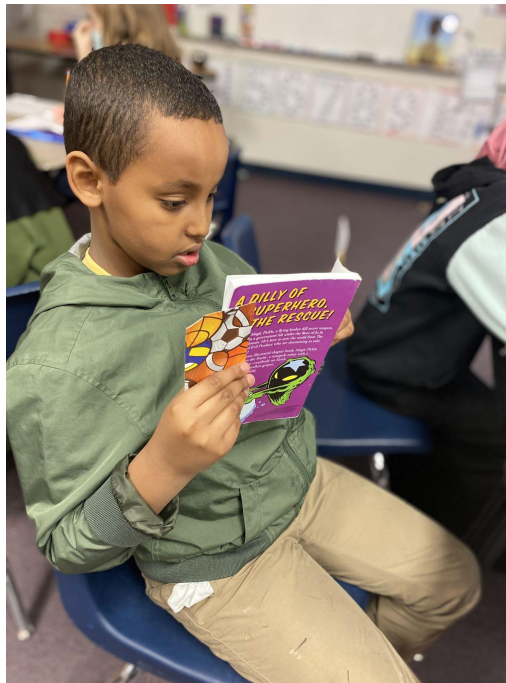




**Annual Report on:**  
**Curriculum, Instruction, Student Achievement, Financial &  
Governance**  
**Minnesota Charter District #4142-07**  
**2021-2022 School Year**

**Authorizer Information:**  
Pillsbury United Communities  
1701 Oak Park Ave. North  
Minneapolis, MN 55411  
612-302-03409



**November 28, 2022**

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

**Vision:** As part of its strategic plan, STRIDE is committed to fulfilling its Five Strategic Pillars that support the school's Mission. They include Academic Excellence, The Whole Child, School Community, Lifelong Learning, and Fiscal Responsibility.

## Introduction:

STRIDE Academy is a school community located in the southwest corner of St. Cloud, Minnesota serving students in kindergarten through 8<sup>th</sup> grade. The 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 the whole child for its academic excellence and contribution to actively serving and improving the community. STRIDE aims to teach students effective critical thinking skills, in addition to compassionate responses and high emotional intelligence, to foster successful leaders of today and the future. As a 100% open enrolled school, parents choose STRIDE because of our small class sizes, flexible grouping for math and literacy, strong commitment to academics, and programs offered.

Students attending STRIDE Academy have opportunities in classrooms that meet their academic needs. In addition, STRIDE Academy students will be taught the importance and value of being a good citizen within the greater community.

Relationships and partnerships allow STRIDE to leverage high-quality education for its families. We had one full-time Promise Fellow that served students in grades 7-8 with positive adult communication and

goal-setting. We also had K-3 Reading Corps and 4-6 Math Corps tutors that supported students with both reading and math needs. Our Greater Minnesota counseling partnership helped us continue student counseling throughout the pandemic. We also host a number of field experience and student teachers from various higher academic institutions. During distance learning and again during our summer programming, we had a number of volunteers from an area church tutor and offer individual student help in both reading and math. At the end of the year, we started a partnership with Impacks, a school supplies purchasing option for families, and a fundraising donation to our PATHS account. STRIDE Academy completed the 1st year of a three-year contract with Pillsbury United Communities.

## **Elementary (k-4)**

STRIDE Academy Elementary was able to align configurations to allow grade 4 to join K-3 in a wing of the building. Significant work continues regarding PBIS and Literacy. The Elementary program adopted a new reading curriculum while also continuing to grow a specialized dyslexia program titled “STRIDES for Reading”. Work has continued in assessment as FAST Bridge has been implemented as a pilot as a local normed assessment.

## **Middle School**

STRIDE Academy middle school (5-8) has moved into its wing of the building. This has been a beneficial move that allows for more teaming and collaboration among the Middle School Staff. In addition, Middle School Staff has begun conversations regarding visioning for future growth and development, including space, programming, and expansion.

## **Other Highlights**

STRIDE Academy has purchased additional land to the North of the property. This expansion will be developed into green space for play and phy-ed programming. At the end of the 21-22 school year, administrative restructuring allowed for the addition of a principal to lead the 5-8 staff. At the beginning of the 22-23 school year, a new Executive Director was hired to lead STRIDE Academy.

