



ANNUAL REPORT 2024-25

Beacon Academy

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SCHOOL INFORMATION

Beacon Academy

Public Charter School District #4124

Principal: Michael Reeder

3415 Louisiana Ave N

Crystal, MN 55427

763-546-9999

<https://beaconacademy.com/>

Grades Served: K-8

Year Opened: 2004

Mission

Beacon Academy Charter School fosters a results-driven small learning community supported by family involvement. Our school is rooted in a culture of positive character development and provides students with a proven, rigorous, and content-rich curriculum.

Vision

Cultivating an inclusive community of learners who embody character, resilience, and scholarship.

Authorizer

Innovative Quality Schools

P.O. Box 580, Hutchinson, MN 55350

651-234-0900

www.iqsmn.org

Beacon Academy School Creed

*I make Beacon Academy a better place.
I can do challenging things.
I am responsible for me.
I help others.
I do my best.
I make good choices.
I value myself and others.
I act with integrity.
I believe in myself.*

CHARTER SCHOOL PURPOSES

The primary purposes of charter schools outlined in statute:

- 1) increase quality learning opportunities for all pupils;
- 2) encourage the use of different and innovative teaching methods;
- 3) measure learning outcomes and create different and innovative forms of measuring outcomes;
- 4) establish new forms of accountability for schools;
- 5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

Beacon Academy pursues these goals through several complementary approaches. To increase learning opportunities for all students is a comprehensive curriculum that emphasizes mastery in reading, writing, math, science, history, and geography, paired with a strong commitment to second-language proficiency through its Spanish program. Music, art, physical education, and outdoor learning experiences are integrated throughout the academic program to foster creativity, support wellness, and inspire a lifelong love of learning.

Beacon Academy incorporates different and innovative teaching methods, including the Responsive Classroom approach, which supports students' social, emotional, and academic growth within a strong school community. This approach provides practical, everyday strategies that help children build both academic skills and social-emotional competencies. By intentionally fostering a sense of community, Beacon creates an environment where students can thrive in their character development as well as their academic progress.

In addition to standard measures of success in reading, mathematics, and science, Beacon Academy, working in collaboration with its authorizer, establishes clear outcomes and indicators within its academic success framework. These academic standards are complemented by additional measures that reflect the whole student experience, including social-emotional learning, equity in achievement, the development of 21st-century skills, student attendance, and satisfaction levels among students, families, and staff.

To establish new forms of accountability for schools, Beacon Academy is responsible to its authorizer and to its stakeholders—students, their families, school staff, and the broader community, for achieving the goals and measures outlined in its charter contract. To ensure these goals and measures are meaningful and effective, Beacon Academy is establishing clear methods for gathering and sharing feedback from a broad range of stakeholders. This inclusive approach is designed to strengthen the school's performance and enhance the experience of families and the wider community.

Beacon Academy's model provides ample time for teachers, support staff, and administrators to collaborate with the central goal of improving student learning. The school creates

meaningful professional opportunities by involving teachers in the design and continuous improvement of the learning program. Regular team and PLC meetings allow teachers to analyze student progress, review curriculum, and support the Teacher Development and Evaluation initiative. Professional Development days offer additional time to refine instructional practices, strengthen classroom climate, plan vertically across subjects, and use data to guide decisions. Staff meetings connect schoolwide initiatives to student achievement, while assemblies give teachers a role in shaping the character education program. Together, these structures position teachers as instructional leaders who help guide the school's academic and cultural direction.

STUDENT ENROLLMENT AND DEMOGRAPHICS

Student Enrollment

Grade	Enrollment 2023-24	Enrollment 2024-25
Kindergarten	38	45
1 st Grade	54	50
2 nd Grade	48	50
3 rd Grade	55	41
4 th Grade	69	59
5 th Grade	70	70
6 th Grade	80	77
7 th Grade	58	78
8 th Grade	56	54
Total	528	524

Student Enrollment by Race/Ethnicity

Race/Ethnicity	Count	Percent
American Indian	13	2.5%
Asian	4	0.8%
Black or African American	193	36.8%
Hispanic or Latino	73	13.9%
Native Hawaiian or Pacific Islander	0	0.0%
Other Indigenous Peoples	0	0.0%
White	186	35.5%
Two or more races	55	10.5%
All students	524	100%

Enrollment by Other Criteria

	Count	Percent
English Learner	47	9%
Special Education	81	15.5%
Free/Reduced-Price meals	254	48.5%
Homeless	10	1.9%

STUDENT RETENTION

Description	2023-24	2024-25
Students who were in attendance October 1	525	534
Of those students, those who remained until the end of the school year	491	495
Students who left the school after October 1	34	39
New students who enrolled after October 1	45	35
Total students who were enrolled on June 1	528	523
Students who were enrolled on June 1 of the current school year and re-enrolled in September of the following school year	393	417
Number of students eligible to return	472	470
Percentage of students returning	82.3%	88.7%

The enrollment data shows a generally stable student population across both years, with only minor shifts in mobility. October 1 counts showed an increase (525 and 534), and nearly the same number of students remained through the end of the year (491 and 495). Midyear movement changed slightly, where more students left (34 to 39) and fewer enrolled (45 to 35), but June 1 totals stayed steady (528 and 523).

The clearest trend appears in fall return rates. Even with nearly the same number of students eligible to return (472 and 470), the percentage who re-enrolled increased from 82.3% to 88.7%, indicating stronger retention the second year.

Overall, the data suggest stable enrollment, modest shifts in midyear mobility, and a meaningful improvement in fall return rates.

GOVERNANCE AND MANAGEMENT

Board of Directors

Name	Role	Term Start	Term Ends
Elizabeth Brobeck	Teacher (Secretary)	7/1/22	6/30/25
Norah Grosklags	Teacher	7/1/23	6/30/2026
Melanie Spall	Teacher (Vice Chair)	7/1/23	6/30/2026
Patricia Blake	Teacher	7/1/23	6/30/2027
Matthew Goodman	Teacher	7/1/24	6/30/2027
Matheu Weidenbach	Parent (Chair)	7/1/24	6/30/2027
Rasheda Jenkins	Parent	7/1/24	6/30/2027
Stacy Ray	Parent (Treasurer)	7/1/24	6/30/2027
Open	Community Member	7/1/24	6/30/2027
Michael Reeder	Ex-Officio (Principal)		

The Beacon Academy School Board is made up of 9 voting members, 5 teachers, 3 parents, and 1 community member. Original MN charter school law calls for a teacher majority on the board of directors and Beacon still follows this framework. Terms are three years with the exception of the community member which has a two-year term. Board members may run for one additional term. The board chair must be a parent member. The Executive Committee oversees the Principal position and is comprised of the Board Chair, Vice-Chair, Treasurer, and Secretary.

The Governance Committee oversees the election process which runs from March to May of every year. Each parent or guardian of a student at the school and each employee has the right to cast one vote for the board candidates. Board member terms run from July 1 to June 30.

School board meetings are open to the public. Meetings are typically on the 3rd Thursday of the month at 6:30 pm at our school.

