Key Challenges and Remedies

- COVID-19 continues to be a struggle for us all, and continues to impact student attendance and learning. Bringing MCA testing back in full force during the 21-22 school year was a bit of a challenge, primarily for the online program. We established four different testing sites around the state to reach more students for testing (Crosslake, St. Paul, St. Cloud, and Duluth) but even with that, many students opted out of testing. This makes it challenging to adequately assess students to obtain data that is accurate and relevant for the online student population.

- We want to improve the Solarium so it lives up to its potential. Our solarium, which is another unique feature of CCS, is an underused resource. To fully use this, teachers would benefit from additional training in EE. The Solarium also needs physical improvements ranging from lighting, to monitors, to welcoming pathways, to additional plantings. With these improvements, it has the potential to be an attractive, healing and educational asset for both CCS and the greater community. The EE committee has begun looking at how we can make these improvements.

- While we initially re-opened our on-site Learning Lab for online students to attend in-person in the school building, the lab ended up closing after the first semester due to low attendance. We do not have plans to reopen the Learning Lab at this time.

- Some of our students have multiple issues that involve mental health, chemical health or other extenuating circumstances such as pregnancy that makes learning difficult. Crosslake Online has relationships with agencies related to these concerns, and we coordinate our efforts to educate our students while they face these difficulties. In the 2021-2022 school year, we brought our online social worker on full-time who collaborates with the online school counselor to help meet these needs of our students. Even with these staff members, the needs of our students are significant. Currently, more than 15% of our online students are on 504 plans, many due to mental health needs. Given the increasing amount of mental health needs as described above, the online program added a social-emotional learning component to our course offerings, called Purpose Prep. This curriculum adds classes such as Mental Health & Wellness, College & Career Readiness, Social-Emotional Success, and more. These electives have been quite popular with students.

Five Focus Areas of Strategic Plan

The strategic plan is an important document that provides the mission, vision and goals for our school. It explicitly states goals and the methods of which to assess the goals. In addition, our strategic plan has Five Focus Areas that provide clarity about our plan.

I – Student Achievement

CCS offer students a rigorous and challenging education with an emphasis on Environmental Learning. The goal is to help students maximize their learning and prepare students for the green-based workforce and community of 2050 that global society is moving towards. In addition, we stress the importance of building skills that will be applicable in the future.

II – Environmental Education

EE is the CCS' mode of delivering excellence in education. We use the natural surroundings of Crosslake to enhance learning, engage in problem solving and take action to improve the environment. We will focus on environmental literacy including action-based preservation, conservation, stewardship and beautification. As a result, CCS' stakeholders develop a deeper understanding about the relationship between the earth and human interactions.

III – Community Engagement and Safety

As a pillar of the downtown Crosslake community, we partner with many local businesses and organizations that help empower students to take action. This helps the community of Crosslake take pride in our school. We will expand CCS' engagement to the entire Central Lakes region and help CCS stand out as a one-of-a-kind offering. In addition, CCS focuses on a small school setting, providing a teacher-student ratio of 1 to 19. This is conducive to helping students become life-long learners and maximize student learning.

IV – High Quality Workforce with Professional Development
Creating a high-quality workforce is a key to student success. CCS wants to attract and retain the best highly-qualified workforce to meet our Mission and Vision. These efforts recognize and reward staff who ensure student success and excellence in education.

V. Fiscal Stewardship and Sustainability
The community trusts the Board of Education with the funds used to produce students who are prepared to enter the workforce of tomorrow. The Board of Education takes the responsibility of ensuring that these monies are used in the students' best interests, empowering teachers in an environment of collaboration.

Academic Performance: Goals and Benchmarks (Part VII)

Progress on OW' Contractual Academic Goals & World's Best Workforce (WBWF) Alignment

During the 2021-2022 school year, CCSI developed new contractual goals with our authorizer, OW, as part of the contract renewal process. Our new goals are presented below with data as available. Please note that several of these goals are in a "baseline-setting" year.

