**Osprey Wilds Environmental Learning Center**

**FY20 World’s Best Workforce & Annual Report Template**

**The Annual Report primarily serves to inform the public and your school community about your school, your successes, and your opportunities for growth.** The Annual Report is also a key data source used by Osprey Wilds Environmental Learning Center (Osprey Wilds) to gather information on school performance. This document provides guidance to schools authorized by Osprey Wilds regarding completion of the required Annual Report. Schools that follow this guidance template will:

* Meet statutory requirements for the Annual Report;
* Facilitate gathering of information for Osprey Wilds; and
* Provide essential information to the public and your school community.

These guidelines also address the requirements for a World’s Best Workforce (WBWF) Annual Report, assuming that you are creating one report that meets both the charter school annual report requirement outlined in MN Stat. 124E and the WBWF annual report requirements outlined in MN Stat. 120B.11. MDE also issues [guidance for the WBWF Summary Report](http://education.state.mn.us/MDE/dse/wbwf/) that must be submitted to the commissioner.

Important:

* The annual report must be approved by your board of directors prior to issuing the report to Osprey Wilds and your school community.
* The approved annual report must be submitted to Osprey Wilds by November 1, 2020.
* The school must submit a ***summary report*** of the WBWF report to the commissioner of MDE according to MDE specifications, likely by December 15, 2020.
* The final annual report (and WBWF report) must be posted to the school website and distributed to school employees and parents by November 1, 2020.

**New in FY20**:

* Accountability data from ACCESS, MCA, and MTAS was disrupted in FY20 due to COVID-19 related school closures and implementation of distance learning, and many schools were unable to conduct spring administrations of school administered testing. As a result, data routinely required in the school’s annual report will be unavailable. Osprey Wilds understands that data may not be available, but still expects that contractual goals be included in the annual report, and for those where data is unavailable, the school will report that results were not able to be collected based on the implementation of distance learning. The school should, however, report all data that is reportable.
* Sections of the annual report have been added to include an explanation of the distance learning plan developed by the school, reflection on its administration and impact, as well as key points of learning that would guide implementation of future distance learning periods.

Tips:

* Notes from Osprey Wilds are in italics – remember to delete after completing each section.
* Remember that Osprey Wilds is not the only audience for this report. Present information without excessive jargon and “spell out” acronyms the first time they are used.
* Directly report your school’s performance on contractual goals and provide academic performance data beyond state testing data – tell the complete story.
* Share specific successes and challenges of your past year.
* Use graphs and charts along with narrative to share information – provide context.
* Focus on performance from the immediate past school year. Include additional years’ data to illuminate relevant trends.
* Include key information in the narrative. Avoid appendices. If used, they should supplement the main story, not tell the main story.
* Use photos and other visuals to enhance your report.
* Suggested length: 30-60 pages (not too long, but not too short).
* Do **NOT** provide personal performance evaluation information on individual staff members or students.
* Ask someone who didn’t write the report to edit it for clarity, brevity, and repetition.
* Re-read what you copy and paste from year to year. Is it still relevant? Does it make sense in the current context of your school? If not, revise appropriately.

**Statutory Information Regarding the Charter School Annual Report**

124E.16, Subd. 2 includes the following requirements:

*A charter school must publish an annual report approved by the board of directors. The annual report must at least include information on:*

* ***School enrollment,***
* ***Student attrition,***
* ***Governance and management,***
* ***Staffing,***
* ***Finances,***
* ***Academic performance,***
* ***Innovative practices and implementation, and***
* ***Future plans.***

*A charter school may combine this report with the reporting required under section 120B.11 governing the world’s best workforce. A charter school must post the annual report on the school's official Web site. A charter school also must distribute the annual report by publication, mail, or electronic means to its authorizer, school employees, and parents and legal guardians of students enrolled in the charter school. The reports are public data under chapter 13.*

In addition, 124E.07, Subd. 7 requires information regarding training attended by each school board member, specifically:

*The school shall include in its annual report the training each board member attended during the previous year.*

Finally, 124E.12, Subd. 2 requires information regarding the professional development of non-licensed schools administrators, specifically:

*The board of directors and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall develop a professional development plan. The school’s annual report must include public personnel information documenting the professional development plan.*

