

Building Goals

2025-26 Goals



School Board Work Session
October 23, 2025

Vision- What we intend to create



Inspire dreams, build integrity and instill hope in our students, our staff, our families and our communities.

Mission- Purpose of our work



Partner with students, families and communities to challenge all students to achieve their **greatest potential** and become informed and engaged citizens.



District Goals

**Superintendent and
School Board Goals**

**Building, Program and
Department Goals**

**Staff and
Student
Goals**



Where are we going? - ACADEMIC GOAL



Preschool Academic Goal:

By June 1, 2026, at least 80% of preschool students will be at or above age-level expectations in early literacy and early mathematics, as measured by *Teaching Strategies GOLD* objectives 15a, 16a, 20a, and 20c using spring checkpoint data and students yet to demonstrate evidence of meeting learning goal targets will have a personalized learning path showing growth to proficiency.

A light gray, multi-pointed starburst shape with a black outline, containing the text "Education Center".

Education
Center

How will we get there? ACADEMIC GOAL



Preschool

- Teacher collaboration through Professional Learning Communities (PLC)
 - Use Teaching Strategies Gold (TS Gold) data to plan instruction and interventions
- All preschool teachers fully trained in EC LETRS & implementing practices into daily instruction
- Utilize resources and supports as needed for guidance (SCRED support - Early Childhood Services Coordinator)

Education
Center



Where are we going? - LIFE SKILLS GOAL



Throughout the 2025-26 school year, 85% of Ed Center students will display respectful, responsible, ready to learn, and safe behaviors (0-2 referrals); and 100% students with three or more referrals will have a personalized plan to support an increase of desired behaviors.

Education
Center



How will we get there? LIFE SKILLS GOAL



Clarity of expectations, rules and procedures

- Explicit teaching/video modeling of cafeteria and playground expectations and routines

Affirmative attention

- Continued staff development
- Monitoring/coaching through teacher observation

Response continuum

- Building wide implementation of classroom calming areas
- Focus room provides proactive and targeted behavior support
- Utilize resources and support (SCRED support- Social Behavior Services Coordinator)

Family Resource Coach

- Parent Education classes in ECFE (Early Childhood Family Education)
- Parent partnerships - connecting home and school settings



Education
Center

Education Center Quick Wins

- Welcome Days attendance for preschool = 100%
- Welcome Days attendance for kindergarten = 98%
- Personalized learning paths identified and in action
 - Math/ELA/Life Skills interventions
 - Targeted Services
- Continued growth of our teacher apprenticeship partnership with Child Care Aware of MN - currently 7 Educational Assistants working toward their teaching licensure.



**Strong Partnerships
Among Staff**



**So much
JOY!**



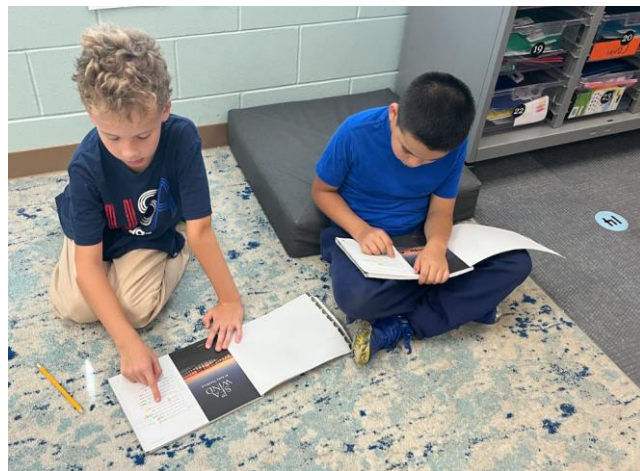
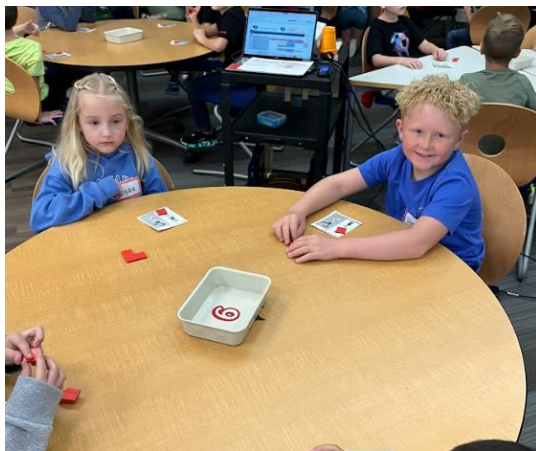
**Strong Partnerships
with Families**

