Social Worker	08/01/2014		
Chopp, Ted	477387	Band Teacher	09/08/2015		
Christensen, Leanna	435341	Math Teacher	08/01/2011	X	
Cowley, Erika	N/A	Recess Monitor	03/29/2016		
Dingmann, Sue	N/A	Para	8/10/2011		
Dobbs, Katherine	464680	Teacher	8/1/2015		

Dukowitz, Diane	387308	Teacher	8/3/2013		X
Duske, Aaron	482193	Teacher	8/1/2015		
Fechner, Brett	353578	Executive Director	7/1/2014		
Feigum, Jennifer	432980	Teacher	9/26/2011		
Fleege, Jason	404971	Teacher	7/1/2010		
Gavanda, Jannette	N/A	Custodial	11/9/2011		
Geisler, Jenifer	375593	Teacher	8/1/2015		
Goebel, Jamie	409942	Elementary Principal	7/1/2014		
Griffith, Laura	439074	Teacher	9/30/2013		X
Gromberg, Julie	N/A	Administrative Assistant	5/12/2006	X	
Gruber, Katie	N/A	Human Resource Coordinator	7/22/2013	X	
Hahn, Michelle	432751	School Nurse Consultant			
Heerts, Tim	364383	Teacher	1/2/2008		X
Helmbrecht, Angela	403378	Teacher	7/1/2009		
Hipp, Sally	N/A	Para	2/18/2015		
Hochhalter, Christina	N/A	Para	11/26/2012		X
Hoelscher, Lloyd	292688	Teacher	5/1/2015		X
Hunstiger, Portia	NA	Para	1/4/2013		X
Huro, Kristynn	NA	Para	1/20/2016		
Jacobson, Lora	433152	Teacher	8/1/2015		
Janson, Elizabeth	NA	Para	10/6/2014		
Johnson, Francine	170786	SPED Coordinator	4/7/2015		X
Kalla, Nancy	N/A	Para	8/27/2014		

Kirchner, Christopher	459802	Teacher	8/26/2013		
Kirchner, Noel		Behavior Liaison	11/30/2015		
Knuth, Sarah	460343	Teacher	8/1/2014		X
Kockler, Michele	368752	Teacher	8/1/2013		
Labor, Belinda	N/A	Para	5/11/2015		X
Lahr, Samantha	477114	Teacher	8/1/2015		X
Koltes, Brianna	471743	Teacher	8/1/2015		
Leedahl, Stephanie	466336	Teacher	5/1/2012		
Leintz, Samantha	464890	Teacher	10/17/2012		
Leske, Michelle	468755	Teacher	10/3/2013		
Ley, Wanda	N/A	Food Service	10/20/2015		
Lindstrom, Cathy	N/A	Para	8/25/2008		
Lynch, Katie	474164	Teacher	8/1/2013		
Maiers, Laura	297326	Teacher	8/1/2012		
Maland, Catherine	285872	Title Teacher	8/1/2015		X
Martin, Nadine	N/A	Para	11/27/2012		
Nohner, Shonda	463832	Teacher	8/1/2013		
Fisher, Marie	476410	Teacher	8/1/2014		
Merten, Ileana	492081	Human Resource Coordinator	5/9/2016		
Meyer, Gabrielle	N/A	Para	3/13/2015		
Meyer, Katherine	N/A	Para	10/8/2015		
Meyer, Kelly	N/A	Health Service Assistant	9/2/2015		

Millaway, Dana	996608	Technology Teacher	9/14/2015		
Millaway, Doug	298143	School Psychologist	8/1/2015		
Mitchell, Jennifer	373896	Teacher	8/1/2013		
Mohamed, Ahmed	N/A	EL Para	8/1/2015		X
Mohamed, Fartun	N/A	EL Para	8/1/2015		
Moon, Hyun Chang	N/A	Para	8/1/2015		X
Muhlenpoh, Katie	433983	Building Sub	12/7/2015		
Myers, Shirley	N/A	Lunch/Media	8/1/2015		
Nelson, Katie	480877	Teacher	8/1/2014		
Niehoff, Mary	296293	Teacher	8/1/2015		X
Nordstrom, Donna	343618	Middle School Principal	7/1/2014		
O'Neal, Brit	455447	Teacher	8/1/2013		
Opatz, Amy	N/A	Para	3/14/2016		
Paumen, Brandon	N/A	Para	1/1/2016	X	
Rauch, Rebecca	453812	Teacher	8/2/2010		
Ritter, Melissa	N/A	Recess Monitor	9/4/2015		
Rooney, Sharon	385380	Teacher	10/8/2009		
Ruegemer, Caroline	327782	Teacher	8/1/2006		
Ryan, Cortney	471433	Teacher	8/1/2014		
Sadlo, Mandy	N/A	Admin Assistant to ED	8/25/2009		
Salmela, Chad	N/A	Facilities Manager	8/1/2015		
Salmela, Sarah	N/A	Administrative Assistant	1/9/2015		

