



TEAM Academy

ISD # 4127

Combined Comprehensive Achievement and Civic Readiness Report and Charter School Annual Report on Prior Year Progress

Table of Contents

Table of Contents for the Combined Comprehensive Achievement and Civic Readiness Report and Charter School Annual Report on Prior Year Progress

I. Introduction 3-4

II. School Enrollment 4-5

III. Student Attrition 5-6

IV. Governance and Management 7-8

V. Result of Annual Assessment of Board Performance 9

VI. Training Each Board Member Attended in Previous Year..... 9

VII. Training Completed by the School Director..... 9

VIII. Staffing 9-10

IX. Finances 10

X. Review of Goals, Outcomes, and Strategies from the Previous Year 11-17

XI. Innovative Practices and Implementation 17

XII. Improvement Plans Leading to Comprehensive Achievement and Civic Readiness 17

XIII. Efforts to Equitably Distribute Diverse, Effective, and In-field Teachers 18

XIV. Documentation of dissemination of information about the school's offering and enrollment procedures to diverse community groups.....18

XV. Future Plans 18

I. School Information

Address: 220 17th Ave. NE, Waseca, MN 56093
Phone: 507-833-8326
Website: www.team.k12.mn.us

Grades Served: PK-6

Year opened: 2004

Mission: TEAM Academy: Where students and potential meet.

Vision: Through collaboration of students, teachers, and parents we expect:

- Achievement of personal growth
- Building of strong character
- Contribution to a diverse society

The primary purpose of mission-driven charter schools is to improve the learning, achievement, and success of all students.

1. Increase learning opportunities for all pupils;
   We know that not all students learn between the hours of 8:00 AM -3:00 PM. We offer an after school program that goes from 3:00-4:00 PM daily. During this program students participate in enrichment and intervention activities.
2. Encourage the use of different and innovative teaching methods;
   All of our teachers use data to drive their teaching. They will adjust lessons and teach students in small groups to help all students reach their potential. TEAM staff also use flexible seating for students. This allows them to choose how they learn best in their classrooms.
   We want our students have goals for after high school. TEAM has a yearly College Week where we celebrate "Going to College" and writing our own Mission Statements. Past TEAM students come back to share their college plans and answer student questions about high school and college.
3. Create new professional learning opportunities for teachers.
   TEAM teachers have the opportunity to be PLC Lead Teachers each year. This position gives them the chance to be a peer coach to other teachers and plan/lead weekly PLC meetings. We also have Q-Comp funds available to teachers for professional development training during the school year and summer months.

Ways that we will achieve our mission and vision:
Our school day will begin at 8:00 and will end at 3:00, however academic offerings will be provided until 4:00 each day. A lengthened school day is a key to enhanced student learning.

Teachers are on call if students or parents have questions regarding homework beyond school hours. This means of communication will be expected and encouraged. Parents, teachers and students will be active members in the communication process.

Each teacher will give daily homework. Parents will be asked to sign-off on homework completion. Increased homework is viewed as essential for heightened learning.

The vision and goal of attending a post-secondary education will be developed with the students and will be integrated throughout the daily curriculum and atmosphere of the school. *At TEAM, the belief is not that every child can learn, but that every child WILL learn.*

Every child learning is not something that will happen automatically. At TEAM Academy the creation of partnerships between the school, parents, and teachers is essential. TEAM staff will meet with parents and students before the start of each school year. The purpose of these meetings will be to explain the details of the program and to build collaboration with the staff, parents and student. The teacher, parent(s) and student(s) will sign a contract indicating their choice and commitment.

In the beginning of the year the majority of the instructional time will be spent building a collaborative, structured, and caring community. The majority of our teachers are trained in Responsive Classroom. All staff at TEAM have this same philosophy. Parents, students, and teachers working collaboratively are essential to carrying out these beliefs.

Our reading curriculum is Wonders and for math we use Math Expressions. Both reading and math curriculums are aligned to the Minnesota State Standards.

Our bussing was provided by our resident district Waseca Public Schools. We serve our own breakfast and cater our lunches from Waseca Public Schools. We offer a before and after school Extended Day Program as well as a Targeted Services After School Program. We contract our cleaning services with Job's Plus. They clean and take out trash before school every day and come over the lunch hours as well.

Authorizer Information

Our authorizer is Novation Education Opportunities (NEO). We have been authorized by NEO since the 2010-11 school year. We renewed our contract for another three years at the end of the 25-26 school year. NEO provides oversight to our school by conducting visits, attending board meetings, reviewing school board packets, and required reports.