**Statutory Information Regarding the World’s Best Workforce Annual Report**

120B.11, Subd. 2 includes the following requirements for the development of a WBWF Plan:

*Adopting plans and budgets. A school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes:*

1. *clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2);*
2. *a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students to participate in gifted and talented programs and accelerate their instruction, and adopt early-admission procedures consistent with section 120B.15, and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;*
3. *a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations under section 123B.147, subdivision 3, students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under section 120B.35, subdivision 3, paragraph (b), clause (2), and teacher evaluations under section 122A.40, subdivision 8, or 122A.41, subdivision 5;*
4. *strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;*
5. *a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;*
6. *education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and*
7. *an annual budget for continuing to implement the district plan.*

Subd. 5 includes the following requirements for reporting on the WBWF Plan:

*Report. Consistent with requirements for school performance reports under section 120B.36, subdivision 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the district Web site. The school board shall hold an annual public meeting to review, and revise where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency, and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the commissioner in the form and manner the commissioner determines.*

Subd. 7 includes additional requirements:

*Periodic report. Each school district shall periodically survey affected constituencies, in their native languages where appropriate, about their connection to and level of satisfaction with school. The district shall include the results of this evaluation in the summary report required under subdivision 5.*

For more information on World’s Best Workforce requirements, visit <http://education.state.mn.us/MDE/SchSup/WorldsBestWorkforce/index.html>

*SAMPLE ANNUAL REPORT COVER PAGE*

*Opportunity to create a creative cover with compelling images of your school and/or your school logo.*

NAME OF SCHOOL

PUBLIC CHARTER SCHOOL DISTRICT #4XXX

SCHOOL YEAR 2019-2020

WORLD’S BEST WORKFORCE & ANNUAL REPORT**Table of Contents**

*Suggested order and headings. Add page numbers next to each section.*

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**1. School Information**

**Contact Information**

*Address*

*Phone*

*Email Address*

*Website*

**Grades Served**

**Year Opened**

**Mission and Vision**

**Authorizer Information**

*You may want to include a brief narrative about the authorizer/school relationship – when the relationship started, the term of the current contract, and other relevant information.*

The authorizing mission of Osprey Wilds 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 Osprey Wilds 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.

Erin Anderson, Director of Charter School Authorizing

Osprey Wilds Environmental Learning Center

Charter School Division

1730 New Brighton Blvd

Suite 104, PMB 196

Minneapolis, MN 55413

(612) 331-4181

[www.auduboncharterschools.org](http://www.auduboncharterschools.org)

**2. Implementation of Primary and Additional Statutory Purposes**

*Describe the statutory purposes of the school (see 124E.01) as presented in the charter contract.* ***Include a description*** *of how the school implements the:*

* *Primary purpose to improve all pupil learning and all student achievement;*
* *Additional purposes identified in the charter contract.*

**3. Student Enrollment & Demographics**

**STUDENT ENROLLMENT**

*Provide a brief narrative discussing enrollment trends, anticipated enrollment, or other relevant enrollment information.*

*Complete the table below, deleting grade level rows that are not relevant.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Number of Students Enrolled** | **2018-19** | **2019-20** | **2020-21 (est.)** |
| Preschool or PreK |  |  |  |
| Kindergarten |  |  |  |
| 1st Grade |  |  |  |
| 2nd Grade |  |  |  |
| 3rd Grade |  |  |  |
| 4th Grade |  |  |  |
| 5th Grade |  |  |  |
| 6th Grade |  |  |  |
| 7th Grade |  |  |  |
| 8th Grade |  |  |  |
| 9th Grade |  |  |  |
| 10th Grade |  |  |  |
| 11th Grade |  |  |  |
| 12th Grade |  |  |  |
| **Total** |  |  |  |
| **Total ADM (Average Daily Membership) for year** |  |  |  |

**STUDENT DEMOGRAPHICS**

*Provide a brief narrative regarding demographic trends.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Demographic Trends** | **2018-19** | **2019-20** | **2020-21 (est.)** |
| Total Enrollment |  |  |  |
| Male |  |  |  |
| Female |  |  |  |
| Special Education |  |  |  |
| English Learners |  |  |  |
| Free/Reduced Priced Lunch |  |  |  |
| Black, not of Hispanic Origin |  |  |  |
| Hispanic/Latino |  |  |  |
| Asian/Pacific Islander |  |  |  |
| American Indian/Alaskan Native |  |  |  |
| White, not of Hispanic Origin |  |  |  |