For WBWF alignment, please see the code in brackets [XXX] presented below.
[CCR] College & Career Readiness
[RG3] Reading Well by Grade 3
[AGC] Achievement Gap Closing
[R4K] Ready for Kindergarten
[GRAD] All Students Graduate from High School

CTSTR = Count too Small to Report

CONTRACT GOAL MEASURES	FY22 DATA
Measure 1.1 – From FY22 to FY24, the aggregate percentage of **seat-based students** in grades K-8 who participate in a minimum of **two out of three major community engagement activities** will exceed 90%.	96%
Measure 1.2 – From FY23 to FY24, the aggregate percentage of **online students** in grades K-12 who participate in an **environmental or community engagement project** will increase from the baseline set in FY22.	FY22 Baseline: 59.8%
Measure 2.1 [CCR] – Measure 2.1 – From FY22 to FY24, the **seat-based** CCS program will meet the State Progress Target (AMAO 1) on the ACCESS assessment for **English Learners** in at least two of the three years.	NA
Measure 2.2 [CCR] – From FY22 to FY24, the **online** CCS program will meet the State Progress Target (AMAO 1) on the ACCESS assessment for **English Learners** in at least two of the three years.	NA
Measure 3.1 [CCR] – In aggregate, from FY22-FY24, 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 percentage. **(INCLUDES BOTH PROGRAMS)**	STATE: 20.2% CCS: 35.8%
Measure 3.2 [CCR] – In aggregate, from FY22-FY24, 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. **(INCLUDES BOTH PROGRAMS)**	STATE: 36.8% CCS: 34.3%

Measure	Value
Measure 3.3 [RG3] – For FY22-FY24, the aggregate percentage of **Reading STAR growth points*** earned by **seat-based students** in grades K-8 from fall to spring will be maintained or increased from the FY22 baseline of 65.0%.	FY22 Baseline: 65.0%
Measure 3.4 [RG3] – From FY22-FY24, the aggregate percentage of **Reading STAR growth points*** earned by **online students** in grades K-12 from fall to spring will be maintained or increased from the FY22 baseline of 43.4%.	FY22 Baseline: 43.4%
Measure 4.1 [CCR] – In aggregate, from FY22-FY24, 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 percentage.**(INCLUDES BOTH PROGRAMS)**	STATE: 18.7% CCS 13.4%
Measure 4.2 [CCR] – In aggregate, from FY22-FY24, 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. **(INCLUDES BOTH PROGRAMS)**	STATE: 40.0% CCS: 58.2%
Measure 4.3 [RG3] – From FY22-FY24, the aggregate percentage of **Math STAR growth points*** **earned by seat-based students** in grades K-8 from fall to spring will be maintained or increased from the FY22 baseline of 79.0%.	FY22 Baseline: 79.0%
Measure 4.4 [RG3] – From FY22-FY24, the aggregate percentage of **Math STAR growth points*** **earned by online students** in grades K-12 from fall to spring will be maintained or increased from the FY22 baseline of 54%.	FY22 Baseline: 54.0%
Measure 5.1 [RG3] –READING From FY22 to FY24, the school's aggregate proficiency index score for **seat-based students in grade 3** will increase from the baseline proficiency index score (FY21 baseline: 33.3) OR will be greater than that of the state for the same grade (3).	STATE: 48.8% CCS: 41.2%
Measure 5.2 [CCR] – READING From FY22 to FY24, the school's percent proficient for **seat-based students** will increase each year from the baseline proficiency index score (FY21 baseline: 66.7) OR will be equal to or greater than that of the state for the same grades (4-8).	: 52.2% CCS: 60.9% STATE
Measure 5.3 [AGC] – READING From FY22 to FY24, the school's percent proficient for **seat-based students in the Free/Reduced Priced Lunch** subgroup will be equal to or greater than that of the state for the same student group and the same grades (3-8).	STATE: 32.0% CCS: 51.4%
Measure 5.4 [AGC] – READING From FY22 to FY24, the school's percent proficient for **seat-based students in the Special Education** subgroup will be equal to or greater than that of the state for the same student group and the same grades (3-8).	STATE: 25.9% CCS: 42.9%
Measure 5.5 [CCR] – READING From FY22 to FY24, the school's percent proficient for **online students** in grades 3-8 and 10 will increase each year from the baseline proficiency index score (FY22 baseline) OR will be equal to or greater than the average of the comparison online schools* for the same grades (3-8 & 10) each year.	Compare: TBD CCS: 38.7% **Set FY22 Baseline at 38.7%**
Measure 5.6 [AGC] – READING From FY22 to FY24, the school's percent proficient for **online students in the Free/Reduced Priced Lunch** student group will be equal to or greater than that of the average of the comparison online schools* for the same subgroup and the same grades (3-8 and 10).	Compare: TBD CCS: 7.7% **Goal Status TBD**
Measure 5.7 [AGC] – READING From FY22 to FY24, the school's percent proficient for **online students in the Special Education** student group will be equal to or greater than that of the average of the comparison online schools* for the same subgroup and the same grades (3-8 & 10).	Compare: TBD CCS: CTSTR **Goal Status TBD**