Board Annual Performance Assessment

Charter School Board Performance Assessment

For each of the areas of focus below, review the questions together as a board and build consensus on the school's performance. Consider the following levels of performance for each:

Fully developed	Area for improvement	Needs attention	Not applicable
Board has existing policies/ practices that address this topic	Area for which the board would benefit from improvement efforts	Board should prioritize related improvement efforts in the coming weeks and months	May not apply now Review annually for changes
Board has systems in place to ensure compliance or maintain high performance	May not be an urgent priority	Not addressing the area presents an unknown or potentially high level of risk to the school	
Associated risks have been minimized	Degree of risk is known and minimal		

After the board has collectively considered the following questions, you will be asked to also review your most recent IQS annual reports and then consider both in responding to the following:

1. Based on the results of this evaluation and the most recent IQS annual review, strengths of our board include:
2. Based on the results of this evaluation and the most recent IQS annual review, areas of improvement for our board that are not urgent include:
3. Based on the results of this evaluation and the most recent IQS annual review, tasks needing more urgent attention from our board include:

BOARD MEMBERSHIP AND STRUCTURE. Board membership complies with MN 124E.07 and the board governance structure outlined in the school's bylaws. The Board has adequately filled seats and takes immediate action should a vacancy occur.	
Does the board have at least one teacher representative, one community representative and one parent representative?	<u>Needs attention</u>
Do all teacher representatives on the board meet the state's definition for qualified teacher board membership as outlined in MN 124E.07 Subd. 3(b)? <i>To serve as a licensed teacher on a charter school board, an individual must: (1) be employed by the school or provide at least 720 hours of service under a contract between the charter school and a teacher cooperative;(2) be a qualified teacher as defined under section 122A.16, either serving as a teacher of record in a field in which the individual has a field license, or providing services to students the individual is licensed to provide; and(3) not serve in an administrative or supervisory capacity for more than 240 hours in a school calendar year.</i>	<u>Fully developed</u>
Do the bylaws clearly state whether the board has a parent-majority, teacher-majority, community member-majority, or no clear majority? Does the board's structure comply with the bylaws? (Please note that 'no clear majority' means that	<u>Fully developed</u>

none of the three groups of people on the board represent a majority of the board members)	
Does the board maintain up-to-date records of both current and past board members, including membership rosters and relevant terms of service?	<u>Area for improvement</u>
Are all board positions currently filled? If there are vacancies, how does the board recruit and fill vacant seats?	<u>Needs attention</u>
Is there a board orientation for new members?	<u>Area for improvement</u>
Do board committees meet regularly with an agenda and minutes?	<u>Area for improvement</u>
CONFLICT OF INTEREST. No Board members have any conflict of interest as defined in law and statements are filed annually.	
Does the board have a conflict of interest policy?	<u>Fully developed</u>
Have all board members read the policy and completed annual conflict of interest disclosure forms?	<u>Fully developed</u>
Is conflict of interest declaration part of the regular board agenda?	<u>Fully developed</u>
Does the board understand how to identify and mitigate any potential conflicts of interest?	<u>Fully developed</u>
MN OPEN MEETING LAW. The Board complies with all provisions of the MN Open Meeting Law including those related to attendance via interactive technology.	
Are all current board members listed on the school's website, with their position, role, contact information, and term of service clearly indicated?	<u>Fully developed</u>
Are board meeting minutes posted in compliance with the requirements of MN 124E.07, within 30 days after the board approves them or by 30 days after the next regularly scheduled board meeting, whichever comes first?	<u>Fully developed</u>
Are committee meeting notices and minutes appropriately posted for committees that either have a quorum of the board or the authority to act on behalf of the board?	<u>Not applicable</u>
Do all board members understand and follow the requirements for when any member attends a meeting virtually?	<u>Fully developed</u>
BOARD BYLAWS. The Board bylaws are consistent with charter school law and outline the Board structure and the process for changing the Board's governance structure. The Board has not violated their bylaws in the past year.	
Have all board members read the school's bylaws?	<u>Fully developed</u>
Do board members understand the difference between seats on the board and the board structure?	<u>Fully developed</u>
Do the bylaws specifically state the board's structure (parent-majority, teacher-majority, community member-majority, or no clear majority)?	<u>Fully developed</u>

Do the bylaws include the statutory-required process for changing the board's governance structure?	<u>Fully developed</u>
Are the board bylaws (or other policies and practices) in compliance with new board election requirements in MN 124E.07? <i>Board must publish election policies and procedures on the school's website. Board must notify eligible voters of the election dates and voting procedures at least 30 calendar days before the election and post the information on the school's website. Board must notify eligible voters of the candidates' names, biographies and statements at least 10 calendar days before the election and post this information on the school's website. All board terms must begin on July 1 and be no less than two years</i>	<u>Area for improvement</u>
Do the bylaws provide for staggered terms for board members to ensure continuity of leadership and institutional knowledge?	<u>Area for improvement</u>
Do the bylaws specify term limits for both board members and board officers, as required by MN 124E.07?	<u>Fully developed</u>
Is the board in compliance with the contracted requirement to submit all proposed bylaw changes to IQS before the board votes on them?	<u>Fully developed</u>
Are the bylaws reviewed by the full board at least once every two years, and whenever there is a new board member?	<u>Fully developed</u>
POLICY MANUAL. Board policies have been established in accordance with MN 124E.07 and other applicable statute. All policies are posted on the school website. The board has established a process for the regular review of its policies.	
Are all school policies posted on the website?	<u>Fully developed</u>
Has the board developed and implemented a policy review process and schedule? Are related activities documented in board minutes?	<u>Fully developed</u>
Does the school have a process to identify any statute or other regulatory changes that may require updates to school policies?	<u>Area for improvement</u>
STRATEGIC PLAN. The Board has developed and adopted a strategic plan that includes measurable and mission-aligned performance goals that are reviewed at least annually.	
Does the school have a current strategic plan with clear, measurable goals?	<u>Area for improvement</u>
Does the strategic plan focus on supporting students and enhancing their learning?	<u>Area for improvement</u>
Is the strategic plan based on data-driven decisions and informed by relevant data?	<u>Area for improvement</u>
Does the Board review the strategic plan at least annually?	<u>Area for improvement</u>
Does the plan include goals for the board to support effective governance?	<u>Area for improvement</u>
Does the board use the strategic plan to guide decision-making? If so, how?	<u>Area for improvement</u>
Is the strategic plan available on the school's website?	<u>Area for improvement</u>

BOARD MEETING CONDUCT. Board meetings consistently have a quorum and are conducted in an orderly process that follows an agenda, which is appropriately posted in accordance with Section 4.1 of the IQS contract (prior to each board meeting).	
Is the board agenda posted on the school's website before the meeting?	Area for improvement
Are agendas and supporting materials provided to the board in advance of meetings?	Fully developed
Does the board regularly maintain a quorum for scheduled meetings?	Fully developed
Is there a process for addressing board members who do not regularly attend board meetings?	Fully developed
Do board meetings follow Robert's Rules of Order or other formal governance rules?	Fully developed
Does the board allow public comment, and is there a clear process or policy in place to manage it?	Fully developed
Are there active discussions at board meetings, and do all members participate in discussions of board business?	Fully developed
Is there a process for obtaining additional information or input when necessary?	Fully developed
BOARD TRAINING. All board members have completed board training as required by MN124E.07 and a summary is provided in the charter school's annual report. The Board has a development plan to support training for new and ongoing Board members.	
Is the board in compliance with the requirement that all new members complete mandatory training on board roles, open meeting laws, and data practices law before taking office? (As per 124E.07, ex officio members must complete this training within three months of employment.)	Fully developed
Is the board in compliance with ensuring all first-year members complete required training on employment policies and practices, public school funding and financial management, and the board's roles and responsibilities regarding student success, achievement, and performance within 12 months of being seated?	Fully developed
Does the board have a development plan, and who is responsible for creating and overseeing it?	Area for improvement
Does the board have a process for assessing its training needs, both for individual members and as a whole?	Area for improvement
Does the board have a system in place to track and document completed training?	Fully developed
Is board training summarized in the school's annual report?	Needs attention
BOARD OVERSIGHT OF STUDENT LEARNING. The board reviews student learning data multiple times per year, including data related to MN accountability system and goals in the charter contract and uses data to inform policies and programming that support student learning.	