Scheer, Ashlee	484660	Teacher	8/1/2015		
Schindler, Sarah	N/A	Para	11/3/2015		
Schmitz, Angela	380569	Teacher	6/20/2005		X
Schmitz, Rebecca	445826	Teacher	8/2/2010		
Schneider, Jacob	477424	Long Term Sub Teacher	11/12/2014	X	
Schraut, Monica	347734	Teacher	12/9/2005		
Schwieters, Nathan	404950	Teacher	8/9/2011		
Seeley, Laura	470829	Long Term Sub Teacher	10/7/2015	X	
Stanly, Joan	477424	Long Term Sub Teacher	11/6/2015		
Stellmach, Nancy	311443	Teacher	11/20/2015		
Stephens, Leanne	439669	Teacher	8/1/2013		
Stoermann, Joanne	318294	Teacher	7/1/2008		
Swanson, Mary	420341	Teacher	6/30/2005		
Swanson, Sara	N/A	Para	2/22/2016		
Swenson, Krista	N/A	Behavior Liaison	8/4/2008		
Swenson, Steve	N/A	School Support Technology	10/29/2014		
Theisen, Linda	N/A	Para	8/28/2006		
Thole, Daniel	307944	Teacher	6/28/2005		
Thompson, Jennifer	435062	Teacher	3/9/2015		
Thompson, Amanda	489252	Teacher	1/4/2016		X
Trinklein, Carol	N/A	Para	8/26/2010		X
Vix, Rodger	N/A	Building Property	3/1/2007		X

Voss, Sara	358229	Teacher	9/25/2008		
Walsh, Heather	N/A	Kitchen Staff	8/11/2011		
Weyer, Valerie	387419	Teacher	9/5/2006		
Whaley, Kimberly	N/A	Admin Assistant	4/13/2015		

ENROLLMENT

STRIDE Academy has experienced enrollment gains in each of its first twelve years. STRIDE started in 2005 with 160 enrolled students and by the 2016-2017 school year STRIDE has approximately 707 students.

Student Growth - Historical:

The following table information represents data extracted from the Historical Average Daily Membership report obtained from the Minnesota Department of Education.

	K	1	2	3	4	5	6	7	8	Total
FY06	36	19	25	26	31	23				160
FY07	37	39	28	31	30	33	28			226
FY08	38	39	39	28	35	35	32	20		266
FY09	40	40	39	40	29	34	32			254
FY10	36	41	39	40	40	35	33			264
FY11	60	40	40	40	40	40	46	31	12	349
FY12	60	60	40	42	44	42	47	44	24	403
FY13	79	60	60	61	44	47	48	41	34	474
FY14	79	79	60	63	63	48	46	45	31	514
FY15	78	79	79	62	65	60	47	44	35	549
FY16	110	88	88	90	75	75	65	48	36	676

Student Growth - Projection:

Projected Student Count Enrollment by Grade Level					
Grade	16-17	17-18	18-19	19-20	20-21
k	102	81	81	81	81
1	102	102	81	81	81
2	81	102	102	81	81
3	86	85	108	108	86
4	90	86	86	108	108
5	73	90	90	90	113
6	73	74	74	73	74
7	50	50	49	49	48
8	50	50	49	49	48
Total	707	720	720	720	720

Beginning of Year Waiting Lists				
Grade	13-14	14-15	15-16	16-17
k	76	36	12	14
1	31	29	22	26
2	14	15	17	29
3	17	20	17	10
4	4	27	2	18
5	10	13	7	2
6	12	10	3	12
7	3	6	0	13
8	2	3	0	1
Total	169	156	82	125

Student attrition for the 2015 - 2016 school year was 11.9%. This was based on 81 students who left between August 15th, 2015 and June 20th, 2016.

Student additions for the 2015 - 2016 school year was 10.5%. This was based on 71 students enrolling between August 15th, 2015 and June 20th, 2016.

