

Osprey Wilds Environmental Learning Center Application for Charter School Renewal Guide

Introduction

The Osprey Wilds Environmental Learning Center (Osprey Wilds) will consider applications for charter school contract renewal by its authorized schools in the final year of the school's current charter contract. This is required for a school to continue to be authorized by Osprey Wilds. In order to make informed decisions about contract renewal, Osprey Wilds evaluates the school's mission fulfillment and performance in the areas of academics, finances, operations, and environmental education during the term of the school's current contract. In addition, Osprey Wilds evaluates the school's strategic direction and proposed performance outcomes as outlined in this application.

Introductory Email

By May 1 of a school's renewal year, Osprey Wilds will send an email to the school leader and board chair introducing them to the renewal process. The email will contain the application template, including the school's specific requirements for the application, and the renewal timeline.

Application Requirements

Please type your answers into this application template. Make sure to enter your school name and submission date on the cover page. Directly address each question below that is required for your renewal application as indicated by Osprey Wilds' introductory email. Responses should be concise and comprehensive. The answers provided will be evaluated on substance, quality, and clarity – not quantity. This application is used to inform Osprey Wilds' renewal site visit and overall school evaluation.

Submission of Application

An email 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 via e-mail to csdadmin@ospreywilds.org.

Page Limits

Total page limit is 35 pages. Page limits do not apply to attachments. Please limit attachments to those that are requested.

Required Attachments

- Organizational chart
- Four-year financial plan
- Academic data request

Optional Attachments

- Strategic plan

Application Deadline

- **September 15, 2026**

(If the deadline falls on a weekend or non-business day, the deadline moves to the following business day)

Crosslake Community Schools (District 4059)

Application for Charter School Renewal

**Submitted on: DRAFT — final submitted following Board approval on
September 28, 2026**

**Prepared by: Dr. Jenna Leadbetter, District Superintendent; Dan Fischer, In-Person
PreK–8 Principal; Monique VonEnde, Online K–8 Principal; Rose Bierce, Online 9–12
Principal**

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 was approved by majority vote of the board in public session on **September 28, 2026**.*

Jared Griffin, Board Chair

Josef Garcia, Vice-Chair

Colin Williams, Treasurer

Melanie Donley, Secretary

Steena Johnson, Director

Lance Swanson, Director

Aimee Tagtmeier, Director

Rhiannon Paulson, Director

Submit to csdadmin@ospreywilds.org by the deadline of **September 15**. If the deadline falls on a weekend or non-business day, the deadline moves to the following business day.

By approval and submission of this application, the school agrees to the terms of the base charter contract (no exhibits) without modification. The base charter contract is available on the [Osprey Wilds website](#).

Jared Griffin, Board Chair

Dr. Jenna Leadbetter, Superintendent

PART A: CONTRACT FULFILLMENT

Mission, Vision & Statutory Purposes

State your mission, vision, and statutory purposes as outlined in your charter contract with Osprey Wilds. Describe the school's progress in fulfilling its mission, vision, and statutory purposes. (See Operations Performance Evaluation Indicator 1.1)

Mission

To grow environmentally literate, community-impacting learners of excellence.

Vision

CCS strives to be a school where students build meaningful connections with each other, the community, and the environment through exceptional and relevant learning experiences.

Core Values (RELIC)

Respect, Excellence, Learning, Integrity, and Community.

Statutory Purposes (Exhibit F)

The primary purpose of Crosslake Community School is to improve all pupil learning and all student achievement. The additional purposes are to establish new forms of accountability for schools, and to create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site. Our guiding principle is to provide a curriculum that is rigorous, challenges all students and has an emphasis on environmentalism and community engagement.

Progress in fulfilling the mission, vision, and statutory purposes

Crosslake Community Schools (CCS) is one unified public charter district with three schools and two ways of delivering learning: the In-Person PreK–8 school on our Crosslake campus, the statewide Online K–8 school, and the statewide Online 9–12 high school. On July 1, 2026 the district formally adopted the name Crosslake Community Schools and the term “In-Person” (replacing “seat-based”).

Our story this contract. CCS began this contract in 2022 on a probationary contract with a Performance Improvement Plan, after enrollment had dropped from 637 to 424 ADM. Four years later, CCS has met that plan's benchmarks, earned 108% of possible points on Osprey Wilds' FY25 Academic Performance Evaluation (on track for Fast-Track Renewal eligibility), grown to 609 students (as of September 23, 2026) under a 700-student cap Osprey Wilds approved in 2025, and organized itself as one district with three schools. Along the way the Board made a deliberate investment in staff pay and leadership to prepare for that growth, and it is now rebuilding reserves with a balanced FY27 budget. The sections below show where we are strong, where we are not yet where we want to be, and what we are doing about it.

Mission. Our mission-related contract goals are our strongest results: 98% of in-person K–8 students have taken part in at least two of three major community engagement activities across FY22–FY25 (goal: 90%), and 75% of online K–12 students have completed an environmental or community engagement project, well above the 54% FY22 baseline. Osprey Wilds rated Mission-Related Outcomes at 150% of possible points. On campus, students learn in the solarium aquaponics lab and Fresh Air Classrooms; online students complete MESS-E, a cross-subject environmental project that earns graduates an Environmental Education cord. In our 2025–26 survey, 98% of staff said they understand and support the district vision, and no family answered “no” when asked whether CCS helps their child connect with the environment.

Primary purpose — improving learning for all students. We completed Phase 1 READ Act training for every required educator, adopted structured literacy and knowledge-building curricula, launched

district-wide MnMTSS, earned High Reliability Schools Level 1 and 2 certification at the in-person school, and built one data system (eduCLIMBER) with Infinite Campus as our student information system. Our challenges, described in the Academic Performance section, are math proficiency, online high school graduation, and attendance in online grades 6–12.

New forms of accountability. CCS publicly posts its charter contract and Osprey Wilds’ academic, financial, and environmental education evaluations on the district website, adopts and reports on its CACR plan and Local Literacy Plan, and reports to the Board at every regular meeting.

New professional opportunities for teachers. Four of our eight Board members are licensed teachers. Teachers lead through Q Comp lead roles, online department leads, and a new Online Leads career-ladder position (2026–27), and CCS fills openings by promoting from within when able. Our staff well-being work earned CCS finalist recognition for the Minnesota Charter School Innovation Award in the category “Creating New Professional Opportunities for Teachers” in 2024 and 2025.

Summarize the school’s instructional program and curriculum, highlighting unique elements at the elementary, middle, and high school levels (as appropriate). Explain the breadth and depth of the curriculum and its alignment to state standards and school mission. (See Operations Performance Evaluation Indicator 1.2, 1.3)

CCS offers the same district mission and standards through two delivery models, aligned vertically to our single online 9–12 high school.

In-Person PreK–8 (Crosslake campus)

Classes are limited to 19 students with multi-age classrooms and parent–teacher–student partnerships. A fee-based PreK program uses Wonders ELA and Eureka2 Math to prepare students for kindergarten, measured by a Kindergarten Readiness checklist. Core literacy uses Fishtank Learning ELA (knowledge building, about 60 minutes daily) with UFLI Foundations and Heggerty (K–2) and, new in 2026–27, UFLI Word Origins for grades 3–8. Math uses Eureka2 (Great Minds) with SpringMath daily fluency. The school uses Marzano’s New Art and Science of Teaching, is certified at High Reliability Schools Levels 1 and 2, and is working toward Level 3. Responsive Classroom and FlyFive shape classroom culture, and environmental education is hands-on through the solarium, Fresh Air Classrooms, and project-based learning.

Online K–8 (statewide)

Flexible, primarily asynchronous instruction with scheduled synchronous sessions, taught by Minnesota-licensed teachers with learning coaches. Following an 8th-grade Flexpoint pilot in 2025–26, online K–3 ELA moves to Bright Thinker with UFLI in 2026–27, and grades 3, 4, 5, and 7 move to Flexpoint courses in Buzz across the other content areas. Online homerooms build connection for middle school students, and environmental education is built into online courses.

Online 9–12 (statewide)

Standards-aligned courses in Canvas (Flexpoint for 9th grade in 2026–27, grades 10–12 in 2027–28), grade-level seminar courses, PSEO, work-based learning options, counseling, virtual clubs, environmental electives, and MESS-E. The district is building three graduation pathways: Workforce Ready, Career Technical, and College Bound.

Breadth, depth, and alignment

Each school follows a published curriculum review cycle (posted on the Academics page of our website) that reviews each content area against current Minnesota standards, then implements new standards and curriculum the following year. Twice-monthly PLCs build horizontal and vertical scope and

sequence so that a fourth grader receives the same content in Crosslake or online. District direction for the next contract is consolidation: fewer curricula and supplemental programs, and one learning management system district-wide beginning in SY 2027–28.

Complete the table below. Provide the names of the school's evidence-based curriculum and practices. Remove columns that are not relevant. (See Operations Performance Evaluation Indicator 1.3)

CCS does not use a separate science intervention curriculum; students who struggle in science receive reteaching and small-group support from their teachers, plus special education accommodations and services where applicable.

