



PROFESSIONAL DEVELOPMENT PLAN

2022-2023

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

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

Professional Development at STRIDE Academy

Professional Development (PD) for the 2022-2023 school year is designed based on needs data from staff surveys, along with ongoing conversations and planning with administrators, teachers, and community leaders. Additionally, student achievement and growth data inform our progress on our major improvement goals relating to student success, passionate people, partnerships with families and the community, and efficient systems and equitable resources.

The PD plan is based on research surrounding the needs of students, their academic and mental health needs, and the most effective teaching and leadership strategies. The goal of professional development provided to all staff, including administrators, is to ensure supportive and equitable learning opportunities for all students.

For the 2022-2023 school year, professional development will focus on the goals of the [Pillsbury United Communities Values](#), The [STRIDE Academy Strategic Plan](#), and the board-approved Annual STRIDE Goals. This document's professional development goals and offerings are aligned with the PUC and STRIDE Academy Mission and Vision.

1. Topic title, audience, priority, and description

Providing all members of the school staff with a basic title and description is an important first step in the process of professional development. This is a chance to explain the “WHY” of the training. Ongoing professional development builds on these initial training tools and provides additional information on topics, and helps staff develop skills associated with the topic. In some cases, professional development activities may align with activities supporting other topical areas. Describing the topics will help anticipate such alignments.

2. Learning outcomes and benchmarks

Staff development plans should include anticipated outcomes and measurable indicators of success. The components need to indicate who demonstrates each outcome and benchmark. Each benchmark also needs to be measurable and time limited. Data for deriving this information may come from your chosen evaluation strategies and may help determine your follow-up activities.

3. Training delivery method, personnel, and rationale

Adults learn most effectively when actively engaged in the learning process, causing growth at the individual level and helping change occur in the broader school environment. Real change calls for ongoing and varied training, incorporating opportunities for staff to practice applying concepts and to give feedback. Potential training delivery methods include advantages and limitations contributing to your rationale for using them. This may include Large Group, Small Group, Synchronous, Asynchronous, Team Level, and Staff meetings.

4. Goal Value Alignment

Setting achievable goals that align with the authorizer and the school's key objectives is one of the best ways to maximize performance while optimally engaging staff when planning staff development activities. When teams and individuals feel like they are making a meaningful contribution to the school and students, they have a greater sense of purpose in their role and are more likely to increase their intent to perform at a higher level. When teams clearly understand how they can contribute to the development of the school, they are exponentially more engaged and passionate about their work.

5. Next Steps

Depending on the topic, mastery may depend on benefits from staff feedback, trainer assessment, repetition, or refresher activities. The needs of your staff will dictate the type of follow-up to offer.

6. Resources to support

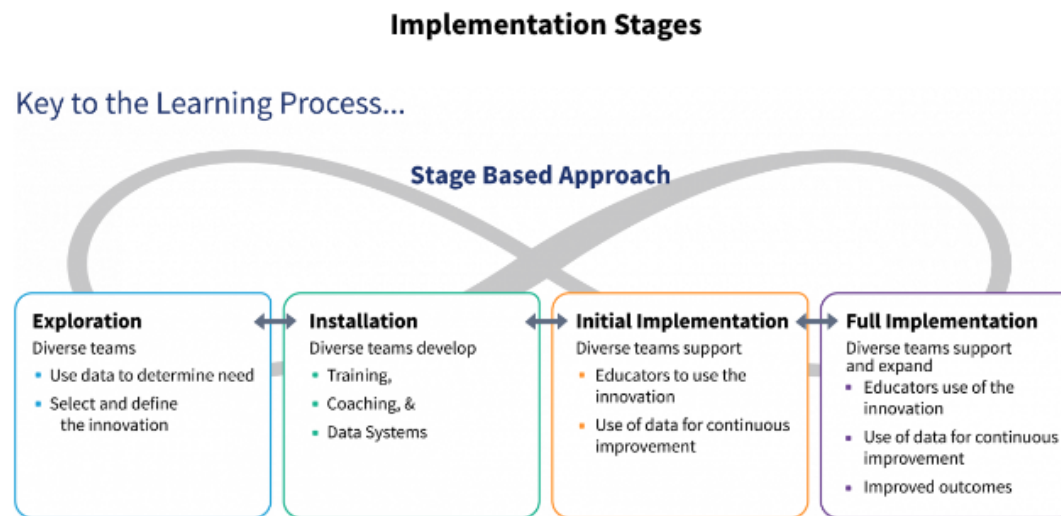
Effective staff development requires adequate resources, including time, staffing, facilities and equipment, and funding. School administrators should identify needed resources for each professional development activity. With limited funding and time for professional development, as