Where are we going? ACADEMIC GOAL



By June 1, 2026, **70% (increased from 64.4) of K-5 students** will meet or exceed grade-level expectations in reading and math, as measured by semester two grades. For the students not yet meeting grade-level expectations, **individualized support plans will be developed to address their needs and help them achieve their personal growth goals as measured by FastBridge assessments.**

**K-5
Elementary**



How will we get there? ACADEMIC GOAL



High-Quality Instruction

- Strengthen Tier 1 classroom instruction through evidence-based literacy and math practices. - *New ELA curriculums (Spire and Arts and Letters)*
- Math Curriculum review to align with the 2022 Math Standards.
- Provide targeted small-group and individualized interventions for students below grade level.

Collaboration and Professional Development

- Teacher collaboration through Professional Learning Communities (PLC)
 - Use of formative, interim, and summative assessment data to plan instruction and interventions

**K-5
Elementary**

Standards for best practices in grading

- A grade/score will communicate what a student actually knows and understands.
- The assessments will link to our priority areas of learning.



Where are we going? - LIFE SKILLS GOAL



Throughout the 2025-26 school year, **85% of Sunrise students** will display respectful, responsible, ready to learn behaviors (0-2 referrals); and 100% students with three or more referrals will have a personalized plan to support an increase of desired behaviors.

**K-5
Elementary**



2nd Grade All Stars

How will we get there? LIFE SKILLS GOAL



Affirmative attention

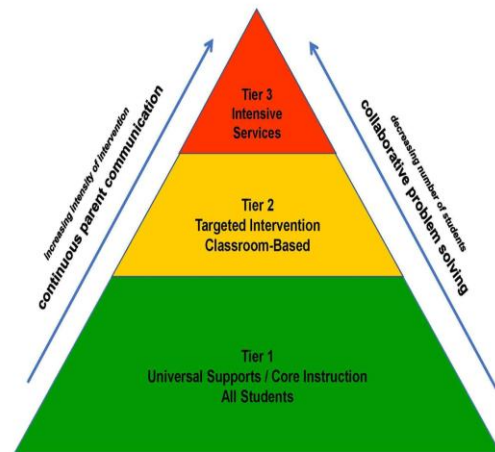
- Continued staff development
- Monitoring/coaching through teacher observation

Response continuum

- Building wide implementation of classroom calming areas
- Focus room provides proactive and targeted behavior support
- Utilize resources and support (SCRED support- Social Behavior Services Coordinator)

School wide expectations

- Explicit teaching of Lunchroom and recess expectations - focus area
- Sunrise Way Assembly and school wide incentives for engagement
 - SKOL Slip Store
 - Sunrise All Stars and Awards



K-5 Elementary Quick Wins

- Welcome Days Attendance >95%
- Personalized learning paths identified and in action
 - Math/ELA/Life Skills interventions
 - Targeted Services
- Continued growth of our teacher apprenticeship
- Fields Trips are taking place across the entire building
- New ELA curriculum implemented



Where are we going? ACADEMIC GOAL



Throughout the 2025-2026 school year, 80% of all grades at NBAMS will be a C- or above in all courses. Students not earning a C- or better will be provided with intervention strategies to aid their learning.

Grade 6 = 1168 / 1314 = 89%	
Grade 7 = 1327 / 1449 = 92%	
Grade 8 = 950 / 1238 = 77%	