# **Student Enrollment**

**STRIDE Academy is a K-8 school in 2022-2023. Enrollment is approximately 550 students. The enrollment in the 2022-2023 school year is expected to be higher than the 2021-2022 school year.**

## **Student Enrollment by Grade Level**

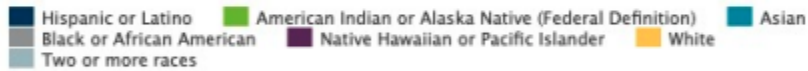
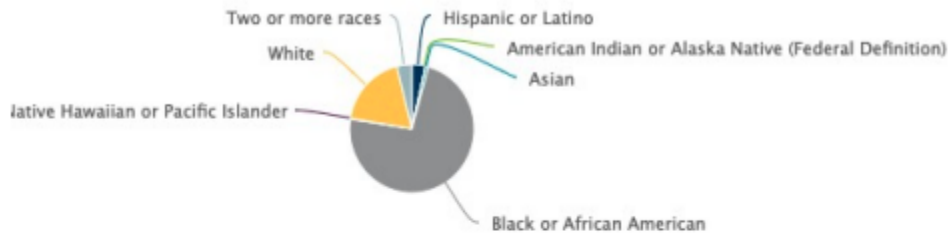
Grade	17-18	18-19	19-20	20-21	21-22
K	40	52	60	50	
1	53	50	59	55	
2	62	58	65	54	
3	46	68	68	52	

4	48	48	70	65	
5	45	48	48	62	
6	28	41	47	48	
7			48	44	
8				39	
Total	322	365	465	469	530

The Table below lists the historical enrollment at STRIDE Academy.

Fiscal Year	Enrollment
2006	160
2007	226
2008	266
2009	254
2010	264
2011	349
2012	403
2013	474
2014	514
2015	549
2016	676
2017	707
2018	322
2019	366
2020	465
2021	469
2022	530
2023	551

# Student Demographics Current



Race/Ethnicity	Count	Percent
Hispanic or Latino	18	3.5%
American Indian or Alaska Native (Federal Definition)	0	0.0%
Asian	4	0.8%
Black or African American	380	73.2%
Native Hawaiian or Pacific Islander	1	0.2%
White	96	18.5%
Two or more races	20	3.9%
All students	519	100.0%

# Student Demographics Historical

Descriptors	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
% F/R Lunch	39.8	53.8	73.9	77.1	80.4	78.1	76.3	84
% SPED	13.8	10.1	9.6	10.7	10	12.1	9.6	9.6
% White	68.8	59.4	36	29.6	25.1	19.4	19.5	18.5
% Black	26	34.5	56.5	64.8	68.7	76.0	76	73.2
% Hispanic	1.4	2	4	4.3	3.9	3.4	3.3	3.5
% Asian/Pacific	3.2	2.8	3.4	0.5	0.8	.9	.9	.8
% Am. Indian	0.2	0.3	0.6	0.5	0.8	.4	.4	0
% ML	14.1	19.0	43.5	50.9	51.8	55.7	52.6	63

**Community Eligibility:** In 2018-2019, STRIDE applied to participate in the Community Eligibility Program through the Minnesota Department of Education. In addition to free breakfast and lunch for all students. Because of the Pandemic, fresh fruit or vegetable snacks had to be postponed for the 2020-2021 year. In the 2022-2023 school year, STRIDE Academy has again qualified in the community eligibility program. At this time, 100% of students will receive free school breakfast and lunch.

**Special Education Program:** In 2021-2022, STRIDE's school-wide Special Education rate was 12.5%. In comparison, 10% of students receive Special Education services in 2019-2020.

**Multilingual Learner Program Trends:** Stride Academy continues to grow its ML program. In the past three years, STRIDE Academy has grown from 52% - 61% Multi-language learners. Our current rate is 56.8%



# Governance and Operations

STRIDE Academy is governed by a school board of directors elected in accordance with its bylaws, as defined by Minnesota Statute 124E.07, subd. 6. The board of directors decides and is responsible for policy matters related to the operation of the school, including; budgeting, curriculum programming, personnel, and operating procedures. The STRIDE Academy Board of Directors ensures;

The school carries out its mission and goals;

Evaluates the execution of charter contract goals and commitments;

Evaluates student achievement, postsecondary/workforce readiness, and student engagement/connection goals.

Establish a teacher evaluation process under section 124E.03, subdivision 2, par. (h).

Provides professional development related to the individual's job responsibilities.

The School Board delegates the overall management of the school to the Executive Director, who is hired and supervised by the School Board. The administrative team consists of the executive director, the K-4 principal, and 5-8 principal who are each responsible to the academic success of the school along with creating and maintaining a safe school environment.

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

The school employs necessary employees who are not required to hold teaching licenses to perform duties other than teaching and contracts 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 the employee a written description of the terms and conditions of employment and the school's personnel policies.