well as competing demands related to staff training, consider how topics align with other topics that may be of interest in your school. Combining professional development efforts maximizes resources and helps staff understand the integration between various trainings.

7. Implementation Cycle Stages (<https://nirn.fpg.unc.edu/module-1>)

Research shows achieving intended outcomes through implementing a well-constructed, well-defined, well-researched program can be expected to take 2 to 4 years. The timeline for achieving outcomes (if at all) drastically increases for programs that are not well constructed or well-defined. There is substantial agreement that planned change is a recursive process in discernible stages.

There are four functional Implementation Stages: Exploration, Installation, Initial Implementation, and Full Implementation. Stages of implementation do not cleanly end as another begins. Instead, stages overlap with activities related to one stage still occurring as activities for the next stage begin. Likewise, it is often necessary to revisit previous stages when circumstances change (e.g., change in staff/leadership, data identifies an area where changes are required).



The YEAR 2022-2023

STRIDE PD Priorities:

- A. EQUITY B. RESTORATIVE PRACTICES C. LITERACY D. MTSS E. TECHNOLOGY INTEGRATION F. STUDENT ENGAGEMENT
 G. ASSESSMENT LITERACY H. TRAUMA-INFORMED PRACTICES I. PROMISING ACADEMIC PRACTICES J. Cultural Competency
 K. Staff/Student mental health

DATE	TOPIC	PD PRIORITY AREA	Audience	DESCRIPTION	LEARNING OUTCOMES	DELIVERY METHOD	DELIVERED BY	GOAL/VALUE ALIGNMENT		NEXT STEPS	RESOURCES	IMPLEMENTATION STAGE
								STRIDE	PUC			
08/29/22	MTSS	D	Teaching Staff	MTSS Overview and training	Strengthen Core Understand STRIDE MTSS Process Reinforce the importance of expectations	Whole Group	Principals	1	Justice	MTSS facilitator Early intervention Team	PPT Handouts Slides PD Week	Installation
08/29/22	PBIS	F	All Teaching Staff	Staff introduced Classroom Mgmt Strategies and introduced to PRIDE Matix/Passport	Strengthen and have consistent and high expectations for all Reinforce skills by practice and reteach	Whole Group	principals and PBIS Team	1	Resilience	Collect classroom management plans Turn in Matrix Meet weekly with teams	PRIDE matrix and Posters PBIS Matrix Classroom management plan Classroom Mgmt Plan PBIS Passport Passport	installation
08/29/22	Pedagogy Support	I	T1 Teachers	New T1 teachers will meet with education professors to learn pedagogy practices for successful classrooms.	Classroom Management Plans Classroom Environment Routines and Expectations	Small Group	Contracted Professors	1	Creativity	Follow Up with T1 Instructors		installation
08/30/22	MTSS Process	D	Teaching Staff	Staff will be trained on the importance of strong core instruction and its	Understanding of T1/T2/T3 Intervention	Whole Group	MTSS Committee	1, 2	Justice	Classroom Intervention	MTSS Process	installation

