



CROSSLAKE
COMMUNITY SCHOOL

Annual Report

COMPREHENSIVE ACHIEVEMENT
AND CIVIC READINESS

SCHOOL YEAR 2024-2025

PUBLIC CHARTER SCHOOL DISTRICT #4059

EXECUTIVE SUMMARY

Crosslake Community School celebrated 25 years of educational excellence in the school year 2024-2025, marking significant growth and achievement across all programs. This annual report demonstrates our commitment to environmental literacy and community engagement while **serving students** across PreK-12.

Key Achievements:

- **Record enrollment**, exceeding budgeted ADM by 110.6%
- Board approval to increase capacity to 700 students
- 97.27% of seat-based students participated in community engagement activities
- 26 staff completed **READ Act Professional Development (PD)**
- Achieved HRS Level 2 Certification in Effective Teaching
- Maintained strong financial position with \$3.13M fund balance (36.1% of expenditures)

Academic Performance:

- 68.11% of seat-based students and 66.66% of online students demonstrated reading growth
- 62.68% of seat-based students and 65.3% of online students demonstrated math growth
- 82% of PreK students met kindergarten readiness standards

Looking Forward:

CCS enters 2025-2026 with strong momentum, implementing the MnMTSS framework, expanding infrastructure, and pursuing grant opportunities totaling over \$100,000. Our "FORWARD" initiative drives unified district excellence as we build toward our vision of 700 students by 2027-2028.

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1. School Information

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Mission Statement

To grow environmentally literate, community-impacting learners of excellence

Vision Statement

CCS strives to be a school where students build meaningful connections with each other, the community, and the environment through exceptional and relevant learning experiences.

Core Values: RELIC

1. Respect – Treat others with kindness, understanding and empathy, always striving to be courteous, compassionate, inclusive and open-minded.
2. Excellence– Pursuit of high standards and continuous improvement in order to reach my fullest potential and growth.
3. Learning – Embrace joy, curiosity and enthusiasm on my lifelong journey of discovery and growth.
4. Integrity – Contribute to a culture of trust, honesty and responsibility by doing what is right, even in the face of challenges.
5. Community– Promote a sense of belonging, shared purpose and partnership with all members of our school community.

Serving Students in PK-12

Crosslake Community School (CCS) offers pre-kindergarten (PreK) through Grade 8 in our seat-based *Crosslake Community School* building located in the heart of Crosslake, Minnesota. Because we believe small class size enhances learning, we limit classes to 19 students. We also employ a multi-grade learning environment, creating unique educational experiences that are difficult to duplicate in larger school settings.

Another component of CCS is *Crosslake Online*, an online learning program serving students in grades K-12. The online program features flexible learning opportunities that vary for the different grade bands (K-5, 6-8, 9-12). The online program is primarily asynchronous, with synchronous components focused on student engagement. We offer both comprehensive (full-time) and supplemental

(part-time) online learning options.

Authorized by Osprey Wilds Environmental Learning Center (OW)

CCS has a long-standing relationship with OW, formerly Audubon Center of the Northwoods. We renewed our contract with OW over the past year and are currently under contract with them until June 30, 2025 and in April 2024, it was announced that CCS was eligible to extend the current contract an additional two years for a five-year total contract length.

OW supports Crosslake Community Schools through a model that ensures that CCS fulfills its mission and vision. Furthermore, OW structure provides monitoring and oversight to help guarantee statutory requirements, Minnesota Department of Education (MDE) requirements, and CCS's commitment to its community members. The staff from OW and CCS collaborate on professional development and overall school program quality.

The authorizing mission of OW is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit-based decisions about its portfolio of charter schools.

The authorizing vision of OW is to authorize a portfolio of high-performing charter schools that instill a connection and commitment to the environment in their school communities while working towards a healthy planet where all people live in balance with the Earth.

Crosslake Community Schools' authorizer:

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2. Implementation of Primary and Additional Statutory Purposes

Purposes

To improve student learning and achievement and increase learning opportunities for pupils.

Guiding Principle

To provide a curriculum that is rigorous, challenges all students, and has an emphasis on environmentalism and community engagement.

CCS has purposes and guiding principles that enhance our mission and vision. We are always working to improve student learning and our educational approaches. We do so by seeking new pedagogies, developing innovative and engaging instruction, and ensuring we have accurate accountability measures in place.

1. Learning opportunities:
 - a. Small class sizes
 - b. Multiple grade levels under one roof
 - c. Online and seat-based learning options
 - d. Enrichment through a variety of special offerings throughout the school year
 - e. **Environmental education (EE)**, including the use of our Solarium and our Fresh Air Classrooms
 - f. Project based learning
 - g. Annual Week of Service program honoring Dr. Martin Luther King
 - h. Competitive archery program beginning with 4th grade students
 - i. Competitive clay target team started in 2016
2. Innovative teaching strategies:
 - a. Multi-grade elementary classrooms. (Looping model of instruction)
 - b. Environmental learning through Fresh Air Classrooms
 - c. Interdisciplinary instruction at the middle school level
 - d. Online “homerooms” for middle school students and grade-level “Seminar” for high school students to build connections between students and staff
 - e. Innovative online EE course: Human Encounters
 - f. In-school aquaponics lab (Solarium) and raised garden beds, allowing for hands-on learning
 - g. Project based learning model throughout the school
 - h. Differentiated leveled learning opportunities in math
 - i. Experiential models of classroom learning stations, individual and group
 - j. Each online student has a dedicated Learning Coach
 - k. STEM, Art, and Music offerings multiple times a week in the Seatbased program
3. Measuring outcomes: CCS staff utilizes multiple data points to track student achievement and growth. We also use behavior, social emotional learning, mental health and chemical health data to address the whole student. We use the following data:
 - a. Fastbridge Universal Screener for Reading & Mathematics, K-12th grade
 - b. **Minnesota Comprehensive Assessments (MCAs) and other**
 - c. SAEBRS and mySAEBRS social-emotional screener
 - d. Curriculum based assessments such as FastBridge CBMr and IXL
 - e. Student performance, attendance and observation data
 - f. Project Based Learning outcomes
 - g. Classroom assessments, both formative and summative
 - h. Vertically aligned common assessment in mathematics PK-8th grade in the seatbased

- program
- i. Parental information and feedback
- j. Social Worker and Counselor feedback

4. Accountability measures:

- a. CCS works to maintain a high level of accountability and transparency by reporting to the entities listed below in a timely manner. We feel this multi-layered approach to accountability is a hallmark, not only of our schools, but all charter public schools that desire to operate at a high level of proficiency and transparency.

Osprey Wilds (OW) -

- I. Regular communication creates continuous improvement and compliance (federal, state, local and OW) cycles
 - II. Aerie reporting on a regular basis creates transparency for OW and the public regarding school and board operations
 - A. Minnesota Department of Education (MDE) -
 - B. Assessment results
 - C. Oversight of state statutory requirements
 - D. Support from the Charter School Division
 - E. CCS Professional Learning Communities (PLCs)
 - F. Led by teachers and focused on student learning
 - G. Based on the learning needs of the students, teachers and staff develop professional development goals, curriculum needs and review all aspects of improving student learning
 - III. MDE reporting protocols based on the reporting calendar
 - A. To increase student learning through items such as the Minnesota Comprehensive Assessments (MCAs)
 - B. Quality Compensation (Q-comp - performance pay), resulting in professional development that emphasizes student learning:
 - C. High-Reliability Schools (HRS) framework by Marzano in the seat-based program
 - D. ENVoY-Catalyst classroom management techniques in the seat-based program
 - E. Responsive Classroom implementation in the seat-based program
 - F. Quality Matters and NSQOL standards applied in the online program
 - G. Content-specific professional opportunities (by grade and content area)
 - H. Peer coaching model with on-going support from trained facilitators
 - IV. CCS has adopted the Minnesota Multi-Tiered System of Support (MnMTSS) that includes classroom, strategic and intensive interventions that incorporate Title I, Special Education, and Individual Student Support as well as classroom Tier 1 interventions.
 - A. In the seat-based program, this group meets monthly to discuss students' academic and behavioral needs and brainstorm least restrictive interventions.
 - B. In the online program, this group meets weekly to discuss students' academic needs and brainstorm interventions.
- The MnMTSS Team is an essential part of our continuous efforts for data-based decision making process and continuous improvement plans.

3. Student Enrollment & Demographics

Student Enrollment

Student enrollment in the 2024-2025 continued to show growth as a district. The online program again went to a waitlist with the Middle School being the first to fill in October, followed by Elementary and High School in November.

Number of Students Enrolled	2021-22 Seat-Based	2021-22 Online	2022-23 Seat-Based	2022-23 Online	2023-24 Seat-Based	2023-24 Online	2024-2025 Seat-Based	2024-2025 Online
Pre-Kindergarten	10	n/a	23	n/a	15	n/a	16	n/a
Kindergarten	20	5	14	3	36	2	25	4
1st Grade	17	7	22	3	13	4	26	7
2nd Grade	22	4	23	7	21	7	9	8
3rd Grade	19	2	21	5	26	11	18	6
4th Grade	16	8	19	3	21	7	21	12
5th Grade	16	8	17	8	16	11	16	8
6th Grade	17	12	15	9	12	10	13	14
7th Grade	15	17	14	15	14	16	9	12
8th Grade	15	27	15	28	9	30	10	32
9th Grade		30		41		59		45
10th Grade		62		52		73		84
11th Grade		83		86		94		95
12th Grade		71		120		122		136
Total	167	336	186	380	183	446	163	463
F	422.09		456.50		493.02		524.81	
Total Adjusted AMD	414.72		423.78		468.25		488.59	

*This ADM number includes EC (Early Childhood) students in our fee-based PreK program as well as PSEO students who take college courses and do not generate full state funding for our school.

Student Demographics

Demographic Trends	2021-22 Seat-based	2021-22 Online	2022-23 Seat-based	2022-23 Online	2023-24 Seat-based	2023-24 Online	2024-2025 Seat-Based	2024-2025 Online
Special Education	38	74	45	84	34	108	31	104
English Learners	0	1	0	1	0	1	0	1
Free/Reduced Priced Lunch (FRP)	52	72	99	221	83	258	57	252
Black, not of Hispanic Origin	1	15	7	11	8	15	8	18
Hispanic/Latino	1	10	6	9	10	13	10	10
Asian/Pacific Islander	1	6	4	11	4	13	3	5
American Indian/Alaskan Native	2	16	3	13	0	26	3	35
Two or more races	4	33	7	32	13	16	34	31
White, not of Hispanic Origin	150	281	178	373	153	420	147	397
Total Enrollment	167	336	186	380	173	445	163	463

These enrollment figures reflect not only numerical growth but also the increasing diversity and reach of our educational programs. The demographic trends, combined with strategic marketing initiatives and enhanced program offerings, have catalyzed exceptional enrollment momentum throughout Fall 2025.

Current Enrollment Growth and Trajectory

CCS has achieved exceptional enrollment momentum throughout Fall 2025. Current enrollment as of October 24, 2025 stands at 562 students:

- Seat-Based Program: 135 students (24%)
- Online K-5: 56 students (10%)
- Online 6-8: 54 students (10%)
- Online 9-12: 317 students (56%)

Average Daily Membership (ADM) performance significantly exceeds projections:

- October 2025 ADM: 497.92 (110.6% of budgeted 450)
- September 2025: 532 students
- August 2025 baseline: 520 students

The Board of Directors approved increasing the enrollment cap to 700 students, positioning CCS for sustained growth:

- SY 2025-26 projection: 600+ students
- SY 2026-27 target: 650 students
- SY 2027-28 target: 700 students (full capacity)

This 25% increase from the budgeted 450 students validates strong community demand for CCS's educational model and positions the district for sustainable expansion.

