CHISAGO LAKES
SCHOOL DISTRICT

Learning for All

Engage. Educate. Empower.

Comprehensive Achievement & Civic Readiness (CACR) Annual Report

2026-2027

Chisago Lakes School District, ISD #2144
29678 Karmel Avenue
Chisago City, MN 55013
651-213-2000
http://www.isd2144.org

Chisago Lakes School District, ISD #2144
CACR Table of Contents

Background to CACR and Goals 2

Explanation and Structure of CACR. 3

All Students Ready for Kindergarten. 4

All Students in Third Grade Achieving Grade Level Literacy. 7

Closing the Achievement Gap. 9

All Students Attaining Career and College Readiness. 13

All Students Graduating from High School. 16

Prepare Students to be Life-Long Learners 18

Strategies/Programs to Meet Goals 19

Community Survey 19

District Advisory Committee 20

Budget 20

Background

The Chisago Lakes School District unites five historical communities with a tradition of excellence. Each community offers both a unique history and a contemporary charm of its own. The 165 square-mile district is home to a little over 3,200 students (preK-12) and their families. There are three elementary schools, one middle school, one high school, and an online 7-12 school.

Chisago Lakes School District takes great pride in the achievement, dedication and character of our students and staff. Our teachers are highly qualified and engage in ongoing professional development through professional learning communities, department and content learning teams, continuing education, and mentoring of new teachers. Students at Chisago Lakes School District are provided academic opportunities that have proven to be successful, with a focus on meeting individual student's needs from basic skills to rigorous college level courses. We are committed to continuing the tradition of excellence by providing relevant curriculum, data-based decisions, collaborative commitments to student and teacher learning, and building a continuous improvement system.

Providing an education to our youth that leads to creating the world's best workforce is a district goal that must be addressed early on in every child's life. Students are more likely to reach this goal if they are ready for school upon entering kindergarten; achieve grade level literacy by grade three; graduate from high school and attain career and college readiness. In order to create the world's best workforce, it is imperative that academic achievement gaps are closed among all racial and ethnic groups of students and between students living in poverty and not living in poverty as well as for English language learners and non-English language learners and for students who receive or do not receive special education. Chisago Lakes School District is committed to creating the world's best workforce by establishing district and school site goals and benchmarks, monitoring student progress in meeting those goals, identifying strengths and weaknesses of curriculum and instruction, evaluating teacher and principal effectiveness, implementing best practices such as technology integration, peer coaching, and professional learning communities, and supporting the efforts with an adequate budget.

Explanation and Structure of the Comprehensive Achievement & Civic Readiness Plan

Broad Outcomes Impacted:

- All students are ready for kindergarten
- Closing the achievement gap
- All students attaining college and career readiness
- All students graduating from high school.
- All students are lifelong learners

Supports:

- To support *students* in these five areas, Chisago Lakes utilizes the Multi-Tiered Systems of Support (MTSS) and follows the Professional Learning Community model.
- To support *teachers*, there are a multitude of professional staff development opportunities, collaboration with peers in Professional Learning Communities, and department and grade level meetings. Additional help for teachers on their instruction is available with Peer Coaching, the Teacher Development and Evaluation Plan, and mentorship (for non-tenured). The district has a comprehensive staff development committee that establishes professional development goals and plans for the district; this system is replicated at each building.
- To support *principals*, there are also an abundance of professional staff development opportunities and collaboration with peers in a Professional Learning Community. Principals are included in the staff development plans at the district and building levels. Principals are also evaluated with the principal evaluation plan.
- To support all parties in the *system*, there is a cyclical curriculum review process that has teachers working together to continually identify what it is that students should be learning, developing measures to assess if students did indeed learn the standards, and then designing additional supports and for those who did not learn the standards and enrichment activities for those who did learn the standards.

Input in the CACR Plan:

- Community Surveys
- District Advisory Committee Meetings
- Annual Public Meeting
- District Data Retreats

ALL STUDENTS READY FOR KINDERGARTEN

EARLY CHILDHOOD

The Chisago Lakes Early Childhood Programs provide support for all families with young children. The mission of the Chisago Lakes Early Childhood Programs is to help strengthen families by providing positive opportunities for parents and children to learn together in the home, school, and community; understanding that parents/guardians are the first and most important influences on the development of their children. We offer a variety of classes to meet the different needs of families with young children.

Little Wildcats Preschool is designed to prepare children and families for the transition to kindergarten. We focus on language, literacy, cognitive and social-emotional skills. Certified teachers and classroom assistants plan daily large group activities, focused small group activities, a snack time and individual choice time at learning centers in the classroom. The Teaching Strategies GOLD assessment is used to ensure children are on track for school success. The Little Wildcats Preschool curriculum is aligned with the curriculum of the Chisago Lakes Elementary schools and the Minnesota Early Childhood Indicators of Progress. We offer schedules of 2 (½) and 3 (½) days for children who are three to four years old. We offer 5 (½) days or 3 (½) days for children who are four to five years old. These options are available at two district locations. This is a tuition based program.

