



OSHKI OGIMAAG

OSHKI OGIMAAG CHARTER SCHOOL

PUBLIC CHARTER SCHOOL DISTRICT #4195

SCHOOL YEAR 2023-2024

WORLD'S BEST WORKFORCE & ANNUAL REPORT

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1. School Information

Contact Information

Oshki Ogimaag Charter School (OOCs)

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Grades Served

Kindergarten - Grade 04

(Chartered to Serve Kindergarten - Grade 06)

Year Opened

2009

Mission and Vision

The mission of Oshki Ogimaag Charter School is to create a learning environment of excellence based upon traditional teachings. Rooted in Anishinaabe language and culture we will:

- Prepare students through hands-on, community-based projects to be lifelong learners that reach their personal and academic potential.
- Preserve the Anishinaabe language and culture.
- Contribute to the wellness of future generations.

Our vision is to guarantee the future of Anishinaabemowin, cultural knowledge, values, and history to sustain and empower our Elders, family, and youth. Upon graduation students will have academic competence, positive leadership skills, and social self-sufficiency.

Collaboration with tribal schools worldwide will promote knowledge and respect for Indigenous world views, and allow for meeting the ever-changing educational and social needs of the Grand Portage Community with new methodologies and innovative technological opportunities.

Families, students, teachers, staff and administrators become allies in education promoting student ownership of learning through empowerment and recognition of diverse learning styles.

Authorizer Information

Osprey Wilds serves as the authorizer of OOCS

Osprey Wilds serves as the authorizer of OOCS, and has since opening in 2009. OOCS and Osprey Wild have a current contract through 2026.

The authorizing mission of Osprey Wilds Environmental Learning Center is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit-based decisions about its portfolio of charter schools.

The authorizing vision of Osprey Wilds is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.

Erin Anderson, Director of Charter School Authorizing

Osprey Wilds Environmental Learning Center

Charter School Division

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2. Implementation of Primary and Additional Statutory Purposes

The primary purpose of Oshki Ogimaag Charter School is to improve pupil learning and all student achievement. The school will utilize Anishinaabe language and culture, social and emotional supportive strategies, and student projects in all academic areas to provide a culturally rich and engaging environment in which students can thrive academically.

The additional statutory purpose of Oshki Ogimaag Charter School is to encourage the use of different and innovative teaching methods.

Oshki Ogimaag Charter School ensures that all students are provided the opportunity to learn through integration. Teachers integrate the Anishinaabe language, culture, environmental education, and personal development in all academic areas.

Oshki Ogimaag Charter School students learn in multi-age classrooms, allowing students to learn at their own pace, fostering a greater sense of community through peer-mentorship, increasing development of social emotional skills such as operation and empathy, increasing continuity of learning and strengthening teacher-student relationships as teachers have the opportunity to work with students over multiple years gaining a deeper and more comprehensive understanding of student needs.

Students are immersed in rich cultural experiences, rooted in Anishinaabe language and traditions. Students engage regularly with Community Elders and other Community members in hands-on, community-based projects learning local history of Grand Portage, engaging in traditional Anishinaabe cultural activities, working to contribute to the wellness of future generations and reach their own personal and academic potential.

Students are provided with learning materials that are relevant to them, acquire problem-solving skills through analyzing local real-world issues, and learn about professional opportunities within their Community. Students develop social emotional learning skills utilizing language, storytelling, social narratives, cultural learning, and artistic expression.

All academic areas, Anishinaabe traditions, stewardship of the land, contributing to the wellness of future generations, and learning about local ecosystems are integrated into environmental learning.

Strong Community collaborations and partnerships provide rich and engaging learning opportunities weekly in the classroom, at school, fieldwork and within the Grand Portage Community. These include work in the Community Gardens with the Grand Portage Agricultural Coordinator and Grand Portage Nutritional Director, Reading with Elders, Reading Buddies, Traditional Drumming Circle, Beadwork and Ribbon Skirt Making, Ricing, Snaring, Sugar Bush, Feasts, Fishing, guest speakers, events, exhibits and sharing in class.

3. Student Enrollment and Demographics

Student Enrollment

Oshki Ogimaag Charter School serves students living on and near the Gichi Onigaming (Grand Portage) Reservation. Alternative enrollment options include Sawtooth Elementary School (the resident district school in Cook County, Independent School District 166), and Great Expectations School (K-8 charter school), both located in Grand Marais. Oshki Ogimaag Charter School is the only school within 35 miles of the Grand Portage Reservation. In the 2023-24 school year, 100% of students were Grand Portage residents.

The OOCS Board set a goal to strengthen the partnership between OOCS and Grand Portage Head Start. There used to be a strong connections between the school and Head Start and we aim to re-establish this collaboration. We began this in the spring of 2024, by re-establishing Reading Buddies with Grand Portage Head Start students , increased communication and collaborations with Head Start leaders and staff.

In the fall of the 2022-2023 school year, OOCS went from offering Kindergarten through 6th grade, to offering Kindergarten through 3rd grade, due to lack of teaching staff. In the 2023-2024 school year, OOCS offered Kindergarten through 4th grade. In the Fall of 2023, 10 students eligible and expected to continue enrollment at OOCS did not return. Eight of the students enrolled at Sawtooth Elementary School and two of the students enrolled at Great Expectations School.

Due to downwards trends in enrollment over the past three years, the OOCS Board in collaboration with a Strategic Planning Consultant, worked to communicate with current and past families and staff, to identify factors contributing to this trend. Factors that were identified included: concerns about which grades would be served, as families received a short notice in the fall of 2022, regarding the change to no longer offer 4th-6th grades, access to after-school sports opportunities, and concerns regarding rigor of curriculum, delivery of instruction, turnover of staff, and communication from administration. The OOCS Board worked with a Strategic Planning Consultant to identify areas of strengths and weaknesses of OOCS, in order to make plans for development and growth, addressing concerns brought up by parents and staff. With increased communication and implementing positive changes to address concerns, we anticipate increased enrollment for the 2023-2024 school year.

Number of Students Enrolled	2021-22	2022-23	2023-24
Kindergarten	6	9	4
1st Grade	7	6	7
2nd Grade	8	4	5
3rd Grade	4	7	1
4th Grade	2	N/A	3
5th Grade	1	N/A	N/A
6th Grade	2	N/A	N/A
Total	30	26	20
Total ADM (Average Daily Membership) for year	29.10	25.97	18.19

Student Demographics

Downward trends in number of special education students are a result of the downward trend in overall enrollment.

Demographic Trends	2021-22	2022-23	2023-24
Total Enrollment	30	26	20
Special Education	10	7	5
English Learners	0	0	0
Free/Reduced Priced Lunch	21	20	9
Black, not of Hispanic Origin	1	2	1
Hispanic/Latino	1	2	0
Asian/Pacific Islander	1	3	5
American Indian/Alaskan Native	30	26	20
White, not of Hispanic Origin	0	0	0
Two or more races	3	5	4

4. Student Attendance, Attrition and Mobility

Student Attendance

Consistent student attendance continued to be a challenge for OOCS in the 2023-2024 school year. Administration communicated to individual families, seeking to improve attendance rates. Other strategies employed included making calls to families in the morning, if their student did not arrive to school on the bus, offering breakfast to tardy students, and communication to families regarding the importance of daily attendance. The OOCS Board and staff are communicating with families directly to seek information regarding what barriers families are facing in having their students at school consistently. It is also a goal of the OOCS Board to fill the role of Cultural Liaison, and set as a top priority for this role, working with families to provide support, connect with resources and strategize plans for consistent daily attendance for students.

Some factors that can contribute to continued attendance challenges are generational traumas to Indigenous peoples caused by the colonization of America, resulting in forced relocation, genocide, forced attendance to government boarding schools, and other traumatic events, that have left lasting imprints upon the Community. The rippling effects of these traumas effect health (high rates of suicide, depression, and substance abuse), damage to cultural identity, ongoing financial barriers (which can impact parent/guardian work schedules, including the need to work multiple shifts, and/or night shifts, which can make mornings challenging), and can create distrust of the school system. These factors can result in poor sleep hygiene, stress, anxiety and depression. Our rural location can limit access to resources.

It is our goal to work with families side-by-side, seeking how we can better support their needs and work collaboratively to improve daily attendance and through the mission of our school, preserving Anishinaabe language and culture, work to break down barriers that are faced by our students, families and the Community.

	2021-22	2022-23	2023-24
Student Attendance Rate	24.72	23.29	15.77

Student Attrition

Student retention is a primary focus of the OPCS Board and staff. In the 2023-2024 school year, as trends showed significant decreases in student retention, the OPCS Board, with the support of a Strategic Planning Consultant, spent a great deal of time communicating with past and present families and staff, in order to develop future plans for positive change, growth and increased retention rates.

Percentage of students* who were continuously enrolled between October 1 of the 2023-2023 school year and October 1 of the 2023-24 school year.	75%
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Percentage of students* who continued enrollment in the school from Spring 2023 to October 1, 2023.	62%
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Student Mobility

There was a high mobility index in the 2023-2024 school year. The factors that contributed to the high mobility rate included concerns that the OPCS Board was exploring in terms of changes to enrollment patterns. Parents and guardians communicated a desire for increased communication, increased retention of high quality educators, and changes to curriculum and delivery of instruction to meet the needs of all students. These concerns began to be addressed in the spring of the 2023-2024 school year including changes to teaching staff and administration, with continued improvements projected in the 2024-2025 school year, and continued work between the OPCS Board and the Strategic Planning Consultant.

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
2020-21	9	31	7	7	8	26%
2021-22	0	29	1	1	2	7%
2022-23	2	26	0	0	0	0%
2023-24	0	20	0	5	5	25%

Other factors that can contribute to student mobility, patterns show a high occurrence of families moving in and out of the Community. Grand Portage is a rural location with limited access to resources. Proximity to specialized medical and emergency care, vocational opportunities, higher education opportunities, limited housing and proximity to resources and/or urban life, are some of can contribute to increased student mobility within our Community.

Percentage of students who were enrolled for 95% or more of the 2023-24 school year.	75%
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5. Educational Approach and Curriculum

Key Pedagogical Approaches and Alignment to Mission

The methodology of instructional practice utilized by educators at Oshki Ogimaag Charter School is comprised of multiple pedagogical approaches in order to teach to the unique learning style and ability of each student.