The growth of STRIDE is evident as we have added classes to each grade level:

- 2012 - 2013 added a fourth section of kindergarten
- 2013 - 2014 added a fourth section of 1st grade
- 2014 - 2015 added a fourth section of 2nd grade
- 2015 - 2016 added a fifth section of kindergarten to meet the family requests
- 2016 - 2017 added a fifth section of 1st grade

Program, Design, and Curriculum

STRIDE Academy is going into its twelfth successful year of operation, and our vision and mission remain steadfast. This has a direct relationship with the high quality of our teaching and support staff, our curriculum, our character-building emphasis, parent volunteerism, climate of enthusiasm and positive community relations.

“To Live, To Love, To Leave a Legacy” is our motto.

“What will be your legacy?” is the question.

Classroom Size

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

Kinder	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
20	21	21	22	23	24	25	25	25

We added a fifth section of kindergarten for the 2015 - 2016 school year. Thus, in 15 -16 we have five sections of kindergarten, four sections of grades 1 - 4, three sections of grades 5 - 6, and two sections of grades 7-8. The continued goal of STRIDE Academy is connecting with kids and meeting the individual needs of the children. There is always constant discussion on the number of sections we have and our enrollment policy.

Ability Level Grouping

The educational program at STRIDE Academy is focused on providing students and families a focused level of individualized instruction. STRIDE Academy implements leveled math and reading instruction starting in kindergarten and continuing through 8th grade. These leveled classrooms allow for both accelerated learning and scaffolded instruction to meet the needs of all learners.

STRIDE Academy continues to level students in math and reading. Parents are informed of this grouping before they enter STRIDE Academy. Leveling by ability allows students to start at the academic level which they will have constant success while still being challenged. If they are below grade level, this helps them receive focused attention in areas of deficiency. If they are above grade level, this helps them receive enrichment focused opportunities with attention to a rigorous program focusing on standards, problem solving, and critical thinking. Given our student-centered focus, leveling is an accepted policy by parents, students and staff. To accomplish appropriate leveling, all students are pre-assessed in math and reading. The assessment data is used to place students in their respective ability groups. Student confidence and success increases with ability grouping. Ability leveling allows STRIDE to more accurately predict and make decisions about student progress or lack thereof. Adjustments like re-leveling occur periodically during the year to continuously meet students where they learn the most.

Curriculum:

Literacy: Journeys Reading Curriculum

STRIDE Academy students in Kindergarten through 6th grade utilize The Journeys Reading Program (“Journeys”) to develop their understanding of literacy skills aligned with Minnesota State Standards. Journeys is built upon a research-based instructional design and proven efficiency results, and is the most widely used reading program across the country.

Journeys empowers Students to Read Rigorous Texts:

- Journeys weaves the skills of close reading into a practical 3-step routine that is realistically paced to give students more time to dig deeper, analyzing complex text.
- A student eBook provides tools that promote close reading such as responding to questions at point-of-use, highlighting text, and taking notes online, which empowers students to read rigorous text.

Leveled Readers for Differentiated Instruction:

- Differentiated instruction in small groups helps focus instruction and provide immediate feedback.
- Journeys Leveled Readers, offer a wide range of readability levels at each grade allowing teachers to accelerate student progress towards reading more complex text.
- Journeys Leveled Readers are tied to the topic of the “Anchor Text,” include lesson vocabulary, and connect and extend comprehension skills and strategies from whole-class lessons.

STRIDE Academy students in grades 7th – 8th grade utilize current and classic literature to develop their understanding of literacy skills aligned with Minnesota State Standards. Within

this process “The Guided Reading Process” is followed in conjunction with Literature Groups. The “6 Traits of Writing” is used to develop the School’s students’ writing abilities.

Saxon Math

Saxon Math is a thoroughly researched skills-based mathematics program for grades K-12. Saxon's unique approach, based on instruction, practice, and assessment distributed across the grade level, incorporates 20 years of research and classroom experience.

This approach more fully ensures that children not only gain math skills, but that they retain them. Saxon Math is designed so that complex concepts are broken into related increments, recognizing that smaller pieces of information are easier to teach and easier to learn.

This distributed approach has produced significantly higher level of student learning than massed presentations such as those found in programs with a chapter-based approach or a spiral curriculum. Assessments are built into each fifth lesson to help STRIDE teachers frequently gauge your child's progress and make adaptations in instruction based on your child's needs.