Early Learning Curriculum (Preschool / Prekindergarten)				
ECIPs Domain		Curriculum		
Approaches to Learning		Wonders ELA; Eureka2 Math; Responsive Classroom routines		
The Arts		Wonders ELA thematic units; art, music, and movement		
Language, Literacy, and Communications		Wonders ELA; FastBridge early literacy screening		
Mathematics – Cognitive		Eureka2 Math		
Physical and Movement Development		Daily gross-motor play; PE/DAPE teacher		
Scientific Thinking – Cognitive		Solarium, school forest, and outdoor exploration		
Social and Emotional Development		Responsive Classroom; FlyFive		
Social Systems – Cognitive		Wonders ELA thematic units; place-based community learning		
Reading & Writing Curriculum & Practices				
Tier	Primary (K-2)	Elementary (3-5)	Middle (6-8)	High (9-12)
Tier 1	In-person: Fishtank ELA, UFLI Foundations, Heggerty. Online K–3: Bright Thinker + UFLI	In-person: Fishtank ELA + UFLI Word Origins. Online 3: Bright Thinker; 4–5: Flexpoint	In-person: Fishtank ELA + UFLI Word Origins. Online: Flexpoint (Buzz)	Online ELA courses (Canvas; Flexpoint grade 9); MESS-E
Tier 2	Sound Partners; UFLI	Groves Academy; UFLI (3); Read Naturally (4–5); UFLI Word Origins	Groves Academy; Read Naturally; UFLI Word Origins	IXL; MyPath; Exceptional Student Suite; UFLI Word Origins
Tier 3	UFLI (intensive); special education	UFLI (3); Groves Academy (4–5); special education	Groves Academy; special education	IXL; MyPath; Exceptional Student Suite; special education
Math Curriculum & Practices				
Tier	Primary (K-2)	Elementary (3-5)	Middle (6-8)	High (9-12)
Tier 1	In-person: Eureka2 + SpringMath fluency. Online: standards-aligned math (Buzz)	In-person: Eureka2 + SpringMath. Online: Flexpoint (3–5)	In-person: Eureka2 + SpringMath. Online: Flexpoint (7) / Buzz	Online math courses (Canvas; Flexpoint grade 9)
Tier 2	SpringMath; IXL; Khan Academy	SpringMath; IXL; Khan Academy	SpringMath; IXL; Khan Academy	IXL; Khan Academy
Tier 3	SpringMath, IXL, and Khan Academy with an interventionist; special education	SpringMath, IXL, and Khan Academy with an interventionist; special education	SpringMath, IXL, and Khan Academy with an interventionist; special education	IXL and Khan Academy with the online math interventionist; special education
Science Curriculum & Practices				
Tier	Primary (K-2)	Elementary (3-5)	Middle (6-8)	High (9-12)
Tier 1	FOSS; Discovery Education	FOSS; OpenSciEd; Discovery Education	OpenSciEd; online science courses	Online science courses; environmental electives; MESS-E; Salt Watch

Tier 2	No separate intervention curriculum; teacher reteaching and small groups	No separate intervention curriculum; teacher reteaching and small groups	No separate intervention curriculum; teacher reteaching and small groups	No separate intervention curriculum; teacher office hours and reteaching
Tier 3	Special education accommodations and services	Special education accommodations and services	Special education accommodations and services	Special education services; credit recovery

Describe how instructional leadership and staffing is organized to fulfill the school mission. *Include an organizational chart as an attachment.* (See Operations Performance Evaluation Indicator 1.1)

CCS's instructional leadership model is simple: principals are the instructional leaders and decision-makers for their schools, and district-wide roles coordinate and support the work. The District Superintendent is the Board of Education's single employee; all other positions are hired and supervised administratively. See the attached board-approved organizational chart (August 24, 2026).

- **District Superintendent** (Dr. Jenna Leadbetter) — leads the district, co-chairs the CACR Advisory Committee, holds the Title IX, Human Rights Officer, data practices, and American Indian Education liaison roles, and is the co-liaison on every vendor and grant relationship.
- **Three principals, one per school** — Dan Fischer (In-Person PreK–8), Monique VonEnde (Online K–8), and Rose Bierce (Online 9–12). Principals decide assessment, curriculum, literacy, and professional development for their schools and work together toward district alignment.
- **District-wide instructional support** — Teaching and Learning Coordinator and District Assessment Coordinator (Abi Swenson: READ Act, Q Comp, assessment calendar); District MnMTSS Coordinator (Amy Scheuman); District Special Education Manager (Gena Jacobson) with Paul Bunyan Education Cooperative as contracted Director of Special Education; Student Support Services Manager (Amy Miller: 504, counseling, social work, mental health); Enrollment and State Reporting Coordinator (Molly Papillon).
- **Engagement leads** — Heidi O'Brien (PreK–8, including EE) and Mitch Swaggert (Online 9–12) lead family engagement, activities, and retention.
- **Operations** — HR/Business Manager, Technology Manager and Coordinator, Facilities Manager, Food Service Manager, Marketing Coordinator, and District Administrative Assistant.

Staffing as of fall 2026: 101 staff (In-Person 37, Online K–8 20, Online 9–12 44). The District Cabinet meets every other week; every staff member serves on at least one of the district's committees, including the Environmental Education Committee, the MnMTSS District Leadership Team, and the CACR Advisory Committee.

Describe the school's process for assessing and evaluating student learning and growth. (See Operations Performance Evaluation Indicator 1.4)

CCS uses the "Screen, Identify, Intervene" cycle described in our Local Literacy Plan, with universal screening in fall, winter, and spring for reading and math:

- **Universal screening:** FastBridge earlyReading and CBMReading (K–3, including READ Act and dyslexia subtests), with STAR also used in grades 2–3; STAR Reading and Math (grades 4–12).
- **Diagnostics:** Capti ReadBasix (all six subtests) for students in grades 4–12 who score below benchmark; interventionists add the PAST phonological awareness screener, LETRS phonics and word reading survey, Words Their Way spelling inventory, UFLI, Groves, or Read Naturally placement tests, and CORE Maze comprehension.
- **State and other assessments:** MCA/MTAS; WIDA ACCESS for English learners; ACT (optional, grades 11–12); SAEBRS social-emotional screening; PreK Kindergarten Readiness checklist.
- **Progress monitoring:** at least every two weeks for students in Tier 2 and Tier 3.

Results live in eduCLIMBER and Infinite Campus. After each screening window the Teaching and Learning Coordinator (our District Literacy Lead) leads data meetings using a four-quadrant analysis of core health; students between the 1st and 40th percentile are reviewed for level of concern and dyslexia characteristics, and parents are notified after each window using grade-band letters (K–1, 2–3, 4–12). Results are reported to the Board, in the CACR report, and to Osprey Wilds, and the district assessment calendar is posted publicly.

Spring 2026 reading results: 49% of K–3 students (50 of 102) and 68% of students in grades 4–12 scored at or above benchmark.

Describe the school’s process to review and evaluate the effectiveness of instruction and curriculum. What is the process for making changes if ineffectiveness is identified? (See Operations Performance Evaluation Indicator 1.3)

Instruction and curriculum are reviewed at three levels:

- **Classroom and PLC level:** PLCs meet twice monthly, with one protected grade-level PLC per month in 2026–27 grounded in the Science of Reading. The District Literacy Lead conducts literacy walkthroughs at least twice monthly using the LETRS for Administrators framework. Teachers are observed three times a year through Q Comp (in-person rubrics based on Marzano; online rubrics based on the National Standards for Quality Online Teaching).
- **School level:** principals and MnMTSS School Leadership Teams compare growth between screening windows to judge whether Tier 1 instruction serves at least 80% of students; the in-person school also uses High Reliability Schools certification as an external check.
- **District level:** the MnMTSS District Leadership Team and the CACR Advisory Committee review results; the Board reviews academic results and the CACR plan annually in public session.

Curriculum review cycles. The in-person cycle reviews one content area each year and implements it the next (2024–25 review ELA; 2025–26 review social studies and implement ELA; 2026–27 review math and implement social studies; 2027–28 review arts/music/PE/STEM and implement science; 2028–29 review science). The online cycle phases in Flexpoint, Canvas, and Buzz by grade (8th grade pilot in 2025–26; grades 3, 4, 5, 7, and 9 in 2026–27; K–2, 6, and 10–12 in 2027–28) while monitoring implementation of new standards.

When something isn't working: principals bring the concern to a curriculum discussion that includes all three principals so K–8 in-person and online decisions stay aligned. Leadership teams vet options against READ Act and evidence-based criteria, teachers review materials, and the group reaches a decision; purchases follow the Superintendent, Finance Committee, and Board approval path. Examples: adopting Fishtank after READ Act training revealed a knowledge-building gap; replacing Edgenuity with Bright Thinker and Flexpoint online; adding UFLI Word Origins for grades 3–8; and consolidating to one LMS for SY 2027–28.

Describe your practices and programming for remediation and acceleration. (See Operations Performance Evaluation Indicator 1.2)

Remediation

Tiered supports are organized under MnMTSS, launched district-wide in June 2025 when eight staff completed COMPASS training. In SY 2026–27 CCS moved to one District Support Referral Form for academic, behavioral, 504, mental health, and speech-language referrals, and the in-person school moved from paper to electronic referrals.

- **Entry:** students with moderate concern receive differentiated core or Tier 2 instruction; any student in the “red” range on STAR receives Tier 2 from a teacher or interventionist; students with significant concern receive diagnostics and Tier 2 or Tier 3 intervention. Families are notified at each step.
- **Reading interventions:** Sound Partners and UFLI (K–2), Groves Academy and UFLI (3), Groves Academy and Read Naturally (4–8), IXL, MyPath, and Exceptional Student Suite (9–12), and UFLI Word Origins (3–12).
- **Math interventions:** SpringMath, IXL, and Khan Academy, delivered by math interventionists in both schools.
- **Staffing:** Title I and reading interventionists, AmeriCorps members (Reading Corps and Math Corps) in the in-person school, and learning coaches online.
- **Exit:** reviewed at each screening window; beginning in 2026–27, students exit after three consecutive data points at or above the next window's target.
- **Non-academic barriers:** school social workers, school counselors, a McKinney-Vento liaison, and school-linked teletherapy through ReGroup Counseling, where no student is turned away for financial reasons.

