

CROSSLAKE

COMMUNITY SCHOOL

2023-2024 Annual Report & World's Best Workforce Report



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Crosslake Community School

- ❖ Crosslake Community School Seat-Based Learning — Serving Pre-Kindergarten-8
- ❖ Crosslake Community School Online Learning — Serving K-12
- ❖ Celebrating 25 Years of Student Excellence in Learning

35808 County Highway 66
Crosslake, MN 56442
218.692.5437

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: Erin Anderson, Director of Charter School Authorizing
Osprey Wilds Environmental Learning Center
Charter School Division
1730 New Brighton Blvd
Suite 104, PMB 196
Minneapolis, MN 55413
(612) 331-4181
<http://ospreywilds.org/charter-school-division/>

Implementation of Primary and Additional Statutory Purposes (Part II)

Purposes

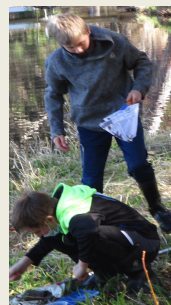
To improve student learning and achievement and increase learning opportunities for pupils.

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 offerings multiple times a week
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. STAR Assessment in Reading and Mathematics & Fastbridge Universal Screener
 - b. Minnesota Comprehensive Assessments
 - c. SAEBRS and mySAEBRS social-emotional screener
 - d. Curriculum based assessments such as Benchmark Advanced and IXL
 - e. Student performance, attendance and observation



- data
- f. Project Based Learning outcomes
- g. Classroom assessments
- h. Parental information and feedback
- i. 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 -
 - 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 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 (MTSS) 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.
 - C. The MTSS Team is an essential part of our continuous efforts for data-based decision making process and continuous improvement plans.

Student Enrollment and Demographics (Part III)

Student enrollment has been increasing quite steadily and rapidly. The 2021-2022 school year was the first time we implemented an enrollment waitlist in the online program, as we reached capacity for online 6-12 grade in early 2022. We added several staff members to meet the needs of our growing student population.

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
Pre-Kindergarten	10	n/a	23	n/a	15	n/a
Kindergarten	20	5	14	3	36	2
1st Grade	17	7	22	3	13	4
2nd Grade	22	4	23	7	21	7
3rd Grade	19	2	21	5	26	11
4th Grade	16	8	19	3	21	7
5th Grade	16	8	17	8	16	11
6th Grade	17	12	15	9	12	10
7th Grade	15	17	14	15	14	16
8th Grade	15	27	15	28	9	30
9th Grade		30		41		59
10th Grade		62		52		73
11th Grade		83		86		94
12th Grade		71		120		122
Total	167	336	186	380	183	446
Total ADM (Average Daily Membership) for year*	422.09		456.50		493.02	

*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
Special Education	38	74	45	84	34	108
English Learners	0	1	0	1	0	1
Free/Reduced Priced Lunch	52	72	99	221	83	258
Black, not of Hispanic Origin	1	15	7	11	8	15
Hispanic/Latino	1	10	6	9	10	13
Asian/Pacific Islander	1	6	4	11	4	13
American Indian/Alaskan Native	2	16	3	13	0	26
Two or more races	4	33	7	32	13	16
White, not of Hispanic Origin	150	281	178	373	153	420
Total Enrollment	167	336	186	380	173	445

Student Attendance, Attrition and Mobility (Part IV)

Student Attendance

	2020-21	2021-2022	2022-2023	2023-2024
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%

The MDE Report Card does not include consistent attendance data for the 23-24 school year at the time this report was written.

Student Attrition

Percentage of students* who were continuously enrolled between October 1 of the 2022-2023 school year and October 1 of the 2023-2024 school year.	Seat-Based	Online
	71%	60%

**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 2023 to October 1, 2024.	Seat-Based	Online
	75.2%	75.4%

**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 increased over time. From our first year to our second year, we only retained 23 percent of students. As the program has become more defined in its programming and as we have added more support systems—like a learning coach being assigned to each student—our retention rate has increased. As the demand for our program has increased and our program has improved, we have seen significant improvement in our retention rate, which led to our first enrollment “waitlist” in the 21-22 school year which also was in place during 22-23.

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

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

Educational Approach and Curriculum (Part V)

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. 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. During the 2022-2023 school year, our EE committee chairpersons worked with all teachers to embed EE concepts

throughout our curriculum. CCS has separate EE committees for the seat-based and online programs due to the very different nature of curriculum delivery.

Beyond this, CCS PreK-8 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 teachers who are not directly teaching content, are available to support students.

CCS educators employ personalized learning plans to further ensure individual student needs are met. These plans, along with an emerging formalized MTSS, further strengthen our ability to individualize instruction to meet specific learner needs.

The instructional program and curriculum

Within each classroom, teaching staff use a number of strategies to assess student progress toward 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.

During the 2018-19 school year, CCS began creating a more effective system of MTSS for struggling learners. We continue to improve this system each year and have more staff trained in MTSS each year. In addition, ongoing review of the standards to make sure they align with curriculum offerings helps CCS's staff ensure students are on track and in alignment with state and local standards.

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, using our digital math curriculum including iXL, Go Math and teacher developed curriculum, students are able to increase their progression with the standards of the class. This is done on an individual basis. Students also are able to work on enrichment opportunities beyond grade-level content.

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.

Special education program

The Paul Bunyan Special Education Cooperative (PBSC) in Brainerd, Minnesota, provides CCS's special education program management. The PBSC serves multiple public schools in the Central Lakes Area. The PBSC coordinates the speech/language, occupational therapy and physical therapy as well as psychological and behavioral support for students. This model enables us to provide one-on-one sessions for students, without needing to hire a full-time therapist.

CCS employs two full time and one part time licensed special education teachers in our seat-based school. These teachers ensure that the K-8 students assigned to their caseloads receive the special education services indicated in their IEPs.

Crosslake Online has six licensed special education teachers and a special education coordinator overseeing the delivery of services and support for students who have IEPs.

We primarily meet the needs of our special education students through a mainstream approach, with some students receiving pull-out services in speech, reading, and math as well as social skill instruction. Other students may receive special education services within the classroom. CCS also employs paraprofessionals, both in our PreK-8 school and online school. Paraprofessionals, under the direction of licensed special education teachers, provide additional support to students. This support is based on the number of service minutes required by the 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:

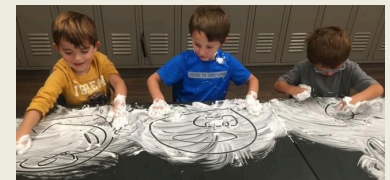
- Based on previous records and/or test scores, the student is not designated as EL in MARSS or for receiving services.
- Based on previous records and/or test scores, the student is designated as EL in MARSS and will receive services based on CCS's EL Plan of Service.
- If there is any doubt about a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

PreK program

In 2018, CCS began offering a fee-based PreK program. This program allows us to better serve our families, better prepare students for kindergarten and help us more fully meet our World's Best Workforce (WBWF) expectation of having students ready for Kindergarten.



Our PreK teacher implements a standards-based, state-approved 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 summer program

The CCS's seat-based after-school program, Kids Care, is designed to provide more flexibility for our families by providing them with the option of after-school childcare. It also provides our students with learning opportunities beyond the traditional school day in art, physical education, reading, math and social skills. Beginning in 2022-23, the program offered after-school programming every school day from 3:15-6:00 PM. In the 2023-2024 school year, 48 students registered for this program and it is open every day except non-school days.

During June 2024, 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. CCS's seat-based program offered eleven summer school days for students entering Grades K-5 during June 2024 with an average of 60 students

participating. The program consisted of intensive Reading and Math instruction in the morning followed by an afternoon of local field trips, culminating with a trip to the Mississippi Headwaters.

How CCS is staffed to meet its educational mission:

In order to maintain our class ratio of 19:1, meet special education guidelines, abide by MDE requirements for teacher licensure and ensure adequate support staff needs, CCS employed 98 staff members during the 2023-24 school year between the seat-based and online programs.

School Calendars (Appendix A)

CCS Board of Education has approved an annual school calendar for both seat-based and online learning that includes 165 days of instruction. The Board of Education also approved an annual testing calendar.

Innovative Practices and Implementation (Part VI)

Innovative and Unique Aspects of CCS

Some of the most prominent and unique features of our school that contribute to student success and our school success are:

- Small seat-based PreK-8 and online K-5 class sizes, capped at 19 students per teacher, create a warm and inclusive environment that boosts student support and learning
- Our research-based seat-based PreK-8 and online K-5 multi-age approach to instruction, also known as looping, improves relationships among students and between teachers and students, increases staff understanding of student needs, allows for more efficient instruction and results in higher attendance rates
- With an eye on being community-minded and environmentally conscious learners— both CCS's seat-based program and online program are continually seeking opportunities to incorporate the community and environment into our learning atmosphere. Examples of this include our Dr. Martin Luther King Jr. Day service program, our annual highway clean-up project, our partnership with the Army Corp of Engineers and our Fresh Air Classrooms.
- Each online student has a dedicated Learning Coach who helps make connections between the student, family, teachers, and the online school programs. The Learning Coach is the student's support, cheerleader, accountability partner, and all-around partner in the learning experience.
- The online program prides itself on our strong focus on relationships and "meeting students where they are at." We have a full-time social worker and a full-time school counselor who work with students to help them have an educational experience that meets their current and future needs.



