

Comprehensive Achievement and Civic Readiness (CACR) Strategic Plan
Adopted by the School Board at a Public Meeting on [Insert Date]

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

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 (i.e. the school'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 school's Annual Report).

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I. Introduction

Provide a brief summary of your school's mission, student population, and commitment to comprehensive achievement and civic readiness.

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 – Pursuit of 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.

Serving Students in PK-12

Crosslake Community School (CCS) is a unified PreK–12 learning community offering two distinct yet equally rigorous pathways: our seat-based school in the heart of Crosslake, Minnesota, and Crosslake Online, our flexible statewide online program.

Our seat-based Crosslake Community School serves PreK through Grade 8, with small class sizes capped at 19 students to ensure strong relationships and personalized learning. Multi-grade classrooms foster collaboration, independence, and unique learning experiences not often found in larger school settings.

Crosslake Online serves students in Grades K–12 through a dynamic online learning environment designed to meet the diverse needs of today’s learners. The program offers flexible, primarily asynchronous instruction with synchronous opportunities that deepen connection and engagement.

Together, these two pathways reflect CCS’s commitment to accessible, individualized, and high-quality education for every learner.

Authorized by Osprey Wilds Environmental Learning Center (OW)

CCS has a long-standing relationship with OW, formerly Audubon Center of the Northwoods. We renewed our contract with OW over the past year and are currently under contract with them until June 30, 2025 and in April 2024, it was announced that CCS was eligible to extend the current contract an additional two years for a five-year total contract length.

OW supports Crosslake Community Schools through a model that ensures that CCS fulfills its mission and vision. Furthermore, OW structure provides monitoring and oversight to help guarantee statutory requirements, Minnesota Department of Education (MDE) requirements, and CCS's commitment to its community members. The staff from OW and CCS collaborate on professional development and overall school program quality.

The authorizing mission of OW 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 to schools, and making informed and merit-based decisions about its portfolio of charter schools.

The authorizing vision of OW is to authorize a portfolio of high-performing charter schools that instill a connection and commitment to the environment in their school communities while working towards a healthy planet where all people live in balance with the Earth.

Crosslake Community Schools' authorizer:

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II. District and School Site Goals and Benchmarks

Measure 1.1 : From FY22 to FY26, the aggregate percentage of seat-based students in grades K-8 who participate in a minimum of two out of three major community engagement activities will be at least 90%.

Measure 1.2: From FY22 to FY26, the aggregate percentage of online students in grades K-12 who participate in an environmental or community engagement project will maintain or increase from the baseline set in FY22.

Measure 2.1 [CCR]: Measure 2.1 – From FY22 to FY26, the seat-based CCS program will meet the State Progress Target (AMAO 1) on the ACCESS assessment for English Learners in at least two of the three years.

Measure 2.2 [CCR]: From FY22 to FY26, the online CCS program will meet the State Progress Target (AMAO 1) on the ACCESS assessment for English Learners in at least two of the three years.

Measure 3.1 [CCR] : In aggregate, from FY22-FY26, the overall percentage of students whose achievement level on the statewide assessments for reading (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state percentage.

Measure 3.2 [CCR]: In aggregate, from FY22-FY26, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for reading (as measured by North Star Academic Progress) is equal to or less than the state.

Measure 3.3 [RG3]: For FY23-FY24, the aggregate percentage of Reading STAR growth points* earned by seat-based students in grades K-8 from fall to spring will be maintained or increased from the FY22 baseline of 65.0%.

Measure 3.4 [RG3]: For FY25-FY26, the aggregate percentage of seat-based students in grades K-8 from fall to spring that are “Low Risk” or higher between screening windows OR move from “High Risk” to “Some Risk” between screening windows will be at least 50%.

Measure 3.5 [RG3]: From FY23-FY24, the aggregate percentage of Reading STAR growth points* earned by online students in grades K-12 from fall to spring will be maintained or increased from the FY22 baseline of 43.4%.

Measure 3.6 [RG3]: From FY25-FY26, the aggregate percentage of online students in grades K-12 from fall to spring that are “Low Risk” or higher between screening windows OR move from “High Risk” to “Some Risk” between screening windows will be at least 50%.

Measure 4.1 [CCR]: In aggregate, from FY22-FY26, the overall percentage of students whose achievement level on the statewide assessments for math (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state percentage.

Measure 4.2 [CCR]: In aggregate, from FY22-FY26, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for math (as measured by North Star Academic Progress) is equal to or less than the state.

Measure 4.3 [RG3]: From FY23-FY24, the aggregate percentage of Math STAR growth points* earned by seat-based students in grades K-8 from fall to spring will be maintained or increased from the FY22 baseline of 79.0%.

Measure 4.4 [RG3]: For FY25-FY26, the aggregate percentage of seat-based students in grades K-8 from fall to spring that are “Low Risk” or higher between screening windows OR move from “High Risk” to “Some Risk” between screening

Measure 4.5 [RG3]: From FY23-FY24, the aggregate percentage of Math STAR growth points* earned by online students in grades 2-12 from fall to spring will be maintained or increased from the FY22 baseline of 54.0%.ng windows will be at least 50%.

Measure 4.6 [RG3]: From FY25-FY26, the aggregate percentage of online students in grades K-12 from fall to spring that are “Low Risk” or higher between screening windows OR move from “High Risk” to “Some Risk” between screening windows will be at least 50%.

