

Chatfield Elementary 2025-2026 Year in Review

Mission

Our mission is to pursue excellence in academics, programming, and the social and emotional development of our students while fostering a culture of kindness, inclusion, and pride in ourselves, our school, and our community.

Academics

Literacy

Chatfield Elementary entered Year 4 of Amplify implementation with confidence, creativity, and purpose. Classroom teachers in preschool through second grade achieved 100% implementation of the curriculum while continuing to refine instructional delivery. Teachers demonstrated increased confidence in adapting lessons to engage students while maintaining fidelity to the curriculum. Favorite units included Habitats in Preschool, Farms in Kindergarten, Astronomy in First Grade, and Life Cycles in Second Grade.

Teachers have consistently noted that students are entering each grade level with stronger foundational literacy skills and are better equipped to tackle decoding challenges and unfamiliar words. This demonstrates that our literacy system is building upon itself as intended and creating stronger readers year after year.

Student growth was evident across all grade levels. Kindergarten experienced especially significant gains, while all grade levels showed positive improvement. WIN (What I Need) time continued to provide targeted intervention opportunities, and the work of Reading Interventionist Abby Burtness had a tremendous impact on student achievement. In December, intervention programming was adjusted to address specific student needs using a combination of Amplify intervention resources and Reading Corps strategies. The results were outstanding, with many students making accelerated progress.

Notable Reading Outcomes:

- 79% of Kindergarten students are on track, with Tier 3 students reduced by 20%
- 72% of First Grade students are on track, with Tier 3 students reduced by 10%
- 66% of Second Grade students are on track, with Tier 3 students reduced by 14%

Mathematics

Mathematics instruction continued to evolve as teachers worked to align instruction with Minnesota's new math standards. Through the work of the curriculum review committee and teacher collaboration, several new standards-aligned instructional strategies were implemented throughout the building.

Teachers participated in peer observations, collaborated around differentiated instruction, and embraced practices such as Math Talks and Number Corners. These strategies have significantly increased student discourse, guided questioning, and mathematical discovery. Students are now engaging in deeper conversations about mathematics and demonstrating stronger conceptual understanding.

Student growth in mathematics was impressive, with all students demonstrating growth throughout the school year.

Notable Math Outcomes:

- 85% of Kindergarten students are on track
- 85% of First Grade students are on track, with Tier 3 students reduced by 7%
- 74% of Second Grade students are on track

These results reflect the dedication of staff and the collective commitment to strengthening mathematics instruction while preparing for future curriculum improvements.

Programming

Chatfield Elementary continued to provide a rich variety of programming opportunities designed to engage students, strengthen family connections, and build positive school experiences.

Student-focused events included:

- Homecoming Activities
- Fire Prevention Week
- Unity Day
- Halloween Celebrations
- Veterans Day Programs
- Turkey Trot
- Climb Theatre Performances
- Thanksgiving Activities
- School-Wide Bingo
- Holiday Sing-Along
- Kindness Week
- I Love to Read Month
- Valentine's Day Activities
- Kindergarten Information Night
- FFA Week
- Kids Heart Challenge
- Grade-Level Music Performances
- Field Trips
- Elementary Ag Day
- Field Day

Family engagement remained strong throughout the year through Unity Day, I Love to Read activities, Kids Heart Challenge, Field Day, field trips, conferences, and the Book Fair. Feedback from families indicates a strong desire for even greater involvement, and plans are underway to expand opportunities for engagement in future years.

Programming improvements also included scheduling preschool students into specialist classes such as music and library, helping create a more connected educational experience. Kids Company programming continued to provide important support for families and students.

Social and Emotional Development

Supporting the social and emotional well-being of students remains one of Chatfield's greatest strengths.

Second Step continued to serve as the foundation of classroom-based social-emotional learning. Teachers consistently implemented lessons that provided strong Tier 1 support and helped students develop skills related to emotional regulation, empathy, problem-solving, and relationship building.

