**Osprey Wilds Environmental Learning Center**

**Grade Level, Site, or Early Learning Program Expansion Application Guide**

# Introduction

The Osprey Wilds Environmental Learning Center (Osprey Wilds) encourages charter schools in its portfolio that have demonstrated success in providing all students with a high quality education, advancing students’ environmental literacy, ensuring efficient use of public resources, and meeting compliance requirements, to expand their impact on students in Minnesota by implementing grade level, site, or early learning program expansions, should such an expansion meet community need and demand and align to the strategic plan of the school.

# Timeline

MN Statute 124E.06, Subd. 5 states that an authorizer must file a supplemental affidavit to the Minnesota Department of Education by October 1 in order for a school to be eligible to expand the following school year. Osprey Wilds has established the following deadlines based on the timeline outlined in statute:

* May 1 – Notice of Intent due to Osprey Wilds
* August 1 – Full Application due to Osprey Wilds

If any deadline date falls on a weekend or non-business day, the deadline moves to the following business day. Failure to meet the deadlines may result in disqualification of the application.

# Evaluation Process

Expansions must be reviewed at four levels in order to be implemented:

* Osprey Wilds Charter School Division (CSD)
* Osprey Wilds Charter School Committee (CSC)
* Osprey Wilds Board of Directors
* Minnesota Department of Education (MDE)

Osprey Wilds reserves the right to reject any and all applications for grade level, site, or early learning program expansions should Osprey Wilds determine that the school’s performance does not warrant such expansion or that the expansion plans do not demonstrate a high probability of success.

**Notice of Intent**

A school must submit a Notice of Intent to Submit Application for Grade Level, Site and/or Early Learning Program Expansion (NOI) to Osprey Wilds in order for a complete application to be considered. The NOI must indicate the school’s proposed expansion (i.e., grade level, site, early learning, or some combination) and include evidence in the form of meeting minutes that the school’s board of directors has engaged in substantive discussion and consideration of the proposed expansion. Furthermore, the school must provide evidence of formal action by the board to submit the NOI. The NOI must be submitted via the task assigned in the document submission portal. Applicants must use the NOI template found on the [Osprey Wilds website](https://ospreywilds.org/charter-school-division/csd-resources-for-schools/) (and as part of this document). The deadline for submission of the NOI is defined above in the timeline.

**NOI Feedback and Invitation to Submit a Full Application**

Osprey Wilds Charter School Division staff, in consultation with the Osprey Wilds Charter School Committee, will review the NOI and determine whether to invite the school to submit the full application. This determination will be based on the school’s recent contractual performance as evidenced in formal performance evaluation documents completed by Osprey Wilds and by any other information available to Osprey Wilds. An invitation (or lack thereof) to submit a full application will be communicated to the school no later than June 1. This will include specific requirements for the full application. (See Osprey Wilds Expansion NOI Review Rubric for Osprey Wilds’ criteria to determine whether to invite a school to submit a full application.)

**Application Evaluation**

Applicants must complete required sections of the expansion application. Applicants are expected to review these application requirements closely. Review the [Osprey Wilds website](https://ospreywilds.org/charter-school-division/csd-resources-for-schools/) to ensure you have the most up to date version of the application.

The school must demonstrate to the satisfaction of Osprey Wilds the following, which is outlined in MN §124E.06, Subd. 5:

*(1) the need for the expansion with supporting long-range enrollment projections;*

*(2) a longitudinal record of demonstrated student academic performance and growth on statewide assessments under chapter 120B or on other academic assessments that measure longitudinal student performance and growth approved by the charter school's board of directors and agreed upon with the authorizer;*

*(3) a history of sound school finances and a finance plan to implement the expansion in a manner to promote the school's financial sustainability; and*

*(4) board capacity and an administrative and management plan to implement its expansion.*

For Early Learning Programs, the school must also demonstrate to the satisfaction of Osprey Wilds the following, which is outlined in MN §124E.06, Subd. 3(a):

*A charter school may offer a free or fee-based preschool or prekindergarten that meets high-quality early learning instructional program standards that are aligned with Minnesota's early learning standards for children.*

To that end, the school must provide a complete description of the proposed expansion as outlined in the application along with any additional information required to demonstrate the above.

The CSD will review the full application to determine whether requirements have been met, which will be evidenced by Overall Section Ratings of Meets in all areas of the application review rubric. (See Osprey Wilds Expansion Application Review Rubric for Osprey Wilds’ evaluation criteria.) The CSD will produce a Summary Report, which compiles the findings from the evaluation. The report will contain a recommendation regarding approval of the Expansion Application. The CSC will review the Evaluation Report and make a recommendation to the full Osprey Wilds Board, which will make the final decision on the application. Should the Osprey Wilds Board grant approval, it will direct the CSD to use information provided in the application along with additional necessary information to submit a Supplemental Affidavit on behalf of the school to MDE for final approval.