Can all board members clearly articulate the school's mission and vision?	<u>Fully developed</u>
Does the board have a general awareness of Minnesota's school accountability system and is related student data annually reported to the board?	<u>Area for improvement</u>
Is the board aware of the student learning requirements of the IQS contract? How often is this data shared with the board?	<u>Area for improvement</u>
Does the board annually review the Comprehensive Achievement and Civic Readiness (formerly World's Best Workforce) plan and report?	<u>Fully developed</u>
Is the board familiar with Minnesota's READ Act and its requirements for the school?	<u>Area for improvement</u>
Do board members understand the school's approach to supporting student learning?	<u>Area for improvement</u>
Is there evidence that the board makes data-driven decisions to support both academic and non-academic factors that promote student learning and well-being?	<u>Fully developed</u>
BOARD OVERSIGHT OF SCHOOL FINANCE. In compliance with MN317A, the Board has in place an active treasurer, who is engaged in such things as finance related meetings, review of expenditure and budget, presenting to the Board, etc. The Board implements processes that result in effective ongoing oversight of the school's finances. The Board reviews financial information at its regular meetings including budget to actuals. If the Board contracts financial management services, the vendor presents and speaks directly to the board on a quarterly or more frequent basis.	
Does the board have an active treasurer, as defined above?	<u>Fully developed</u>
Does the board have an active finance committee?	<u>Fully developed</u>
Are financial statements and payroll registers reviewed at each meeting, and do board members understand and ask questions about them?	<u>Fully developed</u>
If applicable, do all board members know the school's financial vendor, and how often do they report to the board?	<u>Fully developed</u>
Is the school in compliance with contract disclosure requirements per 124.10? <i>...charter schools must disclose to MDE any potential contract, lease, purchase of service from a current board member, employee, contractor, volunteer or agent of the authorizer. The contract/lease/purchase must be accepted through an open bidding process. A school may enter into a contract for legal services without opening a bidding process, however the school must disclose the contract to MDE</i>	<u>Fully developed</u>
How is the board's understanding of school finance developed and maintained?	<u>Fully developed</u>
Does the board actively monitor school enrollment, comparing budgeted, current, and state-reported enrollment for funding?	<u>Fully developed</u>
If the school has bonds, do board members understand the bond covenant provisions, particularly regarding days cash on hand and the debt service coverage ratio (DSCR)?	<u>Fully developed</u>

Are board members aware of the school's insurance policies (e.g., health, liability, building), and are these reviewed annually?	<u>Area for improvement</u>
Is the school's audit reviewed annually with the auditor at a board meeting, and how does the board follow up on audit findings?	<u>Fully developed</u>
Is there a process to ensure that all other school audits (e.g., food service, special education, Title I) are shared with the board?	<u>Fully developed</u>
BOARD OVERSIGHT OF EMPLOYMENT AND EVALUATION. The Board consistently engages in the authorization of employment matters (ie hiring, termination, leaves, etc.) The Board evaluates the school leader(s) and/or management organization on an annual basis per related policies and practices and holds these individuals accountable for implementing employment and evaluation policies and practices.	
Does the board regularly review and approve new hires, terminations, leaves, and other staffing decisions or contracts?	<u>Fully developed</u>
Does the board understand the distinction between the school leader's management role and the board's governance role, and does the board stay active in their appropriate role?	<u>Area for improvement</u>
Does the board have a formal evaluation process and tool for the school leader, incorporating multiple data sources and reflecting both the school's goals and individual performance targets?	<u>Area for improvement</u>
Does the board support and approve a professional development plan for the school leader that meets legal requirements (e.g., 25 hours of competency-based training for unlicensed administrators, 10 hours for licensed administrators per 124E.12)?	<u>Area for improvement</u>
Does the board have both short-term and long-term succession plans for the school leader position?	<u>Needs attention</u>
Does the board understand the evaluation and professional development processes for teaching and other staff?	<u>Area for improvement</u>
Does the board review and approve the school's personnel manual annually?	<u>Area for improvement</u>
BOARD SELF EVALUATION. The Board implements a performance based evaluation process annually and uses the results to inform board member training and/or improvements to governance processes or procedures.	
Does the board conduct an annual self-evaluation?	<u>Area for improvement</u>
Does the tool used to evaluate the board's performance provide sufficient and helpful data to inform improvement efforts?	<u>Area for improvement</u>
How are the results of the self-evaluation used to inform the board's next steps, such as a training plan, strategic plan, or other actions?	<u>Area for improvement</u>
Does the board seek external support when needed or appropriate?	<u>Fully developed</u>

BOARD OVERSIGHT AFFILIATED BUILDING CORPORATION (if applicable). The Board annually reviews and ensures that the affiliated building corporation complies with all applicable legal requirements.	
Do board members understand that the school has an affiliated building company and the implications of this relationship?	<u>Fully developed</u>
Does the board comply with the requirements for schools with an affiliated building company (ABC), as outlined in the Charter Board checklist ?	<u>Area for improvement</u>
Is the board's compliance with ABC requirements documented in the school board's minutes?	<u>Area for improvement</u>
Before addressing the summary questions below, please refer to your most recent IQS annual review, paying particular attention to the feedback regarding governance.	
Summary	
Based on the results of this evaluation and the most recent IQS annual review, strengths of our Board include: <ul style="list-style-type: none"> The board collaborates well, is heavily involved in finance, meets basic training and engagement requirements 	
Based on the results of this evaluation and the most recent IQS annual review, areas of improvement for our board that are not urgent include: <ul style="list-style-type: none"> Various training topics, board member record keeping, new member onboarding and orientation, improved process for identifying policy impacts due to statutory changes, improved publishing of board materials to website 	
Based on the results of this evaluation and the most recent IQS annual review, tasks needing more urgent attention from our board include: <ul style="list-style-type: none"> Filling of the community member seat, improvements to board committees, updated by-laws, strategic plan documentation, implementation of board assessment and training plan, succession planning, various training topics 	

Board Training

Board Development and Training Plan

Creating a board development plan based on the results of the assessments involves several steps. Here is Beacon Academy's structured approach to developing a roadmap for addressing areas of growth and enhancing the board's effectiveness, followed by a sample template:

1. Analyze Self-Assessment Results

- **Identify Strengths and Weaknesses:** Review the self-assessment results to see where the board performs well and where there are gaps.
- **Prioritize Key Areas:** Rank the areas needing improvement based on urgency, relevance to the organization's mission and strategic goals, and the potential impact of improvement.

2. Define Development Goals

- **Set Clear Objectives:** Based on the prioritized areas, establish specific goals.
- **Align Goals with Organizational Vision:** Ensure the development goals support the board's role in fulfilling the organization's mission, vision, and strategic priorities.

3. Develop Actionable Strategies

- **Training and Education:** Plan targeted training sessions.
- **Update Board Policies:** If needed, revise or create policies on board member responsibilities, conflict of interest, and ethics.

4. Set Measurable Metrics and Milestones

- **Define Success Metrics:** For each goal, establish metrics to measure progress (e.g., percentage of board members attending training, number of strategic goals reviewed annually, or board meeting attendance rates).
- **Set Milestones:** Break down each goal into milestones with specific deadlines. Milestones keep the plan on track and provide periodic points to evaluate progress.

5. Assign Responsibilities and Timelines

6. Implement the Plan, Monitor Progress and Adjust

- **Evaluate Regularly:** Review the board development plan quarterly or biannually, comparing results against the metrics and milestones.
- **Adjust Goals and Strategies:** If certain approaches aren't yielding the expected results, adjust the strategies or revise timelines to reflect the current needs and dynamics of the board.

