

**FEBRUARY 24**



Park PRIDE Moments with  
Susan Lindgren Elementary

# Themes

- “They’re all of our kids.”
- Both adults and students are engaging learning.
- All of our students & adults have brilliance!

## THE BRILLIANCE OF OURSELVES AND OTHERS



We believe everyone has the capacity and responsibility to inspire and nurture the growth and potential of our students and each other.

## COLLECTIVE RESPONSIBILITY



We collectively share the responsibility to create educational opportunities for each student by removing barriers to create an equitable and welcoming learning environment where everyone feels they belong.

# WE BELIEVE IN:

## THE BRILLIANCE OF OURSELVES AND OTHERS



We believe everyone has the capacity and responsibility to inspire and nurture the growth and potential of our students and each other.

## AUTHENTIC COMMUNITY ENGAGEMENT



We are collectively responsible for partnering with our staff, families, and communities to support and enhance each learner's growth and success.

## HIGH EXPECTATIONS



We will raise the bar and build a legacy. We believe in setting and reaching achievement goals that help each student and staff achieve their full potential.

## ADVOCACY FOR EQUITY



We stand for the dignity of each student and staff and actively work to remove barriers so everyone can succeed.

## COLLECTIVE RESPONSIBILITY



We collectively share the responsibility to create educational opportunities for each student by removing barriers to create an equitable and welcoming learning environment where everyone feels they belong.

## PERSISTENT EFFORT

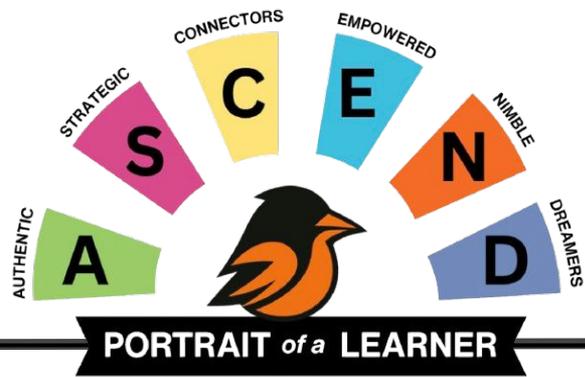


We are committed to building a cohesive, culturally responsive, data-driven educational system where all students and staff can thrive and adapt to the changing needs of learners and society.

## RACIAL CONSCIOUSNESS AND CULTURAL COMPETENCE



Recognizing and valuing our different backgrounds strengthens our ability to inspire and engage each student and staff member to reach their full academic potential and cultivate a sense of belonging.



In St. Louis Park Public Schools, our students are active, empowered participants in their education; their success is our success.

**Our learners are:**

**AUTHENTIC**, they collaborate with compassion and purpose. Students will invest in their community with care and compassion and build inclusive relationships.

**STRATEGIC**, they think critically and creatively. Students will lead with innovation as they gain the ability to analyze complex problems, generate creative solutions, and have the knowledge and opportunity to apply their learning to real-world contexts.

**CONNECTORS**, they communicate with open minds. Students will bridge differences by listening with empathy. They will honor the unique identities of others, advocating for themselves and others.