Acceleration

Board Policy 553 (Grade Acceleration/Retention) governs acceleration for gifted and talented learners. A parent or teacher may request consideration; an Acceleration Committee reviews STAR and MCA data, grades, and teacher and family input; and a comprehensive evaluation uses the Iowa Acceleration Scale plus ability and above-level aptitude testing. Grade acceleration is considered in K–6, course-by-course acceleration in grades 7–8, and credit-based advancement in 9–12, including PSEO. The K/1 Early Admittance policy governs early entry. Within classrooms, teachers extend learning through above-level tasks and enrichment.

Describe the structures and practices in place to serve English Learners. (See Operations Performance Evaluation Indicator 1.10)

English learners are identified through the Minnesota Language Survey at enrollment and the state English language proficiency screener, receive services from a licensed EL teacher, and take WIDA ACCESS each year. Our EL population has been small — too few students to report Exhibit G Measures 2.1 and 2.2 in FY25 — but it is growing with statewide online enrollment.

- A licensed EL teacher (currently 0.2 FTE) who has completed READ Act Phase 1 training sets service minutes and co-plans with classroom teachers.
- Two ML coaches joined the online school in 2026–27 to support multilingual learners and their teachers.
- Board Policy 615 governs testing accommodations for English learners.
- Families receive translated communications through ParentSquare, interpreters on request, and a district Language Access Plan.

Challenge and response: in August 2026 an online student's needs called for daily EL service, beyond current 0.2 FTE capacity. The Special Education Manager, the Online 9–12 Principal, PBEC, and the Superintendent are reviewing EL staffing so that service minutes drive staffing. English language learning is the online and in-person relicensure priority topic in 2027–28.

Describe the school's special education program and practices, including the Child Find process. (See Operations Performance Evaluation Indicator 1.9)

CCS provides special education across all three schools through a partnership with Paul Bunyan Education Cooperative (PBEC), which serves as the district's contracted Director of Special Education. The District Special Education Manager (Gena Jacobson) is the day-to-day liaison, supervises case management, and works with principals on teacher and paraprofessional schedules and curriculum. CCS employs licensed special education teachers at each school, related service providers including speech-language pathology, and paraprofessionals. Board Policies 608, 508, 427, and 532 and the Board-approved Restrictive Procedures Plan govern the program.

- **Child Find:** universal screening three times a year, READ Act dyslexia screening, and the District Support Referral Form identify students who may need evaluation. Students receive documented MnMTSS interventions; when data show a disability may be present, or a parent requests it, the team seeks consent and completes a full evaluation within state timelines. The Child Find notice is posted on the Special Education Department page of the district website and in both student handbooks.
- **Training:** all 11 special education educators responsible for reading instruction completed READ Act Phase 1 training. In 2026–27 the entire special education team is being trained on role expectations with an emphasis on due process.

- **Services:** IEP accommodations are recorded in Infinite Campus so every teacher can see them; the in-person special education team uses Groves Academy for reading intervention; online services and IEP meetings are delivered by live video; and a transition curriculum supports secondary students.
- **Section 504:** the In-Person Principal and the Student Support Services Manager (online) serve as 504 Coordinators.

Academic Performance

In this section, you may provide graphs and/or charts to supplement your narrative.

Reflect on your school's academic performance in relation to the goals outlined in the current contract. Highlight successes and challenges and describe how the school will address challenges.

Osprey Wilds' revised FY25 Academic Performance Evaluation (August 28, 2026) rated CCS at **108.3 of 100 possible points (108%)**, up from 107% through FY24, and found the school on track to be eligible for Fast-Track Renewal. The Board approved a revised Exhibit G on August 24, 2026 that carries these goals through FY26 and aligns growth measures to our current assessments (STAR growth points for grades 2–8/2–12 and FastBridge risk-level movement for grades K–1). The Academic Data Request, including FY26 results, will follow separately; CCS is targeting October 5, 2026, the revised due date Osprey Wilds set after MDE's October 1 release of MCA data.

Indicator (Exhibit G)	Points possible	Points earned	Rating (through FY25)
1. Mission-Related Outcomes	8	12	Exceeds (150%)
2. English Learners	N/A	N/A	Not scored (too few EL students)
3. Reading Growth	19	25	Exceeds (132%)
4. Math Growth	19	20	Exceeds (105%)
5. Reading Proficiency	12	9	Meets (75%)
6. Math Proficiency	12	9	Meets (75%)
7. Science Proficiency	12	11.3	Meets (94%)
8. Kindergarten Readiness	3	3	Meets (100%)
9. Post-Secondary Readiness	7	7	Meets (100%)
10. Attendance	8	12	Exceeds (150%)
Overall	100	108.3	Eligible for Fast-Track Renewal

Successes

- **Mission and community engagement:** 98% of in-person K–8 students participated in at least two of three community engagement activities (FY22–FY25); 75% of online K–12 students completed an environmental or community engagement project, against a 54% baseline.
- **Growth:** every STAR and FastBridge growth measure met or exceeded target. In FY25, 68% of in-person and 67% of online students were at low risk or moved down a risk level in reading, and 61% and 65% in math (target 50%). CCS students improved an achievement level on the reading MCA at 28% versus 19% statewide.
- **In-person proficiency:** in-person students outperform the state in reading (proficiency index 68.7 vs. 61.5 in grades 4–8) and in science (69.3 vs. 52.2), and in-person math rose well above its

baseline (51.7 vs. 40.0). In-person students eligible for free or reduced-price meals outperformed their statewide peers in reading (58.4 vs. 43.9) and math (45.5 vs. 39.4).

- **Readiness and graduation:** 88% of PreK students met kindergarten readiness standards (goal 85%); the online four-year graduation rate averaged 66% for FY22–FY24 against a 57% baseline (71% in FY23), and the revised Exhibit G now measures the six-year rate (63.2% baseline); and 70% of returning 10th graders started the year with four or more credits (goal 70%).
- **Attendance:** annual attendance met or exceeded the baseline in every year of the contract — in-person 91–94% (baseline 88%), online K–5 94–97% (baseline 94%), and online grades 6–12 88–90% (baseline 87.5%).

Challenges and how we are addressing them

- **Online proficiency for students eligible for free or reduced-price meals and students receiving special education.** Osprey Wilds identified this as the primary area of concern: these groups did not meet target in online reading, math, or science except special education math, with the largest gap in science. Online math overall (17.6 vs. 30.2 for comparison online schools) is our lowest result. Response: a dedicated online math interventionist; Flexpoint core courses replacing Edgenuity; Bright Thinker and UFLI for online K–3 literacy; MnMTSS Tier 2 and 3 progress monitoring every two weeks; special education due-process and accommodations training; and these student groups as a standing review at every data meeting.
- **Science under the new MCA-IV standards (FY25):** scores dropped across the state; the in-person school remained above the state (43.8 vs. 36.9), but online science (14.5 vs. 27.6 for comparison schools) needs attention. Response: aligning online science to the 2019 standards through the curriculum review cycle and embedding science in MESS-E.
- **Online high school graduation:** despite meeting the contract goal, the Online 9–12 school was identified by MDE under ESSA for comprehensive support based on four-year graduation rates. Response: a school-level Comprehensive Needs Assessment with COMPASS, an Online 9–12 Principal and Engagement Lead, an exit-and-engagement process, and three graduation pathways.
- **Math achievement level progress:** 52% of CCS students declined or stayed below standards in math versus 43% statewide (Approaches). Response: Eureka2 and SpringMath in-person, math interventionists in both schools, and math as the priority for IDEA CEIS and MnMTSS.

Reflect on other aspects of the school's academic performance (not directly related to contractual goals) that you would like Osprey Wilds to consider. Highlight successes and challenges and describe how the school will address challenges.

- **Literacy transformation:** every Phase 1 educator required by the READ Act — PreK, EL, K–3, grades 4–5, reading interventionists, special education, and instructional support — has completed approved training (CAREIAL/LETRS). Phase 2 training (Neuhaus) begins in 2026–27. CCS received \$17,310 in Literacy Incentive Aid in 2025–26.

- **Early literacy:** spring 2026 screening showed 49% of K–3 students at or above benchmark and 68% of students in grades 4–12. The K–3 gap drives UFLI in every primary classroom, Bright Thinker online, family literacy nights, and traveling libraries in 2026–27.
- **High Reliability Schools:** the in-person school holds Level 1 and Level 2 certification and is pursuing Level 3.
- **Q Comp:** 97% of licensed staff completed at least 24 hours of Q Comp professional learning; the Online Leads career-ladder role was added for 2026–27.
- **Growth by student group (2025–26 STAR, grades 2–12):** online students eligible for free or reduced-price meals met growth targets at high rates (82% in reading, 66% in math), showing that online intervention is reaching them even as their proficiency lags. In-person gaps are clearest in math for students eligible for free or reduced-price meals (31% meeting growth targets vs. 54% of white students) and for in-person students with disabilities (47% in reading, 39% in math). These groups are the in-person school's priority for Tier 2 math intervention and special education co-planning in 2026–27; because several groups are small, results are read alongside student counts.
- **Equity and culturally responsive practice:** data are disaggregated by student group in eduCLIMBER at every screening window; the Superintendent serves as the district's American Indian Education liaison and CCS formed an American Indian Parent Advisory Committee as Indigenous enrollment grew; cultural competency, using MDE's Standards of Effective Practice, is the 2026–27 relicensure and PD priority; Fishtank units use culturally diverse texts; and a Language Access Plan guides communication with multilingual families.
- **Assessment transitions:** CCS moved between FastBridge and STAR during the contract and worked with Osprey Wilds on growth reporting. The revised Exhibit G (August 2026) resolves these reporting questions going forward.