				role in a successful MTSS process.								
8/30/22	New Teacher Supports	F	Mentor/ Mentee Tler ONE	New teacher training at the beginning of the year supports and best practices	M/M Relationships New Staff Expectations	Small Group, 1:1	Principals	2	Connection	Monthly Meetings	New Staff Mentor/Mentee	installation
8/30/22	eSpark Online Training	E	Gen Ed Teachers	Differentiation and reading and math support for small groups or individuals	Program Management Access Reports	Whole Group	Vendor	1	Creativity	Grade Level Check in on Usage	eSpark Online	installation
08/31/22	Best Practices in Special Education	I	Sped Teachers	Teachers will be trained on Best Practices in Special Education including De-Escalation , relationships building and Parent Communication	Verbal Training Implementation of proper holds	Small Group	Special Education Coordinator	1, 4	Connection	Monthly Sped Meetings		installation
8/31/22	Curriculum Adoption	C	Curriculum Committee	Teachers will be trained on standards alignment and the process of matching curriculum to standards.	Align w standards Differentiation Pros and Cons	Small Group	Principal/ Curriculum Coordinator	1, 5	Justice	Oder Materials	Curr Adopt	installation
09/06/22	Para Onboarding	J	Para Professionals	STRIDE paraprofessionals will be trained on various expectations to ensure consistency of operations and student interactions.	Best Practice Communication Handbook Supervision Professionalism Accountability	Small Group	Principals	2	Kindness	Quarterly Para Meetings	Para Slides	installation
09/26/22	Huddle Up	F	Teachers	Teachers will learn about de-escalation practices, including community building, deep breathing, and the importance of play in establishing a classroom community that is engaged and academically charged.	Program Introduction Program Commitment Program Expectations	Whole Group	Vendor	1, 4	Connection	Schedule time in class with teachers		Exploring

	Recognizing Trauma in the Classroom	H	All Staff	Kahin, guest speaker, trauma-informed care will help teachers recognize the signs of childhood trauma.	Warning Signs Resource Delivery Community Support	Whole Group	KAHIN ADAM, MPH, MSW, LGSW Cross-Cultural Healthcare Consultant	3	Resilience	Spring Presentation, Implement SAEBERS	Dr.Kahin	installation
	Cultural Competency	J.	Teachers	Mr. Kahin will instruct on Somali Culture and Cultural Norms.	Cultural Understanding of Normative Behavior of Somali Culture	Whole Group	KAHIN ADAM, MPH, MSW, LGSW Cross-Cultural Healthcare Consultant	3, 4	Justice	Work into Weekly PD meetings or PLC	Dr. Kahin	installation
	Fast-bridge	G	Teachers	Teachers will get an overview of FAST BRIDGE, Its Components, and its Impact on classroom instruction.	Login FB Overview Data Practices Progress Monitoring	Small Group	Fastbridge Vendor	1	Justice	Pilot in Classrooms	Fastbridge	installation
11/08/22	Data Fastbridge/ NWEA	G	Teachers	Teachers will learn how to read Fast-Bridge reports to better plan for differentiated needs in the classroom.	Assessment Reports Fidelity of Implementation	Small Group	Principals	1	Justice	Pilot interventions in classrooms	Look at data 3 times per year (Universal screener?)	installation
	Suicide Prevention	K	All Staff	This short presentation provides an overview of suicide prevention. Participants learn about the nature of suicide, suicide-related statistics, suicide risk factors, and warning signs.	Nature of Suicide Statistics Risk Factors	Large Group/ Online Module	School Social Worker	3	Resilience	Print Certificates for licensure	Infinitec Training	Exploring
12/02/22	Equity	J	Teaching Staff	Teachers will begin to explore the idea of equity in schools, how to recognize it, and mitigate equity/opportunity gaps in our organization.	Entry Level Understanding Tools for Talking Speak Up	Whole Group	Outside Contractor, TBD	3, 4	Justice	Follow Up, Potential Equity Audit?		Exploring

Pillsbury United Communities

OUR MISSION

WE ARE COMMUNITY BUILDERS CO-CREATING ENDURING CHANGE TOWARD A JUST SOCIETY.

OUR VISION

WE IMAGINE THRIVING COMMUNITIES WHERE EVERY PERSON HAS PERSONAL, SOCIAL, AND ECONOMIC POWER.

OUR VALUES

CREATIVITY / WE BELIEVE IN BUILDING BOLD, TRANSFORMATIVE SOLUTIONS WITH OUR COMMUNITY.