Measure 5.1 [RG3]: From FY22 to FY26, the school’s aggregate proficiency index score for seat-based students in grade 3 will increase from the baseline proficiency index score (FY21 baseline: 33.3) OR will be greater than that of the state for the same grade (3).

Measure 5.2 [CCR]: From FY22 to FY26, the school’s aggregate proficiency index score for seat-based students will maintain or increase each year from the baseline proficiency index score (FY21 baseline: 66.7) OR will be equal to or greater than that of the state for the same grades (4-8).

Measure 5.3 [AGC]: From FY22 to FY26, the school’s aggregate proficiency index score for seat-based students in the Free/Reduced Priced Lunch subgroup will be equal to or greater than that of the state for the same student group and the same grades (3-8).

Measure 5.4 [AGC]: From FY22 to FY26, the school's aggregate proficiency index score for seat-based students in the Special Education subgroup will be equal to or greater than that of the state for the same student group and the same grades (3-8).

Measure 5.5 [CCR]: From FY22 to FY26, the school's aggregate proficiency index score for online students in grades 3-8 and 10 will increase each year from the baseline proficiency index score (FY22 baseline) OR will be equal to or greater than the average of the comparison online schools* for the same grades (3-8 & 10) each year.

Measure 5.6 [AGC]: From FY22 to FY26, the school's aggregate proficiency index score for online students in the Free/Reduced Priced Lunch student group will be equal to or greater than that of the average of the comparison online schools* for the same subgroup and the same grades (3-8 & 10).

Measure 5.7 [AGC]: From FY22 to FY26, the school's aggregate proficiency index score for online students in the Special Education student group will be equal to or greater than that of the average of the comparison online schools* for the same subgroup and the same grades (3-8 & 10).

Measure 6.1 [CCR]: From FY22 to FY26, the school's aggregate proficiency index score for seat-based students will maintain or increase each year from the baseline proficiency index score (FY21 baseline: 40.0) OR will be equal to or greater than that of the state for the same grades (3-8).

Measure 6.2 [AGC]: From FY22 to FY26, the school's aggregate proficiency index score for seat-based students in the Free/Reduced Priced Lunch subgroup will be equal to or greater than that of the state for the same student group and the same grades (3-8).

Measure 6.3 [AGC]: From FY22 to FY26, the school's aggregate proficiency index score for seat-based students in the Special Education subgroup will be equal to or greater than that of the state for the same student group and the same grades (3-8).

Measure 6.4 [CCR]: From FY22 to FY26, the school's aggregate proficiency index score for online students in grades 3-8 and 11 will increase each year from the baseline proficiency index score (FY22 baseline) OR will be equal to or greater than the average of the comparison online schools* for the same grades (3-8 & 11) each year.

Measure 6.5 [AGC]: From FY22 to FY26, the school's aggregate proficiency index score for online students in the Free/Reduced Priced Lunch student group will be equal to or greater than

that of the average of the comparison online schools* for the same subgroup and the same grades (3-8 & 11).

Measure 6.6 [AGC]: From FY22 to FY26, the school's aggregate proficiency index score for online students in the Special Education student group will be equal to or greater than that of the average of the comparison online schools* for the same subgroup and the same grades (3-8 & 11).

Measure 7.1 [CCR]: From FY22 to FY26, the school's aggregate proficiency index score for seat based students in grades 5 & 8 will maintain or increase each year from the baseline proficiency index score (2021 baseline: 54.0) OR will be equal to or greater than that of the state for the same grades (5, 8).

Measure 7.2 [AGC]: From FY22 to FY26, the school's aggregate proficiency index score for seat based students in the Free/Reduced Priced Lunch student group will be equal to or greater than that of the state for the same student group and the same grades (5, 8).

Measure 7.3 [AGC]: From FY22 to FY26, the school's aggregate proficiency index score for seat based students in the Special Education student group will be equal to or greater than that of the state for the same student group and the same grades (5, 8).

Measure 7.4 [CCR]: From FY22 to FY26, the school's aggregate proficiency index score for online students in grades 5, 8 and High School will increase each year from the baseline proficiency index score (FY22 baseline) OR will be equal to or greater than the average of the comparison online schools* for the same grades (5, 8 & High School) each year.

Measure 7.5 [AGC]: From FY22 to FY26, the school's aggregate proficiency index score for online students in the Free/Reduced Priced Lunch student group will be equal to or greater than that of the average of the comparison online schools* for the same student group and the same grades (5, 8 & High School).

Measure 7.6 [AGC]: From FY22 to FY26, the school's aggregate proficiency index score for online students in the Special Education subgroup will be equal to or greater than that of the average of the comparison online schools* for the same subgroup and the same grades (3-8 & High School).

Measure 8.1 [R4K]: From FY22 to FY26- Of the students enrolled in CCS PreK at least 4 days per week for at least 80% of the year, at least 85% will meet or exceed kindergarten readiness standards as measured by the locally-developed Kindergarten Readiness checklist that is administered annually each spring.

Measure 9.1 [GRAD]: From FY22 to FY26, the CCHS graduation rate will maintain or improve from the school's 2021 baseline rate of 57% OR be equal to or higher than the average of the comparison online schools* each school year for the duration of the contract .

Measure 9.2 [CCR]: From FY22 to FY26, the aggregate percentage of returning students who begin their 10th grade year with 4 or more credits will be at least 70%.