**Implementation of Expansion**

Once the Supplemental Affidavit is approved, Osprey Wilds will monitor the school’s progress as it implements the expansion or early learning program according to the plan outlined in the Expansion Application. To this end, Osprey Wilds will require the school to develop and maintain an implementation checklist specific to the approved expansion. Osprey Wilds will monitor the school’s activities related to expansion to ensure the expansion is successful. In the event milestones related to the expansion are not met according to the timeline established in the implementation plan and checklist, Osprey Wilds may, at its own discretion, decide to postpone the opening of the new site or the implementation of the new grade levels. The school may also decide to postpone the opening of the new site or the implementation of the new grade levels on its own in order to have more time to successfully execute the expansion.

**Submission of Application**

A submission containing an electronic version of the application must be **received** by Osprey Wilds by the designated deadline. Applicants must send an electronic copy of the application including all attachments in either Microsoft Word or PDF versions via the task assigned in the document submission portal.

**Osprey Wilds Environmental Learning Center**

**Notice of Intent to Submit Application for**

**Grade Level, Site and/or Early Learning Program Expansion**

**Date:**

**School:**

Check the box(es) that relate to the proposed expansion:

Grade level

Site

Early childhood health and developmental screening

Preschool instructional program (not prekindergarten) for children ages 3-5 years

Anticipated size of preschool instructional program:

Prekindergarten instructional program for four-year-olds to prepare children for entry into kindergarten the following year

Anticipated size of prekindergarten instructional program:

Briefly describe the proposed expansion. Include additional grade levels to be served, proposed location of the additional site, and/or nature of early learning program. Indicate the estimated number of additional students to be served along with other relevant information.

Provide evidence that the school’s board of directors has engaged in substantive discussion and consideration of the proposed expansion, including formal board action to move forward with a Notice of Intent to Osprey Wilds. Include meeting minutes as attachments or indicate the dates of the meetings in which the board engaged in such discussion and consideration (if minutes have already been submitted to Osprey Wilds via Epicenter). In addition, board members present at the meeting at which this NOI was approved must sign below (add additional lines as necessary).

*By our signatures below, we affirm that this Notice of Intent to submit an application for expansion was approved by majority vote of the board in public session on DATE.*

Board Member Signature Board Member Signature

Board Member Signature Board Member Signature

Board Member Signature Board Member Signature

Board Member Signature Board Member Signature

Submit via the task assigned in the document submission portal no later than May 1. If the deadline falls on a weekend or non-business day, the deadline moves to the following business day. A Notice of Intent received after the deadline may result in disqualification.

**Board Chair Signature School Leader Signature**

**Osprey Wilds Environmental Learning Center**

**Application for Grade Level, Site and/or Early Learning Program Expansion**

**Cover Page**

**Date:**

**School:**

Check the box(es) that relate to the proposed expansion:

Grade level

Site

Early childhood health and developmental screening

Preschool instructional program (not prekindergarten) for children ages 3-5 years

Anticipated size of preschool instructional program: \_\_\_\_\_\_\_

Prekindergarten instructional program for four-year-olds to prepare children for entry into kindergarten the following year

Anticipated size of prekindergarten instructional program: \_\_\_\_\_\_\_

Board members present at the meeting at which this application was approved must sign below (add additional lines as necessary).

*By our signatures below, we affirm that this application for expansion was approved by majority vote of the board in public session on DATE.*

Board Member Signature Board Member Signature

Board Member Signature Board Member Signature

Board Member Signature Board Member Signature

Board Member Signature Board Member Signature

Submit [via](mailto:via) the task assigned in the document submission portal no later than August 1. If the deadline falls on a weekend or non-business day, the deadline moves to the following business day. An application received after the deadline may result in disqualification.

**Board Chair Signature School Leader Signature**

**Osprey Wilds Environmental Learning Center**

**Application for Grade Level, Site and/or Early Learning Program Expansion**

Directly address each section below that is required for your expansion request as indicated by Osprey Wilds’ response to the school’s Notice of Intent to Submit Application for Grade Level, Early Learning and/or Site Expansion. Responses should be concise and comprehensive.

* Complete Part A through D for schools that **do not plan** to add an early learning program
* Complete Part A through E for schools that plan to add an instructional preschool program to provide early childhood education and preparation for transition to kindergarten for children 3-5 and/or an instructional prekindergarten program for four-year-olds to prepare children for entry into kindergarten the following year.
* Complete Part A through F for schools that plan to add an instructional early learning program **and** an early childhood health and developmental screening program.