Provide and reflect on additional information regarding academic-related indicators your school would like Osprey Wilds to consider. (This could include social and emotional development, attendance and retention, student engagement, student discipline, and others as appropriate.) Highlight successes and challenges and describe how the school will address challenges.

Student and family engagement and retention

Enrollment has grown each year, but we lose too many students mid-year in some grades. For 2026–27 we restructured engagement roles with measurable goals: cut in-person grade 2–4 mid-year turnover below 15%, hold at least four joint PreK–8 events with 40% online attendance, and personally invite every online 9–12 student to an engagement activity each quarter, with exit interviews on every withdrawal and a year-end retention report to the Board.

Social-emotional development and mental health

Responsive Classroom and FlyFive (in-person), SAEBRS screening, school social workers and counselors, and the ReGroup school-linked teletherapy partnership support student well-being. A PrairieCare-funded therapy room is being set up, and the district is implementing the new state mental health instruction requirement for grades 4–12.

Attendance

Beyond the contract goal, which CCS exceeded, the district tracks consistent attendance (students attending at least 90% of enrolled days): in-person K–8 rose from 80% (FY24) to 86% (FY25 and FY26), online K–5 was 91% in FY25 and 85% in FY26, and online grades 6–10 held at 67–71%. Online grades 6–12 consistent attendance is our focus: a daily self-reported check-in through Infinite Campus and an Online Attendance Coordinator who follows up at 5, 7, 10, and 15 consecutive days of absence.

Discipline and school climate

Board Policies 506 (Student Discipline) and 514 (Bullying Prohibition) guide discipline, with Responsive Classroom and FlyFive as the in-person prevention framework. The district adopted the I Love U Guys Standard Response Protocol in 2026, with administrator training completed September 10 and all-staff training scheduled this year.

Environmental Education Performance

Provide a summary of your school's environmental education performance in relation to the goals outlined in the current contract.

Our contractual EE goals are the mission-related measures in Exhibit G and the five student-learning indicators in Exhibit H (Awareness, Knowledge, Attitudes, Skills, and Action), measured each year through the Environmental Literacy Plan (ELP). Mission-related outcomes exceeded target (150% of points).

The 2025–26 ELP, approved by Osprey Wilds in November 2025, is the primary evidence for this renewal. It set 22 curriculum-based goals across all five indicators — 12 in-person and 10 online. **Fifteen goals met standard (68%), four approached standard, and three did not meet standard.** Every indicator had at least one goal that met standard in both schools.

Exhibit H indicator	In-person (12 goals)	Online (10 goals)
1. Awareness	Monarch life cycle, PreK–K: Meets. Instruments and materials, grades 5–8: Does Not Meet	Biology pre/post, grade 10: Meets (75%). Earth/Space Science climate unit: Meets (+15 points)
2. Knowledge	Forest vs. compost soil, grade 5: Meets (90%). Tree measurement, grades 5–6: Approaches (76%). Litter biodegradability, grades 5–8: Does Not Meet	Energy resources, grade 5: Meets (73%). MESS-E Farm to Fridge, 9–12: Approaches (46% completion)
3. Attitudes	Environmental argument essay, grades 7–8: Meets (100%). Recycled-materials art, grades 5–6: Meets (100%). Bees survey: Does Not Meet	K–5 stewardship survey: Meets (100%). Grade 3 trash audit: Meets (12 of 12)
4. Skills	Recycling sort, grades 1–3: Meets (21 of 21). Environmental regulations debate, grade 8: Meets (100%)	Middle-level issue debate: Approaches (41%). MESS-E food production challenges, 9–12: Meets (95%)
5. Action	Clean fishing and shoreline cleanup, grades 5–8: Meets (90%). Common Loon poster campaign, grades 3–4: Meets (17 of 17)	Civic action project, middle level: Meets (69% completed; 92% more motivated). Salt Watch, 9–12: Approaches (82% participation; 48% reported increased motivation)

Highlight successes and challenges of the school's EE program and describe how the school will address challenges in future years.

Successes

- **Hands-on, place-based learning** produced our strongest results: raising monarchs from egg to butterfly, comparing forest soil with compost, fishing and shoreline cleanup on a local lake, and a Common Loon poster campaign, informed by National Loon Center presentations, with posters shared with the National Loon Center.
- **Attitudes and action online:** 100% of K–5 online students showed positive stewardship attitudes, and 92% of middle-level students who completed a civic action project reported greater motivation to care for the environment.
- **Community science:** 82% of online high school students participated in Izaak Walton League Salt Watch water monitoring; in September 2026 CCS became an Official Salt Watch Partner.
- **Interdisciplinary reach:** EE goals now live in science, math, ELA, social studies, art, PE, and music in-person, and in science, social studies, ELA, and the cross-subject MESS-E project online.

Challenges and response

- **Staffing changes interrupted two goals.** The in-person music and STEM goals did not meet standard because the teachers left or changed roles mid-year. Response: the 2026–27 ELP carries forward the goals that met standard and replaces the interrupted goals with redesigned ones, including new vermicomposting and art goals.
- **Assessment alignment.** The bees goal measured a different outcome than the survey it planned to use. Response: the EE Committee now reviews each measurement tool against its goal before the plan is submitted.
- **Online completion and depth.** MESS-E Farm to Fridge reached only 46% completion, the middle-level debate showed growth for 41% of students, and Salt Watch participation was high but attitude gains fell short. Osprey Wilds' FY25 formative evaluation also flagged online participation. Response: MESS-E is now required and graded, the 2026–27 Salt Watch goal measures problem-solving skills with a pre/post survey rather than attitudes, and online goals set participation targets alongside performance targets.
- **Board oversight:** EE committee reports appear on every Board agenda and full EE presentations were made in April and July 2026; the Board will also receive a mid-year and year-end ELP results report so progress on each goal is visible before the year closes.

Provide additional information regarding environmental education performance your school would like Osprey Wilds to consider.

- **Sustainable operations:** recycling in every classroom (custodial routines built into the Staff Handbook), vegetables grown in the solarium and served at lunch, and an application to the EPA Clean School Bus program through our cooperative purchasing membership.

- **Staff capacity:** a dedicated in-person EE training day (November 30, 2026).
- **Graduation recognition:** the EE cord gives online students a visible reason to complete environmental work.

Probationary Status

Describe how the school fulfilled the terms of its probationary status as outlined in Exhibit S of the charter contract or the school's Performance Improvement Plan.

CCS began this contract on a probationary contract with a Performance Improvement Plan (Exhibit S) based on its prior renewal evaluation. The plan addressed academic indicators through the Exhibit G goals, EE Indicator 5 (Action) through Exhibit H, and operations indicators 1.2 (Instruction and Assessment), 2.1 (Board Composition and Capacity), and 2.2 (Board Decision-Making and Oversight). In August 2023 Osprey Wilds confirmed that the one-time elements of the plan were complete and identified the ongoing elements the Board should continue to monitor. CCS has met the plan's benchmarks.

PIP benchmark	How CCS fulfilled it
Earn 50% or more of possible points on the Academic Performance Evaluation	Earned 108% of points through FY25 (107% through FY24); on track for Fast-Track Renewal eligibility.
Academic indicators addressed through Exhibit G	Exceeds standard in Mission-Related Outcomes, Reading Growth, Math Growth, and Attendance; Meets standard in Reading, Math, and Science Proficiency, Kindergarten Readiness, and Post-Secondary Readiness.
EE Indicator 5 (Action) addressed through Exhibit H	In 2025–26, three of four Action goals met standard (clean fishing and shoreline cleanup, Common Loon community campaign, online civic action project); Salt Watch approached standard with 82% participation.
Staff trained to use STAR results; online MCA testing sites based on student locations	Annual assessment training through the District Assessment Coordinator and PLCs; statewide MCA testing sites for online students; STAR and FastBridge results reviewed at every screening window.
Shared vision for teaching and learning with targeted PD for each program; PD funds delineated in the budget	Program PD plans feed a single district PD calendar; PD and curriculum funds are budgeted by school (FY27 budget reports in-person, online, and district program budgets separately).
Clearly defined instructional leadership; administrative evaluations and Q Comp mentorship	A District Superintendent and three licensed or licensure-track principals lead instruction; formal evaluations run on a three-year cycle and every licensed teacher is observed three times a year through Q Comp.
Instruction rigorously aligned to standards in both programs; curriculum coordination role	A District Teaching and Learning Coordinator (District Literacy Lead) now supports both schools; each school follows a published curriculum review cycle.
Students of all gender identities valued; staff trained annually	Board-adopted Policy 552 guidelines are reflected in all three handbooks, which the Board approves each August (most recently August 24, 2026); annual training is part of PD planning.
Minutes document election of officers consistent with statute and bylaws	Officers are elected at the annual meeting and recorded in minutes (most recently July 27, 2026).
Board monitors academics, EE, and the PIP at least four times a year	A standing agenda item — “Academic, Environmental Education, and Performance Improvement Plan Updates” — appears at every regular meeting and follows the plan's rotation: academics in September, December, March, and June; EE in October, January, April, and July; and the PIP in November, February, May, and August (most recently August 24, 2026, when Osprey Wilds presented on renewal).
Board adopts concussion, electronic funds transfer, and World's Best Workforce policies; admissions policies comply with statute	Adopted February 14, 2022 (Policies 551, 730, and 731); the admissions and lottery policies were revised again with Osprey Wilds review in 2024–2026.