Preschool Plus Parents is a two (½) days/week program for children 3-5 years old and their parents/guardians. School readiness classes provide children with experiences that help them develop the skills and behaviors needed for future success in school. Parents/guardians and children attend one day each week together, and children attend the second day each week by themselves. Parent/Guardian/child activities are set up in the classroom on parent/guardian attendance days, and parent groups will discuss best ways to help prepare children for a positive transition to Kindergarten. On child only days, children have additional opportunities to practice their early learning skills. Class fees are based on a sliding fee scale. No family is excluded for the inability to pay.

ECFE classes provide support, information and education for parents/guardians and their children, ages birth to 5. Parents/guardians and children attend weekly classes together. Most ECFE classes provide time for parent/guardian/child interaction as well as a separation time when parents/guardians enjoy a group discussion regarding child development and parenting issues. During this time, children continue activities in the classroom with their early childhood teachers. Participant fees are based on a sliding fee scale. No family is excluded for inability to pay.

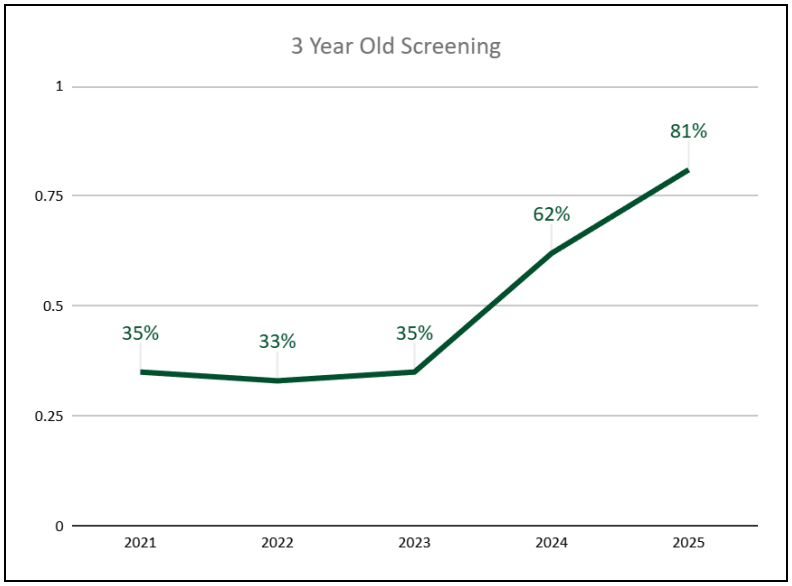
Early Childhood Screenings are held monthly at the Wildcat Community Center during the school year. This screening is required for all children in Minnesota before they enter kindergarten. Early childhood screening is a free, broad check of a young child's health and development. It is best to complete between the ages of 3 and 4. Parents can go online to schedule an appointment. There is no cost to families for early childhood screenings.

Early Childhood Parent Advisory Council exists to guide, support, assist, and promote all aspects of Early Childhood Family Education and School Readiness Programs. The primary purpose of these programs is to strengthen families, to help parents/guardians provide for their children's learning and development, and to have children who enter school ready to learn. The Advisory Council will provide parental and community input as it advises ECFE, School Readiness, and the Community Education staff in the planning, implementation, and evaluating of the early childhood programs. The Advisory Council meets at least four times per year.

Early Childhood Special Education is a service provided through the Chisago Lakes School District. If parents/guardians have concerns about the development of their young child, they are encouraged to contact the school district to arrange for an assessment. If it is determined that a child qualifies for early childhood special education services, the ECSE teachers will develop a plan with parents/guardians for the best way to serve their child. There is no cost to families for the early childhood special education assessment or services.

Early Childhood Performance Measures

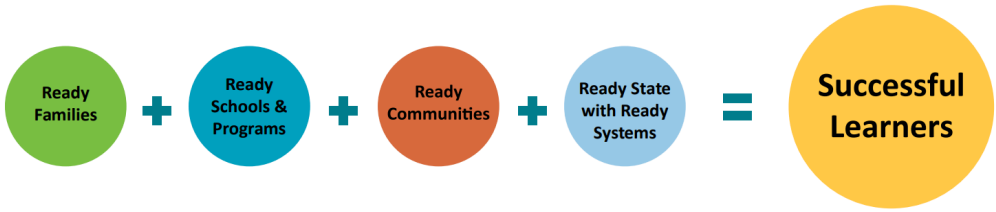
Students in the Early Childhood programs will be assessed using the Teaching Strategies GOLD (TS GOLD). This is an authentic, ongoing, whole child, observational assessment system grounded in 38 research-based objectives for development and learning. It is designed to help staff get to know the child well - what they know and can do, and their strengths, needs, and interests. With this information teachers can guide children's learning by planning engaging experiences that are responsive to individual and group needs.



KINDERGARTEN

Kindergarten at Chisago Lakes School District is all day long, every day of the school year in coordination with the entire school district. The kindergarten curriculum is based on the Minnesota State Standards and activities and learning strategies are research based. In addition to providing a solid academic program, we are committed to teaching our students positive behavior expectations.

The Chisago Lakes School District follows the Success Learner Equation as explained by the Minnesota Department of Education.