Measure 6.1 [CCR] – **MATH** From FY22 to FY24, the school's percent proficient for **seat-based students** will increase each year from the baseline proficiency index score (FY21 baseline: 40.0) OR will be equal to or greater than that of the state for the same grades (3-8).	STATE: 45.5% CCS: 27.9%
Measure 6.2 [AGC] – **MATH** From FY22 to FY24, the school's percent proficient for **seat-based students in the Free/Reduced Priced Lunch** subgroup will be equal to or greater than that of the state for the same student group and the same grades (3-8).	STATE: 23.8% CCS: 17.1%
Measure 6.3 [AGC] – **MATH** From FY22 to FY24, the school's percent proficient for **seat-based students in the Special Education** subgroup will be equal to or greater than that of the state for the same student group and the same grades (3-8).	STATE: 24.1% CCS: 38.1%
Measure 6.4 [CCR] – **MATH** From FY22 to FY24, the school's percent proficient for **online students** in grades 3-8 and 11 will increase each year from the baseline proficiency index score (FY22 baseline) OR will be equal to or greater than the average of the comparison online schools* for the same grades (3-8 & 11) each year.	Compare: TBD CCS: 4.5% **Set FY22 Baseline at 4.5%**
Measure 6.5 [AGC] – **MATH** From FY22 to FY24, the school's percent proficient for **online students in the Free/Reduced Priced Lunch** student group will be equal to or greater than that of the average of the comparison online schools* for the same subgroup and the same grades (3-8 & 11).	Compare: TBD CCS: 0%* **Goal Status TBD**
Measure 6.6 [AGC] – **MATH** From FY22 to FY24, the school's percent proficient for **online students in the Special Education** student group will be equal to or greater than that of the average of the comparison online schools* for the same subgroup and the same grades (3-8 & 11).	Compare: TBD CCS: CTSTR **Goal Status TBD**
Measure 7.1 [CCR] – **SCIENCE** From FY22 to FY24, the school's percent proficient for **seat based students** in grades 5 & 8 will increase each year from the baseline proficiency index score (2021 baseline: 54.0) OR will be equal to or greater than that of the state for the same grades (5, 8).	STATE: 41.3% CCS: 59.3%
Measure 7.2 [AGC] – **SCIENCE** From FY22 to FY24, the school's percent proficient for **seat based students in the Free/Reduced Priced Lunch** student group will be equal to or greater than that of the state for the same student group and the same grades (5, 8).	STATE: 21.9% CCS: 41.7%
Measure 7.3 [AGC] – **SCIENCE** From FY22 to FY24, the school's percent proficient for **seat based students in the Special Education** student group will be equal to or greater than that of the state for the same student group and the same grades (5, 8).	CTSTR
Measure 7.4 [CCR] – **SCIENCE** From FY22 to FY24, the school's percent proficient for **online students** in grades 5, 8 and High School will increase each year from the baseline proficiency index score (FY22 baseline) OR will be equal to or greater than the average of the comparison online schools* for the same grades (5, 8 & High School) each year.	Compare: TBD CCS: 4.5%* **Set FY22 Baseline at 4.5%**
Measure 7.5 [AGC] – **SCIENCE** From FY22 to FY24, the school's percent proficient for **online students in the Free/Reduced Priced Lunch** student group will be equal to or greater than that of the average of the comparison online schools* for the same student group and the same grades (5, 8 & High School).	CTSTR
Measure 7.6 [AGC] – **SCIENCE** From FY22 to FY24, the school's percent proficient for **online students in the Special Education** subgroup will be equal to or greater than that of the average of the comparison online schools* for the same subgroup and the same grades (3-8 & High School).	CTSTR
Measure 8.1 [R4K] – From FY22 to FY24- Of the students enrolled in **CCS (seat-based) PreK** at least 4 days per week for at least 80% of the year, at least 85% will meet or exceed kindergarten readiness standards as measured by the locally-developed Kindergarten Readiness checklist that is administered annually each spring.	90%

