

CROSSLAKE COMMUNITY SCHOOLS

District 4059 • In-Person PreK-8 • Online K-8 • Online 9-12

Comprehensive Achievement and Civic Readiness

CACR Strategic Plan • SY 2026-2027

Adopted by the Board of Education at a public meeting on _____

Prepared by Dr. Jenna Leadbetter, District Superintendent
with Abi Swenson, District Teaching & Learning Coordinator, and the CACRC / World's Best Workforce
Committee

Authorized by Osprey Wilds Environmental Learning Center
October 2026

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ABOUT THIS PLAN This plan follows the ten-section structure of the SY 2025-26 CACR plan. Figures come from the FY27 Renewal Application (Board-approved September 28, 2026), the revised Exhibit G (August 24, 2026), the Board-approved Strategic Roadmap, the 2025-26 Stakeholder Satisfaction Survey, and the Curriculum Materials Inventory (October 2026).

Minnesota's Comprehensive Achievement and Civic Readiness (CACR) law requires each school board to adopt a long-term strategic plan that supports and improves teaching and learning while striving for comprehensive achievement and civic readiness. The plan must be approved by the Board of Education at a public meeting. In addition to the plan on the following pages, the law requires the district to:

- Create a district advisory committee with broad community representation to guide planning and review of curriculum and instruction.
- Establish a site team to develop strategies and practices for improving instruction, curriculum, cultural competencies, and student achievement.
- Annually report to the public a review of student achievement goals, strategies, and progress toward comprehensive achievement and civic readiness (the district's Annual Report).
- Survey students, families, and community members periodically to assess their connection to and satisfaction with the school, with results shared in the Annual Report.

This SY 2026-27 plan is the first adopted under the district's three-school structure (In-Person PreK-8, Online K-8, Online 9-12) and is aligned to the Board-adopted Strategic Roadmap, the revised Exhibit G academic goals (August 24, 2026), and the FY27 charter renewal application to Osprey Wilds (September 28, 2026).

I. Introduction

Mission Statement

To grow environmentally literate, community-impacting learners of excellence.

Vision Statement

CCS strives to be a school where students build meaningful connections with each other, the community, and the environment through exceptional and relevant learning experiences.

Core Values: RELIC

1. **Respect** – Treat others with kindness, understanding and empathy, always striving to be courteous, compassionate, inclusive and open-minded.
2. **Excellence** – Pursue high standards and continuous improvement in order to reach my fullest potential and growth.
3. **Learning** – Embrace joy, curiosity and enthusiasm on my lifelong journey of discovery and growth.
4. **Integrity** – Contribute to a culture of trust, honesty and responsibility by doing what is right, even in the face of challenges.
5. **Community** – Promote a sense of belonging, shared purpose and partnership with all members of our school community.

Strategic Directions (Board-adopted Strategic Roadmap, April 29, 2024)

- A. Providing effective, relevant and individualized instruction in each classroom.
- B. Enhancing staff professional growth and support systems to ensure a high-quality learning environment.
- C. Promoting positive student interactions and a welcoming, inclusive learning community.

D. Improving technology to support effective teaching and learning.

E. Improving and updating school operations, facilities and systems.

Each goal and strategy in this plan is tagged to the Strategic Direction it advances. In February 2026 the Board also approved a 3/5/7-year Strategic Vision with measurable targets, including High-Quality Charter School designation.

Serving Students in PreK-12

Crosslake Community Schools (CCS) is one unified public charter district with three schools and two ways of delivering learning. On July 1, 2026 the district formally adopted the name Crosslake Community Schools and the term "In-Person" (replacing "seat-based").

School	Grades	Reach	Principal	Students (Sept. 10, 2026)	Staff
In-Person School	PreK-8	Crosslake campus	Dan Fischer	136 (incl. 14 PreK)	37
Online Elementary & Middle	K-8	Statewide	Monique VonEnde	143	20
Online High School	9-12	Statewide	Rose Bierce	347	44
District	PreK-12		Dr. Jenna Leadbetter, Superintendent	626 (cap 700)	132 school-based + district-wide roles

The In-Person School caps classes at 19 students, uses multi-age classrooms, and builds environmental education into daily life through the solarium aquaponics lab, Fresh Air Classrooms, and the school forest. The Online schools offer flexible, primarily asynchronous instruction with scheduled synchronous sessions, taught by Minnesota-licensed teachers with learning coaches; online students use the Crosslake building for clubs, activities, testing, and events. All three schools share one mission, one set of standards, one MnMTSS framework, and one data system (eduCLIMBER with Infinite Campus).

2025-26 demographics: free/reduced-price meal eligibility 37.7% in-person and 49.5% online; special education 18.5% in-person and 24.9% online; English learners under 1% in both; students of color about 12% in-person and 11% online, including a growing American Indian enrollment online.

Authorized by Osprey Wilds Environmental Learning Center (OW)

CCS has a long-standing relationship with OW, formerly Audubon Center of the Northwoods. The current five-year contract runs through June 30, 2027. CCS submitted its Application for Charter School Renewal following Board approval on September 28, 2026; OW's revised FY25 Academic Performance Evaluation rated CCS at 108% of possible points, on track for Fast-Track Renewal eligibility.

OW supports CCS through a model that ensures the district fulfills its mission and vision and provides monitoring and oversight of statutory, Minnesota Department of Education (MDE), and contract requirements. OW's authorizing mission is to ensure quality academic and environmental literacy outcomes for students in

Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support, and making informed, merit-based decisions about its portfolio.