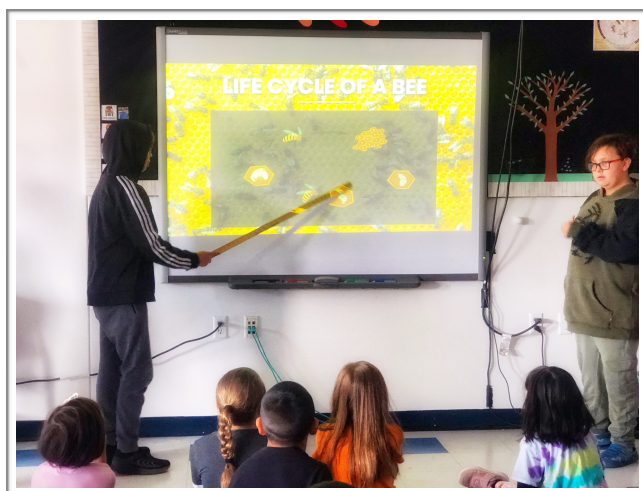
In alignment with our mission, educators use an inquiry-based approach, exploring real-world problems, asking questions, making hypotheses and predictions, followed by observations, data collection and research. Educators engage students in hands-on learning projects. We educate students to be critical thinkers and problem-solvers. Examples of this approach include our environmental learning program, where students make predictions on our phenology board, studying the natural phenomena that occur in animals and plant life and how these changes are relational to seasonal changes and our local climate. Students conduct fieldwork in forests, trails, streams, along the shores of Gichigami (Lake Superior), recording observations in their nature journals, collecting data, taking measurements, taking photographs and drawing pictures, as part of their research. They continue their research at school, reading about the natural phenomena they explore hands-on.

Our educators use a collaborative pedagogical approach as we work together in multi-age groups, we do many activities combining classrooms, or working as a school community with all classrooms, as our small size allows for this. Students work in large and small groups to understand concepts. Students present their research and academic work to each other. An example of this, is in our 2023-24 school year our 3rd and 4th graders researched pollinators and presented their

research to the Kindergarteners, 1st graders and 2nd graders, including creating hands-on lessons for the younger students to work on after the older students presented their work. This aligns with our mission of preserving Anishinaabe culture and contributing to the wellness of future generations, as students work with each other, educators, Elders, and other Community members collaboratively and with a collectivist perspective, reflecting upon how actions impact the Community, ecosystems and future generations.

Our educators utilize a constructivist approach, as students create meaning and discover knowledge through hands-on learning projects in alignment with our mission to prepare students through hands-on, community-based projects to become lifelong learners that reach their personal and academic potential.

Our educators use an integrative pedagogical approach, weaving Anishinaabe language and cultural lessons across disciplines. For example, when going to Sugarbush to tap maple tress; math lessons are integrated as students collect data on how much sap is collected and create comparative diagrams comparing season to season. Science lessons are integrated as students learn which trees are best to tap, drill holes in the trees, and process the sap by heating it to evaporate much of the water to make concentrated maple syrup. In preparation for Sugarbush, students learn Ojibwe words relevant to the process and learn about the cultural history and tradition of Sugarbush from our Ojibwe Language and Culture Instructor. Students write observations and reflections about their Sugarbush experiences. Every step of the process is supported by Elders and other Community members, including the Grand Portage Ojibwe Language and Environmental Education Coordinator, the Grand Portage Community Nutrition Educator, the Grand Portage Agricultural Coordinator, that join our students at Sugarbush and OPCS family members are invited to join us as well.



The Instructional Program and Curriculum

Curriculum design is developed through a collaborative team process. Educational products are developed over long and short-term, depending upon theme. These themes provide an integrating context for students to accomplish learning targets and develop academic skills within a culturally responsive framework. Themes are organized seasonally, anchored in Anishinaabe culture and traditions; including Wild Ricing (harvesting steps of knocking, drying, parching, jigging and winnowing), Rabbit snaring (including lessons on tracking animals), Sugarbush (tapping maple tress and processing sap to make maple syrup), ongoing Phenology Project,

Direct instruction in standards-based mathematics, reading and writing skills is provided. Through integrated student projects, skills are applied and explored by using a real-world application. To provide direct instruction in academic content areas, OOCS utilizes curriculum programs balanced with locally developed instructional materials. OOCS utilizes the Daily 5 framework, which builds behaviors of independence and stamina in all academic areas by structuring literacy time such that students develop lifelong habits of reading, writing, and working independently. The CAFÉ system is used to assess, instruct, and monitor student progress in the areas of comprehension, accuracy, fluency, and expanded vocabulary..

Mathematics instruction is provided by using the Everyday Mathematics Curriculum. The following curriculum programs complement field experiences, local experts, and cultural knowledge, in order to ensure all standards are met FOSS Science (Science), Timelinks (McGraw-Hill, Social Studies). TIME for KIDS is being used as a current events news tool. FOSS Science teaches through experimentation and observation and provides many opportunities for reading integration. Timelinks provides core content, level books, activities, and technology integration. Teachers use Private Eye Observation, Beetles and Writing in Science to help integrate subjects.

OOCS provides daily instruction in Ojibwe language and culture. Projects and lessons integrate social studies, science, writing, math, science and art state standards. At OOCS, we work to integrate Anishinaabe language and cultural lessons across academic disciplines as well as integrate lessons connected to state standards in Ojibwe Language and Culture class work. Developing a positive self-identity through learning that is rooted in Anishinaabe language and culture.

Environmental learning, lead by our Environmental Education Coordinator, and hands-on, community-based projects, in collaboration with our Community partners are key components to our instructional programming.

Remediation and Acceleration Practices

Remediation and acceleration interventions are determined through a data based, problem-solving, multi-tired system of support process. A team of our educators meets monthly to evaluate student progress and identify needs, and strategize interventions for support. The approaches are data-driver and the team works collaboratively to determine necessary programming and identifies how these supports and programs will be staffed. Remediation is provided by identifying a specific skill for intervention, while ensuring students continue to receive grade-level, standards-based curriculum. A licensed teacher provides math and reading intervention programs, and works with educators and student support staff to guide and design behavioral interventions. With a very small student population, OPCS educators strive to understand each student's individual needs. Small class sizes and multi-age groupings provide the opportunity for differentiation within the classroom.

School Wide Assessment	Calendar	Information Received
FastBridge Assessment	Fall, Winter, Spring	Math and Reading proficiency scores. Goal areas of strength and weakness, specific skills mastered and in development.
MCA Testing	Spring	Grades 3-6, Math and Reading; Grade 5 Science; Proficiency and Growth
easyCBM Assessments	Fall, Winter, Spring	Curriculum-based benchmark assessments scores. specific literacy skills progress, suggested progress monitoring schedule.

In addition to formal assessments, teachers conduct regular formative assessments to guide their instructional practices. To implement accelerated and remedial programming, staff utilize curriculum-based interventions and utilize standards-based technology programs such as Learning A-Z , a guided reading program which provides skills reports based on comprehension quizzes of many leveled e-books and IXL an online program, based upon state standards to reinforce math and reading skills.

Special Education

OPCS employs a Special Education Teacher on-site. The Special Education Teacher is a licensed Academic Behavioral Strategist. This licensure allows for the Special Education Teacher to work across multiple disability areas. This licensure allows the Special Education Teacher to evaluate and provide special education services to

students who have needs in the mild-to-moderate range of areas of academics, behavior, social/emotional skills, communication and functional performance. The needs that this licensure covers are mild-to-moderate range of the following disabilities: Autism Spectrum Disorder (ASD), Developmental Disabilities (DD/DCD), Emotional Behavioral Disorder (EBD), Specific Learning Disabilities (SLD), and Other Health Disorders (OHD) in K-12 classrooms.

OOCS also contracts with Indigo Education for Special Education Director services; TinyEye for related service providers in the areas of speech/language and occupational therapy; and an independent contractor as the school psychologist. Students access speech therapy and occupational therapy virtually on the secure TinyEye platform, with an OOCS support staff next to them supporting students as they access their therapies.

OOCS educators meet monthly for Child Find meetings. Child Find meetings are used to identify students displaying unmet needs. These needs include but are not limited to; academic need, behavioral and emotional regulation needs, functional needs, communication needs, and social emotional learning needs. Child Find meetings are used to not only address students who may be struggling to access instruction in the classroom but also students who may need additional challenges in terms of curriculum and instruction. Child Find meetings are attended by the Director, Special Education Teacher, and each of General Education Teachers (all teachers at OOCS are licensed).

We use tiered systems of support, using the *Responsive Classroom Approach*, and follow a Positive Behavioral Interventions and Supports (PBIS) model, utilizing research and evidence-based practices to support students at three tiered levels. Tier 01 supports include classroom and schoolwide practices that support all students in all situations (i.e. *Responsive Classroom practices*: commonly agreed upon schoolwide discipline policy, creation of schoolwide and classroom rules that students are invested in, interactive modeling, logical consequences). Tier 02 supports include additional supports for times when a student needs extra support to remember behavior expectations but does not need the highly individualized interventions of Tier 03 (i.e. *Responsive Classroom practices*: additional modeling, additional collaborative problem-solving, additional student-student conflict resolution, and problem-solving with parent/guardians).

Tier 03 supports are highly individualized interventions for serious, escalating

behaviors. Tier 03 support is an intervention plan designed by the student's General Educational Teacher, a behavioral specialist (i.e. licensed ABS,) and in collaboration with parent/guardians, utilizing elements of *Responsive Classroom* practices.

If a teacher has moved through the tiers of intervention and a student is not making adequate progress and/or student need is increasing, we meet with parent/guardians to develop a plan of pre-referral interventions. A specific need or behavior is targeted and one intervention is employed with fidelity over a period of 4-6 weeks, documenting progress. After the 4-6 week period, progress will be evaluated by the team (including parent/guardians), if adequate progress was not made, then a different intervention will be employed for a 4-6 week period, documenting progress. If the student does not make adequate progress after the second interaction, a comprehensive special education evaluation may be recommended to determine eligibility for special education services and supports. Parent/guardians may request an evaluation at any time and/or waive interventions.

OOCS has an inclusive special education model, and special education supports and services are provided in the least restrictive environment. All special education supports and services are provided on-site. Special education students receive individualized instruction based on needs identified in the student's special education evaluation. Goals in student Individualized Education Programs (IEPs) are based upon grade-level Minnesota state standards. IEPs are developed by an IEP Team comprised of the parent/guardians, General Education Teacher, Special Education Teacher, Director, and related service providers (if applicable). Students receive IEP services 1:1 in the special education meeting room, working virtually with therapists, 1:1 in the special education classroom with the special education teacher, in small group settings in and out of the classroom with the special education teacher, and in the general education classroom. How special education instruction is delivered is based upon the student's need, learning style, and IEP goals.