Core Knowledge

STRIDE Academy teaches Core Knowledge to ensure students receive a strong foundation of the basics they need to be strong, productive citizens. STRIDE Academy is among a growing number of schools that are seeing measurable results by using the leading Core Knowledge curriculum.

The curriculum focuses on the teaching of building cultural literacy and progressing through a solid and specific set of knowledge each year. Core Knowledge, developed by University of Virginia Professor E. D. Hirsch and two groups of teachers, has gone from a philosophy of the need for cultural literacy to a growing phenomenon that has been widely accepted by public, private and charter schools nationwide. Learn more how this curriculum provides a solid and specific education at each grade level.

Growing Leaders

STRIDE goes beyond the basics to also teach its students to be strong leaders in the classrooms, families and communities. STRIDE integrates the Second Step leadership development and 7 Habits of Highly Effective Teens by Stephen and Sean Covey into its curriculum. Students also complete at least two service learning projects each year.

Service-Learning Projects

STRIDE Academy stresses service and volunteerism in its programs. STRIDE believes in character development and servant leadership. Therefore, all of STRIDES’ students participate in

service projects each year. This teaches students to give back to the school and community. These projects have provided connections and allowed students to engage in giving back to their communities. In 2015-16 the following projects occurred at the various grade levels in STRIDE Academy.

Kindergarten:

Buddy Bench: Kindergarten Families were asked to have their children be leaders at home and earn money by doing chores. The children brought the money into the kindergarten teachers which was about \$300 raised for the Buddy Bench. PATHS helped us out by matching what we raised. Joanne Stoermann, a kindergarten teacher, found the idea of a Buddy Bench and thought it would be great for STRIDE Academy to have one outside on our playground. The idea is when someone is lonely and doesn't have a friend to play with s/he sits on the bench and when other students see children sitting there they can go and ask if they want to play. It's a wonderful concept to help with Habit #4 win-win. The children were so excited to bring in their money and share what types of chores they had to do. It took about a month and a half to raise the money. The kindergarten teachers and students also created a video which they shared with the entire school. This video was an informative video on how to use the Buddy Bench and why the Buddy Bench is so important. We love our Buddy Bench and think it looks great out on the playground.

Food Shelf Collection 100th day: Our goal was to give the students a chance to contribute to the food shelf for the 100th day of school activities. Cans for Kids happens in February and the goal has been a total of 100 cans. During the 2015 - 2016 school year the kindergarten students collected 250 cans of food. We have taken it to the local Catholic Charities Food Shelf. The kindergarten team collected over 100 cans of food for the food shelf

First Grade:

Winter Wear Collection: Our goal was to donate winter clothes to families in need. The donations were given to Catholic Charities. The outcome was very successful and many gloves, stocking caps and winter coats were donated to this worthwhile cause.

Holiday Cards for Nursing Homes: 1st grade students made and decorated cards for senior care homes. An afternoon in all sections was devoted to creating cards and writing messages of holiday cheer from STRIDE Academy. Our goal also included creating something that was going to someone that students didn't know and for students to realize they were giving a bit of cheer possibly to people who didn't get it and might enjoy it. Over 100 cards were made for Talahi and St. Benedict's Care Center.

Second Grade:

PARTNERSHIP WITH PATHS FOR THE STRIDE ACADEMY 5K: The 2nd grade teachers and students helped message to families the STRIDE 5k. They also helped set up the event,

work the event, and clean up the event. The students practiced Habit 2: Begin with the End in Mind and Habit 7: Sharpen the Saw.

Placemats for the Food Shelter: The 2nd classrooms created placemats for local food shelters. This was a focus on Habit 4: Think Win-Win

Third Grade:

School Lost and Found organizers: 3rd grade was responsible for picking up and organizing the lost and found area in our school. Schedules were rotated with each third grade student taking on the role of lost and found leader. For their week in charge their goal was to straighten, clean, and organize the lost and found area in the morning and at lunch time. This project helped students take pride in the cleanliness of the building and work together as a team.

Fourth Grade:

School Garbage Collectors: 4th grade was responsible for picking classroom and area garbage Wednesday and Friday of each week. Schedules were rotated with each third grade student taking on the role of garbage leader. For their week in charge their goal was to collect garbage from 2:20-2:40 in 4th – 6th grade hallways and classrooms and place it in the proper containers. This project helped students take pride in the cleanliness of the building and work together as a team.

