

Strategic Alignment 2024-25 Goals



School Board Work Session
October 24, 2024

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



Assessing Learning and Teaching



Assessment Type	Purpose	Timing	Format	Feedback	Usage
Formative	To monitor student learning and improve teaching.	Ongoing throughout the learning process.	Quizzes, discussions, observations, assignments.	Immediate feedback to students and teachers.	Adjust instruction based on student needs.
Interim	To evaluate student progress at specific intervals.	Periodically throughout the academic year (e.g., mid-term).	Standardized tests, assessments.	Feedback is usually summarized.	Identify areas of strength and weakness over time.
Summative	To evaluate student learning at the end of an instructional unit.	At the end of a course or unit.	Final exams, projects, standardized assessments.	Feedback is often comprehensive but delayed.	Determine overall achievement and effectiveness of instruction.

Key Takeaways:

- **Formative assessments** help improve learning during the process.
- **Interim assessments** provide a snapshot of progress at intervals.
- **Summative assessments** evaluate overall learning and achievement after instruction.

Education terms that align our 2024-25 Goals



- Proficiency Scale- What is the learning skill and where am I at, articulates progression of learning
- Learning Target-A clear goal that outlines what students should know or be able to do by the end of a lesson
- Personalized Path- additional supports for student that is not at grade level expectations YET
- English Language Arts (ELA Standards) Reading, Writing and Speaking skills
- The Science of Reading and Structured literacy
- Professional Learning Communities (PLC)
- St. Croix River Education District (SCRED)

Teaching and Learning Department Goal- ELA standards have been updated by the Minnesota Department of Education. ELA curriculum is a focus area this year- We will have time later this spring at a School Board work session to discuss this work.

Where are we going? - ACADEMIC GOAL




Kindergarten Academic Goal:

By June 1, 2025, when given formative classroom assessments, at least 80% of students will be at grade level expectations in reading and math; students yet to demonstrate evidence of meeting learning goal targets will have a personalized learning path showing growth to proficiency.

Preschool Academic Goal:

By June 1, 2025, at least 80% of students will be at age level expectations in the areas of language, literacy, and mathematics as measured by TS Gold formative assessments; students yet to demonstrate evidence of meeting age level expectations will have a personalized learning path showing growth to proficiency.



Education
Center

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How will we get there? ACADEMIC GOAL



Kindergarten

- Teacher collaboration through Professional Learning Communities (PLC)
 - Use of formative, interim, and summative assessment data to plan instruction and interventions
- Articulating levels of progress (Proficiency Scales) in reading, writing and speaking skills (ELA Standards)
 - Staff continuing to use the Functional Phonics curriculum to implement the science of reading
 - Utilize resources and supports as needed for guidance (SCRED support- Academic Services Coordinator)



Preschool

- Teacher collaboration through Professional Learning Communities (PLC)
 - Use Teaching Strategies Gold (TS Gold) data to plan instruction and interventions
- Articulate levels of progress for academic and social skills
 - Staff begin science of reading training
 - 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 2024-25 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 targeted intervention to support an increase of desired behaviors.

Education
Center



How will we get there? LIFE SKILLS GOAL



Clarity of expectations, rules and procedures

- Additional resources to support teachers (procedures lesson templates)
- Superheroes - increasing student engagement in expectations in a developmentally appropriate manner

Affirmative attention

- Continued staff development
- Monitoring/coaching through teacher observation

Response continuum

- Focus room provides 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

- 98% family attendance to Welcome Days
- Focus room is helping to improve student behaviors!
- Personalized learning paths identified and in action
 - Math/ELA/Life Skills interventions
 - Targeted Services
- Early intervention is critical to setting students up for success. In early childhood this is referred to as “child find”. We are known for this work year round, it is more than a quick win, but needs to be acknowledged.
- Four teacher apprentices working towards becoming teachers through the Child Care Aware Apprenticeship program



Where are we going? ACADEMIC GOAL



By June 1, 2025, when given formative classroom assessments, at least 80% of students will be at grade level standards; students yet to demonstrate evidence of meeting learning goal targets will have a personalized learning path showing growth to proficiency.