**Part A. Expansion Description, Need, and Demand**

1. Specify the additional grade levels, sites or early learning program requested.
2. Specify the additional number of students that would be served.
3. Describe the new program(s) to be offered as part of the requested expansion.
4. Discuss how this expansion will help your school meet its mission.
5. Describe how the school is successfully implementing the primary purpose of charter schools to improve all pupil learning and all student achievement per MN §124E.01   
   subd. 1.
6. Describe how the program will improve service overall to students and families in the school community.
7. Describe how the proposed expansion will impact the school’s instructional program and approach.
8. Describe how the proposed expansion will include environmental education programming consistent with Osprey Wilds expectations.
9. Describe how the school is making substantial progress on environmental education goals as outlined in the charter contract.
   * If the school is not making progress on these goals, identify areas of concern and provide a plan to address those areas.
10. Include how the proposed expansion will impact the school’s current contractual goals. As appropriate, provide new proposed goals.
11. Describe any other staffing changes that will occur including job descriptions and qualifications for any new hires or positions.
12. Describe the facility requirements for this expansion, including learning spaces and other characteristics that are designed to meet the unique needs of the school and students to be served by the school.
    * For a grade level expansion, describe how the school’s current facilities will meet those needs.
    * For a site expansion, include a comprehensive discussion of potential locations and scenarios to meet those needs. In most instances, this will require multiple scenarios.
13. Provide evidence to document need and demand for this expansion, including the following:
    * Waiting list numbers.
    * Evidence of interest from current or prospective families and community level support for this expansion as attachments. This could include but is not limited to letters/emails of support from parents and community organizations, survey information that includes a sample survey and survey results, and/or sign-in sheets from community information sessions.
    * Enrollment statistics from nearby traditional public schools and/or charter schools, etc.
    * Provide appropriate context for the information provided above to substantiate need.
14. Discuss how this expansion fulfills an unmet need in the community. “Need” means the reasons the expansion is necessary for the school and the community to be served.
15. Describe marketing and recruitment strategies to be implemented to ensure equitable access for all students and enrollment targets will be met.
16. Provide a table that includes annual enrollment projections with and without the proposed expansion. This should be for as many years as needed to achieve full implementation of the expansion.

**Part B. Current Academic Performance**

1. Provide evidence of a longitudinal record (i.e. three or more years) of demonstrated student academic performance (i.e. proficiency or achievement) and growth on statewide assessments or on other academic assessments that measure longitudinal student performance and growth approved by the charter school's Board of Directors and agreed upon with the authorizer.
2. If there are any areas of low proficiency or growth data, provide data and analysis of student academic performance and growth for students who have been enrolled in the school for multiple years with at least two years of results.
3. Explain any areas of low performance or growth, including if the school has been prioritized for support under the North Star System.
4. If applicable, describe the school’s plan to address student performance / growth in these areas.
5. Provide evidence that academic performance and growth has been demonstrated across student groups.

**Part C. Financial Management Plan**

1. Provide analysis that the school is fiscally sound and has the financial capacity to implement the proposed expansion, including an analysis of the school’s fund balance history (in annual dollar amount and annual percentage over several years) and multi-year fund balance projections to finance the proposed expansion.
2. Include an analysis of the school’s audit findings over the past 3-5 years and discuss the school’s response to the findings (e.g., corrective action plans implemented).
3. If the expansion will require an additional site or build-out of the current site, include an analysis of the facility options considered and five-year budget projections with the proposed expansion.
4. If planning to add an early learning program; whether the program(s) will be free to all participants or fee-based.
   1. If fee-based, include the fee structure that will be used.
   2. If applicable, describe the school’s intent to pursue a Minnesota Parent Aware rating through the Accelerated Pathway for the early learning program, as well as other possible funding sources to sustain the program if available, such as Early Learning Scholarships, Voluntary Prekindergarten or School Readiness Plus, and Title I.
5. Provide at least a five-year budget (starting with the next fiscal year) with and without the proposed expansion. If full implementation of the expansion will go beyond five years, extend the budget model as needed. This budget should be a line-item report, subtotaled by program.
6. Provides assumption used in developing the budgets, including:
   1. Percentage of students eligible for free/reduced price lunch;
   2. Percentage of English learners;
   3. Percentage of students with IEPs;
   4. Sources of grants and/or donations;
   5. Staffing levels for each Program Dimension (see UFARS Manual);
   6. Staff salaries and benefits across various programs;
   7. Specific contractor or purchased services costs (including transportation);
   8. Capital expenditures;
   9. Facilities costs.
7. Provide a comprehensive budget narrative that addresses the differences in the two budgets. Include a brief analysis of potential changes to staffing and other expansion-related services, such as food service, transportation, etc. in terms of financial impact.