Key Successes

1. Strategic Planning:
 1. Completed a thorough strategic planning process with consultant organization TeamWorks in May 2024.
 2. Developed a new Strategic Roadmap including updated vision, core values, and strategic directions.
2. Leadership and Organization:
 1. Implemented a new organizational structure with a Director of Online Learning and a Director of Seat-Based Learning, as shown in the updated organizational chart.
 2. Initiated internal leadership restructuring discussions, including consideration of an executive director role to oversee both online and seat-based programs.
 3. Hired key shared staff positions including Executive Assistant, HR/Business Manager, District Assessment Coordinator, and State Reporting Coordinator.
3. Academic Initiatives and Assessment:
 1. Implemented the READ Act, with significant support from the newly hired district-wide Assessment Coordinator.
 2. Selected and began implementation of a new math curriculum, including professional development for staff.
 3. Strengthened district-wide assessment practices under the leadership of the Assessment Coordinator, ensuring compliance with state regulations and improving data-driven decision-making.
4. Enrollment Growth:
 1. Experienced significant enrollment growth, approaching the Osprey Wilds application enrollment cap of 500 students.
 2. Projections indicate that the 2024-2025 school year will meet the enrollment cap of 500 students.

3. Established waitlists at elementary, middle school, and high school levels, demonstrating strong demand for our programs.
5. Board Development and Unified Governance:
 1. Implemented a unified board approach to training, with all board members attending the same training sessions as a team.
 2. Enhanced board communication practices, ensuring all voices are heard and considered in decision-making processes.
 3. Increased overall district-wide involvement of board members, fostering a more comprehensive understanding of both online and seat-based programs.
6. Environmental Education:
 1. Continued to emphasize environmental literacy and community impact, as reflected in the maintained mission statement: "To grow environmentally literate, community-impacting learners of excellence."
7. Community Engagement:
 1. Strengthened partnerships with local organizations, as emphasized in the new 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."
8. Student Support:
 1. Maintained focus on providing individualized instruction and support for both online and seat-based students, as reflected in the Strategic Directions and Desired Daily Experiences.

Key Challenges and Remedies

- Leadership Transition:
 - Challenge: Implementing new leadership structure with Directors for Online and Seat-Based learning while considering future executive leadership needs.
 - Remedy: Developed clear communication channels and shared responsibilities as outlined in the new organizational chart. Initiated discussions and planning for potential executive director role to provide overarching leadership.
- Strategic Plan Implementation:
 - Challenge: Transitioning from planning to implementation of the new strategic plan.
 - Remedy: Developed a 30/60/90 day implementation checklist, including regular strategy meetings, action cards for tracking initiatives, and plans for communicating the strategic plan to stakeholders.
- Balancing Online and Seat-Based Programs:
 - Challenge: Ensuring cohesion between online and seat-based programs while addressing their unique needs.
 - Remedy: Created separate improvement plans for each program based on a unified district operational plan, while maintaining shared staff and resources.
- Academic Performance:
 - Challenge: Improving student achievement across both programs.
 - Remedy: Implemented new math curriculum and focused on providing effective, relevant, and individualized instruction as a key strategic direction.
- Staff Professional Development:
 - Challenge: Ensuring staff growth and support in a dual-program environment.
 - Remedy: Emphasized enhancing staff professional growth and support systems as a strategic direction, with plans for regular training and a formal staff evaluation process.
- State testing participation continues to be a challenge, primarily for the online program. We established five different testing sites around the state to reach more students for testing (Crosslake, St. Paul, St. Cloud, Moorhead, and Duluth) but even with that, many students opted out of testing. This makes it challenging to adequately assess students to obtain data that is accurate and relevant for the online student population. The district hired a 0.5 FTE District Assessment Coordinator, with a teaching background, to support staff in reaching students to take the MCA tests. More resources and training were dedicated to ensuring higher participation in the MCAs, including the additional the testing site in Moorhead, additional testing times, communicating schedules with families, scheduling for each testing location, ensuring adequate training and knowledge about testing for all staff, tracking opt-out forms and reasons, and creating a standardized process moving forward with the goal of reaching more students.



- We are continuing to improve the Solarium and utilizing its potential. Our solarium, which is another unique feature of CCS, is an underused resource. The EE committee has been working hard in the solarium with plantings from children at various times of the year. We have harvested initial crops of a few vegetables, as well as floral and other greenery. We have updated the grow lights and are using these fully. Last spring during earth week, we upcycled pallets and made portable, raised garden beds. These beds were planted with seeds during our open house by students and families. We are hopeful to harvest from these gardens as well. We are currently working with the Happy Dancing Turtle, an establishment in our area working with the community to educate and facilitate EE training and other initiatives. We are working with them to update and modify our aquaponics system in the solarium.
- CCS has partnered with ReGroup, a mental health counseling provider. While this service is very valued and great to work with, the SB students have a few roadblocks with scheduling and locations to participate in the service. We have been creative on locations and would welcome a designated space.
- Some of our students have multiple issues that involve mental health, chemical health or other extenuating circumstances such as pregnancy that make learning difficult. Crosslake Online has relationships with agencies related to these concerns, and we coordinate our efforts to educate our students while they face these difficulties. In the 2021-2022 school year, we brought our online social worker on full-time who collaborates with the online school counselor to help meet the needs of our students. Even with these staff members, the needs of our students are significant. Currently, more than 15% of our online students are on 504 plans, many due to mental health needs. Given the increasing amount of mental health needs as described above, the online program added a social-emotional learning component to our course offerings, called Purpose Prep. This curriculum adds classes such as Mental Health & Wellness, College & Career Readiness, Social-Emotional Success, and more. These electives have been quite popular with students.

Five Focus Areas of Strategic Plan

1. Student Achievement: Providing effective, relevant, and individualized instruction in each classroom.
2. Staff Development: Enhancing staff professional growth and support systems to ensure a high-quality learning environment.
3. School Culture: Promoting positive student interactions and a welcoming, inclusive learning community.
4. Technology Enhancement: Improving technology to support effective teaching and learning.
5. Operational Improvement: Improving and updating school operations, facilities, and systems.

Looking Ahead

As Crosslake Community School moves into the 2024-2025 school year, the focus will be on:

1. Implementing the new strategic plan, including regular monitoring and reporting of progress.
2. Addressing enrollment growth and capacity:
 - Managing the enrollment cap of 500 students for the 2024-2025 school year.
 - Preparing and submitting an application to our authorizer, Osprey Wilds, to increase our enrollment cap.
 - Taking all necessary correlating steps to support an increased enrollment capacity, including:
 - Assessing facility needs and potential expansion.
 - Evaluating staffing requirements for increased enrollment.
 - Ensuring technology infrastructure can support additional students.
 - Reviewing and adjusting budgets to accommodate growth.
3. Embracing a unified district approach while acknowledging the uniqueness of each school:
 - Continuing to strengthen both the online and seat-based programs while maintaining a unified school identity.
 - Developing strategies to leverage the strengths of each program to benefit the entire district.
 - Fostering collaboration and knowledge sharing between online and seat-based staff.
4. Enhancing district-wide operations and engagement:
 - Establishing and implementing a District-wide Technology Committee to ensure cohesive and effective use of technology across both programs.
 - Solidifying Finance Committee to oversee and optimize financial operations for the entire district.
 - Forming a Marketing Committee to develop unified branding and outreach strategies while highlighting the unique aspects of each program.
 - Hiring a district-wide Engagement Coordinator to:

- Oversee and ensure a unified approach for student, family, and community engagement.
 - Acknowledge and promote the unique aspects of each school within the broader district context.
 - Uplift marketing efforts to increase awareness and enrollment across both programs.
 - Leveraging the expertise of the district-wide Assessment Coordinator to:
 - Ensure full compliance with the READ Act and other state assessment requirements.
 - Implement and oversee a comprehensive assessment strategy across both online and seat-based programs.
 - Use assessment data to drive instructional improvements and personalized learning initiatives.
5. Strengthening Board Governance and Unity:
- Continuing the unified approach to board training, with all members participating in joint professional development sessions.
 - Further enhancing communication channels within the board and between the board and school leadership to ensure transparent, inclusive decision-making.
 - Expanding board involvement across all aspects of the district, including:
 - Regular visits to both online and seat-based programs.
 - Participation in school events and initiatives.
 - Engaging with staff, students, and families from both programs.
 - Developing a comprehensive board self-evaluation process to continuously improve governance practices.
 - Aligning board goals and activities with the strategic plan to ensure cohesive leadership and direction for the district.
6. Finalizing and implementing the leadership restructuring plan, including potential hiring of an executive director to provide overarching leadership for both online and seat-based programs.
7. Enhancing environmental education initiatives and community partnerships, leveraging the strengths of both online and seat-based programs.
8. Improving academic performance through:
- Continued implementation of the new math curriculum.
 - Focused literacy instruction and intervention strategies guided by READ Act requirements and overseen by the Assessment Coordinator.
 - Individualized instruction tailored to the needs of both online and seat-based learners, informed by comprehensive assessment data.
9. Supporting staff growth and maintaining a positive school culture in both online and seat-based settings, while fostering a sense of unity across the entire district.