Sunrise
River
Elementary

- Focus on Grade Level Standards
- Use of Formative Assessments
- Personalized Learning Plans
- Data Driven Instruction
- Holistic growth and development (example-*specialists*)

How will we get there? ACADEMIC GOAL



Strengthening ELA - READ Act

- Articulating levels of progress (Proficiency Scales) in reading, writing and speaking skills (New ELA Standards)
- Piloting MDE's recommended ELA resource based on the science of reading
- Strengthening writing instruction with a focus on increasing rigor

"Writing reinforces the connection between language comprehension and word recognition."

Source: Moats, L.C. (2020). LETRS: Language Essentials for Teachers of Reading and Spelling. Volume 2, Chapter 10.

Standards Based Teaching and Learning

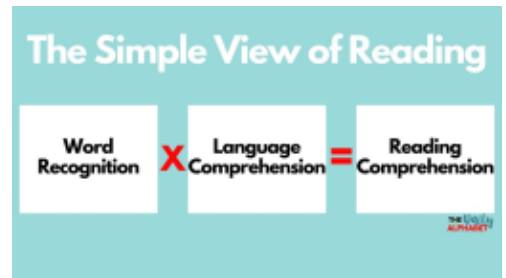
- Adopting an approach to better communicate student progress to families by focusing on proficiency in priority standards rather than points.
- Creating a consistent gradebook/assessments across each grade level team to better align with our priority standards.

"Explicit instruction in spelling and writing improves reading fluency and comprehension."

Source: Moats, L.C. (2020). LETRS: Language Essentials for Teachers of Reading and Spelling. Volume 2, Chapter 11.

Team Data Collaboration

- PLCs meet to analyze data and find the weakest areas of our curriculum and supplement those areas with more rigor
 - Math MCA example
 - Grade 1 math example



Where are we going? - LIFE SKILLS GOAL



Throughout the 2024-25 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 targeted intervention to support an increase of desired behaviors.



- High Behavior Expectations
- Behavior Threshold (0-2 Referrals)
- Individualized Support
- Data Driven Monitoring

Sunrise
River
Elementary

How will we get there? LIFE SKILLS GOAL



Consistent Proactive Behavior Strategies

- Implementation of Procedure Based Lesson Template
- Focus Room process = Teaching/Restorative
- Professional Development on Response Strategies
- Sunrise Way Expectations



Intervention Plans for Students

- Parent and Family Engagement
 - Positive reinforcement
 - Personalized Plans
- Multiple Referrals:
 - Behavior Contracts, Check in/out Systems, Like Skills Sessions, Positive Reinforcement Plan, Modified Environment, Social Skills instruction

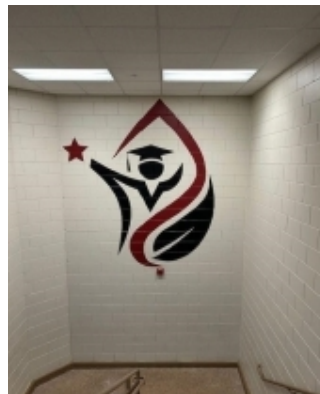
Supplies for class



Sunrise River Elementary Quick Wins

The Sunrise Experience

- Welcome Days attendance at 96%
- Viking Pride around the building →
- Sunrise Buildings and Grounds
- Sunrise Way Assembly →
- Field Trips under full swing!
- Teacher Apprenticeship Program
- 8 new teachers and many more new staff



Where are we going? ACADEMIC GOAL



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

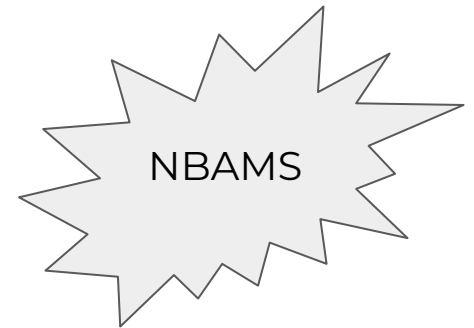


NBAMS

How will we get there? ACADEMIC GOAL



- Continue ELA Curriculum Review Process started in June 2024 (review, K-12 alignment, and updated proficiency scales aligned to the new standards)
- Offer consistent academic support during advisory for Grades 7 and 8; during Advisory and WIN time for Grade 6
- Math pre-apprentice teacher virtually supporting a small group of students
- Missing work notices hand delivered to students weekly
- Grade Check forms completed Weeks 3, 5 and 7 each quarter
- Regularly scheduled data review meetings held after interim assessment data is collected (Fall, Late Fall, Winter, Spring)
- STARS team meets weekly to review Early Warning System data to determine which students are in need of Tier 2/Tier 3 support
- Academic Building Goal data shared with staff monthly