Crosslake Community Schools' authorizer: Erin Anderson, Executive Director, Osprey Wilds Environmental Learning Center, Charter School Division, 1730 New Brighton Blvd, Suite 104, PMB 196, Minneapolis, MN 55413, (612) 331-4181, ospreywilds.org/charter-school-division

II. District and School Site Goals and Benchmarks

SY 2026-27 is the final year of the current charter contract, so the district's academic goals remain the ten indicators of Exhibit G (revised and Board-approved August 24, 2026). The targets below carry the Exhibit G measures forward, strengthened where Osprey Wilds' FY25 evaluation showed room to grow, and match the proposed outcomes in the renewal application (Part C). OW rated CCS at 108.3 of 100 possible points through FY25. Student groups are read alongside student counts because several groups are small.

Indicator (Exhibit G)	Rating through FY25	SY 2026-27 target	Strategic Direction	Lead
1. Mission-Related Outcomes	Exceeds (150%)	At least 90% of in-person K-8 students take part in two of three community engagement activities; at least 75% of online K-12 students complete an environmental or community engagement project (MESS-E or equivalent)	A, C	Teaching & Learning Coordinator; Principals; Engagement Leads
2. English Learners	Not scored (too few students)	Students meeting ACCESS progress targets meet or exceed the state rate when the group is large enough to report	A	Teaching & Learning Coordinator; Principals; Special Education Manager; EL teacher
3. Reading Growth	Exceeds (132%)	Capti ReadBasix (grades 4-12): students achieving Tier 1 (Low Risk) or improving by at least one RTI tier (e.g., Tier 3 to Tier 2) in each school; at least 60% of K-3 students achieving "Low Risk" or higher on the FASTtrack Reading composite OR demonstrating "Typical" or "Aggressive" growth in each school; North Star reading progress equal to or greater than the state	A	Teaching & Learning Coordinator; Principals; District MnMTSS Coordinator; reading interventionists
4. Math Growth	Exceeds (105%)	STAR Math (grades 4-12): students achieving an SGP of 50 or higher and/or showing high proficiency between screening windows; at least 60% of K-3 students "Low Risk" or higher between screening windows OR moving from "High Risk" to "Some Risk"; reduce the share of students who decline or stay below standards on the math MCA from 52% toward the 43% state rate	A	Teaching & Learning Coordinator; Principals; District MnMTSS Coordinator; math interventionists
5. Reading Proficiency	Meets (75%)	In-person proficiency index at or above the state (grades 3-8), including FRP and special education groups; online index at or above the comparison online schools average, with an annual	A	Teaching & Learning Coordinator; Principals; District MnMTSS Coordinator;

Indicator (Exhibit G)	Rating through FY25	SY 2026-27 target	Strategic Direction	Lead
		improvement goal for online FRP and special education students		reading interventionists
6. Math Proficiency	Meets (75%)	In-person index at or above the state; online index at or above the comparison online schools average (FY25: 17.6 vs. 30.2), with an annual improvement goal for online FRP and special education students	A	Teaching & Learning Coordinator; Principals; District MnMTSS Coordinator; math interventionists
7. Science Proficiency	Meets (94%)	In-person index at or above the state (grades 5, 8); online index at or above the comparison average (FY25: 14.5 vs. 27.6), supported by online science alignment to the 2019 standards and MESS-E	A	Teaching & Learning Coordinator; Principals
8. Kindergarten Readiness	Meets (100%)	At least 85% of PreK students attending at least 4 days per week for 80% of the year meet kindergarten readiness standards (FY25: 88%)	A	Teaching & Learning Coordinator; In-Person Principal
9. Post-Secondary Readiness	Meets (100%)	Six-year graduation rate at or above the 63.2% baseline or the comparison online school average; an annual four-year rate improvement goal tied to ESSA exit criteria; at least 70% of returning 10th graders begin the year with four or more credits	A, C	Teaching & Learning Coordinator; Online 9-12 Principal
10. Attendance	Exceeds (150%)	Annual attendance at or above baseline (in-person 87.7%, online K-5 94%, online 6-12 87.5%); consistent attendance (90%+ of enrolled days) above 71% in online grades 6-12	C	Teaching & Learning Coordinator; Student Data & Enrollment Coordinator; Online Attendance Coordinator

District priority targets for SY 2026-27

Beyond the contract goals, the district set measurable targets in the renewal application and the SY 26-27 engagement plan:

- **Early literacy:** raise the share of K-3 students at or above benchmark from 49% (spring 2026) and hold grades 4-12 at or above 68%, with UFLI in every primary classroom and Bright Thinker online (Direction A).
- **In-person math equity:** raise the share of FRP-eligible students meeting STAR math growth targets from 31% toward the 54% rate of their peers, and students with disabilities from 39% in math and 47% in reading (Direction A).
- **Retention:** cut in-person grade 2-4 mid-year turnover below 15%; hold at least four joint PreK-8 events with 40% online attendance; personally invite every online 9-12 student to an engagement activity each quarter; exit interview on every withdrawal and a year-end retention report to the Board (Direction C).
- **Online 9-12 graduation:** complete the ESSA Comprehensive Needs Assessment with COMPASS and phase in the three graduation pathways (Workforce Ready, Career Technical, College Bound) (Direction A).

- **Family voice:** increase family participation in the spring stakeholder survey above the 33 families who responded in 2025-26 (Direction C).
- **Environmental literacy:** meet standard on at least 75% of the 2026-27 Environmental Literacy Plan goals (68% in 2025-26), with participation targets alongside performance targets for online goals (Direction A).

