

Oshkiogimaag Charter School

Adopted by the Oshki Ogimaag Charter School board at a public meeting on June 24, 2026.



Comprehensive Achievement & Civic Readiness Plan

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I. Introduction

The mission of Oshki Ogimaag Community school is to create a learning environment of excellence based on traditional teachings. Rooted in Anishinaabe language and culture, we will prepare students through hands-on community-based projects to be lifelong learners that reach their personal and academic potential; preserve the Anishinaabe language and culture; and contribute to the wellness of future generations. We currently serve approximately 20 students from Grand Portage in grades K-5. We seek to guarantee the future of Anishinaabemowin, cultural knowledge, values and history to sustain and empower our elders, family and youth. Upon graduation students will have academic competence, positive leadership skills, and social self-sufficiency. Oshki Ogimaag offers a comprehensive instructional program that integrates rigorous academics, cultural relevance, and social-emotional development.

II. District and School Site Goals and Benchmarks

1. The aggregate percentage of students who complete early childhood screening prior to the first day of school will be at least 80%.
2. For each contract year, the percentage of students below the 85th percentile showing percentile rank growth in Reading as assessed by FastBridge or MCA assessments (from fall-spring or year-to-year, as applicable) will be greater than 70%.
3. For each contract year, 90% of participating students will report a strong or increased sense of cultural awareness, belonging, and identity as measured by pre/post surveys. Surveys will be conducted at the beginning and end of each school year. Support for this goal will be integrated into activities developed and coordinated by OOCS and may be delivered in collaboration with community resources.
4. For each contract year, the percentage of students at or above reading proficiency as measured by FastBridge or MCA assessments (as applicable) by the spring assessment will increase over the previous year or be at least 60%
5. For each contract year, 90% of OOCS students will demonstrate an understanding of the seven Anishinaabe Wisdom Teachings and how they contribute to personal wellness and healthy relationships and communities. Evidence will be age-appropriate and integrated with the school's on-going support for student wellness, documented through artifacts and/or presentations shared with parents and community members.

III. Assessing Student Progress and Instructional Strengths

Oshki Ogimaag uses a multi-tiered process to assess and evaluate student learning and growth. Our assessments are aligned to Minnesota state standards and support both instructional decision-making and overall program evaluation.

Teachers use formative assessments, classroom observations, and student work analysis to monitor learning in real-time and guide instructional adjustments.

Benchmark assessments, including FastBridge and easyCBM, are administered three times per year in reading and math to track student growth and identify students needing intervention or enrichment.

In addition to local assessments, all students in Grades 3-5 participate in the Minnesota Comprehensive Assessments (MCAs) annually to evaluate proficiency in reading, math, and science (Grade 5), as required by the state.

Students are also screened using CAPTI ReadBasix for dyslexia indicators.

Assessment results are reviewed in collaborative teacher teams, supporting data-driven instructional planning and intervention. Families receive regular updates on student progress through conferences, progress reports, and formal reports of benchmark and state assessment results.

Student growth is evaluated not only academically but holistically, with cultural learning and social-emotional development considered as essential aspects of student success.

Gifted/Talented Identification Process:

- Students are identified for gifted and talented programming using multiple criteria, including:
- Academic performance on state and local assessments (e.g., MCA FastBridge data).
- Teacher and family referrals, based on observations of advanced learning needs.
- Review of student work, portfolios, and problem-solving abilities.
- A qualified school committee of the director and at least one teacher will examine the above evidence and communicate a written referral to the student's parent or guardian.
- OOCS allows early admission to kindergarten for children whose fifth birthday falls between September 2 and December 31. The process requires a formal application, DIAL-4 developmental screening in March, and a classroom observation in April.
- OOCS does not have a formal, generalized district-wide early entrance policy or assessment process specified for first grade.

Description of Accelerated Instruction:

The school provides accelerated learning opportunities through flexible grouping, enrichment clusters, project-based learning, and grade-level advancement as appropriate. Students identified by teachers or family as gifted and talented receive personalized learning plans to ensure they are challenged and supported.

IV. Curriculum and Instruction Review System

The Oshki Ogimaag Teacher Development and Evaluation (TDE) model is designed to develop, improve, and support qualified teachers, strengthen instructional practices, and improve student learning and success. The model also ensures all students have equitable access to effective and diverse teachers, and aligns with Minnesota Statutes and the Minnesota Standards of Effective Practice.