The school remains committed to its mission of growing environmentally literate, community-impacting learners of excellence, while adapting to meet the evolving needs of its students, staff, and community. By embracing a unified district approach that acknowledges the unique strengths of each program, addressing enrollment growth, strengthening board governance, and leveraging key roles such as the District Assessment Coordinator, Crosslake Community School is positioning itself to provide an even more robust, data-driven, and diverse educational experience for all its students. The unified board approach ensures that this vision is supported by strong, cohesive leadership at the highest level of school governance.

Academic Performance: Goals and Benchmarks (Part VII)

Progress on OW' Contractual Academic Goals & World's Best Workforce (WBWF) Alignment

For WBWF alignment, please see the code in brackets [XXX] presented below.

[CCR] College & Career Readiness

[RG3] Reading Well by Grade 3

[AGC] Achievement Gap Closing

[R4K] Ready for Kindergarten

[GRAD] All Students Graduate from High School

CTSTR = Count too Small to Report

The Data fields below also include whether CCS Exceeds, Met, Approaches, or Not Met our goals according to

Osprey Wilds' standards.

CONTRACT GOAL MEASURES	FY22 DATA	FY 23 DATA	FY 24 Data
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%.	96% EXCEEDS x 1.5	155/156 99% EXCEEDS x 1.5	151/155 97%
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%).	FY22 Baseline: 53.7%	286/308 = 92.8% EXCEEDS x 1.5	222/275= 81%
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.	NA	NA	NA
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.	NA	NA	NA
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)	STATE: 20.2% CCS: 35.8% EXCEEDS x1.5	STATE: 18.0% CCS: 21% MET	STATE: 19.1 CCS: 32.9% EXCEEDS 1.5
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)	STATE: 36.8% CCS: 34.3% MET	STATE: 42.0% CCS: 37.1% MET	STATE: 39% CCS: 32.9% MET
Measure 3.3 [RG3] – 8 Points: For FY23-FY24, the aggregate percentage of Early Literacy and Reading STAR growth points* earned by seat-based students in grades K-8 from fall to spring will be maintained or increased from the FY22 baseline of 65.0%.	FY22 Baseline: 65.0%	81.6% EXCEEDS x 1.5	86.01%
Measure 3.4 [RG3] – 8 Points: From FY23-FY24, the aggregate percentage of Early Literacy and Reading STAR growth points* earned by online students in grades K-12 from fall to spring will be maintained or increased from the FY22 baseline of 43.4%.	FY22 Baseline: 43.4%	48.8% MET	48.09%
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)	STATE: 18.7% CCS 13.4% APPROACHES x .5	STATE: 14.8% CCS 35% EXCEEDS x1.5	STATE: 14.2 CCS: 14.5% MET
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)	STATE: 40.0% CCS: 58.2% NOT MET	STATE: 41.5% CCS: 20% EXCEEDS 1.5	STATE: 43.6% CCS: 53.9% NOT MET
Measure 4.3 [RG3] – 8 Points: From FY23-FY24, the aggregate percentage of Math STAR growth points* earned by seat-based students in grades 2-8 from fall to spring will be maintained or increased from the FY22 baseline of 79.0%.	FY22 Baseline: 79.0%	84.9% MET	85.81%
Measure 4.4 [RG3] – 8 Points: From FY23-FY24, the aggregate percentage of Math STAR growth points* earned by online students in grades 2-12 from fall to spring will be maintained or increased from the FY22 baseline of 54%.	FY22 Baseline: 54.0%	57.8% MET	50.65%
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).	CCS: 52.9, Baseline 33.3, state 56.8 EXCEEDS by	44.1% MET	34.8%

	baseline criteria		
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).	STATE: 62.2 CCS: 68.1 EXCEEDS by criteria of being greater than the state x 1.5	67.1% MET	68.8%
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 subgroup will be equal to or greater than that of the state for the same student group and the same grades (3-8).	STATE: 42.3 CCS 60 EXCEEDS x 1.5	63.6% MET	48.6%
Measure 5.4 [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).	STATE: 25.9% CCS: 42.9% EXCEEDS x 1.5	35% MET	21.4%
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.	Compare: TBD CCS: 57.9	59.1% MET	58.8%
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 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.	Compare: TBD CCS: 33.3 Goal Status TBD	30% NOT MET	52.8%
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.	Compare: TBD CCS: 31.3 Goal Status TBD	20% NOT MET	50%
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).	CCS above baseline at 41.9 MET	57.4% EXCEEDS x1.5	58.9%
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 subgroup will be equal to or greater than that of the state for the same student group and the same grades (3-8).	STATE: 35.8 CCS: 34.3 APPROACHES	51.1% MET	48.6%
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).	STATE: 35 CCS: 42.9 MET	42.5% MET	21.4%
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.	Compare: TBD CCS: 25.9 Set FY22 Baseline at 25.9	21% MET	16.7%

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 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.	Compare: TBD CCS: 4.5 Goal Status TBD	15.6% NOT MET	10%
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.	Compare: TBD CCS: 16.7 Goal Status TBD	MET	25%
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).	STATE: 53.5 CCS: 68.5 EXCEEDS x1.5	64.7% EXCEEDS x1.5	72.5%
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 student group will be equal to or greater than that of the state for the same student group and the same grades (5, 8).	STATE: 54.2 CCS: 33.5 EXCEEDS x1.5	68.2% EXCEEDS x1.5	68.2%
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).	STATE: 33.4 CCS: 12.5 NOT MET	57.1% MET	25%
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.	Compare: TBD CCS: 37 Set FY22 Baseline at 37	71.4% EXCEEDS x1.5	47.9%
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 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.	Compare: TBD CCS: 12.5 GOAL STATUS TBD	62.5% NOT MET	41.7%
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.	Compare: TBD CCS: 25 GOAL STATUS TBD	0% NOT MET	37.5%
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.	90% MET	13/13 100%	13/15 87%
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.	72% MET	MET	71%
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%.	13/19, 68.4% APPROACHES x .5	71.4% MET	78%
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.	91.6 MET	93.31 MET	TBD Goal Change

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%)	FY22 Baseline 94%	95% MET	TBD Goal Change
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%)	FY22 Baseline 87.5%	90% MET	TBD Goal Change

Educational Effectiveness: Assessment and Evaluation (Part VIII)

There are many components to educational effectiveness. To help us define this effectively, the seat-based program uses the High Reliability Schools model by Robert Marzano that was adopted by our Board of Education as a way to improve educational effectiveness. There are five levels to this model of school effective for providing educational excellence.

- Level 1: A Safe and Orderly Environment That Supports Cooperation and Collaboration
- Level 2: An Instructional Framework That Develops and Maintains Effective Instruction
- Level 3: A Guaranteed and Viable Curriculum Focused on Enhancing Student Learning
- Level 4: A Standards-Referenced System of Reporting Student Data
- Level 5: A Competency-Based System That Ensures Student Mastery of Content

Each level has leading indicators that consist of qualitative evidence that a school is at or approaching a specific level. The lagging indicator is considered the minimally acceptable levels of performance that must be satisfied for a school to be deemed as reliable for that specific level. To note, Dr. Marzano says these levels do not exist as sole isolation or have a linear progression.

As CCS seat-based moves through these levels, we are obtaining certificates that demonstrate that we have met the criteria to be successful in all levels as indicated in our Strategic Plan. As we attain more certificates for completing levels, CCS will become more transformational in our approach to student learning. During the 2019-20 and 2020-21 school years, our staff spent multiple days planning, learning and implementing the first level of school effectiveness. There is additional work that is needed in this area because of COVID-19. We will also address Level 2, creating an instructional framework that develops and maintains effective instruction.

- STAR and Fastbridge Universal Screening Assessment data, along with teacher recommendations and previous MCA score history, were used to determine areas of need for the 2023-24 school year. An area of strong interest for us as a school continues to close the gap of the state average math scores on the MCA. Shown earlier in this report is information on the data points that we used to determine our goals. This was our third year with math as an area of emphasis across our entire curriculum. We anticipate that this will continue to be the case this year.

We developed a District-Wide Local Literacy Plan and collaborated collectively to create goals to implement the Minnesota READ Act that was passed into legislation July 1, 2023. We identified our Local Literacy Lead/Point Person as well as setting up professional development for Phase One staff with CAREIALL and LETRS Early Childhood, beginning May 2024 and November 2024. Staff also spent time working with our District Assessment Coordinator on the transition from STAR to Fastbridge, ensuring we create meaningful and attainable goals.

For our online program, our areas of emphasis continue to be course completion rates and graduation. We are using Qcomp professional development opportunities to not only impact test scores but also to work on improving our graduation rates. The two items have a symbiotic relationship, as one directly impacts the other significantly.

For 2023-24, the online program continued its training and participation in the Teaching Online Certificate program through Quality Matters (QM) and evaluation in the National Standards for Quality Online Learning (NSQ). NSQ and QM have been the most used and respected benchmarks for states, districts, and schools who provide online courses, programs, and teaching since first being introduced in the mid-2000s. The seven NSQ standards that teachers and learning coaches use to evaluate effectiveness are:

- Standard A - Professional Responsibilities
- Standard B - Digital Pedagogy
- Standard C - Community Building
- Standard D - Learner Engagement
- Standard E - Digital Citizenship
- Standard F - Diverse Instruction

- Standard G - Assessment and Measurement
- Standard H - Instructional Design

In 2023-24, the online program completed the final year of its three-year summative evaluation process for licensed staff. The comprehensive procedure continued to include:

1. Submission and review of a teaching and learning portfolio aligned with NSQ best practices
2. Analysis of student growth goals from the past three years
3. Evaluation of measures of student engagement

The Online Director conducted individual meetings with each licensed staff member to discuss their summative evaluation results. These discussions focused on:

1. Reviewing overall performance and growth over the three-year period
2. Identifying areas of strength and potential leadership opportunities
3. Developing targeted professional development plans
4. Addressing any areas requiring additional support or intervention

As a result of this completed cycle, the program now has a robust set of data and insights to inform future staff development initiatives and program improvements. The evaluation process has fostered a culture of continuous improvement and data-driven decision-making among the licensed staff.