Measure 10.1: From FY22 to FY26, the seat-based program's consistent attendance rates will be equal to at least the FY21 baseline of 87.7% OR will be above the statewide attendance rate.

Measure 10.2: In FY23-FY24, the online program's consistent attendance rate for grades K-5 will equal or improve from the baseline set in FY22.

Measure 10.3: In FY23-FY24, the online program's consistent attendance rate for grades 6-12 will equal or improve from the baseline set in FY22.

III. Assessing Student Progress and Instructional Strengths

Assess each student's progress toward state and local academic standards.

Identify students for gifted and talented programs and provide accelerated instruction when appropriate.

Implement procedures for early admission to kindergarten or first grade for gifted and talented learners (per Minn. Stat. § 120B.15).

Identify the strengths and weaknesses of instruction and curriculum to ensure all students are prepared for college, careers, and civic life.

Academic Assessments Used:

Three times a year, fall, winter, and spring, students PK-12th grade are screened to identify students who may be at risk for achieving below grade-level benchmarks as well as to consistently monitor the effectiveness of Tier 1 (core) instruction. Per READ Act requirements, CCS uses Fastbridge to screen students in grades Pre-K through 1st grade, using both vendor and READ Act mandated subtests. Students in grades second and third complete the Nonsense Words and CBM-reading English subtests in Fastbridge as well as Star Reading assessment to gauge their overall reading achievement. Starting this winter, students in grades 4th through 12th will participate in the Star Reading screener and then, if they are identified as being at risk for performing below grade level, they will do additional diagnostic screening using the MDE approved screener, Capti ReadBasix. CCS' Teaching and Learning Coordinator works with interventionists in both programs to do data digs, identifying students and doing further

screening as needed. All staff participate in quarterly data digs with the universal screening data to help inform Tier 1 instruction.

Students in grades 3rd through 8th, 10th, and 11th, participate annually in the Minnesota Comprehensive Assessment (MCA) in reading, math, and science, when applicable. This data is collected and communicated to the school board and our authorization to measure student achievement over time. CCS has spent the last three years creatively working on increased engagement opportunities in the MCAs, specifically with students who attend school online across the state of Minnesota, to gather more relevant data that accurately reflects our students' abilities.

The district has also purchased the Social, Academic, Emotional Behavior Risk Screener (SABERS) and mySABERS screener through Fastbridge. These short 16 question screeners inform teachers on how students are feeling emotionally in their academic setting. All results are communicated with families in a timely manner using the vendor provided reports for clarity and consistency.

In addition to these standardized screeners and tests, staff also bring classroom data, both formative and summative, to any student data meetings. CCS is adopting a new data warehouse, eduCLIMBER, to move away from fragmented data sources and create a single, unified view of every student's needs. Specifically, we will be using it for data centralization, tiered decision making, and to visualize progress monitoring. In this first year of implementation, our district Minnesota Multi-Tiered Systems of Support team (MnMTSS), will use it to guide the restructuring of our processes, in accordance with the MnMTSS framework and requirements of the Comprehensive Achievement and Civic Readiness objectives. Currently, each school's MnMTSS leadership teams meet at least twice a month to continuously monitor achievement.

Gifted/Talented Identification Process:

1. Comprehensive Evaluation Process:

- a. Iowa Acceleration Scale is administered. This gathers data in five categories:
 - i. Academic ability, aptitude, and achievement;
 - ii. School and academic factors;
 - iii. Developmental factors;
 - iv. Interpersonal skills; and
 - v. Attitude and support.
- b. Students complete an Ability Test (DAS, K-ABC, Stanford-Binet IV, WISC-IV< Wechsler Scale of Intelligence, or WJ-III Cog).
- c. Students complete Aptitude/Out-of-Level testing using the CAT or SCAT assessment. This may require the student to meet in-person with a teacher.

Description of Accelerated Instruction:

553 GRADE ACCELERATION/RETENTION POLICIES

MN Statutes 120B.15

(c) School districts must adopt procedures for the academic acceleration of gifted and talented students consistent with section 120B.11, subdivision 2, clause (2). These procedures must include how the district will:

(1) assess a student's readiness and motivation for acceleration; and

(2) match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.

At Crosslake Community School (CCS), grade-level acceleration is considered only for students in grades K-6, online and seat-based. Students in 7th and 8th grade may be considered for acceleration on a course-by course basis. Once in 9th grade and beyond, students make progress towards graduation on the basis of credits earned, rather than assigned grade level.

1. Upon request of a parent/guardian, or teacher recommendation, CCS' seat-based and online students in grades K-6 may be considered for grade-level acceleration. Written consent for student evaluation is obtained from the parent/guardian.
2. While the following process is underway, the student will remain in their current assigned grade level and is expected to complete the work along with the rest of the class. The teacher may provide accelerated coursework at their discretion.
3. When the grade-level acceleration request/recommendation is made, the Acceleration Committee meets to consider the request.
 - a. The Acceleration Committee for each program (seat-based and online) consists of: School Director, School Counselor or Social Worker, the student's current teacher, the teacher of the proposed grade level. Additional personnel may be invited to participate as needed (Special Education teacher, Curriculum Coordinator, etc.).
NOTE: Students must have been a CCS student for at least one grading period (trimester or semester) in order to be considered for acceleration.
 - b. The initial review will include quantitative (STAR and MCA test scores, previous course grades, local formative and summative assessments, attendance, etc.) and qualitative (input from teachers and parent/guardian, student interview, etc.) data.
 - c. If the Committee finds the request is defensible, they will recommend a comprehensive evaluation. If further evaluation is not indicated, the Committee may choose to recommend consideration for other forms of acceleration.
 - d. Upon notification of the Committee's decision, written permission from a parent/guardian to evaluate the student for acceleration must be obtained within 30 days. If evaluation is not recommended, the parent/guardian may accept or appeal the decision.
4. Comprehensive Evaluation Process:
 - a. Iowa Acceleration Scale is administered. This gathers data in five categories:
 - i. Academic ability, aptitude, and achievement;