Oshki Ogimaag uses the Danielson Framework for Teaching, aligned with the Minnesota Standards of Effective Practice. Current evaluation rubrics created from this framework are included, and will be revised as necessary to meet the school's identified needs, goals, and priorities.

Oshki Ogimaag use a **three-year review cycle** for all teachers.:

Year 1	Year 2	Year 3
Director Formal Summative Evaluation:	Peer Evaluation: Teachers will participate in peer evaluations	Director Formal Summative Evaluation:

Individual Growth and Development Plan (IGDP)

Each teacher will maintain an Individual Growth and Development Plan that is updated annually and integrated into the evaluation cycle. The plan will be aligned with Danielson Framework and Minnesota Standards of Effective Practice. The framework incorporates culturally responsive teaching practices and equitable instructional strategies. Oshki Ogimaag evaluates instructional effectiveness through ongoing classroom observations, regular feedback cycles, and collaboration in Professional Learning Communities (PLCs). The Executive Director conducts both formal and informal observations, followed by timely, actionable feedback and coaching to support instructional growth. Peer observations and collaborative planning further strengthen instructional practices.

PLCs meet regularly to analyze student data, review student work, and reflect on instructional strategies. These collaborative sessions allow teachers to identify challenges and share best practices, ensuring consistent, high-quality instruction. As we implement our core curricula through Open-Up Resources, our focus is on supporting teachers through targeted professional development, resource sharing, and ongoing coaching. Leadership regularly gathers teacher input to identify needed supports, adapting training and resources to ensure successful curriculum implementation and student outcomes.

This continuous improvement process—grounded in observation, collaboration, and responsive support—ensures that both instruction and curriculum are effectively delivered and aligned to our school's academic goals and mission

Instructional Strengths/Needs Review:

The academic leadership team reviews student data at least three times per year to evaluate instructional effectiveness. Strengths and weaknesses in curriculum and instruction are identified through data analysis, classroom observations, and staff input. The goal is to ensure all students are on track for college, career, and civic readiness.

Curriculum effectiveness is reviewed annually using:

- Alignment checks with Minnesota Academic Standards and benchmarks.
- Review of instructional materials for cultural accuracy, rigor, and inclusivity.
- Examination of student performance trends and achievement gaps.
- Collaboration with teachers to identify best practices and necessary adjustments.

V. Strategies for Improving Instruction and Student Achievement

Improving instruction and student achievement is central to OOCS's mission. This section outlines the strategies our school will use to strengthen teaching practices, enhance curriculum, and ensure that every student, regardless of background, has equitable access to high-quality learning opportunities. These strategies are data-driven, culturally responsive, and designed to support both academic growth and social-emotional development, with particular attention to the language development and academic success of English learners while meeting the needs of all students.

Strategies include:

- Expand multi-tiered systems of support (MTSS) to provide early intervention for struggling learners.
- Implement ongoing, job-embedded professional development focusing on culturally responsive teaching strategies and differentiated instruction.
- Strengthen English learner (EL) supports, including targeted English language development and, where feasible, native language support.
- Increase opportunities for experiential and project-based learning that connects academic content to real-world applications.
- Use data from assessments and progress monitoring to adjust instruction and provide targeted enrichment or remediation.

VI. Equitable Distribution of Teachers

OOCS geographic location typically recruits educators from a 50 mile radius. We are a small community of 600 residents. It is essential that our educators are qualified, experienced and culturally competent. Oshkiogimaag's goal is to recruit, develop and retain licensed high quality teachers:

- Teachers continue to develop as educators through our weekly professional learning communities (PLC) work that focuses on planning and instruction.
- The Director and office manager assists in making sure teachers are properly licensed. The Director annually reviews teacher licensure and experience. The director and office manager maintain files, track training, professional development and assist teachers and paraprofessionals in maintaining proper licensure.
- In addition, OOCS has invested in a "grow your own," offering a scholarship to promising staff and encouraging them to enroll in education programs.

- Beginning in 2026, OPCS teachers and paraprofessionals are encouraged to enroll in a 3 month intensive Ojibwe Language and Culture Summer Immersion program. 75% of our teachers have completed the program.

VII Strong School and Board Leadership: Oversight

Oshkiogimaag school board and school leadership is committed to excellence in education and fully committed to their governance/leadership roles and responsibilities.