JUSTICE / WE BELIEVE EQUITY COMES FROM HEALTH, SAFETY, QUALITY EDUCATION, AND MEANINGFUL WORK.

RESILIENCE / WE BELIEVE TRUE RESILIENCY IN COMMUNITIES EMERGES FROM EQUITABLE SYSTEMS, INFRASTRUCTURE, AND SOCIAL CONNECTEDNESS.

CONNECTION / WE BELIEVE WE ARE STRONGER TOGETHER; WE STRIVE TO ALWAYS WORK IN PARTNERSHIP.

KINDNESS / WE BELIEVE POSITIVITY, EMPATHY, AND COMPASSION ARE REVOLUTIONARY ACTS.

STRIDE Academy



GOALS 2022-2023

In the 2022-2023 School Year, STRIDE Academy will



1 FOCUS ON STUDENT GROWTH [A, C, E]

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



2 STRIVE FOR POSITIVE COMMUNICATION [B]

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



3 INCREASE COMMUNITY ENGAGEMENT [B, D]

STRIDE Academy will be a positive presence in our community.



4 CREATE A POSITIVE IMAGE [B, D]

STRIDE Academy will have a Positive Real and Digital World Image Among the Community



5 MAINTAIN PROGRESSIVE PLANNING [B, D, E]

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

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

WWW.STRIDEACADEMY.ORG

Appendix C: PUC/STRIDE Contract Goals

Academic Goals

Goal 1 MCA Growth - Reading

Comparative Growth – For each year of the contract, STRIDE Academy will demonstrate *a greater level of growth* in Reading than the St. Cloud Public School District and the STATE of Minnesota as defined *by the Minnesota Department of Education's MCA Academic Progress Metric*.

- i. Goal Parameters:
 - a. Population: All students continuously enrolled by October 1 who take the Reading MCAs.
 - b. As measured by: *Minnesota Department of Education's MCA Academic Progress Metric*
- ii. Goal Targets
 - a. Exceeds Expectations: STRIDE demonstrated a greater level of growth than the St. Cloud Public School District and the STATE of Minnesota
 - b. Meets Expectations: STRIDE demonstrated a greater level of growth than either the St. Cloud Public School District or the STATE of Minnesota
 - c. Approaching Expectations: STRIDE is within five percentage points of meeting either the St. Cloud Public School District or the STATE of Minnesota in growth attainment.
 - d. Of Concern: STRIDE demonstrated a smaller level of growth attainment as compared to both the St. Cloud Public School District and the STATE of Minnesota

Goal 2 MCA Growth - Math

Comparative Growth - For each year of the contract, Stride Academy will demonstrate *a greater level of growth* in Math than the St. Cloud Public School District and the STATE of Minnesota as defined *by the Minnesota Department of Education's MCA Academic Progress Metric*.

- iii. Goal Parameters:
 - a. Population: All students continuously enrolled by October 1 who take the Math MCAs.
 - b. As measured by: *Minnesota Department of Education's MCA Academic Progress Metric*
- iv. Goal Targets
 - a. Exceeds Expectations: STRIDE demonstrated a greater level of growth than the St. Cloud Public School District and the STATE of Minnesota
 - b. Meets Expectations: STRIDE demonstrated a greater level of growth than either the St. Cloud Public School District or the STATE of Minnesota
 - c. Approaching Expectations: STRIDE is within five percentage points of meeting either the St. Cloud Public School District or the STATE of Minnesota in growth attainment.
 - d. Of Concern: STRIDE demonstrated a smaller level of growth attainment as compared to both the St. Cloud Public School District and the STATE of Minnesota

Educational Equity Goal

Goal 3 MAP Participation

STRIDE ACADEMY, 3241 Oakham Lane, St. Cloud MN, 56301 PH: 320-230-5340

The School will administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress, in both Reading and Math, in all grades K through 8 in both September and January of each year of the Contract.