Board Development Plan Template

Prioritized Areas for Improvement			
Identified Area	Action Plan(s)	Responsible Party	Timeline
Community Member Seat	Action: identify and fill community member seat <ul style="list-style-type: none"> Continue to canvas the community to identify and fill the community member seat Leverage school community to potentially identify grandparents, neighbors, friends, etc. Leverage local community groups (business association) to identify candidate Leverage board network to identify potential candidates 	Board chair, board members	Immediately
Improve board committees	Action: Improve the board committees through several actions: <ul style="list-style-type: none"> Up to date committee rosters Committee schedules kept current on website Implement committee minutes Formalize committee decision making 	Board chair, board committee members	Due 4/30/2026
Adopt updated by-laws	Action 1: Update and adopt revised by laws Action 2: review board terms to stagger seats for continuity of service	Board chair, governance committee	Action 1: Due 12/31/2025 Action 2: due 2/28/2026
Define and implement strategic plan	Action: Define and implement the school's strategic plan, publish to website	All board members	Due 12/31/2025
Implement board assessment and training and development plan	Action: complete the board assessment and the board training and development plan	All board members	Due 12/31/2025

Succession planning	Action: develop revised succession plans for school incorporating current structure (and any changes in 2025-2026)	Executive committee	Due 6/30/2026
Not-as-urgent Areas for Improvement			
Identified Area	Action Plan(s)	Responsible Party	Timeline
Improve board member records	Action: Improve the record keeping of present and past board members, including membership rosters, terms of service, training		Due 6/30/2026
New member onboarding and orientation	Action: Improve the onboarding experience for board members through a dedicated onboarding and orientation session; target prior to next board member onboarding (April for elections, but possibly earlier for community member seat)	Board chair, vice chair	Due 4/30/2026
Implement improved process for statute and regulatory changes	Action: improve the process to identify and implement policy updates due to statutory and regulatory changes	Board chair, governance committee	Due 4/30/2026
Improve publishing of board materials to website	Action: ensure full adherence to regulatory requirements and improve the timeliness of publishing materials to the school website, leveraging authorizer-provided checklist	Communications director	Due 3/31/2026
Board Training Needs			
Please consider the above areas for improvement as well as the board training needs assessment.			
Collective Board or Individual Board Member Name	Training Topic	Facilitator or Platform for Training	Timeline
Full board	Re-implement monthly board training as part of the regular school board meetings. Tailor topics to timeliness (i.e. auditor training prior	Vice-chair	Immediately

	to audit approval) and integrate rotating schedule to board meetings.		
Full board	Student learning requirements of the IQS contract	Monthly board training	Due 2/28/2026
Full board	School insurance policies	Monthly board training	Due 3/31/2026
Full board	READ act	Monthly board training	Due 4/30/2026
Full board	Roles and responsibilities - admin team, board, organizational structure	Monthly board training	Due 5/31/2026
Full board	Affiliated Building Company training	Charter source	Due 4/30/2026

Summary of Board Trainings

Below is the board training calendar, which outlines the planned training topics for the year. While specific topics may be adjusted as needed, this document provides a clear framework for the essential trainings to be completed.

July

Board Training - Open meeting law

August

Board Training - Role of the board/relationship to admin

September

Board Training - SpEd finance & state payments

October

Board Training - Complaint resolution process

November

Board Training - Funding formula and fund balance

December

Board Training - Debt Service Ratio & DCOH

January

Board Training - ADM & Lease Aid

February

Board Training - SpEd & ADSIS finance & state payments

March

Board Training - Charter School Bonds & Bond Holders

April

Board Training - Funding formula and fund balance

May

Board Training - Board's relationship to authorizer

June

Board Training - Records retention and data privacy

Leadership Professional Development

Michael Reeder is a licensed K-12 Principal and is not required to report on a Professional Development Plan.

In FY25, Mr. Reeder completed the OL&LA training to meet Minnesota READ Act requirements and earned three graduate-level credits for his work. OL&LA is a comprehensive, IDA-accredited professional learning program based on the understanding that spoken language is the foundation of literacy. The training helps educators strengthen the connection between language and reading instruction so they can use evidence-based practices that support all learners—including Multilingual Learners, speakers of different English varieties, students with dyslexia, and others.

STAFFING

Position	First Name	Last Name	Licensed/ Unlicensed	License Number	Years of Service as of 6/30/2025
Music Teacher	Jacob	Abel	Licensed	1005007	5
Dean of Students	Eldred	Bach	Licensed	477306	11
1st Grade Teacher	Sheila	Benford	Licensed	1013514	1
MS Science Teacher	Patricia	Blake	Licensed	504653	7
Q-Comp Coordinator	Elizabeth	Brobeck	Licensed	500665	8
Lead Paraprofessional	Lindsay	Carey	Licensed	1036758	2
School Counselor	Stephanie	Cramer	Licensed	476594	8
1st Grade Teacher	Kaitlyn	Dierks	Licensed	1005109	2
2nd Grade Teacher	Madisen	Enger	Licensed	1034549	1
SpEd Teacher	Natalie	Esparza	Licensed	515635	5
MS English Teacher	Breanna	Felske	Licensed	1017223	2
3rd Grade Teacher	Robert	Forman	Licensed	504011	4
5th Grade Teacher	Kristen	Gapinski	Licensed	454314	11
SpEd Teacher	Jamie	Gibson	Licensed	1030100	6
MS Social Studies	Matthew	Goodman	Licensed	468639	16
MS Spanish	Lindsey	Graske	Licensed	480983	6
Phy Ed. Teacher	Norah	Grosklags	Licensed	462002	8
Building Sub	Voneisha	Harris	Licensed	505089	3
Dean of Students	Myla	Johnson	Licensed	438780	1
5th Grade Teacher	Rachel	Johnson	Licensed	1013838	6
SpEd Teacher	Mandi	Kangas	Licensed	472169	5
4th Grade Teacher	Dan	Lee	Licensed	503775	4
MS Spanish	Linda	Lopez	Licensed	1021431	3
Kindergarten Teacher	Karley	Lynch	Licensed	1033055	1
Math Intervention	Mike	McCauley	Licensed	458733	14
SpEd Coordinator	Sharla	McIntosh- Ziegler	Licensed	440694	1
MS Math	Allison	Nelson	Licensed	478440	11
MS Math	Farlin	Ninang	Licensed	1038217	1
5th Grade Teacher	Sean	Pajak	Licensed	407113	2
4th Grade Teacher	Rachel	Paulson	Licensed	459780	5
SpEd Teacher	Erica	Pfotenhauer	Licensed	417221	4
Paraprofessional	David	Powell	Licensed	1025313	2
EL Teacher	Chris	Ramage	Licensed	450124	2
Principal	Michael	Reeder	Licensed	368797	8
Kindergarten Teacher	Crystal	Reese	Licensed	464820	2

4th Grade Teacher	Hope	Reeves	Licensed	1014259	4
2nd Grade Teacher	Madline	Sash	Licensed	1038523	1
Due Process Facilitator	Erin	Schmidt	Licensed	467801	7
Reading Intervention	Malissa	Schreiber	Licensed	508901	2
Paraprofessional	LaRika	Smith	Licensed	1030205	5
MS Science/English	Melanie	Spall	Licensed	441537	18
3rd Grade Teacher	Elise	Tverberg	Licensed	1023691	2
MS Social Studies	John	Winter	Licensed	1013008	22
Reading Intervention	Jill	Zariello	Licensed	379048	20
SpEd Teacher	Fang	Zhang	Licensed	1002826	1
ADSIS Para	Michelle	Ackerman	Unlicensed		12
Transportation and MARSS Coordinator	Monique	Anderson	Unlicensed		1
Health Office Assistant	Ashley	Barrett	Unlicensed		1
Paraprofessional	Cecil	Blakes	Unlicensed		2
Paraprofessional	Jessica	Buns	Unlicensed		0
ADSIS Para	Sandra	Chilson	Unlicensed		2
Enrollment Coordinator	Jessica	Corbett	Unlicensed		2
Food Service Coordinator	Carol	Fox	Unlicensed		9
Facilities	John	Hildebrandt	Unlicensed		8
Food Service Assitant	Melissa	Kimmel	Unlicensed		1
Paraprofessional	Anusua	Kushari	Unlicensed		2
Librarian	Jill	Lorenzini	Unlicensed		10
Paraprofessional	Jonida	Lund	Unlicensed		1
ADSIS Para	Nancy	McGuire	Unlicensed		12
Paraprofessional	Erzsebet	Miller	Unlicensed		6
Paraprofessional	Sierra	Morrow	Unlicensed		1
Food Service Assistant	Maggie	Opheim	Unlicensed		1
Paraprofessional	Rachel	Riley	Unlicensed		1
Human Resource & Business Office Coord.	Chelsea	Sobraske	Unlicensed		11
Paraprofessional	Reggie	Stevenson	Unlicensed		2
Paraprofessional	Martha	Theisen	Unlicensed		7
Communications Coordinator	Julie	Wahl	Unlicensed		1
Paraprofessional	Ray	Warren	Unlicensed		1
SpEd Admin Assist.	Brooke	Weis	Unlicensed		4
Paraprofessional	Josephine	Welch	Unlicensed		2
Paraprofessional	Erika	Wilson	Unlicensed		0

Beacon Academy's hiring practices are intentionally designed to support a results-driven, small learning community grounded in strong family engagement, positive character development, and a rigorous, content-rich educational experience. We look for staff who help create an environment where students and adults feel they belong and are part of an inclusive community that fosters character, resilience, and scholarship. A main part of this approach is our commitment to building a diverse workforce. Having staff whose backgrounds and experiences reflect those of our students strengthens our ability to understand, communicate with, and effectively educate the learners we serve. By recruiting and retaining individuals who embrace these priorities, Beacon Academy ensures that its core values are consistently lived out in classrooms, relationships, and school culture.