III. Assessing Student Progress and Instructional Strengths

Academic Assessments Used

CCS uses the "Screen, Identify, Intervene" cycle described in its Local Literacy Plan, with universal screening in fall, winter, and spring for reading and math in all three schools. Results live in eduCLIMBER and Infinite Campus, are reported to the Board, the CACR Advisory Committee, and Osprey Wilds, and the district assessment calendar is posted publicly.

Purpose	Assessment	Grades	When
Universal screening (reading and math)	FastBridge earlyReading and FASTtrack Reading, including READ Act and dyslexia subtests; FastBridge earlyMath and FASTtrack Math	K-3	Fall, winter, spring
Universal screening (reading)	Capti ReadBasix (six subtests), using the integrated option to meet required READ Act and dyslexia subtests	4-12	Fall, winter, spring
Universal screening (math)	STAR Math	4-12	Fall, winter, spring
Diagnostic	PAST, LETRS phonics survey, Words Their Way, UFLI/Groves/Read Naturally placement, CORE Maze	4-12 (diagnostic); K-12 (interventionist tools)	After each screening window
Progress monitoring	Curriculum-based measures in FastBridge and easyCBM	Students receiving Tier 2 and/or Tier 3 support, K-12	At least every two weeks
State assessments	MCA/MTAS reading, math, science; WIDA ACCESS (English learners); ACT (optional)	3-8, 10, 11; EL K-12; 11-12	Spring
Social-emotional	SAEBRS / mySAEBRS (FastBridge)	K-12	As needed, as decided by team
School readiness	Kindergarten Readiness checklist	PreK	Spring

Our "Turning Data into Action" process begins after each screening window, when the Teaching and Learning Coordinator (District Literacy Lead), alongside the District MnMTSS Coordinator, leads teams in analyzing data. Using the K-3 MDE Composite Sheets and READ Act guidance for identification in grades 4-12, students are evaluated for level of concern and dyslexia characteristics to drive targeted intervention decisions, with results communicated directly to parents using a parent notification letter template that describes the scores and next steps.

MCA data is collected and communicated to the Board and Osprey Wilds to measure achievement over time. CCS continues to grow MCA participation among online students statewide by hosting regional testing sites, so results reflect our students' abilities.

Gifted/Talented Identification and Accelerated Instruction

Board Policy 553 (Grade Acceleration/Retention) governs acceleration under Minn. Stat. § 120B.15, and the K/1 Early Admittance policy governs early entry to kindergarten or first grade. Grade-level acceleration is considered in grades K-6 (online and in-person); grades 7-8 may be accelerated course by course; in grades 9-12 students progress by credits earned, including PSEO. Within classrooms, teachers extend learning through above-level tasks and enrichment.

1. A parent/guardian or teacher may request consideration; written consent for evaluation is obtained from the parent/guardian. The student must have been a CCS student for at least one grading period.
2. While the process is underway the student remains in the current grade and completes the work with the class; the teacher may provide accelerated coursework.
3. The Acceleration Committee for each school (principal, school counselor or social worker, the student's current teacher, the teacher of the proposed grade, plus special education or curriculum staff as needed) reviews quantitative data (STAR and MCA scores, grades, local assessments, attendance) and qualitative data (teacher and family input, student interview). If the request is defensible, the committee recommends a comprehensive evaluation; written permission must be obtained within 30 days.
4. Comprehensive evaluation: Iowa Acceleration Scale (academic ability, school and academic factors, developmental factors, interpersonal skills, attitude and support); an ability test (DAS, K-ABC, Stanford-Binet, WISC, or WJ-III Cog); and aptitude/out-of-level testing (CAT or SCAT), which may require the student to meet in person with a teacher.
5. The committee meets with the parent/guardian to recommend, deny, or postpone acceleration and provides a written report for the student's file.
6. A recommendation to accelerate includes placement, a transition period, the counselor and staff responsible, a communication plan, strategies to close any gaps, enrichment information, and coding as "accelerated" for state reporting. A decision not to accelerate includes appropriate placement and enrichment opportunities, support staff, family resources, and an appeals process.

Instructional Strengths/Needs Review

- **Literacy:** every educator required by the READ Act (PreK, EL, K-3, grades 4-5, reading interventionists, special education, and instructional support) completed Phase 1 training (CAREIALL/LETRS) and is completing training for new staff with CAREIALL; Phase 2 training (Neuhaus) begins in 2026-27. The Teaching and Learning Coordinator provides Structured Literacy training to paraprofessionals. The K-3 benchmark gap is the district's clearest early-literacy need.
- **In-Person School:** recertified at High Reliability Schools (HRS) Level 1 (safe and collaborative environment) and certified at Level 2 (effective teaching in every classroom); working toward Level 3 (guaranteed and viable curriculum), which centers on horizontal and vertical alignment with state benchmarks.
- **Online Schools:** the curriculum and LMS review that began in 2023 is now in implementation (Flexpoint and Bright Thinker replacing Edgenuity, one LMS district-wide beginning SY 2027-28). Online math (proficiency index 17.6 vs. 30.2 for comparison online schools) and online science (14.5 vs. 27.6) are the district's lowest

results and its top instructional needs, especially for FRP-eligible students and students receiving special education.

- **Growth is a strength in both models:** every STAR and FastBridge growth measure met or exceeded target in FY25, and CCS students improved an achievement level on the reading MCA at 28% versus 19% statewide.

IV. Curriculum and Instruction Review System

Instruction and curriculum are reviewed at three levels so that best practices, student outcomes, access to effective teachers, and evaluations all feed one improvement cycle.