Notably, the data collected through this evaluation process played a crucial role in the recent strategic planning process. The insights gained from the three-year evaluations were shared with the strategic planning committee and utilized to inform the development and completion of the strategic plan. While the program is not yet in the implementation stage of the strategic plan, there are plans to move forward with implementation in the near future. This integration of evaluation data into strategic planning ensures that the program's future direction is grounded in concrete evidence of staff performance and student outcomes

The schoolwide MTSS programs continue to be a supportive aspect of our programs. With the addition of teacher interventionists in both programs, we anticipate these supports to increase. Students are not broken down by individual groups such as Free and Reduced, special education, etc., as they are taken simply as individuals. With such a small cell size, we feel we do a better job working with the individual students rather than a particular “category” of student.

Curriculum Review Process

Listed below is CCS’s PreK-8 seat-based curriculum review cycle. CCS has a committee charged, not only with the review of our curriculum ensuring alignment with state required standards, etc. but also in with the staff development model for CCS. As a result, we have been able to develop consistency in our review cycle and best practice models as they relate to effective instructional practices, etc.

For the online program, the Director of Online Learning works closely with our curriculum coordinator who coordinates the teachers’ efforts in providing rigorous, standards-based coursework. Consulting with the online curriculum provider and the MDE, we are able to ensure that our current coursework meets the requirements for graduation and workforce preparation as outlined in statute.



Core Standards Curriculum Areas:

- Language Arts (reading, writing, handwriting, spelling)
- Math (Elementary, Middle School, Algebra)
- Music, Physical Education, Health, Art
- Social Studies
- Science

Year	Curriculum & Instruction		Relicensure
	Review & evaluate against current standards	Implement new standards and curriculum (purchase year)	Requirements Cycle Priority Topic
2023-2024	Math	AMPS (art, music, pe/health, STEM)	
2024-2025	ELA	2019 Science Standards New Math Curricula	Positive Behavior Intervention Native American
2025-2026	Social Studies	ELA	Mental Illness Suicide Prevention
2026-2027	Math	Social Studies	Cultural Competency
2027-2028	AMPS (art, music, pe/health, STEM)	Science (curriculum)	English Language Learning
2028-2029	Science	AMPS (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.

Crosslake Teacher Review

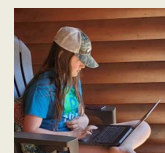
All teachers receive feedback from peer observers, formal and informal administrative observations and coaching and consultation with education professionals.

- Specific information on strategies for improving instruction, curriculum and student achievement:
 - As a Qcomp school, as mentioned in other areas of this report, all our teachers have access to ongoing, job-embedded professional development. This takes the form of regular coaching from peers, periodic observations from administration, on-site coaching from professional consultants and regular participation in regional professional development.

In 2023-2024, the online program implemented the final year of its three-year summative evaluation process for licensed staff. The updated procedure includes submission and review of: a teaching and learning portfolio based on the NSQ best practices, student growth goals from the past three years, and measures of student engagement. The Online Director then met and discussed the summative evaluation with each licensed staff member and made recommendations for areas of leadership, growth and/or need for a professional assistance plan. Likewise, the Seat Based Staff receive formal and informal evaluations with feedback using approved rubrics and summative evaluation forms, aligning with our school initiative to become High Reliability School certified.

Other Ways of Determining Educational Effectiveness

- Education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology and a collaborative professional culture that develops and supports teacher quality, performance and effectiveness.
- All students have access to the same level of technology, from kindergarten through high school. Students have access to 1:1 chromebooks, as the majority of our curricula that are delivered have a digital component and all online program curricula are via an online platform.
- CCS has a relatively low percentage of teaching staff working in areas other than what they are licensed in. Given our unique situation and size, the most common reasons for a need for a waiver, variance or tiered license request comes with our multi-grade approach to instruction. For example, we have teachers licensed up through sixth grade in certain subject areas, but we have smaller enrollment in 7th and 8th grade. It is extremely difficult to hire someone for one



hour a day, which has been an on-going challenge for us.

- CCS employed experienced staff in all grade levels and subjects during the 2023-2024 school year. As such, we are able to avoid any concern regarding not providing equitable access to a quality education, as all of our students have access to highly-qualified, licensed teaching staff in all areas.

Student and Parent/Guardian Satisfaction (Part IX)

CCS Parent/Guardian and Student Satisfaction Surveys Update: CCS regularly administers parent/guardian and student satisfaction surveys to gather valuable feedback on our educational programs and services. The most recent comprehensive survey was conducted in Spring 2023, providing insightful data on various aspects of our school community.

Key Highlights from Spring 2024 Surveys:

1. Online Student Survey (37 responses):

- 91.9% of students reported high or moderate satisfaction with CCS's educational program.
- 78.3% agreed or strongly agreed that teachers are accessible, responsive, and communicate appropriately.
- 78.4% felt that someone at CCS "really cares" about them.
- The overall program's flexibility allows students to work at their own pace and on their own schedule, with supportive teachers who respond quickly and provide helpful guidance, as well as helpful assistance of learning coaches

2. Online Parent/Guardian Survey (25 responses):

- 88% agreed or strongly agreed that CCS is a safe and orderly place.
- 84% supported CCS's consistent decisions in upholding our mission of "Growing environmentally literate, community impacting learners of excellence."
- Parents/guardians highlighted excellent support from caring and dedicated teachers and staff, with flexibility and strong communication to help students succeed.

3. Seat-based Student Survey (41 responses):

- 87.8% expressed high or moderate satisfaction with CCS's educational program.
- 78% agreed or strongly agreed they have access to necessary tools and resources for success.
- 68.3% reported being happy as CCS students.
- Students highlighted the small, close-knit school community, friendly teachers and supportive friends where there is a welcoming environment where everyone knows each other and enjoys activities like recess, field trips, and sports.

4. Seat-based Parent/Guardian Survey (65 responses):

- 90.4% would recommend CCS to other parents/guardians.
- 81% agreed or strongly agreed their students are well-prepared for the next level of schooling.
- 97.6% found their student's teacher accessible, responsive, and communicative.
- Parents/guardians appreciate the small class sizes, caring teachers, and strong communication between staff and families that foster a close-knit, supportive community where students receive personalized attention and feel safe and valued

Survey responses are carefully reviewed each year, including staff surveys, to guide program improvements. For instance, Work-Based Learning and World Language options were added in the 2022-2023 school year in response to requests from online students and parents/guardians.

We value the input of our school community and remain committed to using this feedback to enhance the educational experience at CCS.

Environmental Education (EE) (Part X)

EE

The mission of CCS's authorizer, Osprey Wilds, is to instill a connection and commitment to the environment in people of all communities through experiential learning. OW defines EE as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities and the Earth. The overarching goal of EE is an environmentally literate citizenry. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills and attitudes in order to create a healthy planet, where all people live in balance with the Earth.

EE is at the core of CCS's mission to deliver excellence in education. We strive to bring CCS stakeholders to a higher level of environmental literacy so that CCS stands out as a one-of-a-kind offering in the Central Lakes Region that prepares students for the green-based workforce and community of 2050. This emphasis includes engaging the community and environment into our learning atmosphere and increasing environmental literacy, including action based preservation, conservation, stewardship and beautification.

Our goal is that CCS students, parents/guardians and staff will increase their environmental literacy, and develop the knowledge, skills and attitudes to support a sustainable and healthy environment. We use the natural surroundings of the Central Lakes Region and the unique environments that our online students reside in to enhance learning, engage in problem solving and take action to improve the environment. As a result, CCS students develop a deeper understanding about the relationship between the earth and human interactions. We are also able to learn about the similarities and differences of our different environments.

Because we value a hands-on, experiential learning environment, we take advantage of whatever opportunities we have during the year to engage our students in activities that foster their understanding of the environment. Whether it be through studying phenology or aquaponics, students have a chance to learn by doing when it comes to helping the environment. In addition, we work with our students to have a direct impact on our environment:

- We conduct an annual spring highway cleanup project by mobilizing students and staff in age-appropriate clean-up activities. Our older students, under the supervision of staff, clean up areas of main roads in Crosslake. Our younger students stay very close to staff and the school grounds while working on school grounds and close locations around town to clean up garbage.
- We use the CCS solarium as an educational resource to highlight different growing media, including compost, soil-based growing platforms and an aquaponics lab that uses clay pellets with a water base to grow plants.
- The Middle School participates in green energy projects which includes both solar and wind energy.
- We create upcycled projects and learn about what things can be reused and/or recycled.
- We take field trips both virtually and in-person to learn about ways that humans affect the environment. Some of those field trips include Osprey Wilds Environmental Learning Center, The Loon Center, and Long Lake Conservation Center. We also have guest speakers come to us, such as DNR officers, The National Loon Center and naturalists.