School Staffing to Meet the Mission of OOCS

In 2023-24, OOCS classrooms included a Kindergarten classroom, a 1st and 2nd grade classroom, and a 3rd and 4th grade classroom., each classroom staffed by a licensed teacher. The 1st and 2nd grade, and 3rd and 4th grade classrooms were each also staffed with a special education paraprofessional.

On February 22, 2024, 1st grade combined with Kindergarten (for a total of 9 students in the classroom) and 2nd grade combined with 3rd and 4th grade (for a total of 7 students in the classroom). Each classroom was taught by a licensed Teacher and supported by a special education paraprofessional.

In the 2023-24 school year, OOCS employed a Licensed Special Education Teacher, on-site., Ms. Tina Gatzke. In addition to providing special education supports and services, the role of this teacher also served to provide additional support to general education students in small group settings in the areas of reading, mathematics and social emotional learning (SEL) skills. As part of her role, Ms. Tina assesses all students in reading and mathematics using easyCBM (Curriculum-Based Measurement) assessments, in Fall, Winter and Spring to monitor progress and to compare to our state assessments, so that we can more precisely identify areas of strength, need and support for students. Ms. Tina works collaboratively with classroom instructors and support staff to meet the individual needs of students. Ms. Tina also provided training to instructional and support staff on the Child Find Process, Tiered Levels of Support, Responsive Classroom approaches Deescalation and Sensory Breaks.

OOCS employed an Ojibwe Language and Culture Instructor, Ms. Cherie James. Ms. James integrates music, art, reading, social studies and local history of Grand Portage, into her language and culture curricula. Ms. James plans her lessons so that students are learning words relevant to the season and cultural activities they are engaging in. Ms. James teaches Ojibwe by grade level, and each grade receives daily instruction in Ojibwe Language and Culture. Ms. James brings in guest speakers, including Elders, and other Community members to her classroom on a regular basis and partners with Community members to plan cultural experiences and field trips for students. In 2023-24, some of the cultural activities Ms. James coordinated included: Ricing at the Grand Portage National Monument, visiting Manidoo Gizhigans (Spirit Little Tree) located on land that is considered sacred to the native Ojibwe people of Grand Portage, students left offerings of asemaa (tobacco) at the site, students went on a tree-identifying hike learning to identify attributes of trees native to Grand Portage, snared rabbits and learned how they are processed, a trip to Grand Portage State Park where students listened to stories about Grand Portage history and sang songs in Ojibwe with an Elder, learned how to use compasses, went birdwatching taking photographs of local birds, visited the High Falls of the Pigeon River, and went to the Sugarbush several times to tap Maple trees, collect sap, and process the sap to make maple syrup.



Ricing at Grand Portage National Monument



Visit to Manidoo Gizhigans



Asemaa Offerings



Tasting Sap at Sugarbush



Birdwatching and Taking Photos at Grand Portage State Park



Tree Identifying Hike



Singing Ojibwe Songs at Grand Portage State Park

OOCS Calendar and Daily Schedule

2023-2024
Oshki Ogimaag Charter School

August '23							September '23							October '23						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

November '23							December '23							January '24						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4						1	2	1	2	3	4	5	6	
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31			

February '24							March '24							April '24						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3							1	2	1	2	3	4	5	6	
4	5	6	7	8	9	10	3	4	5	6	7	8	9	7	8	9	10	11	12	13
11	12	13	14	15	16	17	10	11	12	13	14	15	16	14	15	16	17	18	19	20
18	19	20	21	22	23	24	17	18	19	20	21	22	23	21	22	23	24	25	26	27
25	26	27	28	29			24	25	26	27	28	29	30	28	29	30				

May '24							June '24							July '24						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4						1		1	2	3	4	5	6	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			

Aug 22-24 Teacher In-Service
 Aug 28-31 All Staff In-Service
 Aug 31 OPEN HOUSE
 Sept 5 First Day of School
 Oct 19-20 NO School MEA break
 Oct 23 NO School; Staff In-Service
 Total 164 students; 180 days teachers
 Qtr 1 9/5-11/2 40 days; Qtr 2 11/6-1/19 42 days; Qtr 3 1/22-3/22 40 days; Qtr 4 3/25-5/31 42 days;

Nov 3 NO School; Staff In-Service
 Nov 22-24 NO School Thanksgiving
 Dec 8 NO School; Staff In-Service
 Dec 21-Jan 1 NO School Winter break
 Jan 15 NO School MLK Jr Day
 Feb 15 NO School; Staff In-Service

Feb 16-20 NO School Mid-Winter break
 Mar 11 NO School; Staff In-Service
 Mar 29-Apr 5 Spring Break
 Apr 22 NO School; Staff In-Service
 May 27 NO School Memorial Day
 May 31 Last Day for students
 June 3-5 All Staff In-Service

Above is the 2023-24 OOCS Board Approved school calendar. 165 Instructional Days were scheduled, we had 2 Snow Days in 2023-24, equaling 163 total Instructional Days for 2023-24.

School hours are 8:00-3:15. Breakfast is 20 minutes, Lunch is 30 minutes, and Recess is 30 minutes each day. This allows for 5.92 (355 minutes) Instructional Hours per day and 976.25 (58, 575 minutes) Instructional Hours per school year.

In 2023-24 there were 964.42 (57, 865 minutes) Total Instructional Hours.

6. Innovative Practices and Implementation

Oshki Ogimaag Charter School (OOCS) was founded because the local Community identified a need to provide the children and families of Grand Portage with a local, high-quality option for education, with an emphasis on Anishinaabe language and culture. OOCS was developed through a grassroots initiative which gained support from the Grand Portage Tribal Government (Reservation Tribal Council) and Community.

The vision for OOCS is for students to receive a comprehensive education while attending a “school without walls,” utilizing the school building for classrooms and Ojibwe homeland as an extended campus. At OOCS, students develop a positive self-identity, immersed in rich cultural experiences, Anishinaabe traditions, and through learning Ojibwe, take part in revitalizing the language within their Community. The “Community” page of Grand Portage Band of Lake Superior Chippewa’s website reads, “The Grand Portage Anishinaabe are strong and resilient. We call this place home. We are still here.” In our work with students, we support them in identifying and developing their own strength and resilience. The physical environment of Grand Portage is a dynamic learning center, teaching students about the natural environment, history and interconnectedness of all people, things and beings.

OOCS’s vision statement reads, “Our vision is to guarantee the future of Anishinaabemowin, cultural knowledge, values and history to sustain and empower our Elders, family and youth. Upon graduation, students will have academic competence, positive leadership skills, and social self-sufficiency.

Collaboration with Tribal schools worldwide will promote knowledge and respect for Indigenous world views, and allow for meeting the ever-changing educational and social needs of the Grand Portage Community with new methodologies and innovative technological opportunities.

Families, students, teachers, staff and administration become allies in education, promoting student ownership of learning through empowerment and recognition of diverse learning styles.”

At OOCS, students receive daily instruction in Ojibwe Language and Culture, from a licensed teacher, Ms. Cherie James. Ms. James intentionally plans her lessons to

reflect language and activities relevant the seasons and cultural activities and traditions students are engaged in, as well as current events. Ms. James's approach allows for immediate real-world application of the lessons and creates space within our school culture where students and staff can communicate using shared language and connect over shared experiences. Ms. James supports educators and all staff in weaving Anishinaabemowin (Ojibwe language) into lessons across disciplines.

Ms. James incorporates hands-on, Community-based projects into each thematic unit, involving trips off-campus exploring the rich physical environment of Grand Portage and engaging Elders and other Community members into each thematic unit, guiding and accompanying classes in trips and activities as well as inviting them into classrooms to share their knowledge and stories with students. Ms. James intentionally designs curriculum to spark joy in learning Ojibwemowin (the Ojibwe language), fostering a deep connection between students and the language and culture. Nurturing this joy, is akin to planting seeds and as students connect to their language and culture, these seeds blossom and spread, working to preserve and revitalize Anishinaabe language and culture, beginning with one student at a time.

At OOCs, we strive to provide students engaging learning experiences unique to our school, Community and mission. Students and staff begin and end each week with an all school smudging ceremony. An older student with the guidance of one of our Indigenous educators or staff members, prepares the smudge bowl (an abalone shell) by placing a pinch of Bashkodejiibik (Sage) in the abalone shell, lighting with a match from the bottom and uses an eagle feather or their hands to smudge., first cleansing the hands with smoke and then drawing the smoke over our minds (top of our heads), ears, eyes, mouth, heart, back, hair and whole being (pushing the smoke down the body towards the ground). Smudging can help our students and staff feel calm, safe and grounded, allowing us to let go of negative thoughts, feelings and energy, and is a way in which we connect with one another. We focus on good thoughts and energy, beginning the week in a good way and ending our week in a good way, carrying with us positive thoughts and energy. We also smudge whenever needed, to clear out negative energy or to bring clarity and good thoughts to mind (i.e. a classroom might smudge prior to testing, when some students might feel anxious about assessments). Smudging is always voluntary, students and staff are never pressured to participate.

The teachings at our school are rooted in Anishinaabe language and culture, based

on traditional Ojibwe teachings. The lessons of our school year are interconnected with the seasons and what is happening in the world around us.

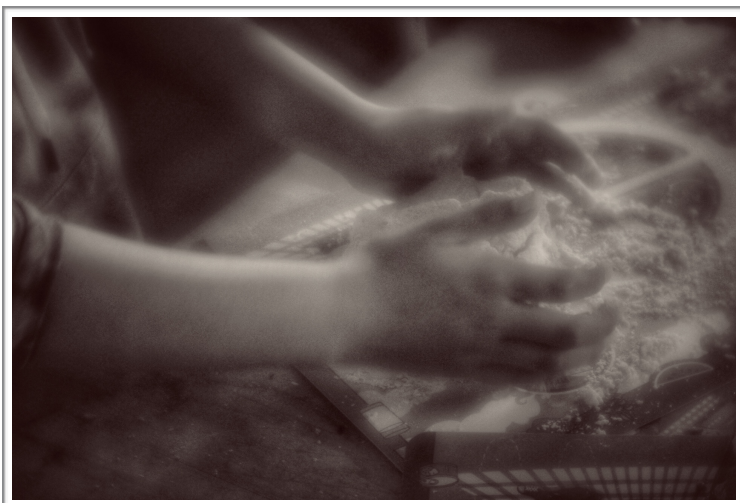


In Fall, typically mid-September, we begin Ricing. We harvest mnoomin (wild rice). Later, we dry the mnoomin over a tarp, spreading out the mnoomin in a single layer, and removing any debris. Next, students parch the mnoomin in a kettle over a fire pit, requiring their physical strength and mental focus, to keep the mnoomin moving over the fire. Then, the boys jig (or thrash) the mnoomin by dancing upon it, wearing traditional ricing moccasins, easing off the husks. Next, students winnow the mnoomin, using birchbark baskets to pass the seed coats to the wind, gently tossing the mnoomin in the air to separate the hulls from the grain. Ms. James coördinated our Ricing activities with

Dr. Erik Redix, Grand Portage Ojibwe Language and Environmental Education Coordinator. Students processed the mnoomin at the Grand Portage National Monument with Ms. James and OPCS educators and support staff, Dr. Redix, and educational staff from 1854 Treaty Authority. OPCS parent/guardians, and other Community members also joined us.