Osprey Wilds' August 2023 guidance also asked the Board to review school leader performance at least four times a year. The Board receives a Superintendent's report at every regular meeting, uses a Board-

adopted performance survey for the annual evaluation, and held a closed evaluation session on August 19, 2026. Beginning in 2026–27, Board Policy 302.5 (School Leader Evaluation), scheduled for adoption September 28, 2026, provides at least four documented reviews a year: the evaluation committee’s mid-year and final reviews, Board feedback on the Superintendent’s report at regular meetings, and check-ins with the Board Chair, each recorded in the minutes.

Financial Performance

In this section, you may provide graphs and/or charts to supplement your narrative.

Reflect on any financial successes and challenges the school has experienced during the term of this contract.

Successes

- **Strong financial health through FY25.** FY24 met every Osprey Wilds financial standard (current ratio 3.56, 80 days cash, 35.8% fund balance, 9.3% total margin, 0.12 debt-to-asset ratio, clean audit), and FY25 closed with a \$258,772 surplus against a budgeted deficit, raising fund balance to about \$2.7 million.
- **Growth approved and realized:** the enrollment cap rose from 500 to 700, and enrollment reached 609 students as of September 23, 2026.
- **Grants and partnerships:** CCS won a competitive MnMTSS implementation grant from MDE (May 2026) that funds the district-wide tiered-support system, secured PrairieCare Fund support for a school-based therapy room, uses the state building and cybersecurity grant for security camera and PA upgrades, and hosts AmeriCorps Reading Corps and Math Corps members. Two Full-Service Community Schools startup applications and a SOAR grant request are pending; none of these pending awards is counted in the FY27 budget or the four-year plan. The FSCS grants would fund staff salaries if awarded, and any award will be reflected in the FY27 budget revision.
- **Lease aid reconciled:** CCS resolved an FY26 lease aid delay with MDE and the LAKE Foundation; FY26 lease payments were recorded at the approved \$812,490 and a \$43,362 overpayment was credited to FY27.
- **Compensation and retention:** using Minnesota Association of Charter Schools compensation survey data as benchmarks, the Board moved all three employee groups (licensed, leadership, and hourly) to at least 90% of market pay over FY26–FY27, supporting 95.5% teacher retention and answering the staff Desired Daily Experience of being “satisfied with the compensation I receive.”

Challenges

Why the FY26 deficit happened

FY26 fund balance declined \$794,186, to \$1,927,203, or 20.7% of expenditures (preliminary; the FY26 audit began September 14, 2026, and auditors have identified no findings to date). The deficit had three causes, and most of it was a deliberate, Board-approved decision rather than a loss of financial control.

1. A planned investment year (about \$586,000 of the deficit). CCS entered FY26 with a fund balance above 30% of expenditures, built in part by one-time federal relief and Employee Retention

Credit revenue in FY24. In May 2025 the Finance Committee and Board reviewed Creative Planning's multi-year models and knowingly adopted a budget with a \$586,000 planned deficit that spent part of that reserve to prepare for growth to 700 students: moving licensed staff to competitive, tiered salary scales (followed by leadership and hourly staff) at a minimum of 90% of market, adding principal and district-level leadership for three schools, and paying 100% of employee Paid Leave premiums. The models showed the investment would be covered once enrollment reached 660–690 ADM.

2. Enrollment came in below budget (about \$435,000 in lost revenue). FY26 was budgeted at 600 ADM; actual ADM was about 553. Because nearly all CCS revenue is per-pupil state aid, 47 fewer students reduced general education and related aid by roughly \$435,000 while staffing had already been set for 600.

3. Lease timing. MDE initially held FY26 building lease aid pending review of a lease increase. The aid was resolved at \$812,490, but CCS had paid \$855,852 in lease costs; the \$43,362 difference is being credited back through FY27 payments.

Revenue above the revised budget in other areas partly offset these causes. The district's response is already in the FY27 budget: the Board-approved budget returns to a \$108,601 surplus without cutting the compensation gains, discretionary spending is held, and ADM is monitored against budget every month. Fall ADM is running below the budgeted 636, and the FY27 revision will align spending to actual enrollment.

- **FY25 audit finding.** The FY25 audit identified one finding: the year-end lease reconciliation payment to the LAKE Foundation was not made on time. The budget impact was neutral, and the corrective action plan moved the reconciliation to July and updated the automated monthly lease payment.
- **Cost pressures:** a projected health insurance increase of more than 30% on January 1, 2027, transportation escalation, and special education costs.

Reflect on the school's short-term financial viability, highlighting any strengths and weaknesses.

FY27 budget: the Board-approved FY27 budget projects \$9,844,907 in revenue and \$9,736,307 in expenditures across all funds, a \$108,601 surplus that returns the district to positive operations and brings fund balance to about \$2,036,000 (20.9% of expenditures) at June 30, 2027, using the preliminary FY26 year-end balance. It is built on 636 ADM. Creative Planning projects 61.8 days of cash on hand at year-end, including certificates of deposit. As of August 31, 2026, CCS held \$911,244 in checking and \$1,119,432 in certificates of deposit.

Strengths: enrollment rebounded to 609 students as of September 23, 2026, and ADM is about 47 higher than FY26 (599.5 vs. about 553). The online program produces a strong margin (\$6.67 million in revenue against \$4.22 million in direct costs in the FY27 budget), and the in-person school also covers its direct costs, which together fund district-wide services. CCS carries no long-term debt; its facility is leased from the LAKE Foundation with state lease aid.

Weaknesses and response: because FY26 spent reserves on compensation and leadership for growth (explained above), the adopted budget projects fund balance at 20.9% in FY27, just above Osprey Wilds' 20% guideline, and depends on reaching the budgeted 636 ADM. ADM on September 22, 2026 was 599.5 (excluding PreK, which does not generate ADM), after the district removed students who did not return and could not be located. Creative Planning estimates that at 600 ADM, with everything else as budgeted, FY27 would end with a deficit of about \$216,000 and fund balance of 17.6%. That estimate

does not yet include the \$112,118 MnMTSS implementation grant, which pays salaries already in the budget and brings the deficit to about \$104,000 and fund balance to about 18.8%. The FY27 budget revision due to Osprey Wilds by December 15, 2026 will reflect actual enrollment and grant revenue. The second risk is health insurance: the broker projects a renewal of more than 30% on January 1, 2027, after the budget was adopted. At the current 80/20 split, the half-year cost to the district would be roughly \$68,000 to \$106,000, which at 600 ADM would bring the FY27 deficit to about \$172,000 to \$210,000 and fund balance to about 17.5% to 17.9%. Enrollment staff project 28 additional students by the October 1 child count, adding about 24 ADM; at that level, FY27 would be about break-even or show a small surplus, with fund balance near 20%, before any offset from the Board's 2027 contribution and plan decisions. The district is responding by tracking ADM monthly against budget, holding discretionary spending (the Board approved \$15,000 for marketing rather than the \$87,000–\$97,000 requested), requiring purchase orders and three price comparisons, and setting 2027 health contribution rates and plan options at the September 2026 Board meeting. Revised FY27 enrollment and Title I–III detail go to Osprey Wilds by December 15, 2026.

Reflect on the school's long-term financial sustainability, highlighting any strengths and weaknesses. Please describe recent enrollment trends and future enrollment assumptions.

Enrollment trend: ADM fell from 637 in FY22 to 424 in FY23, then rebuilt each year of this contract — 462 budgeted in FY24, about 553 in FY26, and 599.5 ADM as of September 22, 2026, excluding PreK (609 students enrolled September 23, 2026), with FY27 budgeted at 636 ADM against the 700 cap. The online program is the district's financial engine — online students generate state aid without building, transportation, or food service costs — and is now 89% full (480 of 537 seats: K–5 58/76, 6–8 85/100, 9–12 337/361). The in-person school has room to grow (129 students, including 14 PreK; K–4 at 74% and 5–8 at 59% of capacity).

Assumptions for the four-year plan: ADM follows the Finance Committee's enrollment goals — 636 (FY27 budget), 650 in FY28, and 690 in FY29, held at 690 in FY30 — with growth concentrated in the in-person and online K–8 seats because online 9–12 is 93% full; PreK remains fee-based and does not generate ADM; state aid and non-salary costs grow 2% a year; salaries grow 2%, one step on the Board-approved pay scales; new teachers are added at 22 students per teacher; employer health costs assume a 30% renewal on January 1, 2027, followed by 10% renewals; and building rent and lease aid track ADM, as the lease formula requires.