Level	Who	What is reviewed	How often
Classroom and PLC	Teachers; Teaching & Learning Coordinator	The four PLC lanes (curriculum, assessment, instruction, student achievement); one protected grade-level PLC per month grounded in the Science of Reading; literacy walkthroughs using a locally determined rubric	PLCs twice monthly; walkthroughs at least twice monthly
School	Principals; MnMTSS School Leadership Teams	Growth between screening windows to judge whether Tier 1 serves at least 80% of students; HRS certification as an external check (in-person)	After each screening window; at least twice monthly
District	MnMTSS District Leadership Team; CACR Advisory Committee; Board of Education	Screening and MCA trends, Exhibit G progress, curriculum adoption and alignment, the CACR plan	Monthly committee; Board academic review in September, December, March, and June

Curriculum review cycles. Each school follows a published cycle (posted on the Academics page of the district website) that reviews one content area against current Minnesota standards and implements it the following year.

Year	In-Person PreK-8	Online K-12
2025-26	Review social studies; implement ELA (Fishtank Learning)	Flexpoint pilot, grade 8
2026-27	Review math; implement social studies; UFLI Word Origins 3-8	Flexpoint in Buzz and Canvas, grades 3, 4, 5, 7, and 9; Bright Thinker K-3
2027-28	Review arts/music/PE/STEM; implement science	Grades K-2, 6, and 10-12; one LMS district-wide
2028-29	Review science	Monitor implementation of new standards

When something isn't working. Principals bring the concern to a curriculum discussion that includes all three principals so K-8 in-person and online decisions stay aligned. Leadership teams vet options against READ Act and evidence-based criteria, teachers review materials, and purchases follow the Superintendent, Finance Committee, and Board approval path. Recent examples: adopting Fishtank after READ Act training revealed a knowledge-building gap; replacing Edgenuity with Bright Thinker and Flexpoint; adding UFLI Word Origins for grades 3-8; and consolidating to one LMS for SY 2027-28.

Instructional frameworks. The In-Person School uses Marzano's New Art and Science of Teaching; each year staff choose an element that follows the initiative of the year, and the Level 3 HRS work ties every element to the interdisciplinary unit-mapping template built in PLCs. The Online schools follow the National Standards for Quality Online Courses and Teaching.

Teacher Evaluation System

- Licensed staff in all three schools are observed three times a year through Q Comp (in-person rubrics based on Marzano; online rubrics based on the National Standards for Quality Online Teaching). 97% of licensed staff completed at least 24 hours of Q Comp professional learning in 2025-26, and an Online Leads career-ladder position was added for 2026-27.
- Formal summative evaluations run on a three-year cycle under Board Policies 463 and 464, conducted by the principal. New teachers are observed formally and informally within their first three months.
- Informal walk-throughs by administrators and lead teachers capture student engagement, lesson structure, formative assessment, and classroom management aligned to the instructional framework.

School Leadership Evaluation System

The Superintendent evaluates principals, managers, and coordinators twice a year using self-assessment, observation, data, and SMART goals:

- **Mid-year (November-December):** self-assessment and evidence portfolio; observations, 360 feedback, metrics review, and internal staff satisfaction survey; evaluation meeting to draft 2-3 SMART goals; goals finalized with metrics and timelines.
- **End-of-year (May-June):** SMART goal progress documentation; goal-focused observations, annual data analysis, and spring stakeholder surveys; achievement review and next-year planning; formal evaluation summary and compensation recommendations.

The Board evaluates the Superintendent annually using a Board-adopted performance survey with anonymous staff input, reviewed by an ad hoc committee of non-employee Board members, with a closed evaluation session (most recently August 19, 2026) and the formal evaluation in September. The review considers progress on the strategic plan and Exhibit G goals, financial stewardship, the authorizer relationship, and community input. The Board documents at least four school-leader reviews in its minutes each year.

Measures to Assess Instruction. The core measure is growth between screening windows (fall to winter, winter to spring, fall to spring), charted in local spreadsheets and eduCLIMBER and reviewed by staff at quarterly data meetings alongside classroom formative and summative assessments. Focusing on growth lets staff judge whether instruction and resources gave students enough opportunity to improve.

Practices to Evaluate Curriculum. PLCs discuss curriculum against brain-based learning principles, unit planning, interdisciplinary units, and achievement data. Teachers and the Teaching and Learning Coordinator maintain a yearly scope and sequence for horizontal and vertical alignment, and each school checks reading courses against the READ Act, including how to build background knowledge and vocabulary across science, social studies, and electives.

V. Strategies for Improving Instruction and Student Achievement

The strategies below answer the challenges Osprey Wilds and the district identified through FY25: online proficiency for FRP-eligible students and students receiving special education, online science under the MCA-IV

standards, online high school graduation, and math achievement-level progress. Each is tagged to its Strategic Direction.

Literacy (Direction A)

- Structured literacy in every in-person primary classroom: Fishtank Learning ELA (knowledge building, about 60 minutes daily) with UFLI Foundations and Heggerty in K-2, and, new in 2026-27, UFLI Word Origins for grades 3-8.
- Online K-3 ELA moves to Bright Thinker with UFLI in 2026-27, replacing Edgenuity.
- READ Act Phase 2 training (Neuhaus) begins in 2026-27; CCS received \$17,310 in Literacy Incentive Aid in 2025-26.
- Family literacy nights and traveling libraries target the K-3 benchmark gap.

Math (Direction A)

- Eureka Math² (Great Minds) core instruction in-person with SpringMath daily fluency, now in year three.
- A dedicated math interventionist in each school; math is the priority for IDEA CEIS and MnMTSS data cycles.
- In-person Tier 2 math intervention and special education co-planning prioritize FRP-eligible students and students with disabilities, the groups with the largest growth gaps.