Pledge of Allegiance/ Declaration of Independence: 4th graders led the Pledge of Allegiance and a quote from Declaration of Independence during our annual Veterans Day program in November. This allowed for students to appreciate some of the sacrifices made by our soldiers in the past and to appreciate some of the freedoms they currently enjoy.

Placemats for our Senior Citizens (2013-14):

The 5th grade classrooms created colorful placemats for the elderly in the Hopkins/Minnetonka area. These placemats were given to approximately 45 seniors who received “Meals-on-Wheels or who were living in a nursing home. The objective was to make an association to the 7th Habit (“Sharpen the Saw”). This helped our students understand the importance of making social and meaningful connections with others.

Sixth – Eighth Grade:

Event Coordinators:

Middle School staff (Mrs. Leske, Ms. Burandt, and Mr. Schwieters) coordinated middle school students to help with the set-up and clean-up of the gym when being used for events. The students helped with 17 events which included: athletic events, the Knowledge Bowl, and school events such as a school concert (band and choir) and a performance by our drama club. The objective of the event coordination is to develop ownership within our middle school students of an organized and clean school. This is connected to the 4th Habit of “Think Win-Win”.

Outdoor Clean-Up (8th Grade): Our 8th grade students collected garbage alongside the roadways near STRIDE Academy on Oakham Lane in the spring of 2016. The 8th grade science teacher, Mrs. Leske, connected this service project to Earth Day and Habit 3. She helped students understand and focus on life management and developing their purpose, values, roles, and priorities through the clean-up project opportunity.

Caring and Maintaining an Ecosystem: Science students in Mrs. Leske's 7th and 8th grade classes are responsible for the maintenance and care of the aquarium of the fish. This is connected to habit 4: Think Win-Win.

Ronald McDonald House: Sixth grade spent the 3rd quarter synergizing to collect about 118 pounds of pop tops. The 6th grade was able to donate \$41 to the Ronald McDonald House with the collection of the pop tops. Students across grade levels collected the pop tops, but the 6th graders spent several *Leader In Me* class periods beginning with the end in mind. They decorated the containers, spoke with all the classrooms about our goal of donating to the Ronald McDonald House, and made periodic stops to collect pop tops from classroom containers. They chose this service project because they could make a difference in the community, but also because they knew of STRIDE families who have utilized the Ronald McDonald House in the past. They received a letter from one STRIDE family about how the Ronald McDonald house had made a positive difference for them. Students were able to not only donate to a meaningful cause, but to see and understand the direct impact they were making by doing so. The connection to Habit 5: Seek First to Understand and Habit 6: Synergize were evident during this learning and service opportunity.

Lunch and Recess Leaders: The seventh through eighth grade were trained by staff members to help our k - 2 students in the lunchroom and on the playground. The opportunities to lead for the older students included: helping open lunch items, helping clean up their spots and trays, helping students remember the routines in the lunchroom, and helping all students be safe. The goal on the playground was to play games with the students and also make sure students were choosing safe choices during play. The habits which this leadership exemplified are: Habits 1, 4, and 6.

Entire School:

The students in kindergarten through 8th grade collected candy for a service project through the math department. It was used to reinforce data collection standards and data analysis standards. The candy was then donated to a Pediatric Dentistry in Sartell. The donation connected to Habit 2: Begin with an End in Mind.



STRIDE students collected **200 pounds** of candy/snacks during the evening they went trick or treating. Which is an average of 0.29 pounds per student at STRIDE.

The breakdown is as follows:

- 8th grade collected 0.075 pounds per student
- 7th grade collected 0.34 pounds per student
- 6th grade collected 0.029 pounds per student
- 5th grade collected 0.065 pounds per student
- 4th grade collected 0.36 pounds per student
- 3rd grade collected 0.27 pounds per student
- 2nd grade collected 0.23 pounds per student
- 1st grade collected 0.43 pounds per student
- Kindergarten collected 0.57 pounds per student

Parent Involvement:

STRIDE Academy believes the family/school relationship is imperative for student success. Beyond the required meetings and conferences the parents/guardians of STRIDE students attend they are asked, and encouraged, to commit 30 hours of volunteer time throughout the year. Volunteer hours are used for a variety of activities, including classroom support, office support, fundraising, event support, and other classroom/school opportunities.

During the 2015 – 2016 school year 2598 hours of volunteer hours were donated to STRIDE Academy from the families of our students. These opportunities helped our families and school continue to build positive relationships. Our goal of increased volunteer opportunities and expectations has a positive effect on student academic success and positive behavior success. The parents/guardians will have increased their understanding of what their child(ren) are doing in school. While volunteer time is not mandatory, it is strongly encouraged, and vital to our student's academic success.