Where are we going? - LIFE SKILLS GOAL



Throughout the 2024-25 school year, 85% of NBAMS students will display respectful, enthusiastic, and determined behaviors (0-2 referrals); and 100% of students with three or more referrals will have a targeted intervention to support an increase of desired behaviors.

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NBAMS

How will we get there? LIFE SKILLS GOAL



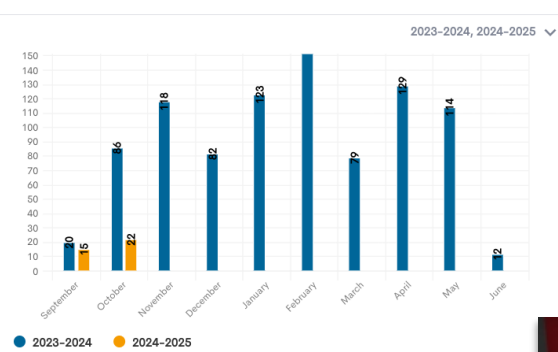
- Focus on explicitly teaching expected behavior over the first two weeks of school
- Reminder PSAs made throughout the school year
- Data driven reteaching of expected behavior throughout the school year
- Systematic processing of student behavior using “stop and think” sheets to guide students through their behavior choice(s) with a Behavior Interventionist
- STARS team meets weekly to review Early Warning System data to determine which students are in need of Tier 2/Tier 3 support
- Life Skill Building Goal data shared with staff on a monthly basis



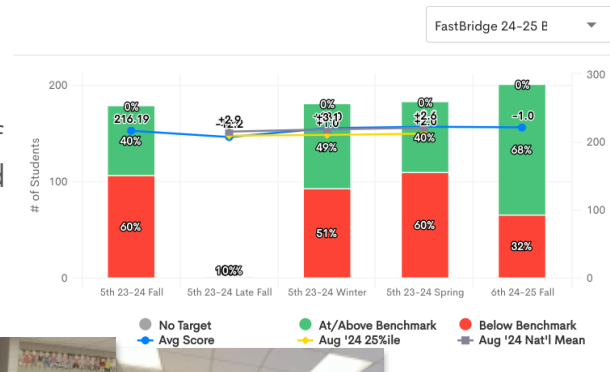
NBAMS

North Branch Area Middle School Quick Wins

Incidents By Month



EduClimber “quick click” collections of data updated on a nightly basis.



Build Community



Create Engaging Learning Opportunities



Have fun together



Where are we going? ACADEMIC GOAL



Throughout the 2024-25 school year, 80% of elementary DLA students will meet grade level proficiency in core subjects of Math, Reading, Science, Social studies based on Edmentum/Calvert Status.

80% of all core courses in middle school DLA will be at or above a C- throughout the year. Students not on pace to earn a grade of C- or better in their core classes will participate in an intervention to get them back on pace.

A grey, multi-pointed starburst shape with a black outline. Inside the starburst, the text "K-8 DLA" is written in a black, sans-serif font.

K-8 DLA

How will we get there? ACADEMIC GOAL



- Utilize adaptive digital tools and resources that cater to **differentiated learning**.
- Implement regular **progress monitoring** through formative assessments and feedback.
- Maintain strong **communication** between teachers, students, and families to keep everyone engaged in the learning process.

K-8 DLA

Where are we going? - LIFE SKILLS GOAL



By June of 2025, 90% of the Distance Learning Academy K - 8 students will have met or exceeded 90% daily attendance during the 2024-2025 school year.

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K-8 DLA

How will we get there? LIFE SKILLS GOAL



- **In-person** Welcome Conference with Ms. Leaf (DLA Teacher) prior to the start of this school year
- Personalized **communications** from Ms. Leaf to student and family when student course work is off pace
- Increase **intervention timing** on an as needed basis (Google Meet once a week, twice a week, with student, with student and parent, with student, parent and administrator, etc.)