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

The Board embarked on a strategic plan during the 2017-2018 school year. It concluded its strategic planning and visioning process in March, 2018. This involved several community-wide planning sessions and work with the Board and Administration. The final Strategic plan is focused on the schools work toward:

Academic excellence

Personalized learning

A welcoming school community

Active engagement in the community through intentional collaboration.

Meeting the needs of the whole child (i.e. academic, social, and emotional).

Promoting Lifelong learning,

Engaging students and establishing family support that go beyond the school day.



The board is currently working towards a Strategic Refresh that will guide the direction for the next 5 years or 2023-2028.

## 2022 – 2023 Board Members

Board Member	Position	Elected	Term Expires	Three Trainings
Grace Cote-Teacher	Secretary	Feb-19	Jul-25	In Progress
Andy Lyman - Teacher	Vice Chair	Jul-19	Jul-25	Yes
Tony Kapinos - Parent	Treasurer	Jul-19	Jul-24	In-Progress
Aaron Lundblad - Community	Director	Jul-16	Jun-23	Yes
Sara From - Parent	Chair	Nov-16	Jun-23	Yes
Ahmed Ahmed - Parent	Director	May-22	July-25	In-Progress
Hassan Yussuf – Community	Director	May-21	July-24	Yes

Required board training. Minnesota state statute 124E.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 6 months after being seated and completes 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.



# Staffing

Administrative/Support	Staff Member Name
Executive Director	Eric Skanson
Elementary Principal	Angie Lichy
Middle School Principal	Nathan Schwieters
Special Ed. Director	Marlene Grindland
Technology Coordinator	Steve Swenson
Technology Integration	Tanner Bechtold
Building & Grounds Coordinator	Cory Heinen
Human Resource Coordinator	Judy Theisen
Student Data Support Specialist	Chris Lichy
Admin. Assistant/Secretary	Fardowsa Hassan
Accounts Payable	Mara Kramer
RN - On/Off-Site	Amy Lindell
Cultural Liaison/Dean of Students -Middle	Dahir Hassan
Cultural Liaison/Dean of Students - Elementary	Hamida Ali
Social Worker	Jess Sowers
Licensed Staff	Name
Noel Kirchner	Kindergarten
Jennifer Feigum	Kindergarten
Jordyn Birch	Kindergarten
Brittnay Malave	Grade 1
Valarie Dahl	Grade 1
Valarie Weyer	Grade 1
Kayla Silverberg	Grade 2
Brianna Theisen	Grade 2
Ashlee Gibson	Grade 2
Grace Cote	Grade 3
Sophia Buettner	Grade 3

Erica Louis	Grade 3
Amanda Jaques	Grade 4
Laura Seely	Grade 4
Allie Petermeier	Grade 4
Ben Alvord	Grade 5
Laura Meiers	Grade 5
Chris Kirchner	Grade 5
Kathryn Strand	Grade 6
Alex Alvord	Grade 6
Sara Voss	Grade 6
Noah Cote	Middle School Science
Andrew Lyman	Middle School Math
BlairAnn Dressler	Middle School Language Arts
Petra Borchert	Middle School Social Studies
Harlie Hanenca	Middle School Health
Matthew Dockendorf	Special Education
Mary Holden	Special Education
Michele Kockler	Special Education
Ashley Broughton	Special Education
Ted Chopp	Band
Jamie Watrin	Elementary Music
Justin Walters	Technology
TBD	Art
Jason Fleege	Physical Education/DAPE

Kody Rolfzen	Physical Education
Mikalyla Yeager	Title 1 Intervention
Shannon Daniels	Strides for Reading
Kelly Haaws	Strides for Reading
Judy Kelsch	Building Sub
Karitza Carabello	Building Sub
Aaron Eickoff	Building Sub/Student Services
Paige Knorek	Multi-Language Teacher
Susan Janey	Multi-Language Teacher
Jennifer Horner	Multi-Language Teacher
Hassan Shuriye	Multi-Language Teacher
Bashir Duale	Interventionist
Sahane Raabi	Interventionist
<b>Non-Licensed Staff</b>	
Abdi, Khadro, Health Office Assistant	
Ahmed, Mulkiya, Monitor	
Ainab, Safiyo, Paraprofessional	
Berger, Rochelle, Paraprofessional	
Bile, Fardowsa, Monitor	
Cruser, Brenda, Paraprofessional	
Elliott, Robyn, Paraprofessional	
Fritz, Kathleen, Food Service	
Hamilton, Ellie, Paraprofessional	
Hamilton, Emma, Paraprofessional	
Hashi, Hani, Paraprofessional	