**Part D. Governance and Management Plan**

1. Provide evidence that the school’s board of directors has approved the application for the proposed expansion by completing the Application Cover Page.
2. Describe the capacity of the board to implement the proposed expansion including any plans to increase the board’s capacity resulting from the proposed expansion. (Capacity includes but is not limited to experience, expertise, skills, number of directors, time commitment, board committee structure, etc.)
3. Describe the capacity of school leadership (i.e. management) to carry out the proposed expansion.
4. Describe any anticipated changes to the organizational structure. In addition, provide an updated organizational chart.
5. If there are any areas of the school’s most recent Operations and Governance Performance Evaluation (included in Exhibit O of the charter contract) that do not meet standard, provide a plan to address these areas of concern or a progress update on how the school has already addressed these items.
6. Provide an implementation plan that includes clearly defined roles and responsibilities, as well as timelines, milestones, and key activities related to the proposed expansion.
   1. The implementation plan should be aligned with the Expansion & Replication Ready to Open Guide and the Expansion & Replication Ready to Open Calendar, posted on the [OW CSD website](https://ospreywilds.org/charter-school-division/csd-resources-for-schools/).
7. Discuss potential challenges related to the proposed expansion and possible solutions to address those challenges.

**Part E – Early Learning Programs (Instructional Preschool or Prekindergarten; if applicable)**

**Intentional Instructional Practice:** Provide intentional instructional practice aligned with [Minnesota’s Early Childhood Indicators of Progress (ECIPs) – Minnesota’s Early Learning Standards](https://education.mn.gov/MDE/dse/early/highqualel/ind/domain/). Instructional practices must be based on early childhood research and professional practice focused on children's cognitive, social, emotional and physical skills and development that prepare children for the transition to kindergarten, including early literacy skills.

1. Provide a brief overview of the program’s early learning approaches (such as use of project-based learning, inquiry-based learning, learning centers, interactive learning, and play-based learning).
2. Include a brief description of the curriculum used in the early learning program.
   * The school should consider using [Minnesota Parent Aware aligned curricula](https://www.parentaware.org/wp-content/uploads/2022/04/PA-011-Aligned-Curricula-March-2022.pdf).
3. Indicate how the *Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards (ECIPs)* are used to inform instruction and support the development of each child.
4. Provide an overview of instructional practice to support children’s early literacy skills development.
5. Describe how the instructional practice is responsive to the cultural and linguistic needs of children in the school’s early learning program.

**Comprehensive Child Assessment:** Assess each child's cognitive skills with a comprehensive child assessment instrument when the child enters and again before the child leaves the program to inform program planning and promote kindergarten readiness.

1. Describe the assessment process used to measure individual child progress in all the prekindergarten and preschool instructional classes that includes the use of a standardized child assessment instrument, such as *High Scope Child Observation Record (COR), Teaching Strategies Gold* or *Work Sampling System.*
   * The assessment must be used at least at program entrance and program exit.
   * At a minimum, the comprehensive assessment should measure children’s progress in the domains of language, literacy, and mathematical thinking. Other domains may include approaches to learning, general cognitive development, physical and motor development, social and emotional development, creativity and the arts.
   * The child assessment should be one [approved by Minnesota Parent Aware](https://www.parentaware.org/wp-content/uploads/2022/04/PA-012-Approved-Assessments-March-2022.pdfhttp:/parentaware.org/). It must be a valid and reliable child assessment instrument that is developmentally appropriate and comprehensive.
   * The comprehensive child assessment must align with [Minnesota’s Early Childhood Indicators of Progress – Minnesota’s Early Learning Standards](https://education.mn.gov/MDE/dse/early/highqualel/ind/domain/https:/education.mn.gov/MDE/dse/early/ind/).
2. Describe how the child assessment results are used to inform curricula and instruction throughout the school year.
3. Indicate how families are involved in the assessment process throughout the year.
4. Describe how assessment results are shared between the early learning and kindergarten staff, including kindergarten staff at other schools, to maximize the building of a coherent system between early learning and kindergarten,.
5. Describe how the child assessment process is responsive to the cultural and linguistic needs of children in the school’s early learning program.

**Kindergarten Transition:** Coordinate appropriate kindergarten transition with parents and kindergarten teachers.

1. Briefly describe the program’s plan for transition to kindergarten that includes meaningful coordination and planning with kindergarten teachers, and engages families in a variety of ways to support children’s learning and successful transition to kindergarten.
2. Describe how the transition plan is responsive to the cultural and linguistic diversity of children and their families participating in the early learning program and school.
3. Describe how the curriculum, instruction, and assessment practices between the early learning program and kindergarten program are aligned.
4. Describe strategies to engage families in meaningful ways to support their children’s learning throughout the transition into the kindergarten year beyond one-time events.
5. Describe a plan for providing guidance to families not enrolling their child in the charter school kindergarten program.
6. If a free program, indicate if the school will provide enrollment preference to kindergarten for students participating in the school’s early learning program as allowed by MN §124E.11(c).

**Coordinate with Relevant Community-Based Services**: Coordinate relevant services and programs with community organizations.