- ii. School and academic factors;
- iii. Developmental factors;
- iv. Interpersonal skills; and
- v. Attitude and support.

- b. Student completes an Ability Test (DAS, K-ABC, Stanford-Binet IV, WISC-IV< Wechsler Scale of Intelligence, or WJ-III Cog).
- c. Student completes Aptitude/Out-of-Level testing using the CAT or SCAT assessment. This may require the student to meet in-person with a teacher.

5. Following the evaluation, the Acceleration Committee will meet to discuss the result and recommend, deny, or postpone grade-level acceleration. This meeting may include the parent/guardian.

6. The Committee will create a written report for the student's file and will provide this report to the parent/guardian.

- a. If grade-level acceleration is not recommended, the notification will include:
 - i. appropriate student placement and accelerative opportunities
 - ii. identification of the school counselor and other staff able to support instructional, social and emotional needs; and
 - iii. information on student enrichment opportunities and parent/guardian resources;
 - iv. an appeals process
- b. The grade-level acceleration recommendation will include:
 - i. student placement;
 - ii. an appropriate transition period*;
 - iii. the designation of the school counselor and other staff responsible for overseeing the transition;
 - iv. ongoing counseling opportunities;
 - v. a plan for communication with parents/guardians, and school staff;
 - vi. strategies to support a successful transition to the accelerated setting to include addressing any gaps in knowledge or skill;
 - vii. information on student enrichment opportunities and parent/guardian resources;
 - viii. the student is coded as "accelerated" for reporting purposes and will take required state assessments for the course/grade level at which instruction is delivered

*A student may only be removed from the acceleration setting after the stated transition time following a student conference with a counselor, a written request from a parent/guardian and the signature of the classroom teacher.

Instructional Strengths/Needs Review:

During the 2024-2025 school year, 26 staff successfully received mastery in the READ Act training. This school year, six additional staff are completing the training as well as our Teaching and Learning Coordinator providing Structured Literacy training to all paraprofessionals. This collaborative effort has already yielded a decrease in students qualifying for intervention for

reading at the start of the 2025-2026 school year, and an increase in engagement and achievement in classes and courses, as measured by classroom formative and summative assessments.

The K-12th grade online school is currently in a curriculum/Learning Management System (LMS) review that began in 2023. Part of this effort is to align evidence-based practices, new academic standards, and legislation with CCS' mission and vision, providing students with rigorous academic opportunities. During this process, staff are participating in department PLCs, discussing alignment to both grade-level, district, and state benchmarks, as well as using data to inform what supports students need for successful engagement and performance.

During the 2024-2025 school year, CCS's Pre-K-8th grade in-person school received recertification in High Reliability Schools (HRS) Level 1, a safe and collaborative environment, as well as new certification in HRS Level 2, effective teaching in every classroom. This year, staff are working on Level 3 certification in guaranteed and viable curriculum. A crucial part of this work is in alignment, both horizontally and vertically, with grade-levels, district-wide, and with state benchmarks. This work aligns with the adoption of the MnMTSS framework and supports CCS' continuous improvement efforts by monitoring the effectiveness of instruction, resources, practices, and systems.

IV. Curriculum and Instruction Review System

Explain how the school will regularly review the quality and effectiveness of its instruction and curriculum. This system for review should take into account:

Best practices and proven strategies.

Student outcomes.

Whether students have access to effective teachers, including teachers from underrepresented populations that reflect student diversity.

School leader evaluations

Teacher evaluations (per Minn. Stat. § 122A.40, subd. 8).

To ensure instructional practices and curriculum design are highly effective, evidence-based, and equitable for all students, CCS meets at least twice monthly to discuss the four critical Professional Learning Communities lanes: curriculum, assessment, instruction, and student achievement. During the 2025-2026 school year, each grade-band will be meeting with the Teaching and Learning Coordinator to review new Minnesota academic standards, specifically science, English language arts, and social studies, as well as the PK-8th grade seatbased staff participating in interdisciplinary unit planning and alignment with literacy and social studies/science during semester 1 and the K-12th grade online staff discussing, aligning, and reviewing a possible switch in LMS and curriculum. To guide these processes, we are utilizing resources developed by the Minnesota Department of Education (MDE), to assist teachers with

crosswalks and templates for bundling standards. The work done in these teams is reviewed and overseen by each school's leadership team as well as Minnesota Multi-Tiered System of Support (MnMTSS) teams, as well as quarterly Comprehensive Achievement and Civic Readiness (CACR) committee.

To fit each school's unique needs, both have creative approaches to the regular review of the quality and effectiveness of our instruction and curriculum.

