

EE Performance Indicator 1: Awareness				
Goal: Students at School Name have the awareness, or are increasing their awareness, of the relationship between the environment and human life as measured by curriculum-based measures across the contract period.				
Strategy:	Students in grades 5-8 will learn that different instruments come from different materials from the environment. (This is done in music class.)	Pre-K and K students will learn what monarchs need to survive by raising and observing butterflies from egg to adult. (Stout & Steffen)		
Evaluation Method:	Students in grades 5-8 with an attendance rate of 90% or higher within the October 2025 snapshot will be given a pre and post test, identifying different instruments and the materials they are made of. 85% of the students will be able to obtain 85% or higher via the post test .	Students in grades PK and K with an attendance rate of 90% or higher within the October 2025 snapshot will observe the monarch butterflies using a journal. 75% of the students who have been in attendance using the aforementioned criteria will be able to identify the stages of monarch butterflies with 100% accuracy and what they need to survive in each stage by May 2024. rubric		
Results:				
Rating:				
Online Strategy:	Students in online 10th grade Biology B will take a pretest (considered an assignment not to be exempted) composed of 20 questions and the results will be documented. Upon completion of the unit, 60% of the students, if he/she has fulfilled the attendance and time requirement, will increase their initial score by at least 10% on the posttest/assignment	In Modules 7, 8, and 9 of the online course Earth/Space Science B (titled Weather & Climate, Clouds and Precipitation, and World Climates, respectively) students will increase their knowledge of the atmospheric gases, and be able to distinguish between weather and climate. They will be able to describe the mechanisms of heat transfer, and be able to distinguish between heat and temperature. Students will learn the basic criteria used in climate classification, and describe the climate's response to the atmosphere's changing composition since about 1750.		
Evaluation Method:	*Pre/Post Test	Students in online 9th grade Earth/Space Science B will be given a pretest to assess their prior knowledge and awareness of weather and world climates, and the dramatic effects of abrupt changes in climate on the biosphere. Upon completion of the 3 Modules, the students will be tested again to see how their understanding/awareness has changed. The expectation is that the class will increase their mean score by at least 10% if they fulfill the time requirement necessary to finish the module. Pre/Post test		
Results:				
Rating:				
EE Performance Indicator 2: Knowledge				
Goal: Students at Crosslake Community School have the knowledge, or are increasing their knowledge, of human and natural systems and processes as measured by curriculum-based measures across the contract period.				
Strategy:	5th grade students will be able to describe, compare and contrast how soil is made in nature (such as in forests) and how soil is made through composting. (Laasch)	Students in grades 5-6 will learn that trees come in many shapes and sizes. Students will become familiar with tree structure and scale by using different methods to measure them and by making comparisons. They learn the importance of standardized measurements and proper measuring techniques. (This is done in math class.) (O'Brien)	Grades 5-8 will understand the environmental impact of littering covering biodegradability, decomposition rates, and human impact. Students will design and carry out an experiment that tests the biodegradability of 3–5 common materials, accurately recording and analyzing the changes observed over time. (This is done in STEM) (Floerchinger)	
Evaluation Method:	Students in Grade 5 with an attendance rate of 90% or higher within the October 2025 snapshot will compare and contrast forest soil with composted soil within a field journal with drawings, labels, and explanations. 85% of students will be able to reach a level 3 knowledge or above. Rubric	85% of students in 5-6 with an attendance rate of 90% or higher in the October 2025 snapshot will be able to explain on student pages by writing or drawing how and why people use standard units of measure. They will also demonstrate an understanding of measurement and tree scale. Students will be able to explain how to measure trees in a systematic, consistent way. Rubric Students pages	By the end of the environmental education project, 80% of middle school students in grades 5-8 will demonstrate growth in understanding the environmental impact of littering by improving their scores on a pre/post assessment (covering biodegradability, decomposition rates, and human impact) by at least 20%. Environmental_Pre-Post_Assessment.docx	
Results:				
Rating:				
Online Strategy:	5th-grade students enrolled in semester 2 science will be able to classify renewable and non-renewable energy sources, list a positive and negative aspect of 4 different energy sources, and describe the energy resources in their state.	Students in grades 9-12 will learn about the community and global impacts of the dairy industry through a multimedia farm-to-table lesson embedded in their Mess-e course.		