Novation Education Opportunities (NEO
3432 Denmark Ave. Ste. 130
Eagan, MN 55123
612-889-2103
http://www.neoauthorizer.org/
executive.director.neo@gmail.com

Wendy Swanson Choi, Director of Charter School Authorizing

II. Student Enrollment

Number of Students Enrolled

We continue to serve a migrant population that leaves in October and will return in May each year.

	2024-25	25-26	26-27 (est)
PreK		13	7
Kindergarten	19	12	15
1st Grade	15	19	14
2nd Grade	13	11	16
3rd Grade	23	12	13
4th Grade	12	20	10
5th Grade	15	13	15
6th Grade	10	11	9
Total (whole year)	107	111	99
Total ADM (Average Daily Membership) for year	**91.3**	**91.94**	

Key Demographic Trends

Our demographics have continued to be the same over the past three years. Our F/R lunch percentage has increased this past year. We have a high population of migrant students in the fall each year. Our LEP has increased with adding our ELL teacher and being able to screen our students now and identify them better.

	2023-24	24-25	25-26
Total Enrollment (Oct 1	103	102	111
Male	56	55	60
Female	40	47	51
Special Education	24.3	17.8	22.4%
LEP	20.4	14.9	11.2%
African American	5.8	5	4
Latino	40.8	36	33
Asian/PI	1	1	2
American Indian	1.9	0	2
White	47.6	54	58
F/R Lunch	81.6	82.4	75.7%

III. Student Attendance, Attrition & Mobility

STUDENT ATTENDANCE

	2023-24	2024-25	2025-26
Overall Attendance Rate	90.94	91.3	91.94

Our attendance goal is 90% each year.

STUDENT ATTRITION

Percentage of students* who are continuously enrolled between October 1 of 2023-24 school year and October 1 of 2024-25 school year.	**90%**

Percentage of students* who continue enrollment in the school from Spring 2024 to October 1, 2025.	**92%**

We continue to see a number of our families moving to where they can find affordable housing. This is sometimes in another town so students are forced to leave our school. We have seen a trend where our 5th and 6th grade students will transition to the resident district.

Our student mobility has changed over the past three years. We continue to see a number of our families moving to where they can find affordable housing. This is sometimes in another town so students are forced to leave our school. We have seen a trend where our 5th and 6th grade students will transition to the resident district. We also have a migrant population in the fall and they leave around mid-October each year.

Percentage of students who were enrolled for 95% or more of the 24-25 school year.	**95%**

V.C Mobility					
Performance Rating	**Mobility Goals (Grades K-6) not including migrant students**			**Point Value**	**Points Earned**
Exemplary	Fewer than 10 percent of students transfer out of school to the resident district after October 1.			**2**	
Satisfactory	10 - 15 percent of students transfer out of school to the resident district after October 1.			**1**	
Not Satisfactory	More than 15 percent of students transfer out of school to the resident district after October 1.			**0**	
Results	**Year**	**Number of Transfers Out**	**Total Number of Students**	**Percent Transferring Out**	**Migrant Students-Transferred out**
	2025-2026	1	121	0.83%	7
	2026-2027				
	2027-2028				