The seat-based, in-person, PK-8th grade school uses Marzano's *New Art and Science of Teaching* as an instructional framework. Each year, staff choose an element from the list that follows the initiative of the year. In the last four years, the seat-based program became certified in levels 1 & 2 of High Reliability Schools (HRS). The first level of certification focuses on a safe and collaborative environment. The second level of certification focuses on effective teaching in every classroom. This year, the school is focusing on level 3 certification, guaranteed and viable curriculum. A large portion of this level of certification is about alignment to state standards and using data for planning, instruction, and reflection in every classroom. The most common data points come from classroom data through the curriculum and universal and diagnostic screening that occur in the fall, winter, and spring.

Striving towards continuous improvement, CCS's seat-based school is focusing on the area of providing and communicating clear learning goals and assessments. Each teacher chose an element in one of the areas to focus on. Each of the elements is related to the interdisciplinary unit mapping template that is being developed during twice-monthly PLCs. Teachers are using the collaborative team approach to complete this work and enhance their skills and knowledge of their instructional model.

The online program is currently reviewing its curriculum and modes of instruction for K-12th grade, starting with 8th grade. Staff are participating in twice-monthly Professional Learning Communities (PLCs) where they are discussing new evidence-based practices, brain-based learning principles, and how to apply these learnings to online settings. To guide instructional practice, staff follow the *National Standards for Quality Online Courses and Teaching*.

Teacher Evaluation System

At CCS's seat-based school, formal observations are planned for a 3-year cycle. Every year, teachers are observed and coached through the QComp teacher system at least twice a year. New teachers are observed by the director both informally and formally within the first three months of the school year.

Informal walk-throughs are conducted regularly by administration and lead teachers to gather insights into classroom instructional practices. These walk-throughs are based directly on The New Art and Science of Teaching instructional model, and they focus on capturing a snapshot of the predominant instructional practices aligned with the 43 elements of Marzano's research-based framework.

During these walk-throughs, administrators and lead teachers observe key elements of teaching, including student engagement, lesson structure, use of formative assessments, and the implementation of classroom management strategies. The purpose of these walk-throughs is to gather real-time data on the effectiveness of instructional practices, ensuring that they align with the desired outcomes of the 43 elements.

Formal teacher evaluations in the seat-based school are continuously being improved, as needs are being identified through the HRS certification process. Currently, teachers are evaluated on communicating clear learning goals, assessment strategies, direct instruction practices/NASOT elements, practicing and deepening lessons, knowledge application strategies, student engagement, rules and procedures, classroom relationships, the communication of high expectations, and professional development. Other discussion points include teachers' professional development opportunities, participation in school-wide initiatives, and implementation of classroom management practices through Catalyst and Responsive Classroom.

At CCS's online school, summative evaluations are completed on a 3-year cycle and are conducted by the Online Director and the Associate Director. Each staff member completes a preliminary evaluation form, and then the staff member meets with the Director to discuss the evaluation together. Feedback is aimed at recognizing staff strengths and also offers constructive opportunities for growth.

Licensed staff are observed 3 times per year as a part of the CCS Q-Comp Program. The Q-Comp observation rubrics for the Online Program are based on the National Standard for Quality Online Teaching. Licensed staff demonstrate their progress toward mastering these standards by describing and providing various evidence for each standard to their Q-Comp Lead and/or peer reviewer.

All staff members participate in various professional development opportunities throughout the school year.

School Leadership Evaluation System

Overview

The Executive Director/Superintendent evaluates Directors (Principal Equivalents), Managers, and Coordinators twice annually. The Board evaluates the Executive Director using the same framework.

Evaluation Timeline

Mid-Year Cycle (November-December):

1. **Pre-Meeting:** Self-assessment and evidence portfolio submission
2. **Observation/Data Collection:** Direct observations, 360-feedback, metrics review, internal staff satisfaction surveys (Directors and Executive Director)
3. **Evaluation Meeting:** Review data, identify growth areas, draft 2-3 SMART goals
4. **Post-Meeting:** Finalize SMART goals with metrics and timelines

End-of-Year Cycle (May-June):

1. **Pre-Meeting:** SMART goal progress documentation
2. **Observation/Data Collection:** Goal-focused observations, annual data analysis, spring student/staff/community surveys
3. **Evaluation Meeting:** Goal achievement review, next year planning
4. **Post-Meeting:** Formal evaluation summary, compensation recommendations

Survey Components

- **Internal Staff Satisfaction Surveys:** Conducted mid-year for Directors and Executive Director positions
- **Annual Comprehensive Surveys:** Spring administration to students, staff, and community members

SMART Goal Framework

Goals must be Specific, Measurable, Achievable, Relevant, and Time-bound, with clear metrics and quarterly progress monitoring.

Example: "By June 2026, increase students meeting STAR reading benchmarks from 65% to 75% through structured literacy implementation."

Board Evaluation of Executive Director/Superintendent

November/December and May/June cycles include internal staff satisfaction data, board feedback, community input, authorizer relationship, strategic plan progress, and financial stewardship review.

Measures to Assess Instruction:

This school year, 2025-2026, CCS purchased a new data warehouse to support district-wide alignment of collecting, analyzing, interpreting, and acting upon data collected from various sources. One key measure that CCS looks at to assess instruction is universal screening data, specifically comparing fall to winter results, winter to spring results, and fall to spring data. Charts are created and staff look at growth that students made between screening windows. Focusing on growth allows staff to measure if their instructional practices and resources provided students with enough opportunities to make strides towards improvement in their personal learning.