Four-year plan (attached): building Creative Planning's multi-year model assumptions onto the approved FY27 budget, the plan projects that FY28 is roughly break-even (about –\$14,400) as the first full year of the 2027 health renewal lands, followed by surpluses of about \$254,000 in FY29 and \$202,000 in FY30 as enrollment reaches 690. Fund balance dips to 19.1% in FY28 and returns above 20% in FY29 (20.4%) and FY30 (21.8%). The plan tests two sensitivities. If enrollment stays flat at 636, deficits grow to about \$234,000 by FY30 and fund balance falls to 13.5%. Fall 2026 ADM is below 636, so the FY27 revision will reset the plan's starting point to actual enrollment. If the Board's 2027 contribution and plan-design decisions keep the renewal from adding to employer cost, fund balance reaches 21.4% in FY28 and 27.2% in FY30. The broker now projects the January 2027 renewal at more than 30%; any increase above the plan's 30% assumption would add employer health costs to FY28–FY30 unless offset by the Board's contribution and plan decisions, and Creative Planning will update the plan with the December 15 revision. Enrollment and health costs are the two levers, so ADM against budget and benefit costs are standing Finance Committee items.

Strengths: a diversified two-model enrollment base, statewide reach, strong demand, and no debt.

Weaknesses: heavy reliance on per-pupil state aid (charter schools receive a smaller share of per-pupil

funding than districts with levy authority), enrollment volatility in online grades 9–12, and rising benefit costs. Returning fund balance above 20% by FY30, and toward the Strategic Vision’s 30% goal, depends on reaching the enrollment goals and managing health costs — the district’s top operational priorities.

Describe how the organization provides quality financial oversight to ensure compliance, effective internal controls, and monitoring of public funds.

- **Outsourced accounting:** Creative Planning Business Services provides accounting, UFARS reporting, and monthly financial statements; the district’s HR/Business Manager manages day-to-day finance.
- **Authorizer budget review:** Osprey Wilds reviewed the FY27 budget in August 2026; CCS is adding the board approval date, breaking out Title I–III revenues and expenditures by program and reconciling them (the adopted budget showed \$165,500 in Title revenue and \$88,702 in Title expenses), and updating enrollment, with the revised budget due through Aerie before December 15, 2026.
- **Board oversight:** the Finance Committee (Board Treasurer, HR/Business Manager, Superintendent, principals, and staff) meets monthly the week before each Board meeting; the full Board reviews financials, enrollment, and cash at every regular meeting and approves the budget, revisions, and all claims.
- **Internal controls:** separation of duties, restricted access to financial software (Superintendent, HR/Business Manager, Creative Planning), purchase orders required before card purchases, Divvy card limits, three quotes on file for purchases, and a fixed-asset inventory reviewed with the auditor each year.
- **Audit and compliance:** annual independent audit (Abdo), with results presented to the Board and posted on the website. FY24 had no findings; FY25 had one finding on the timing of the year-end lease reconciliation, corrected through a formal corrective action plan.
- **Fraud awareness:** staff forward suspicious invoices and payment requests to Technology and the Superintendent before any action.

Operations Performance (See Operations Performance Evaluation Indicator 2)

Describe how the board has provided oversight in the areas of academics, environmental education, finance, and operations, including legal compliance.

The Board of Education governs CCS through regular monthly meetings with a consistent agenda that builds in authorizer oversight, plus special and closed meetings as needed.

- **Academics:** the standing “Academic, Environmental Education, and Performance Improvement Plan Updates” item follows Osprey Wilds’ rotation, with academics reviewed in September, December, March, and June; principal reports with an academic focus at every meeting; adoption of the CACR plan and the revised Exhibit G (August 24, 2026); and review of the annual satisfaction survey (June 22, 2026).
- **Environmental education:** committee reports, including both EE committees, are a regular part of every agenda, and EE goals and the ELP are reviewed in October, January, April, and July. The Board receives Osprey Wilds’ EE evaluations and ELP approval letters.
- **Finance:** monthly Creative Planning financial statements, Finance Committee reports on the consent agenda, budget adoption before each fiscal year and revisions as enrollment changes, lease aid and LAKE Foundation lease documents, and Board approval of discretionary spending such as the marketing allocation (July 2026).
- **Operations and legal compliance:** annual organizational actions, lottery determinations each spring, hiring approvals, regular policy review and adoption, the three handbooks and the Districtwide Crisis Manual (August 2026), bylaws reviewed by Osprey Wilds and legal counsel, and the organizational chart.
- **School leader oversight:** a Superintendent’s report at every meeting and the annual evaluation described below.

Discuss board-related successes and challenges during the current contract term. Areas you may want to consider as appropriate include:

- Membership and recruitment
- Training
- Meeting attendance
- Board self-evaluation
- Progress on particular board-level projects
- **Membership and recruitment:** the eight-member Board meets statutory composition with four licensed teachers (Colin Williams and Lance Swanson, in-person; Melanie Donley and Rhiannon Paulson, online), three parents (Jared Griffin and Josef Garcia, in-person; Aimee Tagtmeier, online), and one community member (Steena Johnson). Members serve staggered two-year terms. Leadership transitioned in July 2026 when Jared Griffin became Chair and Josef Garcia, the prior Chair, became Vice-Chair. The 2026 election results are posted on the website, and the next election is April 19, 2027.
- **Training:** Board Policy 212 (School Board Member Development) guides training. New members complete required pre-service training on governance, Open Meeting Law, and data

practices, and members attend MSBA charter board workshops (September 29 and November 18, 2026) and CharterSource board training.

- **Meeting attendance:** Osprey Wilds observed 63% member attendance at one meeting earlier in the contract term. The Board now schedules regular meetings on a set annual calendar, and members may participate by interactive technology under the Open Meeting Law, with the remote location posted and votes taken by roll call (as at the August 19, 2026 special meeting), so a member's travel does not keep them from a meeting.
- **Board self-evaluation:** the Board completes a self-assessment at every regular board meeting, which keeps reflection on its own performance continuous rather than once a year.
- **Board committees:** Academic Performance and Achievement (CACR), American Indian Parent Advisory Committee, Finance, and ad hoc Facilities Planning, Compensation, and Safety and Security committees, each with named Board representatives.
- **Board-level projects:** a facilitated strategic planning process (August 2023–April 2024) that produced the Board-adopted Strategic Roadmap, Vision Card, Theory of Action, and three-year governance work plan; a TeamWorks-facilitated review of board structures and workflow (April 29, 2024) whose “start doing” items included board self-evaluation and a board retreat, both now in place; enrollment cap amendment (2025), a compensation overhaul for all three employee groups (licensed, leadership, and hourly) to at least 90% of market average, the Strategic Vision (2026), bylaws revision, the Emergency Succession Plan and Delegation of Authority, and facility planning with the LAKE Foundation.

Describe the process used by the board to evaluate school leadership.

The Board evaluates the District Superintendent annually using a board-adopted performance survey that gathers anonymous staff input alongside Board feedback. To protect candor, the Superintendent does not see individual survey results, and an ad hoc committee of Board members who are not district employees summarizes the results and makes a recommendation to the full Board. The review considers progress on the strategic plan and Exhibit G goals, financial stewardship, the authorizer relationship, and community input, and is discussed in a closed session under the Open Meeting Law (most recently August 19, 2026), with the formal evaluation in September. Between annual evaluations, the Board receives a Superintendent's report at every regular meeting and, under Policy 302.5, documents at least four school-leader reviews each year: the evaluation committee's mid-year and final reviews, Board feedback on the monthly report, and check-ins with the Board Chair, each recorded in the minutes. The Superintendent in turn evaluates principals and district leaders twice a year (mid-year and end-of-year) using self-assessment, observation, data, and SMART goals.

Discuss management and operations successes and challenges during the current contract term. Areas you may want to consider as appropriate:

- School leadership
- Day-to-day operations including: transportation; facilities; food service; staffing (hiring, retention, professional development, evaluation); health and safety; community engagement
- State and federal compliance and reporting
- MDE compliance reviews

- **School leadership:** leadership titles now align with Minnesota administrative licensure: a District Superintendent and one principal per school (three principals as of July 2026), reflecting growth from two schools to three. A leadership transition at the in-person school was completed in 2026. The Online K–8 and Online 9–12 Principals complete principal licensure in December 2026, which also strengthens our succession bench.
- **Transportation:** Crosby-Ironton Transportation provides in-person busing; a new four-year contract (2026–2030) holds the base rate flat for 2026–27.
- **Facilities:** the campus is leased from the LAKE Foundation. Current work includes planned security camera and PA upgrades using the state building and cybersecurity grant, three AEDs in the building, and ongoing conversations with the LAKE Foundation about remodeling and expansion.
- **Food service:** the in-person school operates the National School Lunch Program; the transition to Infinite Campus required rebuilding the educational benefits application process in fall 2026.
- **Staffing:** 95.5% teacher retention; a summer 2025 search drew 168 applicants; 100% of teachers are licensed, with license status tracked under Policy 424; hiring, evaluation (Policies 463 and 464 and Q Comp), discipline (Policy 403), and onboarding follow Board policy and the Board-approved Staff Handbook, distributed and acknowledged through Employee Navigator; all staff complete mandatory annual training (Infinitec modules due September 30). Challenges: filling specialized roles (in-person specialist teacher and MnMTSS lead) and EL capacity.
- **Admissions and enrollment:** Policy 110 (Enrollment, Admissions, and Lottery) and the K/1 Early Admittance policy were revised with Osprey Wilds compliance review in 2024–2026, the lottery policy is posted on the website, and the Board acts on lottery determinations each spring before families are notified. Targeted outreach to underrepresented families is described in Part B.
- **Health and safety:** a fully revised Districtwide Crisis Manual (2026), I Love U Guys Standard Response Protocol training, naloxone stocked per state law, a nurse or nurse's aide on site at all times, and immunization reporting to MDH.
- **Systems:** SIS migration from JMC to Infinite Campus, ParentSquare for family communication, a rebuilt website with ADA remediation underway, Clever single sign-on, and a restructured technology department. These platform changes were our biggest operational challenge at the

start of 2026–27; staff and families are being supported through training and a public technology help page.