**4. Student Attendance, Attrition & Mobility**

**STUDENT ATTENDANCE**

*Provide a brief narrative discussing trends in attendance rates.*

*If your school serves a highly at-risk population (i.e., former dropout students, “over-aged/under-credited” students), you may consider providing additional data, such as percentage of students with attendance above 90%, percent, increase of student attendance rate from prior school, or other data that provides a more complete picture.*

*If attendance has not met your school’s goals or expectations, include the strategies the school is implementing to improve student attendance.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2017-18** | **2018-19** | **2019-20** |
| **Overall Student Attendance Rate** |  |  |  |

**STUDENT ATTRITION**

*There is no guidance in statute or from MDE regarding what is meant by student attrition. The following are possible approaches suggested by Osprey Wilds, as we believe this information is valuable for the school, the authorizer, and the community. Essentially, we believe that it is useful to understand if students are staying at your school year after year. You may consider using one or all of these approaches or another approach that effectively tells the story.*

*Provide a brief narrative discussing attrition rates, which arguably could be called “retention rates” as opposed to “attrition rates.” If you have multiple years of data, discuss trends.*

|  |  |
| --- | --- |
| **Percentage of students\* who were continuously enrolled between October 1 of the 2018-2019 school year and October 1 of the 2019-20 school year.** |  |

*\*Do not include graduating students or those who have completed your school program, i.e., if your school is K-6, do not include students who have completed 6th grade.*

|  |  |
| --- | --- |
| **Percentage of students\* who continued enrollment in the school from Spring 2019 to October 1, 2019.** |  |

*\*Do not include graduating students or those who have completed your school program, i.e., if your school is K-6, do not include students who have completed 6th grade.*

**STUDENT MOBILITY**

*MDE provides data regarding student mobility within a given school year, in other words, the number and percentage of transfers in and out of your school. This data can be found at:* [*Student Mobility*](https://public.education.mn.gov/MDEAnalytics/DataTopic.jsp?TOPICID=2)*. MDE > Data Center > Data Reports and Analytics > Student Data > Student > Category: Mobility. (Please note, this data is one year behind in terms of its availability.) You may also present information from your student reporting system that documents the percentage of students who were enrolled for 95% or more of the school year. These data points help readers of your annual report understand if you worked with a number of different students during the course of one school year (a highly mobile population) or if you had a very stable student population during the school year. You may consider presenting data for multiple years:*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Summer Transfers In** | **Number of students on Oct. 1** | **Mid-year Transfers In** | **Mid-year Transfers Out** | **Total Mid-year Transfers** | **Mobility Index\* *(as a percent)*** |
| **2016-17** |  |  |  |  |  |  |
| **2017-18** |  |  |  |  |  |  |
| **2018-19** |  |  |  |  |  |  |

\* Total mid-year transfers divided by number of students on October 1.

*Provide a brief narrative discussing these rates, including the trends over the past two-three years.*

|  |  |
| --- | --- |
| **Percentage of students who were enrolled for 95% or more of the 2019-20 school year.** |  |

*Provide a brief narrative discussing these rates, including the trends over the past two-three years if that data is available.*

**5. Educational Approach & Curriculum**

*Provide a narrative regarding the school’s educational approach and curriculum. Address:*

* *The school’s key pedagogical approaches and their alignment to the school mission;*
* *The instructional program and curriculum. Explain the breadth and depth of the curriculum and its alignment to state standards and school mission;*
* *Remediation and acceleration practices or programming;*
* *The special education program;*
* *The English Learner program;*
* *Pre-school program (if applicable);*
* *After school and/or summer programs (If applicable);*
* *How the school is staffed to meet its educational mission;*
* *The school’s graduation requirements (if applicable); and*
* *The school calendar and daily schedule that includes the total number of instructional days or minutes.*

**6. Innovative Practices & Implementation**

*Provide a narrative regarding the school’s innovative practices and implementation. Information should address the following:*

* *Innovative or unique aspects of the school, especially as they relate to the school mission;*
* *Key successes from past school year;*
* *Key challenges from past school year;*
* *The plan to address challenges; and*
* *Highlights of the school’s strategic plan. (Do not include the entire plan in this section, although it may be attached as an appendix.)*