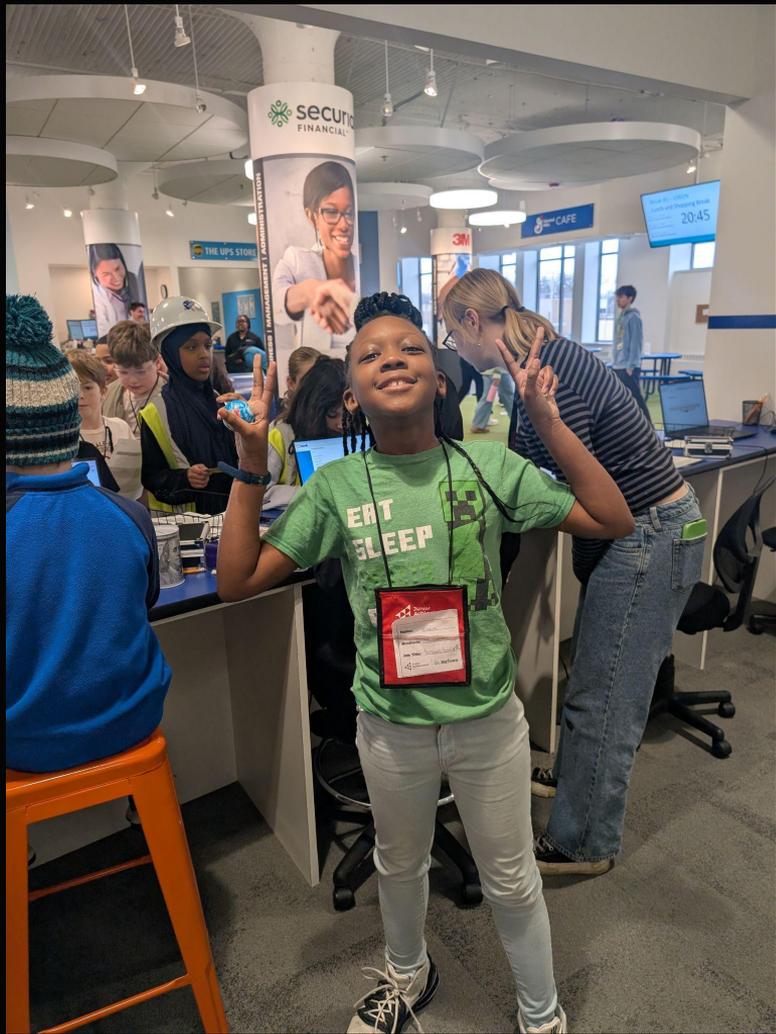
**EMPOWERED**, they lead with equity and integrity. Students will demonstrate the courage and responsibility to advance equity, honor multiple perspectives, and stand up for what they believe is just.

**NIMBLE**, they adapt and thrive. Students will take risks and initiative to embrace change while navigating the world with resilience. They will be engaged, lifelong learners and leaders.

**DREAMERS AND INNOVATORS**, they live their brilliance. Students will reach their full academic potential and confidently engage with the world. They will be resilient, curious, and possess the drive to pursue their passions.











Saturday  
"Al Sab"  
السبت

Literacy Stations  
Phonics  
Reading Lesson  
Writing

How to earn a cube?  
Team Work

Information About Patricia  
Words that describe Patricia: Bath, Kind, Smart  
Problem she noticed in her community: More Black blind people  
How she tried to solve the problem: She...

The C.A.B.E.A. with Communities  
C  
A  
B  
E  
A

Arsenal









94.5  
VARIETY

SKOR  
NORTH  
SKORNORTH.COM

ON AIR

101 PRODUCTION MANUAL





**CLASS SCHEDULE**

NAME: \_\_\_\_\_  
ADDRESS: \_\_\_\_\_  
SCHOOL: \_\_\_\_\_  
DATE: \_\_\_\_\_

PERIOD	1	2	3	4	5	6	7	8	9	10	11	12
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												