In preparation for Ricing, Ms. James provided lessons in history, teaching that traditionally ricing is a collective effort, to make sure each family in the Community has enough rice, and to ease the effort with everyone working together. Ms. James also prepares students by providing them vocabulary in Ojibwemowin related to the activities and cultural lessons.

On Indigenous Peoples' Day, the Kindergarten class and 3rd and 4th grade class, walked to the National Monument, to make bannock over a fire. Indigenous peoples adapted the bannock bread recipe from European settlers. It became a survival food as it could be easily cooked in the wilderness after Indigenous peoples were forced to leave their lands and had limited rations of food. For some Indigenous peoples, bannock serves as a significant connection to their heritage and history, as a symbol of resilience and a tangible symbol for the many ways



4th Grade Student Making Bannock

Indigenous peoples adapted and persevered in the darkest and most difficult of circumstances. Students were taught lessons of the historical context of our activities, we worked with educational staff from 1854 Treaty Authority and educators highlighted the resilience, perseverance and ingenuity of Indigenous peoples,. our lessons

celebrating Indigenous culture

and language, echoing the message on the Community page of the Grand Portage Band of Lake Superior Chippewa, "The Grand Portage Anishinaabe are strong and resilient. We call this place home; we are still here."

In the Winter, one of our units is on Waabooz (Rabbit) Snaring. We begin by practicing snowshoeing through the woods. Educators, along with Emily Derke, Grand Portage Agricultural Coordinator and Dr. Erik Redix, Grand Portage Ojibwe Language and Environmental Education Coordinator, guide students through the woods scouting for tracks and any signs of waabooz (tracks, scat, feeding patterns on branches). Students make wire snares with Emily Derke and choose a place to hang their snares, looking for the "waabooz highway," pathways frequently traveled by the waaboozong (rabbits). After hanging the snares, we check them daily. When we retrieve waaboozong from our snares, students process them (under the guidance of Emily Derke), breaking the feet and joints, skinning, and washing the meat. Students learn to process the waaboozong from Dr. Redix and Emily Derke. waabooz stew is made, with Tess Bailey, Grand Portage Community Nutrition Educator and students try the stew at lunch. The rest of the waaboozong are offered the Community for Community Feast.

Waabooz snaring is an example of our methodologies that encompass all components of our mission and incorporate all disciplines of academics. The entire process is hands-on and community-based, involving many Community partners. Waabooz snaring is rooted in Anishinaabe culture and tradition and students are taught Ojibwemowin relevant to their activities. Waabooz snaring contributes to the wellness of future generations, as the lessons students engage in teach them to care for the Elders and other Community members, by sharing their harvest, and caring



Waabooz Snaring

for the land, woods and animal life they encounter during snaring. Students read about the history of snaring, write about their experiences, and paint watercolor waabooz. Students write predictions and observations in their Nature Journals, collect and record data, learn tracking skills, make predictions about environmental factors, learn the nutritional information of waaboozong. This unit, as all of our cultural units do, incorporates Ojibwe language and culture, reading, writing, mathematics, science, social studies, science, art and environmental education, through methodologies unique to our school, mission and Community.

In the Spring (sometimes beginning later winter), we do a unit on the Sugarbush. Students learn how to identify the best trees to tap to collect sap. Students record observations in their Nature Journals, track weather conditions, measure how much sap is collected, and hypothesize factors that can contribute to the quantity and quality of sap collected. At the Sugarbush, students are guided by Ms. James, Ms. Kat (our Lead Paraprofessional) and Dr. Rediix. After selecting their trees, students drill holes in the trees, insert a spout, and hang a bucket or bag, used for collection. Trees are checked daily and collected sap is poured into larger containers. Students are taught to thank the trees for sharing the sap with us, to respect the trees, and to take good care of the trees. Then students, along with Dr. Redix, process the sap straining it to remove debris and boil it to make syrup. Family members, Elders and other Community members join us at the Sugarbush. After data collection and sap collection, students play games in the woods and gather in a circle around a campfire for reflection before returning to school.



Collecting Sap at the Sugarbush

Students in Kindergarten and 1st grade created three dimensional projects in their classroom, depicting the Indigenous history of the Sugarbush, differences in tools and conditions from the past to the present.

Ms James teaches students Ojibwe vocabulary words related to the Sugarbush and we read stories reflecting the history and activities we engage in at the Sugarbush. Our students collected over 40 gallons of sap in the 2023-24 Sugarbush season!

Beginning in March 2024, Ms. James along with our Strategic Planning consultant, began leading teachers and support staff in Curriculum Mapping. This involved, taking for example, our Sugarbush Unit curriculum, and educating staff to understand the cultural and Ojibwe language components of the curriculum, creating a plan of collaboration with families, Elders, and other Community members, and working together so that Sugarbush curriculum targeted grade-level MN standards for writing, reading, mathematics, science, social studies and art. We also collaborated on social emotional goals for the curriculum, covering topics such as working collaboratively, following the group plan, keeping one's body in the group, whole body listening, and strategies for when one is feeling anxious, overwhelmed and/or frustrated.

Ms. James established working with educators in a PLC (Professional Learning Community) once monthly at our weekly Teacher Meetings. During PLC, educators collaborate on schoolwide thematic units, design curriculum targeting grade-level standards, Ojibwe language and culture goals, and Environmental Education goals. These units, rooted in Anishinaabe language and culture, work to create cohesion across grade-levels and classrooms, model collaboration, continuity of learning, build a greater sense of community within our school, contribute to a positive school culture, provide opportunities for Community involvement and each unit involves hands-on, Community-based projects.

Our Ojibwe Language and Culture program aims to eventually have students graduate from Oshki Ogimaag Charter School speaking Ojibwe fluently. We greet students each morning in Ojibwe, "Boozhoo," means "Hello" or "Welcome!" or "Aaniin!" which is another Ojibwe greeting, the translated meaning is, "I see your light."

As it in all cultures, a proper introduction is an important aspect of Ojibwe social interaction and our students learn how to do their introductions in Ojibwemowin. This begins with words of greeting (i.e. Boozhoo or Aanin), followed by "My name is [student name]," My clan is [student clan name] ," (or some students may say in Ojibwe that they do not know their clan name or that they do not have a clan). Next, students will say in Ojibwemowin, "Gichi-Onigamiing indaa," (I live in Grand Portage, ending with "Miigwech. Mii iw," (Thank you. That's it).

At the end of the day, as we see the students off at dismissal we say to each other, "Gigaa-waabamin miinawaa" which translates to "I'll see you again." In Ojibwe, there is no word for "good-bye." Gigaa-waabamin miinawaa implies the interconnectedness to all things living and spirit, and that even when physically separated we remain connected.

In addition to daily instruction with Ms. James in Ojibwe Language and Culture, Ojibwemowin and culture is integrated throughout our school day across disciplines. Students learn to count in English and Ojibwe, and have visuals on both Ojibwe and English posted in their classrooms. Educators and support staff use phrases both in English and Ojibwemowin when giving directions and communicating with students. As part of Morning Meeting, students answer the question, "Aaniin ezhi-ayaayan?" (How are you doing?) and respond in Ojibwemowin. At Calendar Time, during Morning Meeting, students use terms in English and Ojibwemowin. Each morning they check the weather, answering, "Aaniin ezhiwebak agwajiing?" (What's it doing outside?) and respond in Ojibwemowin and English. Around the school, there are words and phrases posted in Ojibwemowin to encourage language acquisition. Students learn to identify local plants, wildlife, and local landmarks in both Ojibwemowin and English.

Many staff attend weekly Ojibwe Language Table sessions held locally, with Community members, lead by Dr. Redix, in order to learn and practice their Ojibwemowin skills. Dr. Redix also provides staff with weekly online Quizlets and Rosetta Stone for independent learning and additional practice of Ojibwemowin.

Our Special Education Teacher, Ms. Tina, in her work with Special Education students and supporting General Education students, for social emotional learning (SEL) skills uses the Social Thinking framework for SEL and the Zones of Regulation for emotional regulation curriculum. Ms. Gatzke incorporates the Seven Grandfather Teachings, a set of Anishinaabe values to her SEL work with students. The Seven Grandfather Teachings include; Respect, Courage, Truth, Humility, Wisdom, Honesty and Love.

The nine core concepts of the Social Thinking framework include; Thinking Thoughts and Feeling Feelings (learning to identify emotions), The Group Plan, Thinking With Your Eyes, Body in the Group, Whole Body Listening (listening with the brain and body), Hidden Rules and Expected and Unexpected Behaviors, Smart Guess, Flexible and Stuck Thinking, Size of the Problem, and Sharing an Imagination.

The Zones of Regulation includes identifying emotions and triggers, and identifying strategies and tools to support returning to a calm state when one is ready to learn.

A unique attribute of OOCS, is that with our small class sizes we are able to truly meet each individual student where they are at academically and social/emotionally, work in small groups and have a much greater capacity for 1:1 work with students. Through assessments and classroom performance, we are able to identify students needing additional supports and Ms. Tina is able to both collaborate with classroom instructors and support staff to develop interventions and work with students 1:1 and in small group settings to provide a higher level of support than can be offered in most educational settings.