4. Student Attendance, Attrition & Mobility

Student Attendance

	2020-21	2021-2022	2022-2023	2023-2024	2024-2025
MDE Overall Consistent Attendance Rate	Seat-Based: 87.7% Online: 42.6% All-School: 68.4%	Seat-Based: 66.4% Online: 62.3% All-School: 64.8%	Seat-Based: 84.32% Online: 39.47% All-School: 67.7%	Seatbased: 81.4% Online: 69.6% All-School: 73.8%	Seatbased: 79.5 Online: 75.7 All-School: 74.9

Student Attrition

Percentage of students* who were continuously enrolled between October 1 of the 2023-2024 school year and October 1 of the 2024-2025 school year.	Seat-Based 73%	Online 77.43%
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**Do not include graduating students or those who have completed your school program, i.e., if your school is K-6, do not include students who have completed 6th grade.*

Percentage of students* who continued enrollment in the school from Spring 2024 to October 1, 2025.	Seat-Based 58.2%	Online 64.3%
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**Do not include graduating students or those who have completed your school program, i.e., if your school is K-6, do not include students who have completed 6th grade.*

The seat-based program's retention rate is higher in the younger grades and becomes lower as students get older. While families are happy with our education program, some choose to leave after fourth grade because we do not have more school-based sports programs that feed into a high school program. With our seat-based program ending at eighth grade, many families want their students to compete with students who will be their teammates through high school. Our archery and clay target teams allow our online students to compete alongside the seat-based students as one team. In addition, students who are drawn to more individual sports such as this will stay with us longer and eventually enroll in the online high school. We are exploring options to add more individual sports such as golf, cross-country and tennis in an effort to attract and retain more students in the middle grades who then can feed into the high school and continue to compete.



Crosslake Online's retention rate has continued to increase year over year jumping from 60% in the 23-24 school year to 77.4% in the 24-25 school year. The program was once again on a waitlist for all grades starting in the Fall, and demand did not slow down. The grades with the highest rate of not returning are 5th, 8th and 11th as often students will transfer as they start a new school (transition to Middle School and transition to High School) and when students desire to transition back to their home district to complete school and graduate with their peers.

Student Mobility

	Summer Transfers In	# of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
20-21		367	128	98	226	61.6
21-22	145	375	180	57	237	63.2
22-23	126	441	148	113	261	59.2
23-24	155	447	178	91	269	60.1
24-25	105	498	151	117	268	53.8

* Total mid-year transfers divided by number of students on October 1

These enrollment and retention trends inform our educational approach, driving continuous improvement in curriculum delivery and student support systems.

5. Educational Approach & Curriculum

CCS's Seat-Based and Online Learning are known for environmental learning, small class sizes and being an integral part of the Central Lakes Region community. In addition, our online programming offers secondary programming—both for those who continue on from our PreK-8 program and new students seeking a high-quality online program. Our emphasis on environmental learning, enhanced through OW, and environmental awareness begins from the time students first enroll and continues throughout each student's school career. CCS's teachers embed environmental learning into their curriculum. Staff participate in yearly training to bring current best-practices into their instructional strategies.

In addition, we give students opportunities throughout the school year to engage in experiential learning that further enriches their understanding of the environment and our impact as humans on our surroundings. We are fortunate to be near the National Loon Center, located on the Crosslake Campground grounds, to take students on the lake and experience nature. CCS has separate EE committees for the seat-based and online programs due to the very different nature of curriculum delivery.

Beyond this, CCS' in-person PreK-8 site is committed to providing small class sizes and multi-age classrooms as a means to enrich the learning experience for our students. This combination of class size and multi-age classrooms allows teachers to more deeply engage students in the educational process. It also allows classroom teachers to develop a greater understanding of individual students because they maintain daily contact over two school years. Feedback from parents about the multi-grade experience for their students is very positive.

Within CCS Online, we have purposefully designed our online program to offer a similar mindset of small class sizes and personalized instruction. We do so by maintaining a lower student-to-teacher ratio than what is offered in a typical online school. We also provide additional staff support through a learning coach model, where staff members who are not directly teaching content, are available to support students. Additionally, we have two reading interventionists and one math interventionist available to support students who are struggling in those subjects.

CCS educators employ personalized learning plans to further ensure individual student needs are met. These plans, along with an MnMTSS framework, further strengthens our ability to individualize instruction to meet specific learner needs.

Curriculum and Alignment to State Standards

Within each class, teaching staff use a number of strategies to assess student progress towards the Minnesota academic standards. Standardized testing, such as FastBridge and MCA assessments, can

help with summative and comparison data from one year to the next and between school districts. In addition, our staff regularly assesses individual student progress through unit or chapter tests, quizzes and the use of individual learning plans that focus on learning goals for each student.

At the end of the 2024-2025 school year, a small group of district-wide staff, from both programs, registered to attend a six-day training on the MnMTSS framework to be adopted in the upcoming school year. We have continually made improvements to our MTSS processes in both seat-based and online settings, and are planning on implementing a district-wide MnMTSS team to ensure collaboration and consistency across our programs.

Both schools' Curriculum Coordinators collaborated in best-practice research with standards alignment and curriculum alignment utilizing resources found on EdReports and training/support offered through the Minnesota Department of Education (MDE). CCS has identified curricular alignment as one of our literacy goals, written in our Local Literacy Plan. This ongoing work is vital to CCS to ensure we individualize and support our students to achieve their highest potential.

Remediation and acceleration practices or programming

Because of the multi-grade classroom model employed by CCS, we are able to blend remediation and acceleration programming within each classroom. In these multi-grade classrooms we provide a relatively seamless offering of individual learning opportunities to students who need additional time or attention to meet standards, and conversely, to those students showing the need or desire to accelerate their learning.

In the seat-based program, we implemented a Tier 1 math intervention for K-8th grade called Spring Math, a research-based, schoolwide math intervention system that uses data to create customized class-wide and individual intervention plans. Students engage in this intervention at least three times a week for 15-minutes and includes intentional time for teacher explanation, a partner practice session, independent practice, and a correction and error analysis phase, as well as tracking and celebrating progress.

In the online program, remediations and accelerations were tailored individually for students using Edgenuity and/or teacher-developed curriculum.

In the 21-22 school year, the online program also added math and reading interventionists. Because of staff intervention additions, we can better serve all our students. For the 23-24 school year, CCS seat-based program hired another full time Title 1 interventionist, in addition to the existing full time Title I interventionist and Title para, to service reading and math needs K-8th grade. The online program also identified the need for a full time reading interventionist and began the process of filling that position. The additions to the intervention team has allowed CCS to provide academic support to

middle schoolers, which is a unique offering, helping CCS retain middle school families and students.

CCS offers Title I services for our seat-based students who qualify. In addition, we work within the MTSS framework. The MTSS framework helps teachers and staff provide students with academic and behavioral strategies for various needs. We also employ our Child Study Team or our 504 Coordinator when there is a need for an assessment for additional services.

In 2020, the CCS seat-based program began working with America Corps, providing reading and math intervention services to grades K-3rd. The following year, Math Corps was extended to 4th-8th grade, meeting more students' needs. Students who do not qualify for Title I interventions but still are at risk for not meeting grade-level benchmarks, work with the America Corps tutors to fill in gaps in learning. They are progress monitored weekly and all students who were ever in the program are routinely benchmarked fall, winter, and spring to ensure adequate growth and progress is being maintained.

The special education program

Crosslake Community School (CCS) continues its partnership with the Paul Bunyan Educational Cooperative (PBEC) in Brainerd, Minnesota. PBEC serves multiple public schools throughout the Central Lakes Area, providing educational services supported by federal, state, and local school funds. No additional fees are charged for participation in any PBEC program.

In the CCS seat-based program, two full-time and one part-time licensed special education teachers serve students in grades K-8. These teachers ensure that each student on their caseload receives the special education services outlined in their Individualized Education Program (IEP). Student needs are met primarily through an inclusive, mainstream approach. Some students receive pull-out services in areas such as speech, reading, math, or social skills instruction, while others receive support within the general education classroom.

CCS Online employs seven licensed special education teachers who deliver services to students k-12 using an asynchronous instructional model. The online curriculum is via Imagine Edgenuity, with service minutes being provided via Google meet.

The district's Special Education Manager oversees the delivery and quality of special education services, ensuring appropriate support for all students with IEPs.

Additionally, CCS employs paraprofessionals in both the PreK-8 seat-based school and the online program. Under the direction of licensed special education teachers, paraprofessionals provide targeted support to students based on the number of service minutes specified in each student's IEP.

English learner program

Upon enrolling in CCS, the Minnesota Language Survey (MNLS) is completed for all students. If the MNLS indicates that the student would potentially qualify for English Learner (EL) services, the next step is for CCS's administrator/school counselor to review the student's records in more depth. There are a number of results that could occur based on this records review:

- Based on previous records and/or test scores, the student is not designated as EL in MARSS or for receiving services.
- Based on previous records and/or test scores, the student is designated as EL in MARSS and will receive services based on CCS's EL Plan of Service.
- If there is any doubt about a student's language ability in English, the student will be screened for English language proficiency.

The EL Plan of Service details:

- LIEP (Language Instruction Educational Program) Placement Procedures
- LIEP Description
- Amount and Scope of Instruction
- Communication of LIEP Information

Preschool or prekindergarten program

In 2018, CCS began offering a fee-based **Pre-School (PreK)** program. This program allows us to better serve our families, better prepare students for kindergarten and help us more fully meet our **Comprehensive Achievement and Civic Readiness (CACR)** expectation of having students ready for Kindergarten.

Our PreK teacher implements a standards-based, state-approved curriculum that also aligns to the K-8 curriculum, to increase the likelihood of student success in kindergarten. The PreK program helps students thrive in school and, at the same time, it helps us achieve our goal of kindergarten readiness.

After school and/or summer programs

During June 2025, CCS's online program provided a short extended-year option to students. The program was designed to support credit recovery for 6-12 grade students. Students were assigned a learning coach and focused on one class for the four week program. All courses were standards-based and applied to graduation.

The Seat Based Program had a robust June only Summer School Program in 2024 encompassing intense reading and math instruction along with Crosslake Area field trips. We had 62 students who attended 3 days a week. Since summer school is based on funding, we will do this when funding is available.

6. Innovative Practices & Implementation

Innovative or unique aspects of the school, especially as they relate to the school mission;

- o Our online program is built on the foundation of individualized support and strong connections. Every student benefits from a dedicated Learning Coach, who serves as their primary advocate, cheerleader, and partner in navigating the learning experience, ensuring seamless communication between the student, family, and teachers.
- o Beyond academic coaching, we prioritize student well-being. We maintain our dedicated, full-time Social Worker and School Counselor to address individual student needs. We also have a partnership with ReGroup Counseling, which provides free counseling services to all district students and staff. This ensures that essential mental health support is readily available to our entire community.

Key successes from past school year:

- o Completion of **READ Act PD** by 26 staff
- o Full time hiring of District Assessment and Curriculum Coordinator
- o Online twice-monthly PLCs focusing on continuous improvement and overall alignment
- o Adoption of common mathematics curriculum in addition to implementation of Tier 1 fact fluency intervention in grades K-8th grade
- o Seatbased certification of **High Reliability School (HRS)** Level 2: Effective Teaching in Every Classroom as well as recertification for HRS Level 1: Safe and Collaborative Culture
- o Summer training of staff for District MnMTSS Team
- o Online EE, MESSE Innovation Award Finalist through Minnesota Association of Charter Schools

Building on these foundational successes, the district has embraced innovative frameworks to further enhance our educational approach:

- o GRIT framework exploration following Sourcewell Education Summit and Dr. Cindra Kamphoff's keynote presentation, with staff interest in building perseverance, resilience, and mental strength tools
- o Unity Day Meet with 105 participants demonstrating exceptional online engagement
- o Launch of True North Award recognizing online student excellence
- o 25th Anniversary "FORWARD" initiative implementation driving unified district excellence

Key challenges from past school year;

- o Online MCA participation
- o Implementation of new leadership model effective January 1, 2025 and sorting out

procedures and processes

The plan to address challenges

- o Hiring of Family & Community Engagement Coordinator to support increased participation in Online MCAs
- o The adoption and implementation of the MnMTSS framework will guide us through our continuous improvement plan and also aligns with our strategic plan.

Highlights of the school's strategic plan

- o Implementation of long-term planning
- o Hiring of Executive Director
- o Rejuvenated vision

7. Academic Performance: Goals & Benchmarks

PROGRESS ON OSPREY WILDS CONTRACTUAL ACADEMIC GOALS & CACR ALIGNMENT

Overall, CCS is pleased with our performance on Osprey Wilds contractual goals. This school year, staff participated in many professional developments with a significant focus on the completion of the READ Act required Science of Reading training, CAREAILL. With the completion of various professional developments, staff implemented new instructional methods and evidence-based practices. Although these new practices were put in place throughout the school year, our data trended on average with the hope that next year, with more solidification of these practices and routines, we will see a greater increase in proficiency in state testing.