Evaluation Method:	85% of the students enrolled will complete the energy resources assignment in module 9. Of the students completing the assignments 70% will score 13 or more points according to the rubric. Assignment and rubric .	At least 50% of students in grades 9-12 will complete this portion of the Mess-e curriculum. Of those students 60% will achieve an overall score of 75% or higher. English Farm to Fridge assignment		
Results:				
Rating:				
EE Performance Indicator 3: Attitudes				
Goal: Students at this School have an attitude, or are increasing their attitude of, appreciation and concern for the environment as measured by curriculum-based measures across the contract period.				
Strategy:	5th and 6th grade students will explore text and media on environmental topics. Students will form an opinion, compose an argument essay and create media to inform members of their school community. (This is done in English Language Arts.) (Byram)	Students will learn about bees and their benefits to people and the environment. They will communicate their learning through either a writing or drawing project. (Beard)	5th/6th grade Art students will make art using the items we throw away or consider garbage. I will challenge their attitudes surrounding what art is and help them discover how to use recyclable items to turn them into creative forms of expression. Students will show an awareness of ways art can increase concern for environmental issues or even reduce environmental impact. (Powers/ art class.)	
Evaluation Method:	Of 5-6th grade students with a 90% attendance rate within the October 2025 snapshot window 80 % of students will show be able to identify an environmental issue, explain it clearly to others and offer at least two viable solutions in their writing.	Students with an attendance of 90% or higher within the October 2025 snapshot, will learn and appreciate the importance of bees in nature. 85% of students will change at least one no to a yes. If students answer yes to all questions in the pre-test, there will be no change in their answer. Pre/Post Survey- Do you like bees? Yes or no Do you think that bees are special? Yes or no Do you think that bees are important to plants and animals? Yes or no Do you think that bees are important? Yes or no	5-6th grade will create an art collage using recyclable items. They will take a pre and post survey with the goal that 85% of students with an attendance rate of 90% or higher within the October 2025 snapshot will show an increase in appreciation of the environment through art as well as increased awareness of ways we can reuse and reduce waste. Pre- and Post-Survey, Rubric, Student Reflection.pdf	
Results:				
Rating:				
Online Strategy:	K-5 online students at CCS will show their attitudes about interacting with the environment through an end-of-year environmental stewardship attitudes survey. Throughout the school year, they will participate in a variety of environmental activities including virtual experiments, field trips, and activities designed to increase awareness of the human effect on nature. We will also focus on ways in which we can minimize our negative impact on nature through everyday choices.	Third-grade online students at CCS will show an increasing awareness of the impact they have on the environment around them through lessons and activities in Social Studies. Third-grade students enrolled in first-semester social studies during the time frame that the lesson is assigned will complete module 3 Human-Environment Interaction, HEI: Negative Impacts Lesson and assignment. Students will track the trash they throw away and observe their trash use and what could be recycled or reused.		
Evaluation Method:	A survey will be given to our online students in grades K-5 toward the end of the year. The test will be given orally, with students answering either positively or negatively to each statement. It will be given orally in order to accommodate all age ranges and reading abilities. The expectation is that 70% of the students surveyed will answer 9 or more of the 15 questions with a positive response. Thus showing a positive attitude towards environmental stewardship. Survey	Students will make observations about how much and what kinds of trash they throw out and complete the assignment about the observations they have made. As part of this assignment, they will identify three ways they can reduce their negative impact on the environment, identify negative human-environmental interaction in their community, and identify any trash that could be recycled or reused rather than thrown out. Of the students enrolled in 3 Social studies at the time of the assignment, 75% will score a minimum of 7/10 according to the grading scale.		
Results:				
Rating:				
EE Performance Indicator 4: Skills				

Goal: Students at this school have or are increasing their problem solving and critical thinking skills as it relates to the environment and human life as measured by curriculum-based measures across the contract period.			