Hassan, Fardowsa, Paraprofessional	
Hilsgen, Corinne, Paraprofessional	
Ismail, Yasmin, Monitor	
Kalla, Nancy, Paraprofessional	
Larsen, Judi, Speech Pathologist	
Miller, Melissa, Paraprofessional	
Mohamed, Fartun, Paraprofessional	
Molitor, Mary, Paraprofessional	
Saad, Sina, Monitor	
Theisen, Linda, Paraprofessional	
Yalahow, Nurto, Monitor	
Ahmed, Deqa, Paraprofessional	

## Finances

STRIDE Academy contracts with BerganKDV (BKDV) to provide financial and business services for the operation of the School and the Affiliated Building Company. Bergan KDV provides services related to accounting, the generation of financial statements, Special Education financial reporting, managing Federal grants, and payroll. Bergan KDV has been providing accounting and business management services to STRIDE Academy since 2005. Kelly Rimpila serves as the Finance Manager for the School and the Affiliated Building Company. Kelly has 9 years of direct charter school finance experience and an additional 3 years of charter and traditional school auditing experience.

In addition, STRIDE Academy also contracts with Bergan KDV for the preparation of its annual independent financial audit. The accounting firm of ABDO Eick and Meyers, an independent firm with extensive GASB auditing experience, performed the audit for the School and the Affiliated Building Company. Financial Statements are presented to the Board's Finance Committee, the Board of Directors and the Authorizer on a monthly basis; the Finance Committee also reviews monthly expenditures. For additional review and accountability on a monthly basis.

### Financial Condition of STRIDE Academy

**STRIDE Academy**  
**Statement of Revenues and Expenditures**  
**For the Year-Ending June 30, 2022**  
**As of June 30, 2022**

	Audited 2020-2021	Months Original Budget FY22	Revised Budget FY22	12 YTD Actuals	100.0% % of Budget
<b>Budgeted Enrollment</b>	<b>456.00</b>	<b>497.00</b>	<b>497.00</b>		
<b>Total All Funds</b>					
<b>Revenues</b>					
000,600 Local Revenues	\$ 741,736	\$ 28,342	\$ 334,717	\$ 62,535	18.7%
300 State Revenues	5,981,969	6,336,987	6,320,631	6,450,616	102.1%
400 Federal Revenues	1,048,339	1,166,289	1,419,349	1,270,322	89.5%
<b>Total Revenues</b>	<b>\$ 7,772,044</b>	<b>\$ 7,531,618</b>	<b>\$ 8,074,697</b>	<b>\$ 7,783,473</b>	<b>96.4%</b>
	7,772,044	7,531,618	8,074,697	7,783,473	
<b>Expenditures</b>					
100 & 200 Salaries and Benefits	\$ 3,848,328	\$ 4,165,603	\$ 3,924,084	\$ 3,905,446	99.5%
300 Purchased Services	2,028,335	1,889,013	1,947,237	1,930,187	99.1%
400 Supplies and Materials	463,542	502,419	523,422	503,613	96.2%
500 Equipment and Facilities	6,642	28,112	293,836	3,807	1.3%
Federal Grants	724,470	787,387	1,031,500	855,922	83.0%
Other	40,572	47,257	47,257	42,739	90.4%
<b>Total Expenditures</b>	<b>\$ 7,111,888</b>	<b>\$ 7,419,791</b>	<b>\$ 7,767,336</b>	<b>\$ 7,241,714</b>	<b>93.2%</b>
	7,111,888	7,419,791	7,767,336	7,241,714	
<b>Net Change in Fund Balance</b>	<b>660,156</b>	<b>111,827</b>	<b>307,361</b>	<b>541,759</b>	
<b>Beginning Fund Balance</b>	<b>667,790</b>	<b>1,327,946</b>	<b>1,327,946</b>	<b>1,327,946</b>	
<b>Ending (Projected) Fund Balance</b>	<b>\$ 1,327,946</b>	<b>\$ 1,439,773</b>	<b>\$ 1,635,307</b>	<b>\$ 1,869,705</b>	
<b>Fund Balance % of Total Expenditures</b>	<b>18.7%</b>	<b>19.4%</b>	<b>21.1%</b>	<b>25.8%</b>	
<b>Debt Service Coverage Ratio</b>	<b>1.43</b>	<b>1.10</b>	<b>1.48</b>		