FINANCES

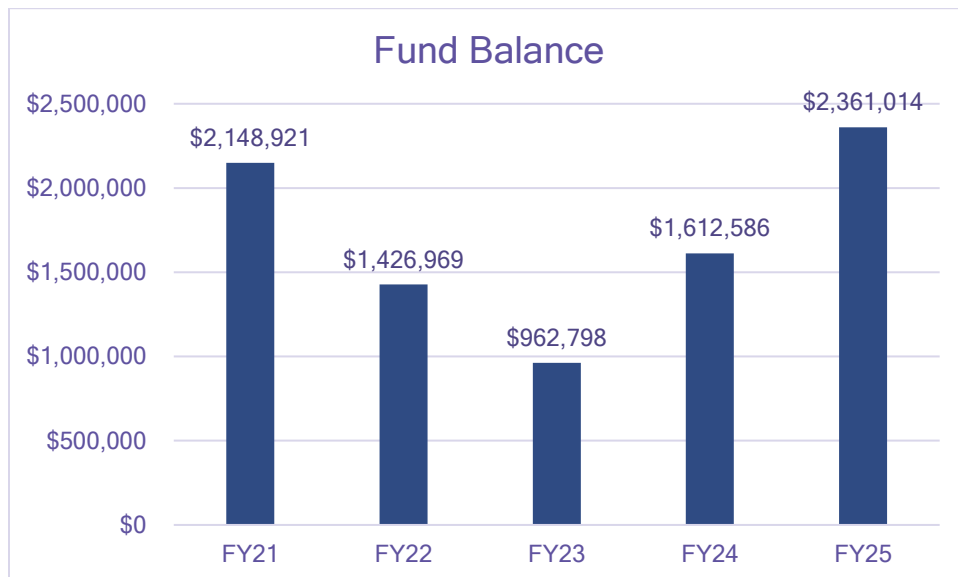
Overview of the School's Finances

Alignment of budget with mission, program model, and strategic plan

Beacon Academy's budget is intentionally aligned with its mission, program model, and strategic plan to ensure that financial decisions directly support student success and organizational sustainability. Our mission—to foster a results-driven, small learning community grounded in family involvement, positive character development, and a rigorous, content-rich curriculum, guides how resources are allocated. Funding priorities reinforce our K-8 program model, including Honors math and daily Spanish in middle school, Spanish instruction every third day in elementary grades, robust literacy and math intervention services, a well-staffed EL program, and a supportive, effective Special Education program. The budget also advances our strategic goals of achieving strong academic outcomes, cultivating students' character, maintaining a balanced financial position, reinvesting in the school, and providing competitive staff compensation.

Fund Balance Trends

Since assuming leadership in FY24, the current Beacon team has prioritized right-sizing the organization to restore strong financial health. We are encouraged by the positive trajectory and the substantial progress achieved in a relatively short period of time.



Financial Snapshot by Fund - Revenue, Expenses, and Changes in Fund Balance

	General Fund	Food Service Fund	Building Company Fund	Total Governmental Funds
Revenues				
Other local and county revenues	\$ 53,429	\$	\$ 1,143,276	\$ 1,196,705
Revenue from state sources	8,257,803	163,145		8,420,948
Revenue from federal sources	262,943	235,135		498,078
Sales and other conversion of assets		14,817		14,817
Interest income	47,639		66,805	114,444
Total revenues	8,621,814	413,097	1,210,081	10,244,992
Expenditures				
Current				
School administration	161,379			161,379
District support services	614,611			614,611
Regular instruction	2,599,930			2,599,930
Exceptional instruction	1,835,852			1,835,852
Instructional support services	259,812			259,812
Pupil support services	991,273	403,464		1,394,737
Site, buildings, and equipment	1,381,320		87,914	1,469,234
Fiscal and other fixed cost programs	23,793			23,793
Debt service				
Principal	5,416		320,000	325,416
Interest and other fiscal charges			720,938	720,938
Total expenditures	7,873,386	403,464	1,128,852	9,405,702
Net change in fund balances	748,428	9,633	81,229	839,290
Fund balances, beginning of the year	1,612,586	1,403	1,797,784	3,411,773
Fund balances, end of the year	\$ 2,361,014	\$ 11,036	\$ 1,879,013	\$ 4,251,063

Successes and challenges from FY25

In FY25, Beacon Academy provided a one-time stipend to all employees to show appreciation for their commitment to the school, especially during recent financial challenges. The organization also implemented a 2% increase across all pay scales to support retention and remain competitive. At the same time, the school faced challenges in maintaining full operational effectiveness with a reduced office staff after right-sizing, and continues working toward offering compensation that more closely matches that of nearby districts and charter schools.

Audit Results

Beacon Academy's audit is done by WIPFLI. They reported no significant deficiencies or material weaknesses over compliance or internal controls over financial reporting.

ACADEMIC PERFORMANCE

Student Learning Data

Beacon Academy is committed to providing rigorous academic coursework and strong student support services to promote sustained growth and long-term academic success. The school recognizes that a high level of rigor can be challenging for new families and that meaningful academic improvement is a gradual, multi-year process. To monitor student learning in reading and math, the school utilized the FastBridge assessment in Fall, Winter, and Spring which replaced NWEAs this year. Students in Grades 3-8 also participate in the MCA tests. Beacon Academy sets individualized goals for each student based on FastBridge reading and math data, typically from Fall to Spring, or from Winter to Spring depending on enrollment date. The following is a summary of Beacon Academy's academic performance for the 2024-25 school year.

Table 1: The MCA State Testing Summary of Scores for Beacon and the three closest school districts for spring 2024.

Grade & Subject	Beacon % Proficient 2022	Beacon % Proficient 2023	Beacon % Proficient 2024	Closest School District % Proficient 2024	2 nd Closest School District % Proficient 2024	3 rd Closest School District % Proficient 2024
All Math	21.7%	22.5%	23.3%	26.2%	5.5%	34.7%
All Reading	34.1%	33.2%	33.1%	41.4%	13.2%	40.1%

Authorizer Achievement Goals

Authorizers and schools collaborate to create a performance contract that outlines expectations for strong performance in mission, governance, academics, school climate, operations, and financial management. Beacon Academy and Innovative Quality Schools (IQS) are currently in a five-year agreement, with FY26 serving as the contract's final year. Performance is measured on a rubric and Beacon aims for the target benchmark even though the progressing target may be more realistic in some categories. The academic goals for this contract were amended for FY25 and are listed in the charts that follow.