**7. Academic Performance: Goals & Benchmarks**

*This area of your report should be the most robust and comprehensive – the purpose of your school is to educate students, and this is your opportunity to report on those results in a comprehensive way. This is your opportunity to tell your story and back it up with data.* ***You must provide data on all locally administered assessments or measures. Include data beyond the basic state testing information that is published by newspapers.***

**Progress on Osprey Wilds Contractual Academic Goals & WBWF Alignment**

*Summary Narrative: Provide two or three paragraphs describing the school’s performance on Osprey Wilds contractual goals. Highlight strengths, provide reasoning why goals may not have been met, and describe any plans for improvement in areas in which goals were not met.*

**World’s Best Workforce (WBWF) Goal Areas:**

* **Ready for Kindergarten [R4K]:** All students are ready for kindergarten.
* **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.
* **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
* **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.
* **Graduate from High School [GRAD]:** All students graduate from high school.

**Indicator 1: Mission Related Outcomes**

**Goal:** *copy/paste Mission Related goal and key measures here.*

**WBWF Goal Areas Addressed by this Goal:** *Identify the WBWF goal areas that are addressed by this contractual goal.*

**Key Measures & Results for this Goal:** *Provide data and an analysis of the school’s performance on this goal, addressing key measures.*

**Indicator 2: English Language Learners**

**Goal:** *copy/paste English Language Learners goal and key measures here.*

**WBWF Goal Areas Addressed by this Goal:** *Identify the WBWF goal areas that are addressed by this contractual goal.*

**Key Measures & Results for this Goal:** *Provide data and an analysis of the school’s performance on this goal, addressing key measures.*

**Provide relevant ACCESS data for your school. NOTE THAT THIS MAY NOT BE AVAILABLE FOR FY20.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Percentage of students making progress towards English Language Proficiency** | **School** | **State Target** |  | **The average progress students made towards their individual targets** | **School** |
| **2019-20** | XX.XX% | 46.% |  | **2019-20** | XX |

*Provide a narrative explanation and analysis of your school’s ACCESS data.*

**Indicator 3: Reading Growth**

**Goal:** *copy/paste Reading Growth goal and key measures here.*

**WBWF Goal Areas Addressed by this Goal:** *Identify the WBWF goal areas that are addressed by this contractual goal.*

**Key Measures & Results for this Goal:** *Provide data and an analysis of the school’s performance on this goal, addressing key measures. Note that state accountability data, as well as locally administered assessment data may not be available. Report this in the results section.*

**Indicator 4: Math Growth**

**Goal:** *copy/paste Math Growth goal and key measures here.*

**WBWF Goal Areas Addressed by this Goal:** *Identify the WBWF goal areas that are addressed by this contractual goal.*

**Key Measures & Results for this Goal:** *Provide data and an analysis of the school’s performance on this goal, addressing key measures. Note that state accountability data, as well as locally administered assessment data may not be available. Report this in the results section.*

**Indicator 5: Reading Proficiency**

**Goal:** *copy/paste Reading Proficiency goal and key measures here.*

**WBWF Goal Areas Addressed by this Goal:** *Identify the WBWF goal areas that are addressed by this contractual goal.*

**Key Measures & Results for this Goal:** *Provide data and an analysis of the school’s performance on this goal, addressing key measures.*

*Note that state accountability data, as well as locally administered assessment data may not be available. Report this in the results section.*

**Indicator 6: Math Proficiency**

**Goal:** *copy/paste Math Proficiency goal and key measures here.*

**WBWF Goal Areas Addressed by this Goal:** *Identify the WBWF goal areas that are addressed by this contractual goal.*

**Key Measures & Results for this Goal:** *Provide data and an analysis of the school’s performance on this goal, addressing key measures. Note that state accountability data, as well as locally administered assessment data may not be available. Report this in the results section.*

**Indicator 7: Science Proficiency (and Growth)**

**Goal:** *copy/paste Science Proficiency/Growth goal and key measures here.*

**WBWF Goal Areas Addressed by this Goal:** *Identify the WBWF goal areas that are addressed by this contractual goal.*

**Key Measures & Results for this Goal:** *Provide data and an analysis of the school’s performance on this goal, addressing key measures. Note that state accountability data, as well as locally administered assessment data may not be available. Report this in the results section.*