Mrs. Doebbeling's work through whole-group instruction, small groups, and individual support impacted students across all grade levels. Her ability to tailor lessons to individual student needs while reinforcing Second Step concepts and Tiger Strong learning targets provided significant support for student growth.

Tiger Strong remained a cornerstone of Chatfield's culture. Students participated in consistent monthly lessons centered around themes such as:

- Self-Control
- Kindness
- Respect
- Growth Mindset
- Responsibility
- Perseverance

These lessons provided intentional instruction while also creating opportunities for staff collaboration and growth.

PBIS practices continued to be implemented consistently across the building and served as an important connection between Tiger Strong and Second Step. Together, these systems created a cohesive framework for teaching, reinforcing, and celebrating positive behaviors.

At the elementary level, students require intentional instruction and modeling in social-emotional skills. Chatfield staff remained deeply committed to helping students navigate challenges, learn from mistakes, and grow into confident, capable, and caring individuals.

Improving and Fostering Culture

Building culture was the primary focus of Chatfield Elementary during the 2025-26 school year, and significant progress was made.

Staff focused on several key strategies:

- Monthly Culture Train activities led by staff teams
- Celebrating staff in ways that are meaningful to them
- Clear and timely communication
- Building a team-first mindset
- Creating opportunities for ongoing feedback
- Visible leadership through the "rolling desk"
- Empowering staff to solve problems and lead

The impact of these efforts was evident almost immediately. Staff feedback throughout the year reflected a renewed sense of connection, support, positivity, and trust within the building.

Early-year staff feedback highlighted:

- Increased teamwork and collaboration
- Strong communication
- Greater visibility and accessibility of leadership
- A more positive and supportive atmosphere
- A renewed sense of belonging and appreciation

By October, staff described the building culture as the strongest it had been in years. Employees consistently noted feeling valued, supported, and appreciated. Many highlighted the importance of visible leadership, proactive problem-solving, and intentional efforts to build relationships.

The consistent message throughout staff feedback was clear: Chatfield Elementary became a place where people felt cared for, connected, and empowered to do their best work.

As we look ahead, we are proud of the progress made this year and excited to continue building upon this strong foundation. Through excellence in academics, meaningful programming, social-emotional learning, and a positive culture, Chatfield Elementary continues to provide an exceptional experience for students, staff, and families.

Oak Crest Elementary School 2025-2026 Year in Review

Our mission is to pursue excellence in *academics, programming, and the social and emotional* development of our students. Fostering a **Culture** of kindness, inclusion, and pride in ourselves, our school, and our community.

Academics

Oak Crest Elementary remained committed to pursuing excellence in academics by strengthening core instruction, refining intervention systems, and providing teachers with meaningful opportunities for collaboration.

One of the most significant accomplishments was the continued reduction in students requiring below-grade-level interventions across all grade levels. Staff focused on implementing clear intervention and progress-monitoring guidelines, ensuring students received timely and targeted support. Scheduled WIN (What I Need) time was embedded across all grade levels to provide dedicated intervention and enrichment opportunities.

The school continued implementation of Amplify Literacy, entering Year 4 of the program. Staff also explored additional intervention resources, including Bridges Math Intervention and the use of Capti in Grade 4 to expand literacy support options. Inquiry-based science instruction aligned to Minnesota's new science standards was implemented, and staff participated in a Math Standards Review Team to prepare for future instructional shifts.

Teacher collaboration remained a priority. Weekly PLC meetings supported by the Building Leadership Team, along with an additional 40 minutes of monthly collaboration time, provided opportunities for staff to analyze data, review student progress, and strengthen instructional practices. These efforts contributed to a more systematic and responsive approach to meeting student academic needs.

Programming

Oak Crest continued to offer diverse programming opportunities while navigating budgetary challenges and staffing adjustments.

A revised schedule was implemented to reduce class sizes through a shared sixth-grade teaching model. While budget reductions resulted in fewer specialist teachers, students experienced increased access to Physical Education, Music, and Creating Connections programming in grades 3, 4, and 6.