K-8 DLA

Distance Learning Academy Quick Wins



- High class **attendance** rates for the first month of school
- **Math tutor** offered again for personalized support
- Weekly 1-1 **Google meet attendance** for all students averages 85-89%



K-8 DLA

Where are we going? ACADEMIC GOAL



During the 2024-2025 school year, 80% of all course grades for students enrolled in the Distance Learning Academy will be a C- or higher.



On-Site Testing Center North Branch Area High School Media Center

All **Full-Time** DLA students in **Grades 9-12** must take their unit tests and end-of-semester tests in person at the high school.

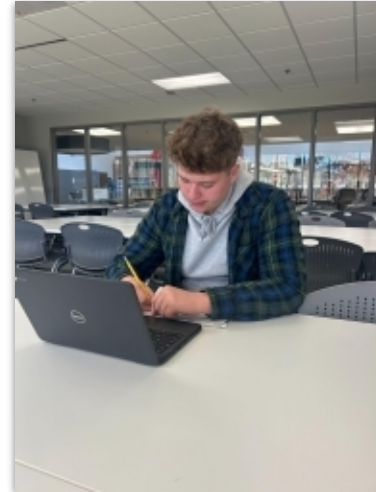
The DLA Testing Center Hours

Walk-ins (No Appointment Needed)

- Monday-Thursday
- 2:45 PM - 4:00 PM

By Appointment Only

- Tuesday and Wednesday
- 9:00 AM - 2:00 PM
- Click [HERE](#) to Schedule your appointment



How will we get there? ACADEMIC GOAL



1. Weekly Grade Tracking
2. Regular Intervention Support: Monday – Thursday
3. Math Tutoring Availability: Tuesday – Thursday
4. Regular Communication and Feedback
5. Data Collection and Review
6. Continuous Improvement Cycle - Annual

9-12 DLA

Where are we going? - LIFE SKILLS GOAL



By the end of Semester 1, 100% of students in grades 9-12 enrolled in the Distance Learning average daily attendance will be 85% and above.



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

All Full-Time DLA students in **Grades 9-12** who are behind in their coursework as indicated in Edmentum for two consecutive weeks **ARE REQUIRED** to attend in-person support until they have met the requirements for being on-pace. Students not making progress will receive weekly updates via email from their teachers

The DLA Student Support Hours

- Monday through Thursday
- 2:45 - 4:00 PM
 - Attendance is required



How will we get there? LIFE SKILLS GOAL

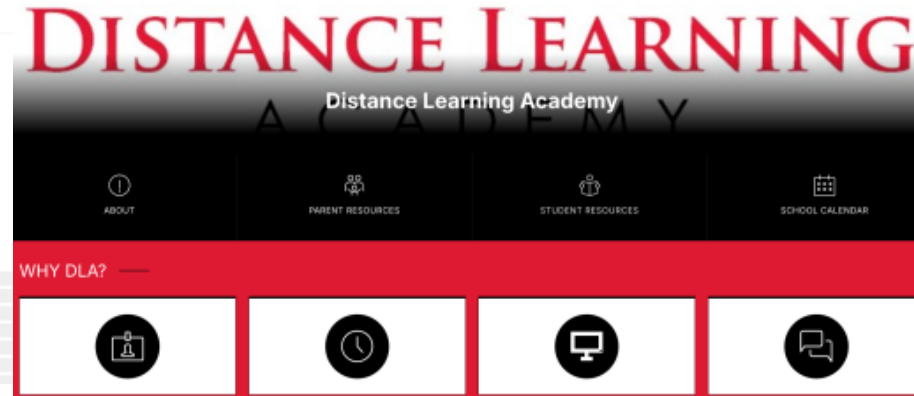


1. Set Clear Attendance Expectations
2. Implement Attendance Tracking & Reporting
3. Offer Regular Check-ins with Students and Parents
4. Partnership with County Resources
5. Create a Supportive Online Environment
6. Regular Communication with Staff on Attendance Goals

