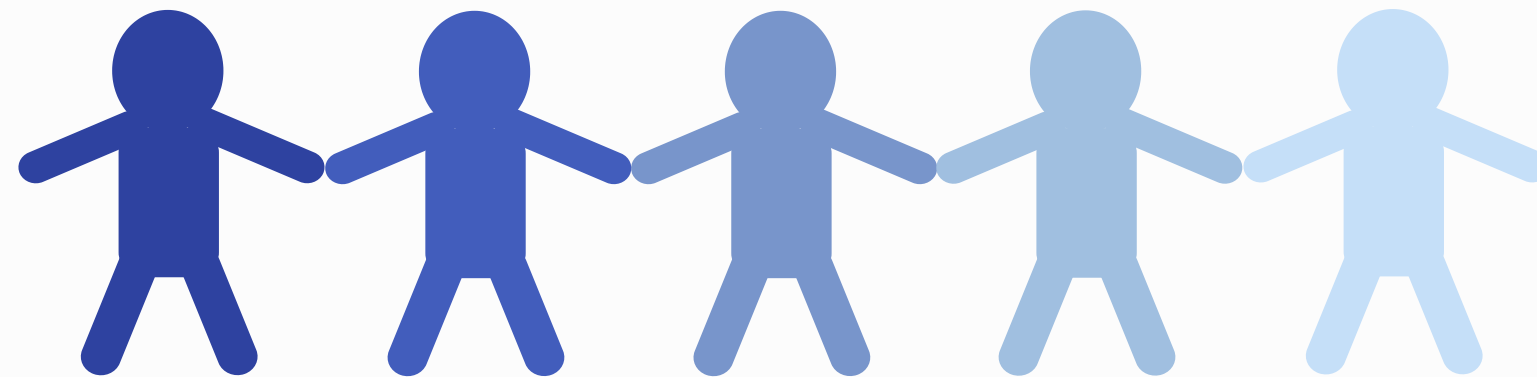**Crosslake Community School**
Public Charter School District #4059

CCS

To grow environmentally literate, community-impacting learners of excellence

ANNUAL REPORT 2024

Striving to be a school where students build meaningful connection with each other, the community, and the environment through exception and relevant learning experiences.

Comprehensive Achievement & Civic Readiness

Formally known as World's Best Workforce (WBWF), this strategic multi-year roadmap was put into legislation for districts and charter schools in 2013. The purpose of the advisory committee is to ensure the enhancement of student achievement through teaching and learning supports. During the 2024 legislative session, the MN Legislated renamed this work to Comprehensive Achievement and Civic Readiness (CACR).

School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plans that address the following five CACR goals:
- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.
- All students are prepared to be lifelong learners.

Current Committee Membership

Name	Role	Team Function
Dr. Jenna Leadbetter	Superintendent	Chair
Abi Swenson	Teaching & Learning Coordinator	Vice Chair, Notetaker, Literacy Lead
Annette Klang	In-Person Principal	Leadership
Rose Bierce	Online Principal	Leadership
Monique VonEnde	Online Assistant Principal	Leadership
Amy Scheuman	Online Teacher	Online MnMTSS Lead
Laurie Jost	In-Person Teacher	In-Person MnMTSS Lead
Gena Jacobson	Special Education Manager	Tier 2/3 & SpEd Alignment
Melanie Donley	Online ELA Interventionist	Staff Rep, Board Member
Mindy Glazier	Online Teacher	Staff Rep, Board Member
Lisa Schumacher	In-Person Teacher	Q-Comp Chair
Belinda Yurick	In-Person Parent	Parent Rep, Board Member
Steena Johnson	Community Member	Community Rep, Board Member
OPEN	Online Parent	Parent Rep
OPEN	Student (Grades 9-12)	Student Rep

About Us: Introduction

Crosslake Community School (CCS) strives to be a school where students build meaningful connections with each other, the community, and the environment through exceptional and relevant learning expereinces.

CCS offers pre-kindergarten (PreK) through Grade 8 in our in-perso building, located in the heart of Crosslake, MN. We limit class sizes to 19 students and employ a multi-grade learning environment, creating unique educational experiences that are difficult to duplicate in larger school settings.