- i. Goal Parameters:
 - a. Student Population: Students in all grades enrolled by October 1 who remain enrolled continually through the end of the school year.
 - b. Populations are defined as:
 - i. At least 95% of students in each grade will take both the reading and math assessment in both September and January.
 - ii. At least 95% of all English-Learners will take both the reading and math assessment in both September and January.
 - iii. At least 95% of all students qualifying for Free or reduced priced lunch will take both the reading and math assessment in both September and January.
 - c. As measured by: The School will provide the results with supporting NWEA reports to Pillsbury United Communities at the conclusion of the winter testing season.
- ii. Goal Targets
 - a. Exceeds Expectations: All three of the student populations described above reached 96-100% participation.
 - b. Meets Expectations: All three of the student populations described above reached 95% participation.
 - c. Approaching Expectations: Two of the student populations described above reached 95% participation.
 - d. Of Concern: Only one of the student populations described above reached 95% participation.

Goal 4 MAP Goal Setting with Students

Staff will use individual goal setting tools provided by NWEA which allow teachers to set Reading and Math goals for all students. This includes critical thinking and problem solving, as the teacher and students will set work goals for each student in these meetings. This includes *critical thinking and problem solving and accessing and analyzing information*.

Evidence: Examples will be provided upon request.

Each student will have personalized learning goals through NWEA or E-Spark

Measure: Staff Utilization (1 meeting with families and students, review results)

- i. Goal Parameters:
 - a. Population: Students and Families enrolled at the time of conferences
 - b. As measured by: Fall and Spring Conference Attendance and student goal setting documents
- ii. Goal Targets
 - a. Exceeds Expectations: Teachers are able to meet with 95% or more families at least once annually to discuss individualized goals as generated through NWEA and eSpark
 - b. Meets Expectations: Teachers are able to meet with 90-94% families at least once annually to discuss individualized goals as generated through NWEA and eSpark

- c. Approaching Expectations: Teachers are able to meet with 85-89% families at least once annually to discuss individualized goals as generated through NWEA and eSpark
- d. Of Concern: Teachers are able to meet with less than 85% families at least one annually to discuss individualized goals as generated through NWEA and eSpark

21st Century Literacy Goal

Goal 5 MAP Growth – Math (K-2)

For every year of the contract, At least 50% of K-2 students who scored below the 51st percentile meet, or are within one-point of their expected growth goal in Math as defined by NWEA.

- iii. Goal Parameters:
 - a. Population: All students who are continuously enrolled by October 1 that scored below the 51st percentile in their expected growth goal on the Math NWEA MAP test
 - b. As measured by: NWEA MAP (September and May)
- iv. Goal Targets
 - a. Exceeds Expectations: 55.0% of students or more met their growth goal
 - b. Meets Expectations: 50.0-54.9% of students or more met their growth goal
 - c. Approaching Expectations: 45.0-49.9% of students or more met their growth goal or were within at least one-point of their expected growth goal
 - d. Of Concern: Less than 45.0% of students met their growth goal or were within at least one-point of their expected growth goal

Goal 6 MAP Growth – Math (3-5)

For every year of the contract, At least 50% of students in grades 3-5 who scored below the 51st percentile meet, or are within one-point of their expected growth goal in Math as defined by NWEA.

- i. Goal Parameters:
 - a. Population: All students in grades 3-5 who are continuously enrolled by October 1 that scored below the 51st percentile in their expected growth goal on the Math NWEA MAP test
 - b. As measured by: NWEA MAP (September and May)
- ii. Goal Targets
 - a. Exceeds Expectations: 55.0% of students or more met their growth goal
 - b. Meets Expectations: 50.0-54.9% of students or more met their growth goal
 - c. Approaching Expectations: 45.0-49.9% of students or more met their growth goal or were within at least one-point of their expected growth goal
 - d. Of Concern: Less than 45.0% of students met their growth goal or were within at least one-point of their expected growth goal

Goal 7 MAP Growth – Math (6-8)

For every year of the contract, At least 50% of students in grades 6-8 who scored below the 51st percentile meet, or are within one-point of their expected growth goal in Math as defined by NWEA.