NBAMS



How will we get there? ACADEMIC GOAL



- ★ Adoption and implementation of MyPerspectives ELA curriculum.
- ★ Adoption and implementation of SPIRE special education ELA curriculum
- ★ Math Curriculum Review - alignment with 2022 Minnesota Mathematics Standards implementation set for the 2026-2027
- ★ Continued academic intervention offered during advisory: rotating support for ELA, Social Studies and Science, as well as, daily math intervention support, all by licensed teachers
- ★ ADSIS Reading Intervention Grades 7 and 8 = two class periods
- ★ ADSIS Math Intervention Grades 6, 7 and 8 = five class periods
- ★ Missing work notices given to students in Grades 7 and 8 weekly
- ★ Missing work notices given to Grade 6 students during WIN time
- ★ Grade Check forms completed on Weeks 3, 5 and 7 every quarter
- ★ FastBridge administered to students in Grades 6, 7 and 8 in winter
- ★ Regularly scheduled data review meetings held after assessment data is collected: Fall (10/8), Late Fall (10/20), Winter (TBD), Spring(TBD)
- ★ Academic Building Goal data shared with staff monthly

A light gray, multi-pointed starburst graphic with a black outline. The text "NBAMS" is centered within the starburst in a black, sans-serif font.

NBAMS

Where are we going? - LIFE SKILLS GOAL



Throughout the 2025–26 school year, 85% of NBAMS students will display respectful, enthusiastic, and determined behaviors (0–2 referrals); and 100% of NBAMS students with three or more referrals will have a personalized intervention to support an increase of desired behaviors.

Incident Count – This Year vs. Last Year



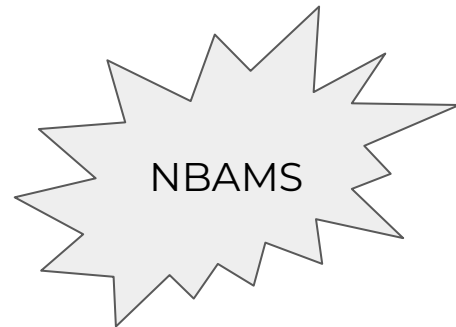
NBAMS



How will we get there? LIFE SKILLS GOAL



- ★ Explicit RED lessons focused on expected behavior delivered the first two weeks of school
- ★ Processing student behavior using “stop and think” sheets to guide students through their behavior choice(s) with a Behavior Interventionist
- ★ Reteaching of expected behavior throughout the school year (i.e. tardy - “let's practice walking from your 3rd hour to your 4th hour class five times” or “let's practice waiting patiently with your hand raised to be called on”
- ★ Transition Counselor - Tier 2/Tier 3 support based on Early Warning System data
- ★ ADSIS Check n Connect (executive functioning skills) = two class periods
- ★ Monthly Transition Counselor led SchoolLinks lessons (college and career readiness curriculum)
- ★ Life Skills Building Goal data shared with staff on a monthly basis



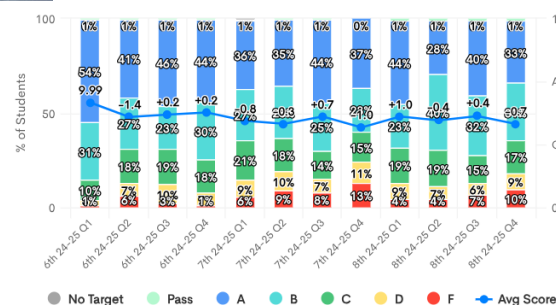
North Branch Area Middle School Quick Wins



Engagement



Empowerment

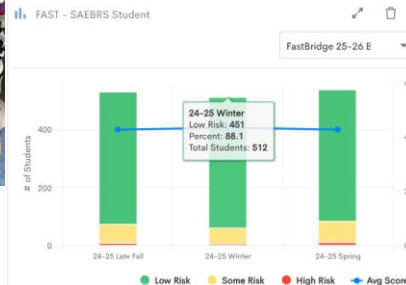


Sense of Belonging

Incidents ①

27

Total incidents this school year
↓ -10 from this time last year

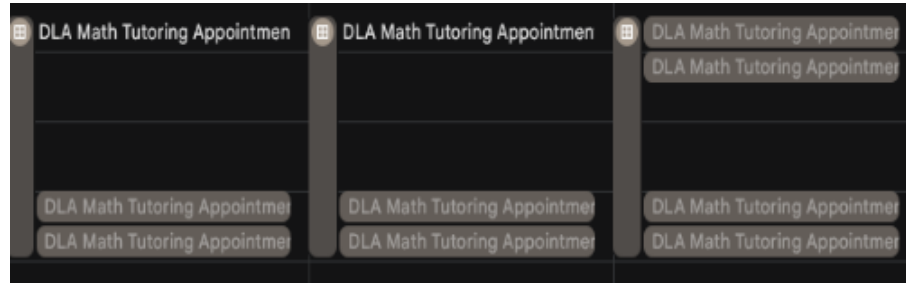


Where are we going? ACADEMIC GOAL



By the end of the each semester of the 2025–2026 school year 80% of all recorded end-of-semester grades will be C- or higher; students not meeting this threshold will be provided additional opportunities to demonstrate their learning while receiving additional support services.

