LA CRESCENT MONTESSORI & STEM SCHOOL

2025-26 Comprehensive Achievement and Civic Readiness & Annual Report

PUBLIC CHARTER SCHOOL DISTRICT # 4054



Contents

School Information	**2**
Implementation of Primary and Additional Statutory Purposes	**3**
Student Enrollment & Demographics	**3**
Student Attendance, Attrition & Mobility	**4**
Educational Approach & Curriculum	**6**
Innovative Practices & Implementation	**13**
Academic Performance: Goals & Benchmarks	**15**
Educational Effectiveness: Assessment & Evaluation	**35**
Student & Parent Satisfaction	**37**
Environmental Education	**37**
Governance & Management	**38**
Staffing	**44**
Operational Performance	**46**
Finances	**49**
Future Plans	**53**

School Information

CONTACT INFORMATION: La Crescent Montessori & STEM School
1116 South Oak Street
La Crescent, Minnesota 55947
507.895.4054
Hello@LaCrescentMontessori.com
www.LaCrescentMontessori.com

GRADES SERVED: Pre-Kindergarten through 12th Grade

YEAR OPENED: 1999

MISSION AND VISION

The vision of La Crescent Montessori & STEM School is to develop self-assured, life-long learners who are compassionate, globally minded, and empowered to positively impact the world.

The mission of La Crescent Montessori & STEM School is to prepare outstanding Montessori environments with integrated STEM education and rigorous academics, which foster independence, self-assurance, collaboration, and connections to the global community and provide experiences that promote curiosity, inquiry and engagement. LMSS's approach is guided by the principles of AMS Montessori education.

AUTHORIZER INFORMATION

LMSS began its partnership with the Audubon Center of the North Woods (ANCW, now Osprey Wilds) in 2009. The 2025-2026 school year was the third year in a five year contract (FY24-FY28).

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

The authorizing vision of Osprey Wilds 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.

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
ospreywilds.org/charter-school-division/

Implementation of Primary and Additional Statutory Purposes



LMSS has two statutory purposes, as defined in our contract with Osprey Wilds. The first and primary purpose is to improve pupil learning and student achievement. LMSS has established and implemented programs and plans that consider every aspect of a student's learning experience. These include, but are not limited to: curriculum review; multi-tiered system of support; establishing culture of learning; building family and community relationships; and building a supportive and sustainable administrative and educational staff. The Annual Report and CACR plan details the plans and the success of their implementation. The Educational Effectiveness section (page 35) includes a list of instructional tools.

The second statutory purpose is to encourage the use of different and innovative teaching methods. Montessori education, in itself, is an innovative practice. The Montessori philosophy is to "follow the child" using a hands-on approach to learning. Montessori differentiates instruction to meet the specific needs of each child. As a result, children are able to excel at their own pace. The Montessori curriculum provides students with a strong base of knowledge upon which they continue to build and apply in their everyday lives. Montessori works to educate the whole child by helping children understand their place in the world and what they can do to ensure the world is a peaceful and prosperous place. Additional innovative teaching practices the school utilizes to improve pupil learning and student achievement include STEM education, social/emotional learning (SEL), and Service Learning. Detailed information on these innovative practices can be found in the Innovative Practices and Implementation section, beginning on page 13.

Student Enrollment & Demographics

STUDENT ENROLLMENT

LMSS uses enrollment data to indicate both program growth and fiscal stability. Tracking enrollment trends allows us to better predict financial figures (expenditures, income, etc.) and expand programs accordingly. In 202-26, enrollment stayed relatively steady with the decrease of 1 student. It is expected that LMSS will maintain enrollment or grow slightly for the 2026-27 school year.

Number of Students Enrolled (Oct. 1)	2023-24	2024-25	2025-26
Kindergarten	6	10	5
1st Grade	4	6	9
2nd Grade	7	3	7
3rd Grade	12	7	4
4th Grade	11	11	7
5th Grade	3	9	11
6th Grade	10	4	10
7th Grade	6	7	5
8th Grade	9	5	7
9th Grade	7	9	6
10th Grade	9	7	10
11th Grade	5	10	6
12th Grade	5	5	8
Total	94	93	95
Total ADM (Average Daily Membership) for year	**97.19**	**96.54**	**95.31**

STUDENT DEMOGRAPHICS

LMSS is located in the southeastern corner of Minnesota, in Houston County. Our enrollment demographic specific to race is on par with Houston County. LMSS serves a higher percentage of special education students (31.6%) as compared to the local resident district (ISD300), as well as the state, both at 17% and 19.5% respectively.

Demographic Trends	2023-24	2024-25	2025-26
Total Enrollment	94	93	95
Special Education	27	24	30
English Learners	0	0	0
Free/Reduced Priced Lunch	34	23	27
Black, not of Hispanic Origin	0	0	0
Hispanic/Latino	2	2	3
American Indian	0	5	5
White, not of Hispanic Origin	92	86	89

Student Attendance, Attrition & Mobility

STUDENT ATTENDANCE%

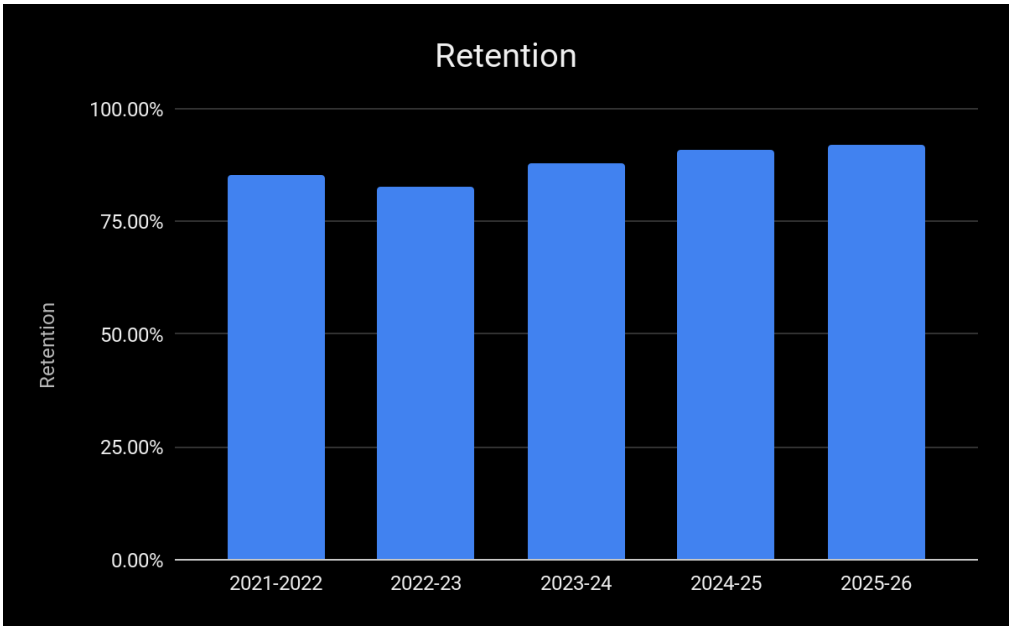
	2022-23	2023-24	2024-25
Consistent Attendance Rate	89.7%	85.9%	69.8%

The school's attendance rate decreased during the 2024-25 school year and was lower than the state average. This result differs from prior years, when the school's attendance rate exceeded the state's rate. Staff are analyzing factors that contributed to the decline, and have implemented strategies to improve this rate moving forward.

STUDENT RETENTION

Student retention measures the percentage of students that remain enrolled with LMSS from October 1 of the previous school year to October 1 of the current school year. LMSS has a steady retention rate, averaging around 80%. The retention rate for FY25 is higher than average. Having a solid retention rate increases a student's ability to improve academically, increase graduation standings and reduce stress and anxiety from transferring schools.

Percentage of students who were continuously enrolled between October 1 of the 2024-25 school year and October 1 of the 2025-26 school year.	92.3%



Percentage of students who continued enrollment in the school from Spring 2025 to October 1, 2025.	92.1%

STUDENT MOBILITY

The mobility index measures the rate of students transferring in and out of a school during the school year. Since the 2019-20 school year, LMSS has had a fairly low mobility rate, helped by the limited number of students transferring out of the school during the school year.

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index *(as a percent)*
2023-24	13	94	1	2	3	3.2%
2024-25	20	94	2	4	6	6.4%
2025-26	13	95	0	2	2	2.1%

Percentage of students who were enrolled for 95% or more of the 2025-26 school year.	97.9%

During the 2025-2026 school year, 97.9% of students were enrolled 95% of the time or more. This rate directly correlates to the mobility rate discussed above. Many students transferred into our program before the first day of school. LMSS had two students un-enroll this year during the school year. Based on survey results and anecdotal evidence families and students felt supported and communicated with, making it easy to work together for the good of every student.

Educational Approach & Curriculum

We pursue the mission of LMSS through a distinctive Montessori approach that embodies individualized instruction, mixed-age groupings, an international curriculum, a prepared environment, and Montessori teaching materials. This Montessori Method of education is based on the principle that education is to be an aid to life, and that it should go far beyond the simple acquisition of factual knowledge in various areas. Montessori schools help children develop a positive attitude, self-efficacy, and curiosity toward learning.

The following are the basic tenets of the school's curriculum:
●Individualized instruction and respect for each child's interests and style of learning
●Extensive use of Montessori materials designed to help develop concentration, coordination, and independence, as well as to give concrete experiences of academic concepts
●A classroom community founded on respect for self, others and the environment that allows the child to develop their social sense and awareness of others in a natural and unhurried way



●Opportunities to ask questions, to seek many answers, and to work on projects of particular interest to the child
●An orderly and peaceful educational environment in which the child develops enthusiasm, self-motivation, concentration and the joy of learning
- Integrated studies in science, technology, engineering, and mathematics as well as upper level computer science coursework

All LMSS educators embrace an individualized approach to learning. Whereas a traditional model of education views a student as an empty vessel with which to fill with information, Montessori philosophy dictates the teacher's responsibility is to ignite a child's passion for learning, like the kindling of a flame. All students possess an innate desire to learn. Therefore, by focusing on their interests, needs, and experiences, LMSS can provide students with a well-rounded education and empower student-driven learning experiences.

The academic program at LMSS is based upon specific grade level outcomes and is aligned with Minnesota Academic Standards to increase student achievement and best predict student success. Additionally, to help students progress seamlessly from one learning level to the next, LMSS educators peer-review curriculum and scope and sequence. Classes are mixed-age, giving students the opportunity to emulate older students, learn from peers, and mentor younger students. These opportunities illuminate student roles as leaders, stewards, and role models.

Each student's educational journey is a partnership between the child and the educator. Educators are specially trained to recognize avoidant behavior and indecision, and empower students to explore their interests and improve upon areas in need of development.

To meet the mission of LMSS, staffing is an integral part of ensuring student success. In each of the three lower classrooms (Children's House, E1 and E2), there must be one Montessori certified, state licensed teacher. Additionally, classroom aides are hired and assigned to classrooms with 15 or more students, allowing teachers to spend the time required to provide the individualized approach to learning. Children's House is assigned aides based on the state law of 10-1 student/teacher ratio due to the preschool program that is included. In the Adolescent Program, four teaching positions are filled for the core roles of Science, Social Science, English-Language Arts and Mathematics. There are two special education teachers who provide specialized education to students who qualify, and numerous special education paraprofessionals that are provided based on student needs and placed in the rooms that best suit the students they serve. Additional student support staff include an interventionist and a counselor.



Parallel to the mission of Osprey Wilds, LMSS emphasizes a connection and relationship between learners and the natural world. To foster student growth as environmental stewards, LMSS has integrated environmental experiences and education in all classrooms.

Children's House (Age 36 months- grade kindergarten)

Montessori is a method of education known to be academically rigorous. Children as young as three-years old

are often able to perform sophisticated mathematical skills such as four-digit addition, subtraction, multiplication or division and basic operations with fractions. Dr. Montessori believed that up until approximately six-years-old, children are in a developmental stage where they possess an “Absorbent Mind.” During this time, children can gather and store an innumerable amount of information to be applied to both known and new concepts. Because of this, the curriculum in the Children’s House is very rich. Math, language, culture, reading, geography, and science are introduced and explored. Sensorial exercises, social graces, self-care, and care of the environment are also vital components of the Children’s House program. Preschool and Kindergarten students continue their CH experience with an increased emphasis on personal development. STEM education is integrated into the environment through the spiral curriculum.

Elementary



The physical and psychological characteristics of the child begin to change as they enter the elementary years. At this age, children have an intellectual power unsurpassed at any other and are natural explorers of the world around them. They bring to their work two important tools: powerful reasoning minds and the ability to imagine. These intellectual tools, combined with a natural urge to collaborate with peers, opens a field of exploration so vast that it is possible to explore and integrate virtually any concept or system into a comprehensive whole. Dr. Montessori called this organization of the universe the Cosmic Education.

In these learning environments, children delve deeply into the process of researching, classifying and ordering phases of history, botany, geology, geometry, language, and mathematics. Subject areas are integrated throughout the curriculum rather than being presented as separate disciplines. Educators use stories, pictures, charts, and timelines to enrich the children’s understanding and spark their interest in learning.

Elementary I (Grades 1-3)

The E1 Montessori environment is a stimulating, multi-age environment with learning materials that invite exploration and inquiry. It is a place where students learn to confront challenges confidently and discover their place in the world.



Most presentations of lessons to EI students happen in small groups of 3-10 students, depending on the activity, which allows the teacher to personalize, adapt, and check for understanding. This age brings a new social motivation for learning that aids itself to small group lessons and student collaboration. During the remainder of the work period, students independently choose materials to explore and master, growing their autonomy and fostering their investment in learning.