These changes did result in reductions in STEM programming, services for some of our highest-performing students, intervention availability with Mrs. DB, and band lesson opportunities. To address evolving student needs, the art program transitioned to a social-emotional learning model through Creating Connections, using artistic practices to support relationship building and self-awareness.

Students continued to have access to a variety of enrichment opportunities, including:

- 5th and 6th Grade Band
- Math Masters for grades 4-6 through Community Education and Angela Kalal
- Girls ROC through Community Education
- Student Council

- Spelling Bee
- Wolf Ridge Environmental Learning Center's five-day immersive outdoor education experience

These opportunities provided students with meaningful experiences beyond the classroom and helped foster leadership, creativity, and engagement.

Social and Emotional Development

Social and emotional learning remained a central focus throughout the school year.

The Tiger Strong initiative continued to provide schoolwide learning centered on monthly themes including Connector, Contributor, Purpose, Integrity, Kindness, Openness, Discernment, Believe, and Accelerate. These themes helped establish common language and expectations while reinforcing positive relationships and character development.

Students received support through multiple tiers of intervention and engagement:

- Be RED Room averaged 15 student visits daily, providing individualized support ranging from brief check-ins to extended interventions.
- Six small groups per week served approximately 198 groups throughout the year, supporting students in areas aligned to schoolwide themes and teacher recommendations.
- Approximately 62 individual student check-ins occurred weekly.
- Four classroom social-emotional learning lessons were delivered each week.
- Tiger Strong lessons and activities occurred two to four times per month.
- Student Council met monthly and provided student leadership opportunities.

Additional support included facilitation of 17 active 504 plans, more than 275 attendance-related communications and follow-ups with families, and an average of two daily conflict-resolution or student support check-ins.

These efforts helped create a supportive environment where students felt connected, valued, and equipped to succeed both academically and socially.

Improving and Fostering Culture

Creating a culture of kindness, inclusion, and pride remained a priority throughout the year.

Teacher-led culture-building activities, known as the Culture Train, provided three to four opportunities each month for staff and students to strengthen relationships and celebrate school community. Tiger Strong themes, PBIS expectations, and the Be RED framework reinforced consistent behavioral expectations and positive school culture.

Students were recognized through weekly drawings, rotating prizes, and additional schoolwide challenges designed to celebrate positive behavior and engagement.

The Student Council continued to play a significant role in building school spirit, with 52 sixth-grade students participating, representing more than half of the grade level. Student leadership was visible throughout Homecoming Week, the high school Pep Fest, and other schoolwide celebrations.

The school intentionally fostered pride through activities that connected students to Belle Plaine traditions, including learning the school song, celebrating school colors, and embracing the "We > Me" theme.

Schoolwide events such as the Kindness Challenge, I Love to Read Month, Be RED Day, the End-of-Year Picnic, 5K, Track and Field Days, Career Week, and All-School Meetings provided opportunities for students to come together as a community. These events highlighted student learning, celebrated accomplishments, and strengthened connections across grade levels.

Through a continued focus on academics, programming, social-emotional development, and culture, Oak Crest Elementary advanced its mission of pursuing excellence while fostering a culture of kindness, inclusion, and pride in ourselves, our school, and our community.

Secondary School 2025-2026 Year in Review

Mission

Our mission is to pursue excellence in academics, programming, and the social and emotional development of our students while fostering a culture of kindness, inclusion, and pride in ourselves, our school, and our community.

Academics

The secondary school continued its commitment to academic excellence by providing rigorous coursework, targeted interventions, and expanded opportunities for students to pursue their individual pathways toward success.

A key area of focus was ensuring students received instruction aligned to their academic needs and ability levels. In grades 7 and 8, students participated in skill-based groupings in reading and mathematics, allowing instruction to be more responsive and appropriately paced. At the high school level, mathematics coursework continued to be aligned to student readiness and achievement levels, helping students build confidence while maximizing growth.

The school continued to monitor key academic indicators including graduation rates, MCA performance, and student attendance. These metrics provide valuable insight into student achievement and guide ongoing improvement efforts.