To improve our performance next year, we have hired two Family and Community Engagement Coordinators to assist with our mission goals and to assist with MCA participation for our 3rd-12th graders. The increase in participation will help collect more accurate data for us to use to inform instruction and our system. With such a low sample size, the achievement does not fully reflect the achievement of our students or our system.

Next year the seatbased program will be participating in interdisciplinary unit planning that will also assist with alignment with state standards and school level alignment. The goal with this process is to be more efficient with our time during the school day to provide students with rigorous instruction that follows evidence-based practices and utilizes our instructional framework. With the knowledge building occurring in the primary grade, alignment through unit planning will prepare students for middle school and high school level courses and assessments.

Comprehensive Achievement and Civic Readiness (CACR) Goal Areas:

- **Ready for Kindergarten [R4K]:** All students meet school readiness goals.
- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
- **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.
- **Graduate from High School [GRAD]:** All students graduate from high school.
- **Lifelong Learners [LL]:** All students are prepared to be lifelong learners.

Indicator 1: Mission Related Outcomes

Goal:

Measure 1.1 – 4 Points: From FY22 to FY24, the aggregate percentage of seat-based students in grades K-8 who participate in a minimum of two out of three major community engagement activities will exceed 90%.

Measure 1.2 – 4 Points: From FY23 to FY24, the aggregate percentage of online students in grades K-12 who participate in an environmental or community engagement project will increase from the baseline set in FY22 (53.7%)

Key Measures & Results for this Goal:

Measure 1.1 the aggregate percentage of seat-based students in grades K-8 who participate in a minimum of two out of three major community engagement activities will exceed 90%.		
Number of Students Participating in 2 out of 3 Community Engagement Activities	Total Number of Students (Grades K-8)	Percent of Students Participating in 2 out of 3 Community Engagement Activities
143	147	97.27%

Measure 1.2 the aggregate percentage of online students in grades K-12 who participate in an environmental or community engagement project will increase from the baseline set in FY22 (53.7%)		
Number of Students Participating in an Environmental or Community Engagement Project	Total Number of Students (Grades K-12)	Percent of Students Participating in an Environmental or Community Engagement Project
239	345	69.27%

Narrative: Both measures were met this school year with 92.27% of seatbased students participating in 2/3 major community events and 69.27% of online students participating in either environmental or community engagement opportunities. As an **EE** school, CCS makes it a priority to engage students in environment and community events as often as we can.

Indicator 2: English Language Learners

Goal:

Measure 2.1 [CCR] – 0 Points: Measure 2.1 – From FY22 to FY24, the seat-based CCS program will meet the State Progress Target (AMAO 1) on the ACCESS assessment for English Learners in at least two of the three years.

Measure 2.2 [CCR] – 0 Points: From FY22 to FY24, the online CCS program will meet the State Progress Target (AMAO 1) on the ACCESS assessment for English Learners in at least two of the three years.

Key Measures & Results for this Goal:

Percentage of students making progress towards English Language Proficiency	School
2024-25	XX.XX%

The average progress students made towards their individual targets	School
2024-25	XX

Narrative: CCS did not have any students that participated in ACCESS/WIDA testing during the 2024-2025 school year.

Indicator 3: Reading Growth and Progress

Goal:

Measure 3.1 [CCR] – 1 Points: In aggregate, from FY22-FY24, the overall percentage of students whose achievement level on the statewide assessments for reading (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state percentage. (INCLUDES BOTH PROGRAMS)

Measure 3.2 [CCR] – 2 Points: In aggregate, from FY22-FY24, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for reading (as measured by North Star Academic Progress) is equal to or less than the state. (INCLUDES BOTH PROGRAMS)

Measure 3.4 [CCR]- For FY25-FY26, the aggregate percentage of seat-based students in grades K-8 from fall to spring that are "Low Risk" or higher between screening windows OR move from "High Risk" to "Some Risk" between screening windows will be at least 50%.

Measure 3.6 [CCS]- From FY25-FY26, the aggregate percentage of online students in grades K-12 from fall to spring that are "Low Risk" or higher between screening windows OR move from "High Risk" to "Some Risk" between screening windows will be at least 50%.

Key Measures & Results for this Goal:

Measure 3.1 (All students meeting enrollment criteria)		
Count whose reading achievement level improved	Count tested	Percent of Students whose achievement level improved
18	80	22.5%

Measure 3.2 (All students meeting enrollment criteria)		
Count whose reading achievement level decreased or stayed "does not meet standards"	Count tested	Percent of Students whose achievement level stayed "does not meet" or decreased
29	80	36.25%

Measure 3.4 (Seatbased Reading, Grades K-8)		
Number of seat-based students in grades K-8 that are "Low Risk" or higher between screening windows OR move from "High Risk" to "Some Risk"	Total Number of Students	Percentage of seat-based students in grades K-8 that are "Low Risk" or higher between screening windows OR move from "High Risk" to "Some Risk"
94	138	68.11%

Measure 3.6 (Online, Grades K-12)		
Number of online students in grades K-12 that are "Low Risk" or higher between screening windows OR move from "High Risk" to "Some Risk"	Total Number of Students	Percentage of online students in grades K-12 that are "Low Risk" or higher between screening windows OR move from "High Risk" to "Some Risk"
110	165	66.66%

Narrative: CCS met each of these goals in reading growth and progress. We were above the state in the number of students that improved on the Reading MCA and were below the state in the number of students who maintained or decreased their proficiency on the Reading MCA. Each school also met the goal with the benchmark categories in Fastbridge aReading/earlyReading. A strength in this area is that 26 staff K-5th grade participated in **READ Act PD** training and continually applied new evidence-based practices into their instructional routine. Many hours were spent by staff in the application of evidence-based structured literacy instruction.

Indicator 4: Math Growth and Progress

Goal:

Measure 4.1 [CCR] – 1 Points: In aggregate, from FY22-FY24, the overall percentage of students whose achievement level on the statewide assessments for math (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state percentage. (INCLUDES BOTH PROGRAMS).

Measure 4.2 [CCR] – 2 Points: In aggregate, from FY22-FY24, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for math (as measured by North Star Academic Progress) is equal to or less than the state. (INCLUDES BOTH PROGRAMS)

Measure 4.4 [CCR]-For FY25-FY26, the aggregate percentage of seat-based students in grades K-8 from fall to spring that are "Low Risk" or higher between screening windows OR move from "High Risk" to "Some Risk" between screening windows will be at least 50%.

Measure 4.6 [CCR]- From FY25-FY26, the aggregate percentage of online students in grades K-12 from fall to spring that are "Low Risk" or higher between screening windows OR move from "High Risk" to "Some Risk" between screening windows will be at least 50%.

Key Measures & Results for this Goal:

Measure 4.1 (All students meeting enrollment criteria)		
Count whose reading achievement level improved	Count tested	Percent of Students whose achievement level improved
10	79	12.6%

Measure 4.2 (All students meeting enrollment criteria)		
Count whose reading achievement level decreased or stayed "does not meet standards"	Count tested	Percent of Students whose achievement level stayed "does not meet" or decreased
41	79	51.89%

Measure 4.4 (Seatbased Math, Grades K-8)		
Number of seat-based students in grades K-8 that are "Low Risk" or higher between screening windows OR move from "High Risk" to "Some Risk"	Total Number of Students	Percentage of seat-based students in grades K-8 that are "Low Risk" or higher between screening windows OR move from "High Risk" to "Some Risk"
84	138	62.68%

Measure 4.6 (Online, Grades K-12)		
Number of online students in grades K-12 that are "Low Risk" or higher between screening windows OR move from "High Risk" to "Some Risk"	Total Number of Students	Percentage of online students in grades K-12 that are "Low Risk" or higher between screening windows OR move from "High Risk" to "Some Risk"
64	98	65.3%

Narrative: This year, the seatbased program adopted a new core curriculum as well as a Tier 1 intervention curriculum. With the change in curriculum, the percentage of students that showed improvement on the Math MCA was slightly lower than the state. However, students who maintained or decreased their achievement were higher than the state. Both schools met their Fastbridge achievement benchmark goal for the school year. CCS has historically performed lower in mathematics than reading. To address this, seatbased has implemented the new curriculum and our online school has spent time redesigning and aligning their online courses.

Indicator 5: Reading Proficiency

Goal:

Measure 5.1 [RG3] – 1 Point: READING From FY22 to FY24, the school's aggregate proficiency index score for seat-based students in grade 3 will increase from the baseline proficiency index score (FY21 baseline: 33.3) OR will be greater than that of the state for the same grade (3).

Measure 5.2 [CCR] – 3 Points: From FY22 to FY24, the school's aggregate proficiency index score for seat-based students will maintain or increase each year from the baseline proficiency index score (FY21 baseline: 66.7) OR will be equal to or greater than that of the state for the same grades (4-8)

Measure 5.3 [AGC] – 1 Point: From FY22 to FY24, the school's aggregate proficiency index score for seat-based students in the **Free/Reduced Priced Lunch (FRP)** subgroup will be equal to or greater than that of the state for the same student group and the same grades (3-8).

Measure 5.4 [AGC] – 1 Point: From FY22 to FY24, the school's aggregate proficiency index score for seat-based

Measure 5.5 [CCR] – 4 Points: From FY23 to FY24, the school's aggregate proficiency index score for online students in grades 3-8 and 10 will increase each year from the baseline proficiency index score (FY22 baseline = 57.9) OR will be equal to or greater than the average of the comparison online schools* for the same grades (3-8 & 10) each year. If CCS has no tested students in a given grade, those grades will not be included in the comparison schools data.

Measure 5.6 [AGC] – 1 Point: From FY22 to FY24, the school's aggregate proficiency index score for online students in the **Free/Reduced Priced Lunch (FRP)** student group will be equal to or greater than that of the average of the comparison online schools* for the same group and the same grades (3-8 & 10). If CCS has no tested students in a given grade, those grades will not be included in the comparison schools data.

Measure 5.7 [AGC] – 1 Point: From FY22 to FY24, the school's aggregate proficiency index score for online students in the Special Education student group will be equal to or greater than that of the average of the comparison online schools* for the same group and the same grades (3-8 & 10). If CCS has no students in a given grade, those grades will not be included in the comparison schools data.

Effective July 1, 2023, the READ Act replaces the Read Well by Third Grade goal in World's Best Workforce (MN Stat. 120B.12). The legislature seeks to have every child reading at or above grade level every year, beginning in kindergarten. Because the Minnesota Comprehensive Assessments measure reading proficiency for the first time in third grade, reporting on third grade reading proficiency serves as a proxy for determining if the school is meeting the READ Act literacy goal.

Key Measures & Results for this Goal:

Measure 5.1 Reading: All State Accountability Tests – Seat Based, All Students (Meeting Enrollment Criteria, Grade 3)			
Exceeds	Meets	Partially Meets	Does Not Meet
3	5	2	6

Measure 5.2: All State Accountability Tests – Seat Based, All Students (Meeting Enrollment Criteria, Grades 4-8)			
Exceeds	Meets	Partially Meets	Does Not Meet
9	19	12	8

Measure 5.3: Reading: All State Accountability Tests – Seat Based, Free/Reduced Price Lunch (Meeting Enrollment Criteria plus Grades 3-8)			
Exceeds	Meets	Partially Meets	Does Not Meet
5	8	7	7

Measure 5.4: Reading: All State Accountability Tests – Seat Based, Special Education (Meeting Enrollment Criteria plus Grades 3-8)			
Exceeds	Meets	Partially Meets	Does Not Meet
1	2	5	11

Measure 5.5 Reading: All State Accountability Tests – Online, All Students (Meeting Enrollment Criteria, Grades 3-8, 10)			
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Measure 5.6: Reading: All State Accountability Tests – Online, Free/Reduced Lunch (Meeting Enrollment Criteria, Grades			
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Exceeds	Meets	Partially Meets	Does Not Meet
5	13	8	26

3-8, 10)			
Exceeds	Meets	Partially Meets	Does Not Meet
1	4	3	13

Measure 5.7: Reading: All State Accountability Tests – Online, Special Education (Meeting Enrollment Criteria, Grades 3-8 & 10)			
Exceeds	Meets	Partially Meets	Does Not Meet
0	2	2	7

Narrative: In our seatbased setting, Measures 5.1-5.4, we achieved slightly below the state in all areas. To improve scores, teachers are implementing a new knowledge base curriculum next school year and doing more explicit structured literacy instruction from what they learned in **READ Act PD** and increasing their skills with those evidence-based practices. We do not have information for our authorizer, Osprey Wilds, with comparable data to other online schools, so for Measures 5.5-5.7, we cannot share if these goals were met or not. However, scores decreased compared to the 2023-2024 school year. The online program is having continuous discussions and PLCs about a change in Tier 1 instruction and also has plans for hiring more interventionists to support gaps in student achievement. There are plans in the 2025-2026 school year to do critical alignment work within the areas of curriculum, instruction, and delivery.