The Successful Learner Equation is used to recognize and uplift the individuals, programs, and systems that contribute to the success of each learner. Adults, programs and systems are responsible for supporting each child. The Successful Learner Equation is grounded in the following beliefs:

- Children are always learning.
- Experiences, skills and knowledge are tied to family culture.
- A strengths-based mindset is critical to supporting children and families.
- Diversity of all types should be celebrated.
- Instruction should be individualized and developmentally appropriate.
- School should be welcoming and joyful for all.
- Adults and systems should support all children wherever they are in their learning progression.

The Successful Learner Equation recognizes four interconnected components that foster successful learners.

- **Ready families** — Establish the foundation for their child's health, development and learning within the context of their family's cultural values, norms and beliefs
- **Ready communities** — Offer services to enhance the health, safety, economic stability, development and learning of children and families within their cultural context.
- **Ready schools and programs** — Deliver high-quality, developmentally appropriate, culturally and linguistically responsive care and education that supports families in nurturing their child's healthy development and learning.
- **Ready state with ready systems** — Provide equitable access to comprehensive services and resources that support families and children from all backgrounds.

Our district hands out this document to communicate with families on how they can best support their child's learning at home prior to them coming to kindergarten.

All Students Ready for Kindergarten Goals

	Goal	Strategies	Result
'24	In June 2024, 40% of the children in the district who are 3 years old will go through Early Childhood Screening.	❖ Share personal stories from parents about how early childhood screening has helped their child. ❖ Communicate to parents and caregivers via fliers and FB posts the recommendation of screening at 3. ❖ Change the language used to describe Early Childhood Screening and the importance of completing it early.	Met Goal By June 2024, our district screened 62% of our 3 year olds.
'25	In June 2025, 75% of the children in the district who are 3 years old will go through Early Childhood Screening.	❖ Collaboration with community partners such as the library and other child care programs to inform them about Early Childhood Screening. ❖ Communicate to parents and caregivers via FB, Instagram, the Community Ed catalog, and other social media platforms the recommendation of screening at 3. ❖ Adjust the wording on the communication to the community that it is not a "kindergarten readiness" screening.	Met Goal By June 2025, our district screened 81% of our 3 year olds.
'26	In June 2026, 83% of the children in the **district** who are 3 years old will go through Early Childhood Screening.	❖ Updated communication and language used in screening information. ❖ Added daycare centers to screening information. ❖ Added direct mailings to families. ❖ Added a social media role to communicate the importance of early childhood screening and how to complete screening.	Did Not Meet Goal By June 2026, our district screened 79% of our 3 year olds.
'27	In June 2027, 50% of the 3 year olds in the **community** will go through Early Childhood Screening.	❖ Change language from Kindergarten Screening to Developmental Screening and give they importance/why ❖ Reach out to local clinics and hospitals to distribute flyers ❖ Appointments are now available any time	

ALL STUDENTS IN THIRD GRADE ACHIEVING GRADE LEVEL LITERACY

Literacy development starts at an early age and is the basis for all academic success. Reading by grade level ensures that a student has a solid foundation of literacy skills to continue to expand their understanding of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read at grade level and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. The district LETRS team leads the implementation of the science of reading.

Our exemplary teachers provide a comprehensive language arts program based on the science of reading. At the heart of all of the research is the Simple View of Reading by Gough and Tunnar. Skilled Reading Comprehension is the product of Word Recognition and Language Comprehension.



Decades of research have determined that reading does not occur naturally the way that speech does. The process has to be explicitly taught. The brain must link the sounds of speech to written symbols (letters). Over time, as the brain continuously links the sound with the image, they store the word in the brain's "letterbox" for later retrieval that is instantaneous and effortless. This translates into fluent reading and subsequent comprehension. This component is called **Word Recognition.**

In addition, research has indicated that reading comprehension is closely connected to the background knowledge we have on a topic we're reading about and by understanding the vocabulary contained in the text. This is called **Language Comprehension.** This part of reading includes syntax, semantics, inferences, and genre. If students cannot comprehend spoken English, they cannot comprehend written English either. For example, I can decode the word "quinoa," but if I don't know what it is, I still can't comprehend the sentence.

Grades K-3

To implement the Science of Reading we have redesigned our reading blocks in grades K-3. **Students will have these two specific reading components: Word Recognition and Language Comprehension.**

Word Recognition: Students will be explicitly taught the letter sounds (actually 44 sounds in the English language!) and the letter and letter patterns - called graphemes - that make those sounds (over 250!). We will have an order of phonics skills that progress from simple to complex that will be followed in grades K-3. The students toward the end of the continuum will decode words with multiple syllables, including prefixes and suffixes with. Students will be flexed across the grade level into the specific skill instruction they need.

Language Comprehension: Students will learn rich content in the area of social studies and science, building their vocabularies, background knowledge, and writing instruction. We will be using a knowledge-building language arts curriculum called CKLA (Core Knowledge Language Arts) for students in grades K-3. In general, students will have access to complex text, read aloud by their teacher, and in the process gain more complex vocabulary. Different checkpoints are built into the reading for the teacher to ask comprehension questions, which are designed to meet different levels of thinking. All students will receive language comprehension instruction with their classroom teacher.

Grades 4-5

In the upper elementary grades, most students have successfully learned to read most words and so the two blocks merge into one. Students continue to practice **word recognition** skills by decoding bigger words with multiple syllables. Students analyze the words based on their morphology (meaningful parts), like the prefixes, bases, and suffixes in the Functional Morphology curriculum. In addition, students will learn more about the word's origin. These advanced phonics skills will provide students with the skills they need to attack larger words that are harder to read and write. For **language comprehension**, the reading curriculum, CKLA, is content based with rich text. Students will be learning about social studies and science as they practice and refine their literacy skills.

