



"Keep Your Child a Step Ahead"

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

2014-2015 School Year

October 1, 2015

Mission Statement

STRIDE Academy will provide educational experiences for all children promoting a strong foundation in all core academic areas. Using research-based curriculum, students will excel academically through real-life educational experiences in a challenging, caring, and student-centered environment. By meeting each student's unique educational, emotional, and social needs, students will be empowered to become responsible lifelong learners.

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.

STRIDE Academy is a K – 8 School

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

- All students ready for kindergarten
- All students in third grade achieving grade level literacy
- Closing the achievement gap in all sub groups

Program, Design, and Curriculum

STRIDE Academy is going into its ninth 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-education emphasis, parent volunteerism, climate of enthusiasm and positive community relations.

“To Live, To Love, To Learn, 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	20	20	21	22	24	24	24	24

We added a fourth section of 2nd grade and a third section of 5th grade for the 2014 – 2015 school year. Thus, in FY15 we had 4 sections of grades K, 1, and 2; three sections of 3, 4, and 5, and two sections of grades 5-8. 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

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:

Reading Mastery

In addition to exposing children to classical literature through leveled readers, STRIDE Academy will see that all children have access to the curriculum of science, math, and history by ensuring high-level reading skills for all children. For more than 35 years, Reading Mastery has been helping children learn to read faster and to develop effective strategies for reading comprehension.

Long recognized for its phonemically explicit, intensive approach for teaching reading, Reading Mastery has proven to be superior in research studies that measure outcomes with children, to reduce the prevalence of reading problems, demonstrated the strongest impact on the reading growth of children, and elevated the reading skills of even children at risk.

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 2014-15 the following projects occurred at the various grade levels in STRIDE Academy.

WBWF Teemplate

The following systems goals represent identified priority areas STRIDE Academy will focus our energy in our Conitnuous Improvement Plan. In addition we are meeting October 3rd and February 27th to review and refine our Strategic Plan. The table will correlate the systems goals with the required components of WBWF.

	Achieve Academic Success	Maintain Fiscal Responsibility	Increase Stakeholder Satisfaction	Ensure Excellence in Teaching	Growing the School
All Students Ready for kindergarten	Provide 2 kindergarten round-ups for parents. Math and Reading assessments in summer.		Yearly data analysis of parent surveys. Spring Kindergarten Round-Up. Conferences.	STRIDE participates in Q-Comp. We have 2 teacher leaders and we have 2 teacher coaches. 100% Highly Qualified Teachers. The use of Charlotte Danielson teacher performance rubric. All teachers receive 3 formal observations with a pre- and a post-conference. PLCs which focus on data analysis to inform instruction.	Expansion Project which will bring both campuses together. Adding an additional kinder class for FY16. Reviewing in our strategic plan a possible opportunity for a pre-k school.
All students in third grade achieving grade level literacy	Literacy Plan. NWEA data analysis. Students are leveled into small groups for math and reading instruction. Adopted new reading program (Journeys). 2 title teachers focusing on literacy. Identified a need for reading corp, completed a grant, grant was accepted for the 2015-2016 school year	Applied for a grant for reading corp and STRIDE was chosen. We will have one position for 2015-2016.	Yearly data analysis of parent surveys. Conferences.	STRIDE participates in Q-Comp. We have 2 teacher leaders and we have 2 teacher coaches. 100% Highly Qualified Teachers. The use of Charlotte Danielson teacher performance rubric. All teachers receive 3 formal observations with a pre- and a post-conference. PLCs which focus on data analysis to inform instruction.	Expansion Project which will bring both campuses together.
Closing the Achievement Gap	We hired an additional EL teacher. We used our Panther Program to address the needs of our Title I students in addition to classroom interventions.	We were able to utilize both our Title I funds and our compensatory funds to hire the needed teaching positions for our studetns.	Yearly data analysis of parent surveys. Conferences.	STRIDE participates in Q-Comp. We have 2 teacher leaders and we have 2 teacher coaches. 100% Highly Qualified Teachers. The use of Charlotte Danielson teacher	Expansion Project which will bring both campuses together. Added an additional EL teacher. Identified the need for an additional ELA teacher – board

	We utilized our Title I plan. NWEA and MCA data was used to help identify the students.			performance rubric. All teachers receive 3 formal observations with a pre- and a post-conference. PLCs which focus on data analysis to inform instruction.	approved for 2015-2016. Added a full-time art teacher. Made available Spanish to all students in grades k-8.
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Academic Performance

STRIDE Mathematics and Reading:

STRIDE Academy Middle School has been identified as a Celebration Eligible School for the 2014 – 2015 school year. Our success rate with our 3rd grade students will be represented in the data tables and graphs below. Although we were not a Reward School this year we had a large percentage of our students meet or exceed on the MCA math and reading assessment. The reason we were not recognized as a Reward School is because we consolidated our two schools together which affected how the elementary was to be reported to State stakeholders. As represented in the table below our 3rd grade students significantly outperformed the state, the local school district, and comparable local elementary schools.. In addition our students averages in both math and reading outperform the local school district in grades 4 and 5. Finally, STRIDE compares favorably to two local schools in both 6th grade math and 6th grade reading by outperforming both St Cloud School District and Sauk Rapids School District.

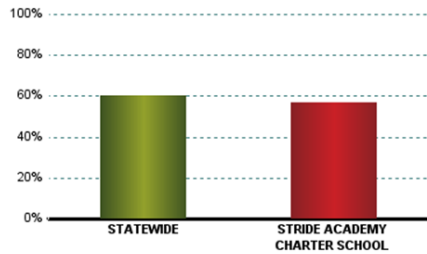
Comparison of STRIDE Academy, MN, St. Cloud School District, and local comparable schools in Mathematics:

The tables below represents data from the state report card. It displays the percent of students tested who meet or exceed achievement standards set by Minnesota educators.

Math	STRIDE	State	St Cloud	Mississippi Heights	Talahi	Madison	Oak Hill
3rd	77.4%	70.9%	60.6%	76.8%	31.2%	45.1%	75.3%
4th	70.8%	70.0%	57.7%	78.6%	30.4%	52.3%	65.6%
5th	48.3%	59.7%	39.5%	64.3%	16.5%	35.5%	50.0%

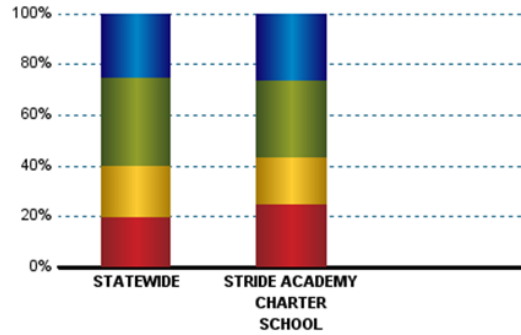
Math	STRIDE	State	St Cloud	Sauk Rapids	North	South
6th	48.8%	57.9%	41.4%	46.6%	31.8%	41.6%
7th	43.2%	55.0%	36.5%	64.6%	26.3%	43.8%
8th	41.2%	58.0%	49.9%	59.2%	45.0%	53.6%

Summary Proficiency
2015 Math MCA-III Grade All Grades



Organization	Percent Proficient	Number Tested
STATEWIDE	60.2%	432,336
STRIDE ACADEMY CHARTER SCHOOL	56.9%	299

Student Achievement Level
2015 Math MCA-III Grade All Grades



Measure	Exceeds	Meets	Partially Meets	Does Not Meet
STATEWIDE				
Count	110,329	149,740	88,599	83,668
Percent	25.5%	34.6%	20.5%	19.4%
STRIDE ACADEMY CHARTER SCHOOL				
Count	79	91	56	73
Percent	26.4%	30.4%	18.7%	24.4%

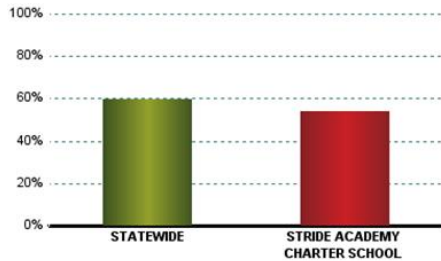
Comparison of STRIDE Academy, MN, St. Cloud School District, and local comparable schools in Reading:

The tables below represents data from the state report card. It displays the percent of students tested who meet or exceed achievement standards set by Minnesota educators.