Becoming more environmentally literate

Several items stand out here, including the level of engagement our students have with the recycling and waste reduction program at our school. Students are actively involved in the collection of recyclable items and seeing they are properly placed in recycling containers. Students are actively involved in programs such as "Project Feeder Watch" and on-going phenology activities.

In addition, we take what some might consider a "science only" topic and embed environmental literacy throughout all disciplines of our curriculum.

Solarium

With the 2018 move into our new school building, a whole new set of opportunities opened for staff and students. A large Solarium in the southwest corner of the building allows our school the



opportunity to grow plants all year round. In doing so, our students now have a chance to take what they learn about plantings in the classroom and put it into action.

Our Solarium also features an aquaponics lab, with a large tank of Koi fish and goldfish who fertilize the water that circulates through several bins of clay pellets, allowing students to witness their own small ecosystem and how plants grow in such an environment.

Next to the aquaponics lab is a soil-based growing platform that utilizes compost that our students have created by gathering food waste from our kitchen and processing it in our own compost bins. This allows students the chance to compare two different growing media and how they affect plant growth.

The Solarium provides a flexible learning environment, ripe with possibilities. Lessons about these opportunities vary based upon the grade level.



CCS School Forest (The Hundred Acre Woods)

The CCS school site has about four acres of property that has been left in its natural state. CCS recently applied for and received designation as a *School Forest* by the Minnesota Department of Natural Resources (DNR). While not a hundred acres, this School Forest will help our students learn about the habitats of local wildlife including deer, fox, other small animals and birds native to our area of the state. It provides another opportunity to ingrate environmentalism into all our curriculum. For example, a teacher might lead students to the woods and read a story that features woods. Or students might gather leaves during math class to determine ratios of maple leaves to oak leaves. There is a small wetland included in the forest area, which lends itself to new learning. Since it has been designated as a School Forest, the Minnesota DNR offers support for teachers and on-site visits for students.



Science Wednesday

In our online elementary program we put on our scientist lab coats every Wednesday during our morning meeting. We explore, conduct experiments, share our observations, and try to figure out how we fit into and affect our environment. We have learned about urban animals and how we can help them and keep ourselves safe. We have learned about the differences between toads and frogs and how sensitive they are to changes in the environment and pollution. An experiment with soap about surface tension helped us understand why it is important to keep soaps and cleaning products out of our lakes. We have explored some of the amazing things in nature that we use everyday to make our lives easier. Things like the stickiness of velcro, and the strength of an oval or egg shape. Each week we dive in a little deeper to expand our knowledge of the world around us.

Environmental Literacy Plan

We are implementing our Environmental Literacy Plan (ELP). The ELP addresses how CCS implements EE learning and measures progress toward its contractual goals. It also guides CCS staff from EE awareness to taking part in the EE action continuum. The EE Committee oversees the development of the ELP and helps develop EE opportunities in the school.

Teachers participate in the ELP process. Each classroom teacher is responsible for creating an EE classroom goal, that is based on the developmental stages of the students in the classroom. Teachers correlate their EE goal to academic standards. At the end of the year, the goal is evaluated for its effectiveness.

Starting in the SY21 school year, Crosslake Online has enrolled all 6-8 grade students in a required course that integrates environmental education with music and art standards. Additionally, environmental education concepts are integrated into all online courses. We use online nature journals and participate in citizen science activities.

In the seat-based program, middle school specials have an EE elective class for a half-hour in the afternoon each quarter that occurs 2-4 times a week, led by our 5th-8th grade science teacher. This class focuses on an EE goal and also helps care for our recycling, solarium, food waste, and educates the building on environmentally important topics and issues. During STEM class, students in PK-8th grade recorded their learning in all aspects of EE in their Jeffers Journals. These journals follow the students throughout the years at CCS so students can reflect on their continuous learning. Students also have classroom Jeffers journals where they can capture their learning in interdisciplinary contexts throughout the year.

In addition to the Jeffers Journal, the seat-based staff participated in a half-day training led by the Jeffers Foundation, that included activities and resources to use interdisciplinary to support our mission of environmentally literate students.

Governance and Management (Part XI)

Includes Annual Board Training and Administrator Professional Development Report(s)

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 2023-24 school year are listed below:

Board Directors	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address
Josef Garcia	Member Chair 24	Community	11/17/23	01/08/24	6/30/26	josefgarcia@crosslakekids.org
Colin Williams	Secretary 23 Vice Chair 24	Seat-Base Teacher	11/18/22	01/09/23	6/30/25	collinwilliams@crosslakekids.org
Mindy Glazier	Treasurer 24	Seat-Base Teacher	11/17/23	01/08/24	6/30/26	mindyglazier@crosslakekids.org
Clare Thompson	Member Secretary-24	Online Teacher	11/18/22	01/09/23	6/30/25	clarethompson@crosslakekids.org
Jared Griffin	Member	Seat-Base Parent/ Guardian	N/A	3/18/24	6/30/26	jaredgriffin@crosslakekids.org
Belinda Yurick	Member	Seat-Base 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
Karen Teff	Member	Online Teacher	11/19/21	1/10/22	12/31/23	karenteff@crosslakekids.org
Abi Swenson	Treasurer 23	Seat Base Teacher	11/19/21	1/10/22	12/31/23	abigalyeswenson@crosslakekids.org
Chris Rhinehart	Vice Chair 23	Seat-Base Parent/Guardian	11/19/21	1/10/22	12/31/23	chrisrhinehart@crosslakekids.org
Holly Amaya	Ex-Officio	Director of Online Learning	N/A	N/A	N/A	hollyamaya@crosslakekids.org
Annette Klang	Ex-Officio	Director of Seat Base Learning	N/A	N/A	N/A	annetteklang@crosslakekids.org
Jenna Leadbetter	Ex-Officio	Director of Online Learning	N/A	N/A	N/A	jennaleadbetter@crosslakekids.org

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.

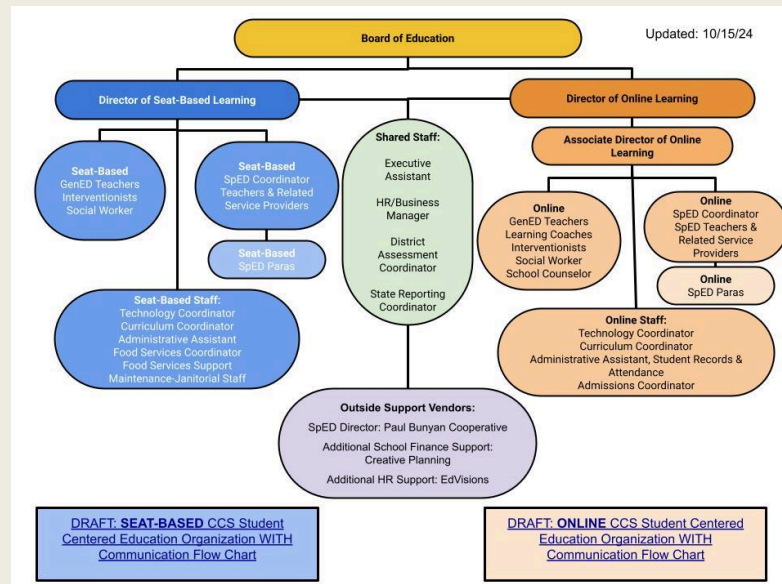
Listed below is information relative to initial and on-going board training during the 2023-24 school year.

Initial Training

Initial Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Jared Griffin	01/10/22	02/08/22 OSPREY WILDS	02/08/22 OSPREY WILDS	02/22/22 OSPREY WILDS
Chris Rhinehart	01/10/22	02/08/22 OSPREY WILDS	02/08/22 OSPREY WILDS	02/22/22 OSPREY WILDS
Abigayle Swenson	01/10/22	02/08/22 OSPREY WILDS	02/08/22 OSPREY WILDS	02/22/22 OSPREY WILDS
Josef Garcia	01/10/22	2/08/22 OSPREY WILDS	02/24/22 OSPREY WILDS	02/22/22 OSPREY WILDS
Karen Teff	11/19/21	2/08/22 OSPREY WILDS	02/24/22 OSPREY WILDS	02/22/22 OSPREY WILDS
Colin Williams	01/09/23	2/07/23 OSPREY WILDS	2/07/23 OSPREY WILDS	2/07/23 OSPREY WILDS
Clare Thompson	01/09/23	2/07/23 OSPREY WILDS	2/07/23 OSPREY WILDS	2/07/23 OSPREY WILDS
Mike Neumann	02/13/23	07/07/23 OSPREY WILDS	07/07/23 OSPREY WILDS	10/2/23 OSPREY WILDS
Emily Stull Richardson	01/08/24	09/10/2024 OSPREY WILDS	10/08/2024 OSPREY WILDS	09/10/2024 OSPREY WILDS
Mindy Glazier	01/08/24	2/6/24 OSPREY WILDS	2/6/24 OSPREY WILDS	2/6/24 OSPREY WILDS
Belinda Yurick	01/08/24	6/10/24 MSBA	6/10/24 MSBA	6/10/24 MSBA