Our Results - Students at Grade Level Proficiency Spring Results

Our targets on these assessments are developed with the St. Croix River Education District. Please reference SCRED's assessment website for the annual score calculations at http://www.scred.k12.mn.us/.

Grade	Reading Measure	Percent Proficient Spring 2023	Percent Proficient Spring 2024	Percent Proficient Spring 2025	Percent Proficient Spring 2026
K	Letter Sound Fluency	64%	66%	71%	62%
	Nonsense Word Fluency	59%	61%	63%	58%
	Segmenting	69%	64%	70%	67%
1	Segmenting	81%	78%	77%	79%
	Nonsense Word Fluency	60%	53%	61%	67%
	Oral Reading Fluency	44%	47%	47%	46%
2	Oral Reading Fluency	48%	48%	46%	50%
	aReading	49%	52%	52%	47%
3	Oral Reading Fluency	59%	65%	56%	60%
	aReading	67%	59%	58%	58%
4	aReading	62%	61%	56%	54%
5	aReading	73%	73%	72%	68%
6	aReading	73%	74%	78%	71%
7	aReading	67%	69%	75%	75%
8	aReading	59%	61%	67%	70%

CACR does not require a goal in this area. The District Structured Literacy team does write and oversee goals in the area of literacy.

Read Act legislation in Minnesota requires new district assessments in the area of literacy, so the following changes will be implemented in the Fall of 2026.

Grade	Additional New Assessments	Dropped Assessments
K	Oral Repetition - All students in the fall and then gated	Concepts of Print (Fall) Sight Words (Spring)
1	Oral Repetition - All students in the fall and then gated	Sight Words Sentence Reading (Fall)
2	Oral Repetition - All students in the fall and then gated Nonsense Word Fluency	
3	Nonsense Word Fluency	
4	Capti ReadBasix	aReading
5	Capti ReadBasix	aReading

CLOSING THE ACHIEVEMENT GAP

Chisago Lakes School District utilizes multiple performance measures to assess student learning and in particular, the achievement gap in the school district.

The Chisago Lakes School District enrollment is not diverse as indicated in the table below.

Student Enrollment by Special Population Fall 2026		
	Student Count	**% of Student Population**
American Indian/Alaskan Native (State Definition)	81	2.5%
Asian	60	1.8%
Black/African American	24	0.7%
Native Hawaiian/Pacific Islander	0	0%
Hispanic/Latino	83	2.6%
Two or more races	68	2.1%
White	2,929	90.3%
English Learner	16	0.5%
Special Education	481	14.8%
Free and Reduced Price Lunch	668	20.6%
Homeless	1	0.0%

Examining the Achievement Gap

Math (MCA/MTAS)
Contrasting Ethnicities
(State Definition)

	2023		2024		2025		2026	
	# Tested	Percent Proficient	# Tested	Percent Proficient	# Tested	Percent Proficient	# Tested	Percent Proficient
American Indian/Alaska Native	28	50%	36	47.2%	36	41.7%	38	42.1%
Asian	38	50%	29	51.7%	29	55.2%	31	58.1%
Black/African American	cell size	cell size	cell size	cell size	cell size	cell size	cell size	cell size
Hispanic/Latino	47	25.5%	57	38.6%	55	40%	50	36%
Two or more races	36	41.7%	41	43.9%	43	44.2%	33	39.4%
White	1526	57%	1545	59.7%	1506	58.2%	1534	52.8%

Reading (MCA/MTAS)
Contrasting Ethnicities
(State Definition)

	2023		2024		2025		2026	
	# Tested	Percent Proficient	# Tested	Percent Proficient	# Tested	Percent Proficient	# Tested	Percent Proficient
American Indian/Alaska Native	32	43.8%	37	45.9%	37	43.2%	39	53.8%
Asian	36	47.2%	32	50%	31	51.6%	33	57.6%
Black/African American	cell size	cell size	11	45.5%	11	45.5%	10	40%
Hispanic/Latino	47	23.4%	59	35.6%	56	42.9%	49	36.7%
Two or more races	43	39.5%	42	45.2%	39	43.6%	28	32.1%
White	1576	58.1%	1546	58.6%	1531	57.4%	1571	54.7%

Math (MCA/MTAS) Percent Proficiency Free/Reduced Price Lunch vs. Non-Free/Reduced Price Lunch				
	2023	**2024**	**2025**	**2026**
Non-FRP	61.4%	64.8%	60.9%	55.9%
FRP	38.9%	40.0%	42.3%	36.3%
Difference	**22.5**	**24.8**	**18.6**	**19.6**
Reading (MCA/MTAS) Percent Proficiency Free/Reduced Price Lunch vs. Non-Free/Reduced Price Lunch				
	2023	**2024**	**2025**	**2026**
Non-FRP	61.8%	62.4%	60.3%	56.8%
FRP	40.6%	42.7%	41.7%	42.1%
Difference	**21.2**	**19.7**	**18.6**	**14.7**