9-12 DLA

Distance Learning Academy Quick Wins

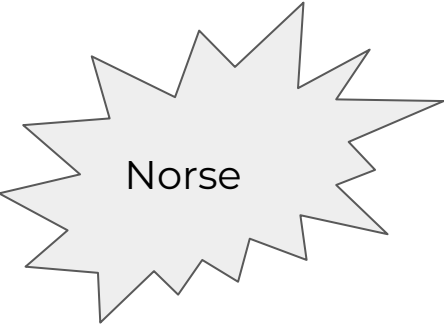
- Choice not Chance in action
- Impact of attending support sessions
- Impact of effective parent/ staff communication
- DLA Website overhaul to ensure students and parents have access to information and communication



Where are we going? ACADEMIC GOAL



80% of our student's on target grades within Edmentum will be passing at a C- or higher at the end of each grading period.



Norse

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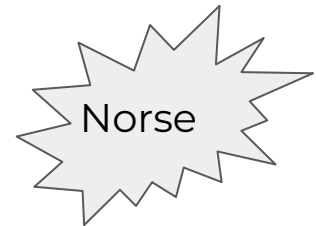
How will we get there? ACADEMIC GOAL



Advisors will meet with students around progress regularly.

Students will complete credit recovery courses based on goals and CLPs.

Teachers will identify students who are struggling and provided targeted support/differentiated instruction to increase engagement and academic success.



Where are we going? - LIFE SKILLS GOAL



Student attendance at Norse ALC as measured by average daily attendance, will grow from an average of 69% to 75% or higher during the 2024-25 school year.



How will we get there? LIFE SKILLS GOAL



1. Created reward programs for consistent attendance, such as certificates, school events, or small prizes. Recognizing students with improved or perfect attendance can motivate others.
2. Establish an Early Warning System to track students with frequent absences and intervene early. Offer personalized support like mentoring, counseling, or a check-in system to help them stay engaged.



Norse

Quick Wins at the ALC

- Our First Graduate on Oct 23rd
- New Agriculture Teacher offering hands on experiential learning to students through Floral Design



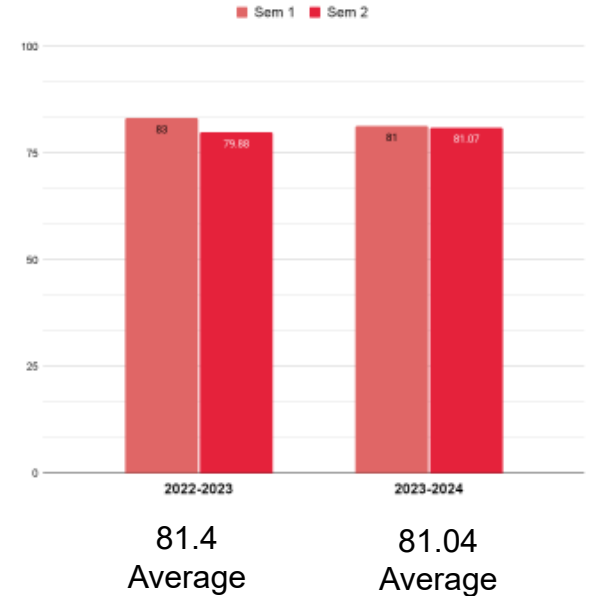
Where are we going? ACADEMIC GOAL



80% of our student's grades will be a C- or above in all content areas at the end of each grading period

Date	Percent C- or Above	C- or Above	Not C- or Above	Total Grades	9	10	11	12	Female	Male
9/16	89.12%	3130	382	3512	91.42%	85.56%	87.67%	93.37%	91.45%	87.12%
9/30	81.73%	4227	18.27%	5172	83.90%	81.26%	79.40%	82.14%	85.48%	78.41%
10/14	81.11%	4454	18.89%	5491	83.25%	81.01%	76.99%	83.94%	86.13%	76.53%

Percent of Grades C- or Better



Current Grade	9	10	11	12	Grand Total
A	658	597	448	359	2062
A-	214	126	124	69	533
B	115	110	117	55	397
B-	129	89	91	37	346
B+	101	96	80	35	312
C	70	81	83	27	261
C-	71	50	44	24	189
C+	54	67	46	25	192
D	43	35	47	13	138
D-	29	26	35	21	111
D+	31	35	36	13	115
F	187	200	205	81	673
P	29	47	48	38	162
Grand Total	1731	1559	1404	797	5491