9-12 DLA



How will we get there? ACADEMIC GOAL



- Personalized onboarding to create a sense of belonging
- Weekly monitoring reports to support families
- Proactive mental health and wellness outreach
- Strengthening student and family support systems
- Weekly success strategies for students and families
- Enhancing teacher-student connection and instruction
- In-person support from our NBAPS DLA teachers

9-12 DLA



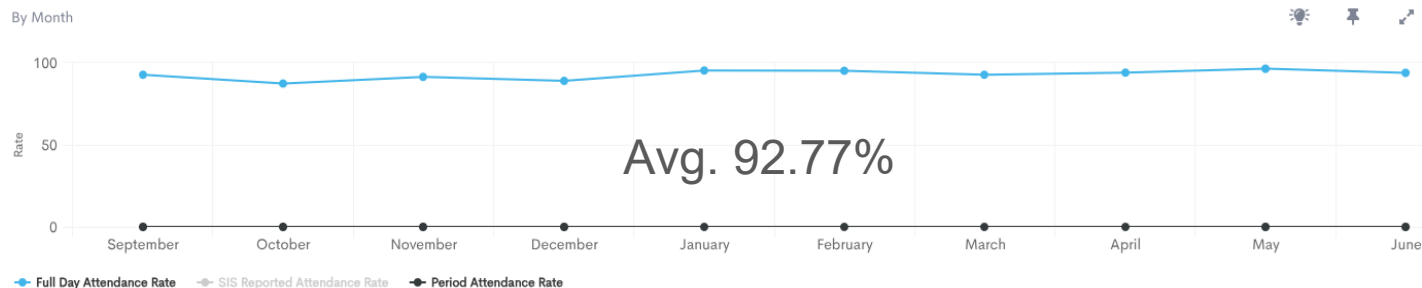
**On-Site Student
Support Center
North Branch Area
High School**

Teacher Name	Availability	Location
Mr. Sorgert: Grades 6-12 Math	Monday-Thursday 3:00PM-4:00PM	North Branch Area High School Media Center
Ms. Porter: Grades 6-12 Science	Monday-Thursday 3:00PM-4:00PM	North Branch Area High School Media Center
Mrs. Lattimore: Grades 6-12 English	Upon Request	North Branch Area High School Media Center
Mr. Pirrie: Grades 6-12 Social Studies and electives	Monday and Tuesday 8:00AM-4:00PM	North Branch Area High School D139

Where are we going? - LIFE SKILLS GOAL



By the end of the 2025-2026 school year, students enrolled in Distance Learning academy will achieve an average daily attendance rate of at least 90%; students not meeting this threshold will have an individualized plan that addresses chronic absenteeism to ensure they reach their full academic potential.



9-12 DLA

How will we get there? LIFE SKILLS GOAL



Proactive, Not Reactive, Approach - early intervention before pattern is established

- Creative solutions to increase motivation and engagement

Ensuring all families have and know how to access NBAPS Counseling services, Therapeutic Services, and Chisago County mental health services

Creating a culture where students have a sense of belonging through:

- One-on-One google meets with their teachers and Principal
- In-Person support sessions with their teachers and Principal

Ensuring families and students have the supports they need to create safe and effective learning environments at home

A light gray starburst graphic with multiple points, containing the text "9-12 DLA".