Practices to Evaluate Curriculum:

During twice-monthly PLCs, staff frequently discuss curriculum in relation to the topic such as brain-based learning principles, unit planning, interdisciplinary units, and student achievement data. This year, each school is dedicating time to look at alignment with the READ Act in reading courses and how we can increase students' background knowledge and vocabulary skills, not only in reading, but in science, social studies, and electives, where vocabulary is important

but maybe not explicitly taught as it would be in a reading course. CCS Online has a focus group that is meeting weekly during Semester 1 to discuss the needs of their students and what access a curriculum and learning management system (LMS) are needed for successful implementation and instruction to occur.

CCS also uses quarterly data meetings to analyze screening data and compare it to classroom formative and summative assessments. Teachers, in collaboration with the Teaching and Learning Coordinator, are creating a yearly scope and sequence document to help with alignment both horizontally and vertically, between classrooms and grades.

V. Strategies for Improving Instruction and Student Achievement

List strategies for improving instruction, curriculum, and student outcomes for all students, with specific attention to English learners' English language development and, when possible, their native language development. Please note, this section should not include only information about English learners.

CCS' Prek-K in-person school adopted a new knowledge-building curriculum, *Fishtank Learning*, that was selected following the completion of the READ Act Professional Develop. Staff identified that this was a component that was previously lacking. Through this resource, teachers are able to better equip students with skills needed for the language comprehension strand of Scarborough's Reading Rope; background knowledge, vocabulary, language structure, verbal reasoning, and literacy knowledge. To support the implementation of the new curriculum and application of the Science of Reading evidence-based practices, teachers are participating in twice monthly PLCs where they are creating interdisciplinary unit maps that align with both the instructional model as well as to support the achievement of guaranteed and viable curriculum, HRS Level 3 certification requirements.

Teachers are currently in year two of the implementation of *SpringMath*, a Tier 1 daily math fluency intervention that increases students' fluency in math facts and procedures from Kindergarten through 8th grade.

Staff working in the K-12 online school are currently piloting a new LMS in 8th grade. The reason for the pilot is to evaluate course design for standards alignment and rigor. Weekly meetings are taking place with a curriculum team, composed of representatives from various subjects as well as interventionists.

All of the alignment, piloting, and new adoptions that CCS has implemented have originated from the need to improve instruction and meet the needs of all students. There was explicit training regarding the instruction of students with English as their second language in the READ Act Professional Development.

CCS' Executive Director, in collaboration with the Teaching and Learning Coordinator, submitted an application to the Minnesota Department of Education for the American Indian Parent Advisory Committee (AIPAC) that will start-up this year given the growing Indigenous student enrollment in the district.

VI. Equitable Distribution of Teachers

Describe how the school will check for and correct any inequities in teacher assignments, ensuring 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.

CCS maintains systematic processes to ensure all students have equitable access to experienced, licensed educators regardless of their background. Our commitment to educational equity ensures that students from low-income families, families of People of Color, and American Indian families receive instruction from highly qualified teachers at rates equal to or exceeding their peers.

Monitoring and Review Process:

Our administrative team conducts quarterly analyses of teacher assignments, comparing student demographic data with teacher qualifications to identify and address any disparities. The Teaching and Learning Coordinator partners with building directors to ensure our most experienced educators are strategically distributed across all classrooms and programs.

Strategic Staffing Approach:

We deliberately place our veteran teachers (100% with 3+ years experience) across all grade levels and programs serving diverse populations. Our Title I interventionists and special education staff, who represent 41% of teachers holding advanced degrees, provide direct instruction to students requiring additional support. This ensures students with the greatest needs learn from highly qualified professionals. Currently, 90% of our teachers work within their licensure areas, while the remaining 10% are actively pursuing additional endorsements to broaden their expertise.

Diversity Progress and Ongoing Development:

We've taken important first steps in increasing the racial and ethnic diversity of our teaching staff, growing from 0% to 2.7% diverse educators this year. Our comprehensive recruitment initiatives continue to expand, including:

- Partnerships with education programs at diverse institutions
- Active participation in minority educator recruitment events

- Mentorship programs to attract and retain educators from underrepresented backgrounds
- Our Family & Community Engagement Coordinators who strengthen connections with diverse communities, enhancing both recruitment efforts and cultural responsiveness throughout our educational programs

Staff Category	Licensed Educators (% of total)	3+ Years' Experience (% of total)	Working in Area of Licensure (% of total)	Advanced Degrees (% of total)	Racially / Ethnically Diverse (% of total)
Teachers	100%	100%	90%	41%	2.7%
Admin Staff	100%	50%	25%	75%	25%

VII. Education Effectiveness Practices

Outline practices that the school will implement to:

Combine high-quality, rigorous, accurate, antiracist, and culturally sustaining instruction, curriculum, and technology.

Examples may include data-driven instructional practices, job-embedded professional development, teacher evaluation system, multi-tiered systems of support, intervention, progress monitoring, Read Act implementation, social-emotional learning, Language Instruction Educational Program (LIEP) Plan, mission-specific student experiences, etc.

Create learning and work environments that respect, affirm, and integrate the cultural and community strengths of all students, families, and staff.