Math (MCA/MTAS) Percent Proficiency Special Ed vs. Non-Special Ed				
	2023	**2024**	**2025**	**2026**
Non-Sped	59.7%	62.8%	61.0%	54.9%
Special Ed	27.1%	29.0%	27.7%	30.4%
Difference	**32.6**	**33.8**	**33.3**	**24.5**
Reading (MCA/MTAS) Percent Proficiency Special Ed vs. Non-Special Ed				
	2023	**2024**	**2025**	**2026**
Non-Sped	61.0%	61.9%	61.1%	57.7%
Special Ed	24.9%	25.0%	23.5%	27.2%
Difference	**36.1**	**36.9**	**37.6**	**30.5**

Capti ReadBasix is a new district reading assessment for grades 4–12, designed to quickly pinpoint foundational reading skill gaps using six targeted subtests. The fall of 2026 was the first year of implementation. The first subtest, Word Recognition and Decoding, is a pivotal indicator of reading difficulties and aligned with the Decoding Threshold.

Capti ReadBasix - WRD Subtest	
	2026
Non-Sped	48%
Special Ed	17%
Difference	31%

All students in grades 4-8 complete the Capti ReadBasix test. Only students in grades 9-12 who are in special education or receive reading intervention complete the test.

Achievement Gap Goals

	Goal	Strategies	Result
'24	The percent of special education students that meet or exceed typical growth on the aReading (in grades 3-8) will increase from 53% in spring of 2023 to 55% in spring of 2024.	❖ New interventions in secondary math and reading ❖ New MTSS team clarifying approved interventions and progress monitoring probes ❖ Reviewing new secondary replacement core ELA curriculum for special education students	Did Not Meet Goal 51.6% of special education students met or exceeded typical growth on aReading (in grades 3-8)
'25	The percent of special education students that meet or exceed typical growth on the aReading (in grades 3-8) will increase from 51.6% in spring of 2024 to 54% in spring of 2025.	❖ New interventions in middle school math and reading ❖ MTSS oversight ❖ LETRS training for secondary ELA special education teachers	Did Not Meet Goal 50.7% of special education students met or exceeded typical growth on aReading (in grades 3-8)
'26	The percent of special education students that meet or exceed typical growth on the aReading (in grades 3-11) will increase from 48% in spring of 2025 to 50% in spring of 2026.	❖ MTSS oversight which includes an approved list of special education interventions and curriculum. ❖ New structure and curriculum of interventions at the secondary levels. ❖ New center based program district-wide.	Did Not Meet Goal 44.7% of special education students met or exceeded typical growth on aReading (in grades 3-11).
'27	The percent of special education students in grades 4-12 that are proficient on the Word Recognition and Decoding subtest of the Capti ReadBasix test will increase from 17% in the fall of 2026 to 25% in the spring of 2027.	❖ Professional Development and training on Capti ReadBasix test ❖ Targeting interventions to student need based on the new data ❖ Exploring a new special education curriculum for ELA at 6-12 ❖ LETRS Booster Sessions K-12	

ALL STUDENTS ATTAINING CAREER AND COLLEGE READINESS

Chisago Lakes School District is committed to preparing our students for life after school.

Elementary Schools

- Students are exposed to several different career exploration opportunities through their classroom teachers and through the enrichment offerings.
- Students in fifth grade participate in Junior Achievement and begin studying in depth the connection between financial literacy, workplace skills, and employment opportunities.Students in 5th grade participate in BizTown, in which students work and run their own community.
- Volunteer speakers
- Hands-on experiences throughout the curriculum
- Virtual field trips and visual conferencing
- Abundance of technology opportunities for students throughout their school day. Each building in the Chisago Lakes School District has a technology integrationist to work with teachers in designing lessons that promote and enhance 21st Century Skills.

Middle School

- As students move into middle school, they begin career exploration, take and discuss personal learning style inventories and examine study habits in advisement.
- All students have 1:1 access to a device.
- Daily Flex time at the middle school so students can access additional academic support if they are struggling or engage in enrichment activities if they have shown they already know the learning targets.
- Students are exposed to an abundance of technology opportunities throughout their school day.
- In 8th grade, students are exposed to aspects of the MCIS system for career and college exploration. It is used throughout their high school career as a digital platform for each student's 4 Year Plan.

High School

- There are approximately 180 courses for students to choose from with rigorous courses in every academic department. Many classes have been designed to introduce or reinforce 21st Century Skills and the academic rigor that is needed for success in the workplace or at the college level.
- Chisago Lakes High School also has College in the Schools (concurrent enrollment), Advanced Placement courses, and Articulated Courses, which all have the potential for students to earn college credit. The MN Transfer Curriculum is available to students.
- The high school also has collaborative partnerships with postsecondary institutions. Students have the potential to earn over 90 college semester credits while attending Chisago Lakes High School. 64% of Chisago Lakes High School students who graduated in 2024 attended a community college, technical college, or a 4 year university and 26% entered the workforce (SLEDS data).
- In accordance with MN Statute 120B.125, students at Chisago Lakes High School explore their college and career interests and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. Each student develops a Personal Learning Plan. The school also uses aspects of the MNCIS system for career and college exploration. It is used as a digital platform for each student's 4 Year Plan.
- In the Freshmen Seminar course, students take additional personal learning styles inventories, interview adults on careers, research a potential occupation and college.
- Career guidance activities are embedded at each grade level
- Students also work in their advisement class (called PAWZ) to continue building their 21st Century Skills and to learn about postsecondary options.