**Indicator 8: Proficiency or Growth in Other Curricular Areas or Educational Programs**

**Goal:** *copy/paste Proficiency/Growth in Other Curricular Areas/Ed. Programs goal and key measures here.*

**WBWF Goal Areas Addressed by this Goal:** *Identify the WBWF goal areas that are addressed by this contractual goal.*

**Key Measures & Results for this Goal:** *Provide data and an analysis of the school’s performance on this goal, addressing key measures. Note that state accountability data, as well as locally administered assessment data may not be available. Report this in the results section.*

**Indicator 9: Post Secondary Readiness**

**Goal:** *copy/paste Post Secondary Readiness goal and key measures here.*

**WBWF Goal Areas Addressed by this Goal:** *Identify the WBWF goal areas that are addressed by this contractual goal.*

**Key Measures & Results for this Goal:** *Provide data and an analysis of the school’s performance on this goal, addressing key measures. Note that state accountability data, as well as locally administered assessment data may not be available. Report this in the results section.*

**Indicator 10: Attendance**

**Goal:** *copy/paste Attendance goal and key measures here.*

**WBWF Goal Areas Addressed by this Goal:** *Identify the WBWF goal areas that are addressed by this contractual goal.*

**Key Measures & Results for this Goal:** *Provide data and an analysis of the school’s performance on this goal, addressing key measures.*

**Federal and State Accountability**

*Provide a narrative summary of the school’s WBWF goals, the strategies and initiatives that the school used to meet the goals, and subsequent progress on those goals.*

**World’s Best Workforce:** *MDE will provide World’s Best Workforce data profiles. Schools should provide a summary of the World’s Best Workforce data profile including:*

* *3rd grade reading scores*
* *8th grade math scores*
* *Achievement gap data*
* *Graduation rates*
* *Teacher equity data*

**High Quality Charter School Status:** *For the purposes of the Federal Charter School Program (CSP) replication/significant expansion grant, MDE identifies Charter Schools that qualify as “High Quality” through its Comprehensive Performance Framework (CPF).*

*Please indicate whether your school has been identified as a High Quality Charter School by MDE and whether your school has received the CSP grant and any plans for expansion or replication.*

**ESSA Identification**

*Under ESSA, Minnesota identifies schools to receive comprehensive supports or additional targeted support. Indicate whether your school has been identified as one of these schools or received services in FY20.*

**Additional Academic Data**

*Consider the goal information already provided. In this section, include additional data (narratives and/or tables/charts/graphs) that would be helpful to tell your school’s story to the public.*

**8. Educational Effectiveness: Assessment & Evaluation**

*Provide a narrative regarding the school’s education effectiveness practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that supports teacher quality, performance, and effectiveness. Include:*

* *The specific areas of need in the school’s education program that were identified at the start of the 2019-2020 school year, and the data the needs were based upon;*
* *The school’s process for assessing and evaluating each student’s progress toward meeting state and local academic standards;*
* *The school’s process for disaggregating data by student group in order to assess the school’s educational effectiveness in relation to these groups;*
* *The school’s process for reviewing and evaluating the strengths and weaknesses of instruction and curriculum;*
* *The school’s system for periodically reviewing and evaluating the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations under section 123B.147, subdivision 3, and teacher evaluations under section 122A.40, subdivision 8, or 122A.41, subdivision 5;*
* *Specific information on strategies for improving instruction, curriculum, and student achievement;*
* *Education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and*
* *The school’s process for examining the equitable distribution of experienced and qualified teachers across the district and within school sites using data, including how the school uses this data to set forth strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.*
* *Districts are required to provide an assurance on their World’s Best Workforce Summary Report that teacher equity data is publicly reported. Include the percentage of experienced educators (more than three years of teacher experience), the percentage of licensed educators teaching in the area(s) in which they are licensed, the percentage of educators with advanced degrees (a master’s degree or more), and the percentage of racially and ethnically diverse teachers. Describe the school’s strategies to increase equitable access to effective and diverse teachers.*

**9. Student & Parent Satisfaction**

*Present data that the school has collected regarding student and parent satisfaction and perceptions of safety in chart or graph form along with a brief narrative interpreting the data.*

**10. Environmental Education**

*This area of your report should provide substantial information regarding the environmental education activities carried out at your school. This is a central element to your school’s contract with Osprey Wilds and an important means for your school to share this information with Osprey Wilds and the school community.*

The mission of *NAME OF SCHOOL’s* authorizer, the Osprey Wilds Environmental Learning Center, is to instill a connection and commitment to the environment in people of all communities through experiential learning. Osprey Wilds defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate citizenry. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills, and attitudes in order to create a healthy planet where all people live in balance with the Earth.