Indicator 6: Math Proficiency

Goal:

Measure 6.1 [CCR] – 4 Points: From FY22 to FY24, the school's aggregate proficiency index score for seat-based students will maintain or increase each year from the baseline proficiency index score (FY21 baseline: 40.0) OR will be equal to or greater than that of the state for the same grades (3-8).

Measure 6.2 [AGC] – 1 Point: From FY22 to FY24, the school's aggregate proficiency index score for seat-based students in the **Free/Reduced Priced Lunch (FRP)** subgroup will be equal to or greater than that of the state for the same student group and the same grades (3-8).

Measure 6.3 [AGC] – 1 Point: From FY22 to FY24, the school's aggregate proficiency index score for seat-based students in the Special Education subgroup will be equal to or greater than that of the state for the same student group and the same grades (3-8).

Measure 6.4 [CCR] – 4 Points: From FY23 to FY24, the school's aggregate proficiency index score for online students in grades 3-8 and 11 will increase each year from the baseline proficiency index score (FY22 baseline = 29.5) OR will be equal to or greater than the average of the comparison online schools* for the same grades (3-8 & 11) each year. If CCS has no tested students in a given grade, those grades will not be included in the comparison schools data.

Measure 6.5 [AGC] – 1 Point: From FY22 to FY24, the school's aggregate proficiency index score for online students in the **Free/Reduced Priced Lunch (FRP)** student group will be equal to or greater than that of the average of the comparison online schools* for the same group and the same grades (3-8 & 11). If CCS has no tested students in a given grade, those grades will not be included in the comparison schools data.

Measure 6.6 [AGC] – 1 Point: From FY22 to FY24, the school's aggregate proficiency index score for online students in the Special Education student group will be equal to or greater than that of the average of the comparison online schools* for the same group and the same grades (3-8 & 11). If CCS has no tested students in a given grade, those grades will not be included in the comparison schools data.

Key Measures & Results for this Goal:

Measure 6.1 Math: All State Accountability Tests – Seat Based, All Students (Meeting Enrollment Criteria, Grades 3-8)			
Exceeds	Meets	Partially Meets	Does Not Meet
10	17	28	27

Measure 6.2 Math: All State Accountability Tests – Seat Based, FRP (Meeting Enrollment Criteria plus Grades 3-8)			
Exceeds	Meets	Partially Meets	Does Not Meet
1	6	12	9

Measure 6.3 Math: All State Accountability Tests – Seat Based, Special Education (Meeting Enrollment Criteria plus Grades 3-8)			
Exceeds	Meets	Partially Meets	Does Not Meet
2	2	4	11

Measure 6.4 Math: All State Accountability Tests – Online, All Students (Meeting Enrollment Criteria, Grades 3-8 & 11)			
Exceeds	Meets	Partially Meets	Does Not Meet
0	2	5	35

Measure 6.5 Math: All State Accountability Tests – Online, FRP (Meeting Enrollment Criteria, Grades 3-8 & 11)			
Exceeds	Meets	Partially Meets	Does Not Meet
0	0	2	17

Measure 6.6 Math: All State Accountability Tests – Online, Special Education (Meeting Enrollment Criteria, Grades 3-8 & 11)			
Exceeds	Meets	Partially Meets	Does Not Meet
0	0	1	7

Narrative: When implementing a new curriculum, it is common to see a dip in summative testing. Because the seatbased program adopted two new math curriculums, one comprehensive and the other to intervene, the proficiency scores are slightly lower than the state average. To improve these scores next year, we are doing an alignment study and preparing to look at the new math standards so we can improve instructional practices to meet the needs of our students. We do not have information for our authorizer, Osprey Wilds, with comparable data to other online schools, so for Measures 5.5-5.7, we cannot share if these goals were met or not. However, scores decreased compared to the 2023-2024 school year. The online program is having continuous discussions and PLCs about a change in Tier 1 instruction and also has plans for hiring more interventionists to support gaps in student achievement. There are plans in the 2025-2026 school year to do critical alignment work within the areas of curriculum, instruction, and delivery.

Indicator 7: Science Proficiency**Goal:**

Measure 7.1 [CCR] – 4 Points: From FY22 to FY24, the school's aggregate proficiency index score for seat based students in grades 5 & 8 will maintain or increase each year from the baseline proficiency index score (2021 baseline: 54.0) OR will be equal to or greater than that of the state for the same grades (5, 8).

Measure 7.2 [AGC] – 1 Point: From FY22 to FY24, the school's aggregate proficiency index score for seat based students in the Free/Reduced Priced Lunch (FRP) student group will be equal to or greater than that of the state

for the same student group and the same grades (5, 8).

Measure 7.3 [AGC] – 1 Point: From FY22 to FY24, the school's aggregate proficiency index score for seat based students in the Special Education student group will be equal to or greater than that of the state for the same student group and the same grades (5, 8).

Measure 7.4 [CCR] – 4 Points: From FY23 to FY24, the school's aggregate proficiency index score for online students in grades 5, 8 and High School will increase each year from the baseline proficiency index score (FY22 baseline = 37.0) OR will be equal to or greater than the average of the comparison online schools* for the same grades (5, 8 & High School) each year. If CCS has no tested students in a given grade, those grades will not be included in the comparison schools data.

Measure 7.5 [AGC] – 1 Point: From FY22 to FY24, the school's aggregate proficiency index score for online students in the **Free/Reduced Priced Lunch (FRP)** student group will be equal to or greater than that of the average of the comparison online schools* for the same student group and the same grades (5, 8 & High School). If CCS has no tested students in a given grade, those grades will not be included in the comparison schools data.

Measure 7.6 [AGC] – 1 Point: From FY22 to FY24, the school's aggregate proficiency index score for online students in the Special Education group will be equal to or greater than that of the average of the comparison online schools* for the same group and the same grades (3-8 & High School). If CCS has no students in a given grade, those grades will not be included in the comparison schools data.

Narrative: We do not have any data to report in this area because of the new Science MCA-IV. We are unable to compare MCA-III data from 2024 to our data in 2025. CCS performed near the state average, seeing a decrease in scores, as the rest of the state did, because of the new standards as well as the new format of the test. Next year, we will be working with our Teaching and Learning Coordinator to utilize the Student Readiness Tools(SRTs) as well as unit plan, including interdisciplinary planning, in the seatbased program and enriching student learning in science through our PK-8th grade STEM class.

Indicator 8: Proficiency or Growth in Other Curricular Areas or Educational Programs

Goal:

Measure 8.1 [R4K] – 3 Points: From FY22 to FY24- Of the students enrolled in CCS (seat-based) PreK at least 4 days per week for at least 80% of the year, at least 85% will meet or exceed kindergarten readiness standards as measured by the locally-developed Kindergarten Readiness checklist that is administered annually each spring.

Key Measures & Results for this Goal:

Measure 8.1 Performance Data		
Number of Students Meeting at least 85% of All Kindergarten Readiness Standards	Total Number of Students (PreK, enrolled at CCS at least 4 days a week for 80% of the year)	Percent of Students Meeting at least 85% of All Kindergarten Readiness Standards
14	17	82%

Narrative: We hired a new Pre-K teacher this year and made many other improvements to our PreK program, including aligning curriculum to the K-8 curriculum being used in reading and math. With the completion of the READ Act professional development, slight changes were made in instruction. With all the changes in the Pre-K class, we are very pleased with our achievement percentage.

Indicator 9: Post-Secondary Readiness

Goal:

Measure 9.1 [GRAD] – 4 Points: From FY22 to FY24, the CCS six year graduation rate will maintain or improve from the school's 2021 baseline rate of 63.2% OR be equal to or higher than the average of the comparison online schools* each school year for the duration of the contract.

Measure 9.2 [CCR] – 3 Points: From FY22 to FY24, the aggregate percentage of returning (online) students who begin their 10th grade year with 4 or more credits will be at least 70%.

Key Measures & Results for this Goal:

Measure 9.1 4-Year Graduation Rate		
Graduated	Total	Graduation Rate
62	92	67.39%

Measure 9.2 Performance Data		
Number of Returning Students who Begin Their 10th Grade Year with 4 or More Credits	Total Number of Returning Students in 10th Grade	Percentage of Returning Students who Begin Their 10th Grade Year with 4 or More Credits
31	49	63.26%

Narrative: Our six-year graduation rate improved significantly from our baseline rate of 63.2% in 2021. The number of returning students who begin their 1-th grade year with 4 or more credits was 63.26%, lower than our goal of 70%. We will continue to work with our continuous improvement and MnMTSS teams to focus on 9th grade students who are not earning credit.

Indicator 10: Engagement**Goal:**

Measure 10.1 – 4 Points: From FY22 to FY24, the seat-based program's consistent attendance rates will be equal to at least the FY21 baseline of 87.7% OR will be above the statewide attendance rate.

Measure 10.2 – 2 Points: In FY23-FY24, the online program's consistent attendance rate for grades K-5 will equal or improve from the baseline set in FY22 (94%)

Measure 10.3 – 2 Points: In FY23-FY24, the online program's consistent attendance rate for grades 6-12 will equal or improve from the baseline set in FY22 (87.5%)

Key Measures & Results for this Goal:

Measure 10.1 Performance Data: Seat-Based	Measure 10.2 Performance Data: Online Program (Grades K-5)	Measure 10.3 Performance Data: Online Program (Grades 6-10)
Annual Attendance Rate	Annual Attendance Rate	Annual Attendance Rate
79.5%	92.3%	71.4%

Narrative: Attendance remains a critical focus area across both programs. The seat-based program's 79.5% consistent attendance rate, while below our 87.7% baseline target, reflects ongoing challenges we're addressing through enhanced family engagement and our new Family & Community Engagement Coordinator positions. The online K-5 program achieved strong attendance at 92.3%, nearly meeting our 94% goal, while the online 6-12 program requires additional intervention strategies to improve from the current 71.4% rate. Our multi-tiered communication framework launched in August 2025 aims to strengthen family partnerships and improve attendance across all grade levels.

Federal and State Accountability

Crosslake Community School has not yet achieved High Quality Charter School Status designation from the Minnesota Department of Education through its Comprehensive Performance Framework (CPF). While we continue working toward meeting the rigorous standards required for this designation, we acknowledge the areas requiring improvement to achieve this recognition.

Our online 9-12 program received identification for Comprehensive Support based on our four-year graduation rate averaging slightly below the state threshold. While our School Year 2025 graduation rate of 67.39% showed marked improvement from our 2021 baseline of 63.2%, placing us above the current year cutoff, our four-year average requires continued focus. We are actively collaborating with the ESSA support team and implementing targeted interventions through our MnMTSS framework to accelerate improvement.

CCS has not received Federal Charter School Program (CSP) replication/expansion grant funding at this time. However, our Board's approval to expand capacity to 700 students and our current enrollment exceeding budgeted ADM by 110.6% demonstrate strong community demand and organizational readiness for growth. We continue building the academic performance metrics and operational systems necessary to pursue High Quality designation and associated federal funding opportunities in future years.

Our strategic focus remains on strengthening academic outcomes across all programs while maintaining the innovative environmental education and community engagement practices that distinguish CCS as a charter school of choice in northern Minnesota.

ESSA Identification

Under ESSA, Minnesota identifies schools to receive comprehensive supports or additional targeted support. Indicate whether your school has been identified as one of these schools or received services in FY25.

The online 9-12 school was identified to receive comprehensive support based on our 4 year graduation rate. Our school year 25 graduation rate placed us above the cutoff, but our average of the last four years was still slightly below. We are working closely with the ESSA team and look forward to continuing to bring that graduation rate up.

These academic outcomes guide our strategic planning efforts, as detailed in our **Comprehensive Achievement and Civic Readiness (CACR)** framework below.

8. Comprehensive Achievement and Civic Readiness Strategic Plan Report

A. Assessing Student Progress and Instructional Strengths

Three times a year, students PK-12th grade participate in Universal Screening. This year, CCS transitioned from Star to Fastbridge, due to the READ Act requirements. Our District Assessment Coordinator led staff in job-embedded professional development and data digs throughout the year to build the capacity of staff.