- Counselors work with the teachers, in providing both students and parents access to postsecondary education, including potential costs, financial aid, and scholarship information. Parent informational sessions are offered for families of juniors and seniors to assist with the college process.
- There is a 9th grade registration night that explores many of the parent's questions on college and career planning.
- Junior Parent Night is held to help parents and students explore post-secondary options and the selection process.
- Financial Aid Night allows parents and students the ability to navigate the financial process.
- BYOD program in high school, in which students bring devices into the classrooms.
- S.T.E.P. – Student Transition Education Program. It is a high school program which focuses on providing instruction in the transition areas of community participation, recreation, independent living, employment and post-secondary planning for students who are 18-21 years of age.
- In 11th grade, interested students attend a college fair.
- Students can choose between taking the ACT, Accuplacer, or ASVAB during their junior year.
- Students are exposed to an abundance of technology opportunities throughout their school day. Technology integrationists work daily with teachers and students to develop 21st Century Skills.
- A new early warning data collection system at the 9th grade level.
- Academic support PAWZ twice a week for students who need additional support or instruction on the learning targets.

ACT				
	2023	**2024**	**2025**	**2026**
Average Composite	22.9	22.2	21.9	21.1
#Students Took Test	177	196	148	139
Percent who met Benchmark				
English	75%	69%	66%	64%
Math	63%	61%	51%	48%
Reading	59%	61%	59%	53%
Science	59%	48%	51%	41%
Meeting any 3 or 4 BM	44%	36%	51%	42%
Average ACT score				
English	21.5	20.2	20.5	19.7
Math	23.4	23.1	22.4	21.6
Reading	23.0	22.8	22.4	22.1
Science	22.9	22.2	21.9	22.0

College and Career Readiness Goals

	Goal	Strategies	Result
'24	By the end of the 2024 school year, 100% of 9-12 students will have a 4 Year Plan.	❖ Revising college and career planning scope and sequence ❖ Including Work-Based Planning in the district plan	Met Goal. 100% of 9-12 students have a 4 Year Plan.
'25	By the end of the 2025 school year, 100% of 9-12 students will have a 4 Year Plan.	❖ Revising college and career planning scope and sequence 6-12 grades ❖ Revising Freshmen Seminar	Met Goal. 100% of 9-12 students have a 4 Year Plan.
'26	By the end of the 2026 school year, 100% of 9-12 students will have a 4 Year Plan.	❖ New quarterly meetings with secondary counselors in updating our vertical alignment of services.	Met Goal. 100% of 9-12 students have a 4 Year Plan.
'27	By the end of the 2027 school year, 100% of 9-12 students will have a 4 Year Plan.	❖ Increasing the substance in the meetings ❖ Ensuring students know that plans can change	

ALL STUDENTS GRADUATING FROM HIGH SCHOOL

Minnesota students are required to complete three requirements by the time they graduate. Students must:

- Complete the state course credit requirements under MN Statute 120B.024
- Complete all state academic standards (or local standards where state do not apply)
- Meet graduation assessment requirements

Chisago Lakes High School has a comprehensive registration guide that walks students through graduation requirements, course descriptions, and college entrance requirements. It also contains planning guides for each grade level and explanations of different assessment options and opportunities for students.

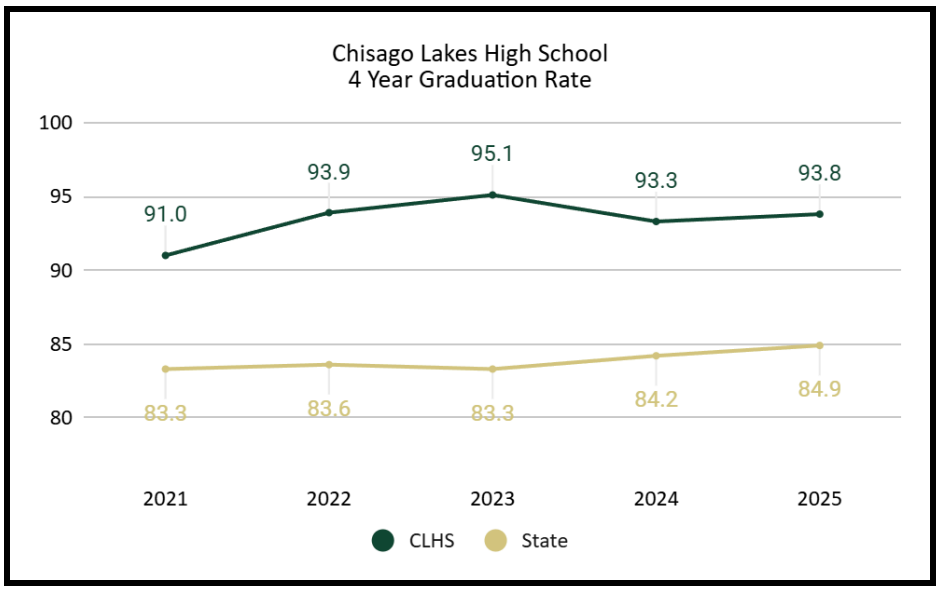
To ensure that each student is focused on graduating from high school and preparing for career or college entrance, Chisago Lakes High School works with students in advisement (PAWZ) to continually check on academic progress, attendance, social, and emotional issues. Freshmen students are also paired with student mentors to help them navigate new issues in high school.