Dr. Montessori observed, "The elementary child has reached a new level of development. Before, he was interested in things: working with

his hands, learning their names. Now he is interested mainly in the how and why... the problem of cause and effect." Therefore, the task of an E1 educator is to provide the child with the resources and knowledge to discover the interconnectedness of the universe. E1 children begin to realize that the world is a vast and remarkable place. They are prepared to study continents, cultures, scientific concepts, and literature. The world becomes their classroom. The lower elementary curriculum guides students through identifying, classifying, and researching many exciting concepts in each selected field of study. Practical life, math, geometry, language, geography, history, zoology, and botany are all represented in the classroom, with materials that lead the child to the abstraction of the fundamental concepts in each area.

Elementary II (Grades 4-6)

As E1 students transition into the E2 classroom, they show noticeable variances in their development. During the upper elementary years, students become capable of complex thoughts as they move into abstract reasoning. They learn to weigh options, examine contradictory evidence, tolerate differences of opinion, and make connections between areas of learning as well as learning and personal experience. They enjoy working in groups, but also need to work individually. Communication becomes vital as the importance of peers increases. Getting to know others and making themselves understood are high priorities for the E2 student. E2 educators help students develop a respect for differences, resistance to peer pressure, and the ability to stand up for what they believe.



Some highlights of the E2 program include the following:

- Outings: Outings typically include walking trips to La Crescent local businesses, Eagle Bluff Learning Center, plays and performances, and volunteering in the community.
- Community experts: Experts are brought into the classroom to help engage students in topics such as mind/body connections, renewable energy, entrepreneurship, traveling, self care, and much more.
- Classroom jobs: Students take on roles such as chef, tour guide, or horticulturist. This helps them find their place in the cosmos they study.
- Culture Days: Once a year, E2 participates in History Day. Fourth graders research and present on American Indians. Fifth graders explore ancient Civilizations. Sixth graders give presentations on their culminating geography project - Imaginary Island.

Adolescent Program (Grades 7-12)

The school's Adolescent Program (AP) addresses the needs of the adolescent students in an environment created specifically for seventh through twelfth-grade students. Students and

educators work together to promote a community atmosphere of learning. AP strives to foster creativity, resilience, and action through a rigorous, innovative curriculum. Through a series of highly engaging courses, AP offers students the opportunity to participate in practical life experiences and high-level courses to achieve their learning goals.



The curriculum is based on state standards and focuses on developing world citizens and cultivating life/work skills. These skills are acquired and refined through the application of language, mathematics, science, and cultural studies to specific projects, experiences, enterprises, and involvement in the community. Preparation for student growth as contributing members of society is woven into all aspects of the program.

The AP program also allows students to pursue research areas of interest and to extend their learning beyond the classroom through independent study, extended field trips, outreach, student-run businesses, and community internships. Parents, educators, and students work together to guide the self-actualization of the student. This may include credit for volunteer work through our Work/Volunteer Study Course or participating in PSEO coursework through a local university. Our students continue to participate in Co-Curricular Activity partnership with the resident district.

The format of the 2025-26 school year began with a three-week community building Pedagogy of Place course followed by alternating 4-6 week Regular Sessions and 1-2 week Interim Sessions. These are explained below. The year concluded with some students engaging in a 30-hour individualized internship in a variety of local workplaces. The remainder of the students participated in a career exploration course and researched the career of their choice.

- Pedagogy of Place is a two-week immersive course specifically designed to explore the place and space in which the students live. During the first three weeks of school, AP offers students a customized curriculum that focuses on a theme or part of their community. This “slow start” provides time for orientation and to thoroughly understand the workload and expectations in AP. Each of the primary subjects is tailored and integrated into the study of a specific culture of their community to elicit an understanding of their culture as well as their place in the world. The 2025-26 Pedagogy of Place focused on the environment of La Crosse and La Crescent. This was followed by their annual camping trip, where students spent 3 days at Wyalusing State Park, participating in team building activities and nature hikes..



- Regular Sessions focus around the core academic disciplines: mathematics, language, science, and history. On Mondays, Tuesdays, Thursdays and Fridays students have two hour blocks of each of the core classes twice a week with creative expression, physical education, and student governance occurring on Wednesdays. In the afternoon on Wednesdays, AP students take health courses, work with their teachers on projects, and participate in large group

activities such as simulations, volunteer work, and seminars.

- Interim Sessions are shorter periods of time (an average of two weeks compared to the five weeks of regular sessions) that allow students to explore an elective topic in depth. Each AP teacher chooses a course to teach, ensuring we meet the requirements of art, physical education, and STEM. Students sign up for the course of their choice and dive deep into one topic. Some of the interims offered include: Geography of the Holocaust, Conics, Layers of the Land: Geology and Soil, and Roald Dahl..

***English Learner Program*:** At this time, LMSS does not have any English Language Learners. However, the school is prepared to implement an English Learner Program should that change. The school will offer an educational program to meet the needs of students who are English Language Learners in grades K-12, as described in our English Learner Plan. The program will address two areas: language acquisition and cultural adjustment. In the area of language acquisition, the goal is to provide students with the opportunity to develop communication skills in speaking, listening, reading, and writing, thereby enabling the students to be successful within the general education classroom. The program will assist English Learners through their cultural adjustment by helping them develop an understanding of American culture. At the same time, the students will be encouraged to share their cultural backgrounds and realize the importance of their role in a multicultural society.

Remediation/Acceleration: Montessori teachers are trained to differentiate instruction for students to meet the child's needs. Through observation and assessments, teachers gather information on all students. Based on multiple factors, students are identified as potentially needing additional support or accelerated instruction. Montessori classrooms are prepared with the ability to adjust to students needs, so initial interventions are able to be provided right in the classroom. LMSS uses the Child Find process to provide remediation or acceleration as the next step to classroom interventions. LMSS currently does not qualify for additional funding for interventions through the Title 1 grant. Fastbridge is used to provide progress monitoring for students in remediation services. Data gathered during interventions could result in a referral for a special education evaluation as well.

***Special Education*:** LMSS employs two educators licensed to provide special education and related services for students who are determined to be eligible through a comprehensive evaluation. Parents and students are directly involved with school and appropriate outside agency staff in the development of the special education program and the student's Individual Education Plan (IEP) for school-age children. Students are eligible for special education services until the IEP Team agrees to terminate services. Students remain with their general education peers in the least restrictive environment (LRE) to the extent the IEP Team determines is appropriate.

Additionally, LMSS contracts with NOVA Education Consultants for a Special Education Director and School Psychologist. Other services are available for purchase as well, should student special education needs dictate. NOVA Education Consultants also provides support to the school to maintain compliance with all state and federal laws.

LMSS regularly holds Child Find meetings to identify students in need of additional assistance and develop interventions. By providing additional support, the school hopes to reduce the number of students who are referred for a special education evaluation.

PSEO: LMSS allows students to participate in lessons and enroll in classes at higher grade levels, including post-secondary courses via the post-secondary enrollment options (PSEO) program. Each participating college and university sets its own requirements for admission into PSEO or courses and programs. PSEO is encouraged as a tool to connect Upper AP students to their postsecondary community. Some PSEO programs offer certificates upon completion that can boost student skills and resumes.

Graduation Requirements: LMSS high school graduation requirements have been formalized and abide by MDE requirements. Due to our unique schedule, students at LMSS graduate with diverse elective courses and extra credits in math, science, and English/language arts.

A graduation ceremony celebrates that a student has accomplished all of the requirements set forth by the state of Minnesota and by LMSS. The ceremony for the graduating class of 2026 was held off-site. This year was our largest ceremony yet, and the pride and support was immeasurable.

In Montessori schools, celebration is not just saved for graduations and birthdays. Celebrations are developmentally important for students to build ideas of community, safety, and pride. One way LMSS supports this philosophy is by holding an annual Bridging Ceremony. This special ceremony occurs at the end of the school year and acknowledges students moving up in each grade level and highlights students who are moving from one classroom to the next. This can be an especially exciting time for students because it signifies that they are ready for added responsibility and privileges.



Staffing: To fulfill its mission, the school employs Montessori certified educators to lead its multi-age learning environments. In addition to a Minnesota teaching license, LMSS requires educators to obtain Montessori certification. Montessori training equips educators to prepare Montessori environments and experiences that foster the characteristics in our mission statement. Additionally, all educators are expected and encouraged to regularly attend Montessori professional development opportunities. To help all students reach their full potential, educators participate in monthly Pedagogy/Curriculum and Child Find meetings to discuss how to best support students experiencing difficulties in learning.

Assistants in the classroom are placed based on enrollment. During the 2025-26 school year, each classroom had an assistant for the majority of the whole school year. Additionally some of the classrooms had special education paraprofessionals as determined by IEP's. The Montessori assistant plays a significant role in the overall success of the Montessori environment by providing support to the educator and children. As the Montessori educator presents most lessons to individual children or small groups, the assistant is responsible for

maintaining peace and order in the Montessori classroom. The assistant nurtures and models a love of learning. They redirect student behavior and help resolve conflicts between children. Knowledge and understanding of the Montessori philosophy and methodology are vital, and LMSS offers training opportunities to individuals in this role. Special education paraprofessionals support student needs as determined by the IEP team. The school's administration provides support to educators, assistants, and paraprofessionals.

Calendar and Schedule: The 2025-2026 school calendar had 172 instructional days. School hours are 8:00-3:00 on Monday, Tuesday, Thursday and Friday. School releases at 2:15 each Wednesday.

Innovative Practices & Implementation

La Crescent Montessori & STEM School understands that innovation must embed itself in every foundation of development and design, from curriculum to outreach and beyond, to provide an equitable world-class education.

- ***Montessori:*** The most innovative idea in the history of education is over a hundred years old. Dr. Montessori created a unique educational approach based on the developmental needs of children. She purported that children are natural learners, full of inborn curiosity. She recognized that everyone learns differently. Dr. Montessori believed that the best learning occurs when students meet their individual needs and that schools should foster internal success instead of external judgment. She advocated that educators must tailor education to each child's abilities and interests to observe and examine progress and offer personalized feedback. The materials and methods used in the Montessori classroom were developed through scientific inquiry to find the most engaging tools for learning. As a result of Dr. Montessori's work so many years ago, LMSS is able to offer a Montessori education, which remains highly innovative, to the students in southeastern Minnesota.
- ***Career Readiness:*** Montessori schools are intended to prepare students for the world they are about to enter as young adults. At LMSS, career readiness is promoted through a rigorous job shadow program. 7th-11th graders exchange 1 week of classes in May for 30 hours of a self-selected internship. Mentors at the job shadow site assess the students. Students practice self-reflection through daily journal entries and a self-evaluation. When they return, they spend the last week of school researching their "career choice" for an all school presentation.
- ***Spiraled Environmental Education:*** Students at LMSS build a love of and comfort with nature through scaffolding outdoor experiences. In Children's House, nature is contained to the classroom and local parks where they explore animals and plants. Then, in E1, students visit a state park three times a year to appreciate all the seasons of the school year. This park rotates on a 3-year cycle to provide a variety of experiences. E2 begins to practice being away from home with a 3 day trip to Eagle Bluff. And, finally, the adolescent program participates in a 3-5 day camping trip each fall. Over time, students feel confident in natural experiences which make them more likely to spend time in nature as adults.
- ***Teacher Autonomy and Support:*** Teachers are a part of almost all decisions that are made at LMSS. Administration hosts committees comprised of teachers and parents that tackle pr/marking, pedagogy/curriculum, educator effectiveness, finance, and

governance. LMSS also hosts a teacher-led school board. Due to the size of LMSS relative to our school board, 33% of eligible teachers hold positions on our board. The autonomy of teachers is supported with time and resources. Teachers are provided with $1500 in classroom funds, $350 in self-selected professional development money, and $1000-$10,000 for field trips depending on the classroom needs. Administration is also awarded a pool of professional development and material funds to support teachers if extra needs arise.

- ***Marketing and Enrollment:*** Research shows that students who attend an authentic Montessori preschool program like LMSS show more significant academic, developmental, and social gains than students in conventional or Montessori-supplemented programs. LMSS developed a policy to waive a portion of tuition for preschool in exchange for volunteer hours to expand family ability to attend LMSS.The school's investment in our community provides students from all backgrounds the ability to benefit from a Montessori education. Additionally, by tying the reduced tuition to parental volunteer time, it increases family involvement within the school, which has been shown to increase student achievement.
- ***Holistic Learning Environment:*** A holistic learning environment is one that includes direct instruction in subjects such as practical life, grace and courtesy, conflict resolution, care of self, and development of personality. Each of these types of lessons/work changes in response to the developmental needs of the child. The core features listed below, however, spiral through the curriculum and are a part of every classroom.
    - Peace Area for conflict resolution, relaxation, or a creative break
    - Daily time outdoors (even for adolescent students) to soak up fresh air and natural spaces
    - Experts are invited in to promote healthy relationships between students, their community, and other adults
    - Care of Environment where students take ownership over their school and practice practical life skills in authentic ways by maintaining basic cleaning, cooking, laundry, and record keeping needs
    - Classroom Governance Meetings are held daily for elementary classes and weekly for secondary students to facilitate care of others. Care of others includes problem solving, classroom decision making, gratitude, community, and reflection
    - Care of Self is supported through daily access to (even for our teens) snacks , creative experiences, practical life skills (see Care of Environment), and toiletries
    - Choice and Inquiry to support engagement of the prefrontal cortex
    - Our Whole Lives (OWL) provides opt-in comprehensive sex and relationship health courses for students grades 7-12 which includes a half-day training for parents on the content and principles of OWL
- ***STEM:*** In support of recent trends in science, technology, engineering, and mathematics (STEM) education, STEM is integrated into all subjects. The core tenets of STEM, including education, inquiry, creativity, collaboration, and problem solving, are integrated into pedagogy and knowledge of science, technology, engineering, and math are developed through curriculum that includes simple machines, computer science, coding, zoology, and video game design.
- ***Community:*** Together, all the above components build an incredibly large sense of community for such a small school. The term "LMSS family" is often used when students, parents, and educators refer to those involved in the school. Children feel safe and supported by those around them, and independence flourishes as their basic needs

are met, and they are able to work to their fullest potential. Educators communicate with parents through a variety of means allowing them to be actively involved in their child's education. The school has an "open-door policy," and LMSS families know that school staff is always willing to answer questions, discuss concerns, and celebrate accomplishments.