After testing is complete, our District Assessment Coordinator met with interventionists in both programs to sort through the data and identify students who did not achieve grade-level benchmarks and were at risk to not meet end-of-the-year standards. Interventionists then conferenced with classroom teachers to gather more insight. After each screening window (fall, winter, and spring), this process continued. Student progress was monitored through either twice-monthly or weekly meetings to ensure growth was being made.

At the end of the school year, staff met to discuss differences in curriculum and resources across the district. Time was spent over the summer, before the next school year, on how we are going to continue to improve student achievement by looking at resources, specifically how they align to state standards and best evidence-based practices. To do this, we have promoted our District Assessment and Curriculum Coordinator to be a Teaching and Learning Coordinator, with the changes being district-wide curriculum coordination and District Literacy Lead, a position required of the READ Act.

B. Curriculum and Instruction Review System

High Reliability Schools (HRS) framework guides our instruction improvement efforts in the seatbased program. Listed below is CCS's PreK-8 seat-based curriculum review cycle that was redone to align with the adoption of the new academic standards. With the guidance from the seatbased curriculum coordinator, staff applied their learning from CAREIALL, a Science of Reading mandatory training supporting the READ Act, by looking at the overview of current ELA resources. At the end of the school year, it was determined that seatbased would pilot Fishtank Learning, a knowledge based curriculum that allows teachers to be innovative in their instruction of language comprehension, while keeping UFLI as the foundational phonemic awareness curriculum. Next year, seatbased staff will be participating in interdisciplinary planning and alignment PLCs to evaluate the effectiveness of their Tier 1 curriculum and alignment to the new 2020 ELA academic standards.

The seatbased staff also adopted a new Tier Core Curriculum and a Tier 1 intervention curriculum. Initial professional development was completed with follow-up learning opportunities as needed. There was an increase in student outcomes with 5% increase in Academic Progress per the MCA assessment.

Year	Curriculum & Instruction		Relicensure
	Review & evaluate against current standards	Implement new standards and curriculum (purchase year)	Requirements Cycle Priority Topic
2023-2024	Math	Art, Music, PE/Health, STEM	
2024-2025	ELA	2019 Science Standards	Positive Behavior Intervention

		New Math Curricula	Native American
2025-2026	Social Studies	ELA	Mental Illness Suicide Prevention
2026-2027	Math	Social Studies	Cultural Competency
2027-2028	Art, Music, PE/Health, STEM	Science (curriculum)	English Language Learning
2028-2029	Science	Art, Music, PE/Health, STEM	Reading Preparation Accommodation, Modification, Adaptation of Curriculum, Materials, and Strategies

The Curriculum Review Cycle is CCS's system for periodically reviewing and evaluating the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations under section 123B.147, subdivision 3, and teacher evaluations under section 122A.40, subdivision 8.

The seatbased program implemented a new teacher evaluation process in alignment with the **High Reliability Schools (HRS)** Level 2 Leading Indicators. We received certification in HRS Level 2 in Effective Teaching in Every Classroom at the end of the school year through collecting data within areas of clear vision as to how teachers should address instruction, leadership continually enhancing teachers' pedagogical skills through reflection and personal growth plans, monitoring predominant instructional practices, clear, ongoing evaluations of pedagogical strengths and weaknesses that are based on multiple data points and are consistent with student achievement data, job-embedded professional development that is directly related to instructional goals, and peer-coaching. Each teacher was observed and evaluated by an HRS coach, a Catalyst Coach and the Seat Based Director. These summative and formative evaluations were discussed with each teacher and compared with their goals to show progress and success.

Online staff participated in an introduction to data-driven decision making to inform instruction. Through these PLCs staff were encouraged to take a deeper dive into their online learning platform to see where there was alignment to standards and where there were gaps. At the end of the school year, it was determined, through the PLC process, that 8th grade would pilot a new online platform.

Staff completed self-reflections on their practices and effectiveness of instruction at the end of the school year.

C. Improving Instruction and Student Achievement

Our future adoption and implementation of MnMTSS is going to drive this work in improving instruction and student achievement. We are taking a look specifically at components 3,4,5 which include effectiveness of instruction in all tiers, the purpose of assessments in our assessment system, and data-driven decision making.

After a continual data dig looking at Star data from the previous year as well as state assessment data, the seatbased program reviewed our math curriculum at Tier 1, and discovered that current resources were not meeting the needs of our students, and not preparing teachers for the eventually adoption of the 2022 math standards, coming 2027-2028 school year. During the curriculum review process and data digs, staff addressed the gaps in fluency and foundational skills by using Spring Math at least three times a week. From these resources, Universal Screening data trended towards more student achievement and more students were able to access intervention more regularly because

of this process and the hiring of a full time interventionist.

Next year, our **Teaching and Learning Coordinator** will be working with each school on continuous data digs using the Data-Based Decision Making Process from the MnMTSS Framework. Through this work, staff will be able to identify areas of strength and areas that need to be addressed using either supplemental resources or new adaptive resources.

D. Equitable Distribution of Teachers

CCS implements systematic processes to ensure equitable distribution of experienced, licensed educators across all student populations. Our commitment to educational equity means that students from all backgrounds—including those from low-income families, families of People of Color, and American Indian families—receive instruction from highly qualified teachers at rates equal to or better than their peers.

Examination Process: Our administrative team conducts quarterly reviews of teacher assignments, analyzing student demographic data against teacher qualifications to identify and address any disparities. The Teaching and Learning Coordinator collaborates with building directors to ensure balanced distribution of our most experienced educators across all classrooms and programs.

Strategic Assignment Practices: We intentionally assign our veteran teachers (100% with 3+ years experience) across grade levels and programs serving diverse populations. Our Title I interventionists and special education staff, representing 41% of teachers with advanced degrees, work directly with students requiring additional support, ensuring those with the greatest needs receive instruction from highly qualified professionals. Additionally, 90% of our teachers work within their licensure areas, with the remaining 10% pursuing additional endorsements to expand their expertise.

Continuous Improvement: While our current teaching staff lacks racial/ethnic diversity, we have implemented targeted recruitment strategies including partnerships with education programs at diverse institutions, participation in minority educator job fairs, and mentorship programs designed to attract and retain educators from underrepresented backgrounds. Our newly hired Family & Community Engagement Coordinators strengthen connections with diverse communities, supporting both recruitment efforts and cultural responsiveness in our educational programming.

	Licensed Educators (% of total)	3+ Years' Experience (% of total)	Working in Area of Licensure (% of total)	Advanced Degrees (% of total)	Racially / Ethnically Diverse (% of total)
Teachers	100%	100%	90%	41%	NA
Admin Staff	100%	50%	25%	75%	25%

E. Education Effectiveness Practices

Crosslake Community School's education effectiveness framework centers on three interconnected pillars that drive comprehensive achievement and civic readiness for all learners.

High-Quality Integrated Instruction:

Our adoption of knowledge-based curriculum through Fishtank Learning, combined with UFLI foundational literacy instruction, ensures rigorous, research-based content delivery. Technology integration through our 1:1 device initiative and exploration of AI platforms enhances differentiated learning opportunities. Following completion of READ Act training by 26 staff members, we've embedded structured literacy practices across all grade levels. Our commitment to antiracist and culturally sustaining pedagogy continues evolving through quarterly professional development sessions examining implicit bias, inclusive curriculum design, and culturally responsive teaching strategies.

Affirming Learning Environments:

CCS cultivates spaces where cultural and community strengths are celebrated and integrated. Our environmental education focus connects students to place-based learning honoring Indigenous knowledge systems and local ecological wisdom. The Fresh Air Classrooms and Solarium provide innovative learning environments that validate diverse learning styles. Our partnership with ReGroup Therapy ensures mental health support acknowledging cultural contexts of wellness. Student voice drives our Unity Day celebrations and community engagement projects, ensuring all learners see their identities reflected and valued in school programming.

Collaborative Professional Culture:

Our Q-Comp program achieved 63.97% SMART goal attainment with 96% staff satisfaction, demonstrating effective professional collaboration. The High Reliability Schools Level 2 certification in Effective Teaching validates our systematic approach to instructional excellence. We prioritize retention of qualified staff through competitive compensation (Board-funded PFML contributions), robust professional development (163+ hours for administrators), and leadership pathways (three staff pursuing principal licensure). While actively recruiting for greater staff diversity, we ensure current educators develop cultural competency through ongoing PESLB-approved training in Native American Education and mental health awareness, strengthening their effectiveness with all student populations.

Crosslake Community Schools continues to strengthen its educational effectiveness practices through an ongoing commitment to improving teaching and learning across all grade levels. Our long-term strategic plan focuses on ensuring that every student has access to high-quality instruction, technology, and curriculum that are rigorous, accurate, and culturally responsive. We recognize the importance of continuously reviewing and refining our materials and instructional approaches to support antiracist and culturally sustaining practices.

We remain focused on fostering learning and work environments that validate and affirm the cultural and community strengths of our students, families, and staff. Efforts are ongoing to ensure that all members of our school community feel respected, valued, and supported in their learning and professional growth.

In addition, we are continuing to build a collaborative professional culture that supports and retains qualified, diverse staff who are effective in meeting the needs of all learners. Through professional development, coaching, and reflective practice, we are working to enhance teacher quality, performance, and overall effectiveness.

This work is continuous and evolving as we align our goals and practices with the state's priorities for comprehensive achievement and civic readiness.

9. Q Comp Annual Report

Our Q-Comp program was led by seven leads. Through coaching, observing, mentoring, and facilitating team members throughout the year, classroom teachers/coaches were able to work towards their individualized SMART goal. 63.97% of our teaching staff reached their SMART goal this year. The lead teachers received a 96% approval rating from staff and our Q-Comp Coordinator received a 99% approval rating from staff.

Professional development occurred throughout the year. Seatbased met on professional development days that were marked on the school calendar and covered topics such as **EE**, CAREAILL, LETRS, Science Standards work, Unit Planning, PESLB Licensing Renewal categories (PBIS and Native American Education), Responsive Classroom, and HRS. During the middle of the school year, seatbased decided to do grade-level or position PLCs and met twice-monthly or weekly.

Online teams meet monthly or twice-monthly and covered a variety of topics: Mental Health, **EE**, MTSS, Fastbridge, PESLB Licensing Renewal categories (PBIS and Native American Education), and Quality Matters. 97% of Q-Comp staff accomplished the professional development goal of a minimum of 24 hours throughout the year. The seatbased and online schools worked together to achieve both their site goals.

Our seatbased goal was to have 50% of our students be in the average or aggressive growth in aMath or earlyMath composite score between the fall and winter and/or fall and spring; this applies to students that are here for testing windows as valid with who are rostered in JMC in the Spring. 68.9% of students made that growth.

The online goal was to have 50% of students who test more than once to be in average or aggressive growth in Fastbridge aReading or earlyReading composite score between two test periods (fall- winter, winter-spring, and fall-spring). 67% of students met that goal.

Throughout the school year, all teaching staff receive three observations. Two of the observations were completed by their respective Lead teacher/Coach. The winter observations were completed by a peer, giving staff the opportunity to watch another staff member work on their goals. These observations for seatbased focused on Catalyst Element Goals that staff posted in their classrooms to remind themselves of the steps they are taking to improve that element.

Online staff observed each other in relation to the NSQOL standards.

97% of staff completed fall observations, 97% of staff completed winter peer observations, and 100% of staff completed spring observations.

10. Student & Parent Satisfaction

Survey Results and Communication Enhancement

CCS conducted a comprehensive satisfaction survey with 193 respondents, leading to immediate implementation of measurable improvements addressing family feedback.

New Communication Framework (Launched August 1, 2025):

Following survey feedback requesting improved engagement and earlier event notification, CCS implemented a multi-level communication structure:

- **Monthly School Newsletters:** "The Tremolo" (online program) and "The Family Flyer" (seat-based program) featuring celebratory tone, dual timeline approach (current and upcoming months), and full ADA compliance
- **Director Weekly Messages:** Ongoing school-specific updates enhancing family engagement
- **Internal "District Focus":** Friday staff communication ensuring alignment across 168 total staff members

Marketing and Engagement Success Metrics:

- 1.2 million marketing impressions generated
- 4,378 link clicks demonstrating active engagement
- 78,600 email addresses reached
- 13,776 email opens (17.5% engagement rate)
- YouTube channel launch with school-specific videos driving brand recognition

Current enrollment validates family satisfaction and strong word-of-mouth recommendations. The district's proactive response to survey feedback demonstrates commitment to continuous improvement and family partnership.