Measure 9.1 [GRAD] – From FY22 to FY24, the **CCHS (online) graduation rate will improve from the school's 2021 baseline rate of 57%** OR be equal to or higher than the average of the comparison online schools* each school year for the duration of the contract .	TBD
Measure 9.2 [CCR] – From FY22 to FY24, the aggregate percentage of returning **(online)** students who **begin their 10th grade year with 4 or more credits** will be at least 70%.	13/19, 68.4%
Measure 10.1 – From FY22 to FY24, the **seat-based** program's consistent **attendance** rates will be equal to at least the FY21 baseline of 87.7% OR will be above the statewide attendance rate.	TBD
Measure 10.2 – In FY23-FY24, the **online** program's consistent **attendance** rate for grades K-5 will equal or improve from the baseline set in FY22.	FY22 Baseline TBD
Measure 10.3 – In FY23-FY24, the **online** program's consistent **attendance** rate for grades 6-12 will equal or improve from the baseline set in FY22.	FY22 Baseline TBD

Educational Effectiveness: Assessment and Evaluation (Part VIII)

There are many components to educational effectiveness. To help us define this effectively, we use the High Reliability Schools model by Robert Marzano that was adopted by our Board of Education as a way to improve educational effectiveness. There are five levels to this model of school effective for providing educational excellence.

> Level 1: A Safe and Orderly Environment That Supports Cooperation and Collaboration
> Level 2: An Instructional Framework That Develops and Maintains Effective Instruction
> Level 3: A Guaranteed and Viable Curriculum Focused on Enhancing Student Learning
> Level 4: A Standards-Referenced System of Reporting Student
> Level 5: A Competency-Based System That Ensures Student Mastery of Content

Each level has leading indicators that consist of qualitative evidence that a school is at or approaching a specific level. The lagging indicator is considered the minimally acceptable levels of performance that must be satisfied for a school to be deemed as reliable for that specific level. To note, Dr. Marzano says these levels do not exist as sole isolation or have a linear progression.

As CCS moves through these levels, we are obtaining certificates that demonstrate that we have met the criteria to be successful in all levels as indicated in our Strategic Plan. As we attain more certificates for completing levels, CCS will become more transformational in our approach to student learning. During the 2019-20 and 2020-21 school years, our staff spent multiple days planning, learning and implementing the first level of school effectiveness. There is additional work that is needed in this area because of COVID-19. We will also address Level 2, creating an instructional framework that develops and maintains effective instruction.

- STAR assessment data, along with teacher recommendations and previous MCA score history, were used to determine areas of need for the 2021-22 school year. An area of strong interest for us as a school continues to be our lower than state average math scores on the MCA, as well as lower than anticipated growth data with the STAR assessment. Shown earlier in this report is information on the data points that we used to determine our goals. This was our third year with math as an area of emphasis across our entire curriculum. We anticipate that this will continue to be the case this year.
- For our online program, our areas of emphasis continue to be course completion rates and graduation. We are using Qcomp professional development opportunities to not only impact test scores but also to work on improving our graduation rates. The two items have a symbiotic relationship, as one directly impacts the other significantly. We saw significant improvement in our graduation rate this year, as evidenced by data later in the report.