1. Provide a brief description of how the program coordinates with community organizations and how those resources are shared with families.
   * Coordination may include referrals to community programs based on child needs, such as local public health, social services, mental health services, or other early learning or child care programs.
2. Describe how coordination with community-based services reflects the needs of the children participating in the early learning program, and is responsive to the cultural and linguistic diversity of children and their families participating in the early learning program and school.
3. Describe how information about community-based services can be made available to families using a variety of strategies, such as family advocates, school-home liaisons, parenting educators, social media, and informal school events.

**Staff Ratios and Licensure:** Ensure staff-child ratios of one-to-ten and maximum group size of 20 children led by qualified early childhood teachers.

1. Briefly describe program staffing, class size, and ratios designed to ensure a high-quality early learning program.
2. For each prekindergarten and preschool instructional class, identify staff licensure area and MN teaching license file folder number and other credentials, as appropriate. If this information is not available at the time of submission, please indicate anticipated staffing licensure areas.
   * It is the responsibility of the school to submit staff licensure areas and MN teaching license folder numbers and other credentials when staff is hired to MDE Early Learning Services at [mde.els@state.mn.us](mailto:mde.els@state.mn.us).
3. If qualified early learning teaching staff are supervised by a licensed early childhood teacher, please describe the supervision process (e.g., weekly early learning team meetings, monthly observations by licensed teacher, etc.).

**Teacher Content Knowledge:** Ensure teachers are knowledgeable in early childhood curriculum content, assessment, and instruction.

1. Describe plans for staff training and professional development specific to early learning development, curriculum, instructional practices and assessment.
   * Schools are encouraged to use the [Knowledge and Competency Framework](https://education.mn.gov/MDE/dse/early/highqualel/know/) as a guide in supporting the professional growth of early learning teachers.

**Completion of Early Childhood Health and Developmental Screening:** Ensure participating children have completed health and developmental screening within 90 days of program enrollment under MN §121A.16 to 121A.19 and Minnesota Rules, parts 3530.3000 to 3530.4310.

1. Provide a description of how and where participating children receive health and developmental screening either through a traditional school district or comparable screening from health care provider (such as Head Start, Child and Teen Checkups, clinics, or through local public health organizations) if the charter school is not providing the early childhood health and developmental screening program.
   * Parents may conscientiously object to the screening requirement if they submit a statement in writing, per MN §121A.17, subdivision 3(e).
   * It is not necessary for the charter school to provide the early childhood health and developmental screening, but must describe how children receive the comprehensive health and developmental screening to identify possible concerns that may interfere with children’s learning.
2. Provide a plan for those children who do not successfully complete early childhood screening including how medical (vision and hearing) and developmental referrals will be made.

**Part F – Early Childhood Health and Developmental Screening**

1. Describe the school’s plan and capacity to provide an early childhood screening program in accordance with MN §121A.16 to 121A.19 and Minnesota Rules, parts 3530.3000 to 3530.4310.
2. Identify the observational developmental screening instrument and the parent report social-emotional screening instrument the school will use, as required by Minnesota Rules, part 3530.3400.
   * The [Minnesota Department of Health website](https://www.health.state.mn.us/people/childrenyouth/ctc/devscreen/instruments.html) lists the recommended screening instruments.
3. Describe how the school will ensure screening of each required component including vision, hearing, immunization review, review of risk factors that may impact learning, developmental screening (cognitive, fine/gross motor, speech/language, social-emotional), health care provider coverage, height, and weight.
   * More information, including screening standards, is available on [MDE’s Early Childhood Screening webpage](https://education.mn.gov/MDE/dse/early/elprog/scr/).
4. Describe how the school will provide screening for English learners, including use of interpreters, translated forms, and translated screening instruments.
   * Resources are available on [MDE’s Early Childhood Screening Administration Forms webpage for educators](https://education.mn.gov/MDE/dse/early/elprog/scr/AdminForms/) and [MDE’s Early Childhood Screening webpage for parents](https://education.mn.gov/MDE/fam/elsprog/screen/). Translated screening instruments are available in Spanish, Somali and Hmong.
5. Provide the school’s plan to ensure all enrolled kindergarten students who have not previously been screened will receive the screening within 30 days after the first day of attendance.
6. Describe how the school will meet MDE accountability requirements for data submission in accordance with MN §121A.17
   * This includes the establishment of the Minnesota Automated Reporting Student System (MARSS) Preschool Screening (PS) Record and the annual data submission of the Early Childhood Education Outcomes Screening report for children receiving the early childhood screening program directly from the school or through a contracted service provider with a comparable screening program, such as a local public health organization, Head Start, Child and Teen Checkups, or a clinic.

**Osprey Wilds Environmental Learning Center**

**Notice of Intent to Submit Application for**

**Grade Level and/or Site Expansion**

**Review Rubric**

Upon receipt of the Notice of Intent to Submit Application for Grade Level and/or Site Expansion by a school, Osprey Wilds Charter School Division staff will review the school’s performance to determine whether to invite the school to submit a full application. Should the school clearly not meet the required threshold in any area below, it will not be invited to submit a full application.