- i. Goal Parameters:
 - a. Population: All students in grades 6-8 who are continuously enrolled by October 1 that scored below the 51st percentile in their expected growth goal on the Math NWEA MAP test
 - b. As measured by: NWEA MAP (September and May)
- ii. Goal Targets
 - a. Exceeds Expectations: 55.0% of students or more met their growth goal
 - b. Meets Expectations: 50.0-54.9% of students or more met their growth goal
 - c. Approaching Expectations: 45.0-49.9% of students or more met their growth goal or were within at least one-point of their expected growth goal
 - d. Of Concern: Less than 45.0% of students met their growth goal or were within at least one-point of their expected growth goal

Goal 8 MAP Growth – Reading (K-2)

At least 50% of students in grades K-2 who scored below the 51st percentile meet, or are within one-point of their expected growth goal in Reading as defined by NWEA.

- i. Goal Parameters:
 - a. Population: All students in grades K-2 who are continuously enrolled by October 1 that scored below the 51st percentile in their expected growth goal on the Reading NWEA MAP test
 - b. As measured by: NWEA MAP (September and May)
- ii. Goal Targets
 - a. Exceeds Expectations: 55.0% of students or more met their growth goal
 - b. Meets Expectations: 50.0-54.9% of students or more met their growth goal
 - c. Approaching Expectations: 45.0-49.9% of students or more met their growth goal or were within at least one-point of their expected growth goal
 - d. Of Concern: Less than 45.0% of students met their growth goal or were within at least one-point of their expected growth goal

Goal 9 MAP Growth – Reading (3-5)

At least 50% of students in grades 3-5 who scored below the 51st percentile meet, or are within one-point of their expected growth goal in Reading as defined by NWEA.

- i. Goal Parameters:
 - a. Population: All students in grades 3-5 who are continuously enrolled by October 1 that scored below the 51st percentile in their expected growth goal on the Reading NWEA MAP test
 - b. As measured by: NWEA MAP (September and May)

ii. Goal Targets

- a. Exceeds Expectations: 55.0% of students or more met their growth goal
- b. Meets Expectations: 50.0-54.9% of students or more met their growth goal
- c. Approaching Expectations: 45.0-49.9% of students or more met their growth goal or were within at least one-point of their expected growth goal
- d. Of Concern: Less than 45.0% of students met their growth goal or were within at least one-point of their expected growth goal

Goal 10 MAP Growth – Reading (6-8)

At least 50% of students in grades 6-8 who scored below the 51st percentile meet, or are within one-point of their expected growth goal in Reading as defined by NWEA.

i. Goal Parameters:

- a. Population: All students in grades 6-8 who are continuously enrolled by October 1 that scored below the 51st percentile in their expected growth goal on the Reading NWEA MAP test
- b. As measured by: NWEA MAP (September and May)

ii. Goal Targets

- a. Exceeds Expectations: 55.0% of students or more met their growth goal
- b. Meets Expectations: 50.0-54.9% of students or more met their growth goal
- c. Approaching Expectations: 45.0-49.9% of students or more met their growth goal or were within at least one-point of their expected growth goal
- d. Of Concern: Less than 45.0% of students met their growth goal or were within at least one-point of their expected growth goal

Goal 11 – MAP Growth - Third Grade Literacy

At least 50% of third grade students who scored below the 51st percentile meet, or are within one-point of their expected growth goal in Third Grade Literacy as defined by NWEA.

i. Goal Parameters:

- a. Population: All students in grade 3 who are continuously enrolled by October 1 that scored below the 51st percentile in their Fall test on the Third Grade Literacy test
- b. As measured by: NWEA MAP (September and May)

ii. Goal Targets

- a. Exceeds Expectations: 55.0% of students or more met their growth goal
- b. Meets Expectations: 50.0-54.9% of students or more met their growth goal
- c. Approaching Expectations: 45.0-49.9% of students or more met their growth goal or were within at least one-point of their expected growth goal
- d. Of Concern: Less than 45.0% of students met their growth goal or were within at least one-point of their expected growth goal

Goal 12 MAP Growth - English Learners: Reading

At least 50% of English Learners who scored below the 51st percentile meet, or are within one-point of their expected growth goal in Reading as defined by NWEA.