- For 2021-22, the online program's professional development primarily focused on training in National Standards for Quality Online Learning (NSQ) standards and how best to orient learners to the online environment. The NSQ and Quality Matters (QM) have been the most used and respected benchmarks for states, districts, and schools who provide online courses, programs, and teaching since first being introduced in the mid-2000s. Based on what they learned in QM's Orienting Your Online Learners course, teachers and learning coaches created and revised their curriculum, online orientation, and prospective student materials to better prepare students and families for online learning at CCS.
- The schoolwide MTSS program continues to be a supportive aspect of our program. With the addition of teacher interventionists in both programs, we anticipate these supports to increase. Students are not broken down by individual groups such as Free and Reduced, special education, etc., as they are taken simply as individuals. With such a small cell size, we feel we do a better job working with the individual students rather than a particular "category" of student.

Curriculum Review Process

Listed below is CCS' PreK-8 seat-based curriculum review cycle. CCS has a committee charged, not only with the review of our curriculum ensuring alignment with state required standards, etc. but also with the staff development model for CCS. As a result, we have been able to develop consistency in our review cycle and best practice models as they relate to effective instructional practices, etc.

For the online program, the Director of Online Learning works closely with our curriculum coordinator who coordinates the teachers' efforts in providing rigorous, standards-based coursework. Consulting with the online curriculum provider and the MDE, we are able to ensure that our current coursework meets the requirements for graduation and workforce preparation as outlined in statute.
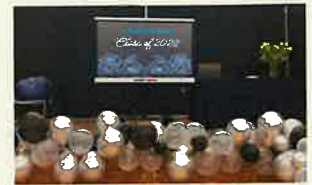
Core Standards Curriculum Areas:
- Language Arts (reading, writing, handwriting, spelling)
- Math (Elementary, Middle School, Algebra)
- Music, Physical Education, Health, Art
- Social Studies
- Science

Year	Review and Evaluate against current standards.	Implement new standards and curriculum (purchase year)	Monitor 1	Monitor 2	Monitor 3
2021-22	Social Studies	Science	Language Arts	Math	
2022-23	Music, Art, PE, Health	Social Studies	Science	Language Arts	Math
2023-24	Math	Music, Art, PE, Health	Social Studies	Science	Language Arts

- The Curriculum Review Cycle is CCS' system for periodically reviewing and evaluating the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations under section 123B.147, subdivision 3, and teacher evaluations under section 122A.40, subdivision 8.

Crosslake Teacher Review

All teachers receive feedback from peer observers, formal and informal administrative observations and coaching and consultation with education professionals.

- Specific information on strategies for improving instruction, curriculum and student achievement:
  - As a Qcomp school, as mentioned in other areas of this report, all our teachers have access to ongoing, job-embedded professional development. This takes the form of regular coaching from peers, periodic observations from administration, on-site coaching from professional consultants and regular participation in regional professional development.

In 2021-22, the online program revised its three-year summative evaluation process for licensed staff. This included developing a more robust review process, receiving approval from the online licensed staff, and implementing the new process. The updated procedure includes submission and review of: a teaching and learning portfolio based on the NSQ best practices, student growth goals from the past three years, and measures of student engagement. The Online Director then met and discussed the summative evaluation with each licensed staff member and made recommendations for areas of leadership, growth and/or need for a professional assistance plan.

Other Ways of Determining Educational Effectiveness

- Education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology and a collaborative professional culture that develops and supports teacher quality, performance and effectiveness.
- All students have access to the same level of technology, from kindergarten through high school, as the majority of our curriculum that is delivered in any sort of an online platform is delivered via chromebooks.
- CCS has a relatively low percentage of teaching staff working in areas other than what they are licensed in. Given our unique situation and size, the most common reasons for a need for a waiver, variance or tiered license request comes with our multi-grade approach to instruction. For example, we have teachers licensed up through sixth grade in certain subject areas, but we have smaller enrollment in 7th and 8th grade. It is extremely difficult to hire someone for one hour a day, which has been an on-going challenge for us.
- CCS employed experienced staff in all grade levels and subjects during the 2021-2022 school year. As such, we are able to avoid any concern regarding not providing equitable access to a quality education, as all of our students have access to highly-qualified, licensed teaching staff in all areas.

Student and Parent/Guardian Satisfaction (Part IX)

On an annual basis, CCS administers parent/guardian and student satisfaction surveys. This survey was administered in Spring 2021.