CCS Online is an online learning program serving students in grades K-12. The online program features flexible learning opportunities that vary for the different grade band (K-K, 6-8, and 9-12). The online program is primary asynchronous, with synchronous components focused on student engagement.

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About Us: Our Authorizer

CCS has a long-standing relationship with Osprey Wilds Environmental Learning Center (OW), formally 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 CCS through a model that ensures that CCS fulfills its mission and vision and provides monitoring and oversight to help guarantee statutory requirement, MN Department of Education (MDE) requirements, and CCS' commitment to its community members.

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

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Executive Summary

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

Let's look at what we accomplished the previous year:

KEY ACHEIVEMENTS

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

ACADEMIC PERFORMANCE

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

LOOKING FORWARD

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

Implementation of Primary & Additional Statutory Purposes

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.
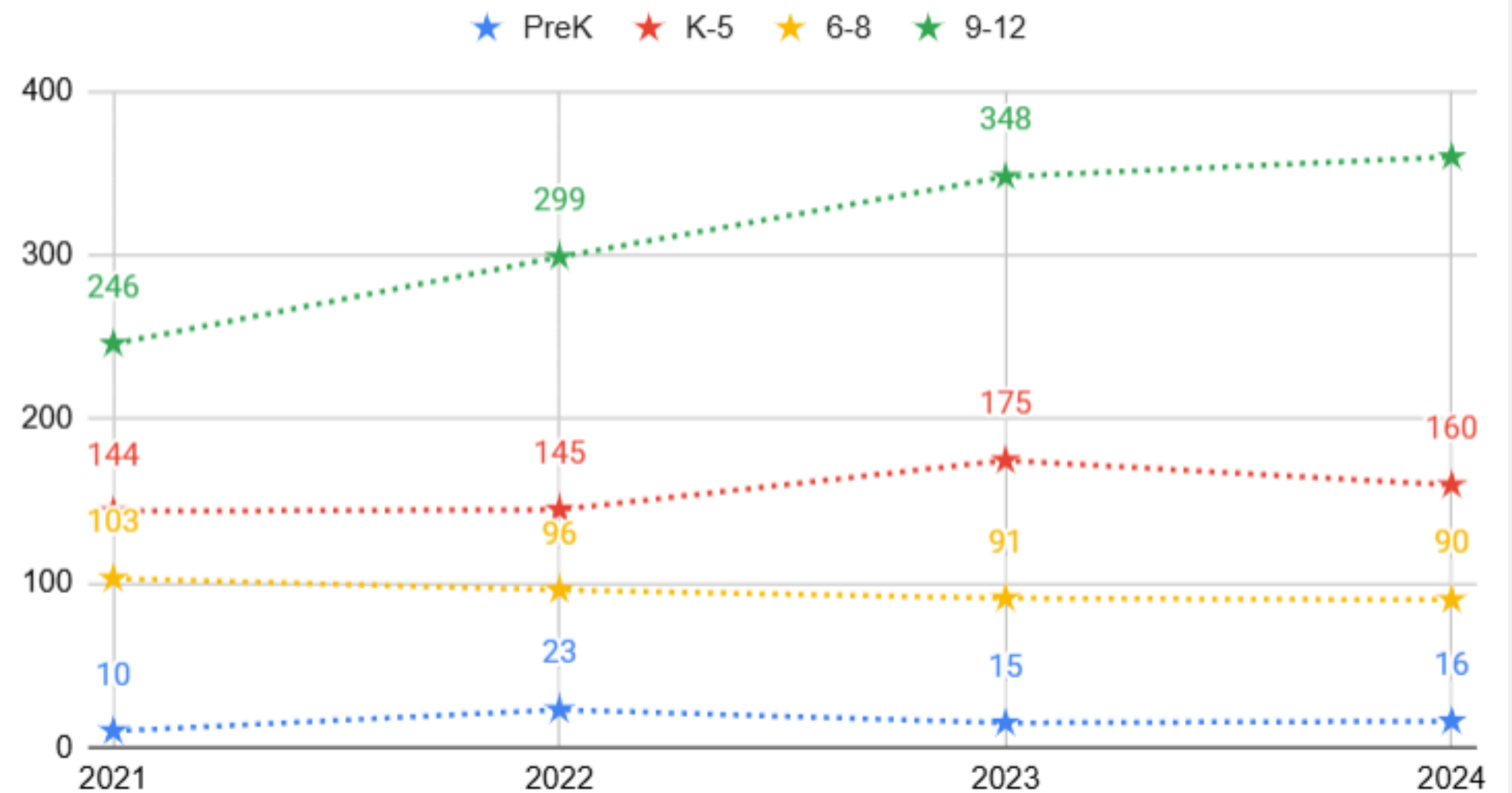
✓ believe
✓ achieve
✓ succeed

