



School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

Ready for tomorrow



Elementary School Highlights

ISD 622 School Board Meeting

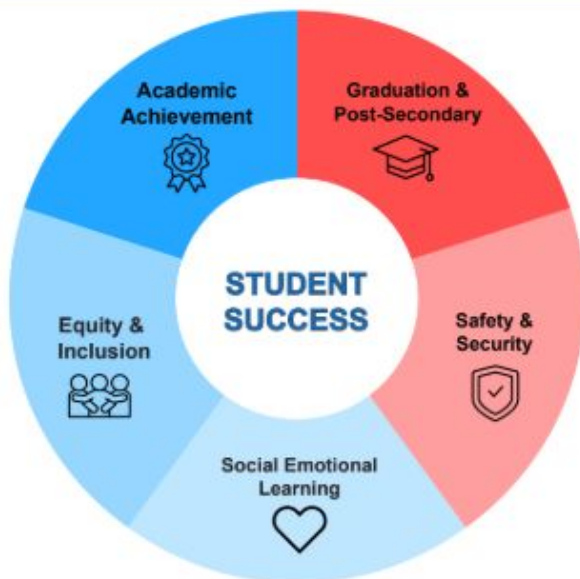
March 18, 2025



District 622 Strategic Plan 2024-2029

OUR MISSION

District 622 will inspire lifelong learners who thrive in diverse communities.



GOALS

Academic Achievement

- Students will successfully meet academic standards.

Graduation & Post-Secondary

- Students will graduate fully prepared for post-secondary success.

Safety & Security

- Students and staff will feel physically and emotionally safe at school.

Social Emotional Learning

- Students and staff will work and learn in a positive school culture that promotes personal well-being.

Equity & Inclusion

- Students, staff, and families will feel welcomed and included as valued members of our diverse school community.

Our values are the foundation of our community and guide our actions.

Inclusion • Innovation • Excellence • Growth • Collaboration • Curiosity

Goal 1 - Academic Achievement

All students will successfully meet academic standards.



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NAME: _____
DATE: _____

1. Who is Mr. Fremont?
A. Mr. F
B. Mr. F
C. Mr. F

2. What did Mr. Fremont buy?
A. He as
B. He as
C. He as

3. Why did Mr. Fremont get the cookies?
A. The c
B. He w
C. He t
the regis

4. How did Kurt feel?
A. She u
B. She c
C. She c

5. How did Mr. Fremont feel?
A. He cl
B. He to
C. He to

The Tally

"I'm so glad you're here," he said. "We've been so busy today."

"Don't worry," said Kurt.

She watched a customer get some things from the shelves and plot them into a shopping basket. He selected a jar of peanut butter, a bag of cookies, and a key lime pie. Then he set the basket on the counter next to him.

Kim went to the cash register.

"Wait," she said. "It's broken, Mr. Fremont!"

"Yes," he said sadly. "That's why it has been so busy."

"I'm sorry, but can you tally up the cost of all this food by hand?"

Add up the tally by hand! That sounded hard to Kurt. He looked at Kurt to see if she looked scared. She did not.

Directions: Have students read the story and answer the questions.

100

NAME: _____		23.5		Assessment	
DATE: _____					
1.	fern	first	find	furl	
2.	burnt	bend	burn	bunt	
3.	fist	first	find	furl	
4.	mist	math	miss	myth	
5.	find	kite	kin	kind	
6.	neat	nice	night	might	
7.	spit	spy	sky	sight	
8.	sowing	now	snow	sow	
9.	ever	case	even	easy	
10.	luck	ducky	lucky	leaky	

NAME:	23.2	Answered
DATE:		
Kim was happy that she had found herself a summer job.	31	
"Let's go and visit Mom," she said. "She will be finished	32	
teaching by the time we get there," Kim held up a hand to	34	
hail a cab. A yellow cab screeched to a stop on the side of	38	
the street. "Where to?" asked the driver. Kim told him the	39	
address. They made it safely. Kim paid the driver. She and	70	
Kurt went in to see their mom. Mrs. Gunter gave Kim a big	82	
hug. Kurt snuck in between them so he could be part of the	94	
hug, too. Then Kim told her mom how they had spent the	106	
day. She told her mom how she had used math to help her get	118	
the job at the grocery. By the end of the story, Mrs. Gunter	132	
was beaming. "You see," she said. "I told you math would	142	
help you out one day." "I never dreamed I would have a job	174	

2023.2

- Amplify CKLA: Skills- and "Word Reading in Isolation" Assessments
- Intervention: Fastbridge diagnostics, Phonics for Reading placement assessment, PRESS

- Amplify CKLA: End-of-Unit, Middle-of-Year (MOY) & End-of-Year (EOY) Assessments
- MCAs (Gr. 3-5 only)

How are students doing overall?