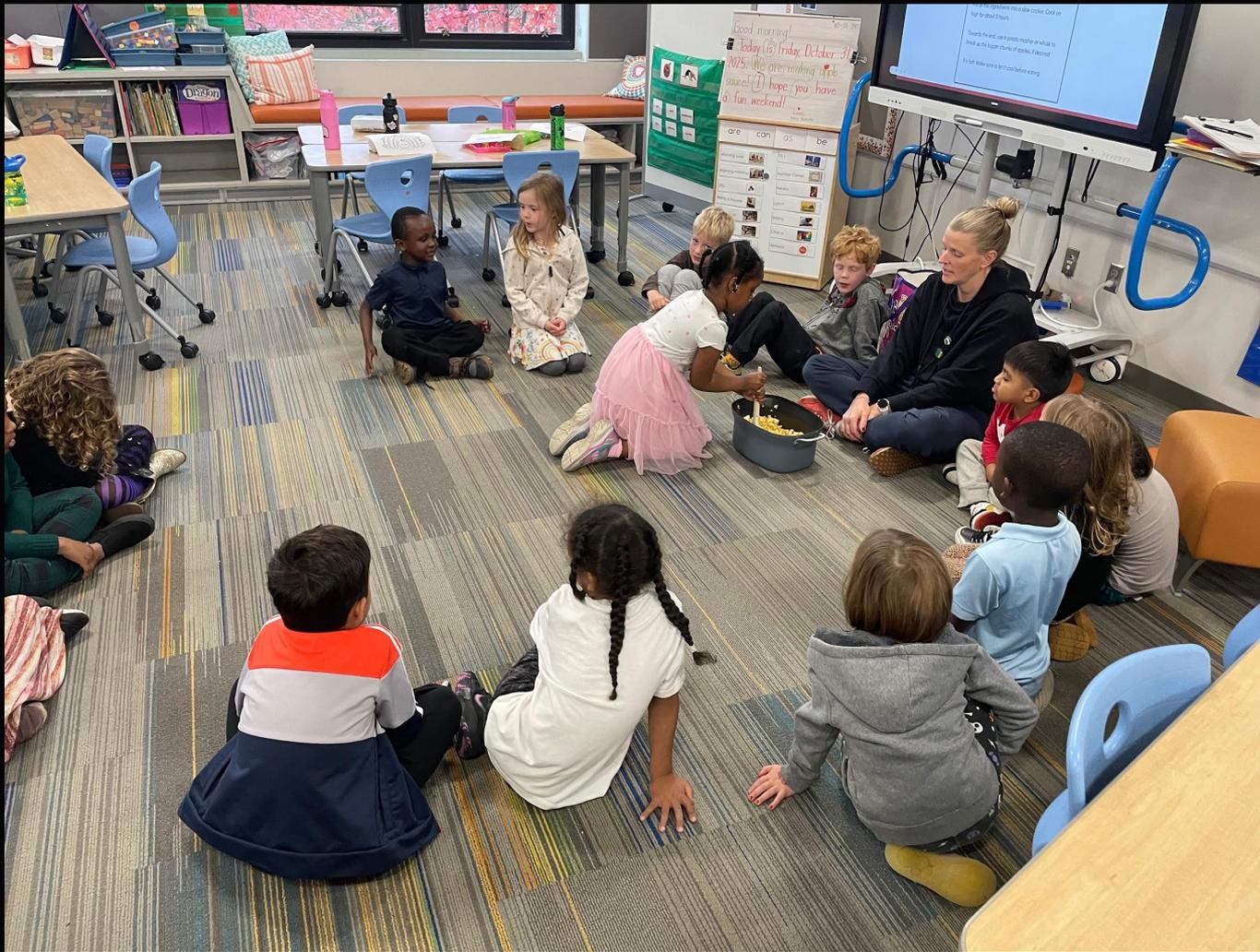
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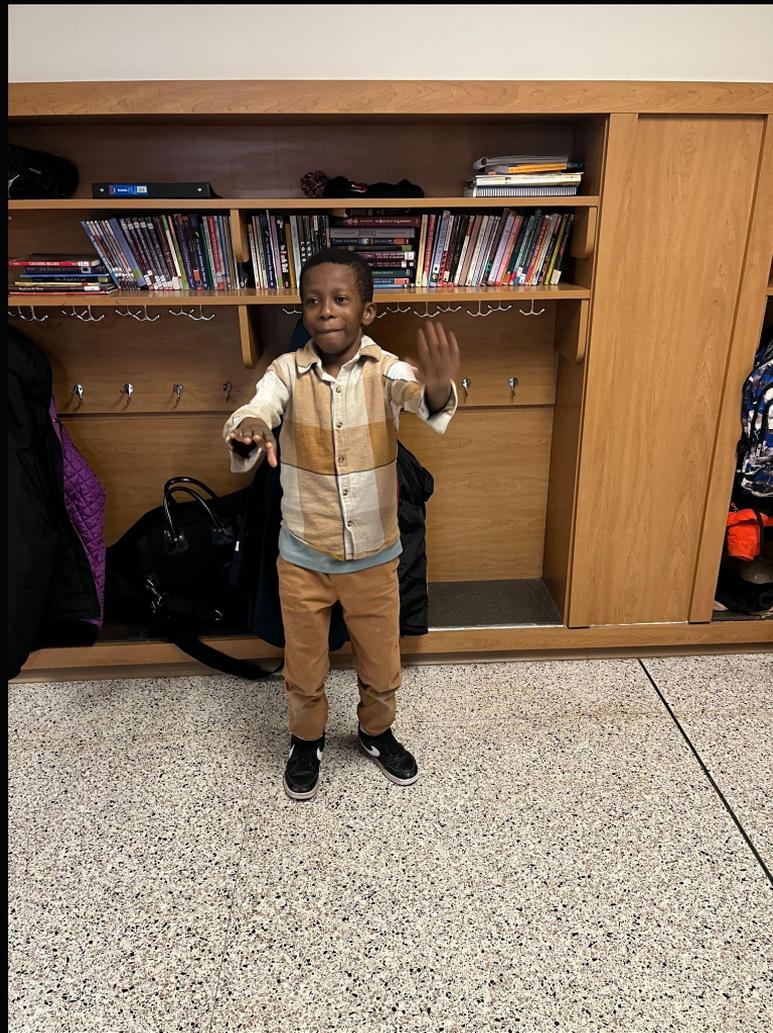
Have a color and forget  
Have a color and forget  
Have a color and forget