How will we get there? ACADEMIC GOAL



- Advisory Period (Weekly)
- Momentum Monday's (Weekly)
- Viking Seminar (9th grade support)
- BARR Program (built back into the school day)
- Cell Phone Procedures (increased engagement)
- Proficiency Scales (bring learner into grading)

NBAHS 24-25
MOMENTUM MONDAYS

1R	7:55-8:28	
1W	8:33-9:06	
2R	9:11-9:44	
2W	9:49-10:22	
ADVISORY	10:27-11:57	
GROUP A	GROUP B	GROUP C
LUNCH	STUDY HALL	STUDY HALL
10:27 - 10:57	10:27 - 10:57	10:27 - 10:57
STUDY HALL	LUNCH	ADVISORY
10:57 - 11:27	10:57 - 11:27	10:57 - 11:27
ADVISORY	ADVISORY	LUNCH
11:27 - 11:57	11:27 - 11:57	11:27 - 11:57
3R	12:02-12:35	
3W	12:40-1:13	
4R	1:18-1:51	
4W	1:56-2:29	



- 10 - CIS Courses
- 6 - CTE Pathways
- 3 - CTSO (Co-Curricular)

- FFA
- DECA
- Pro-Start

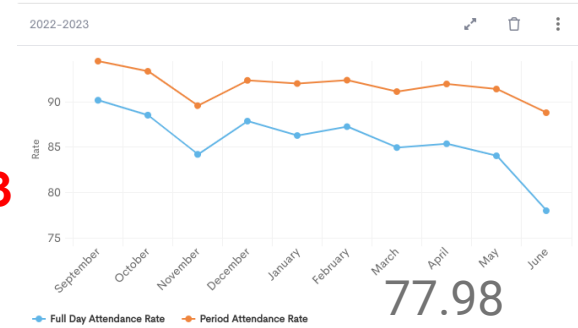


Where are we going? - LIFE SKILLS GOAL

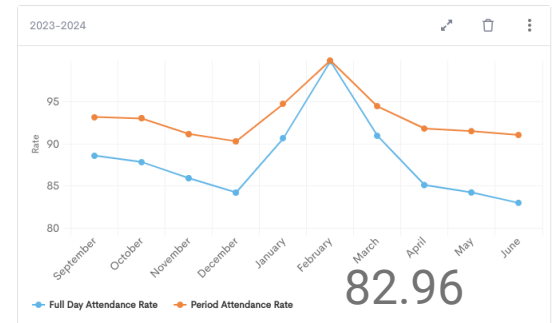


Student full day (daily) attendance rate will be at 90% or higher at the end of each grading term.

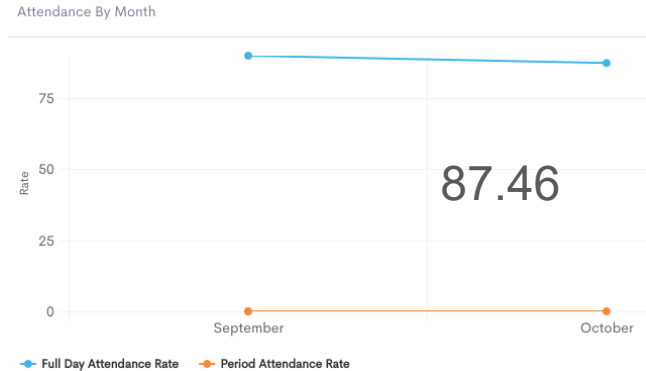
22-23



23-24



24-25



How will we get there? LIFE SKILLS GOAL



- Advisory Period - focus on Choice Not Chance
- Behavior Intervention Team - tablets for access to E-Hall Pass, Cameras, Schedule
- Move away from Flex - too easy to get lost during period
- Schedule Adjustments - Consistent T/Thu and W/F (5 min passing)



NBAHS Red/White Day Calendar August 2024 - July 2025

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

NBAHS

High School Quick Wins



Cell Phone Policy

Momentum
Mondays

Proficiency
Scales

Advisory
Period

9th Grade
BARR Team

AP/Counselor
Team

Priority
Standards





FORWARD

Together