Key Challenges and Successes in 2023-24

2023-24 was a challenging year for OOCS. Below are some of the key challenges we faced as a school:

- Decreased Fall 2023 enrollment. 8 students chose to transfer Sawtooth Elementary School (resident district school), in Grand Marais and 2 students chose to transfer to Great Expectations School (charter school) in Grand Marais . None of the families communicated with administration and administration did not reach out to families after before or after receipt of request of records from respective schools. The lack in communication indicated a greater need for proactive communication to families.
- During the 2023-24 school year, 3 more students transferred to Great Expectations and 2 more transferred to Sawtooth Elementary.
- Open positions during the entirety of the 2023-24 school year included: Custodian and Cultural Liaison. These open positions created a greater work load for OOCS staff, with Teachers having cleaning responsibilities in addition to their instructional workloads and Paraprofessional staff working overtime to clean the bathrooms and the building. If the Cultural Liaison position had been filled, this role can serve to offer families supportive communication which may have prevented some of our students from transferring and this role can support families in consistent attendance, which could serve to support OOCS in meeting attendance goals.
- On 02/22/24, our 1st graders joined the Kindergarten class and 2nd graders joined the 3rd and 4th grade class. From 02/28/24 through the end of the school

- year, the classes remained combined, as one teacher was no longer with OOCS. We had an open teaching position for the remainder of the school year. During this challenging time of transition, for approximately a 4-week period, there was an absence of administration, with no plans or supports put in place for staff to navigate through this time period.
- OOCS Director resigned abruptly 03/20/24, Ms. Cherie James was appointed Interim Director at this time.
- Grand Portage is a small Community, OOC is a small school with a small staff. While there are benefits to this, there are also challenges. One of the challenges is, with a very small staff, many staff wear multiple hats, which means when even one staff person is missing unexpectedly or without a person in their place, this can create big obstacles for staff, requiring an exceptionally high level of teamwork, collaboration, willingness to jump in wherever and however needed, and often requires extra time of staff beyond their scheduled time.
- There was a great deal of turnover in the OOCS Board during the 2023-24 school year, which can present challenges for school governance and oversight.
- Student academic performance, especially in the area of Reading, showed need for improvement.
- Feedback from instructional staff, revealed a need for updated curriculum, staff training in delivery of instruction and staff training in Responsive Classroom. Schoolwide implementation of the Responsive Classroom framework has been a goal at OOCS. Responsive Classroom is an instructional framework that focuses building social and emotional skills alongside academic skills to create a safe, inclusive and supportive environment for students.

While 2023-24 was a challenging year for OOCS, it was a year that ended positively with new energy and inspiration. Some of the key successes included:

- During difficult times of transition, the remaining OOCS staff came together as a team to problem-solve, supported one another and worked collaboratively to address challenges.
- OOCS increased communication to families, and worked to intentionally communicate support to families.
- In the Spring of 2024, there was a dramatic increase of Community collaboration at OOCS. Nearly every day, Community partners were in classrooms or engaging with students off-site in activities. Students engaged in hands-on, Community-based projects daily! Many Community partners expressed feeling welcome at OOCS once again!

- We ended the school year with a ceremony celebrating our students, a celebration and Feast at school, and our annual End-of-Year tradition of fishing at the marina. We had 100% family participation, along with many Community members. It was a beautiful celebration, filled with joy!
- Despite the transitions, and in some cases, possibly due to some of the transitions, we observed students thriving the Spring of 2024. Students were engaged in classroom activities, the two classrooms collaborated through the end of the school year, with many activities being school-wide. Educators were innovative in their efforts to provide the best possible environment and educational experiences for students. There was a great deal of joy and excitement through the Spring.
- We received a high degree of positive feedback from the Community through the Spring. Community members reached out to us and visited school, communicating that they loved reading our newsletters and sensed positive changes happening at school. This sentiment was reiterated by OOCS Board members at meetings, speaking to the Community discourse regarding OOCS.

Plans to Address Challenges and Highlights of the Strategic Plan

During this year of transition, the OOCS Board and OOCS Staff, made plans to address concerns and make positive change. Some of the plans to address challenges included:

- A goal to be fully staffed in the 2024-25 school year.
- A focus on student and staff retention. One of the ways this was addressed was by a review of staff salaries and comparisons to other schools in Cook County. Adjustments to wages were made in order to stay competitive and increase equity.
- In the Spring of 2024, staff began researching new math and literacy curriculum and consulted with a Curriculum and Instruction Specialist, with a goal of implementing new curriculum in the Fall of 2024.
- Increased communication to families. The OOCS Board spent a great deal of time gathering feedback from families. OOCS began sending weekly newsletters vs.

- monthly newsletters at the end of March 2024. Newsletters now include more in-depth information regarding classroom instruction, Community collaborations and projects, cultural activities, Community events, and how OOCS brings our mission to life in the school.

The OOCS Board has been working with a consultant to develop a strategic plan and will continue this work into the 2024-2025 school year. Highlights of the plan include:

- Increased communication to families and all Community members
- Student retention and increased daily attendance
- Staff retention
- Increased academic rigor and increase of strong student outcomes academically.
- Curriculum mapping involving all educational staff, creating cohesion across classrooms and grade-levels, connecting on cultural unit tied to season.
- Policy and Procedure work.

The OOCS Board will continue to work with the consultant, to develop the strategic plan, set goals, identify timelines for goals set and identify individuals taking the lead in each respective goal area.

7. Academic Performance: Goals and Benchmarks

OOCS demonstrated high performance in mission-related goals and benchmarks, and there was intentional emphasis to increase cultural teachings and increase school-wide speaking of Ojibwemowin.

Historically, OOCS has performed more strongly in mathematics than reading on standardized assessments. Educators have communicated that curriculum for both and reading is outdated and not meeting their instructional needs. OOCS began researching new curriculum in the spring of 2024 to address this vital need, looking at comprehensive literacy curriculum approved by the Minnesota Department of Education and meeting with a curriculum specialist to evaluate options.

World's Best Workforce (WBWF) Goal Areas:

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

Indicator 1: Mission Related Outcomes

Goal: Over the period of the contract, students at Oshki Ogimaag Charter School (OOCs) will demonstrate Anishinaabe language and culture skills.

Measure 1.1 [CCR]- From FY23 to FY25, the aggregate percentage of students who attend OOCs will demonstrate growth on their Anishinaabe language oral communication skills - from basic developmental proficiency stage to intermediate developmental proficiency in the areas of listening and speaking from fall to spring- as measured by the Basic Ojibwe Language Benchmarks will be at least 75%.

Measure 1.2 [CCR]- Each year FY23 to FY25, all students will participate in cultural activities, learn cultural practices, and listen to traditional stories, to gain cultural awareness, skills and understanding. Students will demonstrate learning of cultural traditions through demonstration, reflections, art, oral presentations and writing assignments that document their learning in these areas. Student learning will be evaluated based on a school-developed rubric. In aggregate from FY23-FY26, the aggregate percentage of students in all grades served, who score 75% or higher on the rubric, which is completed throughout the year and each spring, will be at least 75%.

WBWF Goal Areas Addressed by this Goal: Achievement Gap Closure, Career and College Readiness.

Key Measures & Results for this Goal:

- **Measure 1.1** FY24 98% of students that attended OOCs consistently showed growth from basic to intermediate in areas of listening and speaking.
- **Measure 1.2** 98% of students scored 75% or higher on the school-developed rubric. OOCs met the goal for both Measure 1.1 & 1.2.

Indicator 2: English Language Learners

N/A - OOCS did not have any ELL students in 2023-24.

Indicator 3: Reading Growth

Goal: Over the period of the contract, students at OOCS will demonstrate growth in reading as measured by state accountability tests and nationally normed assessments.

Measure 3.1: [CCR] – From FY23 to FY25, in aggregate, at least 55% of students' FastBridge overall reading assessment in all grades will be "Low Risk" or higher on the spring assessment OR from fall to spring move from "High Risk" to "Some Risk"

Measure 3.2: [CCR] –From FY23 to FY25, the overall percentage of students whose achievement level on the statewide assessments for reading (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state.

Measure 3.3: [CCR] –From FY23 to FY25, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for reading (as measured by North Star Academic Progress) is equal to or less than the state

WBWF Goal Areas Addressed by this Goal: Reading Well by Third Grade

Key Measures & Results for this Goal:

- **Measure 3.1:** FY 24, 2 out of 15 (13%) students scored in the Low Risk range on their Spring FastBridge reading assessment (Kindergarten students completed earlyReading assessments, 1st grade completed earlyReading and CBMReading, and 2nd-4th grade completed CMBReading assessments in the Spring, following guidelines of MDE-approved assessments for the READ Act). Zero students moved from the "High Risk" range to "Some Risk" or better. OOCS did not meet the goal for measure 3.1
- **Measure 3.2 :** Data not available.
- **Measure 3.3 :** Data not available.

Indicator 4: Math Growth

Goal: Over the period of the contract, students at OOCS will demonstrate growth in math as measured by state accountability tests and nationally normed assessments

Measure 4.1 [RG3] – From FY23 to FY25, in aggregate, at least 55% of students' FastBridge overall math assessment in all grades will be "Low Risk" or higher on the Spring assessment OR from Fall to Spring move from "High Risk" to "Some Risk".

Measure 4.2 [CCR] – From FY23 to FY25, the overall percentage of students whose achievement level on the statewide assessments for math (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state.

Measure 4.3 [CCR] – From FY23 to FY25, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for math (as measured by North Star Academic Progress) is equal to or less than the state

WBWF Goal Areas Addressed by this Goal: Career and College Ready.

Key Measures & Results for this Goal:

- **Measure 4.1:** FY 24, 3 out of 15 (20%) students scored in the Low Risk range or higher on the Spring FastBridge Math assessment. Kindergarten and 1st grade students completed FastBridge earlyMath and 2nd-4th grade completed the FastBridge aMath assessment. Zero students moved from the "High Risk" range to the "Some Risk" range or better. OOCS did not meet the goal for measure 4.1.
- **Measure 4.2:** Data not available.
- **Measure 4.3:** Data not available.

Indicator 5: Reading Proficiency

Goal: Over the period of the contract, students at OOCS will demonstrate proficiency in reading as measured by state accountability tests

Measure 5.1 [RG3] – From FY23 to FY25 the school's aggregate proficiency index score on state assessments for students in all grades will be maintained or increase from the baseline proficiency index score (FY22 baseline – 44.4) OR will be greater than that of the state for the same grades (grades served that year taking the MCA).

Measure 5.2 [CCR] -From FY23 to FY25, the aggregate percentage of students in all grades, with a fall and spring assessment, achieving "Low Risk" or higher on the Spring FastBridge aReading will be at least 45%

WBWF Goal Areas Addressed by this Goal: Career and College Ready

Key Measures & Results for this Goal:

- **Measure 5.1:** In FY24, 1 out of 4 students (25%) taking the Reading MCA, scored greater than the state average score of students in the same respective grades. OOCS did not meet the goal for measure 5.1.
- **Measure 5.2:** In FY24, 2 out of 15 (13%) of students in all grades, with a Fall and Spring Assessment achieved a score in the "Low Risk" range or higher on the Spring FastBridge reading assessment. OOCS did not meet the goal for measure 5.2.