Along with opportunities to volunteer, we also encourage parents and families to contribute ideas or suggestions for classroom activities that can be offered during intersessions. We believe aligning family and school will benefit students, families, teachers, and the greater community.

Student Activities:

STRIDE establishes a learning community of students, teachers, and parents which models and encourages character development, respect for diversity, and a sense of responsibility in our community and society.

II. Out-of-School Time Programs

- A. We are partnered with KidStop for our before and after school child care programming. KidStop is a licensed provider through the Department of Health and Human Services and a component of The Boys and Girls Club of Central Minnesota
- B. Our after school activities, (both academic and physical), include: basketball, volleyball, soccer, math club, drama, select choir, art club, knitting club, baseball, student government, knowledge bowl, chess club, debate club, softball, honor society, and Lego club to name a few. The purpose of the STRIDE after school program is to increase student involvement, among all ages, through expanded and focused extracurricular opportunities. This program has increased in participation for students and staff.

	Number of Activities	Staff Participation	Student Participation
2012-2013	14	5	221
2013-2014	24	15	374
2014-2015	29	21	534
2015-2016	32	30	730

- 1. STRIDE Academy conducts intersession activities for students while on our quarterly breaks.

The 2015-2016 school year was a great year for STRIDE Activities! We had 730 participants in 26 different activities offered throughout the school year and an increase of 196 participants from the 2014-2015 school year.

Highlights include:

- Addition of 3-5 grade volleyball
- Addition of 3-5 grade soccer
- Addition of K-8 Lego Club
- Addition of K-8 Rocket Club
- Our Knowledge Bowl teams gave tough competition to the area teams

- Teaming with GREAT Theatre to enhance the offering of our Drama Club
- We also teamed up with the St. Cloud Rox Baseball Team to promote literacy in the school.
 - The program gave incentives for students reaching their reading goals for a week.
- Formation of the Student Lighthouse Team to help promote the 7 Habits in our school.

KIDSTOP

KidStop is our program for before- and after-school activities for students at STRIDE Academy. This program operates each day from 6:30 to 7:40 in the morning and from 3:05 to 6:00 in the afternoon, with an average of 45-55 kids participating each day in the program. They also provide this during our school Intersession Times and during the summer. KidStop works to meet the needs of parents who use this service. The program's goals include student engagement, developing moral character in our students, and extended learning opportunities. This program is well valued by parents and participation is by choice. The staffing ratio is about 15:1.

Kidstop began in late spring of the 2013-2014 school year after taking over for STRIDE Alive. The main reason for transitioning to KidStop was to transition to an outside, reputable organization for our students to partake in. This changed the supervision of those students from STRIDE Academy to Kidstop.

Kidstop provides several outlets meant to provide students a great experience. These include: Power Hour – provides structured time for homework and incentives for completion and effort; Daily Gym and Outdoor Activities; Arts and Craft Activities; Clubs, such as Science and Cooking; Offsite Field Trips (mainly during the Summer); Junior Volunteers – For 7th graders and older, an opportunity for them to develop their leadership skills and lead the younger students in activities.

Best Practices and Program Improvement

Technology:

A concerted effort was made for the 2015-2016 school year to improve technology and technology education in the district.

Our new Technology Teacher is working towards teaching Technology class for ALL grades (K-8th) in the coming 2016-2017 school year and continues to work with grade level teachers to develop plans to increase technology integration for all students.

As of the end of the FY16 school year STRIDE Academy has: 250 computers, 3 computer labs, 40 SMARTBOARDS, 20 iPads and 12 Kindle tablets.

In addition we have invested in upgraded Fiber Optic Internet service for the school, allowing teachers and students to fully utilize internet based learning tools in the classroom and in the computer lab. We have also invested in a new Firewall and Content Filter for the school in order

to maximize the speed of our network and fully control the content that students are able to access.

STRIDE Professional Opportunities

STRIDE Academy continues to implement "Data Driven Instruction" which involves the development of instructional goals based on interim assessments in both math and reading for grades k - 8. Teachers are provided opportunities during their "Professional Learning Committees ("PLCs") time to review and analyze data. The STRIDE Academy **Q-Comp** team conducts a self-evaluation on Data Driven Instruction implementation. This self-evaluation allows the School to increase its effectiveness in both the use of Data Driven Instruction while aligning to its goals of Professional Learning Communities.