Reading	STRIDE	State	St Cloud	Mississippi Heights	Talahi	Madison	Oak Hill
3rd	62.9%	58.9%	47.5%	56.5%	31.9%	34.1%	56.8%
4th	64.6%	57.9%	46.1%	59.1%	27.4%	36.2%	55.0%
5th	58.6%	66.7%	51.9%	57.5%	37.2%	42.1%	66.9%

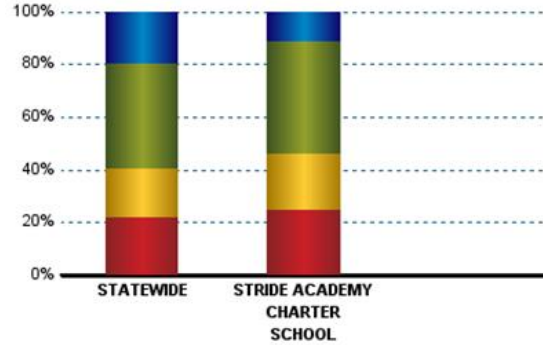
Reading	STRIDE	State	St Cloud	Sauk Rapids	North	South
6th	60.5%	63.9%	51.6%	60.3%	49.3%	46.0%
7th	31.1%	55.7%	42.7%	70.8%	36.1%	46.7%
8th	44.1%	56.2%	51.4%	67.3%	44.8%	56.7%

Summary Proficiency
2015 Reading MCA-III Grade All Grades



Organization	Percent Proficient	Number Tested
STATEWIDE	59.4%	434,191
STRIDE ACADEMY CHARTER SCHOOL	54.2%	299

Student Achievement Level
2015 Reading MCA-III Grade All Grades



Measure	Exceeds	Meets	Partially Meets	Does Not Meet
STATEWIDE				
Count	84,921	173,097	81,696	94,477
Percent	19.6%	39.9%	18.8%	21.8%
STRIDE ACADEMY CHARTER SCHOOL				
Count	34	128	63	74
Percent	11.4%	42.8%	21.1%	24.7%

Comparison of STRIDE Academy State, and St. Cloud School District in Science:

Science:

In science, STRIDE Academy students outperformed both the state averages and the host district averages on the 5th and 8th grade science MCAs. STRIDE attributes this performance with our focus of science within The Core Knowledge program (standards based), our hands-on opportunities (standards based), and the opportunity our students have in 8th grade with a dedicated science teacher in a dedicated science lab.

	STRIDE Science	State Science	St. Cloud Science
5th grade	56.9	59.3	41.8
8th grade	32.4	45.9	45.3

STRIDE Academy MCA longitudinal data – Mathematics, Reading, and Science:

This represents ALL students. Including those who have been at STRIDE less than one year.

READING										
<i>All data estimated to the nearest whole percent.</i>										
GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
3rd	61%	74%	83%	80%	74%	83%	83%	46%	76%	63%
4th	72%	65%	61%	69%	83%	78%	77%	66%	49%	64%
5th	61%	75%	58%	72%	63%	80%	74%	61%	56%	56%
6th	N/A	63%	68%	67%	67%	72%	74%	48%	54%	61%
7th	N/A	N/A	37%	N/A	N/A	68%	67%	60%	49%	28%

8th	N/A	N/A	N/A	N/A	N/A	58%	72%	55%	57%	42%
MATHEMATICS										
<i>All data estimated to the nearest whole percent.</i>										
GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
3rd	68%	65%	79%	83%	77%	80%	93%	66%	83%	77%
4th	56%	53%	70%	79%	82%	68%	81%	80%	57%	70%
5th	55%	65%	55%	66%	62%	53%	63%	61%	46%	46%
6th	N/A	63%	58%	61%	62%	44%	69%	45%	51%	49%
7th	N/A	N/A	44%	N/A	N/A	65%	56%	53%	42%	43%
8th	N/A	N/A	N/A	N/A	N/A	33%	74%	45%	62%	39%
						New test year math 2011				
SCIENCE										
<i>All data estimated to the nearest whole percent.</i>										
GRADE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
5th	N/A	N/A	38%	53%	60%	63%	63%	59%	65%	57%
8th	N/A	N/A	N/A	N/A	N/A	8%	52%	54%	52%	32%

STRIDE Academy continued to implement Data Driven Instruction which involved the development of instructional goals based on interim assessments in both math and reading for grades k - 8. Teachers were provided opportunities during their PLC time to review and analyze data. The STRIDE Academy Q-Comp team conducts a self-evaluation on our DDI implementation. The rubric below represents the evaluation.

South Campus Continuous Improvement Plan:

STRIDE Academy will focus on Data Driven Instruction in grades 4 – 8. With purposeful response to data teachers will increase their implementation of effective strategies to meet student skill need based on state standards. With the focus on Data Driven Instruction our students in grades 4 – 8 will be able to read at grade level and be proficient in the MN state math standards.