*Describe the school’s approach to environmental education. Provide a narrative that outlines how the school’s environmental education program is increasing students’ environmental literacy, and how the school knows students are becoming more environmentally literate (i.e. how does the school measure progress toward that goal?). In addition, discuss the school’s successes and challenges in the last year as it relates to the environmental education program. Finally, describe how the school applies environmental education values and strategies to the needs and unique aspects of the school’s educational program or the needs of the school community. (In other words, how does the school make environmental education relevant to its students or mission?) The narrative should be short (approximately one page), and should provide sufficient information about how the school is implementing its environmental education program so that a general audience has a sense of how the school is meeting its environmental education goals.* ***Note****: Osprey Wilds gathers specific data on the contractual goals through the EE Survey and other tools, so you do not need to and should not report directly on your goals here.*

***NEW THIS YEAR****: Describe how the school incorporated environmental education into its distance learning plan and instruction. Identify tools/strategies used, challenges in implementation, and what support would be needed in future distance learning periods to incorporate environmental education more fully.*

**11. Governance & Management**

**Includes Annual Board Training & Administrator Professional Development Report(s)**

**BOARD OF DIRECTORS**

*Provide a brief narrative about the capacity and role of the board. This narrative should address key indicators included on Osprey Wilds’s performance framework.*

*Sample Board Membership Table:*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Member Name** | **Board Position** | **Affiliation** | **Date Elected** | **Date Seated** | **Term End Date** | **Email Address** |
| Click here to enter text. | Choose an item. | Choose an item. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Choose an item. | Choose an item. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Choose an item. | Choose an item. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Choose an item. | Choose an item. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Choose an item. | Choose an item. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Choose an item. | Choose an item. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Choose an item. | Choose an item. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

**Board Training and Development**

*Provide a brief narrative regarding the school’s commitment and approach to board training and development.*

**Initial Training**

*Provide information on the initial training required by statute completed by each current board member. A possible table format is provided below (add rows as necessary).*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Initial Training** | | | | |
| **Board Member Name** | **Original Date Seated** | **Board’s Role & Responsibilities** | **Employment Policies & Practices** | **Financial Management** |
| Board Member #1 | XX/XX/XXXX | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer |
| Board Member #2 | XX/XX/XXXX | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer |
| Board Member #3 | XX/XX/XXXX | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer |
| Board Member #4 | XX/XX/XXXX | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer |
| Board Member #5 | XX/XX/XXXX | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer |

**Annual Training**

*Provide information on the ongoing annual training attended by each current board member in FY20 (July 1, 2019-June 30, 2020). A list of trainings attended by the board without specifically indicating who attended which training is insufficient. Two possible table formats are provided below (add rows or columns as necessary).*

|  |  |  |  |
| --- | --- | --- | --- |
| **Annual Training – FY20** | | | |
| **Board Member Name** | **Date of Training** | **Training Title or Topic** | **Presenter or Trainer** |
| Board Member #1 | XX/XX/XXXX | Title or Topic | Presenter or Trainer |
| Board Member #1 | XX/XX/XXXX | Title or Topic | Presenter or Trainer |
| Board Member #2 | XX/XX/XXXX | Title or Topic | Presenter or Trainer |
| Board Member #2 | XX/XX/XXXX | Title or Topic | Presenter or Trainer |
| Board Member #3 | XX/XX/XXXX | Title or Topic | Presenter or Trainer |
| Board Member #3 | XX/XX/XXXX | Title or Topic | Presenter or Trainer |
| Board Member #4 | XX/XX/XXXX | Title or Topic | Presenter or Trainer |
| Board Member #4 | XX/XX/XXXX | Title or Topic | Presenter or Trainer |
| Board Member #5 | XX/XX/XXXX | Title or Topic | Presenter or Trainer |
| Board Member #5 | XX/XX/XXXX | Title or Topic | Presenter or Trainer |

