

Osprey Wilds Environmental Learning Center FY22 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 [WBWF](#). A summary report on implementation of the school's WBWF plan 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, 2022.
- The school must submit a **summary report** of the WBWF report to the commissioner of MDE according to MDE specifications, likely by December 15, 2022.
- The final annual report (and WBWF report) must be posted to the school website and distributed to school employees and parents by November 1, 2022.

New in FY22:

- In line with Minnesota's ESSA waiver, and due to the effects of the COVID-19 pandemic on data collection and usability, MCA, ACCESS, and MTAS data collected during the 2020-21 and 2021-2022 school year will not be used for accountability purposes. However, all data that the school collected (MCA and school administered assessment data) should be reported. The school should include in its analysis:
 1. How the data was impacted by the pandemic and school disruptions; and,
 2. How the data is impacting the anticipated work in FY23.
- In the Section 16: Safe Learning Plan Reflection and Implementation (p. 25), address the following questions:
 1. How have the challenges of Covid-19 and distance learning impacted the school's enrollment? (e.g. Was student enrollment higher/lower than in past years?)

2. How have the challenges of Covid-19 and distance learning impacted the school's staffing? (e.g. Was staff turnover higher than in past years?)

Tips:

- Notes from Osprey Wilds are in italics – remember to delete after completing each section.
- Update or remove the footer so it is relevant to your school.
- 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. Remember this is a specific report on the last year; not a general report on the school's status.
- 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
<https://education.mn.gov/MDE/dse/wbwf/>**

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 2021-2022

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 Environmental Learning Center 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
ospreywilds.org/charter-school-division/

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.

In addition, complete the table below, deleting grade level rows that are not relevant.

Number of Students Enrolled	2020-21	2021-22	2022-23 (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.

In addition, complete the table below, deleting rows that are not relevant. (You should report on at least Special Education, students eligible for free and reduced price lunch, and English learners, if applicable).

Demographic Trends	2020-21	2021-22	2022-23 (est.)
Total Enrollment			
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			
Two or more races			

4. Student Attendance, Attrition & Mobility

STUDENT ATTENDANCE

Provide a brief narrative discussing trends in attendance rates.

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

MDE has shifted from monitoring and reporting Overall Student Attendance Rate. (The sum total number of days of attendance for the school year divided by the sum total number of days of membership for the school year and then multiplied by 100.)

MDE now monitors and reports on Consistent Attendance Percentage.

However, due to impacts from Covid-19 and distance learning, MDE has not calculated Consistent Attendance since the 2018-2019 school year. In lieu of this data, provide the overall student attendance rate for the past three years.

If your school serves a high population of historically underserved or disenfranchised students, you may consider providing additional data, such as the increase of student attendance rate from prior school, or other data that provides a more complete picture.

	2019-20	2020-21	2021-22
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.

In addition, complete the following tables:

Percentage of students* who were continuously enrolled between October 1 of the 2020-2021 school year and October 1 of the 2021-22 school year.	
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**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 2021 to October 1, 2021.	
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**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

Mobility data (the number and percentage of transfers in and out of the school) was previously available through the MDE data analytics page. This data is no longer provided by MDE, but easily calculated. 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)
2018-19						
2019-20						
2020-21						
2021-22						

*Total mid-year transfers (in and out) 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 2021-22 school year.	
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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. The narrative should address the following:

- 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;
- Preschool or prekindergarten 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. The narrative 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.**

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.

Percentage of students making progress towards English Language Proficiency	School
2021-22	XX.XX%

The average progress students made towards their individual targets	School
2021-22	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.*

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.*

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.*

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.*

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.

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.*

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.*

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: *Schools should provide a summary of the World's Best Workforce data 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 FY21.

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 2021-2022 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;*
- *The school's process for evaluating equitable outcomes for students and how the school is addressing gaps, if evident;*
- *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; and,*
- *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. You may consider using the table below. Describe the school's strategies to increase equitable access to effective and diverse teachers.*

	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					
Admin Staff					

9. Student & Parent Satisfaction

Present data that the school has collected regarding student and parent satisfaction with the school and student and parent perceptions of safety in chart or graph form along with a brief narrative interpreting the data. Describe how the school uses this data to improve the experience for families.

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.*

Also describe how the school incorporated environmental education into its instruction as the school transitioned between in-person, distance, and hybrid models. Identify tools/strategies used, challenges in implementation, and what support would be needed in future distance or hybrid 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' 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 FY22 (July 1, 2021-June 30, 2022). 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 – FY22			
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 – FY22			
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 FY22 and what did the individual DO during FY22 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 2021-22:

Activities Completed/Progress/Results for 2021-22:

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

Professional Development Goals/Areas of Focus for 2022-23:

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.

In addition, complete the following staffing tables:

2021-22 Licensed Teaching Staff				
Name	File #	License and Assignment (subject/grades)	2022-23 Status*	Comments <i>Include information regarding special licensure (e.g., Community Expert) or other relevant information.</i>

* R = Returning, NR = Not Returning

2021-22 Teacher Professional Development Activities:

Provide the professional development activities completed by teachers in 2021-22. 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 2021-22 not returning in 2022-23 (non-returning teachers/total teachers from 2021-22 x 100)	
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2021-22 Other Licensed (non-teaching) Staff			
Name	License and Assignment	2022-23 Status *	Comments

* R = Returning, NR = Not Returning

2021-22 Non-Licensed Staff			
Name	Assignment	2022-23 Status*	Comments

* R = Returning, NR = Not Returning

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 and special education administration
- Student discipline data
- Parent engagement
- Community engagement
- Hiring practices
- Background check policies and / or 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 FY22 audited financial information, you must still provide preliminary information.

For questions regarding school finances and for complete financials for 2021-22 and/or an organizational budget for 2022-23, 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, 2022.

FY22 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 FY22 (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.

Net Surplus or Deficit and Fund Balance

Brief narrative on FY22 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 FY23 budget (including strategic investments in technology, PPE, or other supports) and the educational program due to the continuing pandemic.*

16. Safe Learning Plan Description and Reflection on Implementation

Given the ongoing nature of the Covid-19 pandemic and shifts between distance, hybrid, and in-person learning, provide a brief narrative on key strategies implemented with your Safe 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?*
- *If your whole school pivoted due to outbreak conditions, was the school's Safe Learning Plan comprehensive? Were there any gaps that were identified?*
- *How effective was the Safe Learning 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 self-selected or whole school hybrid or distance learning?*
- *How have the challenges of Covid-19 and distance learning impacted the school's enrollment? (e.g. Was student enrollment higher/lower than in past years?)*
- *How have the challenges of Covid-19 and distance learning impacted the school's staffing? (e.g. Was staff turnover higher than in past years?)*
- *What did you learn about your staff, students, and community that make you proud of the work you have done?*