[illegible]

BOY & MOY CKLA Assessments

K - 2

KINDERGARTEN

Skills 1 Word Discrimination

FIRST GRADE

Pseudoword Assessment

SECOND GRADE

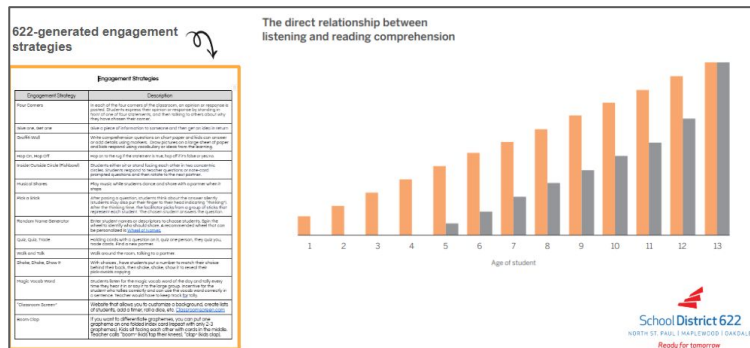
Word Reading

3 - 5

THIRD, FOURTH, & FIFTH GRADE

Word Reading in Isolation

Talk & Engagement Strategies



Formative Assessments & WIN support

- Phonemic Awareness
- Phonics - Letter Sounds
- Phonics - One-Syllable Words (Gr. 1)
- Phonics - One-Syllable Words (Gr. 2 - 3)
- Phonics - Two-Syllable Words (Gr. 2 - 5)
- Tricky Spellings & Spelling Alternatives

Click the small arrow on the bottom tab to scroll for more. 

- ☐ Warm-Up: [Match Me](#)
- ☐ Explicit Instruction: [Review the Sound-Spelling](#)
- ☐ Guided Practice: [Chaining](#)
- ☐ Then choose other games/activities.

Vocabulary

Teaching Vocabulary

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WORD WORK: ELABORATE (5 MIN.)

Speaking and Listening
Listening Actively


Entering/Emerging
Tell students one of the

Transitioning/Expanding
Supply students with

Bridging

think of other relevant information to add to the

100



Example from:

1. In the Read-Aloud you heard, "Somewhere nearby, there might have been an elaborate temple for Saturn." *Elaborate* means highly detailed or made of many carefully placed or arranged pieces and parts. Asian civilizations have very elaborate forms of writing in which each mark has an important meaning.

2. Have you ever seen or made something that was elaborate? What was it? Be sure to use the word *elaborate* when you tell about it. Ask two or three students. If necessary, guide and/or rephrase the students' responses to make complete sentences: "_____ is/was elaborate."

4. Use a Synonyms and Antonyms activity for follow-up. Ask students, "What does elaborate mean? What are some synonyms, or words that have a similar meaning?"

- * Possible student responses: complicated, ornate, complex, detailed, sophisticated, etc.

5. Have students look around the classroom and discuss the things they would consider elaborate and to give reasons for their opinions. Then ask, "What

- Possible student responses: straightforward, simple, normal, regular, plain, usual, uncomplicated, etc.

not consider elaborate and to give reasons for their opinions.

Third Grade, Unit 4, Lesson 3

A synonym of *elaborate* is

An antonym, or opposite, of *elaborate* is

Example from Third Grade, Unit 4, Lesson 3



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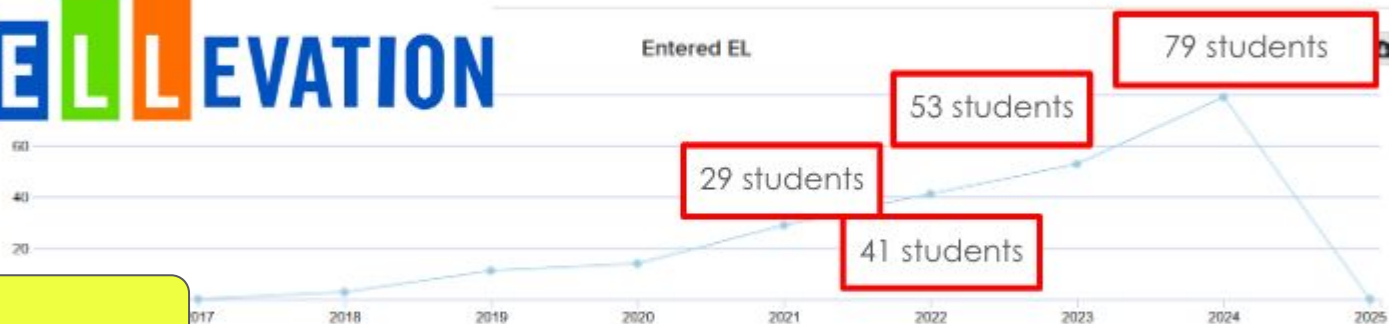
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MX18 (Math) Assessments