|  |  |  |  |
| --- | --- | --- | --- |
| **Annual Training – FY20** | | | |
| **Board Member Name** | **Training #1:**  **Title or Topic,**  **Presenter or Trainer,**  **Date** | **Training #2:**  **Title or Topic,**  **Presenter or Trainer,**  **Date** | **Training #3:**  **Title or Topic,**  **Presenter or Trainer,**  **Date** |
| Board Member #1 | Attended? YES or NO | Attended? YES or NO | Attended? YES or NO |
| Board Member #2 | Attended? YES or NO | Attended? YES or NO | Attended? YES or NO |
| Board Member #3 | Attended? YES or NO | Attended? YES or NO | Attended? YES or NO |
| Board Member #4 | Attended? YES or NO | Attended? YES or NO | Attended? YES or NO |
| Board Member #5 | Attended? YES or NO | Attended? YES or NO | Attended? YES or NO |

**MANAGEMENT**

*Provide a brief narrative regarding the school’s management. This could include a discussion of:*

* *management structure (could include an organizational chart);*
* *contracting with a CMO and/or other service providers;*
* *past year successes and challenges;*
* *formal review process the board uses to evaluate the school’s management;*
* *key staffing changes or transitions.*

*Describe Administrative Professional Development Plan(s) and Implementation. As per MN Statute: “The board of directors and an individual who does not hold a valid administrative license and* ***who serves in an administrative, supervisory, or instructional leadership position*** *shall develop a professional development plan. The school’s annual report must include public personnel information documenting the professional development plan.” In other words, what was the individual’s professional development plan during FY20 and what did the individual DO during FY20 to fulfill the plan.*

*Provide information on that plan and the implementation of that plan. Please note, documentation of such a plan and its implementation is* ***required for all non-licensed individuals in an administrative, supervisory, or instructional leadership position***.

**LIST OF ADMINISTRATORS/QUALIFICATIONS**

*Provide the names of each individual in an administrative role at the school. Include their position title and a brief summary of their role/responsibilities at the school and their qualifications (including licensure information as applicable).*

**PROFESSIONAL DEVELOPMENT PLAN FOR Individual Name, Position Title**

*Include for each administrator listed above.*

*Sample Professional Development Plan (could also be an attachment)*

**Professional Development Goals/Areas of Focus for 2019-20:**

**Activities Completed/Progress/Results for 2019-20:**

*(i.e., implementation of the professional development plan)*

**Professional Development Goals/Areas of Focus for 2020-21:**

**12. Staffing**

*Provide a narrative that outlines the school’s approach to staffing (both licensed and non-licensed) and how this approach, staffing levels, and qualifications support the school’s mission and student achievement.*

*Sample Staffing Tables*

**2019-20 Staffing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2019-20 Licensed Teaching Staff** | | | | |
| **Name** | **File #** | **License and**  **Assignment (subject/grades)** | **2020-21 Status\*** | **Comments**  *Include information regarding special licensure (e.g., Community Expert) or other relevant information.* |
|  |  |  |  |  |
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\* R = Returning, NR = Not Returning

**2019-20 Teacher Professional Development Activities:**

*Provide the professional development activities completed by teachers in 2019-20. Especially highlight professional development activities that focused in whole or in part on developing quality assessments and measures of student outcomes.*

**Teacher Retention:**

*Provide a brief narrative discussing the teacher turnover rate. Include trend data from previous years as appropriate.*

|  |  |
| --- | --- |
| **Percentage of Licensed Teachers from 2019-20 not returning in 2020-21 (non-returning teachers/total teachers from 2019-20 X 100)** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **2019-20 Other Licensed (non-teaching) Staff** | | | |
| **Name** | **License and Assignment** | **2020-21 Status\*** | **Comments** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

\* R = Returning, NR = Not Returning

|  |  |  |  |
| --- | --- | --- | --- |
| **2019-20 Non-Licensed Staff** | | | |
| **Name** | **Assignment** | **2020-21 Status\*** | **Comments** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