	2025-2028	1	121	0.83%	7

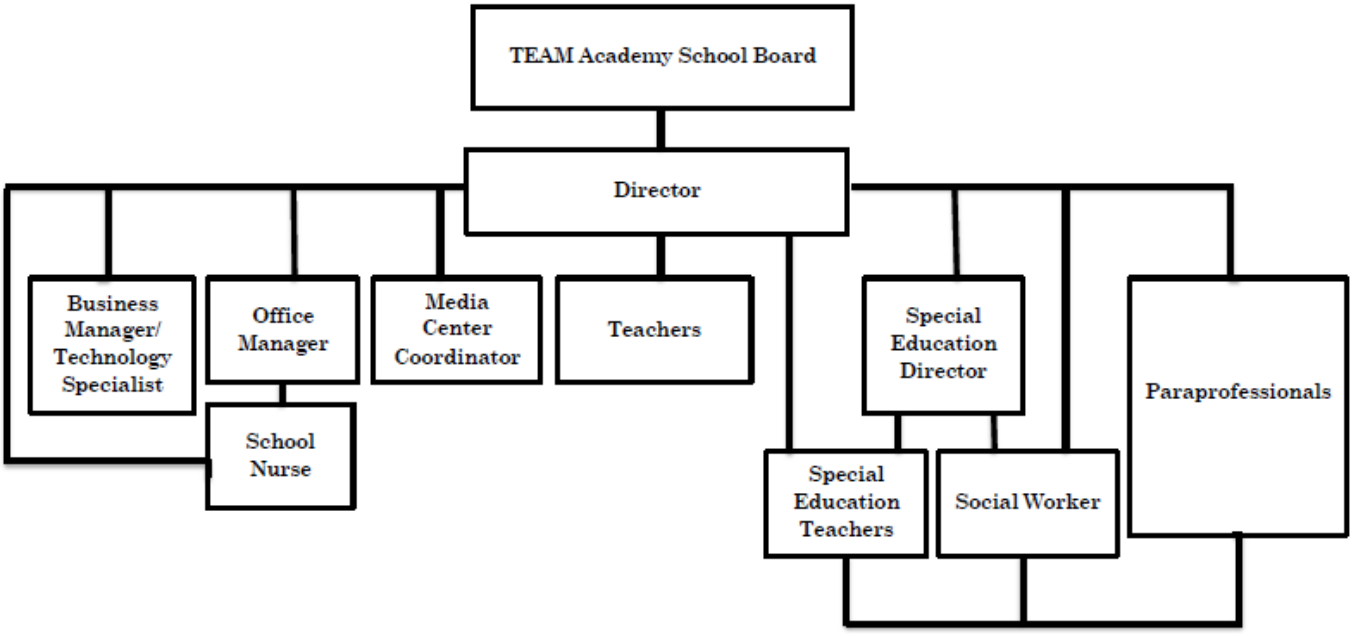
IV. Governance and Management

TEAM Academy Board Roster

Election date: Annual Meeting – 5/19/26
School address: 220 17th Ave. NE, Waseca, MN 56093
Phone number: 507-833-8326 fax: 507-833-8327
School e-mail: jcourtney@team.k12.mn.us
School website address: www.team.k12.mn.us

Member Name	Board Position	Election Date Date Seated Term Expiration	Board Member Training Completed	Postal Address	Phone Number(s)	E-Mail Address
Jed Kalbow	Board Chair Parent	7/10/16 Term ends Jun. 2029	January 2017	1112 5TH ST SE , WASECA, MN 56093	507-833-8326	jkalbow@team.k12.mn.us
Chris Hering	Treasurer Teacher	11/12/13 Term ends Jun. 2029	June 2010	107 Shoreview Dr. Elysian, MN	507-833-8326	chering@team.k12.mn.us
Sheryl Osweiler	Director Teacher	9/27/23 Term ends Jun. 2027	January 2024	Waseca, MN	507-833-8326	sosweiler@team.k12.mn.us
Jenni Brittain	Director Teacher	8/18/15 Term ends Jun. 2027	August 2015	146 W. University St. Owatonna, MN 55060	507-833-8326	jbrittain@team.k12.mn.us
Monika Hertzog	Director Parent	2/21/24 Term ends Jun. 2028	October 2024	Waseca, MN	507-833-8326	mdiel@team.k12.mn.us
Janel Schmidt	Vice Chair Teacher	11/15/12 Term ends Jun. 2028	June 2009	204 4TH AVE NE , WASECA, MN 56093	507-833-8326	jschmidt@team.k12.mn.us
Denise Gilbertson	Director Teacher Clerk	11/17/15 Term ends Jun. 2028	August 2015	11025 Shieldsville Blvd. Montgomery, MN 56069	507-833-8326	dgilbertson@team.k12.mn.us
	Community Member					

MANAGEMENT
Our organizational chart is outlined below.



V. Result of Annual Assessment of Board Performance

The Board Needs Assessment results indicate that the school board is generally performing well across most governance standards, with the majority of responses rated between 3 (satisfactory) and 4 (strong). The board demonstrates particular strengths in aligning decisions with the school's mission and vision, maintaining sound financial management, and effectively distinguishing governance from management roles. Additionally, it shows competence in hiring and supporting school leadership. Areas for continued growth include strengthening long-term strategic planning, enhancing community and parent engagement, improving succession planning, and increasing cultural competency. Overall, the results suggest a solid foundation of effective governance with opportunities to build greater consistency and community connection.

VI. Training Each Board Member Attended in Previous Year

Board members attend the Minnesota School Board Associations Charter School Board Training. The training consists of three components: Board Governance, Financial Matters, and Employment Matters. During the 25-26 school year our board members attended training offered through MSBA and the Minnesota Charter Board Training and Development website.

VII. Training Completed by the School Director

Our school director has her superintendent license. She attended all teacher in-service days, MSBA trainings, NEO Celebration of Leadership and Learning, PELSB trainings, School Nutrition Program trainings, and Read Act.

VIII. Staffing

TEAM Academy strives to find staff members that are dedicated, hardworking, strong character, and have an invested interest in our school. A hiring committee is used when any new staff member needs to be hired.