## Year-End Summary for FY 21-22

**Stride Academy  
St. Cloud, Minnesota  
Preliminary June 2022 Financial Statements**

### Executive Summary

#### Summary of Key Indicators

- Average Daily Membership (ADM) Overview –
  - Original Budget: 497 ADM
  - Revised Budget: 497 ADM
  - Actual: 524.9 ADM
- The School's preliminary net income was \$541,759 which results in a fund balance of \$1,869,705 or 25.8% of current year expenditures.
- Projected Days Cash on Hand for the fiscal year-end is 52.2 days. Above 60 days meets minimum bond covenants. The school ended the year with approx. 49.1 Days Cash on Hand.
- Projected Debt Service Coverage Ratio at fiscal year-end is 1.52. Above 1.2x meets minimum bond covenants. An updated DSC calculation will be available closer to audit fieldwork.

#### Financial Statement Key Points

- As of month-end, 100% of the year was complete.
- Cash Balance as of the reporting period is \$974,367 which is down a little from the previous month of \$1,106,644.
- Revenues received at end of the reporting period – 96.4%
- Expenditures disbursed at end of the reporting period – 93.2%

#### Other Items

- All of the known FY22 payables and receivables have been included in these financials, including the summer payroll payables and state aid receivable estimate. The FY22 audit is scheduled for October 10-12 and updated FY22 financials will be available at that time if any additional changes occur during audit preparation or payments/receipts related to FY22 are posted.
- Overall, General Fund state revenue came in above budget, primarily due to ending the year at 524.9 ADM vs. the budgeted 497 ADM.

**Financial Management Practices:** STRIDE Academy reviews its financial position monthly with the finance committee and the full board. In addition, the school participated in bi-monthly conference calls to review the operations of the school with the school's bondholders. Budgets are updated as any new information affecting STRIDE's bottom line is made available. Key equations are reviewed to ensure the school meets all of its bond covenants.

**Impact of this Issue on the School's Finances:** The bondholders provided a conditional waiver that was approved and signed. This provided relief of the 2020-2021 principal payment. In April 2021 the school was able to pay the portion of principal bondholders deferred in order to help prevent school closure in 2017. The school is now out of default. In addition, the school applied for a PPP (payroll protection program) loan of \$693,752. This was subsequently forgiven. ESSER I, II, and III have substantially benefited STRIDE Academy and are using these funds to make needed improvements in curriculum, technology, and classroom materials.







# Academics

## MCA III (Minnesota Comprehensive Assessments)

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



Subject	2018	2019	2020	2021	2022
Math	47.0% (79)	46.7% (99)	N/A (N/A)	14.6% (43)	19.3% (69)
Reading	48.2% (81)	48.3% (102)	N/A (N/A)	27.4% (81)	29.6% (107)
Science	51.1% (23)	50.0% (24)	N/A (N/A)	24.7% (24)	36.0% (41)

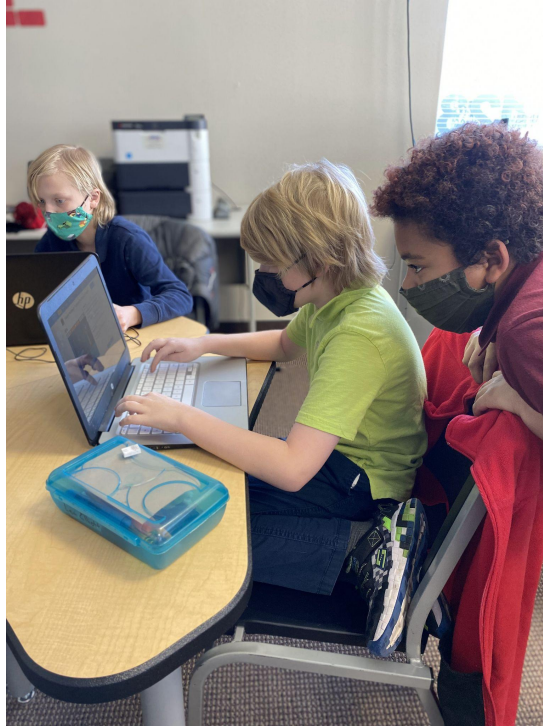
## National Normed Assessments

Each year, STRIDE administers a nationally normed assessment in each grade. Last year the school administered the Northwest Education Assessment's (NWEA's) Measures of Academic Progress (MAP), in both reading and math, in grades K through 6 in September, January and May. The school uses the data from the Fall assessments to set growth targets for each student. The teachers share this information with the parents during parent-teacher conferences.