- 2022 Online Student Survey Highlights (39 responses):
  - 94.9% of students are highly or moderately satisfied with CCS' educational program!
  - 82.1% of students Agree or Strongly Agree that "My teacher(s) are accessible, responsive, and communicate appropriately."
  - 79.5% of students report being "happy to be a student at CCS."
  - Students like the flexibility of our program and our caring staff (several mentioned by name).
- 2022 Online Parent/Guardian Survey Highlights (20 responses):
  - 90% of parents/guardians reported that their student's teacher is accessible, responsive, and communicates appropriately.
  - 90% of parents/guardians would recommend CCS to other parents/guardians for their student.
  - 85% of parents/guardians are highly or moderately satisfied with CCSs educational program.
  - The things parents/guardians like most about CCS were the teachers, the learning coaches, and the flexibility.

- 2022 Seat-based Student Survey Highlights (51 responses):
  - 72.6% of students Agree or Strongly Agree that they "have access to the tools and resources needed to be successful as a student."
  - 65.7% of students are "happy to be a student at CCS."
  - 90.2% of students are highly or moderately satisfied with CCS' educational program.
  - Overall, students would like to see more after-school activities available, including art, sports, cooking, etc.
- 2022 Seat-based Parent/Guardian Survey Highlights (17 responses):
  - 82.4% of parents/guardian responded that "someone at CCS "Really Cares" about my student."
  - 70.6% of parents/guardian believe that their student is well prepared for their next level of schooling.
  - 76.5% of parents would recommend CCS to other parents/guardian for their student.
  - Parents/guardian really appreciate the small class sizes and community feel of the program.

We closely review the responses to these surveys and the staff surveys done each year, and make improvements to our programs accordingly. For example, many online students and parents/guardian have requested Work-Based Learning and World Language options, both of which have been added for the 2022-2023 school year.

EE (Part X)

EE

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

EE is at the core of CCS' mission to deliver excellence in education. We strive to bring CCS stakeholders to a higher level of environmental literacy so that CCS stands out as a one-of-a-kind offering in the Central Lakes Region that prepares student for the green-based workforce and community of 2050. This emphasis includes engaging the community and environment into our learning atmosphere and increasing environmental literacy, including action based preservation, conservation, stewardship and beautification.

Our goal is that CCS students, parents/guardians and staff will increase their environmental literacy, and develop the knowledge, skills and attitudes to support a sustainable and healthy environment. We use the natural surroundings of the Central Lakes Region to enhance learning, engage in problem solving and take action to improve the environment. As a result, CCS students develop a deeper understanding about the relationship between the earth and human interactions.

Because we value a hands-on, experiential learning environment, we take advantage of whatever opportunities we have during the year to engage our students in activities that foster their understanding of the environment. Whether it be through regular regional water testing, studying phenology or working with compost bins, students have a chance to learn by doing when it comes to helping the environment. In addition, we work with our students to have a direct impact on our environment:

- We conduct an annual spring highway cleanup project by mobilizing students and staff in age-appropriate clean-up activities. Our older students, under the supervision of staff, clean up areas of main roads that have been selected by Crow Wing County. Our younger students stay very close to staff while working on school grounds and close locations around town to clean up garbage.
- We use the CCS solarium as an educational resource to highlight different growing media, including compost, soil-based growing platforms and an aquaponics lab that uses clay pellets with a water base to grow plants.

- We release trout into a nearby lake. For more details see this video: <u>Release of Trout at Pleasant Lake</u>
- Each year the Middle School does water quality and clarity testing at the Army Corps of Engineers Dam.

Becoming more environmentally literate
Several items stand out here, including the level of engagement our students have with the recycling and waste reduction program at our school. Students are actively involved in the collection of recyclable items and seeing they are properly placed in recycling containers. Students are responsible for our composting bins and they are actively involved in programs such as "Project Feeder Watch" and on-going phenology activities.

In addition, we take what some might consider a "science only" topic and embed environmental literacy throughout all disciplines of our curriculum.

Solarium
With the 2018 move into our new school building, a whole new set of opportunities opened for staff and students. A large Solarium in the southwest corner of the building allows our school the opportunity to grow plants all year round. In doing so, our students now have a chance to take what they learn about plantings in the classroom and put it into action.