Challenges:
Key challenges from 2025-2026

- Staffing
    - There was staff turnover during the school year. Most positions were able to be filled either internally or with substitutes. Having a full staff continues to be a challenge but hopes are high for next year.
    - Substitute employment is another challenge at LMSS. Extra support is essential to ensure students are supported when teacher staff is ill and to make sure teachers can take time to attend professional development. Finding and keeping the appropriate amount of experienced and qualified substitutes has been difficult.
- Space
    - LMSS is exploring options to utilize green space nearby the school. Much of the Montessori, STEM and environmental education curriculum used at LMSS requires outdoor spaces for farming, engaging in nature, and conducting experiments. A school forest has been created which will help alleviate some of these needs.
- Strategic Plan
    - The Strategic plan is being reworked and will be implemented once the new leadership team is in place.

Academic Performance: Goals & Benchmarks

Progress On Osprey Wilds Contractual Academic Goals & CACR Alignment

Below are the contractual goals agreed upon between Osprey Wilds and LMSS. These attendance and academic goals include Mission related (Montessori focused outcomes), reading proficiency and growth, math proficiency and growth, science proficiency, post secondary readiness and attendance. Included below are the results of these goals for the individual school years, as well as the aggregate (combined) total. In addition to the results, each goal will indicate if it is a Comprehensive Achievement and Civic Readiness goal, and which area it addresses. Goals reported on are the goals agreed upon between the Osprey Wilds Charter Division Board and the Board of La Crescent Montessori & STEM School for the contract term FY24-FY28. The goals include data gathered during FY23-FY27.

Indicator 1: Mission Related Outcomes

CACR Goal Areas Addressed by this Goal: *College and Career Readiness*

School Goal: Over the period of the contract, students at La Crescent Montessori & STEM School (LMSS) will demonstrate progress towards individual development as measured by Montessori based skill set assessments.		
Performance Ratings	***Measure 1.1: From FY23 to FY27, the aggregate percentage of students completing a learning level (grades K, 3 and 6) who demonstrate independence and cultural awareness and enrolled a minimum of two years by earning a passing score of 80.0% on the Independence Skills Inventory will be at least 80.0%.***	***Aggregate Results***
Exceeds Target	*The aggregate percentage is at least 90.0%*	***95.5%***
Meets Target	*The aggregate percentage is at least 80.0%*	
Approaches Target	*The aggregate percentage is at least 70.0%*	
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	
Performance Ratings	***Measure 1.2: From FY23 to FY27, the aggregate percentage of students in the Adolescent Program (grades 7-12) who demonstrate skills related to entering the workforce will be at least 80% as measured by a score of 80% on annual internship assessments or service learning assessments following their 30-hour internship or service learning experience.***	***Aggregate Results***
Exceeds Target	*The aggregate percentage is at least 90.0%*	
Meets Target	*The aggregate percentage is at least 80.0%*	
Approaches Target	*The aggregate percentage is at least 70.0%*	***75.4%***
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	

Indicator 1 Trend Data Breakdown						
	FY23	*FY24*	*FY25*	*FY26*	*FY27*	*Aggregate*
Measure 1.1	*100%*	*100%*	*82.4%*	*100.00*		*95.5%*
Measure 1.2	*78.1%*	*77.8%*	*77.5%*	*67.6%*		*75.4%*

LMSS has two mission-related measures. The first measure is related to primary-age students. This measure has been consistently met throughout the contract cycle. The second measure relates to the secondary students and their 30-hour internship. The Internship program is a very important aspect of the Montessori adolescent program. If a student chose to not participate in the Internship, they were provided with an alternative assignment. It is impossible to recreate

the valuable lessons that happen in an internship, or the passion that is ignited within the student. During the FY26 internship program, a larger percentage of students did not complete their assignments, resulting in a lower completion rate, thereby reducing the assessment results.

Indicator 2: English Language Learners

At this time, LMSS does not have a goal to address English Language Learners (ELL) as the school does not have any ELL students enrolled.

Indicator 3: Reading Growth

CACR Goal Areas Addressed by this Goal: *Reading Well by Third Grade and Career and College Readiness.*

School Goal: Over the period of the contract, students at LMSS will demonstrate growth in reading as measured by state accountability tests and nationally normed assessments.		
Performance Ratings	***Measure 3.1: In aggregate, from FY23 to FY27, 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.***	***Aggregate Results***
Exceeds Target	*The school achieves an overall percentage greater than 10 percentage points over that of the state.*	
Meets Target	*The school achieves an overall percentage equal to or greater than that of the state.*	
Approaches Target	*The school achieves an overall percentage that is within 10 percentage points of the state.*	***12.6%***
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	
Performance Ratings	***Measure 3.2: In aggregate, from FY23 to FY27, 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.***	***Aggregate Results***
Exceeds Target	*The school achieves an overall percentage at least 10 percentage points less than that of the state.*	***37.8%***
Meets Target	*The school achieves an overall percentage less than or equal to that of the state.*	
Approaches Target	*The school achieves an overall percentage that is no more than 10 percentage points greater than that of the state.*	
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	

Performance Ratings	Measure 3.3: From FY23 to FY27, the aggregate percentage of students in grades K-1 taking the FastBridge assessment who are "Low Risk" on the spring assessment OR from baseline to spring move from "High Risk" to "Some Risk" will be at least 60%.	Aggregate Results
Exceeds Target	The aggregate percentage of students categorized as "Low Risk" or moving from "High Risk" to "Some Risk" is at least 70 percent.	
Meets Target	The aggregate percentage of students categorized as "Low Risk" or moving from "High Risk" to "Some Risk" is at least 60 percent	
Approaches Target	The aggregate percentage of students categorized as "Low Risk" or moving from "High Risk" to "Some Risk" is at least 50 percent.	
Does Not Meet Target	The school did not meet the criteria for any of the ratings above.	38.5%
Performance Ratings	Measure 3.4: From FY23 to FY27 the aggregate percentage of students in grades K-6 who scored below 50% on the Albanesi Grade Achievement Pretest in the fall and improved their score by at least 30 percentage points on the Albanesi Grade Achievement Pretest in the spring of the same year will be at least 75%.	Aggregate Results
Exceeds Target	The aggregate percentage is at least 90.0%	
Meets Target	The aggregate percentage is at least 75.0%	
Approaches Target	The aggregate percentage is at least 60.0%	65.9%
Does Not Meet Target	The school did not meet the criteria for any of the ratings above.	
Performance Ratings	Measure 3.5: From FY23 to FY27, the aggregate percentage of students in grades 2-8 taking the FastBridge assessment who are "Low Risk" on the spring assessment OR from baseline to spring move from "High Risk" to "Some Risk" will be at least 60%.	Aggregate Results
Exceeds Target	The aggregate percentage of students categorized as "Low Risk" or moving from "High Risk" to "Some Risk" is at least 70 percent.	70.6%
Meets Target	The aggregate percentage of students categorized as "Low Risk" or moving from "High Risk" to "Some Risk" is at least 60 percent.	
Approaches Target	The aggregate percentage of students categorized as "Low Risk" or moving from "High Risk" to "Some Risk" is at least 50 percent.	
Does Not Meet Target	The school did not meet the criteria for any of the ratings above.	
Performance	Measure 3.6: From FY23 to FY25, the aggregate percentage of	Aggregate

Ratings	students in grades 9-12 that do not meet standards on the Study Island language arts pretest in September who grow to meet standards as measured by the spring Study Island language arts posttest will be at least 50%.	Results
Exceeds Target	The aggregate percentage is at least 60.0%.	
Meets Target	The aggregate percentage is at least 50.0%.	
Approaches Target	The aggregate percentage is at least 40.0%.	
Does Not Meet Target	The school did not meet the criteria for any of the ratings above.	36.5%
Performance Ratings	Measure 3.7: From FY26 to FY27, the aggregate percentage of students in grades 9-12 taking the FastBridge assessment who are "Low Risk" on the spring assessment OR from baseline to spring move from "High Risk" to "Some Risk" will be at least 50%.	Aggregate Results
Exceeds Target	The aggregate percentage is at least 60.0%.	85.7%
Meets Target	The aggregate percentage is at least 50.0%.	
Approaches Target	The aggregate percentage is at least 40.0%.	
Does Not Meet Target	The school did not meet the criteria for any of the ratings above.	

Indicator 3 Trend Data Breakdown							
		FY23	FY24	FY25	FY26	FY27	Aggregate
Measure 3.1	LMSS	15.8%	13.5%	8.3%	n/a		12.6%
	State	18.0%	19.1%	18.7%	n/a		18.6%
Measure 3.2	LMSS	34.2%	37.8%	41.7%	n/a		37.8%
	State	40.0%	39.0%	39.4%	n/a		39.5%
Measure 3.3	LMSS	36.4%	44.4%	37.5%	35.7%		38.5%
Measure 3.4	LMSS	46.2%	63.6%	60.7%	86.4%		65.9%
Measure 3.5	LMSS		63.2%	77.8%	72.5%		70.6%
Measure 3.6	LMSS	53.8%	52.6%	10.0%	n/a		36.5%
Measure 3.7	LMSS	n/a	n/a	n/a	85.7%		87.7%

This goal encompasses assessments such as Fastbridge Early Reading, Albanesi Grade Achievement tests and the North Star Academic Progress (MCA results). Due to the MCA reading assessment being updated, growth data for 3.1 and 3.2 does not correlate to previous assessments, so it is not reported. When looking at data from multiple years, for each individual assessment, it becomes apparent that though there is work to be done, there is also success to be celebrated. The K-1 Fastbridge growth measure continues to show that additional intentional adjustments must be made to support those learners. However, when looking at the Fastbridge and Albanesi assessments, metrics are being met. The Study Island assessment for the 9-12 students was retired and replaced with a Fastbridge assessment. The new measure shows significant improvement for the high school students. Staff implemented a reading curriculum that aligns with the Science of Reading in the general education classrooms, and the special education program implemented the Wilson curriculum for reading. These actions show a positive impact for most students. Staff will continue to review individual data to determine the best interventions for students who need that support.

Indicator 4: Math Growth

CACR Goal Areas Addressed by this Goal: *Career and College Ready.*

School Goal: Over the period of the contract, students at LMSS will demonstrate growth in math as measured by state accountability tests and nationally normed assessments.		
Performance Ratings	***Measure 4.1: In aggregate, from FY23 to FY27, 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.***	***Aggregate Results***
Exceeds Target	*The school achieves an overall percentage greater than 10 percentage points over that of the state.*	
Meets Target	*The school achieves an overall percentage equal to or greater than that of the state.*	***14.8%***
Approaches Target	*The school achieves an overall percentage that is within 10 percentage points of the state.*	
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	
Performance Ratings	***Measure 4.2: In aggregate, from FY23 to FY27, 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.***	***Aggregate Results***
Exceeds Target	*The school achieves an overall percentage at least 10 percentage points less than that of the state.*	
Meets Target	*The school achieves an overall percentage equal to or greater than that of the state.*	

Approaches Target	*The school achieves an overall percentage that is within 10 percentage points of the state.*	
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	***56.4%***
Performance Ratings	***Measure 4.3: From FY23 to FY27, the aggregate percentage of students in grades K-6 who scored below 50% on the Albanesi Grade Achievement Pretest in the fall and improved their score by at least 30 percentage points on the Albanesi Grade Achievement Pretest in the spring of the same year will be at least 75%.***	***Aggregate Results***
Exceeds Target	*The aggregate percentage is at least 90.0%*	
Meets Target	*The aggregate percentage is at least 75.0%*	
Approaches Target	*The aggregate percentage is at least 60.0%*	***69.9%***
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	
Performance Ratings	***Measure 4.4: From FY23 to FY27, the aggregate percentage of students in grades K-1 taking the FastBridge assessment who are "Low Risk" on the spring assessment OR from baseline to spring move from "High Risk" to "Some Risk" will be at least 60%.***	***Aggregate Results***
Exceeds Target	*The aggregate percentage of students categorized as "Low Risk" or moving from "High Risk" to "Some Risk" is at least 70 percent.*	
Meets Target	*The aggregate percentage of students categorized as "Low Risk" or moving from "High Risk" to "Some Risk" is at least 60 percent.*	
Approaches Target	*The aggregate percentage of students categorized as "Low Risk" or moving from "High Risk" to "Some Risk" is at least 50 percent.*	***56.4%***
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	
Performance Ratings	***Measure 4.5: From FY23 to FY27, the aggregate percentage of students in grades 2-8 taking the FastBridge assessment who are "Low Risk" on the spring assessment OR from baseline to spring move from "High Risk" to "Some Risk" will be at least 60%.***	***Aggregate Results***
Exceeds Target	*The aggregate percentage of students categorized as "Low Risk" or moving from "High Risk" to "Some Risk" is at least 70 percent.*	
Meets Target	*The aggregate percentage of students categorized as "Low Risk" or moving from "High Risk" to "Some Risk" is at least 60 percent.*	***60.1%***
Approaches Target	*The aggregate percentage of students categorized as "Low Risk" or moving from "High Risk" to "Some Risk" is at least 50 percent.*	

Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	
Performance Ratings	***Measure 4.6: From FY23 to FY27, the aggregate percentage of students in grades 9-12 that do not meet standards on the Study Island math pretest in September who grow to meet standards as measured by the spring Study Island math posttest will be at least 50%.***	***Aggregate Results***
Exceeds Target	*The aggregate percentage is at least 60.0%.*	
Meets Target	*The aggregate percentage is at least 50.0%.*	
Approaches Target	*The aggregate percentage is at least 40.0%*	
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	***31.4%***
Performance Ratings	***Measure 4.7: From FY26 to FY27, the aggregate percentage of students in grades 9-12 taking the FastBridge assessment who are "Low Risk" on the spring assessment OR from baseline to spring move from "High Risk" to "Some Risk" will be at least 50%.***	***Aggregate Results***
Exceeds Target	*The aggregate percentage is at least 60.0%.*	
Meets Target	*The aggregate percentage is at least 50.0%.*	
Approaches Target	*The aggregate percentage is at least 40.0%*	***44.8%***
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	

Indicator 4 Trend Data Breakdown							
		FY23	*FY24*	*FY25*	*FY26*	*FY27*	*Aggregate*
Measure 4.1	*LMSS*	*23.7%*	*8.1%*	*22.2%*	*5.3%*		*14.8%*
	State	*14.8%*	*14.2%*	*13.7%*	*13.3%*		*14%*
Measure 4.2	*LMSS*	*57.9%*	*67.6%*	*44.4%*	*55.3%*		*56.4%*
	State	*43.6%*	*43.6%*	*44.1%*	*45.1%*		*44.1%*
Measure 4.3	*LMSS*	*65.7%*	*73.7%*	*58.1%*	*78.6%*		*69.9%*
Measure 4.4	*LMSS*		*44.4%*	*68.8%*	*100%*		*56.4%*

Measure 4.5	*LMSS*		*47.4%*	*43.5%*	*90.0%*		*60.1%*
Measure 4.6	*LMSS*	*16.7%*	*37.5%*	*35.7%*	*n/a*		*31.4%*
Measure 4.7	*LMSS*	*n/a*	*n/a*	*n/a*	*44.8%*		*44.8%*

The fourth goal focuses on Math growth. LMSS continues to have low math scores and is an area of needed growth. Assessments used for this goal include Albanesi Grade Achievement tests,, Fastbridge, and the North Star Progress (MCA tests). Student growth on the MCS's is not consistent from year to year, with a significant drop this year in measure 4.1. Over the course of the contract we are still below our goal but growth is being made. However, overall, we are still below our goal but the small successes are definitely worth celebrating! We saw significant growth in 4.3, 4.4, and 4.5. Measure 4.6 will no longer be reported on because LMSS has transitioned away from using Study Island as an assessment tool, and instead has implemented Fastbridge assessment for high school math. Math growth continues to be a focus of intention for LMSS staff. Increasing small group lessons and utilizing Right Start Math in our elementary classes in addition to the Montessori math curriculum has helped with our growth.

Indicator 5: Reading Proficiency

CACR Goal Areas Addressed by this Goal: *Reading Well by Third Grade, Achievement Gap Closure and College and Career Ready.*

School Goal:Over the period of the contract, students at LMSS will demonstrate proficiency in reading as measured by state accountability tests.		
Performance Ratings	***Measure 5.1: From FY23 to FY27, the school's aggregate proficiency index score for third grade will be equal to or increase from the baseline proficiency index score (FY22 baseline score – 50.0) OR be equal to or greater than that of the state for the same grade (grade 3).***	***Aggregate Results***
Exceeds Target	*The aggregate proficiency index score is at least 10.0 points above the baseline score OR at least 10.0 points above the state's score.*	
Meets Target	*The aggregate proficiency index score is equal to or above the baseline score OR equal to or greater than the state's score.*	
Approaches Target	*The aggregate proficiency index score is within 10.0 points of the baseline score OR within 10.0 points of the state's score.*	***48.2%***
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	
Performance Ratings	***Measure 5.2: From FY23 to FY27, the school's aggregate proficiency index score will be equal to or increase from the baseline proficiency index score (FY22 baseline score – 64.5) OR be equal to or greater than that of the state for the same grades (3-8, 10).***	***Aggregate Results***
Exceeds Target	*The aggregate proficiency index score is at least 10.0 points above the baseline score OR at least 10.0 points above the state's score.*	

Meets Target	*The aggregate proficiency index score is equal to or above the baseline score OR equal to or greater than the state's score.*	***63.3%***
Approaches Target	*The aggregate proficiency index score is within 10.0 points of the baseline score OR within 10.0 points of the state's score.*	
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	
Performance Ratings	***Measure 5.3: From FY23 to FY27, the school's aggregate proficiency index score will be equal to or greater than that of the local district (ISD 300 – La Crescent-Hokah) for the same grades (3-8, 10).***	***Aggregate Results***
Exceeds Target	*The aggregate proficiency index score is at least 10.0 points above the district's score.*	
Meets Target	*The aggregate proficiency index score is equal to or greater than the district's score.*	***63.3%***
Approaches Target	*The aggregate proficiency index score is within 10.0 points of the district's score.*	
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	
Performance Ratings	***Measure 5.4: From FY23 to FY27, the school's aggregate proficiency index score for the FRP student group will be equal to or greater than that of the local district (ISD 300 – La Crescent – Hokah) for the same grades (3-8, 10) and student group.***	***Aggregate Results***
Exceeds Target	*The aggregate proficiency index score is at least 10.0 points above the district's score.*	***61.1%***
Meets Target	*The aggregate proficiency index score is equal to or greater than the district's score.*	
Approaches Target	*The aggregate proficiency index score is within 10.0 points of the district's score.*	
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	
Performance Ratings	***Measure 5.5: From FY23 to FY27, the school's aggregate proficiency index score for the SpEd student group will be equal to or greater than that of the local district (ISD 300 – La Crescent-Hokah) for the same student group and the same grades (3-8, 10).***	***Aggregate Results***
Exceeds Target	*The aggregate proficiency index score is at least 10.0 points above the district's score.*	
Meets Target	*The aggregate proficiency index score is equal to or greater than the district's score.*	***31.3%***

Approaches Target	*The aggregate proficiency index score is within 10.0 points of the district's score.*	
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	
Performance Ratings	***Measure 5.6: From FY23 to FY27, the aggregate percentage of the school's Kindergarten students who demonstrate grade level proficiency in the spring as measured by the Albanesi assessment will be 75%.***	***Aggregate Results***
Exceeds Target	*The aggregate percentage is at least 90%.*	
Meets Target	*The aggregate percentage is at least 75%.*	***75.0%***
Approaches Target	*The aggregate percentage is at least 60%.*	
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	
Performance Ratings	***Measure 5.7: From FY23 to FY27, the aggregate percentage of the school's 1-6 grade students who demonstrate grade level proficiency in the spring as measured by the Albanesi assessment will be 75%.***	***Aggregate Results***
Exceeds Target	*The aggregate percentage is at least 90%.*	
Meets Target	*The aggregate percentage is at least 75%.*	***76.5%***
Approaches Target	*The aggregate percentage is at least 60%.*	
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	

Indicator 5 Trend Data Breakdown							
		FY23	*FY24*	*FY25*	*FY26*	*FY27*	*Aggregate*
Measure 5.1	*LMSS*	*78.6%*	*32.1%*	*50.0%*	*50.0%*		*48.2%*
	State	*56.0%*	*54.6%*	*55.1%*	*54.3%*		*55.0%*
Measure 5.2	*LMSS*	*68.5%*	*53.3%*	*56.9%*	*75.5%*		*63.3%*

	State	*60.8%*	*60.1%*	*60.6%*	*60.0%*		*60.4%*
Measure 5.3	*LMSS*	*68.5%*	*53.3%*	*56.9%*	*75.5%*		*63.3%*
	ISD300	*58.2%*	*60.4%*	*62.0%*	*57.6%*		*59.6%*
Measure 5.4	*LMSS*	*61.8%*	*47.7%*	*65.0%*	*78.6%*		*61.1%*
	ISD300	*39.9%*	*39.7%*	*42.1%*	*46.0%*		*41.5%*
Measure 5.5	LMSS	32.4%	18.8%	28.6%	46.9%		*31.1%*
	ISD300	*30.9%*	*26.5%*	*25.0%*	*29.5%*		*28.0%*
Measure 5.6	*LMSS*	*100.0%*	*66.7%*	*60.0%*	*100.0%*		*75.0%*
Measure 5.7	*LMSS*	*63.0%*	*71.1%*	*82.5%*	*89.6%*		76.5%

Reading proficiency is the fifth goal focus. The statewide MCA test is the assessment used for most measurements of this goal, and the LMSS rates are compared in various forms against the statewide average and the local La Crescent-Hokah district (ISD 300). Scores have increased across all measures over the last year. We are meeting/exceeding the target on all aggregate measures except for measure 5.1 where we are approaching the target. Since this target is specific to one grade, it can take time for the increased proficiency to adjust the aggregate numbers. We continue to make adjustments so progress will continue to be made.

Indicator 6: Math Proficiency

CACR Goal Areas Addressed by this Goal: Achievement Gap Closure and Career and College Ready.

School Goal: Over the period of the contract, students at LMSS will demonstrate proficiency in math as measured by state accountability tests.		
Performance Ratings	***Measure 6.1: From FY23 to FY27, the school's aggregate proficiency index score will be equal to or increase from the baseline proficiency index score (FY22 – 22.0) OR be equal to or greater than that of the state for the same grades (3-8, 11).***	***Aggregate Results***
Exceeds Target	*The aggregate proficiency index score is at least 10.0 points above the baseline score OR at least 10.0 points above the state's score.*	***42.6%***
Meets Target	*The aggregate proficiency index score is equal to or above the baseline score OR equal to or greater than the state's score.*	
Approaches Target	*The aggregate proficiency index score is within 10.0 points of the baseline score OR within 10.0 points of the state's score.*	
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	
Performance Ratings	***Measure 6.2: From FY23 to FY27, the school's aggregate proficiency index score will be equal to or greater than that of the***	***Aggregate Results***

	local district (ISD 300 – La Crescent-Hokah) for the same grades (3-8, 11).	
Exceeds Target	*The aggregate proficiency index score is at least 10.0 points above the district's score.*	
Meets Target	*The aggregate proficiency index score is equal to or greater than the district's score*	
Approaches Target	*The aggregate proficiency index score is within 10.0 points of the district's score.*	***42.6%***
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	
Performance Ratings	***Measure 6.3: From FY23 to FY27, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the local district (ISD 300 – La Crescent-Hokah) for the same subgroup and the same grades (3-8, 11).***	***Aggregate Results***
Exceeds Target	*The aggregate proficiency index score is at least 10.0 points above the district's score.*	
Meets Target	*The aggregate proficiency index score is equal to or greater than the district's score*	***43.2%***
Approaches Target	*The aggregate proficiency index score is within 10.0 points of the district's score.*	
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	
Performance Ratings	***Measure 6.4: From FY23 to FY27, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the local district (ISD 300 – La Crescent-Hokah) for the same subgroup and the same grades (3-8, 11).***	***Aggregate Results***
Exceeds Target	*The aggregate proficiency index score is at least 10.0 points above the district's score.*	
Meets Target	*The aggregate proficiency index score is equal to or greater than the district's score.*	
Approaches Target	*The aggregate proficiency index score is within 10.0 points of the district's score.*	
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	***16.7%***
Performance Ratings	***Measure 6.5: From FY23 to FY27, the aggregate percentage of the school's Kindergarten students who demonstrate grade level proficiency in the spring as measured by the Albanesi***	***Aggregate Results***

	assessment will be 75%.	
Exceeds Target	*The aggregate percentage is at least 90.0%.*	***90.5%***
Meets Target	*The aggregate percentage is at least 75.0%.*	
Approaches Target	*The aggregate percentage is at least 60.0%.*	
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	
Performance Ratings	***Measure 6.6: From FY23 to FY27, the aggregate percentage of the school's 1-6 grade students who demonstrate grade level proficiency in the spring as measured by the Albanesi assessment will be 75%.***	***Aggregate Results***
Exceeds Target	*The aggregate percentage is at least 90.0%.*	
Meets Target	*The aggregate percentage is at least 75.0%.*	
Approaches Target	*The aggregate percentage is at least 60.0%.*	***64.9%***
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	

Indicator 6 Trend Data Breakdown							
		FY23	*FY24*	*FY25*	*FY26*	*FY27*	*Aggregate*
Measure 6.1	*LMSS*	*37.7%*	*33.9%*	*46.1%*	*54.0%*		*42.6%*
	State	*57.4%*	*56.8%*	*56.5%*	*56.1%*		*56.9%*
Measure 6.2	*LMSS*	*37.7%*	*33.9%*	*46.1%*	*54.0%*		*42.6%*
	ISD300	*49.5%*	*50.7%*	*51.1%*	*57.6%*		*52.3%*
Measure 6.3	*LMSS*	*31.3%*	*39.5%*	*45.8%*	*62.5%*		*43.2%*
	ISD300	*34.0%*	*34.8%*	*31.0%*	*46.0%*		*35.9%*
Measure 6.4	*LMSS*	*12.5%*	*9.4%*	*23.1%*	*23.3%*		*16.7%*
	ISD300	*29.6%*	*28.0%*	*21.9%*	*29.5%*		*27.2%*
Measure 6.5	LMSS	100.0%	83.3%	90.0%	100.0%		*90.5%*
Measure 6.6	*LMSS*	*63.0%*	*62.7%*	*57.5%*	*75.0%*		*64.9%*

The results from the Math proficiency (the sixth focus) goals reinforce the need for continued work and focus in order to increase student achievement in a consistent way. Similarly to the reading proficiency goal, most of the assessments are focused on the MCA statewide test. Significant progress is being made in terms of Math proficiency. Staff and students can be proud of the work that they have accomplished. We are currently meeting three out the six measures on aggregate. Should we continue on our upward trajectory, by next year we should be close to meeting all measures. To that end, we are working on increasing small group lessons in our lower elementary classes and utilizing the Right Start Math curriculum in addition to our Montessori curriculum.