In Fall 2020, the MAP reading and math assessments were administered remotely. This impacted the reliability scores. "The economic impacts and trauma of recent events will also have far reaching effects that will likely exacerbate long-standing opportunity gaps" (NWEA Research Brief, [The Covid Slide](#)).

The school worked to ensure that at least 55% of the students who scored below the 51st percentile on the Fall 2021 assessment, demonstrated that they met growth (or were one point of meeting growth) as determined by the NWEA's MAP assessment growth criteria on the Spring 2022 assessment.

Grade	Reading	Math
K	9/32 28%	11/31 35%
1	16/42 38%	17/40 42%
2	9/25 36%	11/21 52%
3	23/41 56%	29/42 69%
4	21/36 58%	26/41 56%
5	33/44 75%	36/47 76%
6		
7	13/30 43%	14/30 60%
8	13/23 56%	14/26 53.8%



**Classroom Size:** The philosophy of STRIDE continues to be one of low student to teacher ratio. Thus, we limit the number of students in each class. Listed below are the adopted class sizes for each grade.

Kindergarten 20

1<sup>st</sup> Grade 20

2<sup>nd</sup> Grade 22

3<sup>rd</sup> Grade 24

4<sup>th</sup> Grade 24

5<sup>th</sup> Grade 24

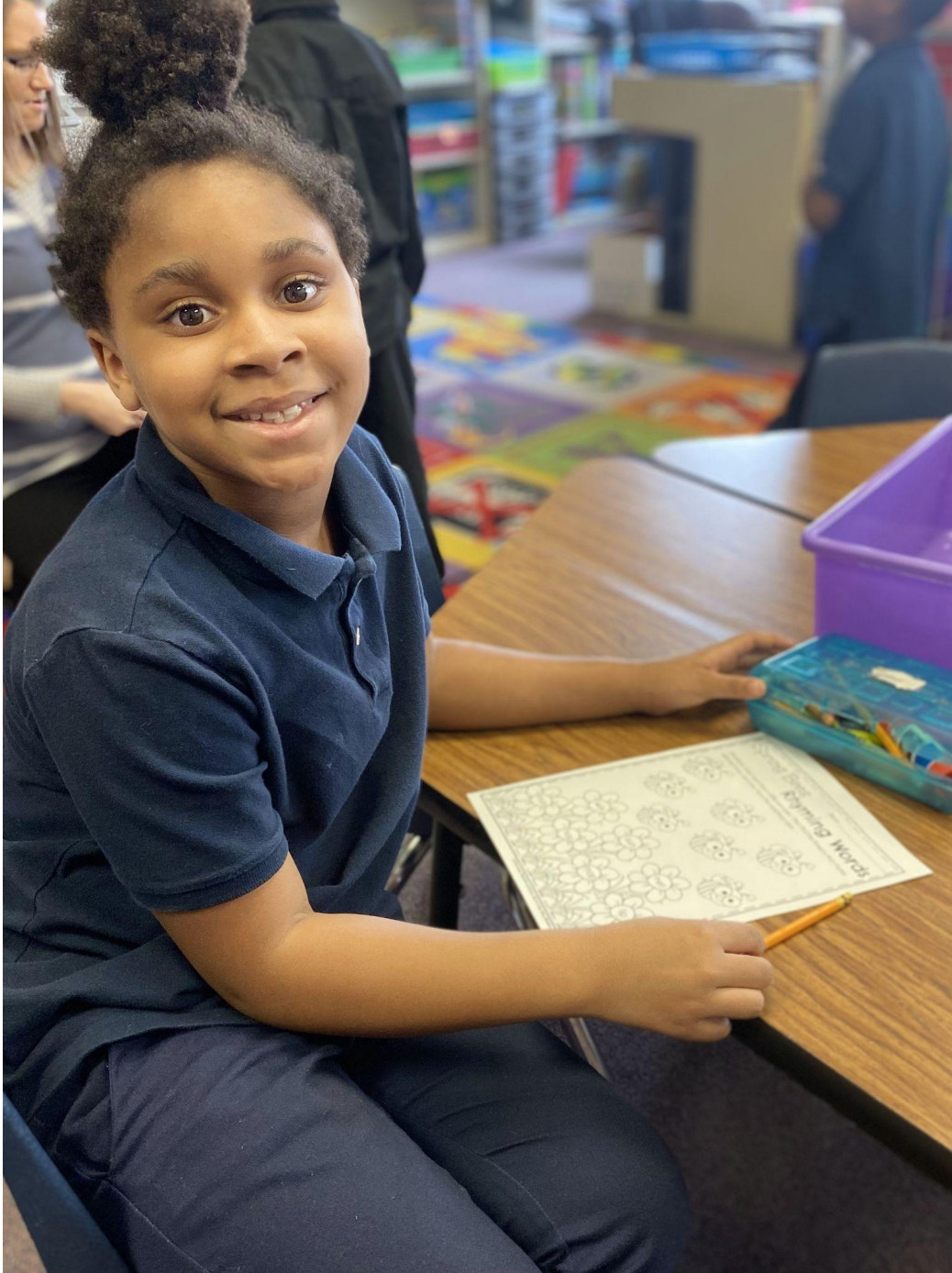
6<sup>th</sup> Grade 24

7<sup>th</sup> Grade 24

8<sup>th</sup> Grade 24

The continued goal of STRIDE Academy is to maintain small class sizes, which increase the potential for more interpersonal connections between teachers and students. The Board regularly evaluates the number of sections and the number of students per section.





## Curriculum and Academic Supports

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

MTSS is a framework with a tiered infrastructure that uses data to help match academic and social-emotional behavior assessment and instructional resources to each and every student's needs. We strengthen our CORE by using data from our universal screeners. NWEA is our current Universal Screener; however, we are piloting a new Universal Screener called FastBridge to help us strengthen our core using best practices. FastBridge

combines Computer Adaptive Tests (CAT) and Curriculum-Based Measures (CBM) to screen students, identify skill gaps, and offer proven recommendations for reading instruction and diagnostic reading interventions. It also has an SEL screening component. Administrators, grade-level teachers, social worker, psychologists, special education teachers, and other specialists within the building make up the MTSS team. The team meets bi-monthly (more if needed) to review and assess referred students and plans interventions implemented by the classroom teacher or other specialty teacher who monitors for progress or lack thereof. The team wrote an MTSS plan based on the recommendations of CAREI and the University of Minnesota and aimed for all staff to understand and utilize the program as written to meet the needs of all students.

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

**Math:** STRIDE completed the fourth year of its schoolwide curriculum adoption in Math. Houghton Mifflin's **Go Math** curriculum was selected because of its comprehensive approach and its support of the Minnesota Math Standards. The **Go Math** curriculum emphasizes "Essential Questions and Big Ideas" with a depth of understanding as the goal. The tools provided in the **Go Math** curriculum allow teachers to engage students and meet them where they are, and improve their conceptual understanding and problem-solving skills. Teachers can scaffold essential mathematical skills while differentiating.

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