Our Solarium also features an aquaponics lab, with a large tank of Koi fish and goldfish who fertilize the water that circulates through several bins of clay pellets, allowing students to witness their own small ecosystem and how plants grow in such an environment.

Next to the aquaponics lab is a soil-based growing platform that utilizes compost that our students have created by gathering food waste from our kitchen and processing it in our own compost bins. This allows students the chance to compare two different growing media and how they affect plant growth.

Inside our Solarium, we also have the opportunity to learn through observation about the early stages of the life cycle of a trout. Students observe and study the trout, from fertilized eggs to when they are fingerlings and able to survive on their own. At that point, under the guidance of the Minnesota DNR, students release the trout into an area lake.

The Solarium provides a flexible learning environment, ripe with possibilities. Lessons about these opportunities vary based upon the grade level.

CCS School Forest (The Hundred Acre Woods)
The CCS school site has about four acres of property that has been left in its natural state. CCS recently applied for and received designation as a *School Forest* by the Minnesota Department of Natural Resources (DNR). While not a hundred acres, this School Forest will help our students learn about the habitats of local wildlife including deer, fox, other small animals and birds native to our area of the state. It provides another opportunity to ingrate environmentalism into all our curriculum. For example, a teacher might lead students to the woods and read a story that features woods. Or students might gather leaves during math class to determine ratios of maple leaves to oak leaves. Since it has been designated as a School Forest, the Minnesota DNR offers support for teachers and on-site visits for students.

Environmental Literacy Plan

We are implementing our Environmental Learning Plan (ELP). The ELP addresses how CCS implements EE learning and measures progress toward its contractual goals. It also guides CCS staff from EE awareness to taking part in the EE action continuum. The EE Committee oversees the development of the ELP and helps develop EE opportunities in the school.

All teachers participate in the ELP process. Each teacher is responsible for creating an EE classroom goal, that is based on the developmental stages of the students in the classroom. This year, all teachers had an EE action goal for their classroom. Teachers also correlate their EE goal to academic standards. At the end of the year, the goal is evaluated for its effectiveness.

Starting in the SY21 school year, Crosslake Online has enrolled all 6-8 grade students in a required course that integrates environmental education with music and art standards. Additionally, environmental education concepts are integrated into all online courses.

Governance and Management (Part XI)

Includes Annual Board Training and Administrator Professional Development Report(s)

BOARD OF DIRECTORS

By design, CCS has an eight-member board serving two year terms. The board includes four teachers, three parents and one community member. Board members during the 2021-22 school year are listed below:

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address
Jared Griffin	Chair	Seat Base Parent/ Guardian	11/19/21	01/10/22	12/31/23	jaredgriffin@ crosslakekids.org
Chris Rhinehart	Vice-Chair	Seat Base Parent/ Guardian	11/19/21	01/10/22	12/31/23	chrisrhinehart@ crosslakekids.org
Ronda Veit	Member	Seat-Base Teacher	11/01/21	01/10/22	12/31/23	rveit@ crosslakekids.org
Abigayle Swenson	Secretary	Seat-Base Teacher	11/19/21	01/10/22	12/31/23	abigayleswenson@ crosakekids.org
Josef Garcia	Member	Community	11/19/21	01/10/22	12/31/23	josefgarcia@ crosslakekids.org
Karen Teff	Member	Online Teacher	11/19/21	01/10/22	12/31/23	karenteff@ crosslakekids.org
Jennifer Muller	Member	Online Teacher	N/A	03/14/22	12/31/22	jennifermuller@ crosslakekids.org
Cinda Jensen	Chair	Seat Base Parent/ Guardian	10/30/21	01/11/21	10/13/22 (resigned)	cindajensen@ crosslakekids.org
Kysa Corbett	Member	Seat Base Parent/ Guardian	10/25/18	01/07/19	12/31/21	kcorbett@ crosslakekids.org
Lance Swanson	Vice-Chair	Seat-Base Teacher	10/26/2017	01/08/18	12/31/21	lanceswanson@ crosslakekids.org