Indicator 7: Science Proficiency (and Growth)

CACR Goal Areas Addressed by this Goal: *Achievement Gap Closure and College and Career Ready.*

School Goal: Over the period of the contract, students at LMSS will demonstrate proficiency in science as measured by state accountability tests and curriculum-based measures.		
Performance Ratings	***Measure 7.1: From FY23 to FY27, the school's aggregate proficiency index score will be equal to or increase from the baseline proficiency index score (FY22 – 50.0) OR be equal to or greater than that of the state for the same grades (5, 8, HS).***	***Aggregate Results***
Exceeds Target	*The aggregate proficiency index score is at least 10.0 points above the baseline score OR at least 10.0 points above the state's score.*	
Meets Target	*The aggregate proficiency index score is equal to or above the baseline score OR equal to or greater than the state's score.*	***46.0%***
Approaches Target	*The aggregate proficiency index score is within 10.0 points of the baseline score OR within 10.0 points of the state's score.*	
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	
Performance Ratings	***Measure 7.2: From FY23 to FY27, the school's aggregate proficiency index score will be equal to or greater than that of the local district (ISD 300 – La Crescent-Hokah) for the same grades (5, 8, HS).***	***Aggregate Results***
Exceeds Target	*The aggregate proficiency index score is at least 10.0 points above the district's score.*	
Meets Target	*The aggregate proficiency index score is equal to or greater than the district's score.*	
Approaches Target	*The aggregate proficiency index score is within 10.0 points of the district's score.*	***46.0%***
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	
Performance	***Measure 7.3: From FY23 to FY27, the school's aggregate***	***Aggregate***

Ratings	proficiency index score for the FRP subgroup will be equal to or greater than that of the local district (ISD 300 – La Crescent-Hokah) for the same subgroup and the same grades (5, 8, HS).	Results
Exceeds Target	The aggregate proficiency index score is at least 10.0 points above the district's score.	
Meets Target	The aggregate proficiency index score is equal to or greater than the district's score.	50.0%
Approaches Target	The aggregate proficiency index score is within 10.0 points of the district's score.	
Does Not Meet Target	The school did not meet the criteria for any of the ratings above.	

Indicator 7 Trend Data Breakdown							
		FY23	FY24	FY25	FY26	FY27	Aggregate
Measure 7.1	LMSS	55.0%	46.2%	43.3%	46.9%		46.0%
	State	52.8%	52.8%	40.0%	39.8%		39.9%
Measure 7.2	LMSS	55.0%	46.2%	43.3%	46.9%		46.0%
	ISD300	47.0%	54.1%	38.8%	57.6%		52.0%
Measure 7.3	LMSS	50.0%	66.7%	33.3%	53.9%		50.0%
	ISD300	34.5%	36.4%	28.6%	46.0%		40.2%

The seventh goal focus is on science proficiency. Similarly to the reading and math proficiency goals, the assessments are focused on the MCA statewide test. LMSS began the contract year performing slightly higher than the state and local district. In year two of the contract, proficiency declined but LMSS is still higher than the state but below the local district. Once again, rates for students in the free and reduced counts are doing much better than compared to the local district. The third year there is a noticeable decrease from all comparisons possibly due to the change in assessment. FY26 we see continued increase in positive assessment results.

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

CACR Goal Areas Addressed by this Goal: *Ready for Kindergarten.*

School Goal: Over the period of the contract, prekindergarten students at LMSS will demonstrate readiness for kindergarten as measured by school conducted Montessori based assessments.

Performance Ratings	*Measure 8.1: From FY23 to FY27, the aggregate percentage of prekindergarten students who demonstrate readiness for kindergarten defined as achieving 80% proficiency on the Albanesi assessment for 4- year olds will be at least 80%.*	*Aggregate Results*
Exceeds Target	*The aggregate percentage is at least 90%.*	*90.9%*
Meets Target	*The aggregate percentage is at least 80%*	
Approaches Target	*The aggregate percentage is at least 70%*	
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	

Indicator 8 Trend Data Breakdown							
		FY23	*FY24*	*FY25*	*FY26*	*FY27*	*Aggregate*
Measure 8.1	*LMSS*	*100.0%*	*83.3%*	*0.0%*	*100.0%*		*90.9%*

Goal area number eight is focused on kindergarten readiness. This is important data to gather as LMSS has a robust preschool program that directly feeds into the kindergarten program. The assessment used to measure kindergarten readiness is the Grade Achievement tests in math and reading. Our Kindergarten class was small last year and we had multiple substitute teachers covering the classroom to end the school year. This may have contributed to low scores on the end of year assessments that the 4 year old preschoolers took. As predicted with the normalization of staff for the 2025-26 school year, students returned to typical results.

Indicator 9: Post-Secondary Readiness

CACR Goal Areas Addressed by this Goal: *Career and College Readiness*

***School Goal:* Over the period of the contract, students at LMSS will demonstrate readiness for postsecondary success.**		
Performance Ratings	*Measure 9.1: From FY23 to FY27, the aggregate percentage of graduating students enrolled for at least two years who complete a graduation portfolio at passing level as measured by school established rubrics will be at least 80%. The portfolio will include: journal reflections about their school journey on their path to graduation and college readiness, resume, cover letter, career exploration, job application, job shadow, mock or actual job interview, and job shadowing experience.*	*Aggregate Results*
Exceeds Target	*The aggregate percentage is at least 90.0%.*	
Meets Target	*The aggregate percentage is at least 80.0%.*	*85.0%*
Approaches Target	*The aggregate percentage is at least 70.0%.*	
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	

Performance Ratings	***Measure 9.2: From FY23 to FY27, the aggregate percentage of graduating students enrolled for at least two years who have taken action on their post-secondary plan (i.e. enrolled in a post-secondary education option, joined the military, etc.) will be at least 80%.***	***Aggregate Results***
Exceeds Target	*The aggregate percentage is at least 90.0%.*	
Meets Target	*The aggregate percentage is at least 80.0%.*	
Approaches Target	*The aggregate percentage is at least 70.0%.*	***72.7%***
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	
Performance Ratings	***Measure 9.3: From FY23 to FY27, at least 90% of students planning to attend college will take the ACCUPLACER, ACT, SAT, or ASVAB. Of those students, the aggregate percentage of students who earn a score of college or career ready will be at least 65%.****	***Aggregate Results***
Exceeds Target	*The aggregate percentage is at least 80.0%.*	***100%***
Meets Target	*The aggregate percentage is at least 65.0%.*	
Approaches Target	*The aggregate percentage is at least 50.0%.*	
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	
Performance Ratings	***Measure 9.4: From FY23 to FY27, the school's aggregate 4-year graduation rate will be equal to or greater than the state rate.***	***Aggregate Results***
Exceeds Target	*The school's aggregate graduation rate is at least 5.0 percentage points above the state rate.*	***94.7%***
Meets Target	*The school's aggregate graduation rate is equal to or greater than the state rate.*	
Approaches Target	*The school's aggregate graduation rate is within 5.0 percentage points of the state rate.*	
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	

Indicator 9 Trend Data Breakdown							
		FY23	*FY24*	*FY25*	*FY26*	*FY27*	*Aggregate*

Measure 9.1	*LMSS*	*100.0%*	*100.0%*	*40.0%*	*100.0%*		*85.0%*
Measure 9.2	*LMSS*	*100.0%*	*80.0%*	*60.0%*	*87.5%*		*72.7%*
Measure 9.3	*LMSS*	*100.0%*	*100.0%*	*100.00%*	*100.0%*		*100.0%*
Measure 9.4	*LMSS*	*100.0%*	*100.0%*	*80.0%*	*100.0%*		*94.7%*
	State	*83.3%*	*84.2%*	*84.9%*			*84.2%*

Post-secondary readiness is the ninth goal. This goal focuses on the completion of a graduation portfolio, acceptance into a college or the military, completion of a placement test (Accuplacer, ACT, SAT, or ASVAB), a score on the placement test, and graduation rate. LMSS students traditionally perform well on these various assessments. During FY25, the aggregate percentages fell below the target for both measures 9.1 and 9.2. One possible reason for that occurring coincides with the dip in graduation rate. That directly impacts the ability and willingness for students to complete a graduation portfolio and take action on a post-secondary plan. FY26 rates returned to typical results. LMSS is equipping students with the tools necessary to pursue their career aspirations when they leave our school.

Indicator 10: Attendance

Goal: Over the period of the contract, students at LMSS will attend the school at high rates.

***School Goal:* Over the period of the contract, students at LMSS will attend the school at high rates.**		
Performance Ratings	***Measure 10.1: From FY23 to FY27, the average of the school's annual consistent attendance rates is equal to or greater than the state's.***	***Aggregate Results***
Exceeds Target	*The average of the school's consistent attendance rates is greater than the state by 10.0 points.*	
Meets Target	*The average of the school's consistent attendance rates is equal to or greater than the state.*	***81.8%***
Approaches Target	*The average of the school's consistent attendance rates is within 10.0 points of the state.*	
Does Not Meet Target	*The school did not meet the criteria for any of the ratings above.*	

		FY23	*FY24*	*FY25*	*FY26*	*FY27*	*Average*

Measure 10.1	*LMSS*	*89.7%*	*85.9%*	*69.8%*			*81.8%*
	State	*74.5%*	*75.5%*	*76.5%*			*75.5%*

The final focus is on attendance. Studies show that attendance is directly correlated with higher academic success. Students at LMSS attend school more consistently and at a higher rate than their counterparts statewide. During FY26, a decrease can be seen. LMSS had an increase of student enrollment with lower attendance rates due to student needs. Policies, protocols and plans were followed to ensure students were provided with IDEA and FAPE regulations.

Indicator A: Federal and State Accountability – Comprehensive Achievement and Civic Readiness

3rd grade reading scores: Reading scores for the last year have increased to right below the state proficiency score. We are still below the aggregate goal for the whole contract but progress is being made and scores are moving in the right direction. We are seeing positive impacts from adding another reading curriculum to help supplement our Montessori curriculum in both Children's House and our lower Elementary classes.

8th grade reading scores: Eighth grade students saw very little change in reading proficiency from year two to year three of our current contract. Combating reading difficulties in adolescence looks very different from interventions at the 3rd grade level. At the 8th grade level, we move away from the foundational building blocks of reading. Instead we focus on comprehension and tools to support readers as they transition into young-adulthood. Students practice comprehension through graphic organizers, Socratic seminars, study skills, and note-taking. Teachers continue to utilize leveled reading materials and audio books to ensure students can access the curriculum while they work on their reading. With the change of the MCA reading test, the FY26 8th grade class is too small to report on specifically. As aggregate data becomes available in the following years, we expect continued comparable proficiency results to the state.

Teacher equity: The 'district' of LMSS is located in one building, with seven core educators and two special education teachers. No two educators overlap core subjects. If there comes a time when LMSS expands and requires multiple educators to teach the same core subject, or core Montessori level, a procedure is in place to ensure that students are provided an equitable opportunity to highly qualified educators. If an educator is put on a Teacher Improvement Plan (TIP), student room assignments will be rotated so they do not have a teacher on a TIP for two or more years in a row.

Achievement Gap Data: LMSS has two subgroups of students: students qualifying for free/reduced lunch (FRP) and special education (SpEd.) The FRP subgroup has made progress this year in reading proficiency compared to last year and the subgroup continues to have a proficiency rating equal to or above the overall proficiency rating of the local district (ISD 300) rate. Based on this data, the achievement gap was closed compared to the non FRP group for students at LMSS in Reading. The subgroup in math was equal to the non-FRP group in the last year and continues to be higher than the non-FRP group overall closing the achievement

gap. The FRP subgroup also has a higher proficiency rating than the local district (ISD 300). Additional student support will continue to be made available in the form of tiered supports .

The second subgroup, students receiving special education services, is making progress on the statewide proficiency assessments. While the achievement gap still exists, it is slowly closing. The proficiency rating has improved reading and seems to have leveled off in math. In reading this subgroup had higher rates of proficiency compared to the local school district. In math, the subgroup maintained their proficiency rate, but the local district saw an increase, surpassing LMSS's rate. There is more work to be done in order to close the achievement gap for our SpEd subgroup.

Graduation Rates: LMSS has a graduation rate of 94.7%. This is higher than the statewide rate of 84.2%. LMSS will continue to help students graduate on time.

ADDITIONAL ACADEMIC DATA

Growth rates are another way to look at student success. The data shows that LMSS is staying relatively steady in both internal reading and math assessments over the course of the contract but both metrics have ebbed and flowed over the last four years. Statewide assessments are no different, it can be determined that the growth rate for LMSS is not as high as the statewide rate. It is the intention of LMSS to increase student growth through a 'whole-child' approach, including supporting each child's social and emotional well-being, as well as their educational goals.

Educational Effectiveness: Assessment & Evaluation

La Crescent Montessori & STEM School has many practices in place to integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that supports teacher quality, performance, and effectiveness.

The school has a process for assessing and evaluating each student's progress toward meeting state and local academic standards. Students in kindergarten through sixth grade take a Montessori-based skill assessment in the fall and again in the spring to show progress through the Montessori curriculum. LMSS also administers Fastbridge assessments three times per year (K-12) to identify individual reading and math achievement levels and prescribe instructional strategies to assist students in attaining a rate of improvement equal to or greater than the national average. Data from these assessments are used to place students into interventions. Students in interventions are progress monitored to evaluate growth. In addition, where available, LMSS utilizes MN State Assessments (MCA) in math, reading, and science to report student progress towards meeting MN state standards. Each semester, student academic progress is evaluated and the results are shared with parents via a formal progress report.