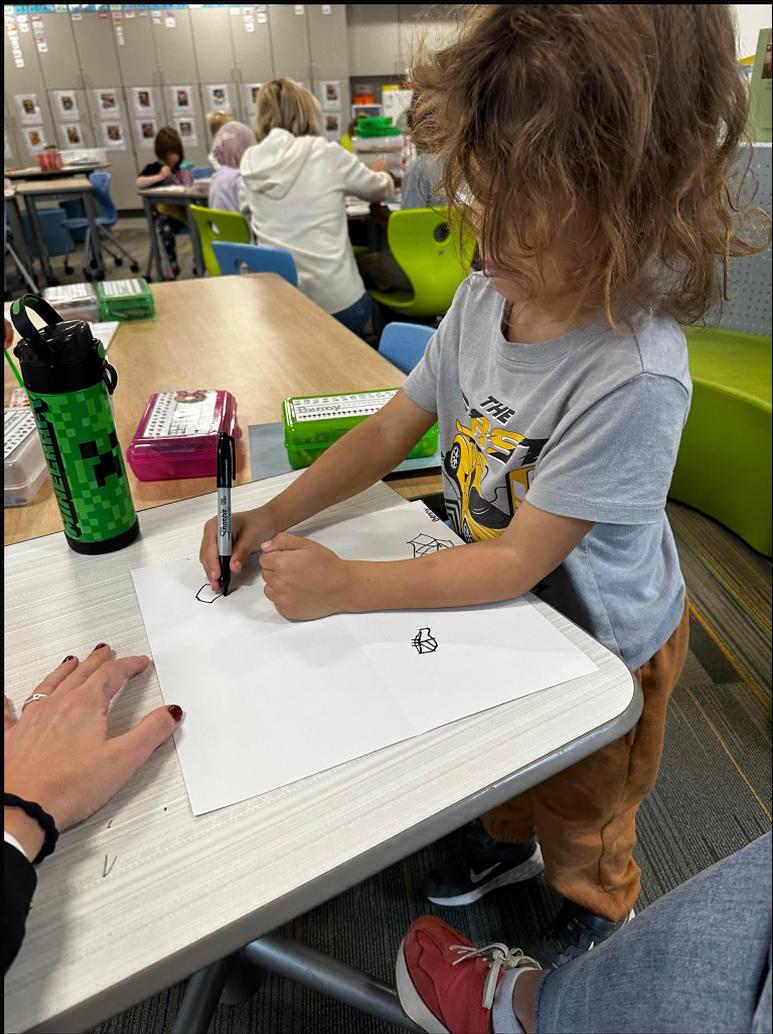
















**Share about a class activity, project, or daily routine that highlights the learning you feel most proud of. How did it show your brilliance or help you reach a goal?** *(Brilliance, high expectations, dreamers & innovators)*

**Think of a class activity or event where you worked with others. How did you listen, include different ideas, or help others feel like they belong? What did you learn from that experience?** *(Authentic community, connectors, advocacy for equity, collective responsibility)*

**Share about an activity or lesson that challenged you? How did you keep going, try a new strategy, or ask for help to grow?** *(Persistent effort, nimble learners, strategic thinking, empowerment)*

Salma Kadiye - Grade 3



I am persistent!  
**Flashlight Project**



Salma (script)- This year an activity that was challenging for me in third grade was our flashlight project. It was hard because I wanted it to be perfect. When I got down on myself I remembered what Ms. Phalan, our language teacher told me, she said, If you misspell its okay. And Ms. Benson, my third grade teacher reminds us to breath in and breath out to get through tough things. In the end it wasn't so bad and I was happy with my drawing.