11. Environmental Education (EE)

Our seatbased middle school science teacher applied for and received a Team YES community action project (Youth Eco Solutions) grant. A student video was created for the final YES Project. We had butterflies in the solarium in March and released them when the weather was warmer. One of the 3rd/4th grade classes and the Lunch Bunch groups used the solarium classroom area throughout the year. We grew milkweed zinnia, salvia, cosmos, petunias, peas, carrots, broccoli, shitake mushrooms, and lettuce in the aquaponics system. Middle school students attended a field trip to Wolf Ridge Environmental Center.

These hands-on environmental experiences are further validated through our institutional achievements and community partnerships. The program achieved HRS Level 2 Certification in Effective Teaching, demonstrating excellence in EE delivery. Students participated in Deep Portage team-building experiences for grades 1-8, connecting classroom learning with outdoor exploration. The October 10th Farm to School event featured locally sourced lunch with partnerships including donated beef and invited guests from MDA and local government, showcasing community-based EE.

We set up an irrigation system with a timer for the free-standing planter beds in the solarium. Jim Chamberlin from Happy Dancing Turtle came and met with the middle schoolers about the Team YES project. The EE Committee met with a Pine River community member who raises monarchs. The committee met with her to discuss successful raising of butterflies. The Clean Energy Resource Team came to school to talk to the students about solar and clean energy. Students created posters about clean energy and hung them around the school.

Each classroom teacher submitted their individual EE goal at the beginning of the school year and provided their data, photos, etc. to the EE coordinator at the end of the year to show achievement of their goals. The goals for each teacher are listed on the Environmental Learning Plan submitted to Osprey Wild.

Overall, we had many successes with our EE program in the seatbased program. A challenge was finding time to put into the program given that the EE Committee teachers all teach full-time and so the program felt a little scattered. Ideas to solve included assigning classes times to work in the solarium (watering, deadheading, etc.) and approaching the school's Board of Directors about the possibility of hiring a part-time person to manage the program.

Crosslake Community School works hard to make sure that our online students have access to EE within all grade bands. We are learning about how we fit into our environment and the impacts and effects that we have on our space in everything we do.

Our Elementary programs have included a weekly science k-5 group meet where we explore science with an environmental focus. We include lessons throughout science and social studies that explore human and environment interactions. How we fit and what our impact is. We also include virtual and in-person field trip opportunities for students to explore the world around them.

Our Middle school program includes an encounter with nature class for all middle school students where they explore the natural world and the human impact on that. They explore phenology, astrology, current events, nature journaling, and more. They also have access to a number of virtual and in-person field trips. Students in this class complete a civic action project to help learn about the positive changes that they can make to the world around them.

Our High school students are all enrolled in a MESS-E (math, english, science, social studies, and electives). This interdisciplinary program helps students to experience how environmental factors influence every aspect of our lives. This year, in our third year of the program, we focused on global temperature change. Students explored temperature change from a variety of angles in each subject area. They also have access to a variety of virtual and in-person field trips to help expand on their knowledge.

Not only do we work to make sure that EE is present in all grade bands, we also work hard with our special education and 501 to make sure it is accessible. Our teams work to make modifications and learning plans to make sure that our EE curriculum fits all of our students.

Even though we work virtually we strive to help our students see the impact they have on the environment they live in and how they fit into it.

12. Governance & Management

BOARD OF DIRECTORS

By design, CCS's Board of Education is made up of eight individuals serving two year terms. The board includes four teachers, three parents and one community member. Board Directors during the 2024-25 school year are listed below:

Member Name	Board Position	Affiliation	Most Recent Date Elected	Most Recent Date Seated	Term End Date	Email Address
Josef Garcia	Member Chair 24, 25	Community 24 Seat-Based Parent 25	5/16/2025	07/01/25	6/30/27	josefgarcia@crosslakekids.org
Colin Williams	Vice Chair 24, 25	Seat-Based Teacher	5/16/2025	7/1/2025	6/30/27	collinwilliams@crosslakekids.org
Mindy Glazier	Treasurer 24, 25	Seat-Based Teacher	11/17/23	01/08/24	6/30/26	mindyglazier@crosslakekids.org
Clare Thompson	Member 24	Online Teacher	11/18/22	01/09/23	6/30/25	clarethompson@crosslakekids.org
Melanie Donley	Secretary 25	Online Teacher	5/16/2025	7/1/2025	6/30/27	melanie.donley@crosslakekids.org
Steen Johnson	Member 25	Community Member	5/16/2025	7/1/2025	6/30/27	steena.johnson@crosslakekids.org
Jared Griffin	Member	Seat-Based Parent/ Guardian	N/A	3/18/24	6/30/26	jaredgriffin@crosslakekids.org
Belinda Yurick	Member Secretary - 24	Seat-Based Parent/ Guardian	11/17/23	01/08/24	6/30/26	belindayurick@crosslakekids.org
Emily Stull Richardson	Member	Online Teacher	11/17/23	01/08/24	6/30/26	estullrichardson@crosslakekids.org
Mike Neumann	Member	Seat-Base Parent/ Guardian	N/A	12/31/23	6/30/25	mikeneumann@crosslakekids.org
Jenna Leadbetter	Ex-Officio	Executive Director	N/A	N/A	N/A	jenna.leadbetter@crosslakekids.org

Board Committee of Excellence

The Board established two Ad Hoc Committees driving strategic initiatives:

Board Ad Hoc Compensation Committee: Developing comprehensive pay scales for coordinators, managers, and directors with regional salary comparisons, ensuring competitive compensation to support staff retention.

Board Ad Hoc Safety and Security Committee: Overseeing infrastructure improvements including 360-degree camera planning, security assessments, and comprehensive safety protocol development.

Exceptional Staff Support Decision: The Board approved covering 100% of Minnesota PFML contributions (\$40,000 annually), demonstrating extraordinary commitment to staff wellbeing that sets CCS apart from most districts statewide.

Board Training and Development

In addition to required initial training on employment policies and practices and fiscal management that all Board Directors are required to complete, CCS provides on-going training to Board Directors on topics that impact school operations and performance.

Annual presentations by auditors and periodic training on operations and environmental issues constitute the bulk of additional training made available to Board Directors to help them to make informed decisions on the instructional and operational model of the school.

Listed below is information relative to initial and on-going board training during the 2024-25 school year.

Initial Training

Training Prior to Being Seated				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Open Meeting Law*	Data Practices Law*
Josef Garcia	1/10/22	02/08/22 OSPREY WILDS	02/08/22 OSPREY WILDS	02/22/22 OSPREY WILDS
Colin Williams	01/09/23	02/07/24 OSPREY WILDS	02/07/24 OSPREY WILDS	02/07/2023 OSPREY WILDS
Jared Griffin	01/10/22	02/08/22 OSPREY WILDS	02/08/22 OSPREY WILDS	02/22/22 OSPREY WILDS
Mindy Glazier	01/08/24	02/06/24 OSPREY WILDS	02/06/24 OSPREY WILDS	02/06/24 OSPREY WILDS
Belinda Yurick	01/08/24	06/10/24 MSBA	06/10/2024 MSBA	06/10/24 MSBA
Emily Stull Richardson	01/08/24	9/10/24 OSPREY WILDS	10/08/24 OSPREY WILDS	09/10/24 OSPREY WILDS
Clare Thompson	01/09/23	11/18/24 OSPREY WILDS	11/18/24 OSPREY WILDS	11/18/24 OSPREY WILDS
Mike Neumann	02/13/23	07/07/23 OSPREY WILDS	07/07/23 OSPREY WILDS	07/07/23 OSPREY WILDS
Melanie Donley	07/01/25	07/25/2025	07/28/25 OSPREY WILDS	07/28/25 OSPREY WILDS
Steena Johnson	07/01/25	06/25/25 OSPREY WILDS	06/25/25 OSPREY WILDS	06/25/25 OSPREY WILDS

New Board Member Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities Regarding Student Success,	Employment Policies & Practices	Public School Funding & Financial Management

		Achievement, and Performance*		
Josef Garcia	1/10/22	02/08/22 OSPREY WILDS	02/08/22 OSPREY WILDS	02/22/22 OSPREY WILDS
Colin Williams	01/09/23	02/07/24 OSPREY WILDS	02/07/24 OSPREY WILDS	02/07/2024 OSPREY WILDS
Jared Griffin	01/10/22	02/08/22 OSPREY WILDS	02/08/22 OSPREY WILDS	02/22/22 OSPREY WILDS
Mindy Glazier	01/08/24	02/06/24 OSPREY WILDS	02/06/24 OSPREY WILDS	02/06/24 OSPREY WILDS
Belinda Yurick	01/08/24	06/10/24 MSBA	06/10/2024 MSBA	01/01/25 OSPREY WILDS
Emily Stull Richardson	01/08/24	9/10/24 OSPREY WILDS	10/08/24 OSPREY WILDS	09/10/24 OSPREY WILDS
Clare Thompson	01/09/23	11/18/24 OSPREY WILDS	11/18/24 OSPREY WILDS	11/18/24 OSPREY WILDS
Mike Neumann	02/13/23	07/07/23 OSPREY WILDS	07/07/23 OSPREY WILDS	07/07/23 OSPREY WILDS
Melanie Donley	07/01/25	07/28/25 OSPREY WILDS	07/28/25 OSPREY WILDS	07/28/25 OSPREY WILDS
Steena Johnson	07/01/25	06/25/25 OSPREY WILDS	06/25/25 OSPREY WILDS	06/25/25 OSPREY WILDS

Annual Training

Annual Training – FY25			
Board Member Name	Training #1: MDE Assurance of Compliance and Mandated Reporting Training Paula Green 10/21/2024	Training #2: School Finances Justin Nielson, Abdo 11/18/2024	Training #3: Osprey Wilds Performance Improvement Plan Abi Swenson 5/20/2024
Josef Garcia	Attended? Yes	Attended? Yes	Attended? Yes
Colin Williams	Attended? Yes	Attended? Yes	Attended? Yes
Jared Griffin	Attended? Yes	Attended? Yes	Attended? Yes
Mindy Glazier	Attended? Yes	Attended? Yes	Attended? Yes
Belinda Yurick	Attended? No	Attended? Yes	Attended? Yes
Emily Stull Richardson	Attended? Yes	Attended? Yes	Attended? Yes
Clare Thompson	Attended? No	Attended? Yes	Attended? Yes
Mike Neumann	Attended? Yes	Attended? No	Attended? Yes

Annual Assessment of the Board's Performance

The Board conducted its annual performance evaluation in August 2025, utilizing Osprey Wilds' comprehensive governance framework. The evaluation, facilitated by Emily Edstrom Moore from Osprey Wilds, assessed compliance with statutory requirements and implementation of effective governance practices. Key findings demonstrated 100% compliance with Minnesota Open Meeting Law

requirements, appropriate financial oversight with monthly review of disbursements and financial statements, and maintenance of proper board composition including teacher, parent, and community member representation. The Board achieved a 63% attendance rate at the observed meeting, with plans to improve member engagement through enhanced scheduling coordination. Areas of strength included efficient meeting management, clear articulation of board actions, and comprehensive financial monitoring with enrollment tracking (526 actual against 600 budgeted). The Board has implemented recommendations including quarterly reviews of academic and **EE** goals, and will conduct four formal school leader evaluation activities throughout 2025-2026 to ensure continuous improvement in governance effectiveness.

ADMINISTRATORS

Describe all professional development training completed by the charter school director or chief administrator in the previous academic year. By law, this must be documented in the charter school's annual report. (MN Stat. 124E.12 Subd. 2(e))

Dr. Jenna Leadbetter- Online Director(June-December) **Executive Director**(January-Present)
Executive Director for CCS. Dr. Jenna Leadbetter began the 2024-2025 school year as the Administrator of the K-12 Online Program and then in January transitioned to the role of Executive Director.

Licensure: Tier 4 Teaching License, District Superintendent License, K-12 Principal License #470120

Education: Doctorate

Annette Klang - Director of Seat Based Learning

Administrator of School Building in Crosslake MN. Ensure that day to day operations are running smoothly, staff are highly skilled, trained and happy, manage all staff, advocate for students needs and educational abilities, work toward a safe collaborative culture, effective instructional and viable curriculum in the entire school.