Reading Growth

Area 3	Evaluation of School /Student Performance Indicators:	Intervention Benchmark	Progressing Benchmark	Target Benchmark	Exceeding Target Benchmark	Place score in this Field
	Points	0.0-1.9	2.0-2.9	3.0-3.9	4.0	0.0-4.0
3.a	*Reading Growth Amended Goal	Less than 45% of students in grades K-8 will maintain or improve their FastBridge aReading percentile rank as measured from fall to spring in the same school year.	At least 45% but less than 55% of students in Grades K-8 will maintain or improve their FastBridge aReading percentile rank as measured from fall to spring in the same school year.	At least 55% but less than 65% of students in Grades K-8 will maintain or improve their FastBridge aReading percentile rank as measured from fall to spring in the same school year.	At least 65% of students in Grades K-8 will maintain or improve their FastBridge aReading percentile rank as measured from fall to spring in the same school year.	
Year 4	*FY25		51.2% of students in grades K-8 who maintained or improved their FastBridge aReading percentile rank as measured from fall to spring in the same year.			2.0

Math Growth

Area 3	Evaluation of School /Student Performance Indicators:	Intervention Benchmark	Progressing Benchmark	Target Benchmark	Exceeding Target Benchmark	Place score in this Field
	Points	0.0-1.9	2.0-2.9	3.0-3.9	4.0	0.0-4.0
3.b	*Math Growth Amended Goal	Less than 45% of students in grades K-8 will maintain or improve their FastBridge aMath percentile rank as measured from fall to spring in the same school year.	Students maintained the average percentile or were within two percentile points from Spring MAP testing of previous school year to Spring MAP testing of current school year starting at year 2022.	At least 55% but less than 65% of students in Grades K-8 will maintain or improve their FastBridge aMath percentile rank as measured from fall to spring in the same school year.	At least 65% of students in Grades K-8 will maintain or improve their FastBridge aMath percentile rank as measured from fall to spring in the same school year.	
Year 4	*FY25		49.5% of students in Grades K-8 who maintained or improved their FastBridge aMath percentile rank as measured from fall to spring in the same school year.			2.0

MCA Reading Proficiency

Area 3	Evaluation of School /Student Performance Indicators:	Intervention Benchmark	Progressing Benchmark	Target Benchmark	Exceeding Target Benchmark	Place score in this Field
	Points	0.0-1.9	2.0-2.9	3.0-3.9	4.0	0.0-4.0
3.c	*MCA Reading Proficiency Amended Goal	Less than 30% Beacon Academy students in Grades 3-8 who meet the enrollment criteria as defined by MDE will be proficient (meeting or exceeding standards) on the MCA reading.	At least 30% but less than 40% of Beacon Academy students in Grades 3-8 who meet the enrollment criteria as defined by MDE will be proficient (meeting or exceeding standards) on the MCA reading.	At least 40% but less than 50% of Beacon Academy students in Grades 3-8 who meet the enrollment criteria as defined by MDE will be proficient (meeting or exceeding standards) on the MCA reading.	At least 50% of Beacon Academy students in Grades 3-8 who meet the enrollment criteria as defined by MDE will be proficient (meeting or exceeding standards) on the MCA reading.	
Year 4	*FY25		33.8% of Beacon Academy students in Grades 3-8 who meet the enrollment criteria as defined by MDE and were proficient (meeting or exceeding standards) on the MCA reading assessment from last spring (data made available during the current school year).			2.0

MCA Math Proficiency

Area 3	Evaluation of School /Student Performance Indicators:	Intervention Benchmark	Progressing Benchmark	Target Benchmark	Exceeding Target Benchmark	Place score in this Field
	Points	0.0-1.9	2.0-2.9	3.0-3.9	4.0	0.0-4.0
3.d	*MCA Math Proficiency Amended Goal	Less than 30% of Beacon Academy students in Grades 3-8 who meet the enrollment criteria as defined by MDE will be proficient (meeting or exceeding standards) on the MCA math.	At least 30% but less than 40% of Beacon Academy students in Grades 3-8 who meet the enrollment criteria as defined by MDE will be proficient (meeting or exceeding standards) on the MCA math.	At least 40% but less than 50% of Beacon Academy students in Grades 3-8 who meet the enrollment criteria as defined by MDE will be proficient (meeting or exceeding standards) on the MCA math.	At least 50% of Beacon Academy students in Grades 3-8 who meet the enrollment criteria as defined by MDE will be proficient (meeting or exceeding standards) on the MCA math.	
Year 4	*FY25	23.8% of Beacon Academy students in Grades 3-8 who meet the enrollment criteria as defined by MDE and were proficient (meeting or exceeding standards) on the MCA math assessment from last spring (data made available during the current school year)				1.0

Equity in Achievement

Area 3	Evaluation of School /Student Performance Indicators:	Intervention Benchmark	Progressing Benchmark	Target Benchmark	Exceeding Target Benchmark	Place score in this Field
	Points	0.0-1.9	2.0-2.9	3.0-3.9	4.0	0.0-4.0
3.e	*Equity in Achievement Amended Goal	The combined percentage of students who partially meet, meet, or exceed on the reading MCA and qualify for free or reduced meals decreased from the previous year.	The combined percentage of students who partially meet, meet, or exceed on the reading MCA and qualify for free or reduced meals will be maintained or increased by up to (but not including) two percentile points from the previous year.	The combined percentage of students who partially meet, meet, or exceed on the reading MCA and qualify for free or reduced meals will improve by at least two percentile points but less than five percentile points from the previous year.	The combined percentage of students who partially meet, meet, or exceed on the reading MCA and qualify for free or reduced meals will improve by five percentile points or more from the previous year.	
Year 4	*FY25		The combined percentage of students who partially meet, meet, or exceed on the reading MCA and qualify for free or reduced meals from last spring (data made available during the current school year): 44.7%			2.0

Early Literacy

Area 3	Evaluation of School /Student Performance Indicators:	Intervention Benchmark	Progressing Benchmark	Target Benchmark	Exceeding Target Benchmark	Place score in this Field
	Points	0.0-1.9	2.0-2.9	3.0-3.9	4.0	0.0-4.0
3.f	*Early Literacy Amended Goal	The percent of students in Grades K-2 scoring in the low risk (30-84.99 percentile) or college pathway (85-100 percentile) on the FastBridge aReading test did not increase from fall to spring.	The percent of students in Grades K-2 scoring in the low risk (30-84.99 percentile) or college pathway (85-100 percentile) on the FastBridge aReading test increased by up to (but not including) four percentage points from fall to spring.	The percent of students in Grades K-2 scoring in the low risk (30-84.99 percentile) or college pathway (85-100 percentile) on the FastBridge aReading test increased by at least four and up to (but not including) eight percentage points from fall to spring.	The percent of students in Grades K-2 scoring in the low risk (30-84.99%) or college pathway (85-100%) on the FastBridge aReading test will increase by eight percentage points or more from fall to spring.	
Year 4	*FY25	48% of students in Grades K-2 scored in the low risk (30-84.99 percentile) or college pathway (85-100 percentile) on the FastBridge aReading test in the fall. 35% of students in Grades K-2 scoring in the low risk (30-84.99 percentile) or college pathway (85-100 percentile) on the FastBridge aReading test in the spring.				1.0

21st Century Skills

Area 3	Evaluation of School /Student Performance Indicators:	Intervention Benchmark	Progressing Benchmark	Target Benchmark	Exceeding Target Benchmark	Place score in this Field
	Points	0.0-1.9	2.0-2.9	3.0-3.9	4.0	0.0-4.0
3.g	*21st Century Skills Amended Goal	Less than 50% of students in Grades K-8, who were initially assessed in the fall, are scored at low risk by their teacher on the Academic Behavior Domain of the FastBridge SAEBRS spring assessment.	At least 50% but less than 60% of students in Grades K-8, who were initially assessed in the fall, are scored at low risk by their teacher on the Academic Behavior Domain of the FastBridge SAEBRS spring assessment.	At least 60% but less than 75% of students in Grades K-8, who were initially assessed in the fall, are scored at low risk by their teacher on the Academic Behavior Domain of the FastBridge SAEBRS spring assessment.	At least 75% of students in Grades K-8, who were initially assessed in the fall, are scored at low risk by their teacher on the Academic Behavior Domain of the FastBridge SAEBRS spring assessment.	
Year 4	*FY25				Percent of students in Grades K-8, who were initially assessed in the fall, are scored at low risk by their teacher on the Academic Behavior Domain of the FastBridge SAEBRS spring assessment: 76.4%	4.0