**PLC (Professional Learning Communities):** As part of the school's Q-Comp plan, Teachers meet each week in Professional Learning Communities to discuss the implementation and reflection of strategies used by teachers in their classrooms. The goal is for increased student achievement and overall school improvement. The PLC's reflective process allows the teacher and the PLC team to grow. STRIDE's PLC goals align with School's contract goals with its authorizer.

**Social Emotional Learning:** STRIDE'S SEL program provides school-wide pathways for students to understand themselves, their peers, and those who care for them. Teachers increase ownership - and responsibility for - the health and well-being of their students. Building this capacity is accomplished in several ways. An example of this would be, building up student capacity. Students will be selected and trained to guide their peers through real-world social-emotional learning (SEL) experiences using a process of simple, clear steps for building awareness, naming emotions, grappling with root causes, and retraining minds to react in a healthier manner. By pairing students with other students and designing learning experiences focused on the social-emotional learning standards, students will begin to know what healthier connections to self, to others, and to the school community look and feel like. The PBIS team selected Connected Community as a curriculum to utilize school-wide to have a common language, expectations, and support for all staff and students. 2022-2023 was a

year for teachers to explore the resources for a full implementation in the fall of 2023.

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

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

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

**Homework:** Many STRIDE families do not speak English and struggle to assist with some of their child's assignments. To that end, the school has elected to limit the practice of assigning regular homework. The students still benefit from independent practice and guided practice on concepts or skills given within the school day.

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

**Language Arts:** *Journeys* is a comprehensive K-6 English language arts program. It provides an instructional system for reading literature and informational texts, acquiring foundational skills, and developing mastery of speaking, listening, and writing. Grades 7-8 have implemented two years of *Into Literature* for the same skill practice and assessment. Exploration of a new reading curriculum started in 2021-2022 due to the sunset of *Journeys* in 2023.

**Wonders Curriculum Board approved and will be Adopted 2023** **Wonders** is a reading program that combines researched instruction with tools to meet the needs of everyday learners. It has a CORE component but also allows for differentiation using engaging leveled literacy, enrichment components, ML resources, unique education resources, and much more.