Annual Training

Annual Training – FY23			
Board Member Name	Training #1: MDE Assurance of Compliance and Mandated Reporting Training Cheryl Cole 10/16/23	Training #2: School Finances Justin Nielson, Abdo 11/20/23	Training #3 Osprey Wilds Performance Improvement Plan Abi Swenson 5/20/24
Jared Griffin	Attended? Yes	Attended? Yes	Attended? Yes
Josef Garcia	Attended? Yes	Attended? Yes	Attended? Yes
Chris Rhinehart	Attended? Yes	Attended? No	Attended? N/A
Abigayle Swenson	Attended? Yes	Attended? Yes	Attended? N/A
Karen Teff	Attended? Yes	Attended? Yes	Attended? N/A
Colin Williams	Attended? Yes	Attended? Yes	Attended? Yes
Mindy Glazier	Attended? N/A	Attended? N/A	Attended? Yes
Belinda Yurick	Attended? N/A	Attended? N/A	Attended? Yes
Emily Stuhl Richardson	Attended? N/A	Attended? N/A	Attended? No
Clare Thompson	Attended? Yes	Attended? N/A	Attended? Yes
Mike Neumann	Attended? Yes	Attended? No	Attended? Yes



List of Administrators/Qualifications

Holly Amaya, MA til 5/31/24 Jenna Leadbetter, EdD- Director of Online Learning - 6/1/24
Annette Klang, BS - Director of Seat-Based Learning

As a non-licensed administrator, Annette Klang has developed Professional Development Plans in partnership with the school board. Both school leaders are evaluated annually by the school board.

Annette Klang, Director of Seat-Based Learning
Professional Development (PD) Plan, 2023–2024

Responsive Classroom emphasis. Because our ESSER fund money needed allocation we allowed our staff to become fully engulfed with the theory of Responsive Classroom. This has been a school-wide initiative, not required by the board, but as always, strongly supported. Most of the teachers have taken the introductory and advanced training. Annette has given full support and figured out funding for this initiative. Her PD plan was as follows:

Intro to Responsive Classroom: completed on November 28, 2023 Introduced and solidified the Responsive Classroom principles. Worked on practical applications for self and classroom.

Leadership Seminar: Cultivating a Culture of Responsiveness January 11, 2024 Examine Responsive Classroom principles, strategies, and practices that strengthen the school culture for students, educators, and parents. Reviewed how to implement this practice schoolwide and not just in the classroom.

Leadership Seminar: Implementation of the Culture February 1, 2024 Determine levels of schoolwide implementation of the Responsive Classroom approach in your school. Engage in goal setting and planning for differentiated practices and professional development to meet the identified growth needs. Reflect on strategies for providing clear, focused, and positive school leadership.

Annette participated in smaller trainings as well as read multiple articles about Responsive Classroom. She has been involved with the Minnesota Association of Charter Schools meetings as well as regular contact with a mentor Superintendent. She participated in multiple trainings offered through Sourcewell regarding the Marzano Framework as well as evaluations for teachers and other staff.

Staffing (Part XII)

2023-24 Staffing

2023-24 Licensed Teaching Staff				
Name	File #	License and Assignment (subject/grades)	24-25 Status*	Comments
Amaya, Holly	417843	Director of Online Learning	NR	Resigned

Beasley, Victoria	451676	Online Special Ed	R	
Berg, Sheila	361419	Online Student & Family Engagement Coordinator	R	
Bierce, Rose	1007963	Online Math	R	Shifting to PT Online Assc. Director in 24-25
Boutto, Racheal	1016722	Grades 1 & 2 Teacher	R	
Brekke, Nancy	276249	Online Learning Coach	R	Shifting to EL Teacher only in 24-25
Burner, Jennifer	327176	Online Learning Coach	R	
Christenson, Lucas	1011077	Online Social Studies	R	
Coulter-Glazier, Mindy	512566	Kindergarten/1st	R	
Cutkay, Joseph	1014364	Grade 1-2	R	
Davis, Katherine	388183	Online Music	R	
Donley, Melanie	368796	Title 1	R	Shifting to Online Interventionist
Duray, Monique	397793	Online Language Arts	R	
Durham, Patricia	414607	Online Teacher and Learning Coach	R	
Endersbe, Todd	297655	Online Special Ed	R	
Fjelstul, Kristine	504973	Social Worker	R	
Gilbertson, Rebecca	468452	Online Teacher	R	
Grady, Natalie	502529	Online School Counselor	R	
Hardy, Cristin	420479	Online Special Education Teacher	R	
Hartz, Clarissa	1024151	Title 1/STEAM Teacher	R	Shifting to Pre-K Teacher in 24-25
Hetherington, Scott	288117	Online Teacher	R	
Jacobson, Gena	350222	Online Special Ed Coord.	R	
Jahnke, Paige	427101	Online Special Ed	R	
Jost, Lauren	1003793	Special Ed	R	Shifting to Title 1 Teacher in 24-25
Klang, Annette	313830	Director of Seat-Based Learning	R	
Klaus, Callista	996080	Online Learning Coach	R	
Kulseth, Eileen	411756	Art Teacher	R	
Kyllo, Elizabeth	465675	Online Social Studies & Learning Coach	R	
Laasch, Lisa	445202	Middle School Science	R	
Lerud, Joanna	369367	Online Home Ec	R	
Loeffler, Beverly	432910	Hourly DAC support	R	
Lovdahl, Lisa	180100	Online Learning Coach	R	
Matthes, Ann	319555	Special Ed	R	
McCullough, Erin	473322	Online Learning Coach	R	
Miller, Amy	346202	Online Social Worker	R	
Moe, MaryKay	386311	Online Science	R	
Morris, Isabelle	1010894	Online Spanish & French	R	
Muller, Jennifer	505484	Online Teacher	R	
Newton, Micheal	513201	K-8 Music	NR	Resigned
O'Brien, Heidi	482836	Pre-Kindergarten	R	Shifting to Title I Teacher in 24-25
O'Brien, Kevin	1018172	Middle School Math	R	
Oleszko, Angela	448916	Online Special Ed	R	

Peterson, Julie	499627	Online Learning Coach	R	
Powers, Mara	491598	Grade 3-4	R	
Priest, Cathy	261511	Online Science & Math	R	
Richardson, Emily	426852	Online Art, Curr. Coord.	R	
Rogosheske, Megan	510420	Online Lang. Arts & Learning Coach	R	
Scheuman, Amy	443567	Online Lang. Arts	R	
Schubert, Stephanie	511614	Online Social Studies	R	
Schumacher, Lisa	434080	PE/Health	R	
Sievert, Rebekka	289052	Behavior Interventionist	R	
Smith, Rebecca	507273	Online Social Studies	R	
Steffen, Lisa	315201	Kindergarten Teacher	R	
Stehr, Troy	433570	Online PE/Health	R	
Strehlow, Jodi	488033	Learning Disabilities	R	
Swaggert, Mitch	1006441	Online Learning Coach	R	
Swanson, Lance	357486	5-8 Social Studies	R	
Swenson, Abigayle	500770	Title 1/DAC/Curr Coord	R	Shifting to FT DAC/Curr Coord in 24-25
Teff, Karen	332499	Online Math	R	
Thompson, Clare	297501	Online Science	R	
Toney, William		Online Science Teacher & Learning Coach	R	
Veit, Ronda	366031	5-8 Language Arts	R	
Walker, Calli	515927	Learning Coach	R	
Williams, Collin	1005527	Elementary Education	R	

* R = Returning, NR = Not Returning

Teacher Retention:

Percentage of Licensed Staff from 2023-2024 not returning in 24-25	3.13%
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2023-24 Non-Licensed Staff			
Name	Assignment	24-25 Status*	Comments
Ackerman, Lori	Online Paraprofessional	R	
Aldridge, Stephanie	Paraprofessional	NR	Resigned
Anderson, Angenia	Health Aid/Paraprofessional	R	
Bahma, Nicole	Paraprofessional	NR	Resigned
Bittner, Kelly	HR/Business Manager	R	
Cole, Cheryl	Administrative Specialist	NR	Retired
Deshayes, Beth	Paraprofessional	R	
Duffy, Elizabeth	Administrative Assistant	R	
Faust, Kathy	Coordinator of Food Service	R	
Forland, Katie	Paraprofessional	NR	Resigned
Friday, Julie	Paraprofessional	R	
Green, Paula	Executive Assistant	R	
Haag, Mary Jo	Paraprofessional	R	
Holmes, Christina	Online Admin Asst	R	
Ikola, Sarah	Paraprofessional	NR	Resigned
Iannazzo, Pamela	Paraprofessional	NR	Retired
Jacobson, Tammi	Food Service	R	
Johnson, Terri	Paraprofessional	R	
Kluck, Stephanie	Custodian	R	
Kuefler, Christy	Online Attendance Coord.	R	
LeBlanc, Toni	Interventionist	R	
Loeffler, Beverly	DAC Consultant	R	

Lyke, William	Online Tech Coord	R	
Miller, Janna	Paraprofessional	R	
Miller, Jennifer	Coordinator of Technology	R	
Oyaas, John	Janitor	R	
Papillon, Molly	Online Registrar, MARSS	R	
Pederson, Stephanie	Paraprofessional	R	
Reed, Lillian	Paraprofessional	NR	Resigned
Roach, Cherice	Paraprofessional	R	
Roberts, Bud	Maintenance	R	
Roisum, Ann Marie	Food Service	NR	Retired
Stanley, Jessica	Paraprofessional	NR	Resigned
Town, Kristin	Paraprofessional	NR	Resigned
Young, Lisa	Online Paraprofessional	R	

* R = Returning, NR = Not Returning

Staff Retention:

Percentage of Non-Licensed Staff from 2023-2024 not returning in 24-25	28.57%
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2023-24 Teacher Professional Development Activities:

During the 2023-24 school year, seat-based staff engaged in several sessions of professional development and networking sessions provided by Sourcewell, our regional service cooperative for the fifth year in a row.