Social Emotional Learning

Area 3	Evaluation of School /Student Performance Indicators:	Intervention Benchmark	Progressing Benchmark	Target Benchmark	Exceeding Target Benchmark	Place score in this Field
	Points	0.0-1.9	2.0-2.9	3.0-3.9	4.0	0.0-4.0
3.k	*Social Emotional Learning Amended Goal	Less than 50% of students in Grades K-8 who were initially assessed in the fall, are scored at low risk by their teacher on the Social Behavior Domain of the FastBridge SAEBRS spring assessment.	At least 50% but less than 60% of students in Grades K-8 who were initially assessed in the fall, are scored at low risk by their teacher on the Social Behavior Domain of the FastBridge SAEBRS spring assessment.	At least 60% but less than 75% of students in Grades K-8 who were initially assessed in the fall, are scored at low risk by their teacher on the Social Behavior Domain of the FastBridge SAEBRS spring assessment.	At least 75% of students in Grades K-8 who were initially assessed in the fall, are scored at low risk by their teacher on the Social Behavior Domain of the FastBridge SAEBRS spring assessment.	
Year 4	*FY25				Percent of students in Grades K-8, who were initially assessed in the fall, are scored at low risk by their teacher on the Social Behavior Domain of the FastBridge SAEBRS spring assessment: 75.5%	4.0

Summary

As a character education school, Beacon Academy places a strong emphasis on 21st-century skills and social-emotional learning—core components of our identity and integral to our Responsive Classroom approach. In FY25, we deepened our focus on these areas while also elevating the importance of academic development. Transitioning to FastBridge assessments allowed us to support academic growth in a more actionable and user-friendly way. Academic progress became a central theme in our professional learning communities, with FY25 highlighting literacy growth in particular. This intentional focus produced measurable gains: by spring 2025, the percentage of K-8 students exceeding the 50th-percentile benchmark on the FastBridge Reading assessment rose from 46% in fall 2024 to 51% in spring 2025, demonstrating clear and encouraging growth.

INNOVATIVE PRACTICES AND IMPLEMENTATION

Beacon Academy has implemented several innovative practices that strongly align with our mission to foster a results-driven small learning community grounded in family partnership, character development, and rigorous, content-rich instruction. Our expanded progress-monitoring systems (FastBridge), cross-curricular PLC collaboration, and targeted instructional coaching directly support academic achievement and ensure students receive high-quality, data-informed teaching - reflecting our commitment to scholarship and rigor.

New SEL initiatives, including the implementation of the PeaceMaker MN Peace Guide, promote positive relationships, conflict resolution, and self-esteem, reinforcing our mission's emphasis on character development and our vision of cultivating resilience. Partnerships with community organizations and the expansion of in-house before/after-school care strengthen family involvement while enhancing the supportive, small-community environment at the heart of our mission.

Our professional development model (interactive, collaborative, and responsive to staff feedback) ensures teachers are equipped to deliver a proven and content-rich curriculum. These efforts, along with future plans to deepen intervention supports and integrate SEL and academic data, reflect our vision of an inclusive learning community where every student thrives academically and socially.

Success: MCA Literacy Scores (13 +) increase in the 24-25 school year

- PLC Team collaboration (cross curricular integration in middle school)
- Celebrations
- Regular progress monitoring with FastBridge (new in 2024-25)
- Regular grade-level check-ins by instructional coach
- Inclusion of K-2 staff and students (providing support)

Success: Implementation of PeaceMaker MN Peace Guide to provide additional SEL opportunities for students

- This new role supported school staff members by working with students to do the following:
 - Resolve problems and conflicts
 - Build and sustain positive relationships
 - Develop self-esteem

Success: Building partnerships with different companies to better our community

- Working with DigitalFruit to improve marketing and website, ultimately with the goal of increasing enrollment
- Working with IvyCamps to provide before and after school care for our students in-house (rather than going to the YMCA or daycare facilities)

Challenges:

- MCA Math Scores - How do we continue on the success from Literacy?
- FastBridge Training - new assessment tool requires abundance of training - while we are providing training, it still requires the necessary time to learn

Professional Development Innovations:

- Providing interactive, engaging workshop week sessions to set the tone and build on our school traits of community, rigor, and character
- Outside speakers - Equity and parent-led Equity training, ADHD training, Special Education best practices
- After each PD, we provide a detailed survey to staff to share their opinions on sessions, take-aways, and ideas/suggestions: This allows for teacher buy-in and sessions that teachers/paras feel are necessary and important
- FastBridge: We provide opportunities at PD for our staff to learn new curriculum and data management software so that they can perform at a high-level during classroom instruction

Future Plans:

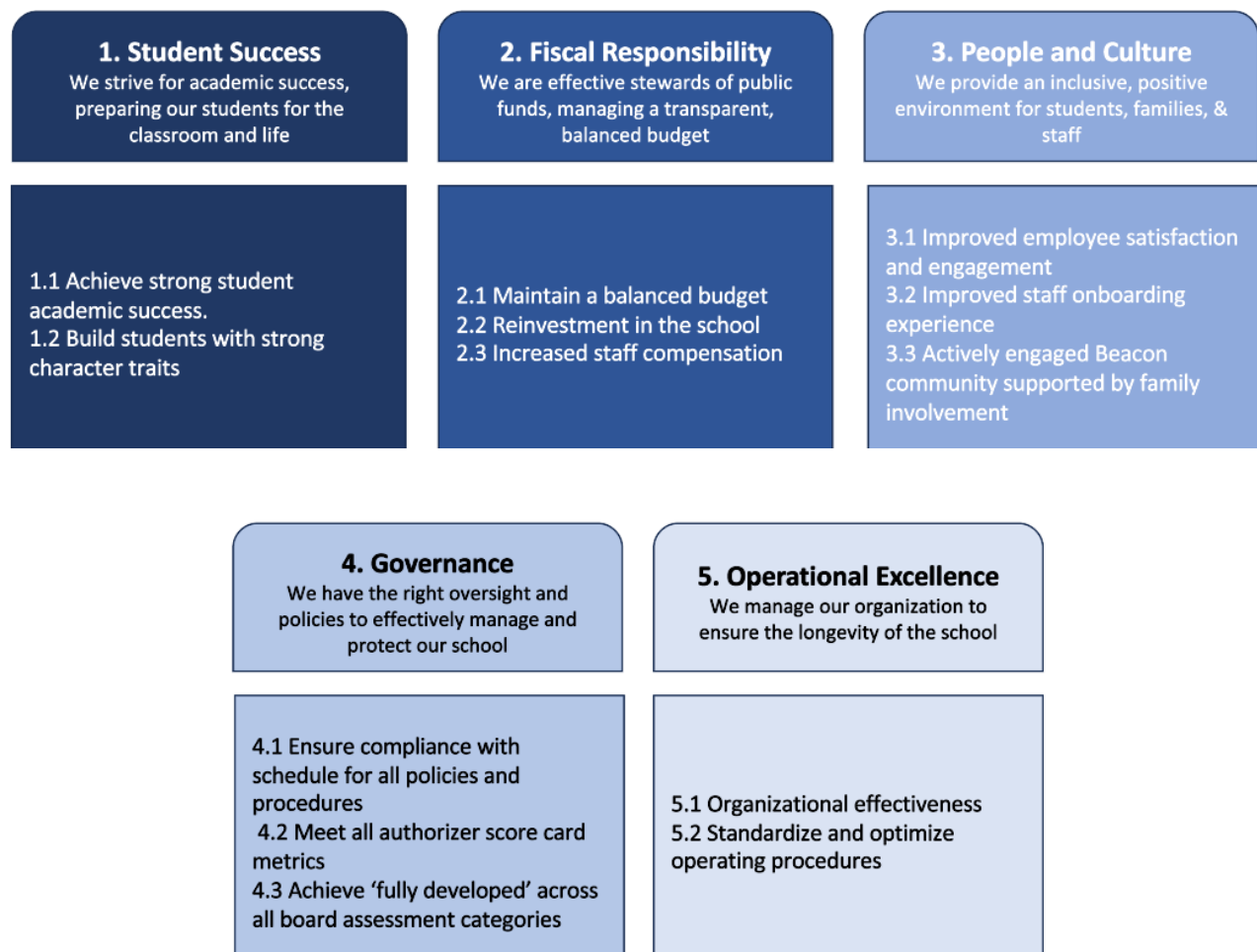
- Developing stronger intervention curriculum to support our students in math and reading
- Training in new literacy curriculum (Open Court and Wonders)
- Continue to develop understanding of FastBridge - deeper integration of progress monitoring and SEL component (SAEBRS)

How the school's practices reflect the purposes of charter schools:

Beacon Academy's practices reflect the core purposes of charter schools by using innovation, flexibility, and accountability to strengthen teaching and learning. Our data-driven instructional systems, collaborative staff structures, and emphasis on responsive SEL supports demonstrate how we use charter autonomy to improve student outcomes and meet evolving student needs. Through intentional professional development and a commitment to academic and character growth, Beacon Academy exemplifies how charter schools can create effective, student-centered environments that enhance both achievement and school community.