Due to the Minnesota READ Act, all students in grades 4-12 who did not score at grade level for reading had to take a reading disability screener test. We used Read Basix by Capti as our

screener. This data was then used to determine reading interventions needed for those students as outlined by the READ Act.

Data from assessments is disaggregated by the student group in order to assess the school's educational effectiveness in relation to each group. Following assessments, educators are responsible for inputting student assessment data into a spreadsheet. The Director of Operations compiles the data and separates it into student groups. The disaggregated data is shared with educators during data review or PLC meetings.

In addition to the work of the pedagogy committee, LMSS educators work together on a continuous-cycle to review school-wide curriculum and the fidelity of implementation, which is particularly important to avoid misalignment between learning levels. These meetings include a review of the curriculum to identify gaps in the progression of the Montessori curriculum. Educators identify strengths and weaknesses in curriculum and instruction to ensure career and college readiness leading to the world's best workforce within. Curriculum and instruction are also reviewed and evaluated for alignment with state standards and effectiveness in relation to best practices and student outcomes. If needed, strategies for improving instruction, curriculum, and student achievement are identified and implemented. Educators are expected to monitor student progress and adjust instruction as needed to facilitate student learning.



Community members and families actively participate in decision making and changes in our district. Collaboration provides opportunities to ensure we validate, affirm, embrace, and integrate cultural and community strengths.

Educators are active participants in Child Find meetings. These meetings focus on the identification of struggling learners, data-driven interventions, review of intervention data and possibly determining the need for a referral for a special education evaluation.

Additionally, the school's system for educator evaluation requires educators to participate in peer review by observing other learning environments and offering feedback. Educators also evaluate instructional and other administrative leaders.

The elements below are connected to a continuous improvement process that reviews, supports, and/or evaluates the effectiveness of curriculum and instruction.

- Curriculum review cycle
- Curriculum alignment to state/ national standards
- Curriculum implementation
- Teacher evaluation system that targets effective instruction and growth
- Peer Review
- School climate initiatives
- Culture of continuous improvement: PLCs, Educator Evaluation and Peer Review

● Tiered interventions

Teacher Equity Data:

As stated previously, the school is small and without multiple educators for the same core subject Montessori level. Should that change, the school will develop a process to examine the equitable distribution of educators using data and ensure that low-income and minority students are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field educators.

	Total	Licensed Educators	3+ Years of Experience	Working in Areas of Licensure	Advanced Degrees	Montessori Certification	Racially/ Ethnically Diverse
Teachers	9	8 / 8 100%	7 / 8 87.5%	8 / 8 100%	2 / 8 25.0%	4 / 8 50.0%	0/8
Admin Staff	2	1 / 2 50%	2 /2 100%	N/A	1/2 50%	0/2 0%	

Student & Parent Satisfaction

LMSS utilizes electronic surveys to gather information on parent and student satisfaction. Our results showed that LMSS is a happy place. 100% of parents who completed the survey feel LMSS is a welcoming and respectful place for their children. 100% of respondents said LMSS is a safe place. 100% reported that they are comfortable recommending LMSS to other families. Parents know they can come to the school if they have concerns and they will be dealt with fairly. Knowledge of the Mission/Vision rose slightly to 87% for parents. 93.3% of students reported feeling safe and welcome at LMSS. Only 33.9% of students report knowing the mission of LMSS, which is similar to last year. The missions and vision have been revised which may assist in students knowing them.

Environmental Education

The mission of LMSS' authorizer, Osprey Wilds Environmental Learning Center, is to instill a connection and commitment to the environment in people of all communities through experiential learning. Osprey Wilds defines environmental education 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 environmental education 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.

There are five areas that indicate if LMSS students (and staff) are growing in their environmental literacy. They are:

1. Curriculum and School Culture
2. Exposure to Natural Environments
3. Promotion of Environmental Stewardship
4. Mission or Community Related
5. Financial and Operational Commitment

At LMSS, environmental education is woven into the curriculum at each learning environment. Place-based learning is used as much as possible to instill a sense of wonder and knowledge of the student's surroundings. Classrooms utilize a hands-on approach and differentiated lessons in order to include all students. Biology and Zoology lessons are provided to Pre-K-6 students, with living organisms in the way of plants and class pets to reinforce learning and add a deeper level of appreciation.



All students connect to the natural environment throughout the school year. Students take many trips for the purpose of observing, researching, analyzing and drawing conclusions from the environment around them. Traditions such as the E1 State Park Cycle, E2 Eagle Bluff Trip, and the AP Fall Camping trip continued and new trips to the Genoa Fish Hatchery, Houston Owl Center, and Wabasha Eagle Center joined our community.

Promoting and participating in environmental stewardship has become an integrated part of day-to-day life at LMSS. Students continue to learn and actively participate in the school-wide recycling and composting programs. The Children's House classroom planted a tea garden in the back and a vegetable garden in the front. This is a gift that will keep giving. We can't wait to see how the tea is made!

Our budget for the 2025-26 school included significant funding for field trips. LMSS will continue to budget for equitable access to our natural environment and out of building experiences through financial support. Some trips we typically take include visits to Whitewater State Park, Brice Prairie Wildlife Refuge, Eagle Bluff Environmental Learning Center, Wyalusing State Park, and Beaver Creek State Park.

Through the use of assessments, hands-on lessons, and excursions, LMSS students have grown in their environmental literacy. Students are able to work individually and within groups to increase the sustainability of their environment. They are excited to reduce their impact on the world and to positively impact the world around them. They understand the benefit of being good stewards of the Earth and the impact it has on future generations.

Governance & Management

Includes Annual Board Training & Administrator

BOARD OF DIRECTORS

The LMSS Board has the responsibility to provide ultimate oversight of LMSS' staff and programs through close monitoring and evaluation. With the help of the Head of School and the Director of Operations, the board assures that all reports and data are submitted to the appropriate stakeholders, and that all laws and statutes are followed. Policies are created and implemented as needed or required. Financial oversight and budget approval is a key component of the boards' responsibility. The board also determines the direction in which the school will go by creating and supporting the school's mission and vision. The LMSS board does not contract with a charter management organization (CMO, or an educational management organization (EMO).

Per our bylaws, the LMSS Board of Directors is made up of five members: three educators, one parent and one community member. The Governance Committee recruits new board members. Committee members solicit interested candidates, as well as approach individuals that the committee feels have characteristics that would be beneficial to the board. The committee requests resumes from interested candidates. During the recruitment phase, each candidate receives a board binder. This binder contains essential documents that a candidate would need to know and understand if voted on to the board. Documents in the binder include: Annual Report, Financial Audit, Authorizer Contract, Goal Data (and Results), By-Laws, Articles of Incorporation, contact information for current board members, and the four major laws that apply to charter schools in Minnesota (Charter Law, Nonprofit Law, Open Meeting Law, and Data Privacy Law.) The Governance Committee reviews the resumes and then provides the final resumes to the voting stakeholders. Elections were held online in an effort to increase family participation. Elections were held in May over the course of five days.

LMSS Board of Directors (2025-2026)

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address
Katie Kabat	Member	Teacher	05/10/2025	07/01/2025	06/30/2027	Katie.Kabat@lacrescentmontessori.com
Luke Wahl Squared	Secretary	Teacher	5/13/2024	07/01/2024	06/30/2026	LWahl@lacrescentmontessori.com
Kate Garfin	Vice Chair	Teacher	5/10/2025	07/01/2025	6/30/2027	Kate@lacrescentmontessori.com
David Bauer	Treasurer	Parent	05/13/2024	07/01/2024	06/30/2026	David@lacrescentmontessori.com
Dean Chady	Chair	Community Member	5/13/2024	7/01/2024	6/30/2026	Dean@lacrescentmontessori.com

Board Training and Development

Board training is an effective tool that ensures the board maintains a basic knowledge of the statutory requirements of education. It is vital for all members of the board, as leaders of an educational institute, to embrace continued education through development. All board members are required to begin the initial training within six months and complete it within one year of being seated as a member of the board. Additional board development is provided throughout the year. Topics range from understanding funding formulas to updates on legislation, to current insurance coverage (and anything in between).

There are new laws that came into effect August 1, 2024 that impacts what training is required of any new board members. There were no new board members that took their seat after August 1, 2024, so board members were not able to complete it prior to their original seat date. However, it is best practice for all board members to be educated in those topics, therefore all board members and administrative team members were asked to complete them.

(Initial Training for board members seated prior to August 1, 2025)

Board Member Name	Original Date Seated	Board's Role & Responsibilities	Open Meeting Law	Data Practices Law
Kate Garfin	07/01/2025	05/09/2025 Osprey Wilds	05/09/2025 Osprey Wilds	05/09/2025 Osprey Wilds
David Bauer	07/01/2024	05/04/2025 Osprey Wilds	12/08/2024 Osprey Wilds	10/12/2025 Osprey Wilds
Luke Wahl Squared	07/01/2022	8/2/2022 Osprey Wilds	09/23/2025 Osprey Wilds	09/23/2025 Osprey Wilds
Dean Chady	7/1/2022	8/2/2022 Osprey Wilds	8/9/2025 Osprey Wilds	09/26/2024 Osprey Wilds
Katie Kabat	07/01/2025	05/13/2025 Osprey Wilds	05/13/2025 Osprey Wilds	05/13/2025 Osprey Wilds
Thomas Pollreis	ex-officio	4/10/2024 Osprey Wilds	4/10/2024 Osprey Wilds	4/10/2024 Osprey Wilds

(Initial Training for board members to be completed within 12 months)

Board Member Name	Original Date Seated	Employment Policies & Practices	Financial Management	Student Success
Kate Garfin	07/01/2025	05/09/2025 Osprey Wilds	05/09/2025 Osprey Wilds	05/09/2025 Osprey Wilds
David Bauer	07/01/2024	05/04/2025 Osprey Wilds	05/04/2025 Osprey Wilds	10/12/2025 Osprey Wilds
Luke Wahl Squared	07/01/2022	8/2/2022 Osprey Wilds	8/2/2022 Osprey Wilds	9/23/2025 Osprey Wilds

Dean Chady	7/1/2022	8/2/22022 Osprey Wilds	9/13/2022 Osprey Wilds	05/12/2025Osprey Wilds
Katie Kabat	07/01/2025	05/13/2025 Osprey Wilds	05/13/2025 Osprey Wilds	05/19/2025 Osprey Wilds
Thomas Pollreis	ex-officio	4/10/2024 Osprey Wilds	4/10/2024 Osprey Wilds	4/10/2024 Osprey Wilds

Annual Training – FY26

LMSS utilizes parent and staff members on a Governance committee. This committee, including the administration team, gather together approximately 4 times a year to review board training and board election process. The fall meeting is dedicated to reviewing a survey that each board member completes regarding their knowledge of topics related to charter school board membership. Based on their feedback, the annual board training calendar is then determined.

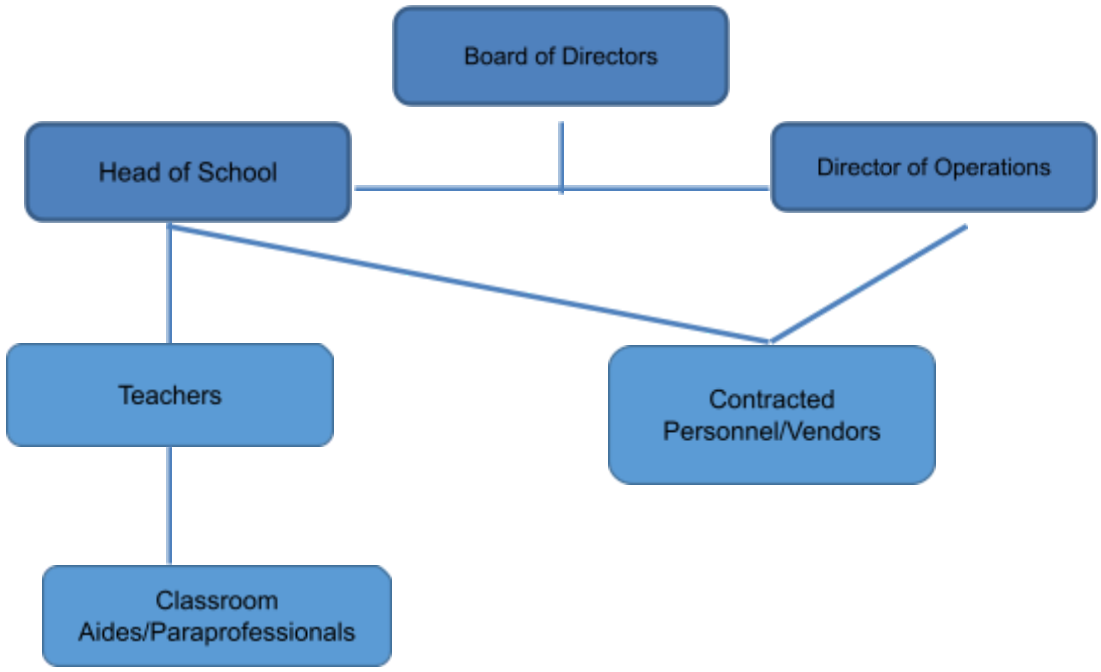
	Kate Garfin	David Bauer	Luke Wahl Squared	Dean Chady	Katie Kabat	Thomas Pollreis
Board Self Evaluation: Tammy Stremcha **July 23, 2025**	Yes	Yes	Yes	Yes	Yes	Yes
12 Board Responsibilities: National Charter Schools Institute **July 23, 2025**	Yes	Yes	Yes	Yes	Yes	Yes
Role of the Board Chair: Osprey Sounding Board **July 23, 2025**	Yes	Yes	Yes	Yes	Yes	Yes
Role of a Board Member: Osprey Sounding Board **July 23, 2025**	Yes	Yes	Yes	Yes	Yes	Yes
What Boards Need to Know about Academics: Osprey Sounding Board **August 25, 2025**	Yes	Yes	Yes	Yes	Yes	Yes
The Planes of Development: Montessori for Today **August 25, 2025**	Yes	Yes	Yes	Yes	N/A	Yes
Employment Law: Equal Pay: MACS **September 22, 2025**	Yes	Yes	Yes	Yes	N/A	Yes
Employment Law: Wage Theft: MACS **September 22, 2025**	Yes	Yes	Yes	Yes	N/A	Yes
Data and Statistics for Teachers: Observation, Record-Keeping, and Student Assessment: AMS **September 22, 2025**	Yes	Yes	Yes	Yes	N/A	Yes
Employment Law: Employee Conditions:MACS	Yes	Yes	Yes	N/A	Yes	Yes