Math Discourse: The Why

ELLEVATION



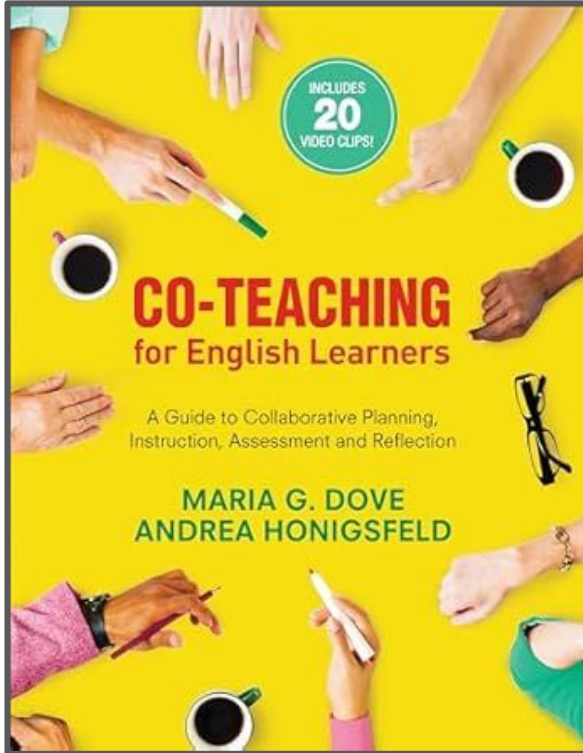
Shout out to
Samantha
Connor,
district math
coach!

Current school year total: **229** ML students


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ML Co-teaching



Goal 2 - Post Secondary Readiness

All students will graduate fully prepared
for post-secondary success.



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Attendance Action Steps

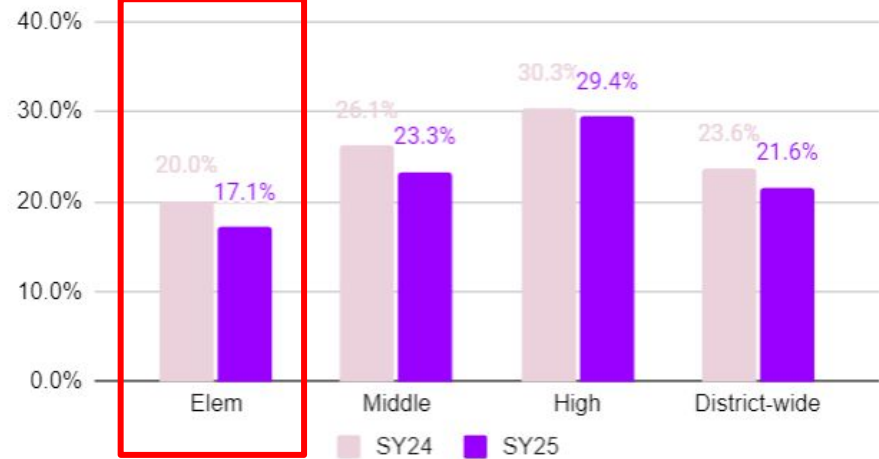
- **Ensuring families understand the protocol/processes**
 - Why we check in after 1st absence
- **Ensure families understand the important of attendance.**
 - Why we include information in newsletters.
- **Ensure families have what they need**
- **Ensure students have a sense of belonging.**
 - Why we contact and send well wishes to students, tell them we miss them when they were gone, etc.
 - Why we focus on buddies. Leadership, kindness, review student surveys
- **Ensure we all work together to support attendance**
 - Why we focus on teaching SEL skills & calming/regulation techniques
 - Why we ALL commit to having a IGDP goal that connects to attendance
 - Why pair students with adults to support attendance and SEL needs

Attendance Trimester 1 Comparison

Percent in Attendance by Level (tri 1)



Chronic Absenteeism by Level (tri 1)



Goal 3 - Safety & Security

Students and staff will work and learn in a positive school culture that promotes personal well-being.

Goal 4 - Social Emotional Learning

All students will learn and strengthen social & emotional skills to support their personal development and academic journey.