As a Qcomp school, bi-weekly professional development in professional learning communities took place. These bi-weekly sessions were broken down into time spent with the full PreK-8 group and also grade-level teams. On a weekly/monthly basis, depending on the needs, during the year, seat-based and online staff met with either grade level or full staff to engage in discussions about how to improve our test scores, in particular relating to math, which is an area we continue to see a need for improvement. The seat based program does regular dissection of Minnesota State Standards. These deep dives of standards alignment, curriculum planning, and cross curricular comparisons make for some very challenging meetings as they seek the best instructional practices. The seat-based staff is also very consistent with data comparisons and instructional methods.

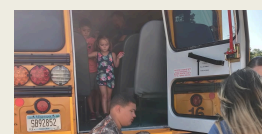
The seat-based staff receives training and implements the Catalyst Approach management procedures and Responsive Classroom philosophy. All staff are required to be trained and are encouraged to be certified in the small group and large group. The HRS (High Reliability School) training is also embedded in the data discussions as well as multiple other factors. In 2022, we got certified in Level 1, Safe and Collaborative Culture. We began the process of Level 2 certification, Effective Instruction in Every Classroom, in 2023-2024. The leadership team met regularly to discuss systems and practices to meet this goal. The seat-based staff also received training in data analysis and transitioning from STAR to Fastbridge, and our data-based decision making process.

For 2023-24, the online program's professional development for teachers primarily focused on training in National Standards for Quality Online Learning (NSQ) standards, focusing on "Assessing Your Learners." NSQ and Quality Matters (QM) have been the most used and respected benchmarks for states, districts, and schools who provide online courses, programs, and teaching since first being introduced in the mid-2000s. Based on what they learned in QM's Assessing Your Learners course, teachers are revising their assessments and use of rubrics, evaluating academic integrity procedures, and incorporating student mid-year feedback into course revisions. Coaches focused on SEL training through Michigan Virtual's professional development offerings. Michigan Virtual (MV) is a leader in and one of the best state-run online programs in the country.

Licensed staff in the online program also received additional professional development in:

- MTSS
- Environmental Education
- Fastbridge
- Youth and Adolescent Mental Health
- GLSEN LGBTQ Inclusive School Assessment

In addition to these professional development activities, the online program continued



its 3-year summative evaluation process for licensed staff. The updated procedure includes submission and review of: a teaching and learning portfolio based on the NSQ best practices, student growth goals from the past 3 years, and measures of student engagement. The Online Director then met and discussed the summative evaluation with each licensed staff member and made recommendations for areas of leadership, growth, and/or need for a professional assistance plan.

Operational Performance (XIII)

Health and Safety at CCS

CCS considers the health and safety of our students and staff to be of utmost importance. CCS annually trains staff on issues such as bloodborne pathogens, Right to Know, first aid and CPR. Our full time school health aid ensures that help is consistently on site for illness, medication dispensing and health screenings, and a resource for students who may be “At-Risk”. She works to maintain records, inform parents of all necessary contacts, monitors out of the ordinary habits and is the coordinator of the regroup telehealth services. Our current health aide is also an emergency responder, capable of handling all emergencies that might come our way.

CCS employs a full-time maintenance person charged with the task of seeing to it that proper cleaning processes are in place as well as repairs and some innovative projects. Staff have been trained on emergency and safety protocols and maintenance staff received training on the HVAC system and other operational components.

Transportation

CCS contracts with Crosby-Ironton Transportation Inc (C-I Transportation) for all of our transportation needs. This arrangement has been a very positive one for CCS. C-I Transportation treats us with the same respect and care as their own school district and we appreciate the level of service we receive. The personnel of the bus service are highly-trained, keep us up to date and informed on various issues and are also extremely accommodating to us with additional needs and services. The C-I Transportation has been a helpful partner in this process. We remain pleased with the performance and safety of our students through C-I Transportation.



Facilities

Our school building has served us well and staff and students continue to enjoy its surroundings. The LAKE Foundation is responsive to our needs and is working with us to plan building improvements. Over winter break of 2023-24, the LAKE Foundation installed new cabinets and storage around the building, including an external storage shed. The discussed needs and the plan with staff to ensure staff had what they needed.



Food Service Programs

Overseen by our Food Services Coordinator, our food service program has been a big success. Our Coordinator does an excellent job of tracking data, including free and reduced applications, as well as all revenue and expenses. Students, especially middle schoolers, have input regarding the menu and choices for lunch.



Due process – Student Discipline Data

Our school has a clear discipline policy in place that outlines consequences for student behavior. When it becomes necessary to suspend students, Pupil Fair Dismissal protocols are followed. If a student with an IEP is in need of consequences, prior to any suspension taking place, a manifestation determination will be held to identify whether or not the student behavior falls within the guidelines of the IEP. Minor infractions or disruptions are handled through in-school suspension and detention models. Students on IEPs are typically referred to the special education teacher for intervention strategies aligned with IEP guidelines.

Parent/Guardian Engagements (i.e. non-distance learning), parents/guardians are involved with CCS in a number of ways:

- Parent Teacher Organization involvement.
- Key Parent Teacher Organization (PTO) fundraisers that supported programs such as field trips.
- Time spent as classroom volunteers.

As a charter school, we also have parent/guardian representatives on our Board of Directors. Beginning in the 21-22 school year, one parent/guardian spot on the board is designated for an online parent/guardian,

one is for a seat-based parent/guardian, and one is for either online or seat-based parent/guardian.

Community Engagement

Similar to parent/guardian engagement, there needs to be a strong community presence in the school as well as opportunities for CCS to engage in the community of the walls of the building. Some examples of community engagement include:

- Active and engaged PTO
- Open House with Touch-a-Truck
- Halloween Parade
- Spaghetti Dinner
- Chili Cook-Off - Crosslake Days
- Martin Luther King, Jr. Day of service
- St. Patrick's Day Parade
- Annual Cabin Fever event
- Holiday Open House
- Weekly Visits to the Community Library
- Operation Sandwich (food packing initiative)
- Utilization of the National Loon Center and Loon Pontoon (StewardShip)
- Parking lot agreement and partnership with the Loon Center Foundation
- Christmas for Kids
- Thanksgiving food basket disbursement
- Veteran's Day Program
- Public Service Breakfast
- American Red Cross Community Blood Drive

to be a
outside



Hiring Practices

Our board has policies in place relative to specific hiring practices that include required licensure and education, based on position as well as veterans preference hiring. Staff openings are typically offered to internal staff at the outset and then posted externally should there not be any internal interest. Our school website and social media platforms are a key form of communicating job openings, as well as local online services such as MNSchoolJobs.org, EdPost at St. Cloud State University, and the Minnesota Association of Charter Schools' website hiring section and Indeed.com

Background Check Process for Staff, Board and Volunteers

Extensive background checks run through the BCA, are performed on all staff hired by CCS. In addition, any volunteers, including current parents/guardians of students, who spend any amount of time at CCS are also subject to less extensive BCA annual background checks.

Finances (Part XIV)

For questions regarding school finances and for complete financials for 2023-24 and/or an organizational budget for 2024-25, contact:

Name: Jenny Abbs
Position: Senior Advisor, Outsourced Business Accounting
Phone: 952-563-6835
Email: jenny.abbs@creativeplanning.com
Creative Planning provides accounting services for CCS.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the MDE and OW no later than December 31, 2024.

FY23 Finances	Fund 1 General Fund	Fund 2 Food Service	Fund 4 Community Education Fund
Total Revenues	\$5,932,357	\$112,409	\$115,068
Total Expenditures	\$5,467,997	\$129,322	\$96,920

Net Income	\$464,360	(\$16,913)	\$18,148
Total Fund Balance	\$1,766,569	\$0	\$20,243

Overview

The Board of Directors and staff of CCS have maintained a conservative mindset relative to finances for many years. We tend to estimate low on our enrollment and a little higher on our expenditures on an annual basis with an eye for avoiding any surprises to the budget. The continued growth of CCS's seat-based program and the rapid growth of CCS's online has made it challenging to accurately predict what our enrollment will be. This has been a positive challenge in that for the past seven years, our enrollment has exceeded our projections when it comes to budget.



Revenues and Expenses

Fund 01

As noted in the financial grid above, Fund 01 (General Fund) continues to see positive fund balances on an annual basis. About 90 percent of our funding comes from the State of Minnesota. Approximately, 8 percent of our expenditures are spent on staff salaries and budgets.

Fund 02

Fund 02 (Food Service) is used to record the financial activities of a school district's food service program. Food service includes activities for the purpose of preparation and service of milk, meals and snacks in connection with school and community service activities. It also provides meals at a reduced price or free meals for families who qualify because of low income.

Fifty-Five percent of Fund 02 consists of federal funds and the state funds the rest of the revenue. A significant portion of the expenses in Fund 02 are paid out to employees.