- **Community engagement:** Crosslake Days, the chili cook-off, community service, local business donations, and partnerships with the Crosslake Chamber and service organizations.
- **State and federal compliance:** CACR plan and annual report, Q Comp, READ Act Local Literacy Plan, lease aid, ESEA consolidated application (including REAP/SRSA), IDEA, MARSS, annual calendar and instructional hours, OEWS, and immunization reporting are submitted on cycle. Osprey Wilds' FY27 website compliance review is being closed out.
- **MDE compliance reviews:** MDE selected CCS records for the 2025–26 special education Indicator B13 (secondary transition) record review, handled through PBEC; and MDE's lease aid review was resolved through the FY26 reconciliation with the LAKE Foundation.

Student and Parent Satisfaction

Describe how the school solicits feedback from parents and students regarding satisfaction with the school. Provide summary data and reflect on the feedback. How does the school use this information to inform ongoing school improvement? (See Operations Performance Evaluation Indicator 1.11)

CCS surveys students, families, and staff every spring. Results are presented to the Board in public session (most recently June 22, 2026), reported in the Annual Report, reviewed by the CACR Advisory Committee, and used in the Superintendent's evaluation.

2025–26 Stakeholder Survey (249 responses, up from 193)	Favorable
Students: I have what I need to do my schoolwork	95%
Students: I have friends at school	92%
Students: My teacher helps me when I need it	88%
Students: I feel safe at school	87%
Families: Would recommend CCS to other families	84%
Families: District communication is effective (67% "very effective")	91%
Families (online): Communication is clear and timely	91%
Families (online): My child is making appropriate progress	91%
Families (online): The learning platform is user-friendly	86%
Families (in-person): Safe and orderly environment for learning	73%
Staff: Understand and support the district vision	98%
Staff (in-person): Safe and orderly environment	92%
Staff (online): Collaborative, supportive staff culture	100%
Staff: Satisfied with compensation and advancement	47%

Perceptions of safety are strong among students (87%) and in-person staff (92%). In-person family perceptions of a safe and orderly environment (73%) are lower, consistent with students' own request for more consistent behavior expectations — which is why in-person student climate is a 2026–27 priority for the new principal and the MnMTSS team. No family answered "no" when asked whether CCS helps their child connect with the environment.

How we use the feedback: last year's top concerns — platform confusion, communication, and long bus rides — have measurably eased after the district consolidated platforms, launched ParentSquare and principal newsletters, and addressed transportation. The Board approved a compensation overhaul for hourly staff effective July 1, 2026, completing reform for all three employee groups, and the district

held its first district-wide Staff Recognition Celebration. The most-requested improvement from students and families two years running is more extracurricular activities, which is driving an activities expansion plan and dedicated engagement leads. In-person student climate and behavior expectations and online post-graduation readiness are focus areas for 2026–27, the latter through the three graduation pathways. Parent response is small (33 families), so increasing family participation in the survey is a goal for 2026–27.

Educational Service Provider or Charter Management Organization

If the school works with an educational service provider (ESP) or charter management organization (CMO), describe the scope of the work of the ESP or CMO during the current contract period and how the school board has evaluated the performance of the ESP or CMO (see *Exhibit N—Provisions for Education Service or Management Contract* in the [contract exhibits templates](#) folder on Google Drive). (See Operations Performance Evaluation Indicator 2.3)

PART B: FUTURE STRATEGIC DIRECTION

The school may include a strategic plan as an attachment to the application if one exists, but this is not required. Please answer the following questions:

Describe any significant program changes that will be implemented during the term of the potential new contract. Please discuss how these changes will aid the school in fulfilling its mission, vision, and statutory purposes. (Significant changes include a revised mission and/or vision statement, changes in the statutory purposes, or implementation of a substantially different instructional program.)

CCS does not plan to change its mission, vision, statutory purposes, or instructional model in the next contract. The next contract continues the Board-adopted **Strategic Roadmap** (April 29, 2024; attached), developed through a facilitated planning process from August 2023 to April 2024. The Roadmap sets five Strategic Directions: (A) effective, relevant, and individualized instruction in each classroom; (B) staff professional growth and support systems; (C) positive student interactions and a welcoming, inclusive learning community; (D) technology to support teaching and learning; and (E) improved school operations, facilities, and systems. It also defines Desired Daily Experiences for students, staff, and families in each school. In February 2026 the Board approved a 3/5/7-year Strategic Vision that sets measurable targets for this work, including High-Quality Charter School designation. Our direction for the next contract is to get very good at what we already have and hold enrollment near the 700-student cap.

Planned refinements within the current model, each tied to a Strategic Direction:

- **One learning management system** district-wide beginning SY 2027–28 and fewer, better-aligned curricula K–12 (Directions A and D).
- **Three graduation pathways** (Workforce Ready, Career Technical, College Bound) phased in at the online high school (Direction A).
- **Full MnMTSS implementation** across all three schools, including an in-person School Leadership Team (Directions A and C).
- **Full-Service Community Schools** strategies at both schools if MDE awards the pending startup grants (Direction C).
- **Systems and facilities:** mastering Infinite Campus and continued facility planning with the LAKE Foundation (Direction E).

These refinements strengthen the statutory purpose of improving learning for all students and keep environmental education and community engagement at the center of the program.

Identify plans over the next contract term for enrollment, growth and/or relocation. These plans may include but are not limited to:

- Enrollment projections including demographics
- Plans for grade level or site expansion, including early learning programs
- Plans to add other additional programs, such as out-of-school time
- Plans to move to a new site

	FY27	FY28	FY29	FY30
ADM (budget basis)	636 budgeted (599.5 on Sept. 22, excluding PreK)	650	690	690
Students enrolled, Sept. 23, 2026	609 (In-Person 129 incl. 14 PreK; Online K–8 143; Online 9–12 337)			

The projections follow the Finance Committee’s enrollment goals (636, 650, and 690 ADM), holding near the 700 cap in FY30. Online K–8 and in-person K–8 have the most open seats; online 9–12 is 93% full.

- **Demographics (2025–26):** free/reduced-price meal eligibility 37.7% in-person and 49.5% online; special education 18.5% in-person and 24.9% online; English learners under 1% in both schools; students of color about 12% in-person and 11% online, including a growing American Indian enrollment online that led the district to form an American Indian Parent Advisory Committee. We expect these proportions to hold as enrollment grows.
- **Targeted outreach (Minn. Stat. § 124E.17):** referral packets with translated materials (Spanish, Hmong, Somali) for county human services workers; flyers in libraries, county offices, and laundromats promoting free hotspots and internet assistance; outreach about ReGroup mental health services and the Lean In Girls partnership to youth nonprofits; and enrollment support stations at statewide MCA testing sites, clubs, and community events.
- **Grade or site expansion:** no new grades are planned. PreK continues as a fee-based program. CCS is approved for two primary enrollment sites; only the Crosslake campus is in the contract, and a second site would be added by amendment only if one is opened.
- **Additional programs:** clubs and activities, summer school for online students, and community-school services if FSCS funding is awarded.
- **New site:** CCS does not plan to relocate. The district and the LAKE Foundation are in ongoing conversations about remodeling and expanding the Crosslake facility.

Provide information regarding the capacity of the current board of directors and school leadership to implement the school’s mission and vision. Include evidence of skills and experience in relevant areas including: board governance, fiscal management, education, curriculum and instruction, school and non-profit management.

Board of Education

The eight-member Board brings together four licensed teachers from both schools (Colin Williams, Treasurer; Melanie Donley, Secretary; Lance Swanson; Rhiannon Paulson), three parents from both

schools (Jared Griffin, Chair; Josef Garcia, Vice-Chair and prior Chair; Aimee Tagtmeier), and a community member (Steena Johnson). Teacher members bring direct curriculum, instruction, and environmental education expertise and serve on the CACR committee; the Treasurer serves on the Finance Committee; and Board representatives sit on the AIPAC, Facilities Planning, Compensation, and Safety and Security committees.

School Leadership

- **Dr. Jenna Leadbetter, District Superintendent** — Ed.D. (dissertation on Minnesota superintendents' crisis leadership and post-COVID recovery); Minnesota superintendent, principal, and special education director licenses; former superintendent of Circle of Life Academy, where she reversed a \$1.3 million deficit while growing enrollment; three years as an MDE Regional Centers of Excellence school improvement advocate; MACS Board of Directors (2026); MASA Aspiring Superintendents Academy Fellow; Minnesota Education Policy Fellow, Lakes Country Service Cooperative (2023); READ Act/LETRS certified.
- **Principals:** Dan Fischer (In-Person PreK–8 Principal, licensed principal), Monique VonEnde (Online K–8 Principal), and Rose Bierce (Online 9–12 Principal) — both online principals complete principal licensure in December 2026 and are pursuing doctorates.
- **Finance:** HR/Business Manager Kelly Bittner with Creative Planning Business Services (school accounting specialists).
- **Curriculum and assessment:** Abi Swenson (licensed K–6 teacher; District Assessment Coordinator; District Literacy Lead; completing an M.S. in curriculum and instruction, October 2026) and Amy Scheuman (District MnMTSS Coordinator).
- **Special education:** Paul Bunyan Education Cooperative and District Special Education Manager Gena Jacobson.