Student Enrolment

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

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

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

Historical CCS Grade-Band Enrollment

★ PreK ★ K-5 ★ 6-8 ★ 9-12

Year	PreK	K-5	6-8	9-12
2021	10	144	103	246
2022	23	145	96	299
2023	15	175	91	348
2024	16	160	90	—

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Student Attendance, Attrition, & Mobility

- The seat-based program's retention rate is higher in the younger grades and becomes lower as students get older.
- 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.
- Students who are drawn to more individual sports such as this will stay with us longer and eventually enroll in the online high school.

- Crosslake Online's retention rate has continued to increase year over year jumping from 60% in the 23-24 school year to 77.4% in the 24-25 school year.
- The grades with the highest rate of not returning are 5th, 8th and 11th as often students will transfer as they start a new school (transition to Middle School and transition to High School)

CACR Goal Progress Comprehensive Update

- CCS is pleased with our performance on Osprey Wilds contractual goals
- With the completion of various professional developments, staff implemented new instructional methods and evidence-based practices.
  - Our data trended on average with the hope that next year, with more solidification of these practices and routines, we will see a greater increase in proficiency in state testing
- To improve our performance next year, we have hired two Family and Community Engagement Coordinators to assist with our mission goals and to assist with MCA participation for our 3rd-12th graders.
- The in-person program will be participating in interdisciplinary unit planning that will also assist with alignment with state standards and school level alignment
  - With the knowledge building occurring in the primary grade, alignment through until planning will prepare students for middle school and high school level courses and assessments

CACR Goal 1: All Students Ready for Kindergarten

Measure 1.1 – From FY22 to FY24, the aggregate percentage of seat-based students in grades K-8 who participate in a minimum of two out of three major community engagement activities will exceed 90%.
Measure 1.2 – 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%)

Measure 1.1 the aggregate percentage of seat-based students in grades K-8 who participate in a minimum of two out of three major community engagement activities will exceed 90%.

Number of Students Participating in 2 out of 3 Community Engagement Activities	Total Number of Students (Grades K-8)	Percent of Students Participating in 2 out of 3 Community Engagement Activities
143	147	97.27%

Measure 1.2 the aggregate percentage of online students in grades K-12 who participate in an environmental or community engagement project will increase from the baseline set in FY22 (53.7%)

Number of Students Participating in an Environmental or Community Engagement Project	Total Number of Students (Grades K-12)	Percent of Students Participating in an Environmental or Community Engagement Project
239	345	69.27%

CACR Goal 2: Close the Achievement Gap Between Student Groups (Reading)

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

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

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

Measure 5.7 [AGC] – 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.

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

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

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

Measure 5.6: Reading: All State Accountability Tests – Online, Free/Reduced Lunch (Meeting Enrollment Criteria, Grades 3-8, 10)			
Exceeds	Meets	Partially Meets	Does Not Meet
1	4	3	13

CACR Goal 2: Close the Achievement Gap Between Student Groups (Math)

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

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

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

Measure 6.6 [AGC] – : 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.