25-26 Licensed Teaching Staff				
Name	**File #**	**License / Assignment**	**26-27 Status***	**Comments**
Samantha Spielman		PreK	NR	Not renewed
Carly Archer		Kindergarten	R	
Sheryl Osweiler		1st grade	R	
Denise Gilbertson		2nd grade	R	
Jenni Brittain		3rd grade	R	
Alexis Thompson		4th grade	R	
Janel Schmidt & Robin Negrete		5th grade	R	
Chris Hering		6th grade	R	
Janel Schmidt		Reading intervention & ELL	R	
Robin Negrete		Math intervention & Spanish	R	
Kelvin Nelson		EBD Teacher	R	
Bryce Barrie		Music	R	
Ruby Teague		ABS Teacher	R	
Jalea Spies		PE	R	

* R = Return, NR = Not Return

Licensed teacher percentage turnover rate:

25-26 to 26-27: [1 / 13 x 100] = 7.69%

25-26 Other Licensed (non-teaching) Staff			
Name	**Assignment**	**26-27 Status***	**Comments**
Jenna Auen	Social Worker	R	
Cindy Rieck	Nurse	NR	retired
Jill Courtney	Director	R	

* R = Return, NR = Not Return

25-26 Non-Licensed Staff			
Name	**Assignment**	**25-26 Status***	**Comments**
Ashley Kath	Paraprofessional	R	
Kelly Olmsted	Custodian/Kitchen	R	
Amanda Partain	Paraprofessional	R	
Amber Ferry	Paraprofessional	R	
Rachel Ferris	Paraprofessional	R	
Janet Possehl	Paraprofessional	R	
Tammie Attenberger	Paraprofessional	NR	Medical Leave

* R = Return, NR = Not Return

IX. Finances

Our CFO for the 25-26 school year was EdFin.

FY26	Fund 1	Fund 2
Total Revenues	1,823,652	85,498
Total Expenditures	1,816,355	86,187
Net Income	7,297	(689)
Total Fund Balance	242,182	1530

Revenues
Grants were received for special events for students. ADSIS funding was approved for the 25-26 and 26-27 years.

Expenses
Large costs for the 25-26 school year included staff and our building lease.

Net Income and Fund Balance
Our fund balance is $. It is our school goal to have a fund balance that will last us three months.

X. Review of Goals, Outcomes, and Strategies from the Previous Year

TEAM Academy uses a variety of tools to measure and determine students' academic growth and proficiency of grade level standards. These tools range from informal assessments observed during classroom activities to formal, mandated assessments such as the Minnesota Comprehensive Assessment (MCA). Educators can use these assessments to identify the needs of the students and adjust instructional strategies to meet the needs of their students and encourage individualized academic growth.

There are three main assessment windows: Fall (September/October), Winter (January/February), and Spring (March-May). School-wide assessments such as FastBridge are used to monitor student growth throughout an academic year and from year-to-year. The Minnesota Comprehensive Assessments (MCAs) are required for all students in Minnesota to determine student proficiency of academic standards. Classroom teachers also use curriculum assessments in reading and math.

TEAM Academy Assessment Calendar

Students test all week long. Teachers will choose times that work best for their class.

Test	Reading	Math	Science	Timeline for results	Purpose/ Rationale	Approximate Total Testing Time
MCA MTAS Alternate Access http://education.state.mn.us/MDE/fam/tests/ **State Required**	**April 15-17** 3-6 grade Make up dates April 27-30	**April 20-24** 3-6 grade Make up dates April 27-30	**April 27-28** 5th grade Make up dates April 29-30	We get the student results sheets at the end of August each year from MDE. Results will be shared with parents when school starts in September.	Summative assessment measures achievement on the Minnesota Academic Standards and measures academic progress of students over time. Minnesota Statutes, section 120B.30 and ESEA.	6 hours
FastBridge https://www.renaissance.com/products/fastbridge/ **District Required**	**September 15-26** **January 12-23** **May 4-15**		**NA**	Benchmark scores will be shared with parents at Fall Conferences, Winter Conferences, and sent home at the end of the school year.	Formative data used to improve instruction. Benchmark score used for interventions.	1.5 hours
Teaching Strategies Gold **State required** https://teachingstrategies.com/product/gold/	**October January April**			Scores will be shared with parents at Fall Conferences, Winter Conferences, and sent home at the end of the school year.		
WIDA	**February 2-12**			We get the student results sheets at the end of August each year from MDE.	To measure progress for English language learners (ELLs).	2 hours

State Required			Results will be shared with parents when school starts in September.	English learners who receive special education services and meet the participation guidelines may take the Alternate ACCESS for ELLs.	