Indicator 6: Math Proficiency

Goal: Over the period of the contract, students at OOCS will demonstrate proficiency in math as measured by state accountability tests.

Measure 6.1 [RG3] - From FY23 to FY25 the school's aggregate proficiency index score on state assessments for students in all grades will be maintained or increase from the baseline proficiency index score (FY22 baseline - 11.1) OR will be greater than that of the state for the same grades (grades served that year taking the MCA)

Measure 6.2 [CCR] -From FY23 to FY25, the aggregate percentage of students in all grades, with a fall and spring assessment, achieving "Low Risk" or higher on the spring FastBridge aMath will be at least 50%.

WBWF Goal Areas Addressed by this Goal: Career and College Ready

Key Measures & Results for this Goal:

- **Measure 6.1:** In FY24, 1 out of 4 students (25%) taking the Reading MCA, scored greater than the state average score of students in the same respective grades. OOCS did not meet the goal for measure 6.1.
- **Measure 6.2:** FY 24, 3 out of 15 students (20%) of the aggregate percentage students in all grades, with a Fall and Spring assessment, achieved "Low Risk" or higher on the Spring FastBridge Math assessment. OOCS did not meet the goal for measure 6.2.

Indicator 7: Science Proficiency (and Growth)

Goal: Over the period of the contract, students at OOCS will demonstrate proficiency and growth in science as measured by student nature journals and scientific notebooks.

Measure 7.1 [CCR] - From FY23 to FY25, 80% of the students in the grades served will improve in their ability to record observations using “I notice,” “It reminds me of,” and “I wonder” statements (or other appropriate methods for students K-1). They will use this format in their journaling at least 10 times during each year and demonstrate improvement in terms of the number of observations and the level of detail of the observations from Fall to Spring as measured by teacher records

WBWF Goal Areas Addressed by this Goal: Career and College Ready

Key Measures & Results for this Goal:

Measure 7.1: FY24, measured in the Spring of 2024, 100% of the 15 enrolled students journaled more than 10 entries in their science and nature journals, and teachers recorded demonstrated improvements in terms of the number of observations and level of detail of the observation from Fall 2023 to Spring 2024. OOCS met the goal for measure 7.1.

Indicator 8: Proficiency or Growth in Other Curricular Areas

Goal: Over the period of the contract, OOCS will gain proficiency in social - emotional learning skills.

Measure 8.1 [R4K]- From FY24 to FY 25, the aggregate percentage of students showing proficiency on a school-developed Social-Emotional Learning rubric by the end of the year will be at least 50%.

WBWF Goal Areas Addressed by this Goal: Career and College Ready

Key Measures & Results for this Goal: N/A for FY 24

Indicator 9: Post-Secondary Readiness

N/A - OOCS does not serve high school students.

Indicator 10: Attendance

Goal: Over the period of the contract, students at OOCS will attend the school and be engaged in the classroom at high rates.

Measure 10.1- [AGC] From FY 24 to FY 25 the aggregate percentage of students engaged in classroom, as measured by the school-developed rubric, utilized at least 3 times annually, will be at least 80%.

Measure 10.2 - [AGC] From FY23 to FY25, the aggregate percentage of students having an attendance rate of 90% or better will be maintained or improved from the baseline (FY18, FY19, and FY22 baseline - 48.3%).

WBWF Goal Areas Addressed by this Goal: Career and College Ready

Key Measures & Results for this Goal:

- **Measure 10.1:** Data not available.
- **Measure 10.2:** FY24, the aggregate percentage of students having an attendance rate of 90% or better is 40%. This is a decrease from our baseline. OOCS did not meet the goal for measure 10.2.

Federal and State Accountability

World's Best Workforce: OOCS will continue to work on our WBWF goals, in academics and attendance rates. 2023-24 was a challenging school year, with abrupt transitions and challenges to retrieving information during transition of administration. Students faced some big changes mid-year, and the OOCS Board worked to address concerns and challenges brought to their attention by families and staff. We look forward to observing the results of updating our curriculum, changing our delivery of instruction model, and intentional work on building positive school culture, in the next school year.

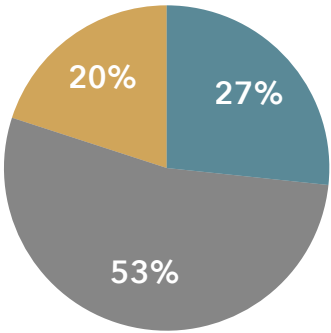
High-Quality Charter School Status: OOCS is not currently receiving any grant funding through the Federal Charter School Program (CSP). OOCS does not currently meet criteria to be designated a “High-Quality Charter School,” through the Minnesota Department of Education’s Comprehensive Performance Framework. OOCS has no current plans to expand or replicate.

ESSA Identification: OOCS has not been identified as a targeted school needing additional support under ESSA.

Additional Academic Data:

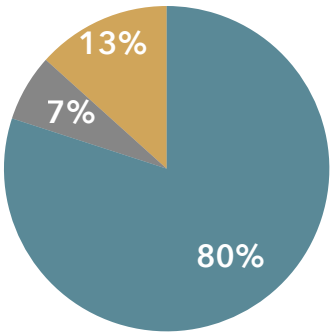
In addition to FastBridge Assessments, all students are administered easyCBM (Curriculum-Based Measurement) Reading and Math assessments in Fall, Winter and Spring.

- Low Risk
- Some Risk
- High Risk



On the Spring 2024 easyCBM Reading Assessments, 27% of students scored in the Low Risk range, 53% in the Some Risk range, and 20% in the High Risk range. 13% of student scores went from the High Risk range in the Winter to the Some Risk range in the Spring.

- Low Risk
- Some Risk
- High Risk



On the Spring 2024 easyCBM Math Assessments, 80% of students scored in the Low Risk range, 7% in the Some Risk range, and 13% in the High Risk range. 7% of student scores went from Some Risk range in the Winter to the Low Risk range in the Spring.

In the 2023-24 school year, 4 students were receiving general education interventions, involving additional small group time and 1:1 time for reading. 3 out of the 4 students increased their reading fluency by one grade level over the course of the school year with interventions.

In the Spring 2024, OOCS had 5 students in special education. 4 out of 5 of the students receiving special education services and supports had academic goals in the area of Reading. 3 out of the 4 students with Reading goals in special education advanced their reading fluency by one grade level or more over the course of the school year. 2 out of the 5 students receiving special education services and support had academic goals in the area of Math.

We are obligated to meet contractual goals and report data on standardized assessments. We work to support students to perform to their greatest ability and provide calming environments with the least amount of distraction in order to set students up for success.

We also see that progress is can be best observed, even if not always as easily quantified, by daily work and a student's abilities are often best viewed authentically in their daily classroom activities versus standardized assessments. At OOCS, we continue to work to reduce testing anxiety, increase stamina, increase supports as needed, increase communication to families, in order for assessments to more accurately and authentically reflect student progress and ability.

8. Education Effectiveness Practices

After completion of Fall, Winter and Spring, FastBridge and easyCBM Reading and Math assessments, OOCS's team of educators meets to reflect upon individual student outcomes. We compare scores of the two assessments, and in conjunction with discussion of progress in the classroom, we identify which students are in need of additional supports, in order to meet their grade-level standards. Additional support may come from the classroom teacher providing additional small group and/or 1:1 time, paraprofessional support to repeat instruction and practice skills with students, and/or support from our Interventionist, working in small groups and/or providing 1:1 support. We also dialogue with educators on how our curriculum is reflecting current state standards and use teacher feedback, data from student assessments scores, and data from student classroom performance to assess the effectiveness of our curricula.

As we review student data, we disaggregate the data by various student groups, including race, gender, and socioeconomic status. We use the disaggregated data to assess educational effectiveness for each group, and to ensure equitable outcomes for each Oshki Ogimaag student.

	Licensed Educators (% of total)	3+ Years' Experience (% of total)	Working in Area of Licensure (% of total)	Advanced Degrees (% of total)	Racially / Ethnically Diverse (% of total)
Teachers	100%	80%	80%	20%	40%
Admin Staff	50%	50%	0%	0%	50%

One Teacher was terminated effective 02/27/24.

The Director turned in a resignation, effective immediately 03/20/24. An Interim Director was put in place by the OOCS Board that same day.

9. Q Comp Annual Report - n/a

10. Student and Parent Satisfaction

In the 2023-2024 School Year OOCS did not complete formal surveys with families. OOCS Board members collected data directly from families, through in-person conversations, phone calls and written response. The OOCS Board gathered data regarding what areas families felt positively about and areas that showed opportunities for improvement. Overall families responded positively to the school's Ojibwe Language and Culture programming, highlighting hands-on experiences related to Anishinaabe traditions that they felt their students would not receive in any other environment. At the Annual Meeting, one Parent Board Member, spoke of this and mentioned Ricing and Snaring as examples.

The OOCS Board found areas of concern surrounding curriculum, delivery and quality of instruction in the general education environment and educator-student interactions and began work addressing these areas of concern with immediacy.

Students were also not formally surveyed in the 2023-2024 school year.

One 1st grader, 2 2nd graders, a 3rd grader, and a 4th grader were interviewed about their self-identified strengths, areas they would like to improve upon, areas in school they feel they need help, their favorite part of the school day, and who they feel communicating with if they have a sensitive issue to discuss.

1 student named Art as the best part of their school day, 2 students named Math as the best part of their school day, and 2 students identified Ojibwe Language and Culture as the best part of their school day. All 5 students felt they had a safe adult to connect with at school, 1 named a paraprofessional and the other 4 students named a teacher.

All 5 students identified areas of strength, areas they would like to improve upon and areas they see themselves as needing more support in.

11. Environmental Education

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

OOCS assesses environmental literacy through the metrics in alignment with our Environmental Educational goals with our authorizer and in alignment with state grade-level standards. At OOCS, we have developed our Environmental Education program to be locally relevant and connected to the mission and vision of OOCS.

Some of the challenges of the 2023-2024 school year involved inconsistent practices with mid-year staff turnover. Some of the successes of the 2023-2024 school year involved the research projects implemented where older students presented their research to younger students. Our 3rd and 4th graders competed a research project on why Bees and Butterflies are crucial to our local ecosystem and presented their

research to the K-2 classrooms. All students contributed creating a pollinator environment in our Community Gardens. Students also worked on a project where they learned how to plant, harvest, and dry Asemaa. Students then learned how to use Asemaa to show gratitude.