All staff members will attend a PLC meeting once per week with either grade level peers or cross-content peers. All teachers will create interim assessments, analyze the data with a coach, and meet with their peers to refine instruction based on student needs and standards, and implement research based strategies. PLC teams will meet throughout the 2014 – 2015 school year. These teams will meet on a weekly basis. After quarter 1 STRIDE will review the process. Long Range plan will focus on the continuation of PLCs. We will monitor with our

monthly calendar and agendas with minutes. We will monitor attendance of staff. We will monitor the instructional plans developed during the PLCs and we will monitor the completion of data analysis documents. To ensure the improvement effort continues to be implemented we will utilize the Plan, Do, Act, Review model on a quarterly basis to ensure all are implementing. We will meet as a leadership group at the end of the school year to prepare for the 2015 – 2016 school year implementation.

Q-Comp Professional Development and Professional Learning Communities:

The PLCs will be led by our principal twice per month and by our teacher leader twice per month. The groups will be structured per grade level with our SPED team and our specialist team each having a group. All groups will have a focus on math and reading. The professional development will focus specifically on instructional strategies which would include:

- Formative Assessments that drive students understanding of Minnesota State Standards, (use of ticket outs, do nows, questions to check understanding, etc...)
- Differentiating Instruction to target students individual struggles on identified benchmarks
- Increase student discussion, (turn and talk, pair and share, etc...)
- Preview and build background knowledge for at-risk students in reading for all content areas

The success of teachers will be determined via 3 observations scheduled throughout the year. It is expected teachers will show proficiency in the use of the above instructional strategies after receiving professional development facilitated by Q-Comp Lead Teacher or Peer Coach at their weekly PLC meetings and their proficiency will be measured through the teacher evaluation process based on Charlotte Danielson Framework.

Math- The percentage of all students enrolled October 1 in grades 4 – 8 at STRIDE Academy who earn an achievement level of Meets the Standards or Exceeds the Standards in math on all state accountability tests (MCA, MTAS) will increase from 51.1% in 2014 to 59.1% in 2015.

Reading- The percentage of all students enrolled October 1 in grade 3 at STRIDE Academy who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase from 52.6% in 2014 to 60.6% in 2015.

North Campus Continuous Improvement Plan:

STRIDE Academy will focus on Data Driven Instruction in grades k – 3. With purposeful response to data teachers will increase their implementation of effective strategies to meet student skill need based on state standards. With the focus on Data Driven Instruction our students in grades k – 3 will be able to read at grade level and be proficient in the MN state math standards.

All staff members will attend a PLC meeting once per week with either grade level peers or cross-content peers. All teachers will create interim assessments, analyze the data with a coach,

and meet with their peers to refine instruction based on student needs and standards, and implement research based strategies. PLC teams will meet throughout the 2014 – 2015 school year. These teams will meet on a weekly basis. After quarter 1 STRIDE will review the process. Long Range plan will focus on the continuation of PLCs. We will monitor with our monthly calendar and agendas with minutes. We will monitor attendance of staff. We will monitor the instructional plans developed during the PLCs and we will monitor the completion of data analysis documents. To ensure the improvement effort continues to be implemented we will utilize the Plan, Do, Act, Review model on a quarterly basis to ensure all are implementing. We will meet as a leadership group at the end of the school year to prepare for the 2015 – 2016 school year implementation.

Q-Comp Professional Development and Professional Learning Communities:

The PLCs will be led by our principal twice per month and by our teacher leader twice per month. The groups will be structured per grade level with our SPED team and our specialist team each having a group. All groups will have a focus on math and reading. The professional development will focus specifically on instructional strategies which would include:

- Formative Assessments that drive students understanding of Minnesota State Standards, (use of ticket outs, do nows, questions to check understanding, etc...)
- Differentiating Instruction to target students individual struggles on identified benchmarks
- Increase student discussion, (turn and talk, pair and share, etc...)
- Preview and build background knowledge for at-risk students in reading for all content areas

The success of teachers will be determined via 3 observations scheduled throughout the year. It is expected teachers will show proficiency in the use of the above instructional strategies after receiving professional development facilitated by Q-Comp Lead Teacher or Peer Coach at their weekly PLC meetings and their proficiency will be measured through the teacher evaluation process based on Charlotte Danielson Framework.

Math- The percentage of all students enrolled October 1 in grade 3 at STRIDE Academy who earn an achievement level of Meets the Standards or Exceeds the Standards in math on all state accountability tests (MCA, MTAS) will increase from 83.3% in 2014 to 87.3% in 2015.

Reading- The percentage of all students enrolled October 1 in grade 3 at STRIDE Academy who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS) will increase from 76.7% in 2014 to 83.7% in 2015.