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance Area** | **Evidence clearly shows the school does not meet this threshold. The school will not be invited to submit a full application.** | **Evidence is unclear. The school must provide additional information in the full application.** | **Evidence clearly shows the school meets this threshold. No additional information is needed in the full application.** |
| **Academic:**  A longitudinal record (i.e. three or more years) of demonstrated student academic performance (i.e. proficiency or achievement) and growth on statewide assessments or on other academic assessments that measure longitudinal student performance and growth approved by the charter school's Board of Directors and agreed upon with the authorizer. |  |  |  |
| **Environmental Education:**  A record of demonstrated progress on environmental education goals as outlined in the charter contract. |  |  |  |
| **Financial:**  A history of sound school finances in terms of financial management and short- and long-term financial health. |  |  |  |
| **Operations:**  A history of sound school operations, governance, and compliance. |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Osprey Wilds Environmental Learning Center**  **Application for Grade Level and/or Site Expansions**  **Review Rubric** | | |
| **School Name**: | | |
| **Strengths**: | | |
| **Weaknesses**: | | |
| **Questions**: | | |
| **Overall Recommendation** | **Denial** | **Approval** |
| **Narrative Justification of Recommendation**: |  |  |

***A. Expansion Description, Need, and Demand***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Strengths** | |  | | | |
| **Weaknesses** | |  | | | |
| **Questions** | |  | | | |
| **Question(s)** | **Criteria** | | **Inadequate** | **Approaches** | **Meets** |
| 1, 3 | * The application includes a complete description of the new program(s) to be offered as part of the requested expansion. | |  |  |  |
| 4 | * The application includes a clear description of how this expansion will help the school meet its mission. | |  |  |  |
| 5 | * The application includes a clear description of how this expansion will help the school fulfill the primary purpose of charter schools. | |  |  |  |
| 6 | * The application describes how the program will improve service overall to students and families in the school community. | |  |  |  |
| 7 | * The application includes a description of how the proposed expansion will impact the instructional program. | |  |  |  |
| 8 | * The application includes information on how the proposed expansion will include environmental education programming consistent with Osprey Wilds expectations. | |  |  |  |
| 9 | * Osprey Wilds has evidence that the school is making substantial progress on environmental education goals as outlined in the charter contract. | |  |  |  |
| 9 | * The application provides a plan from the school to address any areas of concern regarding the environmental education goals. | |  |  |  |
| 10 | * The application includes proposed new academic contractual goals as appropriate. | |  |  |  |
| 11 | * The application includes a description of how the proposed expansion will impact staffing. | |  |  |  |
| 12 | * The application includes a description of facility needs for the expansion. | |  |  |  |
| 12 | * For a site expansion, the application includes a comprehensive discussion of potential locations and scenarios to meet those needs | |  |  |  |
| 2, 16 | * Enrollment projections are reasonable. | |  |  |  |
| 13 | * The application provides compelling evidence of the need and demand for the proposed expansion. | |  |  |  |
| 14 | * The application describes how the expansion will fulfill and unmet need in the community. | |  |  |  |
| 15 | * The marketing and recruitment plan presented in the application ensures equitable access for all students. | |  |  |  |
| 15 | * The marketing and recruitment plan presented in the application is sufficient to meet enrollment projections. | |  |  |  |
|  | **OVERALL SECTION RATING** | |  |  |  |

* **Inadequate**: Lacks significant detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issues, concepts, and/or ability to implement the expansion.
* **Approaches**: Addresses some of the criteria, or lacks meaningful detail and requires important additional information in order to be reasonably comprehensive.
* **Meets**: Address most of the criteria, is reasonably comprehensive, and indicates the applicant understands the issues, concepts, and/or ability to implement the expansion.

***B. Academic Performance***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Strengths** | |  | | | |
| **Weaknesses** | |  | | | |
| **Questions** | |  | | | |
| **Question(s)** |  | | **Inadequate** | **Approaches** | **Meets** |
| 1 | * The application provides (or Osprey Wilds has) evidence of a longitudinal record (i.e. three or more years) of demonstrated student academic performance (i.e. proficiency or achievement) and growth on statewide assessments or on other academic assessments that measure longitudinal student performance and growth approved by the charter school's board of directors and agreed upon with the authorizer. | |  |  |  |
| 2 | * If there are any areas of low proficiency or growth data, the application provides data and analysis of student academic performance and growth for students who have been enrolled in the school for multiple years with at least two years of results. | |  |  |  |
| 3 | * If applicable, the application explains any areas of low performance or growth. | |  |  |  |
| 4 | * If applicable, the application includes a plan to address areas of low performance or growth, including areas that have been prioritized for support under the North Star System. | |  |  |  |
| 5 | * The application provides evidence that all student groups have demonstrated performance and growth on statewide assessments or on other academic assessments. | |  |  |  |
|  | **OVERALL SECTION RATING** | |  |  |  |

* **Inadequate**: Lacks significant detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issues, concepts, and/or ability to implement the expansion.
* **Approaches**: Addresses some of the criteria, or lacks meaningful detail and requires important additional information in order to be reasonably comprehensive.
* **Meets**: Address most of the criteria, is reasonably comprehensive, and indicates the applicant understands the issues, concepts, and/or ability to implement the expansion.