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

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

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

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

CACR Goal 3: All Students Career & College Ready by Graduation (Reading)

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

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

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

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

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

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

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

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

CACR Goal 3: All Students Career & College Ready by Graduation (Math)

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

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

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

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

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

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

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

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

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CACR Goal 3: All Students Career & College Ready by Graduation (MCAs)

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

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

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

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

Measure 5.2: All State Accountability Tests – Seat Based, All Students (Meeting Enrollment Criteria, Grades 4-8)

Exceeds	Meets	Partially Meets	Does Not Meet
9	19	12	8

Measure 5.5 Reading: All State Accountability Tests – Online, All Students (Meeting Enrollment Criteria, Grades 3-8, 10)

Exceeds	Meets	Partially Meets	Does Not Meet
5	13	8	26

Measure 6.4 Math: All State Accountability Tests – Online, All Students (Meeting Enrollment Criteria, Grades 3-8 & 11)

Exceeds	Meets	Partially Meets	Does Not Meet
0	2	5	35

Measure 6.1 Math: All State Accountability Tests – Seat Based, All Students (Meeting Enrollment Criteria, Grades 3-8)

Exceeds	Meets	Partially Meets	Does Not Meet
10	17	28	27

CACR Goal 4: All Students Graduate

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

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

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

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

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CACR Goal 5: Preparing Lifelong Learners

COMING SOON

Educational Approach & Curriculum

- 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.
- Students have 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.
- CCS' in-person PreK-8 site is committed to providing small class sizes and multi-age classrooms as a means to enrich the learning experience for our students
- We have purposefully designed our online program to offer a similar mindset of small class sizes and personalized instruction.

Curriculum & Instruction Review System

Crosslake Community School
Public Charter School District #4059

CCS In-Person School

- *5 year cycle for each core content area*
- *On-going job-embedded professional development throughout continuing years*
- *Collaboration with planning multi-year professional development opportunities*
- *Aligned with other school initiatives*

Year	Curriculum & Instruction		Relicensure	School Wide Initiatives
	Review & evaluate against current standards	Implement new standards and curriculum (purchase year)	Requirements Cycle Priority Topic	Charter/Contract Board Directives QComp
2024-2025	ELA	Math	Positive Behavior Intervention Native American	Ongoing: - QComp Goal Areas - HRS (High Reliability Schools) - Catalyst -Responsive Classroom - Environmental Education
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	

Curriculum & Instruction Review System

Crosslake Community School
**Public Charter School District #4059**

CCS Online School
- 5 year cycle for review, implementation and sustainability
- On-going job-embedded professional development throughout continuing years
- Collaboration with planning multi-year professional development opportunities
- Supporting rigorous instruction in each grade level for each course

| Year	Curriculum & Instruction		Relicensure	School Wide Initiatives
	Implementation/ Piloting	Monitor & Standards Implementation	Requirements Cycle Priority Topic	Charter/Contract Board Directives QComp
2024-2025	Establish process	2019 Science Standards	• Native American • READ Act PD • Mental Health • Quality Matters-NSQ	
2025-2026	8th grade- ELA & Social Studies Flexpoint	2020 ELA Standards	• Brain-Based Learning • Mindfulness/ *Beyond Grit* *Stronger Together* PD	
2026-2027	3rd, 4th, 5th, 7th, 9th All content areas- Flexpoint, Canvas, & Buzz	Monitor: 8th Grade 2021 Social Studies Standards	• Canvas Teacher Certification • Cultural Competencies	- QComp Goal Areas - Environmental Education
2027-2028	K-2nd,6th, 10th-12th All content areas- Flexpoint, Canvas, & Buzz	2022 Math Standards	• English Language Learners	
2028-2029		K-12 LMS & Courses	• Reading Preparation • Accommodation, Modification, Adaptation of Curriculum, Materials, and Strategies	