Environmental education at OOCS is deeply connected to our mission of preserving Anishinaabe language and culture, contributing to the wellness of future generations, and preparing students through hands-on community-based projects to be lifelong learners that reach their academic and personal potential. Students are instructed in Ojibwemowin words related to our environmental education projects and are taught the cultural traditions and connections of the activities we engage in. Our environmental education program is anchored in preserving and bettering our local environment, and educates students to be stewards of the land, with a focus on how this impact the wellness of current and future generations.

Weekly, the whole school engages in Forest Friday, lead by our Environmental Education Coordinator. Students make predictions on our Phenology Board, and later compare their predictions to their scientific observations in the field. The data is documented in our Phenology Book, which has been an ongoing multiyear project, that we've been engaging in for more than 6 years. Students venture to local forest for hikes in the woods, along streams, along the shores of Gichigami (Lake Superior), local gardens and greenhouses including the local deep-winter greenhouse. Our location is rich with beautiful, natural environments to explore. In our environmental education programming, OOCS collaborates with many Community members, including Elders, the Grand Portage Ojibwe Language and Environmental Education Coordinator, local naturalists, Grand Portage Agricultural Coordinator, Grand Portage Community Nutrition Educator, and many other local leaders, artists and other Community Members. Students engage with local Community members nearly every day at OOCS.

Just as we integrate environmental education across disciplines, all of our environmental education projects integrate Ojibwe Language and Culture, reading, writing, mathematics, science, social studies, art, social emotional learning and physical education.

12. Governance and Management

OOCS is governed by a Board of Directors elected in accordance with policies and procedures outlined in OOCS's bylaws and consistent with statutory requirements. Board membership is open to unrelated parties and the OOCS Board must consist of a minimum of five and not more than nine Directors. Directors are elected for 3-year terms. Appointed Directors are seated until the next Board election. The Board is comprised of at least one licensed teacher employed at OOCS, at least one parent or guardian of a student enrolled at OOCS, and at least one interested community member, who is not employed by the school and does not have a child enrolled at the school.

The Board of Directors has oversight and governs on matters related to OOCS, including but not limited to, budgeting, curriculum, and operating procedures. Effectiveness of the Board is measured by indicators including Board evaluations from OOCS's authorizer, ongoing training of the Board, active participation of Board members, adopting of required policies, Board self-evaluations and evaluation of school administrators. The OOCS Board reviews and discusses student academic performance, in relation to OOCS's academic goals. The Board reviews and discusses progress related to OOCS's Environmental Education goals and Environmental Literacy Plan. The Board monitors, reviews and discusses the OOCS's financial performance, including current enrollment in relation to budgeted enrollment. The Board engages in ongoing training and meaningful discourse and reflection of training in order to continue to develop, in order to best support OOCS in honoring its mission and meeting its contractual goals.

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address
Patty Winchell-Dahl	Chair	Community Member	12/2021	01/2022	12/2024	pwinchell-dahl@oshkiogimaag.org
Steven Standing-Cloud	Vice Chair	Parent	Appointed 02/23	02/2023	12/2023	standingcloud@oshkiogimaag.org
Jaye Clearwater	Secretary/Treasurer	Teacher	Appointed 08/2022	08/2022	Employment terminated 02/27/24	jclearwater@oshkiogimaag.org
Daniel Deschampe	Member	Parent .	12/2021	01/2022	12/2024	d.deschampe@oshkiogimaag.org
John Morrin	Member	Community Member	12/2021	01/2022	12/2024	jmorrin@oshkiogimaag.org
Travis Novitsky	Member	Community Member	12/2022	01/2023	12/2025	tnovitsky@oshkiogimaag.org
Joanne Czeswik	Member	Community Member	Appointed 08/2023	08/2023	12/2023	jvczeswik@oshkiogimaag.org
Jasmine Coatie	Member	Parent	Appointed 09/2023	09/2023	12/2023	traine26@hotmail.com
Krysten Flett	Treasurer	Parent	Appointed 09/2023	09/2023	12/2023	kflett@oshkiogimaag.org

Agatha Armstrong	Member	Community Member	Appointed 09/2023	09/2023	12/2023	aarmstrong@oshkiogimaag.org
Tina Gatzke	Secretary	Teacher	Appointed 03/2024	03/2024	12/2024	tgatzke@oshkiogimaag.org
Jeana Van Dyne	Member	Teacher	Appointed 03/2024	03/2024	12/2024	jvandyne@oshkiogimaag.org
Carmen Keyport	Ex-Officio	School Leader	***	***	***	director@oshkiogimaag.org
Cherie James	Ex-Officio	School Leader	***	***	***	cjames@oshkiogimaag.org

* OOCs Bylaws states *Section 7. Filling Vacancies*. Unless otherwise provided by Minnesota Statutes, Section 317A.227, vacancies on the Board of Directors caused by death, disqualification, resignation, disability, removal or such other cause shall be filled by appointment, at the next regular meeting, of a new director by the affirmative vote of a majority of the remaining Directors, even if less than a quorum. A Director filling a vacancy shall hold office until the next annual meeting of the Corporation or until his successor has been duly elected and qualifies. The appointed Director may choose to run for election. When a vacancy on the board exists mid-term, the Secretary must receive nominations for new members from present Board members in advance of a Board meeting. These nominations shall be sent out to Board members with the regular Board meeting announcement, to be voted upon at that regular Board meeting.

- The Annual Meeting was held 12/13/24, no election took place.
- Daniel Deschampe was removed from the Board by vote on 09/20/23, as he no longer had children enrolled at OOCs.
- Travis Novitsky resigned from the Board effective 10/18/23.
- Jasmine Coatie resigned from the Board effective 03/20/24
- Krysten Flett was appointed Treasurer effective 03/20/24
- Tina Gatzke was appointed Secretary effective 03/20/24

Initial Board Training

Initial Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Patty Winchell-Dahl	01/2019	6/1/2019 Eugene Piccolo MACS 2/7/2023 Osprey Wilds online	6/1/2019 Eugene Piccolo MACS 2/7/2023 Osprey Wilds online	6/1/2019 Eugene Piccolo MACS 2/7/2023 Osprey Wilds online
Steven Standing-Cloud	02/2023	XX/XX/XXXX Presenter or Trainer	XX/XX/XXXX Presenter or Trainer	XX/XX/XXXX Presenter or Trainer
Jaye Clearwater	08/2022	08/01/2023 Osprey Wilds Online	08/01/2023 Osprey Wilds Online	08/-01/2023 Osprey Wilds Online
Daniel Deschampe	01/2022	02/08/2022 Osprey Wilds Online	02/08/2022 Osprey Wilds Online	02/08/2022 Osprey Wilds Online
John Morrin	2010	5/22/2010 K. Klandeud MN School Board Assoc 1/20/2018 Eugene Piccolo MAC Piccolo MAC	5/22/2010 K. Klandeud MN School Board Assoc 1/20/2018 Eugene Piccolo MAC Piccolo MAC	5/22/2010 K. Klandeud MN School Board Assoc 1/20/2018 Eugene Piccolo MAC Piccolo MAC MAC8/1/2023
Travis Novitsky	01/2020	6/16/2020 Online mncharterboard.com	06/16/2020 Online mncharterboard.com	06/16/2020 mncharterboard.com
Joanne Czeswik	08/2023	09/04/2023 Osprey Wilds Online	09/04/2023 Osprey Wilds Online	10/17/2023 Osprey Wilds Online
Jasmine Coatie	09/2023	XX/XX/XXXX Presenter or Trainer	XX/XX/XXXX Presenter or Trainer	XX/XX/XXXX Presenter or Trainer
Krysten Flett	09/2023	XX/XX/XXXX Presenter or Trainer	XX/XX/XXXX Presenter or Trainer	XX/XX/XXXX Presenter or Trainer

Agatha Armstrong	09/2023	02/06/2024 Osprey Wilds Online	02/07/2024 Osprey Wilds Online	02/08/2024 Osprey Wilds Online
Tina Gatzke	03/2024	07/10/2024 Osprey Wilds Online	07/03/2024 Osprey Wilds Online	06/20/2024 Osprey Wilds Online
Jeana Van Dyne	03/2024	05/11/2023 Osprey Wilds Online	05/13/2023 Osprey Wilds Online	05/15/2023 Osprey Wilds Online

Annual Training - FY24			
Board Member Name	Sounding Board Issue 3, Part 3: Open Meeting Law: Procedures and Language for Closing School Board Meetings Trainer: Jeana Van Dyne 06/18/24	Sounding Board Issue 3, Part 1: Reasons to Close a Charter School Board Meeting and How to Do It Trainer: Tina Gatzke 06/18/24	Strategic Planing: Roles and Responsibilities 06/18/24 Trainer: Peter James
Patty Winchell-Dahl	Yes	Yes	Yes
Steven Standing-Cloud	No	No	No
Jaye Clearwater	N/A	N/A	N/A
Daniel Deschampe	N/A	N/A	N/A
John Morrin	Yes	Yes	Yes
Travis Novitsky	N/A	N/A	N/A
Joanne Czeswik	Yes	Yes	Yes
Jasmine Coatie	N/A	N/A	N.A
Krysten Flett	No	No	No

Agatha Armstrong	No	No	No
Tina Gatzke	Yes	Yes	Yes
Jeana Van Dyne	Yes	Yes	Yes

Management

The OOCs Board of Directors operates under policy governance. It employs the Executive Director; the Director will carry out the Leadership responsibilities in alignment with policy and direction.

There is an evaluation process in place, and it will be followed moving forward. Goals have been set by the Director yearly as is noted in this report and other reports.

The Executive Director has an Assistant that assists in making sure duties are completed and tasks are followed through with and to assist with financial management. The Assistant prepares some monthly financial documents for the board meeting.

List of Administrators Qualifications

Carmen Keyport served as the Director from March 2017 to March 20, 2024. Prior to her role as Executive Director, Ms. Keyport's role was Business Manager and she periodically served as Interim Director. Before relocating to Grand Portage, Ms. Keyport had over 17 years of experience working in early childhood education and 5 years of experience in a variety of financial positions, including serving as Lead Bank Teller and Financial Officer for a Supported Living Services for Adults with Disabilities Company.