Strategy:	Students in 1-2 and 2-3 will be able to sort between recyclable and reusable materials. (Boutto & Cutkay)	8th grade students will prepare a formal debate on the topic "Regulations with an emphasis on environmental factors related to the topic. The students will write up 2 pros and 2 cons related to environmental regulations and 85% will successfully complete the task. (Swanson)	
Evaluation Method:	Teachers will monitor this skill with at least 80% of the 1st, 2nd and 3rd grade students with an attendance rate of 90% or higher within the October 2025 snapshot will be able to sort their trash without prompting. The following checklist will be used: # of students who could sort recyclable and reusable material without prompting, # of students that could sort waste with little prompting, # of students who need help sorting all of the waste materials. Pre-Post Test	Students will identify two pros and cons related to environmental regulations with 85% successfully completing the task.	
Results:			
Rating:			
Online Strategy	Students in the online middle level (6th, 7th, and 8th grades) environmental education will study an environmental issue that impacts society. They will analyze the various points of view on the issue and how it impacts citizens, and then participate in a synchronous debate on the issue. Students who do not participate in the debate will articulate the issue and the various points of view in writing or orally with the teacher.	Students in grades 9-12 will be able to discuss the challenges around food growth and production..	
Evaluation Method:	Of the students who complete the debate assignment, half of these students will show at least a 10% increase in awareness of the complexity of solving an environmental issue through a pre/post survey on the issue Pre and post survey	9-12 students will complete an interdisciplinary MESS-E project on Food to Fridge. Of those who complete the project, at least 70% will be able to accurately discuss 2 major challenges to diverse food production.	
Results:			
Rating:			
EE Performance Indicator 5: Action			
Goal: Students at at this school demonstrate the capacity, or are increasing their capacity, to work individually and collectively toward sustaining a healthy natural environment as measured by curriculum-based measures across the contract period.			
Strategy:	Students in 7th grade with regular attendance October 2025 snapshot will evaluate our school's lunchroom food waste and help reduce it by 10% by the end of the year. Students will weigh lunch waste one day per week and track progress and educate others on the importance of not wasting food. (Laasch)	Students in grades 5 through 8 will learn about the importance of clean fishing. They will discover ways to correctly dispose of fishing, lead weights, fish lines and other harmful items created by fishing and why this is important to our environment. Students will go fishing on a local lake (FALL, winter, AND/ or spring and) to test out fishing equipment and clean up local recreational fishing areas. (This is done in PE) (Schu)	Students in grades 3 and 4 will learn about Common Loons and how humans impact their population. Through their studies of The Common Loon and their nesting habitats, students will come up with an action plan that will help The Common Loons in the Crosslake area. (Williams)
Evaluation Method:	Students will weigh food waste weekly and educate other students on ways they can reduce food waste. Students will create posters or slideshow and go into classrooms to explain and educate students of the importance of reducing food waste. 90% of students with regular attendance in our October 2025 snapshot window will create a poster that is evaluated at a level 3 or higher using the following rubric	85% of the students in grades 5-8 enrolled by October 1, 2025 snapshot window will complete a self-reflection about what they learned, what they saw and identify at least one way they can be more environmentally responsible while fishing.	90% of the students with an attendance rate of 90% or higher within the October 2025 snapshot will participate in an informational poster campaign on how people in Crosslake could positively impact the Common Loon population. 90% of students within the snapshot will get a 3 or higher on their poster using the rubric below. Posters will be distributed locally in businesses and community areas around Crosslake. Rubric
Results:			
Rating:			
Online Strategy:	The online 9th-12th grade high school students will learn about the dangers of chloride in our waters and participate in the Izaak Walton League Salt Watch.	Middle level students will complete a civic action project (from a list of choices throughout the year).	
Evaluation Method:	Of the online program students in the 9th-12th grades, 65% of students will participate in the Izaak Walton League Salt Watch project. Of the students participating in the civic project, 55% will indicate increased motivation to protect our waters from chloride contamination, and increased knowledge of what actions can lead to chloride contamination according to the survey. Survey	At least 50% of the middle-level students will complete a civic action project of their choice. Of the students who complete the project, 60% will indicate motivation to care for the environment, according to the rubric (score of 3 or 4). Rubric	

Results:				
Rating:				