Adoption of MnMTSS

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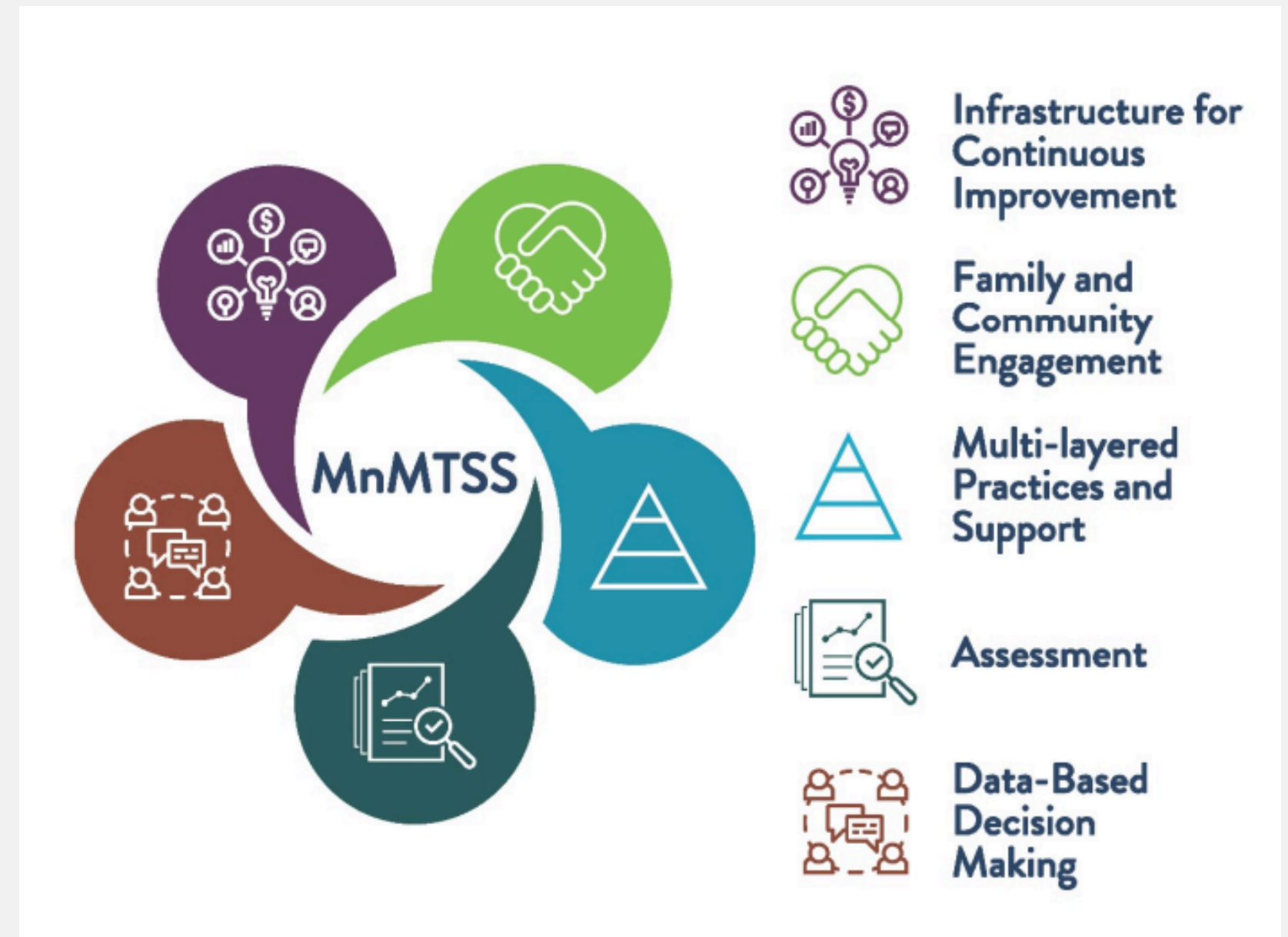
PreK Program & After School/Summer Programs

- Program began in 2018
- Allows CCS to fully meet CACR expectation for having students ready for Kindergarten
- Standards-Based & state approved curriculum that aligns to the K-8 curriculum

- June 2024- intense reading and math instruction provided to 62 of our in-person students, attending 3-day summer school weeks
- June 2025- extended school year option for credit recover for online 6-12 grade students
- Students were assigned a learning coach and focused on one class for the four week program
- All courses were standards-based and applied to graduation