- i. Goal Parameters:
 - a. Population: All ELL students who are continuously enrolled by October 1 that scored below the 51st percentile in their expected growth goal on the Math NWEA MAP test
 - b. As measured by: NWEA MAP (September and May)
- ii. Goal Targets
 - a. Exceeds Expectations: 55.0% of students or more met their growth goal
 - b. Meets Expectations: 50.0-54.9% of students or more met their growth goal
 - c. Approaching Expectations: 45.0-49.9% of students or more met their growth goal or were within at least one-point of their expected growth goal
 - d. Of Concern: Less than 45.0% of students met their growth goal or were within at least one-point of their expected growth goal

Educational Equity Goal

Goal 13 Standards Based Curriculum Alignment

Align Reading and Math Curriculum to the Standards: Grade level teachers will work to revise the curriculum to align with the State Reading and Math standards. Reading in 2021-2022 and Math in 2022-2023. Evidence:

- i. Goal Parameters:
 - a. Population: Grade level Teachers
 - b. As measured by: Curriculum Maps and Interim Assessments available upon request.
- ii. Goal Targets
 - a. Exceeds Expectations: N/A
 - b. Meets Expectations: Stride Reading Curriculum will be aligned with State Reading standards by June 30th, 2022 and then Stride Math Curriculum will be aligned with State Math standards by June 30th, 2023
 - c. Approaching Expectations: Stride Reading Curriculum will be aligned with State Reading standards by June 30th, 2023 and then Stride Math Curriculum will be aligned with State Math standards by June 30th, 2024
 - d. Of Concern: Stride Reading Curriculum and/or Stride Math Curriculum are not aligned with state standards by the end of the contract term.

Non-Academic Goals

Goal 14 Consistent Attendance

Consistent Attendance as defined by ESSA as “if a student attends more than 90 percent of the time they are enrolled, they are considered consistently attending.”

- i. Goal Parameters:
 - a. Student Population: All students enrolled by October 1st
 - b. As measured by: Annual Attendance Records
- ii. Goal Targets
 - a. Exceeds Expectations: 95% or more of students consistently attend school annually
 - b. Meets Expectations: 90-94% of students consistently attend school annually
 - c. Approaching Expectations: 85-89% of students consistently attend school annually
 - d. Of Concern: Less than 85% of students consistently attend school annually

Goal 15 – Strategies to Engage Students with inconsistent attendance to increase attendance

School will identify inconsistently attending students (as defined as by annual attendance records) and work with families towards an attendance rate of at least 90%.

- i. Goal Parameters:
 - a. Student Population: All students enrolled by October 1st who are not consistently attending school.
 - b. As measured by: Tracking of truancy letters, phone calls and/or parent meetings.
- ii. Goal Targets
 - a. Exceeds Expectations: 95% or more of inconsistently attending students received contact and/or support from the school.
 - b. Meets Expectations: 90-94% or more of inconsistently attending students received contact and/or support from the school.
 - c. Approaching Expectations: 85-89% or more of inconsistently attending students received contact and/or support from the school.
 - d. Of Concern: Less than 85% of inconsistently attending students received contact and/or support from the school.

Goal 16 Parent Satisfaction

Parents/Guardians returning the annual survey will indicate overall satisfaction with the School. Board and administration will use the results to consider specific recommended changes and investments to improve school climate and culture.

- i. Goal Parameters:
 - a. Population: Parents/Guardians of enrolled students who completed the annual survey
 - b. As measured by: Survey Results and Recommendation Analysis
- ii. Goal Targets
 - a. Exceeds Expectations: 95% or more of parents are satisfied with the School
 - b. Meets Expectations: 85%-94% of parents are satisfied with the School

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- c. Approaching Expectations: 80-84% of parents are satisfied with the School
- d. Of Concern: Less than 80% of parents are satisfied with the School

Goal 17 Professional Development (Mission Driven Goal)

Staff will participate in at least one professional development opportunity annually related equity minded instruction, culturally competent teaching, cultural relevance, or other related topics.