Actions	Outcomes
Provide ongoing training and development of school and board leadership	Train and educate school board leadership with key competencies and focus area of charter school leadership
School board members commit to a vision of high expectations for student achievement and quality instruction	School board members establish a collaborative process to monitor Exhibit G, H and S.
School board members implement and monitor performance evaluation of school leadership.	Implement regular school leadership performance reviews and assessments on a consistent basis
School board will monitor progress towards its contractual Contract	School board members and school leadership review and goals with the Authorizer. monitor its contractual obligations on a yearly basis.

VIII. Education Effectiveness Practices

Oshki Ogimaag has implemented the following practices to achieve an inclusive and effective educational environment and workplace.

Instructional and Curriculum Practices:

- Implement evidence-based instructional strategies, such as explicit teaching of academic vocabulary, collaborative learning, and culturally relevant pedagogy.
- Use technology to support personalized learning and real-time progress monitoring.
- Review existing curriculum for bias, omissions, or stereotypes and replace materials with accurate, inclusive content.
- Align content with students' cultural experiences by incorporating texts, authors, and historical figures from a variety of racial and ethnic backgrounds.
- Use high-level, critical thinking tasks that connect academic concepts to real-world social issues.
- Engage students in problem-based learning that addresses local or global challenges, encouraging civic responsibility and empathy.
- Create safe spaces for dialogue about race, identity, and equity, ensuring students see these conversations as integral to learning.

Validate students' home languages and cultures by integrating them into lessons.

- Train teachers on antiracist pedagogy, culturally sustaining practices, and how to recognize implicit bias in teaching and materials.
- Provide teachers with diverse curricular resources and time to collaborate on lesson redesigns.

Culturally Sustaining Practices for Students and Families:

- Incorporate students' cultural backgrounds and home languages into lessons and school events.
- Host multicultural family engagement nights and community dialogues.
- Create opportunities for students to share their cultural traditions and perspectives within the classroom.

Culturally Sustaining Practices for Staff:

- Offer professional development on implicit bias, cultural awareness, and antiracist practices.
- Recognize and celebrate the cultural strengths and contributions of all staff.

Strategies to Build a Collaborative Professional Culture:

- Implement professional learning communities (PLCs) to promote collaboration and shared problem-solving.
- Encourage teacher leadership and shared decision-making in school improvement initiatives.

Recruitment and Retention Strategies:

- Develop partnerships with teacher preparation programs that prioritize diverse candidate pipelines.
- Provide competitive compensation and recognition programs for outstanding teaching.
- Offer leadership development opportunities and pathways for advancement for staff of color and other underrepresented groups.

IX. Annual Implementation Budget**Fiscal Year 2026-2027 Budget Summary:**

- Instructional Staffing: \$290,000
- Professional Development Expenses: \$4,000
- Curriculum/Instructional Materials: \$10,000

X. Materials, Practices, and Curriculum

Oshki Ogimaa's core curriculum uses Open-Up Resources for both literacy and mathematics.

In literacy, we've implemented Open-Up Resources EL Education K-5, the only MDE-approved comprehensive literacy curriculum. Fully aligned to state standards, EL Education offers a balanced, integrated approach that combines knowledge-building, foundational reading skills, writing, vocabulary, and oral language development. Students engage with high-quality, culturally diverse texts across science, social studies, and literature, supporting both depth of content and breadth of genre. The three-module structure each year allows deep exploration of essential topics, while daily skills blocks ensure systematic phonics and foundational literacy instruction.

In mathematics, Open-Up Resources K-5 Math provides a coherent, problem-based program. The curriculum emphasizes conceptual understanding, procedural skill, and real-world application, guiding students through progressively complex mathematical concepts while ensuring consistent grade-level alignment to Minnesota standards.

Our instructional program extends beyond core academics. All students receive direct Ojibwe language instruction and participate in seasonal cultural teachings tied to the Anishinaabe calendar, embedding Indigenous knowledge and cultural identity development within their academic experience.

We also implement Responsive Classroom practices to promote social-emotional learning and culturally responsive teaching, ensuring that academic rigor is supported by a nurturing, community-centered environment.

XI. Plan Review and Continuous Improvement

Annual Review Date(s): June 24, 2026

Responsible Team or Committee: Parent Advisory Committee

Process for Board Review and Community Engagement:

A review of progress against this plan will be part of the school's Annual Meeting held each spring. Feedback will be incorporated into future planning and approved by the board at a subsequent meeting.