Licensure: MN Teaching License K-6, File #313830

Education: Bachelors plus 15

Rose Bierce - Associate Director of Online Learning (July - December) **Director of Online Learning** (January -Present)

Administrator of K-12 Online Program. Rose Bierce began the 2024-2025 school year as the Associate Director of Online Learning and transitioned into the Director role in January. She oversees the daily operations of the online program, ensuring that staff are supported, highly skilled, and continuously growing. Rose manages all online staff, advocates for the needs and strengths of every student, and works to foster a safe, collaborative, and innovative culture. Her leadership focuses on maintaining effective instruction, a viable curriculum, and a learning environment where both students and staff can thrive.

Licensure: Tier 4 MN Teaching License 5-12 Mathematics, File #1007963

Education: Masters

Name of School Leader: Annette Klang		
Date board approved professional development plan: Evaluation team approved 8/24/24		
Training Topic	Date of Training	Hours of Training
Osprey Wild Board Training	September 2024	6
Title IX Compliance Training	September 2024	8
Supervisory and Leadership Certificate	Dec '24-March '25	40

Leadership in high reliability school (HRS)	January/February 25	9
Principal Leadership Academy	24-25 school year	32
READ Act Careiall Training	24-25 school year	60
Special Education Law and Leadership Conference	April 2025	8
		Total Hours 163

Name of School Leader: Rose Bierce		
Date board approved professional development plan: Evaluation team approved 8/27/25		
Training Topic	Date of Training	Hours of Training
READ Act Careiall Training	24-25 school year	60
		Total Hours: 60

Name of School Leader: Dr. Jennifer (Jenna) Leadbetter		
License: 470120		
Training Topic:	Date of Training	Hours of Training
Osprey Wild Board Training	September 2024	6
Title IX Compliance Training	September 2024	8
MSBA Special School Administrator READ Act Training	24-25 school year	25
Special Education Law and Leadership Conference	April 2025	8
		Total Hours: 47

13. Staffing

Leadership Transition and Structure

Effective January 1, 2025, CCS implemented a new leadership structure with Dr. Jenna Leadbetter transitioning from Online Director to Executive Director. This strategic reorganization positions the district for unified growth while maintaining program-specific leadership through Annette Klang (Seat-Based Director) and Rose Bierce (Online Director).

Professional Development Investment Highlights:

- 26 staff completed **READ Act Professional Development (PD)**
- Three staff pursuing advanced leadership credentials (Ed.S. for Principal Licensure)
- Elizabeth Kylo completed Master's in Educational Technology
- Abi Swenson appointed as Local Literacy Lead

2024-25 Licensed Teaching Staff				
Name	File #	License and Assignment (subject/grades)	2025-2026 Status *	Comments <i>Include information regarding special licensure (e.g., Community Expert) or other relevant information.</i>
Beasley, Victoria	451676	Online Special Ed	R	
Bierce, Rose	1007963	Associate Director of Online Learning	R	Shifted to Director of Online Learning halfway through 24-25
Boutto, Racheal	1016722	Seat-based Grades 1 & 2 Teacher	R	
Brekke, Nancy	276249	Online EL Teacher	R	
Burner, Jennifer	327176	Online Learning Coach	R	
Christenson, Lucas	1011077	Online Social Studies and Learning Coach	R	
Coulter-Glazier, Mindy	512566	Seat-based Kindergarten/1st	R	Shifting to Online Elementary Teacher in 25-26
Cutkay, Joseph	1014364	Seat-based Grade 1-2	R	
Davis, Katherine	388183	Online Music	R	
Donley, Melanie	368796	Online Reading Interventionist	R	
Duray, Monique	397793	Online Language Arts	R	Shifting to Online Associate Director in 25-26
Durham, Patricia	414607	Online Teacher and Learning Coach	R	
Endersbe, Todd	297655	Online Special Ed and WBL	R	
Gilbertson, Rebecca	468452	Online Elementary Teacher	R	
Hardy, Cristin	420479	Online Special Education Teacher	R	
Hartz, Clarissa	1024151	Seat-based Pre-K Teacher	R	
Hetherington, Scott	288117	Online Teacher	R	
Jacobson, Gena	350222	Online Special Ed Coord.	R	Shifting to Special Ed Manager in 25-26
Jahnke, Paige	427101	Online Special Ed	R	
Jost, Laureen	1003793	Seat-based Title 1 Teacher	R	
Klang, Annette	313830	Director of Seat-Based Learning	R	
Klaus, Callista	516022	Online Learning Coach	R	Shifting to Learning Coach Coordinator in 25-26
Kulseth, Eileen	411756	Seat-based Art Teacher	R	
Kylo, Elizabeth	465675	Online Social Studies & Learning Coach	R	

Laasch, Lisa	445202	Seat-based Middle School Science	R	
Leadbetter, Jennifer	470120	Director of Online Learning	R	Shifted to Executive Director halfway through 24-25
Lerud, Joanna	369367	Online Home Ec	R	
Lofstrom, Gia	392481	Online Learning Coach	NR	Reassigned
Lovdahl, Lisa	329475	Online Learning Coach	R	
Matthes, Ann	319555	Seat-based Special Ed	R	
McCullough, Erin	473322	Online Learning Coach	R	Shifting to Online Learning Coach and School Counselor in 25-26
Moe, MaryKay	386311	Online Science	R	
Morris, Isabelle	1010894	Online Spanish & French	R	
Muller, Jennifer	505484	Online Teacher	R	
O'Brien, Heidi	482836	Seat-based Title 1 Teacher	R	
O'Brien, Kevin	1018172	Seat-based Middle School Math	R	
Oleszko, Angela	448916	Online Special Ed	R	
Peterson, Julie	499627	Online Learning Coach	R	
Powers, Mara	491598	Seat-based Grade 3-4	R	
Priest, Cathy	261511	Online Math	R	
Richardson, Emily	426852	Online Art, Curr. Coord.	R	Shifting to Online Art, Digital Learning Coordinator in 25-26
Rogosheske, Megan	510420	Online Lang. Arts & Learning Coach	R	Shifting to Online Lang Arts in 25-26
Scheuman, Amy	443567	Online Lang. Arts	R	Shifting to Online MnMTSS Lead in 25-26
Schlecht, Lori	344922	Online Learning Coach	R	
Schubert, Stephanie	511614	Online Social Studies	R	
Schumacher, Lisa	434080	Seat-based PE/Health	R	
Sievert, Rebekka	289052	Seat-based Behavior Interventionist	R	
Slack, Jenna	483242	Online Learning Coach	R	
Smith, Rebecca	507273	Online Social Studies	R	
Steffen, Lisa	315201	Seat-based Kindergarten Teacher	R	
Stehr, Troy	433570	Online PE/Health	R	
Stout, Claire	180150	Seat-based Pre-K Teacher	R	
Strehlow, Jodi	488033	Seat-based Learning Disabilities	R	
Swaggert, Mitch	1006441	Online Learning Coach	R	Shifting to Online Engagement Coordinator in 25-26
Swanson, Lance	357486	Seat-based 5-8 Social Studies	R	
Teff, Karen	332499	Online Math	NR	Reassigned
Thompson, Clare	297501	Online Science	R	
Toney, William	429992	Online Science Teacher & Learning Coach	R	
Tracy, Olivia	1027795	Online Seminar Teacher	R	
Trammell, Amanda	431418	Online Math	R	
Veit, Ronda	366031	Seat-based and Online 5-8 Language Arts	R	Shifting to Online Teacher and Interventionist in 25-26
Walker, Calli	515927	Online Learning Coach	R	
Williams, Collin	1005527	Seat-based Elementary Education	R	

* R = Returning, NR = Not Returning

2024-25 Teacher Professional Development Activities:

Professional development occurred throughout the year. Seatbased met on professional development days that were marked on the school calendar and covered topics such as **EE**, CAREIALL, LETRS, Science Standards work, Unit Planning, PESLB Licensing Renewal categories (PBIS and Native American Education), Responsive Classroom, and HRS. During the middle of the school year, seatbased decided to do grade-level or position PLCs and met twice-monthly or weekly.

- CAREIALL & LETRS professional development increased staffs' efficacy and effectiveness of Structured Literacy instruction
- EE professional development provided opportunities to continually increase staffs' capacity with integrating this mission-related aspect into every day learning
- Standards and Unit Planning professional development occurred, preparing staff for the continual implementation of new science, reading, social studies, and math updates in the upcoming school year
- PESLB Licensing Renewal training occurred because CCS works to ensure staff have what they need when time for license renewal
- Responsive Classroom and High Reliability School training occurred to increase staffs' capacity and efficacy with classroom management skills and alignment to our instructional model

Online teams meet monthly or twice-monthly and covered a variety of topics: Mental Health, **EE**, MTSS, Fastbridge, PESLB Licensing Renewal categories (PBIS and Native American Education), and Quality Matters. 97% of Q-Comp staff accomplished the professional development goal of a minimum of 24 hours throughout the year. The seatbased and online schools worked together to achieve both their site goals.

- Mental Health professional development opportunities were given to provide staff tools and support as they address their own mental health and support students.
- CAREIALL & LETRS professional development increased staffs' efficacy and effectiveness of Structured Literacy instruction
- Quality Matter professional development was offered to support the instruction of online students to align with the National Standards for Quality Online Learning (NSQ)
- MTSS training provided staff with information and foundational understandings of Tiered instruction
- Fastbridge training provided staff with the skills and knowledge to properly administer the Fastbridge screeners and use the data to inform instruction
- EE professional development provided opportunities to continually increase staffs' capacity with integrating this mission-related aspect into every day learning
- PESLB Licensing Renewal training occurred because CCS works to ensure staff have what they need when time for license renewal

Both programs had monthly meetings about CCS' assessment system and analyzed if the assessments given were reliable and valid for the given purpose. With significant attention given to the READ Act, staff discussed that they found Star universal screening data to be more useful to inform their instruction, specifically in grades 4th-12th. Next school year, CCS will transition back to Star for universal screening purposes and use FastBridge to meet the legislative requirements for the READ Act. Below is a comprehensive chart of CCS' assessment system.

Assessment	Grades	Purpose	Rational & Source
FastBridge earlyReading	PK-1st	To assess foundational reading skills, allowing teachers to identify potential reading difficulties early on by measuring key areas	READ Act Legislation
FastBridge earlyMath	PI-1st	To screen and monitor the development of early numeracy skills in young students, allowing teachers to identify students who might be at risk for math difficulties	
FastBridge Nonsense Words & CBMreading	2nd-3rd	To assess a students' ability to decode 'words' using English phonics rules & to measure grade-level fluency of reading. Fluency is a student's ability to decode and comprehend at the same time	READ Act Legislation
Star Reading	2nd-12th	To quickly and efficiency assess as student's reading proficiency, based off of Minnesota Academic Standards	READ Act Legislation
Star Math	2nd-12th	To quickly and efficiency assess as student's reading proficiency, based off of Minnesota Academic Standards	
SAEBRS & mySAEBRS	K-12th	To identify students who might be at risk for social, emotional, and academic behavioral challenges, allowing for a comprehensive view of behaviors	
Capti ReadBasix	4th-12th	To identify students in grades 4th and up who are not meeting grade-level benchmark on the Universal Screener, to provide teachers with actionable data to inform instruction and intervention	READ Act Legislation
Minnesota Comprehensive Assessments (MCAs)	3rd-8th, 10th, & 11th	measures student learning of the Minnesota Academic Standard for reading used to improve school curriculum and materials for student support; meets the requirements of the federal Every Student Succeeds Act	Minnesota Statutes, section 120B.302 and ESSA, 20 USC 6301 Section 1111(b)(2)(B)(v)
WIDA/ACCESS Testing	K-12th	Yearly assessment that measured English language proficiency for students in kindergarten through 12th grade who are identified as English learners	Minnesota statute § 124D.59:

Teacher Retention:

Crosslake Community School maintains exceptional teacher retention rates, demonstrating the effectiveness of our comprehensive support systems and strategic compensation initiatives. For the 2024-25 school year, we achieved a remarkable 95.5% retention rate, with only 2 of our 60 licensed teaching staff not returning for 2025-26 (4.5% turnover). This represents our strongest retention performance in recent years.

Trend Analysis:

- 2022-23: 88% retention (12% turnover)
- 2023-24: 91% retention (9% turnover)
- 2024-25: 95.5% retention (4.5% turnover)

This positive trajectory directly correlates with strategic initiatives emerging from years of thoughtful planning by the Board of Directors. The comprehensive overhaul of teacher and related staff pay scales—designed not only to ensure competitive, fair, and equitable wages but also to incentivize PELSB Tier 4 licensure attainment—has transformed our ability to attract and retain high-quality educators. This same strategic mindset now extends across all positions: leads, coordinators, managers, directors, and the executive director role.