Cherie James was appointed the Interim Director of OOCS March 20, 2024. Director James grew up in Grand Portage and is an enrolled Grand Portage Band Member. Director James earned her Bachelor's from St. Scholastica. Director James taught at American Indian Magnet her first year of teaching and taught History at Harding High School in St. Paul, MN for 30 years, prior to returning to her home in Grand Portage. In her teaching roles, Director James served as the American Indian Options Coordinator for 6 years, she served as the Social Studies Department Chair multiple times, and taught International Baccalaureate History for the last 12 years of her time at Harding. Director James is the Ojibwe Language and Culture Instructor at OOCS, and joined the OOCS Team, the 2022-2023 school year. Director James works with other Community leaders on committees, working to preserve Anishinaabe language and culture. It is a personal goal of Director James to normalize Ojibwemowin in the Community and for OOCS students to eventually be fluent Ojibwe speakers.

Professional Development Goals Areas of Focus for 2023-2024

Ms. Keyport reported intentions on focusing on Student and Adult Mental Health and Depression, and Leadership.

Activities Completed/Progress/Results for 2024-2025

Ms. Keyport met with Mentor and Strategic Planning Consultant (retired Charter School Director), Peter James, for mentorship in organizational leadership on a regular basis from August 2023 through March 2024.

Professional Development Goals/Areas of Focus for 2024-2025

Director James has set areas of professional development forces to include: Learning about funding sources, especially grants in order to leverage funds available to OOCS, understanding MDE program (i.e. Nutrition Program) in order to provide support and oversight to staff, roles and responsibilities within the organizational structure of charter schools, community relations and cultural expertise.

Date of School Leader Evaluation

The School Leader was not evaluated in the 2023-2024 school year.

13. Staffing

The approach to staffing at OOCS is to find staff dedicated to the mission and vision of the school and feel invested in the students of OOCS. Long term consistency is a goal that has been historically difficult for the school to manage.

2023-24 Licensed Teaching Staff

Name	File #	License and Assignment (subject/grades)	2024-25 Status*	Comments <i>Include information regarding special licensure (e.g., Community Expert) or other relevant information.</i>
Jaye B. Clearwater-Day	285814	License: 1-6 Elementary Education Assignment: Grades 1-2	NR	
Christina Gatzke	1000002	License: K-12, Special Education: Academic and Behavioral Strategist Assignment: K-4 Special Education	R	
Cherie James	343592	License: 7-12 Social Studies Assignment: Ojibwe Language and Culture K-4	R	Community Expert in Ojibwe Language

Raina Ryden	1030879	License: K-6 Elementary Education Assignment: Grade: K After 2/21/24 Grade K-1	NR	
Jeana Van Dyne	493449	License: K-6 Elementary Education Assignment: Grades 3-4 After 2/21/24: Grades 2-4	R	

* R = Returning, NR = Not Returning

2023-24 Professional Development Activities

During Fall 2023 Workshops Teachers and Staff Attended the Following Trainings:

- SPED 101/Confidentiality Training with Director of Special Education, Noreen Foster
- Thematic Planning, and Setting Expectations for the School Year, Peter James
- Our Special Education Teacher attended a Foundational Reading Skills Training through Read Naturally
- Our Special Education Teacher attended a training in Keeping Students Challenged in Reading through Read Naturally
- Our Special Education Teacher attended monthly Special Education Coordinator Meetings, which focused on MDE updates, strategies for interventions, and other topics in special education, each month a different focus, with different presenters. These monthly meetings were facilitated by Indigo Education.
- All Teachers and Staff attended Mandated Reporter Training
- All Teachers and Staff attended a Self-Evaluation and Teamwork Training led by Peter James
- Our Special Education Teacher attended a Curriculum-Based Measurement Skills Training
- Our Special Education Teacher attended a *Nurturing a Successful School Year* series of trainings through Responsive Classroom
- Our Special Education Teacher attended a *Supporting Native Students: Covering the Basics* training through Cutting Edge Teams
- Our Special Education Teacher attended a *Pedagogy and Practice: Creating Spaces for Native Students* training through Cutting Edge Teams

- Our Special Education Teacher attended a *Responsive Classroom Adoption: Insights from School Leaders* series of trainings through Responsive Classroom
- All Teachers and Staff attended a training on Emotional Regulation and Brain Breaks led by Tina Gatzke

Teacher Retention

One teacher was terminated during the 2023-2024 school year. One teacher moved back to her home out-of-state, and it was known that she was committing to her teaching assignment for one year only. Historically, there has been a high turnover of teachers at OOCS. The remote location can present challenges for attracting long term staff, as well as the lack of affordable and available housing.

The OOCS Board also identified through their work organizational leadership issues that may have been contributing factors to the high level of turnover.

Percentage of Licensed Teachers from 2023-24 not returning in 2024-25 (non-returning teachers/total teachers from 2023-24 x 100)	<u>40</u>
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2023-24 Other Licensed (non-teaching) Staff			
Name	License and Assignment	2024-25 Status*	Comments
Noreen Foster	License:380968 - Director of Special Education & Early Childhood Special Education Assignment: Special Education Director	R	Contracted through Indigo Education
Melanie Garland	License:1025767, Pre-K-12 License and Assignment: Speech Language Pathologist	R	Contracted through TinyEye Therapy Services

Jodi Hyrkas	License:447557, 5-12 Mathematics Assignment: Special Education Paraprofessional	NR	
Jan Lippitt	License:413046, Pre-K-12 License & Assignment: School Psychologist	R	Independent Contractor
Kristia Sivertson	License:408821, K-12 License: Emotional Behavior Disorders, Learning Disabilities, Autism Spectrum Disorders Assignment: Autism Specialist	NR	Contracted through Indigo Education
Vicky Tranquada	Occupational Therapist	R	Contracted through TinyEye Therapy Services

* R = Returning, NR = Not Returning

2023-24 Non-Licensed Staff			
Name	Assignment	2024-25 Status*	Comments
Larry Deschampe	Director of Transportation	R	
Monica Morris	Nutritional Services Director	NR	
Kathryn Sherer	Paraprofessional	R	
Yastrianne Spry	Administrative Assistant	R	

* R = Returning, NR = Not Returning

14. Operational Performance

OOCS provides an environment and facilities in which all necessary services are provided in a safe and responsive manner.

Health and safety at the school is provided through a partnership with Grand Portage Health Services and Safety Office. Through Grand Portage Health Services we receive services from registered nurses for vision and hearing screenings, immunization support, free flu shots for staff, school health concerns (including lice checks), and dental services two times per year through the Oral Health Task Force in Cook County.

Fire drills, tornado drills and lock down drills are conducted per state statute in collaboration with the Grand Portage Community Center. Fire extinguisher and alarm inspections are conducted according to the required schedules. OOCS uses the ARMER radio system, used by county officials. This significantly supports student and staff safety.

OOCS provides transportation to all students living within the boundaries of the Grand Portage Reservation, our school bus owned by the school. For students living outside of the reservation, we are able to contract with Arrowhead Transit Authority to provide transportation. OOCS has one licensed bus driver and access to substitute drivers. The bus driver is a Director of Transportation and also has administrative responsibilities including developing a bus route, scheduling maintenance, completed compliance trainings and ensuring inspections are completed.

OOCS leases a facility from the Grand Portage Reservation Tribal Council within the Grand Portage Community Center. This provides us with access to a full-size gym, equipment (volleyball nets, basketball court and equipment, floor hockey equipment, parachutes, etc.), and a swimming pool. OOCS maintains authority over the playground during school hours, and after school the Community Center provides management. OOCS has three large classrooms, kitchen/cafeteria, a sensory room, Ojibwe classroom, special education/intervention classroom, a conference room, a special education meeting room, and offices. We have a small kitchen for staff use, and that students use for projects. Our facility includes a greenhouse, school gardens, and parking area. Plowing service, lawn service, and on-call maintenance are provided by the maintenance department at the Grand Portage Community Center. The school also serves as a Red Cross certified emergency shelter. Some school staff members have been trained in ensuring the site is open and managed during this type of emergency.

OOCS provides a breakfast, lunch and snack to all students daily. We are a part of the Community Eligibility Provision (CEP) and the Fresh Fruits and Vegetables Program (FFVP). The Nutritional Services Director works to ensure that vegetables harvested from the school garden are integrated into the food program.

School newsletters aim to keep families engaged in school activities and our educational program. With more consistent and more supportive family communication, we are starting to see increased increased engagement.

All open jobs at the school are posted locally, regionally, on the school website. The administration screens the applications and invites the most highly qualified applicants for interviews. The candidate is offered a job pending Board approval, and the Board has the option of approving the hire at the next regularly scheduled Board meeting. Jobs are not posted for fewer than (7) days before a letter of inquiry is due. State and federal background checks are conducted on all school staff, Board members and volunteers. School staff members having lived in Canada are also subject to a Canadian background check.

15. Finances

For questions regarding school finances and for complete financials for 2023-24 and/or an organizational budget for 2024-25, contact:

Name: Pamela Zahn
Position: Business Manager
Phone: 651-335-9260
Email: pzahn@oshkiogimaaag.org

cmERDC provides accounting services for *Oshki Ogimaag Charter School*.
www.cmERDC.org
320-202-0992

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Osprey Wilds Environmental Learning Center no later than December 31, 2024.

FY24 Finances	Fund 1	Fund 2
Total Revenues	\$781,455	\$68,965
Total Expenditures	\$844,172	\$68,965
Net Income	(-\$62,717)	\$0
Total Fund Balance	\$820085	\$0

Overview

OOCS has had a very stable budget with a healthy fund balance for several years and this continues. In 23-24, the general fund balance did decrease by \$62,700 because of additional operating costs. This was due to the Management transition and additional staff and benefit costs associated with this transition. We budget very conservatively and adjust the budget to our actual enrollment. Enrollment and Average Daily Membership decreased by 8 for FY 23-24.

Revenues

Funding for OOCS was received from state aid, and federal grants, Impact Aid and some generous donations and grants all helped immensely as we continue to experience rising costs of items and labor costs.

Expenses

Most of our expenses come from salaries and benefits. The food service has a deficit every year and receives funding from the general fund.

Net Surplus or Deficit and Fund Balance

OOCS continues to have a healthy fund balance, OOCS does not have any loans or lines of credit.

World's Best Workforce Annual Budget

Oshki Ogimaag adequately prioritizes funding for Professional Development, staffing and programs aligned to our World's Best Workforce Goals (WBWF) and Osprey Wilds goals, we have not developed a separate WBWF budget.

Future Plans

There are no current plans to expand our current building or to move.