FUTURE PLANS

Beacon Academy's future plans center on strengthening academic support systems, enhancing student services, and refining organizational tools to more fully reflect the school's mission and performance expectations. The school will expand its use of Coordinated Early Intervening Services (CEIS) to provide additional academic and behavioral supports that help students thrive in general education settings. Professional Learning Communities will deepen their impact by incorporating a focused math component while maintaining a strong emphasis on literacy, driving measurable growth in both areas. Beacon Academy also intends to add an on-site occupational therapist to ensure consistent, relationship-based support for students' developmental needs. In literacy, the school will continue to leverage its on-site District Literacy Lead to coach teachers, support the rollout of new curriculum, and ensure alignment with READ Act requirements. As the school enters a new five-year agreement with IQS, it will also develop an updated scorecard that more accurately represents its priorities and instructional model. Together, these initiatives advance the broader goals outlined in the strategic plan objectives below.



PERFORMANCE ON CONTRACTED GOALS

IQS Annual Review FY'25

School Name: Beacon Academy
 Report Date: 8/2/2025
 Report Compiled By: Traci Hess

The contract between Innovative Quality Schools (IQS) and the school outlines the criteria for the annual school review. In part, it states that IQS will evaluate whether the:

- a) school has been faithful to the terms of the agreement regarding the implementation of the school's design and the learning standards of the Commissioner. (Mission/Program Model)
- b) Board is performing its governance responsibilities. (Governance)
- c) performance of the students and the school meet the expectations as provided in the contract. (Student Performance)
- d) school is using its resources in compliance with the law and is planning for the future. (Finance)
- e) school is meeting the administrative requirements of the law relating to charter schools. (Operations)

Members of the IQS Cadre conducted numerous site visits and several virtual reviews of school records. IQS also provided support by sponsoring three school conferences and two board training workshops.

Cumulative Scorecard

This review provides a summary of findings in each of the above noted performance areas based upon observations and direct interactions with the school. Additional information can be found in the [school's Cumulative Scorecard](#), which documents performance on every contracted measure on an annual basis. Please note that this document has one tab for each of the five performance areas outlined above as well as tabs for data and graphs.

Continuous Improvement Expectations

The charter contract requires that all schools engage in continuous improvement efforts by developing an annual improvement plan, referred to as the School Continuous Improvement Plan. These plans must include action steps for *each measure* for which the school is *not yet meeting the target benchmark* (e.g. scoring below a 3.0).

Summary of Performance

Category 1: Mission/Program Model

Rating: 2.6

Observed Areas of Positive Performance

- The revised student enrollment process involved the Data Assessment Coordinator and the intervention team, which ensures students are placed correctly and teachers receive the necessary information in a timely manner.
- Satisfaction survey data highlights students feel safe and accepted while engaged in learning.

Opportunities for Improvement

- Create and implement curriculum maps aligned to Minnesota Academic Standards.
- There is room for improvement within learning and/or parent communication of the learning that occurs at Beacon Academy.
- Please include questions aligned with the contracted goals around teacher satisfaction in the annual survey (professional roles, responsibilities, and professional development).

Scorecard Measures Not Meeting the Target Benchmark:

- 1.c Curriculum
- 1.d Standards
- 1.h Parent Satisfaction
- 1.i Teacher Satisfaction

Category 2: Governance

Rating: 3.2

Observed Areas of Positive Performance

- Conflict of interest is an agenda item at every meeting and documented in the minutes.
- Board meeting dates, agenda, and minutes are posted in a timely manner on the website. Board packets are well-prepared, and Board discussions are purposeful and thorough.

Opportunities for Improvement

- Finalize and approve a strategic plan.
- Create and implement a development plan for the Board

Scorecard Measures Not Meeting the Target Benchmark:

- 2.g Strategic Plan
- 2.i Board Training

Category 3: Student Performance

Rating: 2.3

Observed Areas of Positive Performance

- The majority (76%) of students were rated as low risk in the academic behavior domain by their teachers, which shows students have the skills necessary for preparing, participating, and benefitting from instruction.
- The majority (75.5%) of students were rated as low risk in the social behavior domain by their teachers, which shows students have the ability to understand social norms, empathize, and demonstrate perspective-taking skills.
- Students at Beacon maintain an average daily attendance of 91%.

Opportunities for Improvement

- Careful review of academic performance is critical for Beacon Academy; students are not performing in math and reading on FastBridge and the Minnesota Comprehensive Assessments, as well as a gap in achievement for students who qualify for free or reduced meals.

Scorecard Measures Not Meeting the Target Benchmark:

- 3.a Reading Growth
- 3.b Math Growth
- 3.c MCA Reading Proficiency
- 3.d MCA Math Proficiency
- 3.e Equity in Achievement
- 3.Early Literacy

Category 4: Finance

Rating: 3.7

Observed Areas of Positive Performance

- The Board maintains a collaborative relationship with its bond holder and management company.
- The full Board serves on the Finance Committee, which shows its commitment to the continued proactive and solid financial standing and ensures Beacon is able to fulfill its mission of serving students.

Opportunities for Improvement

- All scorecard measures were at least a 3.0, which is the target benchmark.

Scorecard Measures Not Meeting the Target Benchmark:

- None

Category 5: School Operations

Rating: 3.5

Observed Areas of Positive Performance

- As the school navigated a reduction and restructuring of administrative staff, Beacon maintained its record of meeting all reporting requirements.
- The school remains responsive in securing licensed staff, which can be challenging in the current educational setting.

Opportunities for Improvement

- Ensure the school's website includes the information required by statute for all schools.
- Complete and share an annual report with stakeholders.

Scorecard Measures Not Meeting the Target Benchmark:

- 5.f Website Compliance
- 5.h State and Federal Laws

Overall Performance Summary

Beacon Academy has endured significant challenges since the COVID pandemic. The perseverance of the Board, administration, and school community is evident as the school ends the year with a positive fund balance and continued commitment to the mission and vision of the organization. Approving a strategic plan will secure this forward momentum. Looking ahead, it is critical for school leadership to investigate reasons behind students' continued academic struggles. Creating a plan for increasing performance, careful monitoring, and recognizing successes is paramount. Consider applying for an IQS grant to help with the process.

SCHOOL POLICY

Beacon Academy's school board policies operate on a three-year review cycle to ensure they remain current and aligned with our mission. The Governance Committee is responsible for reviewing existing policies and developing new ones as needed. This committee also ensures staff are kept informed of required policies prior to the start of the school year. The Governance Committee meets one Monday evening each month throughout the year, except in July and December and is chaired by Eldred Bach.

STAFF DEVELOPMENT

Beacon Academy provides ongoing, strategically aligned staff development through targeted professional development sessions, monthly professional learning community (PLC) meetings, and regular team meetings across elementary and middle school. Guided by staff input, the PD program focuses on Responsive Classroom practices, social-emotional learning and character education, behavior management, SPED awareness, and community building—each directly supporting the school’s strategic priorities and goals. PLCs extend this work by concentrating on the school’s annual academic focus ensuring that instructional decisions are data-informed and aligned with schoolwide improvement efforts. The Intervention Team further strengthens this system by guiding PD sessions, coaching teachers, and supporting team discussions to promote curriculum fidelity and consistent implementation. Together, these structures create a coordinated, continuous professional learning system that builds teacher capacity and enhances student outcomes.