October 20, 2025						
The Prepared Environment Montessori Publication **October 20, 2025**	Yes	Yes	Yes	N/A	Yes	Yes
What Boards Need to Know about Academics: Osprey Wilds Sounding Board **November 24, 2025**	N/A	Yes	Yes	Yes	Yes	Yes
Board Oversight of Academic Outcomes: Osprey Wilds Sounding Board **November 24, 2025**	N/A	Yes	Yes	Yes	Yes	Yes
Employment Law: Other Leave: MACS **December 15, 2025**	N/A	Yes	Yes	Yes	Yes	Yes
Montessori & the 3rd Plane: AMS **December 15, 2025**	N/A	Yes	Yes	Yes	Yes	Yes
The Montessori Board: Montessori Foundation **January 22, 2026**	Yes	Yes	Yes	Yes	Yes	Yes
Open Meeting Law: During/After a Closed Meeting: Sounding Board-Osprey **January 22, 2026**	Yes	Yes	Yes	Yes	Yes	Yes
Montessori- Healthy Minds, Better Outcomes, Lower Costs: AMI **February 19, 2026**	Yes	Yes	Yes	Yes	Yes	Yes
Board Meeting Minutes: Clear, Useful and Transparent: Osprey Wilds Sounding Board **February 19, 2026**	Yes	Yes	Yes	Yes	Yes	Yes
Board Recruitment/Election Process: Tammy Stremcha **March 23, 2026**	Yes	Yes	Yes	Yes	Yes	Yes
Board Evaluations May 18, 2026	Yes	Yes	Yes	Yes	Yes	Yes

To wrap up the fiscal year, the board takes time to review their performance using the Osprey Wilds Evaluation Frameworks (governance specific items) to reflect on challenges and successes they have had together. The evaluation was completed on May 18, 2026. The framework provides items to review that are compliance requirements as well as effective practices. The results of the FY26 performance evaluation as it relates to governance items are great. Of the required (and relevant) compliance items, the LMSS board successfully met expectations. Of the items listed as effective practices, there was one that LMSS could improve upon: 5 day lead time of board packets. Though LMSS fulfills the required 3 days advance time, five is a goal to continue to strive for.

MANAGEMENT

During the 2025-26 school year, LMSS continued the management structure that was implemented during the 2017-18 school year. The Head of School has administrative responsibilities including curriculum, staff and student duties. The organizational chart below shows the structure of our staff.



Thomas Pollreis, Head of School

Head of School duties include, but are not limited to: coordinating staff observations; planning/implementing in-services; coordinating PLC meetings; attending IEP meetings as the district representative; coordinating meetings for parent/teacher concerns; coordinating substitutes in emergency situations; relaying staff needs to appropriate committees; sharing SIP data with Osprey Wilds, following up on SIP implementation and progress monitoring; acting as a point person for reports; managing, supervising and supporting academic and support personnel needs, coordinate internal and external communications as the primary representative of LMSS, and ensure compliance with all state and federal regulations.

Thomas started his teaching career in the classroom in Swanville, MN in 2019. He is licensed in K-6 Elementary Education. He has taught multiple grade levels and subjects when he was in the classroom. He completed a Master's degree in Educational Administration and Leadership in the spring of 2024. 2024-25 was the first year Thomas was at LMSS and his first year in administration as the Head of School. Thomas's professional development plan follows state statute requirements, and is reviewed by the Board of Directors annually. Thomas's latest evaluation was completed by the Board of Directors in June of 2026.

Name of School Leader: Thomas Pollreis		
Date board approved professional development plan: August 25, 2026		
Training Topic	**Date of Training**	**Hours of Training**
Read Act Training	monthly	15
Effective Communication	11/25, 1/26, 2/26	4.5
Planning for Disasters	9/25	6
School Finance Basics	3/26	1.5
		Total Hours: 27

Tammy Stremcha, Director of Operations

The duties of the Director of Operations (DO) include the responsibilities for payroll submission, preparation and maintenance of all financial records, and reporting of said financial records to various stakeholders. In additional to being responsible for monitoring and ensuring fiscal responsibility of public funds, the DO is responsible for the oversight and maintenance of general office needs, MDE reporting, JMC maintenance, EDRS reporting, maintenance of physical/electronic student files, school website, sending report cards, coordinate testing materials, Aerie, safety coordinator, and vendor coordinator.

Tammy Stremcha has over fifteen years of accounting and administrative experience, with over ten years specifically in the education sector. She has a degree in accounting and has participated in additional training to better suit herself to the education industry. Tammy's professional development plan is reviewed annually by the board of directors. Tammy's latest evaluation was completed by the Board of Directors in June of 2026. Her 2026-27 professional development plan will be created with input from the board in the fall of 2026, and will reflect the latest requirements of state statutes.

Name of School Leader: Tammy Stremcha		
Date board approved professional development plan: August 25, 2026		
Training Topic	**Date of Training**	**Hours of Training**
Human & Personnel Resource Management	2/20/2026 & 3/11/2026	8.5
School Law Seminar	10/3/2025	4.75
Crisis Response Training	8/21/2025	8
Effective Communication	3/4/2026 & 4/8/2026	6
Montessori Myth or Mandate	2/23/2026	1
		Total Hours: 28.25

Staffing

Due to limited benefits and our rural location, finding highly qualified staff can be very difficult. For teaching positions, LMSS continues to work toward strong teacher retention after educators have completed their Montessori training. The following table lists the licensed teaching staff

LMSS employed during the 2025-26 school year. During the school year, the ELA teacher resigned and the Adolescent Program staff rallied together to ensure students continued to receive the appropriate lessons and standards required by the state. Kate Garfin took on the additional license needed to provide ELA standards for the 7-12 grade students.

2025-26 Licensed Teaching Staff

Name	File #	License and Assignment (subject/grades)	2026-27 Status*	Comments
Melissa Johnson	437246	Pre-Primary & Elementary Education	R	Expires 6/30/2029
Angela Rundhaugen	1001189	Early Childhood & Elementary Education	R	Expires 6/30/2027
Katie Kabat	514390	Elementary Education	R	Expires 6/30/2026
Alex Auby	1020379	Academic Behavioral Strategist	R	Expires 6/30/2027
Luke Wahl Squared	496892	Mathematics 5-12	R	Expires 6/30/2028
Bella Erickson	1029799	Life Science	R	Expires 6/30/2026
Kate Garfin	492472	Social Studies/ELA	R	Expires 6/01/2028
Tyanne Perry	513864	Academic Behavioral Strategist	R	Expires 6/30/2028
Joseph Martinez	1037007	Literature	NR	Expires 6/30/2026

* R = Returning, NR = Not Returning

2025-26 Teacher Professional Development Activities:

As Montessori training programs increase their rates, LMSS will continue to work to match those increases. Montessori trained teachers have greater ability to find success at LMSS and better support our students.

Below is a list of professional development opportunities utilized by the LMSS staff.

- Training in bloodborne pathogens, bullying and harassment, data privacy, teacher ethics, and mandated reporting
- Curriculum and Pedagogy meetings covering child find, data collection and analysis, and current assessments
- All staff attended the Montessori Conference at UW-River Falls
- One teacher started Montessori certification
- Several educators were trained the Wilson Reading System
- In-service dates were utilized to deep dive into strengthening our individual programs, reforming our MTSS procedures, and group paraprofessional trainings
- Phase One educators continued to complete LETRS training

- Hourly staff completed 8 hours of literacy training

Teacher Retention
All teachers have retained employment from the 2025-26 school year to the 2026-27 school year, resulting in 100% retention rate.

Percentage of Licensed educators from 2025-26 not returning in 2026-27 (non-returning educators/total educators from 2025-26 X 100)	0.0%

2025-26 Non-Licensed Staff

Name	**Assignment**	**2026-27 Status***	**Comments**
Tammy Stremcha	Director of Operations	R	
Skylar Ferguson	Special Ed Para	R	
Christian Oliver	Special Ed Para	R	
AJ Olson	Special Ed Para	R	
Heather Minkel	Classroom Aide	R	
Cassie Gurley	Janitor	R	
Brittany Rau	Classroom Aide	R	
Sterling Schmidt	Special Ed Para	NR	
Crystal Yngsdal	Special Ed Para	R	
Hailey Undeland	Classroom Aide	NR	
Christie Lauer	Special Ed Para	NR	

* R = Returning, NR = Not Returning

2025-26 Licensed, Non-Teaching Staff

Name	**License and Assignment (subject/grades)**	**2026-27 Status**	**Comments**
MacKenzie Smith	Counselor	R	Expires 6/30/2029
Thomas Pollreis	Head of School	NR	Expires 6/30/2029

Operational Performance

LMSS is housed in a beautifully renovated building at 1116 South Oak Street in the small town of La Crescent, Minnesota. Our leased building previously served as the local roller-skating rink. As somewhat of a local, historical venue, we feel fortunate to have been able to salvage the original hardwood floor and curved beam ceilings. After an extensive renovation, which included plumbing, electrical, networking, HVAC, and room construction, the school is confident that the space is conducive to outstanding Montessori environments. At this time, the school has made no plans for relocation. As noted in the Finance section, LMSS leases the building. With the support of lease aid, a renewable funding revenue, the school has made 1116 South Oak Street home. The owner of the building is responsible for long-term maintenance, including but not limited to, maintaining up-to-date inspections, alignment with state and federal building codes, and notifying occupants of changes and important notices (occupancy, fire exits, etc.). LMSS is responsible for the internal function of the building as it pertains to the school's use.

Many families tell staff that the school feels like a home. The walls are painted to enhance learning and mood, the floors are made of hardwood, and the second-floor ceiling retains the original arched wooden support beams. The community room walls were painted simply in our school colors which made the space more beautiful and welcoming! LMSS had the opportunity to expand the school's physical footprint by renting additional space located just on the other side of the parking lot. This was a great opportunity for LMSS to expand to include more space dedicated to large physical movement, messy sciences and group experiences.

Though development plans and projects are elaborated upon in the Future Plans Section, LMSS has maintained the building with garden projects, painting, and other beautification efforts. The school contracts for janitorial service, and contracts for maintenance/servicing of the elevator, and technologies used at LMSS, and provides internal training on maintenance expectations. To ensure student and staff safety, LMSS regularly schedules safety drills including fire, severe weather, evacuation and lockdowns.

More detailed operational management also occurs at LMSS. The accurate and timely submission of state/federal reports including, but not limited to: MARSS, ED-FI, STAR, SEDRA, UFARS, CLICS, TRA, and PERA happen regularly. Many of these reports require multiple, time-sensitive submittals throughout the year. Maintaining current information is critical to being able to supply state and other agencies correct information in a timely manner. LMSS contracts with several outside professionals. Hearing and vision checks are provided to students annually. Ready Bus Lines Company, (whose primary contract is with ISD 300- the resident school district), provides daily transportation for LMSS, and service to and from the before/after care program at the local elementary school.

As with all public schools, LMSS keeps records of and reports on student discipline. The school has been fortunate to have minimal incidents to report to MDE. A discipline policy is in place that provides discipline in steps based on the level of severity of the act. A notable part of Montessori curriculum, which we believe lessens the necessity for external discipline, is the area of Grace and Courtesy. Presentations, beginning the first day of school, even in the youngest classroom, teach all students how to respect themselves and each other. The knowledge of how to be gracious and courteous has lasting impacts on student behavior, which is evident through the school's small number of discipline reports.

LMSS does not offer a hot-lunch program. However, as required by state and federal regulations, LMSS does recognize the economic significance of families qualifying for educational benefits. LMSS offers a daily milk program, providing two cartons of milk for Kindergarten students and one carton for first through twelfth-grade students. LMSS requests that families pack a lunch for their child. To reinforce practical life and grace and courtesy skills, the school provides multiple microwaves, metal cutlery, ceramic plates and bowls, and glass cups for students to use. We have found that a formalized dining atmosphere bridges school and home life and reinforces the relevance of dining etiquette. Students are expected to clean up after themselves and work cooperatively to clean the lunchroom. Some AP students have enough time management skills to cook their lunch at school, enjoying a fresh, home-cooked meal while reinforcing their practical life skills. Healthy foods are sometimes donated for student lunches. A local apple orchard often donates crates of apples for students to eat as a healthy snack. Additionally, educators include a culinary component into culture lessons, requiring students to prepare a meal related to the culture they are studying. With the guidance of adults, students learn basic culinary skills, a curricular component that is made possible with the school's home style kitchen appliances. The AP program also includes cooking courses in their elective pool.