***C. Financial Management Plan***

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| **Strengths** | |  | | | |
| **Weaknesses** | |  | | | |
| **Questions** | |  | | | |
| **Question(s)** | **Criteria** | | **Inadequate** | **Approaches** | **Meets** |
| 1 | * The application provides (or Osprey Wilds has) evidence of a history of sound school finances – both in terms of financial management and financial health or a plan from the school to address any areas of concern. | |  |  |  |
| 1 | * The application includes an analysis of the school’s fund balance history. | |  |  |  |
| 2 | * The application provides an analysis of the school’s audit findings over the past 3-5 years. | |  |  |  |
| 3 | * If the expansion will require an additional site or build-out of the current site, the application includes an analysis of the facility options considered. | |  |  |  |
| 4 | * The application describes how the early learning program(s) will be funded, if applicable. | |  |  |  |
| 4 | * If applicable, the application includes funding mechanism(s) for an early learning program are reasonable and allowable. | |  |  |  |
| 5 | * The budget for the expansion is comprehensive, reasonable for the proposed expansion, and viable for overall school sustainability. | |  |  |  |
| 6 | * The application provides assumptions used in developing the budgets. | |  |  |  |
| 7 | * The application provides a comprehensive budget narrative that addresses the differences in the two budgets. | |  |  |  |
|  | **OVERALL SECTION RATING** | |  |  |  |

* **Inadequate**: Lacks significant detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issues, concepts, and/or ability to implement the expansion.
* **Approaches**: Addresses some of the criteria, or lacks meaningful detail and requires important additional information in order to be reasonably comprehensive.
* **Meets**: Address most of the criteria, is reasonably comprehensive, and indicates the applicant understands the issues, concepts, and/or ability to implement the expansion.

***D. Governance and Management Plan***

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| **Strengths** | |  | | | |
| **Weaknesses** | |  | | | |
| **Questions** | |  | | | |
| **Question(s)** | **Criteria** | | **Inadequate** | **Approaches** | **Meets** |
| 1 | * The application includes a signed cover page. | |  |  |  |
| 2 | * The application describe the capacity of the board to implement the proposed expansion. | |  |  |  |
| 3 | * The application describe the capacity of school management to implement the proposed expansion. | |  |  |  |
| 4 | * The application includes a description of any changes to the school’s organization structure stemming from the proposed expansion. | |  |  |  |
| 5 | * The application provides (or Osprey Wilds has) evidence of a history of sound school operations, governance, and compliance or a plan from the school to address any areas of concern. | |  |  |  |
| 6 | * The application includes an implementation plan that is aligned with OW’s Expansion & Replication RTO guidance and provides clearly defined responsibilities, timelines, milestones, and activities for the proposed expansion. | |  |  |  |
| 7 | * The application identifies potential challenges related to the proposed expansion and possible solutions. | |  |  |  |
|  | **OVERALL SECTION RATING** | |  |  |  |

* **Inadequate**: Lacks significant detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issues, concepts, and/or ability to implement the expansion.
* **Approaches**: Addresses some of the criteria, or lacks meaningful detail and requires important additional information in order to be reasonably comprehensive.
* **Meets**: Address most of the criteria, is reasonably comprehensive, and indicates the applicant understands the issues, concepts, and/or ability to implement the expansion.