Describe any plans for changes to governance during the term of the potential new contract and the reasons for those changes. Your plans may include but are not limited to

- Board development goals
- Plans to increase or reduce the number of board members
- Plans to change board structure (e.g., change from/to teacher majority)
- **Board development goals:** continue the self-assessment at every regular meeting and add an annual training-needs assessment under Policy 212; keep every member current on charter board training; review EE and the ELP at least quarterly; and adopt a Board calendar that ties each Exhibit G and EE goal to a meeting.
- **Leadership continuity:** the Board will consider an Emergency Succession Plan and Delegation of Authority at its September 28, 2026 meeting. The plan defines who serves as Acting Superintendent during short-term, extended, and permanent absences, requires the Acting Superintendent to hold a Minnesota administrative license, sets out decision authority by area,

and includes a path for a planned extended leave in which the Board approves the designation in advance.

- **Board size:** no change planned (eight members).
- **Board structure:** no change in composition. The Board is completing a bylaws revision with legal counsel in fall 2026 to modernize governance procedures.

Describe any plans for changes to management during the term of the potential new contract and the reasons for those changes. Your plans may include but are not limited to

- Expected changes in key leaders
- Changes to management structure
- Significant changes in responsibilities
- **Key leaders:** no permanent changes are planned in the Superintendent or principal positions. The Superintendent will take a planned extended leave of six to eight weeks beginning November 23, 2026, returning in January 2027. The draft Emergency Succession Plan going to the Board on September 28, 2026 provides for the Board to approve an Acting Superintendent in advance — the In-Person PreK–8 Principal, who holds a Minnesota principal license — along with a walkthrough of active deadlines and decisions before the leave begins and communication to staff and families the week before. The leave falls after the renewal site visit and application work, and the co-liaison structure keeps vendor and grant relationships running with approvals routed through the Acting Superintendent.
- **Leadership bench:** the Online K–8 and Online 9–12 Principals complete Minnesota principal licensure in December 2026, which makes three leaders eligible to serve as Acting Superintendent by January 2027. The Board will revisit the succession designations at that time.
- **Management structure:** a 0.5 FTE In-Person MnMTSS Lead remains a budgeted, unfilled need. Two growth-driven staffing proposals are under review: splitting the technology department into In-Person and Online Technology Coordinator roles under the Technology Manager, and adding a 0.4 FTE online learning coach. The Finance Committee reviewed both in September 2026 and requested fuller budget-impact information before a recommendation to the Board. If approved, costs will be built into the FY27 budget revision due to Osprey Wilds by December 15 and reflected in the four-year plan once approved. Vendor and grant relationships use a co-liaison model with the Superintendent holding approval authority.
- **Responsibilities:** principals hold decision authority for instruction in their schools, with district coordinators supporting — clarified in the district’s 2026–27 “Clarity is Kindness” guide.

Provide a four-year financial plan in a manner consistent with Osprey Wilds' [Financial Plan Template](#) (under the *Renewal* tab), starting with the current year. Please include as an attachment.

The four-year financial plan (FY27–FY30) is attached in Osprey Wilds' Financial Plan Template.

If the school contracts with an ESP or CMO please provide information about that organization consistent with *Exhibit N - Provisions for Education Service or Management Contract* (in the [contract exhibits templates](#) folder on Google Drive).

Not applicable. CCS does not contract with an ESP or CMO.

Discuss any potential challenges the school might face during the term of a new contract, and plans to remedy these challenges.

- **Enrollment volatility.** Remedy: marketing and enrollment pipeline tied to measurable conversion goals, engagement leads focused on retention, and conservative budgeting at or below known enrollment.
- **Rising costs** (health insurance, special education, transportation). Remedy: early Finance Committee review, benefit plan options, and cooperative purchasing.
- **State policy and funding changes** (for example, a proposed mandatory statewide educator health plan). Remedy: advocacy through MACS and MSBA and multi-year scenario budgeting.
- **Online high school graduation and ESSA identification.** Remedy: continuous improvement plan with COMPASS, graduation pathways, and credit monitoring.
- **Math achievement.** Remedy: core math alignment, fluency and intervention, and MnMTSS data cycles.
- **Staffing specialized roles** (special education, EL, specialists). Remedy: competitive salary scales, licensure support, and PBEC partnership.
- **Systems implementation** (Infinite Campus, LMS consolidation). Remedy: phased rollout, training, and clear points of contact.
- **Leadership continuity during the Superintendent's planned leave (November 2026–January 2027).** Remedy: a Board-approved Emergency Succession Plan and Delegation of Authority (September 28, 2026), a licensed Acting Superintendent designated in advance, and a deadline walkthrough before the leave begins.
- **Fund balance rebuilding and health insurance costs** (20.7% at June 30, 2026, preliminary; FY27 ADM below budget; a projected renewal of more than 30% in January 2027). Remedy: a FY27 budget revision by December 15 that aligns spending to actual enrollment, monthly ADM tracking against the Finance Committee's enrollment goals, Board decisions on 2027 employee

contributions and plan options (including a lower-cost plan tier), and holding expenditures to enrollment-based revenue until fund balance returns above 20%, then toward 25%.

Describe your school's plans to strengthen its environmental education program and increase students' environmental literacy during the term of a new contract.

- Scale Salt Watch and other community science across all three schools once a data management plan is in place.
- Make MESS-E the backbone of online EE K–12 so every online student completes interdisciplinary environmental work each year.
- Add at least three statewide EE partners so online students can participate in their home communities.
- Add environmental literacy measures to the ELP that assess knowledge, skills, and dispositions — not only participation.
- Expand sustainable operations: classroom recycling, solarium-grown food, and clean transportation options.
- Provide annual EE professional development for in-person and online staff, beginning with the in-person EE training day.
- Board review of EE progress at least quarterly.

PART C: PROPOSED PERFORMANCE OUTCOMES

The purpose of the proposed outcomes in this application is to update Osprey Wilds of the school's strategic priorities, especially in areas in need of improvement. These outcomes will not necessarily become part of the next contract should one be granted, but will inform the contracting process as contractual outcomes are developed and refined. Please answer the following questions:

Please provide proposed academic and academic-related outcomes for the potential renewed contract using the [Academic Performance Evaluation framework](#) as a guide.

CCS proposes carrying forward the structure of the revised Exhibit G (Board-approved August 24, 2026), which Osprey Wilds used to rate CCS at 108% through FY25, with targets strengthened where performance shows room to grow and focused on the student groups Osprey Wilds identified.

Area	Proposed outcome for the next contract
Mission-related	At least 90% of in-person K–8 students participate in two of three community engagement activities; at least 75% of online K–12 students complete an environmental or community engagement project (MESS-E or equivalent), up from the 54% baseline.
English learners	Students meeting ACCESS progress targets meet or exceed the state rate when the group is large enough to report.
Reading and math growth	STAR growth points (grades 2–12) maintained or increased from baseline, and at least 60% of K–1 students at low risk or moving down a FastBridge risk level fall to spring, in each school; North Star Academic Progress equal to or greater than the state.
Proficiency	In-person reading, math, and science proficiency index at or above the state, including FRP and special education groups. Online proficiency index at or above the average of comparison online schools (TRIO Wolf Creek, Blue Sky, Minnesota Online High School, Minnesota Connections Academy, Minnesota Virtual Schools), with a specific annual improvement goal for online FRP and special education students in reading, math, and science.
School readiness	At least 85% of PreK students attending regularly meet kindergarten readiness standards.
Graduation and credits	Six-year graduation rate at or above the 63.2% baseline or the comparison online school average, with an annual four-year rate improvement goal tied to ESSA exit criteria; at least 70% of returning 10th graders begin the year with four or more credits.
Attendance	Annual attendance at or above baseline (in-person 87.7%, online K–5 94%, online 6–12 87.5%), plus a consistent attendance goal for online grades 6–12.

Describe your school's approach to implementing and evaluating Indicator Areas 1-5 of Osprey Wilds' [EE Performance Evaluation Framework](#). (The school may provide a sample Environmental Literacy Plan for the next school year as an attachment.)

CCS implements the five student-learning Indicator Areas in Exhibit H through an annual Environmental Literacy Plan submitted to Osprey Wilds by September 1 and led by the Engagement Lead with the principals, the District Environmental Education Committee, and school EE committees. The 2026–27 ELP has been submitted to Osprey Wilds through Aerie. It keeps the goals that met standard in 2025–26 and redesigns the ones that did not.

- **Indicator Area 1 — Awareness:** PreK–K monarch life cycle observation; online Earth/Space Science pre/post climate unit.
- **Indicator Area 2 — Knowledge:** grade 5 forest vs. compost soil; grade 6 tree measurement in math; new grade 1–2 vermicomposting observation; online grade 5 energy resources; new online 9–12 clothing-waste informational essay across English classes.

- **Indicator Area 3 — Attitudes:** grade 8 environmental argument essay; redesigned grade 5–6 art using natural objects with an artist statement and public display; online K–5 stewardship survey.
- **Indicator Area 4 — Skills:** grade 1–2 recycling sort; grade 8 environmental regulations debate; online middle-level issue debate; Salt Watch moved to this indicator with a pre/post measure of problem-solving about chloride contamination.
- **Indicator Area 5 — Action:** grade 7–8 clean fishing and shoreline cleanup; grade 3–4 Common Loon community campaign; new online 9–12 MESS-E project on clothing pollution.

Evaluation: each goal names its measure (rubric, pre/post assessment, survey, or checklist), the students included (those with at least 90% attendance in the October snapshot), and a target. The EE team reviews results mid-year and at year-end, adjusts the plan with Osprey Wilds, and reports progress to the Board at least four times a year.