Examples for students and families may include classroom practices (e.g., incorporating students' cultural backgrounds into curriculum and instruction), school-family engagement, school-wide practices (e.g., providing professional development for staff on culturally responsive and sustaining practices), etc.

Examples for staff may include leadership and organizational commitment, recognizing and valuing the cultural strengths of staff, professional learning and reflection, inclusive and accessible language and communication norms, continuous improvement and accountability (e.g. climate surveys), etc.

Build a collaborative professional culture that supports and retains qualified, racially and ethnically diverse staff who are effective with diverse student populations.

Examples may include how the school hires and maintains teachers, recruitment and onboarding practices, mentorship and peer support, job-embedded professional development, teacher evaluation system, collaborative decision-making, workload equity, policies or initiatives focused on well-being and belonging, etc.

- Partial job-embedded CAREIALL training
 - Seatbased staff received an additional half-hour of prep time to complete their READ Act PD work, with the live sessions occurring monthly, at the end of the day
- District and school level MnMTSS Teams
 - The creation of the district MnMTSS occurred June 2025, with eight staff completing a six-day training with COMPASS
 - Completion of the SEMI-DLT
- Twice monthly all staff PLCs with topics of:
 - Brain-based learning
 - Best evidence-based practices
 - Connections to each schools' instructional models
 - Interdisciplinary unit mapping
 - Shifts in core standards and courses
 - Cultural responsive teaching practices
- Fishtank Learning ELA Curriculum for seatbased
 - Standards-aligned, thematic unit curriculum that is designed to engage student and build their knowledge through reading, writing, and critical thinking
 - Materials used are racial equitable and reflect diverse student experiences
- Hiring of math interventionist and additional part-time reading interventionist in the Online school
 - Identified through data dig last school year based on number of students needing support in closing gaps in foundational learning skills
- New leadership structure with top-down, bottom-up, side-to-side communication flows
 - January 2025, hiring of an Executive Director with the creation of a District Cabinet Team to support efficient communication flows
- Warm welcoming activities and optimistic closing for each meeting
 - Foster a positive and inclusive atmosphere for participants, increasing engagement, connection, and valuing staff
- EE student experiences
 - School forest on school property
 - MESS-I Project
 - Jeffers Foundation annual trainings
 - Solarium in the school building where students grow vegetables to eat at lunch, raise trout each spring, and grow various plants throughout the year

- Responsive Classroom, CARES, and FlyFive use in the seatbased school
 - Extensive training on student-centered, social and emotional framework for teaching and discipline that create safe, joyful, and engaging classrooms
 - CARES- five competencies that are the foundation of the FlyFive social and emotional learning curriculum that is used in Kindergarten through 8th grade (cooperation, assertiveness, responsibility, empathy, and self-control)
- Sourcewell Educator Summit
 - Yearly two-day conference hosted by the Regional Network, Sourcewell, to provide professional development to educators by learning from experts, networking with peers, and gain tools and strategies for the upcoming year
- Family and Community Engagement Coordinators
 - Dedicated staff who lead family and community initiatives to bridge communication and relationships between students, families, staff, the community, and other stakeholders

Instructional and Curriculum Practices:

- Continual development of a yearly scope and sequence for each grade level in the seatbased school
- Evidence-based teaching practices
- Structured Literacy instruction in grades K-4th, training for structured literacy is expected to occur during the 2026-2027 school year
- Synchronous components made available to students as needed
- Inquiry-based teaching in social studies and science

Culturally Sustaining Practices for Students and Families:

CCS's Family & Community Engagement Coordinators serve as cultural liaisons, building authentic relationships with families from diverse backgrounds. We provide translation services, flexible meeting schedules, and both virtual and in-person engagement options to remove participation barriers. Our curriculum incorporates diverse perspectives across all subjects, while Title I ensures equitable resource access. Student-led cultural celebrations and community partnerships create spaces where all 562 students see their identities reflected and valued.

Culturally Sustaining Practices for Staff:

Staff participate in quarterly cultural responsiveness training covering implicit bias, culturally relevant pedagogy, and trauma-informed practices. We analyze engagement patterns across student populations to inform professional development. Mentorship programs pair new educators with veteran staff who model inclusive practices. As we've grown staff diversity from 0% to 2.7%, these new voices help shape our professional culture and instructional approaches.

Strategies to Build a Collaborative Professional Culture:

Our District Leadership Team integrates Q-COMP, WBWF, and MnMTSS initiatives through cross-functional partnerships. The Teaching and Learning Coordinator facilitates professional learning communities for data analysis and strategy sharing. Common planning periods enable grade-level collaboration, while Directors (principal equivalent) Rose Bierce (Online) and Annette Klang (Seat-Based) lead monthly cross-program innovation sessions. Cabinet meetings model transparent decision-making with stakeholder input, balancing public celebration of achievements with individual coaching support.

Recruitment and Retention Strategies:

We recruit through partnerships with diverse education programs, minority educator job fairs, and our Family & Community Engagement Coordinators' networks. Our compensation restructuring (October board approval) ensures competitive salaries for coordinators, managers, and directors (principal equivalent).

With 100% of teachers having 3+ years experience, we maintain stability through tuition reimbursement for endorsements, clear advancement pathways, and strong mentorship. Our 110% budget position allows investment in reasonable class sizes, robust resources, and professional growth opportunities that honor educator voice in school decisions.

VIII. Annual Implementation Budget

Include an annual budget to support continued implementation of the CACR plan.