Staff continued to emphasize high expectations while providing support systems to help students succeed. Through collaborative planning, intervention support, and targeted instruction, students were provided opportunities to achieve growth and prepare for postsecondary success.

Areas to Highlight

- Graduation Rate
- MCA Performance
- Attendance Improvement

Programming

One of the strengths of Belle Plaine Secondary School continues to be the breadth of programming available to students.

Students had access to ten concurrent enrollment courses on campus, allowing them to earn college credit while still in high school. Additional online college-credit opportunities expanded access and flexibility for students pursuing advanced coursework.

Career and Technical Education opportunities continued to grow through partnerships with Southwest Metro. Students participated in programs including:

- Automotive Technology
- Criminal Justice
- Cosmetology
- Residential Electrician
- EMT
- EMR
- Medical Terminology
- Nursing Assistant

These experiences provided students with valuable career exploration opportunities and industry-specific skills while helping them prepare for both college and workforce pathways.

Elective offerings continued to provide students with opportunities to discover and develop their interests. Courses included:

- Metals
- Industrial Technology
- Agriculture Education
- Art

- Music
- Physical Education
- Sports Officiating
- Unified Programming
- Podcasting

These programs allowed students to engage in hands-on learning, build leadership skills, explore future careers, and strengthen connections to school.

Social and Emotional Development

The social and emotional well-being of students remained a priority throughout the school year.

The school continued to emphasize relationship building, student connection, and mental wellness through a variety of initiatives. Kindness and Mental Health Month served as a cornerstone event, providing students with opportunities to focus on empathy, belonging, resilience, and self-care.

The Human Connection Hub continued to provide meaningful content and opportunities for students to develop social-emotional skills while fostering stronger relationships within the school community.

Staff regularly facilitated restorative conversations and mediations between students and teachers when needed, helping students develop communication skills, accountability, and problem-solving abilities.

Mental health supports continued to expand through partnerships with Connect Therapy, providing both in-person and virtual counseling options for students and families.

Attendance interventions remained a focus area. Through the efforts of staff members such as Kattalasso and the broader student support team, students experiencing attendance challenges received individualized support and intervention aimed at increasing engagement and improving school attendance.

These efforts helped create a supportive environment where students felt connected, valued, and supported both academically and emotionally.

Improving and Fostering Culture

Creating a positive and inclusive culture remained a major focus during the 2025-2026 school year.

Students were regularly recognized and celebrated through initiatives including:

- Be RED Drawings
- Student of the Month Recognition

- Hallway Walk Celebrations
- Staff Recognition Activities

The Student Ambassador Leadership Team continued to grow as an important student leadership organization. Comprised of approximately 20 students in grades 7-12, the group played a significant role in welcoming students, promoting school spirit, supporting events, and strengthening school culture.

Kindness and Mental Health Month provided additional opportunities for students and staff to celebrate positive relationships and reinforce the values of kindness, inclusion, and belonging.

Staff also continued to utilize restorative practices and mediation opportunities to strengthen relationships and resolve conflicts in constructive ways.

The result was a school environment where students increasingly felt connected, supported, and proud to be part of Belle Plaine Secondary School.

Looking Ahead

As we reflect on the 2025-2026 school year, we are proud of the accomplishments of our students and staff. Through expanded academic opportunities, career-focused programming, social-emotional supports, and intentional culture-building efforts, Belle Plaine Secondary School continues to prepare students for success in college, careers, and life.

Attendance Comparison Opportunity

Yes, I would strongly recommend including an attendance comparison between the 2024-2025 and 2025-2026 school years. Attendance is one of the clearest indicators of student engagement, school culture, and academic success.

Possible metrics to highlight include:

- Average Daily Attendance
- Chronic Absenteeism Rate
- Number of Students Missing 10% or More of School
- Attendance by Grade Level
- Improvement in Attendance Among Previously At-Risk Students

If attendance improved, it would provide powerful evidence that your investments in student relationships, social-emotional supports, Human Connection Hub activities, and attendance interventions are making a measurable impact.