- i. Goal Parameters:
 - a. Population: All staff
 - b. As measured by: Staff Participation records.
- ii. Goal Targets
 - a. Exceeds Expectations: 100% of staff will attend at least one mission-oriented professional development opportunity annually.
 - b. Meets Expectations: 95-99% of staff will attend at least one mission-oriented professional development opportunity annually.
 - c. Approaching Expectations: 90-94% of staff will attend at least one mission-oriented professional development opportunity annually.
 - d. Of Concern: Less than 90% of staff will attend at least one mission-oriented professional development opportunity annually.

Strong Leaders Matter

Goal 18 Operations and Leadership

Administration will review annually and recommend to the board staffing needs that optimally support the trauma responsive, social emotional, and academic efforts of the school.

- i. Goal Parameters:
 - a. Population: School Leadership
 - b. As measured by: Board Minutes
- ii. Goal Targets
 - a. Exceeds Expectations: Staff Recommendations are discussed at more than one board meeting.
 - b. Meets Expectations: Staff Recommendations are discussed at one board meeting.
 - c. Approaching Expectations: N/A
 - d. Of Concern: Staff Recommendations are not discussed at any board meetings.

Goal 19 Fund Balance

For each year of the contract, the School will continue to make progress toward achieving a fund balance of 20%. The School will consult with the Authorizer if there is a potential for an additional land purchase.

- i. Goal Parameters:

- a. Population: N/A
- b. As measured by: Independent Audit & Documentation
- ii. Goal Targets
 - a. Exceeds Expectations: School will achieve a fund balance that is greater than 20%.
 - b. Meets Expectations: School will continue to make progress towards a 20% fund balance while maintaining a fund balance that is higher than 15%
 - c. Approaching Expectations: School will continue to make progress towards a 20% fund balance while maintaining a fund balance that is higher than 10%.
 - d. Of Concern: School did not make progress towards a 20% fund balance and/or the fund balance fell below 10%.

Goal 20 Financial Proficiency

For each year of the contract, the School will make progress towards earning the Minnesota Department of Education's Finance Award.

- i. Goal Parameters:
 - a. Population: N/A
 - b. As measured by: Independent Audit & Documentation confirming the MDE Award
- ii. Goal Targets
 - a. Exceeds Expectations: School will earn the MDE Finance Award for all four years of the contract term.
 - b. Meets Expectations: School will earn the MDE Finance Award for three years of the contract term.
 - c. Approaching Expectations: School will earn the MDE Finance Award for two years of the contract term.
 - d. Of Concern: School will earn the MDE Finance Award for just one year of the contract term or will have not earned the MDE Finance Award for any year of the contract term.

Goals 20 Governance

The school board will continue to take part in mandatory trainings. Board members shall participate in at least one training session each year through the length of the contract term to better understand the school's mission and vision, including but not limited to: academic initiatives, culturally responsive teaching, personalized learning, dyslexia, EL support and prodigy.

- i. Goal Parameters:
 - a. Population: Stride Academy Board
 - b. As measured by: Board Participation records
- ii. Goal Targets
 - a. Exceeds Expectations: 100% of Board members completed more than one training session that relates to Stride's mission and vision
 - b. Meets Expectations: 100% of Board members completed one training session that relates to Stride's mission and vision
 - c. Approaching Expectations: 90% of Board members completed one training sessions that relates to Stride's mission and vision
 - d. Of Concern: Less than 90% of Board members completed one training sessions that relates to Stride's mission and vision

Strong Boards Matter

STRIDE ACADEMY, 3241 Oakham Lane, St. Cloud MN, 56301 PH: 320-230-5340

- Category	Possible Points Each Year if Met Expectations
Academic Goals	13
Non-Academic Goals	7
Total	20

Goal Attainment Level	Points
Exceeds Expectations	1.5 Points
Met Expectations	1 Point
Approaching Expectations	0.5 Point
Does Not Meet Expectations	0 Points