Students who are also not proficient on their MCA exams, FastBridge assessments or other measures, may be referred to the Pupil Support Team and our RtI plan is implemented. Students will receive varying levels of support.

To support students at risk of not graduating in four years, Chisago Lakes School District has many different programming options, depending on individual student needs. Many students attend summer school, choose to take classes through our Credit Recovery Program, or attend Pathway to Change. Pathway to Change is a Level IV educational setting. In this setting special education students receive their academic instruction and social and emotional needs 100% of the time.

There are several informal systems in place to help students graduate. For example, teachers work in Professional Learning Communities weekly, analyzing data and determining which students are not understanding the skill or standard. This way, the teacher knows when to re-teach or move on with a new instructional strategy or concept.

Our Graduation Results:



4 Year Graduation Rates by Student Group				
	2022	**2023**	**2024**	**2025**
All Students	93.85%	95.1%	93.3%	93.8%
White Students	93.97%	96.5%	94.8%	94.0%
American Indian, **Asian**, **Black**, **Hispanic Students** & **ELL Students**	*Cell sizes are too small to report*			
Special Education Students	86.2%	68.8%	66.7%	69.7%
FRP Students	88.4%	86.8%	82.5%	87.8%

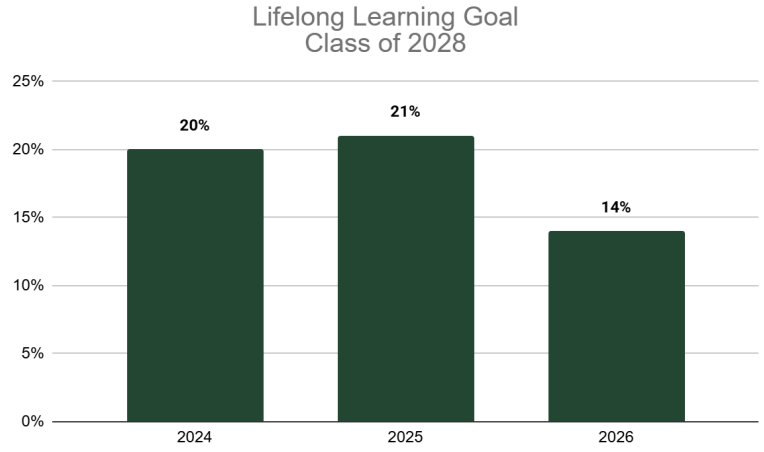
Graduation Goals

	Goal	Strategies	Result
'21 '22 '23	The 4-year graduation rate at CLHS for all students will increase from 93.6% in 2019 to 96% in 2023 with no student groups below 75%.	❖ Study flex times at school districts for possible implementation ❖ Review our early warning systems and determine next steps for continuous improvement ❖ Embed WIN time in 2021-22.	Did Not Meet Goal. The 4-year graduation rate at CLHS for all students was 95.1% and one student group, special education, was at 68.75%, which is below the goal of 75%.
'24-'26	The 4-year graduation rate at CLHS for all students will increase from 95.1% in 2023 to 96% in 2026 with no student groups below 75%.	❖ Reviewing our WIN time in middle and high school ❖ District MTSS team to provide oversight and consistency in all tiers of service	

PREPARE STUDENTS TO BE LIFE-LONG LEARNERS

There are so many facets one could consider when determining what it means to be a life-long learner. One of the key indicators of a life-long learner is someone who engages in working hard, learning from their mistakes, and believes a person can always grow and learn more. We gave a survey to our 9th grade students. The survey was a "Growth Mindset" quiz in the fall of 2024 to determine a baseline in this area. The survey is then given each fall to determine if we increase the number of students who embrace a growth mindset. A growth mindset is a term often attributed to the work of psychologist Dr. Carol Dweck. Over 30 years ago she was studying failure and why some students seemed to rebound and others were devastated by even the smallest setbacks. Her research centered on the underlying beliefs people hold about learning and intelligence. When students believe they can get smarter, they understand that effort makes them stronger. Therefore they put in extra time and effort, and that leads to higher achievement.

Our District Advisory Committee selected a Growth Mindset Quiz to get an understanding of where our students are in terms of mindset and then wrote a goal about increasing our student's beliefs around learning and intelligence so that when they leave school one day, they will continue to work hard, pursue their goals, and persevere after mistakes and setbacks.



With our initial survey, only 47% of 9th grade students completed the survey. Despite 90% saying they believed one can grow their intelligence, only 20% of students had a final score indicating that they held a growth mindset. Their scores in the areas of working hard in the face of adversity and viewing mistakes and challenges as opportunities to grow and learn tended to be lower.