Once new testing data is available, staff meets in various formats to discuss student progress. This evaluation starts on a school-wide basis and eventually funnels down to the individual student level. As the process moves forward, the information gathered from assessment data is used in a number of ways. These include (but are not limited to) planning for progress monitoring, flex grouping and qualifications for special programing such as Title I and Intervention Time. Students who are not making progress might be placed in our Title 1 or ADSIS intervention programs. Students in these programs are progress monitored every two weeks. Progress monitoring data is looked at every two weeks to see if students are making progress.

Q-Comp:

I. All Children are Ready for School					
I.A Early Literacy and Early Numeracy Goals					
Performance Rating	**FastBridge Early Math Goals (Grade K)**			**Point Value**	**Points Earned**
Exemplary	More than 75% of students have an average accuracy of 80% or greater on the Spring FastBridge Number Identification assessment.			**4**	
Satisfactory	65-75% of students have an average accuracy of 80% or greater on the Spring FastBridge Number Identification assessment.			**2**	
Not Satisfactory	Less than 65% of students have an average accuracy of 80% or greater on the Spring FastBridge Number Identification assessment.			**0**	**4**
Results	**Year**	**Number of Students Who Met Average Accuracy**	**Total Students Tested**	**Percent of Students Who Met Average Accuracy**	
	2025-2026	9	10	90.00%	
	2026-2027				
	2027-2028				
	2025-2028	9	10	90.00%	
Analysis	The school's combined percent of students who meet the average accuracy of 80% or greater is 90.00%.				
Performance Rating	**FastBridge Early Literacy Goals (Grade K)**			**Point Value**	**Points Earned**
Exemplary	More than 75% of students have an average accuracy of 80% or greater on the Spring FastBridge Letter Sounds assessment.			**4**	
Satisfactory	65-75% of students have an average accuracy of 80% or greater on the Spring FastBridge Letter Sounds assessment.			**2**	
Not Satisfactory	Less than 65% of students have an average accuracy of 80% or greater on the Spring FastBridge Letter Sounds assessment.			**0**	**0**

Results	Year	Number of Students Who Met Average Accuracy	Total Students Tested	Percent of Students Who Met Average Accuracy	
	2025-2026	5	10	50.00%	
	2026-2027				
	2027-2028				
	2025-2028	5	10	50.00%	
Analysis	The school's combined percent of students who meet the average accuracy of 80% or greater is 50.00%.				

II. All Students are Ready for Career and College

II.A Attain Grade-level Proficiency- All Students State Comparison

Performance Rating	MCA-Math Goals (Grades 3-6)	Point Value	Points Earned
Exemplary	The school's proficiency rate is at least 10 percentage points above the state average AND/OR improves by 20 or more percentage points.	**2**	
Satisfactory	The school's proficiency rate exceeds the state average AND/OR the school improves its proficiency rate by 10-20 percentage points from the baseline year.	**1**	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.	**0**	**0**

Results	Year	Proficient Students	Total Students	TEAM Percent Proficient	State Percent Proficient
	Baseline 2021-2025	51	182	28.02%	
	2025-2026	14	45	31.11%	49.07%
	2026-2027				
	2027-2028				
	2025-2028	14	45	31.11%	49.07%
Analysis	The school's combined proficiency rate of 31.11% is 17.96 percentage points lower than the state's combined proficiency rate of 49.07%.				
	From the baseline year's rate of 28.02% the school's proficiency increased to 31.11%, an increase of 3.09 percentage points.				

Performance Rating	MCA-Reading Goals (Grades 3-6)	Point Value	Points Earned
Exemplary	The school's proficiency rate is at least 10 percentage points above the state average AND/OR improves by 20 or more percentage points.	**2**	
Satisfactory	The school's proficiency rate exceeds the state average AND/OR the school improves its proficiency rate by 10-20 percentage points from the baseline year.	**1**	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.	**0**	**0**

Results	Year	Proficient Students	Total Students	TEAM Percent Proficient	State Percent Proficient

	Baseline 2025-2026	15	45	33.33%	
	2025-2026	15	45	33.33%	51.29%
	2026-2027				
	2027-2028				
	2025-2028	15	45	33.33%	51.29%
Analysis	The school's combined proficiency rate of 33.33% is 17.96 percentage points lower than the state's combined proficiency rate of 51.29%.				
	From the baseline year's rate of 33.33% the school's proficiency _creased to _%, a_ _crease of _ percentage points.				