Online curriculum and systems (Directions A and D)

- Flexpoint courses in Buzz and Canvas for online grades 3, 4, 5, 7, and 9 in 2026-27, with Bright Thinker in K-3, and grades K-2, 6, and 10-12 following in 2027-28.
- One learning management system district-wide beginning SY 2027-28 and fewer, better-aligned curricula K-12.
- Online science aligned to the 2019 standards through the curriculum review cycle, with science embedded in MESS-E.
- MnMTSS Tier 2 and Tier 3 progress monitoring every two weeks, with online FRP-eligible students as a standing review at every data meeting.

Online 9-12 graduation (Directions A and C)

- A school-level Comprehensive Needs Assessment with COMPASS in response to the ESSA comprehensive support identification.
- Three graduation pathways phased in: Workforce Ready, Career Technical, and College Bound, alongside PSEO, work-based learning, and grade-level seminar courses.
- An exit-and-engagement process, an Online 9-12 Engagement Lead, and credit monitoring so at least 70% of returning 10th graders start with four or more credits.
- Consistent attendance in online grades 6-12 (67-71%) through a daily self-reported check-in in Infinite Campus and an Online Attendance Coordinator who follows up at 5, 7, 10, and 15 consecutive days of absence.

English learners (Direction A)

English learners are identified through the Minnesota Language Survey at enrollment and the state screener, receive services from a licensed EL teacher (0.2 FTE, READ Act Phase 1 trained) who sets service minutes and co-plans with classroom teachers, and take WIDA ACCESS each year. Two ML coaches joined the online school in

2026-27. Families receive translated communications through ParentSquare, interpreters on request, and a district Language Access Plan; Board Policy 615 governs testing accommodations. The EL population is small but growing with statewide online enrollment; in August 2026 one student's needs exceeded current capacity, and the Special Education Manager, Online 9-12 Principal, PBEC, and Superintendent are reviewing EL staffing so that service minutes drive staffing. English language learning is the 2027-28 relicensure priority topic. READ Act training included explicit instruction on teaching students learning English as a second language, and the district supports native-language development through its Language Access Plan and family partnerships.

American Indian education (Direction C)

The Superintendent serves as the district's American Indian Education liaison, and CCS formed an American Indian Parent Advisory Committee (AIPAC) as Indigenous enrollment grew online. AIPAC advises on curriculum, instruction, and family engagement and reports to the Board.

VI. Equitable Distribution of Teachers

CCS ensures that students from low-income families, families of color, and American Indian families are not disproportionately taught by inexperienced, ineffective, or out-of-field teachers. 100% of CCS teachers are licensed, and license status is tracked under Board Policy 424.

Monitoring and Review Process. The administrative team compares student demographic data with teacher qualifications each quarter to identify and address any disparities. The Teaching and Learning Coordinator partners with principals to place the most experienced educators across classrooms and programs, and data are disaggregated by student group in eduCLIMBER at every screening window.

Strategic Staffing Approach. Veteran teachers are placed across all grade levels and programs serving diverse populations. Title I interventionists and special education staff provide direct instruction to students requiring additional support. Teachers working outside their licensure area are actively pursuing additional endorsements, supported by tuition reimbursement.

Staff category	Licensed (% of total)	3+ years' experience	Working in area of licensure	Advanced degrees	Racially / ethnically diverse
Teachers	100%	100%	90%	41%	2.7%
Administrative staff	100%	50%	25%	75%	25%

Diversity Progress and Ongoing Development. Staff diversity grew from 0% to 2.7% in 2025-26. Recruitment initiatives continue through partnerships with education programs at diverse institutions, participation in minority educator recruitment events, mentorship programs for educators from underrepresented backgrounds, and the Engagement Leads' community networks. A summer 2025 search drew 168 applicants, and teacher retention is 95.5%.

VII. Education Effectiveness Practices

High-quality, rigorous, culturally sustaining instruction, curriculum, and technology

- **District-wide MnMTSS (Directions A, C):** launched June 2025 after eight staff completed six-day COMPASS training; a District Leadership Team, School Leadership Teams in each school, a District MnMTSS Coordinator, and a 0.5 FTE In-Person MnMTSS Lead added in 2026-27. One District Support Referral Form now routes academic, behavioral, 504, mental health, and speech-language referrals, and the in-person school moved from paper to electronic referrals. Students exit intervention after three consecutive data points at or above the next window's target.
- **Tiered supports:** Title I and reading interventionists, math interventionists in both schools, AmeriCorps Reading Corps and Math Corps members in-person, and learning coaches online. Non-academic barriers are addressed by school social workers, school counselors, a McKinney-Vento liaison, and school-linked teletherapy through ReGroup Counseling, where no student is turned away for financial reasons.
- **READ Act implementation:** Phase 1 complete for all required educators; Phase 2 (Neuhaus) in 2026-27; Structured Literacy training for paraprofessionals; literacy walkthroughs at least twice monthly.
- **Twice-monthly all-staff PLCs** on brain-based learning, evidence-based practices, connections to each school's instructional model, interdisciplinary unit mapping, shifts in core standards and courses, and culturally responsive teaching, with one protected grade-level PLC per month.
- **Social-emotional learning:** Responsive Classroom and FlyFive (CARES: cooperation, assertiveness, responsibility, empathy, self-control) in the in-person school; SAEBRS screening K-12; a PrairieCare-funded therapy room; and implementation of the state mental health instruction requirement for grades 4-12.
- **Technology (Direction D):** Infinite Campus as the student information system, Clever single sign-on, ParentSquare for family communication, eduCLIMBER as the data warehouse, a rebuilt website with ADA remediation, and a restructured technology department with In-Person and Online Technology Coordinators under the Technology Manager.
- **Mission-specific student experiences:** school forest, solarium (vegetables served at lunch, trout raised each spring), Fresh Air Classrooms, MESS-E, Salt Watch community science (Official Salt Watch Partner, September 2026), Jeffers Foundation trainings, and an Environmental Education cord at graduation.