***E. Early Learning Programs***

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| **Strengths** | |  | | | |
| **Weaknesses** | |  | | | |
| **Questions** | |  | | | |
| **Question(s)** | **Criteria** | | **Inadequate** | **Approaches** | **Meets** |
| **Intentional Instructional Practice** | | | | | |
| 1 | * The application provides a brief overview of the program’s early learning approaches. | |  |  |  |
| 2 | * The application provides a brief description of the curriculum used in the early learning program. | |  |  |  |
| 3 | * The application indicates how the Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards (ECIPs) are used to inform instruction and support the development of each child. | |  |  |  |
| 4 | * The application provides an overview of instructional practice to support children’s early literacy skills development. | |  |  |  |
| 5 | * The application describes how the instructional practice is responsive to the cultural and linguistic needs of children in the school’s early learning program. | |  |  |  |
| **Comprehensive Child Assessment** | | | | | |
| 1 | * The application describes the assessment process used to measure individual child progress in all the prekindergarten and preschool instructional classes. | |  |  |  |
| 1 | * The assessment process includes the use of a standardized child assessment instrument. | |  |  |  |
| 2 | * The application describes how the child assessment results are used to inform curricula and instruction throughout the school year. | |  |  |  |
| 3 | * The application indicates how families are involved in the assessment process throughout the year. | |  |  |  |
| 4 | * The application describes how assessment results are shared between early learning and kindergarten staff, including kindergarten staff at other schools | |  |  |  |
| 5 | * The application describes how the child assessment process is responsive to the cultural and linguistic needs of children in the school’s early learning program. | |  |  |  |
| **Kindergarten Transition** | | | | | |
| 1 | * The application describes the program’s transition plan that includes meaningful teacher coordination and family engagement. | |  |  |  |
| 2 | * The application describes how the transition plan is responsive to the cultural and linguistic diversity of children and their families in the school and early learning program. | |  |  |  |
| 3 | * The application describes how the curriculum, instruction, and assessment practices between the early learning program and kindergarten program are aligned. | |  |  |  |
| 4 | * The application describes meaningful family engagement strategies throughout the transition. | |  |  |  |
| 5 | * The application describes a plan for providing guidance to families not enrolling their child in the charter school kindergarten program. | |  |  |  |
| 6 | * If a free program, the application indicates if the school will provide enrollment preference to kindergarten for students participating in the school’s early learning program. | |  |  |  |
| **Coordinate with Relevance Community-Based Services** | | | | | |
| 1 | * The application provides a brief description of how the program coordinates with community organizations and how those resources are shared with families | |  |  |  |
| 2 | * The application describes how coordination with community- based services is responsive to the cultural and linguistic diversity of children and their families in the school and early learning program. | |  |  |  |
| 3 | * The application describes how information about community-based services can be made available to families using a variety of strategies | |  |  |  |
| **Staff Ratios and Licensure** | | | | | |
| 1 | * The application describes program staffing, class size, and ratios designed to ensure a high-quality early learning program. | |  |  |  |
| 2 | * The application identifies staff licensure areas and MN teaching license file folder numbers or anticipated licensure areas. | |  |  |  |
| 2 | * If not provided in the application, the school affirms it will submit staff licensure areas and MN teaching license file folder numbers to MDE when staff is hired. | |  |  |  |
| 3 | * If qualified early learning teaching staff are supervised by a licensed early childhood teacher, the application describes the supervision process. | |  |  |  |
| **Teacher Content Knowledge** | | | | | |
| 1 | * The application describes plans for staff training and professional development specific to early learning development, curriculum, instructional practices and assessment. | |  |  |  |
| **Completion of Early Childhood Health and Development Screening** | | | | | |
| 1 | * The application provides a description of how and where participating children receive health and developmental screening. | |  |  |  |
| 2 | * The application provides a plan for those children who do not successfully complete early childhood screening. | |  |  |  |
|  | **OVERALL SECTION RATING** | |  |  |  |

* **Inadequate**: Lacks significant detail; demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issues, concepts, and/or ability to implement the proposed early learning program(s).
* **Approaches**: Addresses some of the criteria, or lacks meaningful detail and requires important additional information in order to be reasonably comprehensive.
* **Meets**: Addresses most of the criteria, is reasonably comprehensive, and indicates the applicant understands the issues, concepts, and/or ability to implement the proposed early learning program(s).

***F. Early Childhood Health and Development Screening***

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| **Strengths** | |  | | | |
| **Weaknesses** | |  | | | |
| **Questions** | |  | | | |
| **Question(s)** | **Criteria** | | **Inadequate** | **Approaches** | **Meets** |
| 1 | * The application includes a description of the school’s plan and capacity to provide an Early Childhood Screening program in accordance with applicable law and regulations. | |  |  |  |
| 2 | * The application identifies the observational developmental screening instrument and the parent report social-emotional screening instrument the school will use. | |  |  |  |
| 3 | * The application describes how the school will ensure screening of each required component. | |  |  |  |
| 4 | * The application describes how the school will provide screening for English learners. | |  |  |  |
| 5 | * The application provides the school’s plan to ensure all enrolled kindergarten students who have not previously been screened will receive the screening within 30 days after the first day of attendance | |  |  |  |
| 6 | * The application includes a description of how the school will meet MDE accountability requirements for data submission. | |  |  |  |
|  | **OVERALL SECTION RATING** | |  |  |  |

* **Inadequate**: Lacks significant detail; demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issues, concepts, and/or ability to implement the proposed early learning program(s).
* **Approaches**: Addresses some of the criteria, or lacks meaningful detail and requires important additional information in order to be reasonably comprehensive.
* **Meets**: Addresses most of the criteria, is reasonably comprehensive, and indicates the applicant understands the issues, concepts, and/or ability to implement the proposed early learning program(s).