II.B Attain Grade-level Proficiency- All Students Resident District (Waseca) Comparison

Performance Rating	**MCA-Math Goals (Grades 3-6)**	**Point Value**	**Points Earned**
Exemplary	The school's proficiency rate is at least 10 percentage points above the resident district average.	**2**	
Satisfactory	The school's proficiency rate exceeds the resident district average.	**1**	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.	**0**	**0**

Results	**Year**	**Proficient Students**	**Total Students**	**TEAM Percent Proficient**	**Waseca Percent Proficient**
	2025-2026	14	45	31.11%	35.57%
	2026-2027				
	2027-2028				
	2025-2028	14	45	31.11%	35.57%
Analysis	The school's combined proficiency rate of 31.11% is 4.46 percentage points lower than the resident district's combined proficiency rate of 35.57%.				

Performance Rating	**MCA-Reading Goals (Grades 3-6)**	**Point Value**	**Points Earned**
Exemplary	The school's proficiency rate is at least 10 percentage points above the resident district average.	**2**	
Satisfactory	The school's proficiency rate exceeds the resident district average.	**1**	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.	**0**	**0**

Results	**Year**	**Proficient Students**	**Total Students**	**TEAM Percent Proficient**	**Waseca Percent Proficient**
	2025-2026	15	45	33.33%	42.73%
	2026-2027				
	2027-2028				
	2025-2028	15	45	33.33%	42.73%
Analysis	The school's combined proficiency rate of 33.33% is 9.40 percentage points lower than the resident district's combined proficiency rate of 42.73%.				

III. All Racial and Economic Achievement Gaps Between Students are Closed (As Measured by Grade Level Focus Proficiency)

III.A Attain Grade-level Proficiency- FRP Focus Group State Comparison					
Performance Rating	**MCA-Math Goals (Grades 3-6)**			**Point Value**	**Points Earned**
Exemplary	The school's proficiency rate is at least 10 percentage points above the state average AND/OR improves by 20 or more percentage points.			**2**	
Satisfactory	The school's proficiency rate exceeds the state average AND/OR the school improves its proficiency rate by 10-20 percentage points from the baseline year.			**1**	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			**0**	**0**
Results	**Year**	**Proficient Students**	**Total Students**	**TEAM Percent Proficient**	**State Percent Proficient**
	Baseline 2021-2025	31	129	24.03%	
	2025-2026	7	33	21.21%	29.77%
	2026-2027				
	2027-2028				
	2025-2028	7	33	21.21%	29.77%
Analysis	The school's combined proficiency rate of 21.21% is 8.56 percentage points lower than the state's combined proficiency rate of 29.77%.				
	From the baseline year's rate of 24.03% the school's proficiency decreased to 21.21%, a decrease of 2.82 percentage points.				
Performance Rating	**MCA-Reading Goals (Grades 3-6)**			**Point Value**	**Points Earned**
Exemplary	The school's proficiency rate is at least 10 percentage points above the state average AND/OR improves by 20 or more percentage points.			**2**	
Satisfactory	The school's proficiency rate exceeds the state average AND/OR the school improves its proficiency rate by 10-20 percentage points from the baseline year.			**1**	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			**0**	**0**
Results	**Year**	**Proficient Students**	**Total Students**	**TEAM Percent Proficient**	**State Percent Proficient**
	Baseline 2025-2026	7	33	21.21%	
	2025-2026	7	33	21.21%	33.71%
	2026-2027				
	2027-2028				
	2025-2028	7	33	21.21%	33.71%
Analysis	The school's combined proficiency rate of 21.21% is 12.50 percentage points lower than the state's combined proficiency rate of 33.71%.				
	From the baseline year's rate of 33.33% the school's proficiency _creased to _%, a_ _crease of _ percentage points.				
III.B Attain Grade-level Proficiency- FRP Focus Group Resident District Comparison					

Performance Rating	MCA-Math Goals (Grades 3-6)			Point Value	Points Earned
Exemplary	The school's proficiency rate is at least 10 percentage points above the resident district average.			2	
Satisfactory	The school's proficiency rate exceeds the resident district average.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	0
Results	Year	Proficient Students	Total Students	TEAM Percent Proficient	Waseca Percent Proficient
	2025-2026	7	33	21.21%	24.38%
	2026-2027				
	2027-2028				
	2025-2028	7	33	21.21%	24.38%
Analysis	The school's combined proficiency rate of 21.21% is 3.17 percentage points lower than the resident district's combined proficiency rate of 24.38%.				