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Proactive Social Emotional Learning

Community Building Circles

SEL Menu

All School Meetings

Proactive Student Support Schedule

(BIS/Social Worker/Support Staff)



Kindergarten- 2nd Grade									
CASEL Standard Definition					Learning Targets				
Self-Awareness Definition: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a self-grounded sense of confidence and purpose.					Self-Awareness Slide Deck				
					I can ask for help when needed.				
					I can name of and can identify different emotions I am feeling and I can name what makes me feel good.				
					I can identify people, situations and environments that might bring out big emotions (joy, anger, sorrow, etc.) and I can use different ways to calm myself.				
					I can consider others and see that it's just not about me.				
					I can identify positive, negative and neutral consequences from my actions.				
					I can identify things that I am good at and what I need to improve on.				
					Self-Management Slide Deck				
					I can tell when I need to take a break and identify and use different calming strategies and tools.				
					I can be assertive and advocate for my basic needs.				
					I can identify how the environment impacts my emotions and model safe options when encountering big emotions.				
					I can create an attainable goal.				
					I can express my emotions in a situationally appropriate way. (Expected and Unexpected Behaviors)				
					Social Awareness Slide Deck				
					I can understand and cooperate with others who have different perspectives from me, to reach a common goal.				
					I can understand there may be different expectations in different settings (home, school, etc.).				
					I can celebrate what makes me unique and be proud.				
					I can recognize when I need to advocate for myself and others.				
					I can celebrate the differences within my classroom. (examples: cultures, languages, abilities, values, traditions, history)				
					Relationship Skills Slide Deck				
					I can use effective strategies to solve conflicts.				
					I can notice and respect differences in others.				
					I can communicate clearly and be a good listener when working with others.				
					I can see benefits to working with many different people.				
					I can recognize when I need to seek help to resolve conflicts with others.				
					I can recognize when I should offer help.				
					Responsible Decision-Making Slide Deck				
					I can understand that my actions impact others.				
					I can make caring and constructive choices.				
					I can identify the expected behaviors in different situations and make decisions that match the expected behaviors in those situations.				
					I can anticipate the consequences of my decisions and act in a way that matches those consequences.				
					I can consider other people's feelings and show empathy when choosing how to react in different situations.				
					I can commit to following community norms.				



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School Climate Survey

SABERS/Follow Up Conversations with high risk students

Specific SEL teaching/reteaching based on class needs (SEL Menu)


Student Supports added for individuals (BIS/Social Worker/Support Staff - “Trusted Adult”)

Monitoring attendance for students and providing supports (attendance mentors, check ins, home visits and family meetings, family attendance contracts and additional supports)





**A PSA from
the Weaver
Theater
Action Team!**



BREATHE OUT



Coach Marshall & Mr. Watkins

Read more at:
<https://www.playworks.org/story-of-play/mr-watkins-transforms-leadership-style/>



Junior Coaches in Action!

“What Playworks has done for us is brought us all together, and we’ve shared and celebrated our many different cultural backgrounds.”

-Mr. Watkins



Goal 5 - Equity and Inclusion

Students, staff, and families will feel welcomed and included as valued members of our diverse school community.



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- Family Engagement Events
 - NAAPID, Veterans Day, Concerts, Conferences, Title I Nights, ML family nights
- OEE Monthly Guidance
- American Indian Edu Department (storytelling, CKLA unit reviews & resources - continued collaboration to improve the units)
- Cultural Liaisons



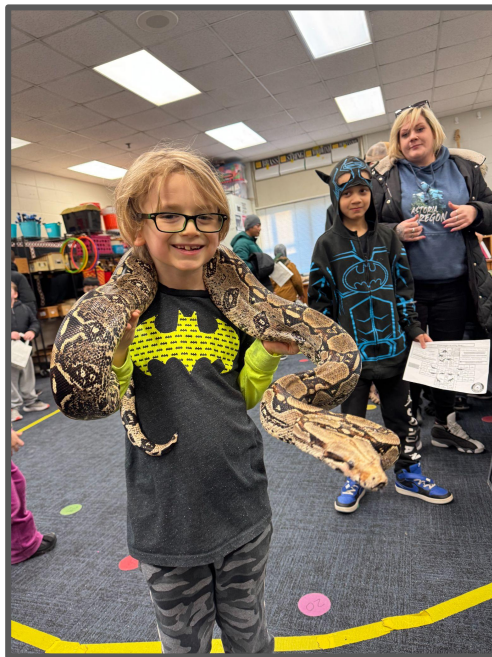
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American Indian
Storytelling



Title I Family Night



Multicultural Night

Questions
&
Thank you



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