Fund 04

While the intent of Fund 04 (Community Education Fund) is to generate the revenue necessary to run the various programs. The focus of these activities is enrichment programs for any age level that are not part of the K-12 education program. The shortfall in that fund balance is not unexpected as we continue to grow our PreK program. The board has made a decision to assist with shortfalls should they exist in terms of PreK revenues and expenditures.

CCS's revenue from Fund 04 comes from local sources, such as city and county taxes and transfers from the general fund. Most of the expenses come from staff salaries.

Net Surplus or Deficit and Fund Balance

The grid above demonstrates a solid fund balance for CCS and we have exceeded our 23% fund balance goal. We annually see a positive impact to our fund balance, but the fund balance as a percentage is not increasing at the same rate as our revenues and expenditures. In addition, CCS does not hold any bonds to finance our building. Thanks to the generosity of the LAKE Foundation, a 501(c)(3), which owns and leases the building to CCS without any debt, allows CCS to be debt free. At the same time, CCS continues to maintain a strong fiscal stance.

WBWF Annual Budget

Each year, CCS assesses the goals in the WBWF plan and ensures that adequate expenditures are used to meet these goals. When these strategic goals are met, CCS is able to ensure continued growth financially and academically.

Future Plans (Part XV)

Continuous Review/Improvement Process

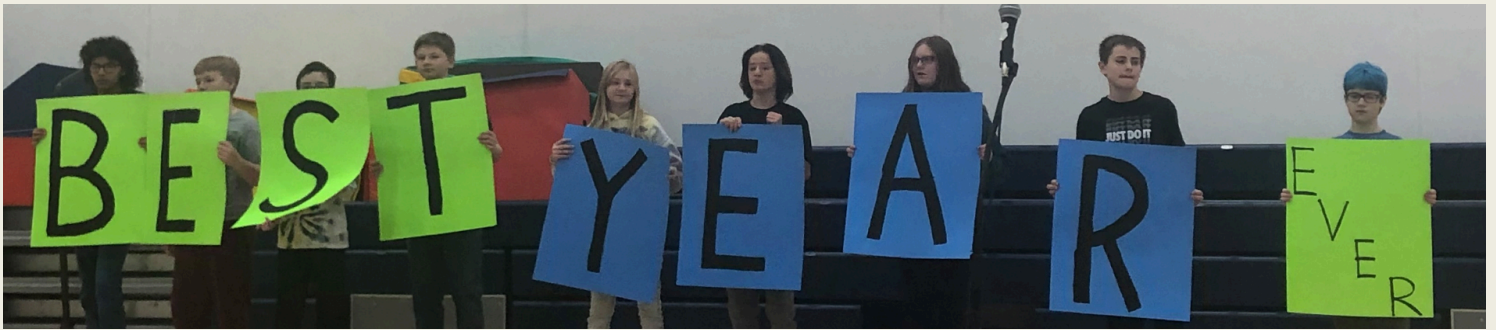
Facility, program and technology plans are part of the continuous improvement plan. The facilities and technology have a static review process that addresses immediate and long-term needs. Note that all students and staff now have access to a computer and internet service away from the physical building.

Over the Next Three to Five Years

Over the next three to five years, we will be implementing a new Strategic Plan that we are working with TeamWorks to develop. Some of the areas we will focus on are:

- Engage and empower students to become more active participants in learning experiences that are relevant to their lives and the global marketplace.
- Increase inspiring and unique learning opportunities and resources to improve engagement and student learning in reading, math and science.

- Increasing our environmentalism focus so that CCS prepares our students for the green-based workforce and community of 2050. We will focus on environmental literacy, including action-based preservation, conservation, stewardship and beautification.
- Create and maintain a school environment where students feel safe and are happy they are part of the CCS community.
- Increase the diversity of CCS's students.
- Recruit, hire and retain qualified and effective teachers and staff. Provide embedded professional development that pays a competitive wage.
- Provide teachers with current technology and training so they can enhance the learning environment and so they help students prepare for the 2050 workforce.
- Use PLCs to access the MTSS model of student intervention and data tracking based on the progress through standard reference reporting (HRS Level 4).
- Meet or exceed the contractual obligations with OW with a focus on student learning and sustainability.



Appendix A - School Calendars

CROSSLAKE COMMUNITY SCHOOLS | 2023-2024 - SEAT-BASED

Crosslake Community School Calendar | 2023-2024

Seat-Based Learning

Updated and Board Approved 4/17/23

JULY '23						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

01 - No School
02 - No School
03 - Students/Staff return to school
15 - MLK Jr - No School
19 - End of Semester 1
19 - No School/
Professional Development

19 - S
20 - T

JANUARY '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST '23						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

08, 09 - MN Summit
14-17 Kinder Kamp
24 - New Teacher/
Lead Teacher 8:30-noon
28, 29, 30 - Professional Development
29 - Open House
31 - First Day of School

1 - S
4 - T

19 - President's Day - No School
29 - Early out/
Conferences

20 - S
20 - T

FEBRUARY '24						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

SEPTEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

04 - Labor Day - No School

20 - S
20 - T

01 - No School/
Professional Development
22 - End of Quarter/
2 hr. Early Out
25-29 - Spring Break

15 - S
16 - T

MARCH '24						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

OCTOBER '23						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

03 - Conference Night
05 - Conference Night
06 - No School
19-20 - MEA No School
23 - No School/
Professional Development

18 - S
19 - T

1 - Optional Make-up Day/
Professional Development

21 - S
22 - T

APRIL '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

NOVEMBER '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

03 - End of Quarter/
2 hr. Early Out/
Professional Development
23-27 Thanksgiving Break
27 - Professional Development

19 - S
20 - T

24 - Last day of School/
End of Semester 2
28 - Professional Development
29 - Professional Development

18 - S
20 - T

MAY '24						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

DECEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

21-29 Winter Break

14 - S
14 - T

Totals
165 - S
175 - T

E-learning packets to be issued by
October 3 and January 3

Start of School Day: 8:30 a.m.
End of School Day: 3:15 p.m.

JUNE '24						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Crosslake Community School Calendar | 2023-2024

Online Learning

Updated and Board Approved 4/17/23

JULY '23						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

01-02 Winter Break – no school
12 End of Semester 1
15 MLK Jr. - no school
16-19 J-Term
22 Start of Semester 2

S=20
T=20

AUGUST '23						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

28 Teacher PD
29 Teacher PD
30 Teacher PD
30 Virtual Open House
31 First Day of School

S=1
T=4

FEBRUARY '24						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

05 No School/Teacher PD
19 Presidents' Day - no school

S=19
T=20

SEPTEMBER '23						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

04 Labor Day – no school

S=20
T=20

MARCH '24						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

04 No School/Teacher PD
05-08 Virtual Conferences
25-29 Spring Break – no school

S=15
T=16

OCTOBER '23						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

02 No School/Teacher PD
19 No School-MEA
20 No School-MEA

S=19
T=20

APRIL '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

01 No School-Spring Break

S=21
T=21

NOVEMBER '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

06 No School/Teacher PD
07-10 Virtual Conferences
23 No School-Thanksgiving
24 No School-Thanksgiving

T=20
S=19

MAY '24						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

06 No School/Teacher PD
24 Last Day of School
24 End of Semester 2
28 Teacher PD
29 Teacher PD
31 High School Graduation

S=17
T=20

DECEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

21-29 Winter Break – no school

T=14
S=14

JUNE '24						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

04-28 Summer School Session

S=165
T=175

Online school is accessible to students 24 hours a day, 7 days a week following the school calendar. All online staff are expected to post their available office hours and be additionally available by appointment according to their FTE.

Crosslake Community School | 2023-2024 TESTING CALENDAR

JULY '23						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Jan 8- Feb 2 **FastBridge**
Schoolwide
Dec. 11-Jan 9 **Star SB**
Reading/Math
Dec 11-Jan 9 **Star OL**
Reading/Math

AUGUST '23						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY '24						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

SEPTEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

5-15 **Star SB** Reading/Math
5-Oct 4 **Star OL** Reading/Math
18-Oct 13 **FastBridge**
Schoolwide

MARCH '24						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

5-8 **Access** and **MTAS** testing if needed
13 **MCA OL** reading Grade 10
14 **MCA OL** reading Grades 3-8
20 **MCA OL** math Grade 11
21 **MCA OL** math Grades 3-8

OCTOBER '23						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Sept. 5- Oct 4 **Star OL** Reading/Math
Sept 18-Oct 13 **FastBridge**
Schoolwide

APRIL '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

3-4 **MCA OL** science Grades 5, 8
3-4 **MCA OL** High School Biology
5-15 **Star SB** Reading/Math
5- May 3 **Star OL** Reading/Math
9 **ACTs**
16-19 **SB MCA** Reading
23-26 **SB MCA** Math
30-May 1 **SB MCA** Science
30-May 2 **MCA** Make-Up
April 29-May 24 **FastBridge**
Schoolwide

NOVEMBER '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY '24						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 30-May 3 **MCA** Make-Up
April 5- May 3 **Star OL** Reading/Math
April 29-May 24 **FastBridge**
Schoolwide

DECEMBER '23						
S	M	T	W	Th	F	S
						1
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

11-Jan9 **Star SB** Reading/Math
11-Jan9 **Star OL** Reading/Math

JUNE '24						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						