\* R = Returning, NR = Not Returning

**CURRENT YEAR - 2019-20 Staffing**

|  |  |  |  |
| --- | --- | --- | --- |
| **2019-20 Licensed Teaching Staff** | | | |
| **Name** | **File #** | **License and**  **Assignment (subject/grades)** | **Comments**  *Include information regarding special licensure (e.g., Community Expert) or other relevant information.* |
|  |  |  |  |
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|  |  |  |
| --- | --- | --- |
| **2019-20 Other Licensed (non-teaching) Staff** | | |
| **Name** | **License and Assignment** | **Comments** |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **2019-20 Non-Licensed Staff** | | |
| **Name** | **Assignment** | **Comments** |
|  |  |  |
|  |  |  |

**13. Operational Performance**

*Provide a narrative that describes school operations and provides relevant data that addresses a number of areas related to school operations. These may focus on certain elements reviewed in the Osprey Wilds Operations Performance Evaluation; however, do not simply copy and paste the entire Osprey Wilds evaluation. Consider information that your stakeholders will find interesting.*

*Information may include:*

* *Health and safety at the school*
* *Transportation*
* *Facilities*
* *Food service programs*
* *Due process – student discipline data*
* *Parent engagement*
* *Community engagement*
* *Hiring practices*
* *Background check process for staff, board, and volunteers*

**14. Finances**

*The following is one approach to providing financial information for the annual report. Full financial statements are not necessary. Even though you may not have final FY20 audited financial information, you must still provide preliminary information.*

For questions regarding school finances and for complete financials for 2019-20 and/or an organizational budget for 2020-21, contact:

Name:

Position:

Contact info:

Phone:

Email

*XYZ Financial Service Provider* provides accounting services for *School Name*.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Osprey Wilds Environmental Learning Center no later than December 31, 2020.

|  |  |  |  |
| --- | --- | --- | --- |
| **FY20 Finances** | **Fund 1** | **Fund 2** | **Fund 4** |
| Total Revenues |  |  |  |
| Total Expenditures |  |  |  |
| Net Income |  |  |  |
| Total Fund Balance |  |  |  |

**Overview**

*Brief narrative regarding overall financial situation – successes and challenges from FY20 (e.g., met enrollment targets, fell below targets, received large grant, holdback, lines of credit, distance learning implementation, etc.).*

**Revenues**

*Brief narrative regarding revenues, including total revenue, key sources, special grants, etc. Break out Fund 1, Fund 2, and Fund 4 as appropriate.*

**Expenses**

*Brief narrative regarding expenses, including total expenses, information on large costs areas (e.g., facilities, staffing, special education, transportation), special grants, other large investments, etc. Break out Fund 1, Fund 2, and Fund 4 as appropriate.*

*NEW THIS YEAR: Identify expenses specific to distance learning. A sample table is provided below to document related expenses.*

|  |  |
| --- | --- |
| **Expenditures** | **COVID-19 Related Costs** |
| Staffing |  |
| Facilities |  |
| Restricted Revenues (e.g. Special Education, ELL, Title) |  |
| Supplies/Equipment/Curriculum or Technology |  |
| Other Operations |  |
| **TOTAL EXPENSES** |  |

**Net Surplus or Deficit and Fund Balance**

*Brief narrative on FY20 net surplus or deficit and impact on fund balance. Discussion on fund balance level and ongoing fund balance goal.*

**World’s Best Workforce Annual Budget**

*Brief narrative on the budget allocated to implement the WBWF plan.*

**15. Future Plans**

*Provide a brief narrative on key strategic areas for the school moving forward. This could include, but is not limited to:*

* *Expansion plans;*
* *Facility changes;*
* *Program changes;*
* *Technology updates;*
* *Impacts to the FY21 budget (including strategic investments in technology, PPE, or other supports) and the educational program due to distance learning and COVID-19.*

**16. Distance Learning Plan Description and Reflection on Implementation**

*Use the Self-Evaluation and Reflection Tool to provide a brief narrative on key strategies implemented during the Distance Learning Plan as well as primary takeaways for moving forward. This could include, but is not limited to:*

* *Did your plan effectively serve students and families and what pieces might you change moving forward?*
* *Was the school’s distance learning plan comprehensive? Were there any gaps that were identified?*
* *How effective was the plan and how did you measure its effectiveness?*
* *How did your team prioritize communication, mental health, and general well-being of staff and students during distance learning?*
* *What protocols, policies, committees, or trainings, could you incorporate going forward in your preparedness plan?*
* *What did you learn about your staff, students, and community that make you proud of the work you have done?*