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

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

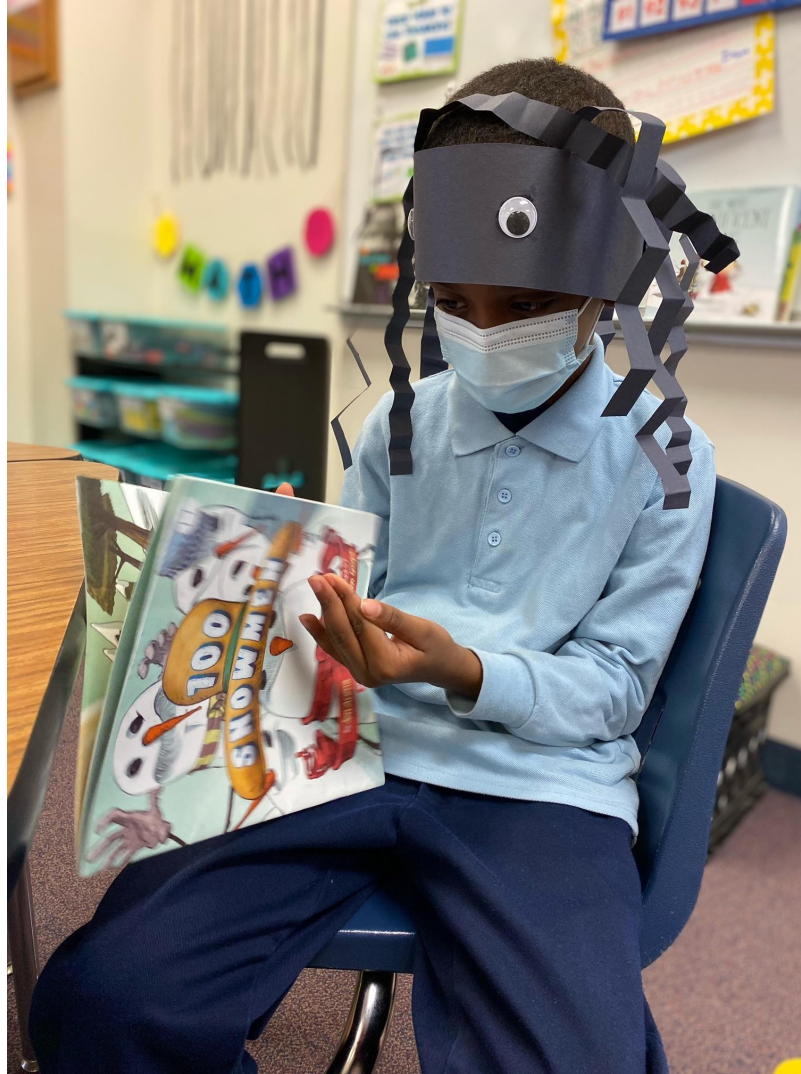
**Google's Suite of applications: Google Classroom, Docs, Sheets, and Slides support teachers' instruction and practice and the ability to collaborate.**

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

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

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





## Innovations

During the 2022-2023 school year, the school continued to build capacity for Personalized and Social Emotional Learning for teachers to use in the classroom.

Ipads, Chromebooks and iPad's internet hotspots were purchased to increase student and family access. In addition, STRIDE Academy is currently in the progress of replacing all of the SMART boards with new interactive screens called NewLine Boards. Staff computers will be upgraded to laptops.

STRIDE Academy partitioned the school into two smaller schools (K-4 and 5-8). This involved reassigning the Principal to the K-4 school and reassigning the Assistant Principal to the 5-8 school. In addition, the school appointed a Dean of Students for each "school".

In the 2022-2023 school year, educational institutions have struggled to fill open positions with fully qualified staff. In response, STRIDE Academy has contracted with professional pedagogy instructors to work with our T1 staff to train them on the job in best practices, pedagogy and relationship building.

# Future Plans

STRIDE academy is focused on smart growth for the future. This means potentially looking at a preschool program, expansion of elementary sections, and a Middle School Program focus redesign. Planning for potential grade expansion. This includes a facilities analysis and strategic planning with the school community.

In November, the school acquired approximately 8 acres of new land to the north. Considerable time and planning will need to address the development of this area to address the growth and development of STRIDE Academy activities and programming.

In addition, we are looking to complete a strategic refresh that will focus on our five pillars, including Academic Excellence, Whole Child Learning, School Community, Lifelong Learning, and Fiscal Responsibility. This will require the ability to hire, retain and train high-quality faculty and staff.