Performance Rating	MCA-Reading Goals (Grades 3-6)			Point Value	Points Earned
Exemplary	The school's proficiency rate is at least 10 percentage points above the resident district average.			2	
Satisfactory	The school's proficiency rate exceeds the resident district average.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Total Students	TEAM Percent Proficient	Waseca Percent Proficient
	2025-2026	7	33	21.21%	34.33%
	2026-2027				
	2027-2028				
	2025-2028	7	33	21.21%	34.33%
Analysis	The school's combined proficiency rate of 21.21% is 13.12 percentage points lower than the resident district's combined proficiency rate of 34.33%.				

IV. All Students are Ready for Career and College (as Measured by Growth)

IV.A Meet or Exceed State Growth Norms- Students Below Grade Level

Performance Rating	Growth as Measured by FastBridge - Math Goals (Grade K-6)	Point Value	Points Earned
Exemplary	More than 60% of students in High Risk have typical or aggressive growth from Fall to Spring on the Fastbridge Early Math or aMath assessments.	6	
Satisfactory	50-60% of students in High Risk have typical or aggressive growth from Fall to Spring on the Fastbridge Early Math or aMath assessments.	3	
Not Satisfactory	Less than 50% of students in High Risk have typical or aggressive growth from Fall to Spring on the Fastbridge Early Math or aMath assessments.	0	6

Results	Year	Number of Students Making Typical or Aggressive Growth	Total Students Tested	Percent of Students Making Typical or Aggressive Growth	
	2025-2026	12	14	85.71%	
	2026-2027				
	2027-2028				
	2025-2028	12	14	85.71%	
Analysis					

Performance Rating	Growth as Measured by FastBridge - Reading Goals (Grade K-6)	Point Value	Points Earned
Exemplary	More than 60% of students in High Risk have typical or aggressive growth from Fall to Spring on the Fastbridge Early Reading or aReading assessments.	6	
Satisfactory	50-60% of students in High Risk have typical or aggressive growth from Fall to Spring on the Fastbridge Early Reading or aReading assessments.	3	
Not Satisfactory	Less than 50% of students in High Risk have typical or aggressive growth from Fall to Spring on the Fastbridge Early Reading or aReading assessments.	0	0

Results	Year	Number of Students Making Typical or Aggressive Growth	Total Students Tested	Percent of Students Making Typical or Aggressive Growth	
	2025-2026	16	36	44.44%	
	2026-2027				
	2027-2028				
	2025-2028	16	36	44.44%	
Analysis					

IV.B Meet or Exceed State Growth Norms- Students at or Above Grade Level

Performance Rating	Growth as Measured by FastBridge - Math Goals (Grade K-6)	Point Value	Points Earned
Exemplary	More than 50% of students in low risk and college pathway have at least modest growth from Fall to Spring on the Fastbridge Early Math or aMath assessments.	6	
Satisfactory	40-50% of students low risk and college pathway have at least modest growth from Fall to Spring on the Fastbridge Early Math or aMath assessments.	3	
Not Satisfactory	Less than 40% of students low risk and college pathway have at least modest growth from Fall to Spring on the Fastbridge Early Math or aMath assessments.	0	6

Results	Year	Number of Students Making Modest Growth	Total Students Tested	Percent of Students Making Modest Growth	
	2025-2026	37	42	88.10%	
	2026-2027				
	2027-2028				
	2025-2028	37	42	88.10%	
Analysis					

Performance Rating	Growth as Measured by FastBridge - Reading Goals (Grade K-6)			Point Value	Points Earned
Exemplary	More than 50% of students in low risk and college pathway have at least modest growth from Fall to Spring on the Fastbridge Early Reading or aReading assessments.			6	
Satisfactory	40-50% of students low risk and college pathway have at least modest growth from Fall to Spring on the Fastbridge Early Reading or aReading assessments.			3	
Not Satisfactory	Less than 40% of students low risk and college pathway have at least modest growth from Fall to Spring on the Fastbridge Early Reading or aReading assessments.			0	6
Results	Year	Number of Students Making Modest Growth	Total Students Tested	Percent of Students Making Modest Growth	
	2025-2026	25	28	89.29%	
	2026-2027				
	2027-2028				
	2025-2028	25	28	89.29%	
Analysis					

See comments from Winter 2026 Parent Survey results:

- The family feel
- Teachers and staff are amazing
- My students love coming to school everyday. I think that says enough :) Thank you for making TEAM such a welcoming place for all students!
- The teachers are amazing! I love that they greet kids at the doors each morning, really starts their day on a positive note. Feels like a family when you walk in the door!
- Our kids love and look forward to going to school! You're staff are amazing and never a complaint from the kids. Keep up the good work! The before and after school programs are great
- I feel welcomed even if I am stopping by for tough times
- How every staff is always in a good positive mood ! Really makes the kids come in and have fun
- How much you work with kids
- The diversity and everything my child is learning. Thank you!
- I love that it's a small school where students get to know kids in all grades. Teachers are dedicated, caring and friendly. Having free snacks for students, as well as breakfast and lunch is great. My kids really enjoy Team!
- So far, TEAM has been wonderful. I liked the idea of smaller classrooms and I have not regretted it.
- Team staff was amazing this year in helping me with getting my child in school and having a successful year for her. Thanks so very much.
- How breaks are given when over whelmed
- I do enjoy the fact my daughter loves coming to school.
- She is always bummed out whenever she has to miss a day.
- Friendly, good communication with teachers, and fun activities for the kids.
- Very helpful with the kids
- The staff
- I like that all the teachers and children know one another, there are no strangers in the building to my kindergartener.

- because my child is doing amazing
- Everyone is very friendly
- All the staff
- I love the class sizes, the attentiveness of the teachers & the friendly welcoming morning crew! (Who often greet each child by name!)

XI. Innovative Practices & Implementation

TEAM Academy students take PE, Music, and Library classes each week. TEAM Academy offers an after school program from 3:00-4:00 PM each day. Our after school program is a time where students can work on more reading and math skills in a different setting.

We offer summer school each year. All students are invited to attend summer school session for five weeks. Our summer school had a theme of the camping while working on math and reading skills.

This past school year we had great success continuing to implement our Wonders, Daily 5, and Math Expressions Curriculum.

One challenge we are seeing more each year is the mobility of our students. Every year more students are moving in and out of our school during the year. Housing, employment, and family dynamics seem to be the top reasons why students are moving.

XII. Improvement Plans

TEAM Academy ensures that all students will receive instruction, curriculum and assessment, which will complete the state and district academic standards in all disciplines. Technology will be integrated across all disciplines. When the Minnesota Department of Education adopts new standards in a subject area, that subject area will be given a two year review to align curriculum to the new standards.

Year	Curriculum Mapping/Implement	Evaluate present curriculum; research & recommend improvements; plan and pilot; spring board report
2024-25	Art, Music, & Spanish	Math
2025-26	Math	Science
2026-27	Science	Reading
2027-28	Reading	Social
2028-29	Social	Art, Music, & Spanish

All professional development at TEAM Academy aligns with student data and our Q-Comp plan. Teachers meet in a Professional Learning Community every Wednesday morning for one hour. The PLC Leaders plan these meetings with the director. Our Continuing Education Committee will be responsible for planning all In-service days. The PLC Leaders also sit on this committee to align staff development to our student data and Q-Comp goals.

Our special education students have always been mainstreamed in the regular education classroom and only pulled out for when they need to be. We want them to get as much reading and math with their classmates and get extra instruction from their special education teacher in order to help give them this extra boost of learning. We have one Learning Disabilities teacher and one Emotional Behavior Disability teacher. Our social worker also spends about a quarter of her time working with special education students.

All ELL students are mainstreamed for the majority of their school day. Teachers use ELL strategies with students and consult with our reading intervention teacher when needed. We have a part time ELL teacher that will pull students for up to 30 minutes a day.

XIII. Efforts to Equitably Distribute Diverse, Effective, and In-field Teachers

Many of our staff members have been at TEAM for the majority of their teaching career. This past year we only needed to hire one new staff member. All staff attend our monthly in-service days and weekly PLC meetings. We have one staff member on a Tier 1 license and one with an out of field license.

XIV. Documentation of Dissemination of Information About the School's Offering and Enrollment Procedures to Diverse Community Groups

TEAM Academy Recruitment Plan

TEAM Website/Facebook Page

- Update throughout the year with the most current information about enrollment, programs, and activities going on at TEAM
- Post something on Facebook Page everyday

Waseca County Pioneer

- Email them each month with a list of activities going on

New Student Open House - March

- Promote with newspaper
- Flyers to all Waseca Preschools and Headstart
- Flyers to Owatonna and Mankato preschools
- School newsletter – Campus Alert – Band Calendar (goes to every family in Waseca)
- Other times available for tours

Monthly events open to the public

- Advertise over Facebook and send flyers out to preschools

Present at Community Events

- Waseca County Free Fair - July
- Early Childhood Fair – March
- Night to Unite – August
- Farmamerica Harvest Fest - October

XV. Future Plans

Currently our school is not at capacity. We would like to grow our school to 175 students. We want to continue to be a successful school and a viable choice for families looking for an elementary school in the Waseca area.