# Danna Navas Maravilla - Grade 3



I can do hard things!  
**Supermercado Project**

# Danna Arleth Navas Maravilla (script)

*Este año hicimos un proyecto de un supermercado. Se trataba de aprender a hacer sumas con dinero. Use una tarjeta con el dinero que yo quisiera. Yo seguí las reglas, aunque no sabía mucho inglés. La primera ronda para mí fue complicada. Intenté hacerlo bien, pero pienso que lo hice mal. Iban pasando las rondas y me di cuenta que no siempre tiene que ser perfecto solo tenía que intentarlo hasta que lo pudiera hacer. Cuantas más veces lo intentaba, me sentía como si ya lo podía hacer mejor, cada vez sentía más esperanza hasta que lo logre. Yo me sentí confiada que algún día lo iba a poder hacer correctamente. Este proyecto me dio esperanza que yo puedo hacer cosas difíciles.*

This year we did a supermarket project. It was about learning how to add money. I used a card with as much money as I wanted. I followed the rules, even though I didn't know much English. The first round was difficult for me. I tried to do it right, but I think I did it wrong. As the rounds went by, I realized that it doesn't always have to be perfect; I just had to keep trying until I could do it. The more times I tried, the better I felt, and I felt more hopeful until I finally succeeded. I felt confident that one day I would be able to do it correctly. This project gave me hope that I can do difficult things.



# Zev Estrin- Grade 4

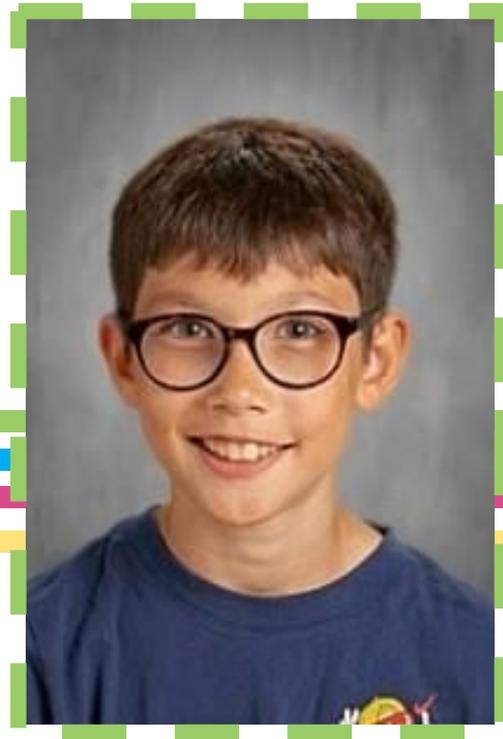
I am inclusive!

## **BIZ TOWN Unit/ Experience**



# K-5 Specialist Experience Henry Yem - Grade 5

I am persistent!  
**Glow Ball & Elders  
Wisdom**



# Community Education - Lily Lassen - Grade 5



I am empowered!  
**Spotlight**

# Grades K-5 - FAST Reading Supports

We are collectively responsible.

- Instructional Assistants
- Instructional Coach
- Classroom Teachers



# Tessa Flanagan - Grade 2

I am a reader!  
Teamwork supports student

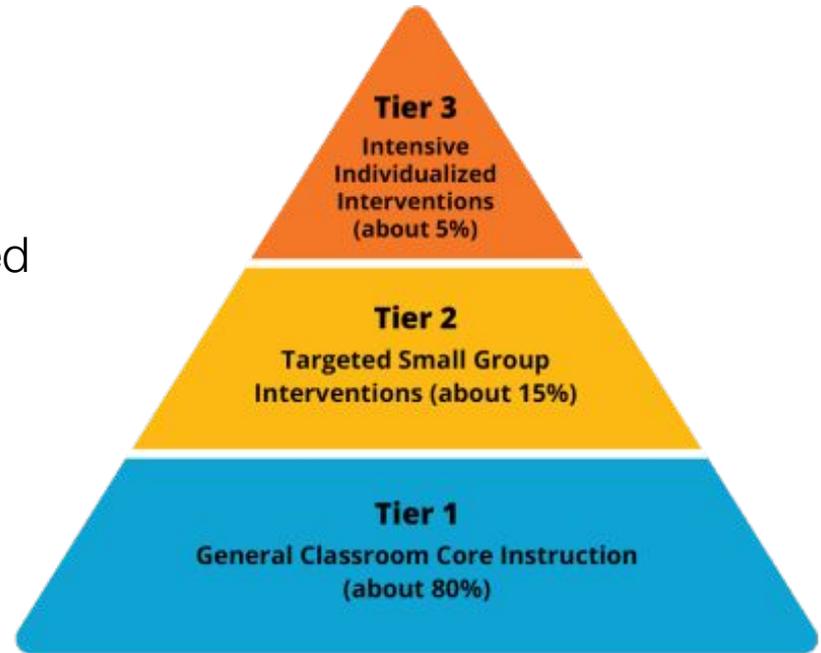
[Video Link](#)



