



**OSPREY WILDS • CHARTER SCHOOL DIVISION**

**1730 New Brighton Blvd, Suite 507, PMB 196 • Minneapolis, MN 55413  
(612) 331-4181**

The authorizing mission of Osprey Wilds is to ensure quality academic and environmental literacy outcomes for Minnesota students through effective charter school authorizing.

2/05/2026

Crosslake Community School  
Attn: Board Chair  
PO Box 1020  
Crosslake, MN 56442

re: OW Site Visit Follow-Up

Dear Board of Directors of Crosslake Community School,

Thank you for hosting me on a January 13, 2026 site visit to Crosslake Community School. I enjoyed being in your learning community and speaking with students and staff. As you know, these visits are an essential part of our authorizing work. They allow us to observe classrooms, tour the facility, and spend time meeting with staff, students, board members and others with whom we don't usually have the opportunity to engage.

The information we gather from our visits helps inform the school's Academic, Environmental Education, Financial, and Operations Performance Evaluations, and ultimately the Renewal Performance Evaluation and charter renewal. I want to communicate a few key observations that the board and school staff may consider to inform Crosslake Community School's continued improvement. Observations below are aligned to OW's performance evaluation frameworks, which you can find on the [OW website](#).

Operations Indicator Area 1.2 Instructional Practices: Does the school implement instructional practices that focus on student achievement?

- One of the school's areas of improvement from Exhibit S is related to standards-aligned instruction. The school is in the process of auditing curriculum against new MN standards. For the online program, they are transitioning from Edmentum to FlexPoint to ensure better alignment, and there is a specific project this summer to align any teacher-created resources standards. The in-person program utilizes evidence-based curricula for core subjects, supplemented by teacher resources for Science and Social Studies. The District Assessment Coordinator (DAC) and curriculum teams are actively creating "cross-walk" spreadsheets to align current resources with new state standards (specifically the READ Act and the new ELA standards). Teachers are using time in Professional Learning Communities (PLCs) to engage in unit planning grounded in standards alignment. These practices indicate that the school is actively engaged in assessing the standards alignment of its curricular resources, and supporting teachers to understand what this means for their instruction. The school should continue its K-8 scope and sequence alignment, and make

sure that teacher-created resources in the online program meet the same rigor as the purchased curriculum.

- The school relies on "Responsive Classroom" (for community building/Morning Meetings) and "Catalyst" (for non-verbal redirection and management) as its core frameworks for classroom management. Implementation is supported by a behavior interventionist and an instructional coach. Behavior supports are well-aligned and consistently implemented across the school through the MTSS structures, the work of a dedicated behavior interventionist, and shared expectations taught early in the year. Clear processes exist for escalation, behavior intervention plans, and re-engagement following incidents, with data tracking used to identify patterns and inform next steps. Staff report being largely on the same page with behavior approaches, and students benefit from proactive check-ins, morning meetings, and consistent adult responses. The school should continue implementing these systems that create a consistent, positive school culture in its approach to classroom management.
- The school is intentionally strengthening instructional quality through its commitment to the High Reliability Schools framework and expanded coaching capacity. The addition of an instructional coach and curriculum/data leadership has improved access to support around lesson design, data use, and instructional practices, with strong voluntary participation from staff in coaching support. PLCs, peer observations, and aligned PD opportunities—including cross-program collaboration with online staff—demonstrate growing coherence and shared purpose in advancing teaching and learning.

While instructional support structures are in place, systems are still developing and would benefit from greater clarity and consistency. The instructional coaching position is new this year, and currently only at 0.2 FTE. Interviews with staff report that behavior incidents are down amongst students this year, and yet instructional coaching has been focused on implementing Responsive Classroom and Catalyst with fidelity. The school should consider prioritizing academic instructional strategies as the next area in which to provide coaching support, towards an effort to provide consistent rigor throughout the academic program.

Operations Indicator Area 1.4 Assessment: Does the school systematically collect, review, and use outcome-based data to improve student learning?

- One of the school's areas of improvement from Exhibit S is to ensure that staff members are fully trained in how to interpret and use STAR assessment results in their work with students. During this site visit, there is strong evidence that the school has successfully shifted from reactive data collection to proactive data usage. The school conducts curriculum surveys and bi-monthly data analysis within PLCs. The DAC is training teachers to interpret STAR and FastBridge data to determine if the 80% proficiency goal is being met, which informs curricular adjustments. Data analysis is formalized through the "CAREIALL" training and the MTSS data-based decision-making model. These practices make for a stronger academic program and the school should continue the practice of training teachers to own their data rather than relying solely on admin interpretation.

Operations Indicator Area 1.5 Professional Development: Does the school implement a professional development program designed to improve all pupil learning and all student achievement?

- Exhibit S asks the school to develop a shared vision for teaching/learning that clearly delineates which professional development (PD) funds are available to online, seat-based and individual staff members. The school's current practice has PD funds allocated per teacher in both programs for individual needs (approx. \$250/person), and also has implemented combined online/in-person PD days twice a year to foster cohesion and shared learning goals. PD topics are selected based on school-wide needs identified through data (e.g., behavior management training due to an uptick in dysregulation/ADHD diagnoses). The DAC tracks PD requests to ensure they align with district goals and student needs before approving funds. The school has taken clear steps to enact a culture of "two programs, one school" throughout the district, working to align supports across programs where it creates efficiencies. The school should continue these efforts, as they were spoken to positively throughout interviews with staff as being valuable and helping to improve communication between the programs.

Operations Indicator Area 1.6 Equity: Does the school provide educational programming that engages students in ways that are culturally and linguistically appropriate, responsive, and relevant?

- The school prioritizes relationship building with students through daily Morning Meetings, small class sizes, and an emphasis on creating a supportive school culture. Interviewed students generally reported feeling safe and noted that the teachers are one of the reasons they enjoy being at the school. It is clear that fostering positive relationships is a priority for the school, and the school should continue this practice.
- An area of development for the school is related to how it supports teachers to learn about students' cultures in order to make purposeful connections to the curriculum. The curriculum includes units on civilizations and religions and student interviews indicate cultural learning is largely limited to these standard social studies topics. The school should consider how it can broaden cultural responsiveness beyond standard curriculum units, perhaps utilizing the "Community Engagement" role to bring in diverse perspectives, ensuring students are prepared for a diverse world.

Thank you again for hosting Osprey Wilds' site visit. At our next site visit we are interested in learning more about the progress related to aligning the curriculum to state standards, both for the in-person and online programs. Please let me know what questions you have about this feedback. We appreciate the work your team is doing to serve students and families in Crosslake and at Crosslake Community School.

Sincerely,



Emily Edstrom Moore  
Authorizing Specialist, Academics

cc: Jenna Leadbetter, Executive Director