Culturally Sustaining Practices for Students and Families

Engagement Leads serve as cultural liaisons and lead family engagement, activities, and retention in each school. The district provides translated communications (ParentSquare), interpreters on request, a Language Access Plan, flexible meeting schedules, and both virtual and in-person engagement options. Fishtank units use culturally diverse texts, and Title I ensures equitable resource access. The American Indian Parent Advisory Committee advises the district as Indigenous enrollment grows. Targeted outreach under Minn. Stat. § 124E.17 includes translated referral packets (Spanish, Hmong, Somali) for county human services workers and enrollment support at statewide MCA testing sites, clubs, and community events.

Culturally Sustaining Practices for Staff

Cultural competency, using MDE's Standards of Effective Practice, is the 2026-27 relicensure and professional development priority. Staff training covers implicit bias, culturally relevant pedagogy, and trauma-informed practices; mentorship pairs new educators with veteran staff; and engagement patterns across student populations inform professional development.

Strategies to Build a Collaborative Professional Culture (Direction B)

- The District Cabinet meets every other week; every staff member serves on at least one district committee, including the Environmental Education Committee, the MnMTSS District Leadership Team, and the CACR Advisory Committee.
- Principals are the instructional leaders and decision-makers for their schools, with district coordinators supporting, as clarified in the 2026-27 "Clarity is Kindness" guide.
- The Teaching and Learning Coordinator facilitates PLCs for data analysis and strategy sharing; common planning periods enable grade-level collaboration; and principals lead cross-program alignment so a fourth grader receives the same content in Crosslake or online.
- Warm welcoming activities and optimistic closings at every meeting; a district-wide Staff Recognition Celebration; and staff well-being work that earned finalist recognition for the Minnesota Charter School Innovation Award in 2024 and 2025.
- Sourcewell Educator Summit, Responsive Classroom trainings, Catalyst, and a dedicated in-person EE training day (November 30, 2026).

Recruitment and Retention Strategies (Direction B)

Using Minnesota Association of Charter Schools compensation survey data, the Board moved all three employee groups (licensed, leadership, and hourly) to at least 90% of market pay over FY26-FY27, pays 100% of employee Paid Leave premiums, and reports 95.5% teacher retention. Teachers lead through Q Comp lead roles, online department leads, and the new Online Leads career-ladder position; CCS promotes from within when able and supports endorsements through tuition reimbursement. Recruitment runs through partnerships with diverse education programs, minority educator job fairs, and Engagement Leads' networks. Remaining challenges are specialized roles (special education, EL, specialists), addressed through competitive scales, licensure support, and the PBEC partnership. The 2025-26 staff survey showed 47% satisfied with compensation and advancement, which the FY27 compensation changes are designed to move.

VIII. Annual Implementation Budget

FY27 Budget Summary

The Board-approved FY27 budget projects \$9,844,907 in revenue and \$9,736,307 in expenditures across all funds, a \$108,601 surplus that returns the district to positive operations after a planned FY26 investment year. It is built on 636 ADM (626 students enrolled September 10, 2026) and brings fund balance to a projected \$1,925,195 (19.8% of expenditures) at June 30, 2027. The FY26 deficit funded tiered salary scales at a minimum of 90% of market for all three employee groups and principal and district-level leadership for three schools; the FY27 budget keeps those gains while holding discretionary spending, tracking ADM against budget monthly, and requiring purchase orders and three price comparisons.

CACR implementation is funded through Title I-III allocations (the adopted budget shows \$165,500 in Title revenue), Q Comp, Literacy Incentive Aid, IDEA, the MnMTSS Infrastructure Development Grant, and general fund program budgets that the FY27 budget reports separately for the in-person, online, and district programs.

Investment area	What FY27 funds	CACR goals supported
Staffing	Three principals, Teaching & Learning Coordinator, MnMTSS	Indicators 3-7, 9, 10

Investment area	What FY27 funds	CACR goals supported
	Coordinator and 0.5 In-Person MnMTSS Lead, reading and math interventionists in both schools, special education staff, two ML coaches, Engagement Leads, Online Attendance Coordinator, substitute coverage for PD and planning	
Professional development	READ Act Phase 2 (Neuhaus), READ Act Phase 1 for new staff (CAREIAL), Structured Literacy paraprofessional training, MnMTSS and COMPASS, cultural competency (MDE Standards of Effective Practice), Q Comp peer observation and PLCs, Sourcewell Educator Summit, in-person EE training day	All indicators
Curriculum and instructional materials	UFLI Word Origins 3-8, Bright Thinker and Flexpoint online, Fishtank, Eureka Math ² and SpringMath, universal screening and diagnostic tools (FastBridge, STAR, Capti), eduCLIMBER, culturally diverse texts and library media	Indicators 3-7
Program support	Transportation (Crosby-Ironton, base rate flat for 2026-27), National School Lunch Program, clubs and activities expansion, 1:1 devices and hotspots, ReGroup teletherapy, PrairieCare therapy room, security camera and PA upgrades through the state building and cybersecurity grant	Indicators 1, 10

The largest cost pressure is a projected 29-30% health insurance renewal on January 1, 2027; the Board is setting 2027 contribution rates and plan options so the renewal does not erode the CACR investments above. Revised FY27 enrollment and Title I-III detail go to Osprey Wilds by December 15, 2026.