# Building Data Driven Multi-tiered Systems of Support

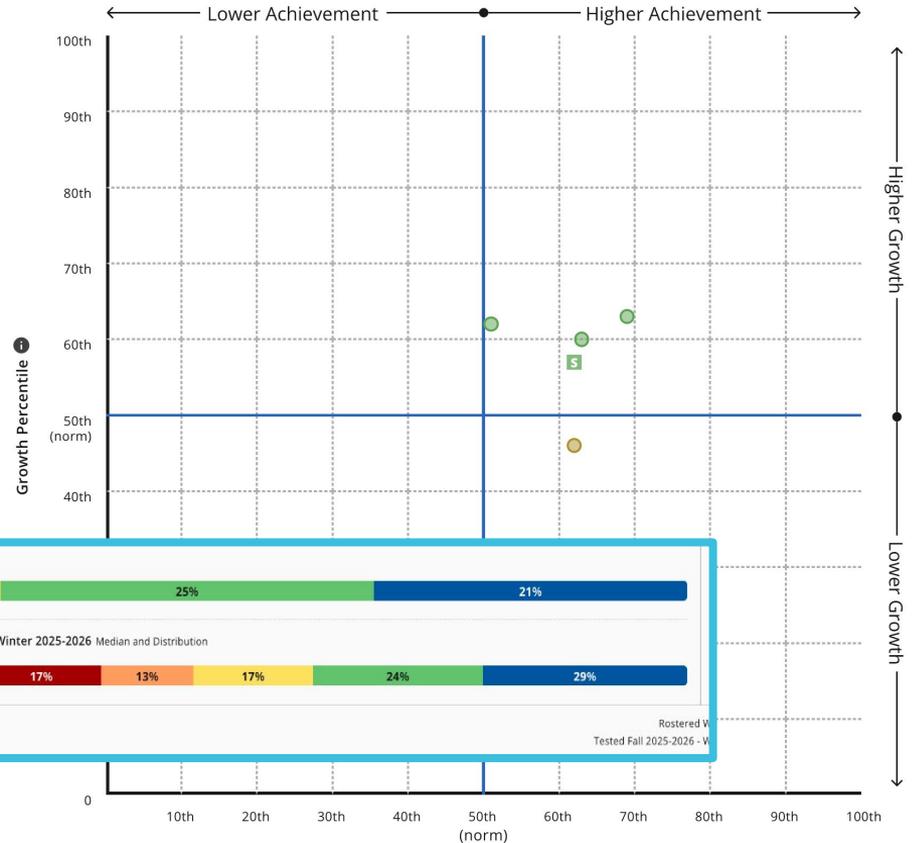
In addition to teacher requests for support;

- Screeners drive academic intervention plans
- Instructional Coach supports teachers & Instructional assistant to learn research based academic interventions
- Behavioral/ attendance data drives SEL intervention planning
- Social worker & School Counselor guide teachers and host SEL interventions

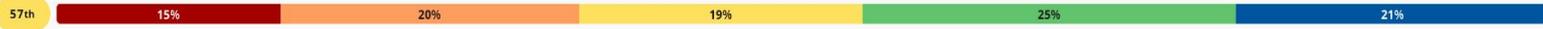


# Outcomes:

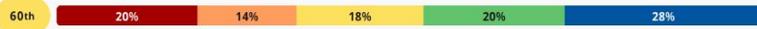
Winter MAP Indicate  
Strong Growth &  
Achievement Rates



Growth Median and Distribution



Achievement Fall 2025-2026 Median and Distribution



Achievement Winter 2025-2026 Median and Distribution



Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

Rostered W  
Tested Fall 2025-2026 - V

Achievement Percentile: Winter 2025-2026 ●

**THANK YOU!**



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