STRIDE Academy is a school which utilizes the Data Driven Instruction process to:

- Improve teaching through grade level articulations centered around research based techniques that are practiced by high performing teachers and yield positive academic results.
- Deepen content knowledge on how to teach reading, writing, and math to achieve outstanding results for all students.
- Strengthen leadership throughout the School in all stakeholders. This develops leaders' skills while learning the systems and routines of the most effective school leaders.

STRIDE Academy's PLCs are completed in small groups to allow teachers to focus on specific items needed at certain age levels or specific content groups. PLCs should be used to improve schools through a collaborative model of utilizing student results to determine and ensure student learning.

Richard DuFour outlines the measures Professional Learning Communities which correlate with effectiveness as:

- Ensuring That Students Learn.
 - The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—has profound implications for schools
- *A Culture of Collaboration*
 - Educators who are building a professional learning community recognize that they must work together to achieve their collective purpose of learning for all. Therefore, they create structures to promote a collaborative culture.
- A Focus on Results
 - Professional learning communities judge their effectiveness on the basis of results. Working together to improve student achievement becomes the routine work of everyone in the school. Every teacher team participates in an ongoing

process of identifying the current level of student achievement, establishing a goal to improve the current level, working together to achieve that goal, and providing periodic evidence of progress.

Financial Summary

Prior to June 15th each year, STRIDE Academy must submit to Friends of Education (FOE) an annual budget for the following school year adopted by our STRIDE Academy Board. Ongoing FOE oversight of financial affairs is accomplished primarily through review of our monthly financial statements, cash flow projections, and an independent audit. Site visits with the STRIDE Academy business manager and/or board members may occur as FOE determines.

At a minimum, financial statements must contain budget and actual expense and an explanation for any item exceeding budget and the manner in which an excess item will be resolved. Each year the Academy must submit a copy of its independent audit report to FOE by December 15th and to the MN Department of Education and State Auditor’s office by December 31st.

The school contracts with Beltz, Kes, Darling and Associates to provide accounting and financial management services for the school. Questions regarding school finances and for complete financials for 2015-16 and/or an Academy budget for 2016-17, contact:

Name: Chuck Herdegen
 Position: Business Manager
 Phone: 651-463-2233
 Email: cherdegen@bkda.org

A summary of the Academy’s financial operations for FY16 is shown on the next three pages.

Fiscal Year 2016 Financial Summary

A summary of the Academy’s financial operations for Fiscal Year 2016 (FY16) is shown on the next three pages.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to Minnesota Department of Education and Friends of Education no later than December 31, 2016

FY16 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	\$6,951,010	\$331,633	\$ 26,962
Total Expenditures	\$6,721,323	\$331,633	\$ 36,505
Net Income	\$ 229,687	\$ 0	(\$ 9,543)

Total Fund Balance	\$ 967,002	\$ 0	\$ 0
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Overview

The school missed its enrollment targets for the year by three students (662 actual ADM compared to 665 budgeted) so state aids were in line with budget. The state’s holdback remained at 10%, which provided for a positive cash flow position during most of the year. The school did need to rely on a line of credit to meet cash flow needs for a few days during the year due to a delay in the state aid payment.

Revenues

General Fund

General Education and Charter School Lease aids were \$41,922 less than the amount budgeted due to a slightly lower enrollment than projected. The school did spend less on special education programs from what was projected; hence there was a corresponding reduction from the budget for state and federal special education aids. General Fund revenues came from the following sources:

- State Aids and Grants: \$6,672,247
- Federal Aids and Grants: \$225,125
- Fees Collected and other Miscellaneous Revenues: \$53,638

Food Services Fund

The programs operated in the Food Service fund operated at a deficit for the year, thereby requiring a fund balance transfer required from the General Fund. The school receives state and federal reimbursements for meals served to students. During the year the Food Service fund had revenues from:

- State Sources: \$20,186
- Federal Sources: \$221,880
- Sale of Lunches and Other Local Revenues: \$70,660
- Transfer from General Fund: \$18,907

Community Services Fund

The school operates programs for after school activities and intercession activities through its Community Services Fund. The revenues from each program are intended to offset operating expenses. A fund balance transfer from the General Fund was required at the end of the year for

costs not covered by program revenues. Community Services Fund revenues came from the following sources:

- Fees Collected and other Miscellaneous Revenues: \$21,071
- Transfer from General Fund: \$5,891