IX. Materials, Practices, and Curriculum

Required Curricular Materials and Sources

Subject	In-Person PreK-8	Online K-8	Online 9-12
PreK	Wonders ELA; Eureka Math ² ; Responsive Classroom and FlyFive; FastBridge early literacy screening		
Reading / ELA (Tier 1)	Fishtank Learning ELA (knowledge building; 90 min K-6, 60 min 7-8) with UFLI Foundations and Heggerty (K-2, ~30 min daily) and UFLI Word Origins (3-8, ~30 min daily, new 2026-27)	Bright Thinker + UFLI (K-3); Flexpoint in Buzz (grades 4-5 and middle grades)	Online ELA courses in Canvas, with Flexpoint (grade 9); MESS-E cross-subject work
Reading (Tier 2-3)	Sound Partners; UFLI; Groves Academy; Read Naturally; Reading Corps; intensive UFLI and Groves with interventionists; special education	Sound Partners; UFLI; Groves Academy; Read Naturally; UFLI Word Origins; online reading interventionist	IXL; MyPath; Exceptional Student Suite; UFLI Word Origins; online reading interventionist
Math (Tier 1)	Eureka Math ² (Great Minds, ~50 min daily) with SpringMath daily fluency	Standards-aligned math in Buzz; Flexpoint (K-8)	Flexpoint (grade 9); Edgenuity (grades 10-12, to

Subject	In-Person PreK-8	Online K-8	Online 9-12
	(~20 min)		be replaced in the 2027-28 phase-in)
Math (Tier 2-3)	SpringMath; IXL; Khan Academy; Math Corps (K-3); math interventionist	SpringMath; IXL; Khan Academy; Math Corps (K-3); math interventionist	IXL; Khan Academy; online math interventionist
Science	FOSS and Discovery Education (K-5); OpenSciEd (3-8); solarium and school forest	Online science courses (aligning to 2019 standards)	Online science courses; environmental electives; MESS-E; Salt Watch
Social studies	Fishtank thematic units; place-based community learning; inquiry-based units (implementing 2026-27)	Flexpoint / Buzz / Lincoln Learning	Canvas courses
Social-emotional	Responsive Classroom; FlyFive (CARES); SAEBRS (as needed)	Online homerooms; SAEBRS (as needed)	Grade-level seminar courses; SAEBRS (as needed)
Platforms	Google Classroom (LMS); Infinite Campus; Clever; ParentSquare	Buzz (LMS); Infinite Campus; Clever; ParentSquare	Canvas (LMS); Infinite Campus; Clever; ParentSquare

The Curriculum Materials Inventory (October 2026), presented to the Board for approval and submitted to Osprey Wilds, is the full record of materials by tier and is consistent with the renewal application's curriculum tables. Materials are selected to reflect Minnesota's diversity accurately: Fishtank units use culturally diverse texts, library media updates fund culturally diverse collections, and the American Indian Parent Advisory Committee reviews curriculum and instruction for Indigenous students. Learning platforms consolidate to one LMS district-wide in SY 2027-28.

Curriculum evidence on file (compiled October 2026 for Osprey Wilds). Beyond the inventory, the Teaching and Learning Coordinator and principals maintain: Fishtank Learning ELA pacing guides by grade; the Great Minds Eureka Math² PK-2 scope and sequence; a Flexpoint course syllabus; the In-Person and Online 9-12 curriculum-expectations documents; department and PLC meeting agendas; and an In-Person Teaching and Learning Binder. Teachers are building curriculum maps in PLCs during 2026-27, and CCS is adapting MDE's literacy walkthrough tool as its official walkthrough instrument.

Other Resources Available to Teachers

- IXL, UFLI, Sound Partners, Read Naturally, Groves Learning, Khan Academy
- eduCLIMBER data warehouse; FastBridge, Capti ReadBasix, and STAR reporting; easyCBM progress monitoring; Turning Data into Action local guidance documents and processes; Infinite Campus
- MDE crosswalks and templates for bundling standards; the district scope and sequence
- Environmental education partners: Jeffers Foundation, Izaak Walton League (Salt Watch), National Loon Center, Osprey Wilds

Professional Development on Instructional Skills

- CAREIAL / LETRS (READ Act Phase 1) and Neuhaus (Phase 2, 2026-27)

- Structured Literacy paraprofessional training; local walkthrough framework developed with the MDE ELA evaluation rubric and the LETRS for Administrators walkthrough framework
- MnMTSS and COMPASS training; School Leadership Team development
- Responsive Classroom webinars and one-day trainings; Catalyst (keeping students in the classroom; leadership)
- Cultural competency using MDE's Standards of Effective Practice (2026-27 relicensure priority); English language learning (2027-28 priority)
- Q Comp peer observation, PLC time, and Online Leads career ladder
- Sourcewell Educator Summit; Sourcewell Networks; in-person EE training day (November 30, 2026)
- I Love U Guys Standard Response Protocol (all-staff training, 2026-27)

X. Plan Review and Continuous Improvement

Responsible Team or Committee

The CACRC / World's Best Workforce Committee is one of the district's standing committees for 2026-27, with three Board Directors among its members, and serves as the statutory district advisory committee. Its 2026-27 roster draws from all three schools and both programs. Each school's MnMTSS School Leadership Team serves as its site team. The MnMTSS District Leadership Team supports data analysis and provides progress reports to the Advisory Committee.