9-12 DLA

Distance Learning Academy Quick Wins



- Principal met with students and families to ensure they felt part of our community
- Consistent communication with students and families from teachers and Principal
- After school in-person support for our students from our DLA staff

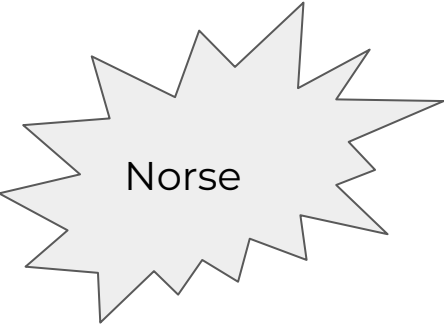
9-12 DLA

- Increased use of our math tutor
- Increased use of students utilizing and booking times with their teachers during office hours

Where are we going? **ACADEMIC GOAL**



By the end of the 2025–26 school year, all students enrolled in the ALC will earn at least 80% of the credits identified in their Continual Learning Plan (CLP), as verified through transcript reviews and program credit tracking systems.

A light gray, multi-pointed starburst graphic with a black outline, containing the word "Norse" in black text.

Norse

How will we get there? ACADEMIC GOAL

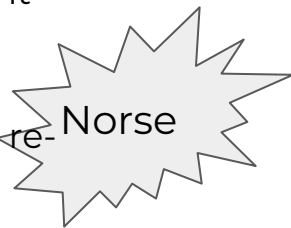


Reduction in Edmentum Use = Higher Engagement

- In response to student feedback, Norse ALC shifted away from Edmentum-based instruction.
- **Teacher-led, small-group instruction and project-based learning** have replaced most digital coursework, increasing student engagement and helping learners complete credits with understanding—not just completion.

Frequent Progress Checks and Tiered Supports

- Teachers and advisors conduct **bi-weekly progress checks** to flag any student falling behind their CLP goals.
- Students receive tiered support based on need—ranging from check-ins and re-teaching to schedule adjustments or added work sessions.



Where are we going? - LIFE SKILLS GOAL

By the end of the 2025–26 school year, all students enrolled in the ALC will demonstrate improved attendance by attending at least 85% of scheduled instructional days, as tracked through school attendance records and monitored quarterly for early intervention.



How will we get there? LIFE SKILLS GOAL



Trust & Relationships: Daily Welcoming Rituals

- Staff greet students by name each morning, helping students feel seen and valued.
- Check-ins through advisory or informal hallway conversations build a **culture where attendance matters because relationships matter.**

Norse Stars- Celebrate students who hit 90% attendance each week or have a 20% increase in attendance from the previous week.



Quick Wins at Norse Area Learning Center



Hands-on, interest-based learning activities are increasing engagement—students are completing work and participating more meaningfully.



Students have expressed appreciation for hands-on instruction, opportunities for discussion, and more responsive feedback from teachers.



Where are we going? ACADEMIC GOAL



By June 2026, 80% of our student's grades will be a C- or above in all content areas throughout the school year.

NBAHS



How will we get there? ACADEMIC GOAL



- Implantation of Standard Operating Procedures with Grading Practices
 - Late work acceptance, Retakes of Summatives, No Extra Credit. *(Universal understanding a grade represents what a learner knows and is able to do and remove behaviors)*
 - Weighting grades 80% summative and 20% practice
- Continued work of all courses making learning more transparent with learners and families by:
 - Making visible the 6-12 Standards they will learn each semester and tying their assessments to those standards.
 - Developing Scales to each of those standards that have actionable words to self assess in progress towards proficiency.

NBAHS



Where are we going? - LIFE SKILLS GOAL



By June 2026, Student body full day (daily) attendance rate will be at 90% or higher



NBAHS

How will we get there? LIFE SKILLS GOAL



- Development *Launch and Landing Activities* at the start and end of every lesson
- Data Monitoring for entire instructional staff every two weeks (Tardy vs. Absent)
 - Reporting changes to reflect the differences
- Exploring PBIS incentives to improve tardies
- Personalization of 3, 5 and 7 day letters and family contacts system with support solutions.
 - Check and Connect - scheduling with counselors for coaching and goal setting.
 - Tier 2 Supports with Engagement Coach to develop strategies with families



NBAHS

High School Quick Wins



- 1st Cell Phone Violations: 35% reduction (from 24-25 SY)
- 2nd Cell Phone Violations: 40% reduction
- In-School Suspensions: 45% reduction
- Out-of-School Suspensions: 45% reduction

By taking a proactive and relationship-focused approach, we are ensuring that students are safe, happy, and learning (in that order).





TM