The Board's unprecedented decision to cover 100% of Minnesota Paid Family and Medical Leave contributions (\$40,000 annually) further demonstrates extraordinary commitment to staff wellbeing—a benefit few districts statewide provide.

Contributing factors to our strong retention include:

- 97% Q-Comp satisfaction rating with 63.97% achieving SMART goals
- Robust professional development opportunities (26 staff completed READ Act training)
- Clear advancement pathways (three staff pursuing principal licensure)
- High Reliability Schools Level 2 certification validating teaching excellence
- Supportive collaborative culture through PLCs and peer coaching
- Implementation of "One Unified District with Two Unique Schools" philosophy creating stronger internal cohesion

The two non-returning positions have been reassigned internally, demonstrating our ability to provide career growth opportunities within the district. This minimal turnover ensures instructional continuity for students and preserves the institutional knowledge critical to our mission of growing environmentally literate, community-impacting learners of excellence.

Percentage of Licensed Teachers from 2024-25 not returning in 2025-26 (non-returning teachers/total teachers from 2024-25 x 100)	4.5%
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2024-25 Other Licensed (non-teaching) Staff			
Name	License and Assignment	2025-26 Status*	Comments
Berg, Sheila	451676, Online Special Ed	NR	Reassigned
Fjestul, Kris	504973, Seat-based Social Worker	R	
Grady, Natalie	502529, Online School Counselor	R	
Loeffler, Beverly	432910, Seat-Based DAC Consultant	NR	
Miller, Amy	346202, Online Social Worker	R	
Swenson, Abigayle	500770, DAC/Curr Coord	R	

* R = Returning, NR = Not Returning

2024-25 Non-Licensed Staff			
Name	Assignment	2025-26 Status*	Comments
Ackerman, Lori	Online Paraprofessional	R	
Anderson, Angenia	Seat-Based Health Aid/Paraprofessional	R	
Bittner, Kelly	HR/Business Manager	R	
Deshayes, Beth	Seat-Based Paraprofessional	R	
Duffy, Elizabeth	Seat-Based Administrative Assistant	R	
Faust, Kathy	Seat-Based Coordinator of Food Service	R	
Friday, Julie	Seat-Based Paraprofessional	R	
Green, Paula	Seat-Based Executive Assistant	R	
Haag, Mary Jo	Seat-Based Paraprofessional	R	
Holmes, Christina	Online Admin Asst	R	
Jacobson, Tammi	Seat-Based Food Service	R	
Johnson, Terri	Seat-Based Paraprofessional	R	
Kluck, Stephanie	Seat-Based Custodian	R	
Kuefler, Christy	Online Attendance Coord.	R	
LeBlanc, Toni	Seat-Based Interventionist	R	
Lyke, William	Tech Coord	R	
Miller, Janna	Seat-Based Paraprofessional	R	
Miller, Jennifer	Coordinator of Technology	R	
Oyaas, John	Seat-Based Janitor	R	
Papillon, Molly	Online Registrar, MARSS	R	Shifting to District in 25-26
Pederson, Stephanie	Seat-Based Paraprofessional	R	
Roach, Cherice	Seat-Based Paraprofessional	R	
Roberts, Bud	Seat-Based Maintenance	R	
Young, Lisa	Online Paraprofessional	R	

* R = Returning, NR = Not Returning

Our investment in staff development and retention creates the foundation for operational excellence across all district functions.

14. Operational Performance

Crosslake Community School is a contemporary, clean and safe building. The building is owned by a group of investors who methodically planned out ways for our building to be utilized by the community through cooking classes, pickleball, basketball games, large group meetings such as caucuses or foundation meetings, or other social events. Our safety and security is well thought out with a group of locked doors, not accessible by outside personnel. We are also updating the beautiful glass areas with bullet resistant film to deter unfortunate situations. However, as prevention is best, we also have multiple protocols, drills and policies that we practice and follow to ensure utmost safety for our students and staff. Our building is sanitized and cleaned daily along with multiple weekly and monthly plans. We also have full time staff in our health office along with three EMTs in our building. We have a very accessible AED machine and 15 people certified in CPR and First Aid. For unordinary behaviors and protocols, we have a 10 member CARES team that, with one call on a walkie talkie, is in position to assist with easy and complex needs. We have a full time behavior interventionist who is the head of this team. The behavior interventionist has many strategies and programs in place that assist students to monitor and keep their behavior under control. We have very few suspensions or detentions.

Our food service department is top notch. Our director receives all mandatory and optional training to keep herself updated and fully certified. She has one full time staff member and two part time. We are fully certified, updated and operational, passing Minnesota Department of Health inspections each year. Our director is innovative and resourcewell. We have multiple grants and programs in place. Some of these include the farm to school program, partnering with neighboring farmers for produce and meat, growing vegetation in our solarium with a fully functioning aquaponics system as well as the usual school lunch provisions.

Our special education program has seen remarkable transformation with the students they serve. The individual attention and highly skilled and trained staff work well for us and our students. We have also been incredibly intentional and critical of our intervention curriculum to make sure we are meeting needs. Recently we hired a district wide special education director who has really worked to incorporate our SPED team to work as a group. We also have an excellent relationship with our Paul Bunyan Special Education Cooperative. They are a wonderful asset and incredibly easy to work with.

Involvement and interest in our school is very high. We have an amazing amount of parent volunteers offering services in a variety of adventures: reading, arts and crafts, field trips or lunch and recess monitors. All volunteers receive background checks before working with students. We are always looking for new ways to welcome parent volunteers. Our community involvement continues to expand. As mentioned above, we have an active building that involves community members. We have been working on involving the police department on a daily basis. We have been having our mayor stop in, along with a woman who offers a therapy dog that kids can 'read' to. Recently we

hired a community engagement coordinator for both our online and seat based programs who are working on meshing our volunteers, parents, students and community members and activities together.

Our business manager has an excellent board approved hiring policy in place. We are extremely careful and follow it to the T. We work hard to screen all of our new hires, have routine and scheduled background checks of our employees as well as our school board members. The business manager is also excellent at following our HR protocols and we have an amazing system in place for staff accountability.

CCS is very committed to communication. We have incorporated multiple avenues to keep our staff and families knowledgeable and informed. These tools include social media, direct emails, family letters, surveys, family newsletters, staff newsletters and for extremely high priority communication, text messages. We have been very intentional about our marketing strategies. We have committed a large amount of money to promote our school as a unique and individualized place with the online and seat based options. Each piece stresses out **EE** focus, small class sizes and individual attention to each student. We have chosen multiple methods to make our reach broad and multifaceted. These methods include flyers, direct mailings, direct emails with various demographics, social media facebook posts and advertising as well as a new website that has links that go directly to our respective schools enrollment form, with our enrollment coordinator receiving an email immediately. We try to quickly respond and update each inquiry as soon as possible.

Our community engagement coordinator is a key part of the marketing committee. As a volunteer community engagement coordinator, she has always been the one who reports to our authorizer of our goals and accomplishments. This is such an integral part of our accountability to our authorizer. The addition of this position will only continue to make this an amazing way to keep us thriving as two schools and a cooperative district!

The synergy between our operational excellence, community engagement, and strategic communication positions Crosslake Community School (CCS) for continued success. Our operational infrastructure—from state-of-the-art facilities to comprehensive safety protocols—creates an environment where learning thrives. The overwhelming parent volunteer participation and community partnerships demonstrate deep stakeholder investment in our mission. Through intentional marketing strategies and responsive communication systems, we've successfully **grown enrollment while** maintaining the intimate, personalized educational experience that defines CCS. As we enter our 25th year, our operational foundation remains robust, adaptive, and fully aligned with our commitment to environmental literacy and community impact.

15. Finances

For questions regarding school finances and for complete financials for 2024-25 and/or an organizational budget for 2025-26, contact:

Name: Adam Hewitt

Position: Controller, Outsourced Business Accountant

Contact info: adam.hewitt@creativeplanning.com

Phone: 952.563.6935

Creative Planning Financial Service Provider provides accounting services for *Crosslake Community School*.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Osprey Wilds Environmental Learning Center no later than December 31, 2025.

FY25 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	8,861,257	189614	108877
Total Expenditures	9447385	190828	96978
Net Income	-586128	-1214	-11899
Total Fund Balance	1778334	0	0

Overview

CCS maintains exceptional financial health through October 2025. October actuals demonstrate \$463,157 year-to-date net income with a robust \$3.13M fund balance, representing 36.1% of expenditures—significantly exceeding best practice minimums. **Current enrollment** (110.6% of budgeted ADM) drives strong revenue performance while strategic investments support growth toward 600+ students.

Revenues

Revenue performance stands at 103.8% of budget with collection at 32.4% through October (33% of fiscal year complete). The district maintains minimal federal funding exposure at \$17,191 (0.23% of \$7.5M total budget), ensuring stability independent of federal funding volatility. **Strong enrollment growth** generates additional state aid revenue supporting strategic investments.

Expenses

Expenditure control remains excellent at 100.9% of budget with disbursement at 25.7% through October. The Board's decision to cover 100% of Minnesota PFML contributions (\$40,000 annually) demonstrates extraordinary commitment to staff retention. Technology infrastructure investments, competitive compensation adjustments, and curriculum resources (Fishtank books, READ Act materials) align with enrollment growth strategy.

Net Surplus or Deficit and Fund Balance

FY25 projects strategic deficit of \$577K-\$615K supporting growth investments while maintaining fund balance above 30% of expenditures. Multi-year projections show return to surplus operations

beginning FY28 with fund balance recovery to 20.4%-22.7% by FY31. Current cash position of \$2.67M (\$1.63M checking, \$1.04M CDs) ensures robust operational liquidity throughout growth phase.

Comprehensive Achievement and Civic Readiness Annual Budget

CACR implementation receives dedicated funding through Title I allocations, intervention staffing, MnMTSS framework adoption, and comprehensive professional development. Investment priorities include reading interventionist positions, math intervention resources, universal screening tools, and structured literacy training—all directly supporting CACR goals.

16. Future Plans

Strategic Growth and Innovation - 25th Anniversary Year

CCS celebrates 25 years of educational excellence with the "FORWARD" theme driving unprecedented growth and innovation. **With enrollment increasing and approval for** 700-student capacity, the district implements comprehensive expansion plans positioning CCS as northern Minnesota's premier educational choice.

Immediate Implementation Priorities (2025-26):

Infrastructure development includes electronic scrolling sign installation (Spring 2026), stage lighting/PA system with streaming capabilities (\$15,000), and comprehensive security enhancements including 360-degree cameras and elevator monitoring (\$5,000+). Technology transformation continues with staff laptop standardization (\$40,000), AI platform evaluation (Spring/Summer 2026), and e-signature solution implementation.

Grant Portfolio Development:

CCS submitted four major grant applications expanding program capacity:

- Nonexclusionary Discipline (NED) Grant supporting SEL, mental health, and PBIS initiatives
- Full-Service Community School Grant expanding comprehensive support services
- Cardiac Emergency Response Plan Grant enhancing safety preparedness
- Cybersecurity & Security Grant for technology infrastructure (reimbursement for qualifying expenses)
- Pending: Hydration Station Grant (November 14 deadline)

Academic Enhancement Initiatives:

MnMTSS framework implementation with Abi Swenson as Lead focuses on Component 1 (Infrastructure for Continuous Improvement) and Component 5 (Data-Based Decision Making). Strategic planning continues with Teamworks including 1:1 Executive Director coaching. GRIT framework integration builds student perseverance and resilience. The online 6-12 program's Comprehensive Support designation positions for additional state resources and targeted improvement planning.

Professional Development Excellence:

Three staff pursuing advanced credentials demonstrate leadership pipeline development. All staff completing structured literacy training ensures READ Act compliance. Job-embedded professional development through HRS Level 2 certification maintains instructional excellence.

Long-Range Vision (2025-2030):

Building on approved 700-student capacity, CCS systematically develops comprehensive PK-12 programming with seat-based and online options. Our strong financial foundation (\$3.13M fund balance), successful recruitment (168 applicants), and proven enrollment growth trajectory position the district to achieve its vision.

Through strategic planning, professional development, and community partnerships, CCS continues its 25-year tradition of excellence while innovating for the future. We remain committed to creating environmentally literate, community-impacting learners prepared for success in an ever-changing world.