FY 26 Budget Summary:

CCS maintains exceptional financial health through October 2025. October actuals demonstrate \$463,157 year-to-date net income with a robust \$3.13M fund balance, representing 36.1% of expenditures—significantly exceeding best practice minimums. Current enrollment (110.6% of budgeted ADM) drives strong revenue performance while strategic investments support growth toward 600+ students.

CACR implementation receives dedicated funding through Title I allocations, intervention staffing, MnMTSS framework adoption, and comprehensive professional development. Investment priorities include reading interventionist positions, math intervention resources, universal screening tools, and structured literacy training—all directly supporting CACR goals.

Staffing:

Our FY26 budget allocates approximately 65% of expenditures to personnel, supporting competitive salaries and the board-approved compensation restructuring for administrative positions. We've funded additional reading and math interventionist positions, maintained our special education staffing at 41% with advanced degrees, and added Family & Community

Engagement Coordinators to strengthen community connections. Title I funding supports targeted intervention specialists working directly with students requiring additional support. Budget includes provisions for substitute coverage to enable professional development participation and collaborative planning time.

Professional Development:

We've allocated \$85,000 for comprehensive professional development, including structured literacy training for all K-5 teachers, MnMTSS implementation workshops, and cultural responsiveness sessions. Q-COMP funding supplements these investments, supporting peer observations, professional learning communities, and teacher leadership development. Additional resources support conference attendance, bringing total professional development investment to approximately 2% of our operating budget. Quarterly data review sessions and monthly cross-program collaboration meetings are funded through regular staffing allocations.

Curriculum/Instructional Materials:

FY26 includes \$120,000 for curriculum updates aligned with CACR requirements, including new structured literacy materials, updated math intervention resources, and universal screening tools for benchmark assessments. Technology investments support both seat-based and online programs, ensuring equitable access across delivery models. We've budgeted for consumable materials, digital licenses, and supplementary resources that support differentiated instruction. Library media updates and culturally diverse texts receive dedicated funding to ensure representation across our collections.

Program Support:

Beyond direct instruction, we've allocated resources for transportation services, nutrition programs, and extracurricular activities that remove barriers to participation. Technology infrastructure receives ongoing investment to support our online program and 1:1 device initiatives. Mental health support services, including counseling and social work positions, are fully funded. Facilities maintenance and improvements ensure safe, welcoming learning environments. Our strong fund balance allows for strategic initiatives and unexpected needs while maintaining fiscal responsibility for long-term sustainability.

IX. Materials, Practices, and Curriculum

Provide a list of recommended and required resources, sample curricula, and teaching practices for Grades K-12 that reflect Minnesota's diversity accurately.

Required Curricular Materials and Sources

- UFLI
- Heggerty

- Fishtank
- GreatMinds- Eureka2
- Discovery Education
- FOSS
- OpenSciEd
- Edgenuity
- Canvas
- Flexpoint

Other Resources Available to Teachers:

- IXL
- ReadNaturally
- Groves Learning

Professional Development on Instructional Skills:

- Responsive Classroom webinars and one-day trainings
- Catalyst
 - Keeping them in the classroom
 - Leadership
- CAREIALL (READ Act PD)
- Structured Literacy Paraprofessional Training
- PLC time

X. Plan Review and Continuous Improvement

Outline how the CACR Strategic Plan will be reviewed annually and updated. Please note that CACR statute requires that schools create an advisory committee that reflects the diversity of the school to ensure active community participation in planning and improving instruction and curriculum.

Annual Review Date(s):

- Quarterly reviews: October, January, April, and June
- Comprehensive annual review: June Board Meeting
- Community stakeholder input session: May (prior to annual review)

Responsible Team or Committee:

The CACR Advisory Committee consists of:

- Executive Director/Superintendent (Committee Chair)
- Teaching and Learning Coordinator
- Seat-Based Director (Principal Equivalent)
- Online Director (Principal Equivalent)

- Two teacher representatives (one from each program)
- Special Education Coordinator
- Family & Community Engagement Coordinators
- Two parent representatives (one from each program)
- One community member
- One student representative (grades 9-12)
- Board liaison (non-voting member)

The District MnMTSS Leadership Team supports data analysis and provides quarterly progress reports to the Advisory Committee.

Process for Board Review and Community Engagement:

Quarterly Process: The CACR Advisory Committee conducts quarterly data reviews examining universal screening results, MCA performance trends, and progress toward contract goals. These findings are presented to the Board during regular meetings with opportunities for public comment.

Annual Review Process: Each May, the Advisory Committee hosts a community stakeholder session to gather input on CACR implementation. Feedback is collected through surveys (available in multiple languages), focus groups, and public forums. The Teaching and Learning Coordinator synthesizes this input with annual achievement data, creating a comprehensive report for the June Board meeting.

The Board reviews and approves any strategic plan modifications at a public meeting, ensuring transparency and community involvement. Updates incorporate:

- Student achievement data analysis (STAR, Fastbridge, MCA results)
- Progress toward authorizer contract goals
- Community and family survey results
- Staff retention and diversity metrics
- Budget allocation effectiveness
- Curriculum and instruction effectiveness reviews

All plan modifications are communicated to stakeholders through multiple channels: the school website, parent communication platforms, and the Annual Report. The updated plan guides budget development for the following fiscal year, ensuring resources align with identified improvement priorities.