Expenses

General Fund

The school's largest expense was for employee salaries and benefits (\$4,152,779), an increase over last year's costs due in part to additional positions added during the year. The school's second largest expense was for the lease on its school building (\$1,192,518). Other expenses incurred by the school were for:

- Purchased Services (including building utilities): \$816,452
- Supplies and Instructional Materials Purchased: \$269,227
- Building Improvements, Equipment (including technology equipment): \$137,338
- Payments on Capital Loan and Interest Cost on Short Term Borrowing: \$92,661
- Memberships and Other Fees: \$35,551
- Transfer to Food Service and Community Services Funds: \$24,797

Food Service Fund

Expenses in the Food Service fund for lunches and breakfasts served consisted of:

- Salaries, Wages, and Benefits: \$25,998
- Purchased Services: \$2,900
- Meals and Other Supplies Purchased: \$301,592
- Equipment Purchased: \$554
- Other Fees: \$589

Community Services Fund

Expenses in the Community Services Fund for programs operated consisted of:

- Salaries, Wages, and Benefits: \$21,243
- Purchased Services: \$10,306
- Supplies and Materials Purchased: \$4,571
- Other Fees: \$385

Net Income and Fund Balance

The net income of \$220,144 in all funds resulted in an ending fund balance of \$967,002 for the year, or 13.6% of current expenditures. The school's fund balance continues to grow each year towards the school's fund balance goal of 25%.

Future Steps:

1. Hire a mathematics director and a literacy director to support our teachers with best practices in instruction, assessment analysis, and classroom environment.
2. Increase our effectiveness with Data Driven Instruction and provide our classroom teachers with additional professional development.
3. Develop a Student Lighthouse Team which helps develop student leaders to drive our student achievement success.
4. Review our science curriculum materials and refine our science curriculum maps to ensure alignment to state standards and Core Knowledge. Our district will be reinvesting financial resources to ensure these goals are met.
5. Review our social studies curriculum materials and refine our social studies curriculum maps to ensure alignment to state standards and Core Knowledge. Our district will be reinvesting financial resources to ensure these goals are met.

Appendix A: Professional Development Plan

- 1) Brett Fechner is the Executive Director of STRIDE Academy who has been designated a teacher leader, mentor and evaluator for STRIDE Academy. He has the following Professional Plan in place to enhance his position and allow for staff development for him to increase his effectiveness as the instructional leader, the operational leader, and the financial leader.

Date	Name of PD	Time	Focus
June 2015	Journeys Reading Curriculum Training	8:00 – 3:00	Instruction
July 29, 2015	Health Partners Benefit Manager Orientation	3 hours	Operations
August 3 – 5, 2015	The Leader in Me training	8:30 – 3:30	Instruction
August 6, 2015	The Leader In Me training	8:30 – 3:30	Instruction
August 26, 2015	PLC Strategy Sharing PD	7:20 – 8:10	Instruction
September 2, 2015	PLC training to review expectations, processes and procedures	7:20 – 8:10	Instruction
September 9, 2015	Child Count Criteria and MARSS Reporting	60 minutes	Operations and Financial
September 9, 2015	PLC training to review expectations, processes and procedures	7:20 – 8:10	Instruction
October 6, 2015	Leader in Me virtual coaching call	1:30 – 3:00	Instruction
October 26, 2015	Regional Training for MACS schools	1:00 – 3:00	Instruction and Operations
October 28, 2015	Compliance and Assistance SPED Fiscal Monitoring presented by MDE	9:00 – 12:00	Operations and Financial

October 29, 2015	Employment Law for Charter Schools	7 hours	Operations and Instruction
November 6	Essentials in HR Law	9:00 – 4:00	Operations
November 23, 2015	The Leader In Me training	7:45 – 3:15	Instruction
December 8, 2015	MACS Annual Meeting – including PD	8:30 – 1:30	Operations
November 21, December 21, January 18, March 24	Adaptive Schools Training	8:30 – 3:30	Instruction
January 19, 2016	Leader In Me virtual coaching	8:30 – 3:30	Instruction
February 10, 2016	Training webinar: Proficiency and Growth Tracking Report	1:15 – 2:15	Instruction
February 25, 2016	Building a Roadmap for Digital Teaching and Learning	9:00 – 11:00	Operations and Instruction
April 15, 2016	Title I, II and III Overview	8:30 – 3:30	Operations and Finacial
June 13, 2016 and June 14, 2016	Cognitive Coaching	8:00 – 3:00	Instruction