Role	Member	Position
Co-Chair	Dr. Jenna Leadbetter	District Superintendent
Co-Chair	Abi Swenson	District Teaching & Learning Coordinator
Member	Amy Scheuman	District MnMTSS Coordinator
Member	Melanie Donley	Online Reading Interventionist / Title I; Board Director
Member	Steena Johnson	Board Director (community member)
Member	Rhiannon Paulson	Online English Teacher, 9-10; Board Director
Member	Rachel Fishel	Online 6-8 Math Teacher
Member	Randa Arvold	Online Special Education Teacher
Member	Mindy Glazier	Online Elementary Teacher
Member	Jodi Strehlow	In-Person Special Education Teacher

Community representation. To meet the CACR law's call for broad community representation, the committee will add a parent or guardian from each program (in-person and online) and a grades 9-12 student during SY 2026-27, recruited through the Engagement Leads and ParentSquare. The American Indian Parent Advisory Committee and the May community stakeholder session provide additional community input to the plan.

SY 2026-27 Meeting Calendar

The committee meets monthly for no more than one hour, with no meeting in December or early January during the Superintendent's planned leave (November 23, 2026 to mid-January 2027). Meeting dates are set from the committee's availability survey and posted in the shared committee calendar. Members read the plan and data in advance and flag discussion items in the linked agenda so meeting time goes to discussion and decisions.

Meeting	Focus
October 2026	Adopt SY 26-27 plan for Board; fall screening results; set the year's calendar
November 2026	MCA results (released October 1) and FY26 Academic Data Request; Exhibit G status
Late January 2027	Winter screening results; mid-year Environmental Literacy Plan report
February 2027	Student group review (online FRP and special education); math intervention data
March 2027	Curriculum review cycle check (math review in-person; LMS consolidation online)
April 2027	Graduation pathways and credit monitoring; spring survey design
May 2027	Community stakeholder input session; spring screening results
June 2027	Comprehensive annual review; recommendations for the SY 27-28 plan and budget

Process for Board Review and Community Engagement

- Monthly:** the Advisory Committee reviews universal screening results, MCA trends, and progress toward Exhibit G goals; findings go to the Board under the standing "Academic, Environmental Education, and Performance Improvement Plan Updates" agenda item, which rotates academics (September, December, March, June), environmental education (October, January, April, July), and the Performance Improvement Plan (November, February, May, August), with opportunity for public comment.
- Annually:** each May the committee hosts a community stakeholder session. Feedback is collected through the spring stakeholder survey (students, families, staff; available in multiple languages), focus groups, and public forums. The Teaching and Learning Coordinator synthesizes this input with annual achievement data into a report for the June Board meeting, and the Board reviews and approves plan modifications at a public meeting.
- Updates** incorporate student achievement data (STAR, FastBridge, Capti, MCA), progress toward authorizer contract goals, survey results, staff retention and diversity metrics, budget effectiveness, and curriculum and instruction reviews. Modifications are communicated through the district website, ParentSquare, and the Annual Report, and the updated plan guides budget development for the following fiscal year.

Stakeholder Satisfaction Survey (2025-26 results)

CCS surveys students, families, and staff every spring, as the CACR law requires. The 2025-26 survey drew 249 responses (152 students, 64 staff, 33 parents/guardians), up from 193, and was presented to the Board on June 22, 2026. Results are reviewed by the CACRC, reported in the Annual Report, and used in the Superintendent's evaluation.

Item	Favorable
Students: I have what I need to do my schoolwork	95%

Item	Favorable
Students: I have friends at school	92%
Students: My teacher helps me when I need it	88%
Students: I feel safe at school	87%
Families: Would recommend CCS to other families	84%
Families: District communication is effective (67% "very effective")	91%
Families (online): My child is making appropriate progress	91%
Families (online): The learning platform is user-friendly	86%
Families (in-person): Safe and orderly environment for learning	73%
Staff: Understand and support the district vision	98%
Staff: Leadership decisions support student learning	86%
Staff (online): Collaborative, supportive staff culture	100%
Staff (in-person): Safe and orderly environment	92%
Staff: Accomplishments adequately acknowledged	61%
Staff: Satisfied with compensation and advancement	47%

What changed year over year: technology and platform confusion and long bus rides, both urgent in 2024-25, have substantially eased after platform consolidation, ParentSquare, and transportation changes. **What persists:** more extracurricular activities is the most-requested improvement from students and families two years running, and compensation satisfaction tracks with tenure (20% favorable in year one, 74% at 7+ years), measured before the hourly-staff overhaul took effect July 1, 2026.

How the survey shapes this plan: in-person student climate and behavior expectations (students asked for more consistent expectations; in-person families rated a safe and orderly environment at 73%) are a 2026-27 priority for the In-Person Principal and MnMTSS team; online post-graduation readiness drives the three graduation pathways; the activities expansion plan and dedicated Engagement Leads answer the extracurricular request; and a recurring, staff-shaped recognition practice follows the first district-wide Staff Recognition Celebration. Increasing family participation above 33 responses is a 2026-27 goal.

2026-27 Reporting Deadlines

Item	Due	Owner
FY26 Academic Data Request to Osprey Wilds	October 5, 2026	Teaching & Learning Coordinator
Board adoption of SY 26-27 CACR plan	October 26, 2026	Superintendent
Revised FY27 budget with Title I-III detail (Aerie)	December 15, 2026	HR/Business Manager
Mid-year and year-end ELP results to the Board	January and June 2027	Engagement Lead (PreK-8)
Spring stakeholder survey results to the Board	June 2027	Superintendent
CACR annual report and Annual Report to the public	Fall 2027	Superintendent

Item	Due	Owner
2027-28 Environmental Literacy Plan to Osprey Wilds	September 1, 2027	Engagement Lead (PreK-8)