LMSS has continued to hire a full-time counselor with the help of the student support funding stream provided by the state of Minnesota. This position shares their expertise with the three schools, providing student support in social and emotional education, social and emotional regulation, provides support to special education students when appropriate, as well as provides support to high school students as they prepare for life after high school. LMSS looks forward to continuing the partnership to ensure that all students (including those at other LEA's) have access to a counselor throughout their educational journey. For the 2025-26 school year, the counselor position was unfilled for about 6 months. The positon was filled with MaKenzie Smith at the end of the school year and we look forward to her continued guidance into the new school year.

As the safety and security of our students is one of the school's most important priorities, parent and community volunteers are closely supervised. All volunteers that work with children or who chaperone on field trips must consent to a background check through The Minnesota Bureau of Criminal Apprehension and the National Sex Offender Registry. Volunteers participating in any overnight travel with students are subject to a full background check (the same check required of employees.) All checks comply with Minnesota statutes.

As previously mentioned, all employees are subject to background checks, which must be completed before an employee's initial start date. The school's hiring policy dictates that any open position is posted internally first. Applicants are asked to provide a resume; five years' work experience, contact information, three professional references, educational history and copies of transcripts. Qualified applicants are invited to an interview. The interview team consists of a minimum of three people. Following interviews, the team makes a recommendation to the Head of School, who determines if an offer of employment will be extended.

In an effort to share our program with everyone in the area, LMSS utilizes multiple systems of engagement and information sharing. Printed brochures can be found throughout the community showcasing our classrooms and offerings (Montessori, STEM, special education).

These brochures can be found at the laundry mat, the public library, local chamber office, and the local hotel. Printed advertisements are placed in the La Crescent Visitors Guide with similar (but cliffnoted) information. LMSS has partnered with La Crescent Healthy Community Partnerships, a local non-profit that seeks to address areas impacting the health, wellness and livability of the greater La Crescent Area. This organization is an umbrella group that works with the Food Shelf, Neighbors in Action, and Neighbors Day (among many others) to help connect with families that may be experiencing housing and/or food insecurity or other at-risk or under-represented families. LMSS's online presence through Facebook, Instagram, and the website is able to be more responsive as well as interactive. There are local groups created on Facebook that LMSS posts to that are geographic and parent specific. When someone reaches out in any capacity (phone call, stop in, website form, messenger message, Facebook or Instagram comment), LMSS prides itself on the flexibility and accommodating nature that is used to make certain every person feels welcomed and helped through the enrollment process. We begin with private tours, so a focus can be provided to their unique situation, child and classroom. Paperwork is offered electronically and in paperform, whichever their preference. Translated materials are available upon request. Private sessions to help fill forms out is also available when requested. Tours and enrollment support are available outside of regular business hours (by appointment) to accommodate families with limited availability and/or transportation. The timeline and procedures are explained during tours, and provided in written form with a follow up email. Each step of the process, when paperwork is due, when third party forms are required, when everything is complete, is updated with the family through written communication. If timelines are not being met, additional effort is made through direct communication to ensure LMSS has provided sufficient resources and information to complete the enrollment process. Once a child is enrolled, communication continues through electronic formats unless otherwise requested in other formats or translations.

Finances

For questions regarding school finances or to request a copy of complete 2024-2025 financials and/or an organizational budget for 2024-25, contact:

Tammy Stremcha
Director of Operations
507-895-4054
Tammy@LaCrescentMontessori.com

Information presented below is derived from un-audited figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Osprey Wild no later than December 31, 2026. Material changes to the figures shown below are not expected.

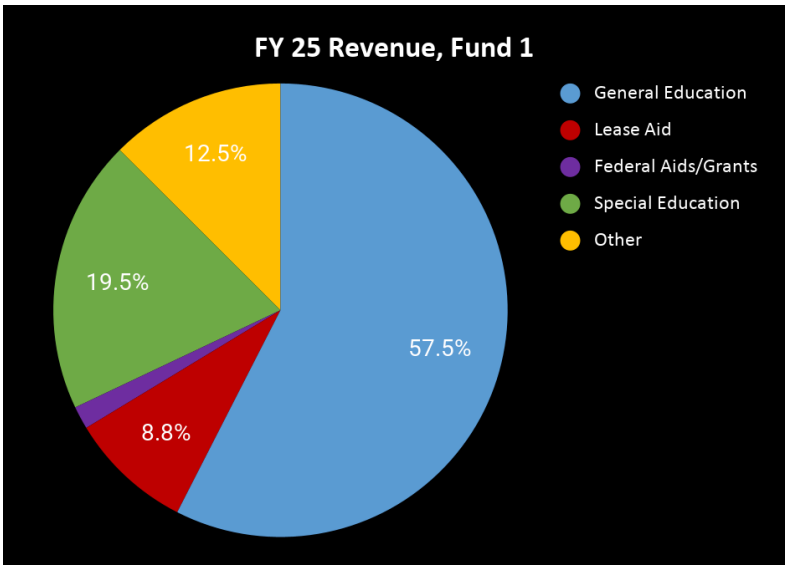
FY26 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	$1,355,776	$2,070	$98,175
Total Expenditures	1,378,383	2,527	68,847
Net Income(Loss)	(22,607)	(457)	29,328
Total Fund Balance	$465,320	$3,387	$104,479

Overview

LMSS strives to make decisions based on the success of all students while also weighing the fiscal responsibility of public funding. The original FY26 budget was approved in May of 2025 with a net loss of about $57,000. The board was prepared to utilize a portion of the fund balance to ensure programs were fully funded, including earmarking funds for classroom funds and field trips. As the year progressed, revenues increased and expenses were reduced, ultimately resulting in a net surplus as shown above. A revised budget was approved in February of 2026 with an updated estimate of $3,202 net profit.

Revenues

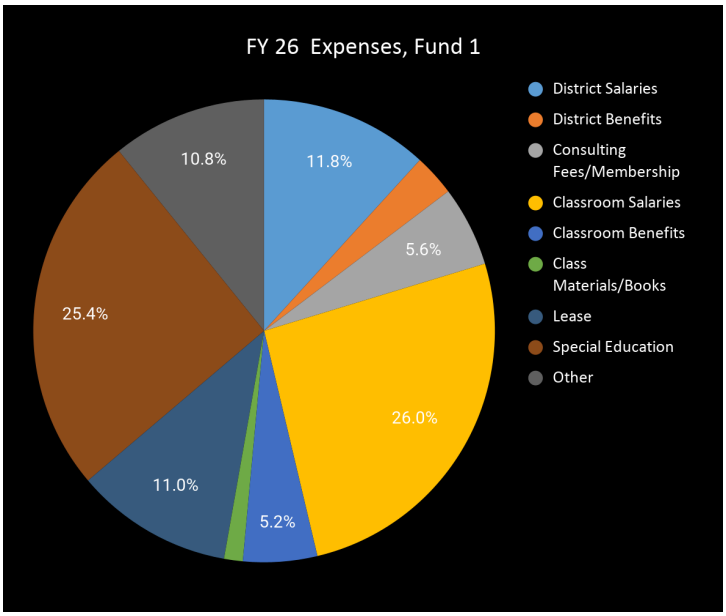
Of the revenues of Fund 1 (General Fund), just over 57% came from state general education funding, which is slightly higher than the prior year, due to the reduced revenues from other sources. Most funding categories remained steady (from a percentage perspective).



Fund 2 (Food Service) is used exclusively for income generated by the consumption of milk. State and federal aid for milk, as well as any fees or gifts (for food service), is accounted for in this fund.

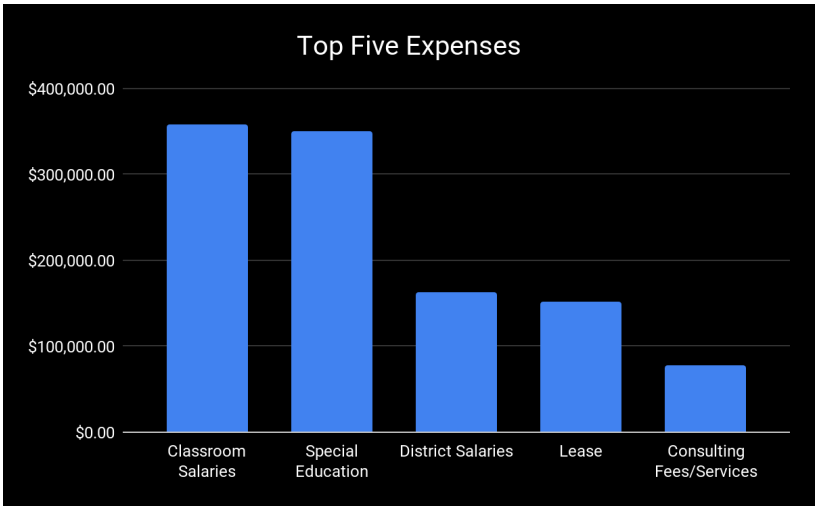
Fund 4 (Community Service) was again used exclusively for tuition and fees charged for the school's pre-school program.

Expenses



The chart above depicts the total amount of expenses in Fund 1 during the 2025-26 school year. When comparing this information to previous years' data, there are few changes. Each category remained relatively steady as a percentage of total expenditures.

The following chart depicts the top 5 categories of expenses. This helps correlate the percentages from the previous graph to actual dollars. It is clear that the priority for spending at LMSS is to support the high-quality personnel that directly educate students.

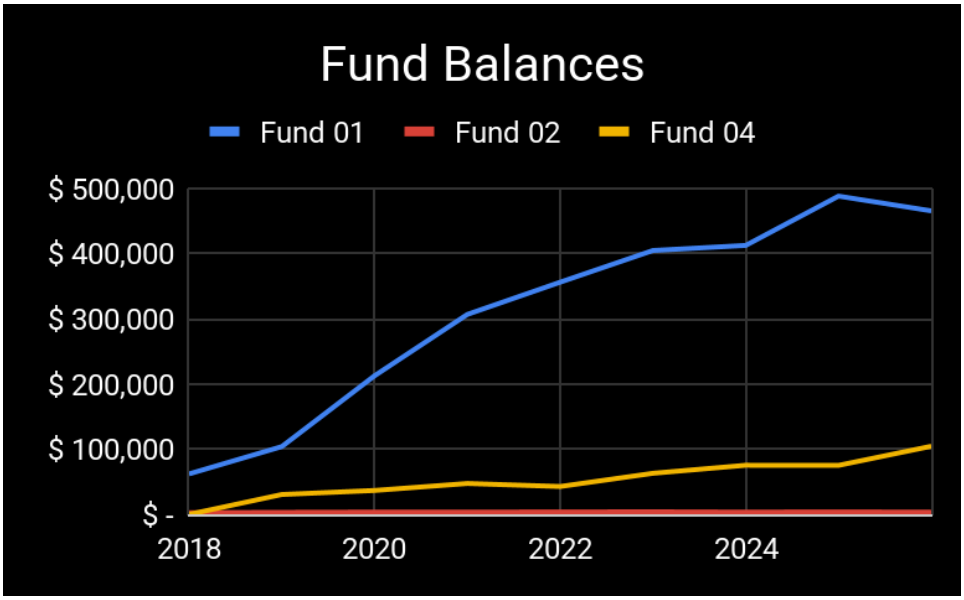


As mentioned previously, Fund 2 (Food Service) is used exclusively for our milk program. All expenses are for the purchase of milk for student consumption.

Fund 4 (Community Service) expenses are costs associated with the preschool program.

Net Surplus or Deficit and Fund Balance

In the graph below, the blue line represents Fund 1 (General Fund). It shows the result of strategically balancing the need to grow the fund balance with student programming since FY19. There was a slight decrease expected for FY26. Fund 2 (Food Service) in green continues to be of minimal consequence and is expected to continue this trend for years to come. Fund 4 (Community Service/Preschool), in purple, ended the year with slight increase in the fund balance from FY25.



Overall fund balance(s) are one measure in determining the financial health of an organization. Based on this information, LMSS continues to recognize the importance of a healthy fund balance, but not to the detriment of the education of our students. While it is important to increase the fund balance in preparation of future holdbacks, rapid rate hikes, or enrollment reduction, it is also important to provide a quality education to our current students.

At the end of FY26, LMSS ended with approximately 39.5% fund balance as compared to annual expenses. This is a great position to be in as we prepare for possible additional costs associated with expanding program offerings, solidifying staff retention and recruitment as well as increasing student support services.

Comprehensive Achievement and Civic Readiness Annual Budget

LMSS's budget is the Comprehensive Achievement and Civic Readiness Budget. The school's CACR goals are embedded into the goals of its contract with Osprey Wilds so it is only natural for the budget to be one in the same. As previously discussed in the Finance section, LMSS invests most of the revenues into student success through highly qualified educators, support staff and special education programming. Nearly 70% of total expenses are utilized for creating comprehensive achievement, civic readiness and increasing student success.

Future Plans

LMSS strives to implement new and exciting concepts in the coming academic year. Some plans are in the beginning discussion phase, while others are continuations of long-term endeavors.

.

- Complete the school-wide curriculum in various formats to meet the needs of the stakeholders
- Strengthen STEM opportunities and articulation of how STEM is integrated into LMSS's programs
- Continue to focus on recruitment and retention to stabilize enrollment trends.
- Offer ongoing parent education opportunities open to the community to increase understanding of Montessori and STEM education
- Offer regular family events to engage LMSS families fully in the life of the school.
- Create an administrative model that utilized a third position to focus on student services such as discipline and academic support
- Solidify the MTSS approach and process for all grades in math, reading and behavior
- Implement READ Act requirements
- Have the hard wood floors refinished
- Increase internal security through the installation of cameras

Staff and students have accomplished a lot of great work this past year. Every staff member looks forward to continued student growth and academic success. The family-like atmosphere and supportive environment at LMSS contributes greatly to the growth of its students. LMSS is a perfect example of the wonderful things that can happen when strong bonds are nourished and stakeholders work together for the greater good of each child.