Lifelong Learning Goals

	Goal	Strategies	Result
'24-28	By fall of 2027, the class of 2028 will increase their growth mindset scores from 20% of students believing in a growth mindset in fall of 2024 to 60% believing in a growth mindset.	❖ Incorporate growth mindset lessons into PAWZ. ❖ Booster session for staff on Growth Mindset that includes strategies to embed in class. ❖ Start growth mindset activities in middle school advisement. ❖ Start tracking growth mindset data in upper elementary and middle school.	

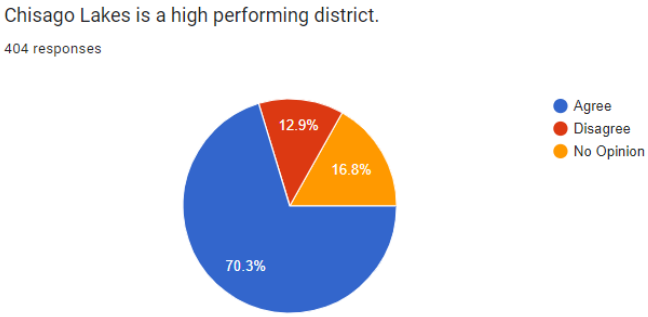
STRATEGIES/PROGRAMS TO MEET ALL GOAL AREAS

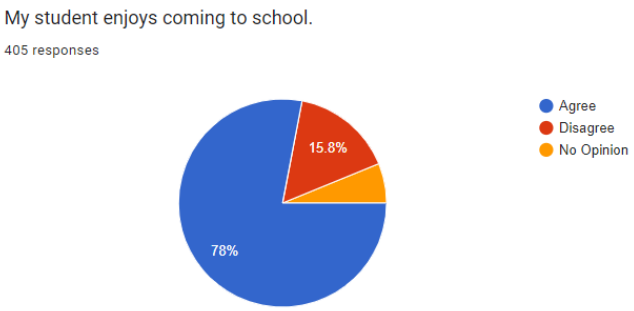
Strategies that are employed to address multiple goal areas are:

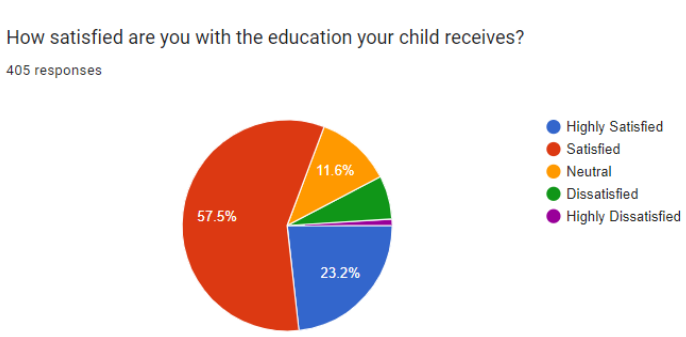
- Access to Excellent and Diverse Teachers Plan/Process
- Language Instruction Educational Program
- Title 1 Plan and Procedures
- Multi-Tiered Systems of Support
- Gifted and Talented Program
- Early Entrance to Kindergarten
- Chisago Lakes Curriculum Guidebook
- Chisago Lakes Professional Learning Communities (PLCs)
- Chisago Lakes Teacher Development and Evaluation Plan (TDEP)
- Chisago Lakes Principal Evaluation Plan
- Q-Comp Annual Report
- Chisago Lakes Mentoring Program
- District Staff Development Report

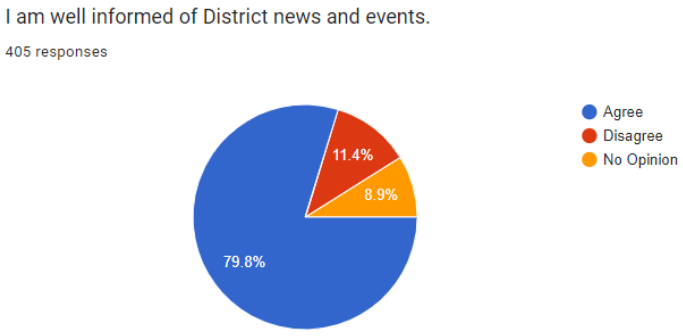
Survey

Approximately every 3 years, the school district surveys community members about their satisfaction with the school district. In the spring of 2024, we also surveyed parents.









DISTRICT ADVISORY COMMITTEE

The District Advisory Committee works together to review school practices, curriculum, student achievement goals, and district assessment practices.

Committee members meet annually in the fall to review the data from the previous year and update the new plan with action steps to increase progress toward the CACR goals.

Committee members represent the following areas:

- Superintendent
- Director of Teaching and Learning
- Secondary Principal
- Elementary Principal
- Teaching Staff
- Non-Certified Staff
- School Board
- Parent – Chisago Lakes High School
- Parent – Chisago Lakes Middle School
- Parent – Lakeside Elementary School
- Parent – Primary School
- Parent – Taylors Falls Elementary School
- Student Representative(s)
- Community Members at Large

BUDGET

To implement and sustain the CACR plan a budget has been established with funds from the general fund. Each year $5,000 has been set aside to implement the CACR plan. The budget will help support the following endeavors:

- Kindergarten Readiness
- Literacy Plan
- Closing the Achievement Gap
- Graduation Support
- College and Career Readiness including Post-Secondary Planning
- Periodic Community Survey
- District Advisory Committee meetings and planning