UNDERSTANDING STRENGTHS
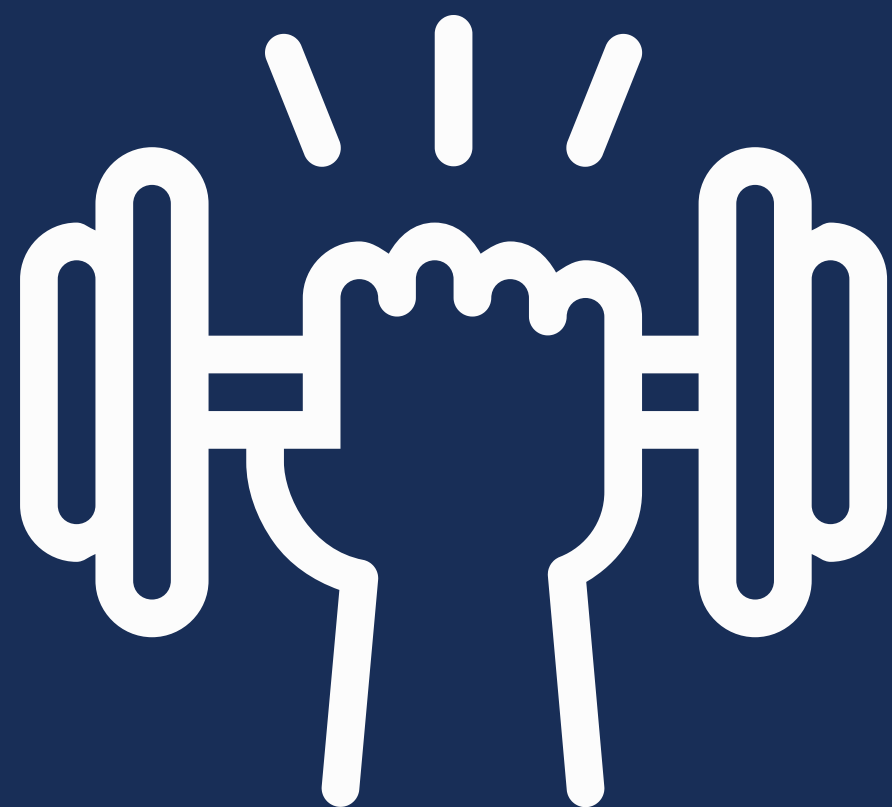
01. **Staff Development & Professional Learning**

- Completion of READ Act PD by 26 staff
- Summer training of staff for District MnMTSS Team
- Online twice-monthly PLCs focusing on continuous improvement and overall alignment

02. **Curriculum & Instruction**

- Adoption of common mathematics curriculum in addition to implementation of Tier 1 fact fluency intervention in grades K-8th grade

03. **Structural & Leadership Changes:**

- Full time hiring of District Assessment and Curriculum Coordinator

04. **Recognition & Program Status**

- Online EE, MESSE Innovation Award Finalist through Minnesota Association of Charter Schools
- Seatbased certification of High Reliability School (HRS) Level 2: Effective Teaching in Every Classroom as well as recertification for HRS Level 1: Safe and Collaborative Culture

![CCS logo] **Crosslake Community School**
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SEIZING OPPORTUNITIES

Leveraging Innovative Practices & Implementation

01. GRIT framework exploration following Sourcewell Education Summit and Dr. Cindra Kamphoff's keynote presentation, with staff interest in building perseverance, resilience, and mental strength tools

02. Unity Day Meet with 105 participants demonstrating exceptional online engagement

03. Launch of True North Award recognizing online student excellence

04. 25th Anniversary "FORWARD" initiative implementation driving unified district excellence

Future Plans

Looking ahead in CCS' Future:

STRATEGIC GROWTH

- Celebrating 25 years of educational excellence
- "FORWARD" theme driving unpreceded growth and innovation
- Enrollment increasing and approved for 700 students
- Implementation of comprehensive expansion plans positioning CCS as northern MN's premier educational choice

2025–26 PRIORITIES

- Electronic scrolling sign installation (Spring 2026)
- Stage lighting/PA system
- Comprehensive security enhancements
- Technology transformation
- AI platform evaluation (2026)
- E-Signature solution implementation

LONG-RANGE VISION (2025–20240)

- MnMTSS Framework implementation
- Continued READ Act compliance
- Develop comprehensive PK-12 programming with in-person & online options
- Continual strong financial foundations